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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Speaking

###### a. The Definition of Speaking

Speaking is the key of communication. People communicate by using the language in two ways, speaking and writing. Speaking is more simply to be done and understood. That is why speaking plays a very important role in the human communication.

Various definitions of speaking have been given by many theorists. According to Bygate, as quoted by Nunan (1991, p. 40) Speaking is an oral interaction which the participants need to negotiate the meaning contained in ideas, feelings, and manage in terms of who is to say what, to whom and about what. It means that speaking is used to make our listeners understand our expression. In addition, speaking in a second or foreign language will be facilitated in which learners are actively engaged in attempting to communicate.

In mastering English as one of the international languages that we use to communicate, the learners should master this skill also. When the learners master of speaking, they will express their ideas, thoughts and feelings easily. Speaking can be practiced by

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them in daily conversation, in practice lessons in front of the class, conveying speech, and etc.

Talking about speaking as communication we cannot separate it with the language, as Brown says “Language learning is primarily a matter of transforming perceptions into conceptions. Brown (2000, p. 44) said that Language means thinking of representing the world to oneself”. So, we use language to represent our conceptions that are usually expressed by speaking.

To transform perceptions into conceptions, the speakers need several competences such as a communicative and sociolinguistic competence to produce a good speaking performance effecting on having a good English proficiency.

Communicative competence consists of grammatical competence, as well as sociolinguistic competence as factors governing successful communication. Kumaravadelu (2006, p. 9) identified these factors, and has used an acronym “SPEAKING” to describe them:

- a) **Setting** refers to the place and time in which the communicative events take place.
- b) **Participants** refers to speakers and hearers and their role relationships.
- c) **Ends** refers to the states or unstated objectives the participants wish to accomplish.

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- d) Acts sequence refers to the form, content and sequence of utterances.
- e) **Keys** refers to the manner and tone (serious, sarcastic, etc.) of the utterances.
- f) Instrumentalities refers to the channel (oral or written) and the code (formal or informal).
- g) Norms refers to conventions of interaction and interpretation based on shared knowledge.
- h) **Genres** refers to categories of communication such as lecture, report, essay, poem, and so forth.

So, the communicative model of language teaching can improve the students' speaking ability.

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. On the other hand, speaking can be called as oral communication. That is why the teachers have big challenge to enable their students to master English well, especially in speaking English.

**b. The Speaking Ability**

Speaking is one of the communicative competence relating to people in social relationship and social expectation. In speaking term, speaking and interlocutor outward appearance in which both yield immediate feedback form of verbal and non-

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verbal. In addition to appear take and give, problem and carries can be clear up and more complete transitions of meaning obtained.

Speaking is a very important skill in mastering English for students who learn English to communicate each other. Hughes (2003, p. 131) states that there are some components that should be considered in speaking skill: they are accent, grammatical, vocabulary, fluency, and comprehension. Besides, according to Brown (2003, p. 156) there are some categories for evaluating speaking skill such as grammar, vocabulary, fluency, and pronunciation. So, it can be concluded that speaking needs some components that have a crucial meaning in speaking skill, they are: pronunciation, grammar, vocabulary, fluency and comprehension.

#### a) Pronunciation

Derwing and Munro state in Teaching ESL/EFL Listening and Speaking having a good pronunciation of the language can help in normal communication, particularly intelligibility in Nation and Newton (2009, p. 75). Because speaking is an oral communication, so that is why listeners need clear pronunciation.

#### b) Grammar

Leaver says that knowledge of target language grammar, sometimes called structure (or forms), and syntax (word order) is an equally important aspect of second or foreign

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language acquisition. Words alone are not enough to communicate. The words must come, in most language, in a certain order and take a certain shape, or they will not be understood and your message will not be conveyed said by Nation and Newton (2009, p. 21). So, grammar makes speaking systematically.

#### c) Vocabulary

As Leaver says that vocabulary learning is one of the sets of enabling knowledge and a critical aspect of developing the ability to use your foreign language in useful ways said by Leaver, Ehman, and Shekhtman (2005, p. 20). Mastering vocabulary will become a very useful aspect to speak something in right understanding because of the right context of words.

#### d) Fluency

Schmidt has said that fluent language use involves the processing of language in real time. That is, learners demonstrate fluency when they take part in meaning-focused activity and do it with speed and ease without holding up the flow of talk said by Nation and Newton (2009, p. 151). The students will be more self-confident when they are fluent in speaking.

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**e) Comprehension**

Hornby (1955, p. 235) comprehension is the power of understanding or an exercise aimed at improving or testing one understand of a language (written and spoken). It indicates that in comprehension the speaker and the listener have to understand what the intended meaning of the speaker when he or she says something.

So, speaking ability is someone's skill in expressing their ideas, information, suggestion and feeling to another people in oral form by considering culture and social context occurred.

**c. Assessing Speaking**

Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. Speaking skill is generally recognized in analysis of speech process those are pronunciation, grammar, vocabulary, fluency and comprehension. There are some categories which scoring in speaking.

Heaton presented the sample of an oral English rating scale that used 1-6 points. Below is the frame of Heaton's (1990) in Irianti (2011, pp.14-16) oral English rating scale:

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**Table II.1**  
**Students' speaking ability**

6	Pronunciation good - only 2 or 3 grammatical errors - not much Searching for words - very few long pauses - fairly easy to understand - very few interruptions necessary - has mastered all oral skills on course.
5	Pronunciation slightly influenced by L1 - a few grammatical errors but most sentences correct - sometimes searches for words - not too many long pauses - general meaning fairly clear but a few interruptions necessary - has mastered almost all oral skills in course.
4	Pronunciation influenced a little by L1 - a few grammatical errors but only 1 or 2 causing serious confusion - searches for words - a few unnatural pauses - conveys general meaning fairly clearly - a few interruptions necessary but intention always clear - has mastered most of oral skills on course
3	Pronunciation influenced by L1 - pronunciation and grammatical errors - several errors cause serious confusion - long pauses to search for word meaning - fairly limited expressions - much can be understood although some effort needed for parts - some interruptions necessary - has mastered only some of oral skills on Course.
2	Several serious pronunciation errors - basic grammar errors unnaturally long pauses very limited expression - needs some effort to understand much of it - interruptions often necessary and sometimes has difficulty in explaining or making meaning clearer - only a few of oral skills on course mastered
1	A lot of serious pronunciation errors - many basic grammar errors - full of unnaturally long pauses - very halting delivery - extremely limited expressions - almost impossible to understand - interruptions constantly necessary but cannot explain or make meaning clearer - very few of oral skills on course mastered.

Each element characteristic is then defined into six chart behavioral statements as stated in the frames above. The writer will objectively see the characteristic of each student's speaking ability

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whether they achieve 1,2,3,4,5 and 6. In order to case the computation the writer converts the small score of Heaton to the scale of 100 as follow:

6	= 87-100	5	= 77-86
4	= 67-76	3	= 57-66
2	= 46-56	1	= below 45

According to Brown (2003, p. 148-149) there are some oral responding scoring categories for assess speaking as follows:

#### 1) Grammar

- a) Error in grammar is frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
- b) Can usually handle elementary construction quite accurate quite accurately but does not have through or confident control of the grammar.
- c) Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topic.
- d) Able to use the language accurately on all levels normally pertinent to professional need. Error in grammar are quite are.
- e) Equivalent to that of an educated native speaker.

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## 2) Vocabulary

- a) Speaking vocabulary inadequate to express anything but the most elementary school.
- b) Has speaking vocabulary sufficient to express him simply with some circumlocution.
- c) Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is broad enough that rarely has to grope for a word.
- d) Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
- e) Speech on all level is fully accepted by educated native speakers in all it is features including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references.

## 3) Comprehension

- a) Within the scope of very limited language experience, can understand simple question and statement. If delivered with slowed speech repetition or paraphrase.
- b) Can get the gist of most conversations of non-technical subjects.

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- c) Comprehension is quite complete at a normal rate of speech
  - d) Can understand any conversation within the range of his experience.
  - e) Equivalent to that of an educated native speaker.
- 4) Fluency
- a) No specific fluency description. Refers to other 4 language areas for implied level of fluency.
  - b) Can handle with confident but not with facility most social situation, including introductions and casual conversation about current events, as well as work, family, and autobiographical information.
  - c) Can discuss particular interest of competence with reasonable ease. Rarely has to grope for word.
  - d) Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluently.
  - e) Has completed fluently in the language such that his speech is fully accepted by educated native speakers.
- 5) Pronunciation
- a) Error in pronunciations are frequent but can be understood by a native speaker used to dealing with foreigner attempting to speak his language.

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- b) Accent is intelligible though often quite faulty.
- c) An error never interferes with understanding and rarely disturbs the native speaker. Accent may be obviously foreign.
- d) Error in pronunciations are quite rare.
- e) Equivalent to and fully accepted by educated native speakers.

According to Douglas (1997, p. 11-13) Implications of the Model for Testing Speaking Ability there are:

- a) **The Strategic Component and the interpretation of Context**  
 In testing situations where the context is insufficiently specified, testees will create their own interpretations of the situation on the basis of previous experience with tests, advice from friends, and so on, and their performance will be impossible to interpret.
- b) **The Implications of the Knowledge Component for Testing Speaking**  
 Another aspect of the knowledge component that has implications for test development is the division of language knowledge into four subcomponents: grammatical knowledge, textual knowledge, illocutionary knowledge, and sociolinguistic knowledge.

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## c) Implications of Monitoring for Speaking Tests

'tills section of the paper will deal with test method from the point of view of context and how it is realized in test method facets, discourse as it relates to method, the rating of speaking performances, and the question of whether to test speaking in isolation or integrated with other skills.

According to Hughes (2003, pp.131-132) there are some components that should be considered in giving students' score: they are accent, grammatical, vocabulary, fluency and comprehension. The scoring process was done by two raters by using the indicators of speaking ability as mentioned below:

**Table II.2**  
**Speaking Assessment Rubric**

## 1) Accent

Score	Requirement
6	Native pronunciation with no trace of "foreign accent."
5	No conspicuous mispronunciations, but would not be taken for native speaker.
4	Marked "foreign accent" and occasional mispronunciation.
3	"foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar of vocabulary.
2	Frequent gross error and a very heavy accent make understanding difficult, require frequently repetition.
1	Pronunciation frequently unintelligible

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**2) Grammar**

Score	Requirement
6	No more than two error during the interview.
5	Few errors, with no patterns of failure.
4	Occasional errors showing imperfect control of some pattern but no weaknesses that causes misunderstanding.
3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
2	Constant errors showing control of very view major patterns frequently preventing communication.
1	Grammar almost entirely inaccurate except in stock phrases.

**3) Vocabulary**

Score	Requirement
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
4	Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions.
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
1	Vocabulary inadequate for even the simplest conversation.

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#### 4) Fluency

Score	Requirement
6	Speech on all professional and general topics as effortless and smooth as a native speaker's.
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
4	Speech is occasionally hesitant, with some unevenness cause by rephrasing and grouping for words.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
2	Speech is very slow an uneven except for short or routine sentences.
1	Speech is no halting and fragmentary that conversation is virtually impossible.

#### 5) Comprehension

Score	Requirement
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.
5	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
4	Understand quite well normal educated speech when engaged in a dialogue, but occasional repetition or rephrasing.
3	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
2	Understands only slow, very simple speech on common social and touristic topics; require constant repetition and rephrasing.
1	Understand too little for the simplest type of conversation.

Based on the four theories about scoring of students' speaking ability above, the writer used the theory from Hughes. Because there are some components that should be considered in

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giving students' score: they are accent, grammatical, vocabulary, fluency and comprehension. Besides the writer thought that the theory are able to be understood in giving score appropriate with the students' ability. The scoring process was done by two raters by using the indicators of speaking ability.

## 2. The Nature of Tic Tac Toe Game

### a. The Definition of Tic Tac Toe Game

Tic Tac Toe is a board game that can be played using the board or paper by drawing nine box frames. Then each box is written different words or categories. Each player has to make sentences or questions with the words. If they get them right they can put symbol (O or X) on the square. According to Paul (2003, p. 68) "Tic Tac Toe Game is a board game that using sign noughts and cross. Tic Tac Toe Game is played by two players, where first player represents noughts (O) and second player represents cross (X). the first team touches or points to any card and tries to say what it is, make a sentence about it, or answer a question about it (asked by the other team). The team who takes turns to mark spaces in 3 x 3 grids. The player who succeeds in placing three in row of their own marks in a horizontal, vertical, or diagonal row wins the game. It easy to insert new language targets and mix old and new language target, and the children can practice a lot in a

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short space of time. Tic Tac Toe definitely has the potential to encourage active learning.”

Harmer (1991, p. 94) states that this popular children’s game can be easily adapted for the English classroom enabling the teacher to ensure practice of specific language in amusing context. Tic Tac Toe game is a game in which two players alternately crosses and circles in one of the compartments of a square grid of nine spaces: the object is to get a row of three crosses or three circles before the opponent does.

Therefore, the Tic Tac Toe Game shows the characteristic of the game. Tic Tac Toe is a simple game, and use simple material. If this game is played optimally by both players, it will make a tie. However, many players still enjoy it. And this game can be made more complex by increasing the size of the board. According to Beck (2008, p. 28) Tic Tac Toe is played two players, use 3 x 3 grids. Each player tries to get three in a row, or 4 x 4 grids each player tries to get four in a row. And also can be played on large grids, such as 10 x 10 or even 20 x 20 grids. Furthermore, Paul (2003, p. 68) states that an alternative is to have flash cards arranged in a 4 x 4 or 5 x 5 square. Instead of using *O* and *X*, one child or team identifies cards and turns them over horizontally, and the other child or team turns over cards vertically.

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Besides, Paul (2003, p. 69) reviewed that there are various ways in which we can encourage the children to be as active as possible:

a) Giving the children more initiative

Each child has more initiative if she can choose which square to put the words or sounds on her own individual grid. The children can then play Tic Tac Toe using each of the grids, one at a time.

b) Asking more questions

When a child selects a flash card (e.g. *horse*), the other children can ask the relevant question (e.g. *what is it?*), and when they encounter new words they can be encouraged to find out what they are by asking us. The children have many chances to guess, think and reflect. They also feel confused when they first see a new word, and get a sense of accomplishment when they discover it. So Tic Tac Toe definitely has the potential to encourage active learning.

So, it can be concluded that Tic Tac Toe game could improve students' speaking ability, because through this game the students have a chance to express their ideas to make a sentence or asking and answering the questions. The students also are able to enjoy the activities in teaching and learning process in the classroom.

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**b. The Procedure of Tic Tac Toe Game**

According to Paul (2003, p. 205-206) there are some procedures to play Tic Tac Toe Game in the class:

- 1) The Teacher divides the class into two teams and place some flash cards face up on a table, desk or floor in 3 x 3, 4 x 4, or 5 x 5.
- 2) The first child on one team touches or points to any cards and tries to say what it is, make a sentence about it, or answer a question about it (asked by the other team).
- 3) If she is correct, the card is turned over. The first child on the other team then does same. The correct cards for one team are placed horizontally, and the correct cards for the other team are placed vertically.
- 4) The game continue with the second child on one team, then the second child on the other team and so on.
- 5) The winner is either the first team to get a complete line of cards (horizontally, vertically, or diagonally), or the team with the most points (one point being scored for any line of three cards).

Furthermore, Agustia and Zul (2003, Pp. 228-232) stated that there are some procedures of teaching speaking through Tic Tac Toe Game are:

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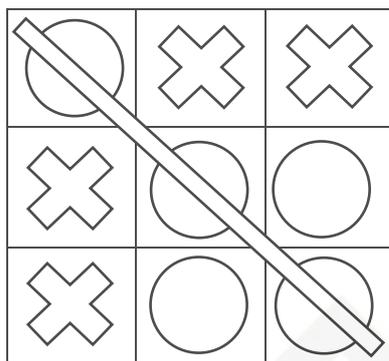
- 1) The teacher divides the students into two teams, one represents nought (o) and another represents cross (x).
- 2) The teacher decides who will be the first team.
- 3) The teacher makes some phrases in the nine grids on the blackboard. The phrase can be verb, adjective, to be, noun, and many others.
- 4) The teacher tells the students that they can choose the phrase and make a sentence based on the phrase.
- 5) the students must choose a phrase horizontally, vertically, or diagonally in three rows.
- 6) The opponent team must try to block another team from making the three in rows and put their symbol in the grid.
- 7) the team that is first able to make sentence and has a symbol “o-s” or “x-s” in three rows (based on his her group) horizontally, vertically, or diagonally is the winner.

The writer used this procedure as the indicators of Tic Tac Toe Game in teaching and learning activities to teach the students about speaking in the classroom.

The description of playing Tic Tac Toe Game can be describe as follows:

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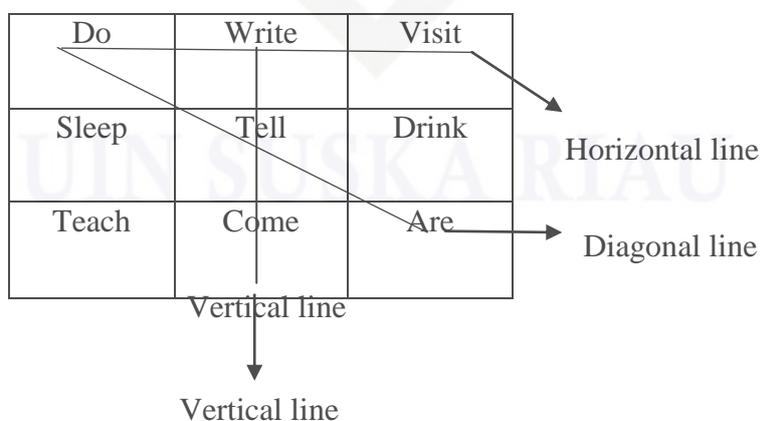


- a) The squares could contain the phrase such as verb, adjective, to be, noun, and many others.

For example:

Do	Write	Visit
Sleep	Tell	Drink
Teach	Come	Are

- b) The students can choose the phrase and make a sentence based on the phrase and the students must choose a phrase horizontally, vertically, or diagonally in three rows.



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For example make a sentence in past tense form:

<b>Word</b>	<b>Sentence</b>	
Write to be wrote	: He <u>wrote</u> poem last month	} Vertical line
Tell to be told	: She <u>told</u> a story to me last night	
Come to be came	: My brother <u>came</u> to Jakarta last week	
Do to be did	: <u>Did</u> you study last night?	} Horizontal line
Write to be wrote	: He <u>wrote</u> poem last month	
Visit to be visited	: We <u>visited</u> our grand parents' house : last week	
Do to be did	: <u>Did</u> Mr. Ali eat last night?	} Diagonal line
Tell to be told	: She <u>told</u> a story to me last night	
Are to be were	: <u>Were</u> all of us happy with the party : last week?	

### c. Teaching Speaking Using Tic Tac Toe Game

Teaching speaking is one of the important things in process of teaching and learning process. Hughes (2003, Pp.131-132) says "The Objective of teaching spoken language is the development of the ability to interact successfully in that language, and involves comprehension as well as production".

Brown (2000, p.7) says that teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning enabling the learners to learn, setting the conditions for learning.

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Our understanding of how the learners learn will determine our philosophy of education, our teaching style, our approach, method, and classroom technique. The more the teachers do, the better their learning will be.

Therefore, in teaching and learning process, the teacher can apply a game in teaching and learning process especially in teaching speaking. Game is one of way to increase students' speaking ability. By using game, the students will easily understand the lesson and reduce boredom. It also helps students to understand the lesson faster and easier.

Amy in Agustia's Journal (2003, p.2) writes that "games allow the students to work collaboratively towards a common goal." This collaborative effort is more than just learning to work with others. It also promotes a relationship where they can learn from each other, such as supply reasons for way their answer is the best and learn to listen to their teammates. Games are highly motivating because they are amusing and interesting. They can be used to give practice many types of communication.

Boroujeni (2007, Pp. 21-37) said that games make the learners more willing to ask questions and think creatively about how to use English to achieve the goal. The teacher should apply the appropriate game in order to improve students' speaking ability. In this research, the writer applied Tic Tac Toe Game in

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teaching speaking to improve students' speaking ability. This game can be applied in teaching and learning. Besides students is given exercise many times, and students also have chance to respond or correct other friend.

There is competition on Tic Tac Toe Game, so it make students to be enthusiasm and active in learning. This game is kind of competition and they are allowed in collaboration with their friends or individual, so the students have motivation to defeat their/his/her friend with collaboration in pair or individual. At least the students have motivation to learn English with their motivation. Harmer (2003, p.88) state that "good speaking activities can and should be highly motivation."

Tic Tac Toe Game can make students better understand the use and change of sentence based on the time signal of something that happened in the past. The game makes students are creative to create sentence themselves. It helps them apply the simple past tense in the conversation to express their experiences.

Here are some interesting strategies of Tic Tac Toe. Player can play perfect Tic Tac Toe to be a winner from the following table (Kevin Crowley, Robert S. Siegler:1993, Pp.531-561):

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**Table II.3**  
**The Strategies of Tic Tac Toe Game**

1	Win	If you have three in a row, play the third to get three in row.
2	Block	If the opponent has two in row, as a player you have to block them on the third a row.
3	Fork	Create an opportunity where you can win in two ways.
4	Block opponents' Fork	Option one: Create two in a row to force the opponent in to defending, as long as it does not the result for them to create a fork or winning. For example, if "X" has the opposite corner as well, "O" must not play a corner in order to win (playing a corner in this scenario creates a fork "X" to win).  Option two: If there is configuration where the opponent can fork, try to block that fork
5	Center	A player marks the center
6	Opposite corner	If the opponent is in the corner, play a center of that row or column.
7	Empty corner	Play in a corner square
8	Empty side	Play in a middle square on any of the 4 side

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### d. The Advantages of Teaching Speaking through Tic-Tac-Toe Game

Playing tic-tac-toe game provides a meaningful context for many students to get actively involved in conversation. Paul (20013, p.69) states that it easy to insert new language targets and mix old and new language target, and the children can practice a lot in a short space of time. Tic Tac Toe definitely has the potential to encourage active learning. This game can build competitive environment for the students so that the students can be active and build their self-confidence to speak.

Usually the students are not confident if they speak alone. However, if the students work in group, they will not be shy to speak. In addition, according to Agustia and Zul (2013, p. 232) this game also increases the students' cooperation with their friends, so all of the students have opportunities to speak because the purpose of this game is to make the students speak in the classroom.

Boroujeni (2007, Pp.21-37) stated that another advantage of game is that it is easier to maintain the attention of the students in game playing because having fun helps students to satisfy their own inborn predisposition. In addition, this game also increases the students' cooperation with their friends, so all of the students have opportunities to speak because the purpose of this game is to make the students speak in the classroom.

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## B. The Relevant Research

As the matter of fact, there are some of the research reports that have relevancy with this research paper. The writer only chooses two relevant researches correlated to writer's research.

1. The research was conducted by Sri Wahyuni entitled "The effect of Using Letter Game on Students' Speaking Ability at Islamic Junior High School Al-Muttaqin Pekanbaru (Sri Wahyuni, 2017)". This research concluded that the mean score of students' speaking ability taught by using Letter game is 85.90 and it was categorized into Very Good Level. While the mean score of students' speaking ability taught without using Letter game is 66.06 and it is categorized into Good Level. The findings of study showed that there is significant effect of using Letter Game on students' speaking ability at Islamic Junior High School Al-Muttaqin Pekanbaru, it could be known from eta square result = 0.751. It meant that using Letter Game has large effect on students' speaking ability.
2. The Research was conducted by Dewi Chalim entitled "Using Tic Tac Toe Game to Improve Students' Understanding on Simple Past Tense (A Classroom Action Research at the Eighth Grade Students of MTs Nahjatus Sholihin Kragan Rembang in the Academic Year of 2010/2011)". In this research, the use of Tic Tac Toe Game can improve Students' understanding on simple past tense. It can be seen on students' average score from preliminary was 5.83, first cycle was

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7.58, second cycle II was 7.88, and third cycle was 8.66. The result shows that the use of Tic Tac Toe Game can help students solve their difficulties to distinguish the verb 1 and Verb 2. The test result of the students under this research increased in every cycle.

The different between previous researches and this research is the writer used Tic Tac Toe Game in this research to improve students' speaking ability at the tenth grade of state senior high school 1 Rokan IV Koto.

### C. The Operational Concept

Operational concept is the concept used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variable in analysing the data. In this research, there are two variables; Variable X (Tic Tac Toe Game) is independent and Variable Y (Students' speaking ability) is dependent:

1. The Procedures of Tic Tac Toe Game (Variable X) are:
  - a. The teacher divides the students into two teams, one represents nought (o) and another represents cross (x).
  - b. The teacher decides who will be the first team.
  - c. The teacher makes some phrases in the nine grids on the blackboard. The phrase can be verb, adjective, to be, noun, and many others.

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- d. The teacher tells the students that they can choose the phrase and make a sentence based on the phrase.
  - e. the students must choose a phrase horizontally, vertically, or diagonally in three rows.
  - f. The opponent team must try to block another team from making the three in rows and put their symbol in the grid.
  - g. The team that is first able to make a sentence and has a symbol “o-s” or “x-s” in three rows (based on his her group) horizontally, vertically, or diagonally is the winner.
2. The indicators of students’ speaking ability (Variable Y) are:
    - a. Accent
    - b. Grammar
    - c. Vocabulary
    - d. Fluency
    - e. Comprehension

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**D. The Assumption and Hypotheses****1. The Assumption**

In this research, by considering a lot of explanation and relevant research about Tic Tac Toe Game stated before, the writer assumed that:

- a. Students' ability in speaking is various.
- b. Teaching English by using Tic Tac Toe Game can influence students' speaking ability.

**2. The Hypothesis**

- a. The Alternative Hypothesis ( $H_a$ ): There is a significant difference between using Tic Tac Toe Game and without using Tic Tac Toe Game on students' speaking ability.
- b. The Null Hypothesis ( $H_0$ ): There is no significant difference between using Tic Tac Toe Game and without using Tic Tac Toe Game on students' speaking ability.