

**THE INFLUENCE OF USING TIC TAC TOE GAME
TOWARDS STUDENTS' PASSIVE VOICE MASTERY
IN PRESENT PERFECT TENSE**

An Undergraduate Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By :

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
1442H/2020M**

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Study Program : English Education

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ABSTRACT

This research was conducted based on problem that grammar was considered difficult by the students, especially passive voice. Consequently, the students felt confused on making a correct passive voice sentence. The students also did not get any interest during the learning process. It was caused due to less attractive way of teaching used by the teacher. The learning process was bored and not enjoyable, so they did not understand the material easily. Therefore, this research was aimed to discover whether there was an influence of using tic tac toe game in teaching passive voice particularly in present perfect tense at the second semester of the eleventh grade of SMA N 6 Bandar Lampung in the academic year 2019/2020.

A quasi-experimental design was used in three meetings for treatments, 2 x 45 minutes in each meeting. The population was the eleventh grade of SMA N 6 Bandar Lampung. The total sample were 53 students that taken from two classes, XI IPS 2 (experimental class) and XI IPS 3 (control class) by using cluster random sampling. Tic tac toe game was used in experimental class and grammar translation method in control class. The data was collected by pre-test and post-test. The instrument was multiple choice that consisted of 20 items about positive, negative and interrogative passive voice sentence in present perfect tense. To analyze the data used formula of independent sample t-test from SPSS version 21 in the statistical computation.

After conducting the post-test, the data that had been collected from pre-test and post-test were analyzed. The result showed that the significant generated Sig.(p-value) or Sig(2-tailed) of equal variances assumed the result of 0.000. It was lower than $\alpha = 0.05$. It was meant that H_a was accepted. Based on the computation, it could be concluded that there was significance influence of using tic tac toe game in teaching passive voice in present perfect tense at second semester of the eleventh grade of SMAN 6 Bandar Lampung in the academic year 2019/2020.

Key words : Tic Tac Toe Game, Passive Voice, Quantitative Research



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DECLARATION

Hereby, I state that this thesis entitled “The Influence of Using Tic Tac Toe Game Towards Students’ Passive Voice Mastery in Present Perfect Tense” was completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, August 2020
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MOTTO

الَّذِينَ ءَامَنُوا وَتَطْمَئِنُّ قُلُوبُهُمْ بِذِكْرِ اللَّهِ أَلَا بِذِكْرِ اللَّهِ تَطْمَئِنُّ الْقُلُوبُ ﴿٢٨﴾

Those who believe, and whose hearts find comfort in the remembrance of God.

Surely, it is in the remembrance of God that hearts find comfort.¹ (Q.SAr-Ra'd : 28)

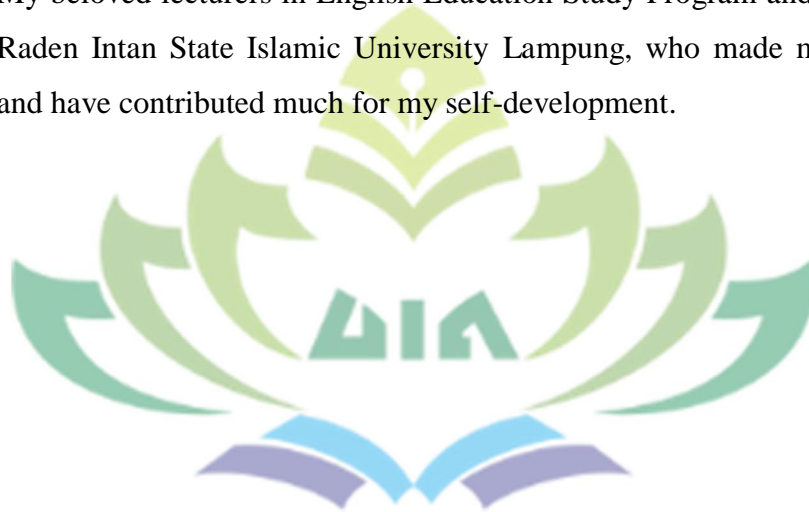


¹ Talal Itani, *The Quran* (Dallas, 2012), p. 125

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

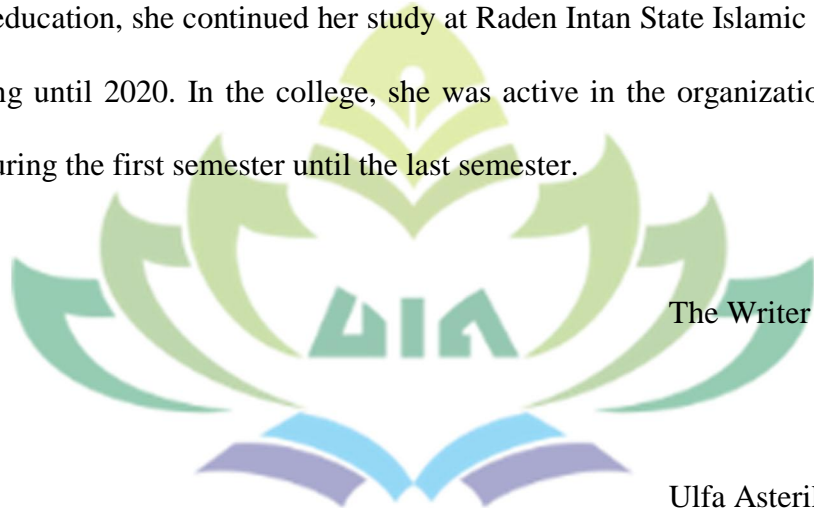
1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Asrofi and Ms. Erma who always love and keep on praying for my life and success. I love you forever.
3. My beloved younger sister, Tunjung Nawang Silva who loves, cares, supports and cheers me up until the completion of this thesis. Then, beloved grandmother, big family and friends who love me so much. I do love you.
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CURRICULUM VITAE

Ulfa Asterik Errofi was born on July 5th, 1997 in Bandar Lampung. Ulfa is the first child of Mr. Asrofi and Ms. Erma. She has one younger sister, her name is Tunjung Nawang Silva.

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Finally, none or nothing is perfect for this thesis. Any corrections comments and crictism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, August 2020

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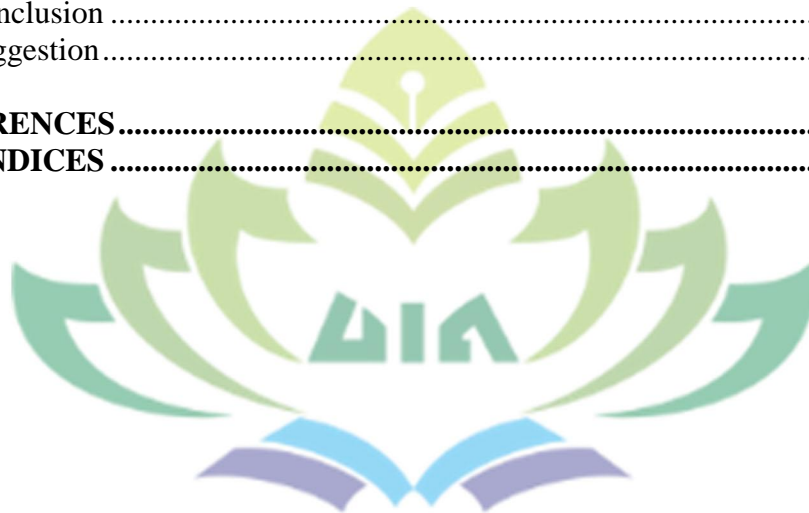
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Human as the social creatures need something that they can use for interacting to each other. Through communication, people connect with each other. In making communication to occur then people need a tool that is language. A language is what the members of society speak.¹ A language is used by human to communicate with others, express ideas, and give an opinion.

Allah SWT says in Al-Qur'an surah Ibrahim :

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤١﴾

“And We did not send any messenger except [speaking] in the language of his people to state clearly for them, and Allah sends astray [thereby] whom He wills and guides whom He wills. And He is the Exalted in Might, the Wise.”²

For making an interaction with other people will be impossible without a language and also to learn something as well as possible. Language has important role in human life. But, there will be an obstacle when people come from different countries whom have different culture and different language.

¹ Ronald Wardaugh, *An Introduction to Sociolinguistic 5th Ed* (Malden : Blackwell Publishing, 2006) p.1

² Talal Itani, *The Quran* (Dallas, 2012), p. 126

Problem always appears when they try to communicate. Therefore, they need to master certain language that they can understand. In this case, they need to master international language which is English.

In studying English, there are four skills that must be comprehended by students, they are speaking, listening, reading and writing. Additionally, there are three components of language includes grammar, vocabulary, and pronunciation. The four skills and three components of language have to be taught in order to support people to communicate to each other and they must be taught consistently. In other words, someone can not learn the four skills without having knowledge of three components of language.³

English has become the first foreign language that be taught in Indonesia instead of other foreign languages such as Arabic, Japanese, French, Mandarin, etc. As the foreign language, English becomes a major subject in every school in Indonesia. It has been taught since in elementary school, junior school and senior high school. Even though English has been trained since elementary school, there are a alot of students tell that they still face difficulties on learning English. As we know, besides the vocabulary, English is different from Bahasa on arranging a sentence.

In a conversation, students require grammar to help them make meaningful sentence to be delivered. Because grammar provides the structure of a sentence. According to King, a language requires two elements to fulfil

³ Betty Schramper Azar, *Fundamental of English Grammar 3rd Edition* (New York, Pearson Education, 2003), p.20

man's need to communicate effectively: a vocabulary and grammar⁴. Brown added that, grammar is the system of rules governing the conventional arrangement and relationship of words in a sentences.⁵ Grammar became a fundamental for people to create good sentences in order to communicate well. It can be concluded that, grammar is the way how the sentence is formed correctly. This is also supported by Gerot and Wignell:

“Why do we need to know about grammar? We need a theory of grammar or language which helps us understand how text work. As teachers we need to know how text work so we can explicitly help learners how to understand and produce texts- spoken and written in various context for various purposes.”⁶

It meant that grammar helps us to take informations about the text and as teacher we have to understand well about grammar in order to be able to help students produce various good texts in spoken and written. Thus, students have to understand the rules of grammar.

Teaching grammar is very necessary for students. If students want to master English well, they should understand the English grammar. Grammar includes the tenses as a core of the skill. One of aspects in grammar that student should learn is passive voice. Passive voice is one of aspects where English teacher should give more attention. It is because passive voice is important to be taught by students or whoever studying English. If the learner wants to make their sence feel impersonal, indirect, and noncommittal, they need to use passive voice.

⁴ Graham King, *Collins Good Grammar* (Glasgow : Harpercollins Publishers, 2004) p. 10

⁵ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy 2nd Ed* (Longman : New York, 2001), p.362

⁶ Gerot, L, and P. Wignell, *Making Sense of Functional Grammar* (Sydney : Gerd Stabler Antipodean Educational Enterprises, 1994),p.3

Mostly on teaching grammar, the teacher explains the rules in students' first language and then simple words are put into slots of grammatical rules. The grammar rules are memorized as units. The teacher provides the class with other words and the translation. The students, then, practice using the rules by using the words provided.⁷ The teacher's explanations seem monotonous. Teacher should apply variations of media and technique in order to make students interest and enjoy the material particularly on studying grammar.

Based on the preliminary research which was conducted at SMAN 6 Bandar Lampung on 2nd May 2019, by interviewing an English teacher, Mr. M. Syarief said that he usually does not use any specific strategies on teaching passive voice. He usually explains first about the formula and give examples based on activities in daily life. But, most of students at eleventh grade of the school still get difficulties on learning passive voice.⁸ The students were still confused with the changing form in passive voice. They faced difficulty to make a sentence and it also found that some students had low score in grammar. (See appendix 8) It could be seen from the table :

Table 1
The Students' Scoring Standard and Range in Grammar

Range	Qualification	Class				Total of Students	Percentage
		XI IPS 1	XI IPS 2	XI IPS 3	XI IPS 4		
90-100	Excellent	-	-	-	-	-	-
80 - 89	Good	2	1	-	3	6	5.2%
70 – 79	Fair	2	3	1	4	10	8.8%
60 – 69	Poor	3	2	3	5	13	11.4%

⁷ Bambang Setiyadi, *Teaching English As A Foreign Language*, (Yogyakarta : Graha Ilmu, 2006), p. 34-35

⁸ M. Syarif, An English Teacher of SMAN 6 Bandar Lampung, on Interview, May 2nd 2019.

< 60	Bad	23	20	23	19	85	74.6%
Total		30	26	27	31	114	100%

Source : The Data from English Teacher of SMAN 6 Bandar Lampung In The Academic Year 2019/2020

Based on the table of criteria, it was showed that students' achievement at grammar was not absolutely optimal. From 114 students, most of them got score at below 60, it were 85 students (74.6%) meanwhile the rest were only 29 students (25.4%) whom got score above 60. It meant that students have problem in learning English, especially in Passive Voice.

Moreover, based on the questionnaire that had been gave to students, the factors of students' problem in learning Passive Voice were found in three points, they were (1) students think learning grammar is difficult, (2) teacher's teaching strategy is not fun and attractive, (3) students find difficulties in learning formula of passive voice.

Based on the preliminary research, the problem could be concluded that the students mastery on Passive voice is still low. It occurred because the teacher did not use proper way on teaching and the students experienced difficulties on understanding the Pasive Voice material. To improve students' mastery on Passive Voice needs a suitable strategy, technique and method to help as a solution for students' problem. There is actually way to teach for example through game, in this research would be applied Tic Tac Toe game for teaching passive voice.

Tic Tac Toe games is used as teaching technique to teach passive voice. Tic Tac Toe means a game in which two players take turns drawing tokens (X's or O's) on a 3 x 3 grid. Winning involves a player placing three tokens

in a row, column, or diagonal.⁹ This is kind of game board with noughts and crosses which needs Tic Tac Toe paper and grid that contains nine, sixteen even twenty boxes of frames.

There was previous research about tic tac toe game that had been conducted by Rini Susanti. Her research showed that Tic Tac Toe game can improve students' vocabulary achievement. She used classroom action research.¹⁰ In the previous research, the tic tac toe game was applied to improve students' vocabulary achievement. The difference with the previous research are the tic tac toe game is used to teach passive voice and the research design of the previous research was classroom action research but in this research used quasi-experimental.

Another previous research also had been conducted by Dewi Chalim. The result showed that Tic Tac Toe game could improve students' understanding on simple past tense at the Eight Grade Students of MTs Nahjatus Sholihin Kragan Rembang in the Academic Year of 2010/2011.¹¹ The previous research showed that tic tac toe game could improve students' understanding on simple past tense. In this research, tic tac toe game is used to teach passive voice in form present perfect tense.

Based on the explanations above, the research would be conducted by choosing eleventh grade of SMAN 6 Bandar Lampung as the sample of the

⁹Kevin Crowley and Robert S. Siegler, *Flexible Strategy Use in Young Children's Tic-Tac-Toe* *Cognitive Science* (Carnegie Mellon University, 1993) 17(4), p. 531-561.

¹⁰Rini Susanti, "Improving The Students' Vocabulary Achievement by Applying Tic Tac Toe Game". *University of Medan*, p. 1

¹¹Dewi Chalim, "Using Tic Tac Toe to Improve Students Of MTs Nahjatus Sholihin Kragan Rembang in the Academic Year of 2010/2011". (Undergraduate Thesis for Bachelor Degree in English Educational IAIN Walisongo, Semarang, 2010), p. 67 -68

research by applying tic tac toe game on teaching passive voice on eleventh grade of SMA Negeri 6 Bandar Lampung. The research was entitled “The Influence of Using Tic Tac Toe game towards students’ Passive Voice Mastery in Present Perfect Tense at the second semester of the eleventh grade of SMAN6 Bandar Lampung in The Academic Year of 2019/2020”.

B. Identification of the Problem

The problems were indentified as follow :

1. The students did not like English, especially in learning grammar.
2. The teacher did not use any interesting strategy on teaching and learning process.
3. The students were confused to change the active voice form to passive voice form

C. Limitation of theProblem

The problem of the research would be limited in order make more focus. In senior high school, there were many aspect to learn, but the research would be focused on the influence of using Tic Tac Toe game towards students’ passive voice mastery in using present perfect tense at the second semester of eleventh grade of SMA Negeri 6 Bandar Lampung in the academic year 2019/2020.

D. Formulation of the Problem

Considering the background, the problem was fomulated as follows : is there significant influence of using tic tac toe game towards students' passive voice mastery in present perfect tense at the second semester of the eleventh grade of SMA Negeri 6 Bandar Lampung in the academic year 2019/2020?

E. Objective of the Research

Related to the problem, the objective of the research was to find out whether there is an significant influence of using Tic Tac Toe game towards students' passive voice mastery in present perfect tense at the second semester of the eleventh grade of SMA Negeri 6 Bandar Lampung in the academic year 2019/2020.

F. Uses of the Research

The result of this research was expected to give the theoritical and practical contributions which are follows :

1. Theoretically

It may support the theory that Tic Tac Toe game can be applied to teach grammar, especially in passive voice.

2. Practically

Hopefully, this research will be useful for English teacher, students and also school.

a. For teacher

To give information for English teacher about how to increase students' mastery in passive voice through Tic Tac Toe game.

b. For students

To give students motivation that learning grammar especially passive voice can be fun.

c. For school

This research contribute to the school in order to improve the quality of teaching in school in English education.

G. Scope of The Research

The scope of the research were as follows :

1. The Subject of The Research

The subject of the research was the students at second semester of eleventh grade of SMAN 6 Bandar Lampung.

2. The Object of The Research

The object of the research was the use of tic tac toe game towards students' passive voice mastery.

3. The Place of The Research

The research was conducted at SMA Negeri 6 Bandar Lampung.

4. The Time of The Research

The research was conducted at the second semester in the academic year 2019/2020.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

Brown explained that teaching means someone as a teacher shows or helps students to learn how to do something, to give instructions in the study of something, providing with language and causing to know or understand.¹² Therefore, by teaching someone transfers his or her knowledges to students using language within giving instructions to do and cause the students understand about knowledges they have learnt.

Qur'an Says in Surah Al-Baqarah verse 31 :

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

"And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful."

From that verse above, Allah taught Prophet Adam the names of the things to make him knew everything in the world, whereas he did not know anything from the start he was created. According to Littlewood, there are a lot of teachers speaks with the learners mother tongue for the aspect of their

¹² H. Douglas Brown, *Principle of Language Learning and Teaching 5th Ed.* (New York : Pearson Education Inc, 2007), p.7

work.¹³ Thus, teacher actually will use mother tongue in teaching learning process in order to make students understand the subject easier.

Harmer also stated that, English as a foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country.¹⁴ That means, the English learners generally apply English in communication only in schools or institutes where it should be spoken. Hence, teacher has to use an effective way so that the learners can practice English in their daily communication.

As we know that, in Indonesia, English is taught as the foreign language and it is rarely spoken in daily conversation among the learners. Setiyadi supported that In Indonesia, English is learned at schools and people do not speak the language in the society.¹⁵ As a consequence, many students are not still good at English. They think that English is difficult because they never practice to speak on their daily communication. Thus, the teacher should create an effective and good way in teaching English so that students do not only speak on school or institute but also in thier daily conversation.

In addition, Muhassin stated that the English teacher can make the language learning effective by applying communicative activities. The teachers can make some activities which invite students to speak or

¹³ William Littlewood, *Communicative Language Teaching* (London: Cambridge University Press, 1981), p. 45

¹⁴ Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2004), p.39.

¹⁵ Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p.22

communicate with others in classroom. The communicative activities can be implemented through appropriate task such as questions-answer, dialogues, plays and games.¹⁶ It means that the effective teaching English can be conducted by giving some communicative activities such as applying game, plays, dialogues, and questions-answer to help students become more active in using English.

Based on the theories above, it was concluded that teaching English as a foreign language is a communicative activity which someone delivers English knowledge which includes giving tasks from teacher to their students and causes them using the language in both written and speaking.

B. Concept of Grammar

Studying new language means a person has to learn about grammar. The importance of learning grammar can not be ignored before someone learn it, he has to know what grammar is. There are many definitons explain about grammar, Thornbury mentioned that a grammar contains a description of the rules that order how the language sentences are formed.¹⁷ It means that with the rules on grammar can create a well-formed and also meaningful sentence.

Moreover, it is also supported with Harmer's statement that grammar means the way words are formed. It can change their form in order to state

¹⁶ Mohammad Muhassin, " Teachers' Communicative Activities In Teaching English As Foreign Language (TEFL) : A Study At SMAN 9 Bandar Lampung". *Journal Humaniora*, Vol. 7 No. 4 (October 2016), h. 485 – 486.

¹⁷ Scott Thornbury, *How To Teach Grammar* (Essex : Pearson Education Limited, 1999), p.1

different meanings.¹⁸ Through grammar someone can produce a valuable conversation because the informations can be delivered properly. Grammar explains how to combine words in order to make sentence understandable or meaningful both in written and spoken. It shows that learning grammar is needed to produce proper sentences.

Having a knowledge of grammar rule is essential for language mastery. In other words, learning grammar is still needed in classroom eventhough it is not main objective in language learning. Learning grammar becomes a necessity step before learning how to practice the language.

According Richard and Lockhart :

“There are two sequences activities in Communicative Language Learning. There are pre-communicative activities and communicative activities. The first activity emphasizes on the accuracy aspects which focus on presentation of structure, functions, and vocabulary. Here the role of learning grammar is included. The second is communicative actives which emphasize on the fluency aspect which may concern to informatioan sharing and information exchange.”¹⁹

It means grammar does not stand alone. It embodies the three interdependent dimensions of form, meaning, and use. Those three aspect could not be separated. Thus, English learners are hoped to be able to express the English language accurately, both in written and oral expression.

Based on those theories above, grammar can be concluded as the way of a good sentence is formed by using the rules. Then the sentence has a meaning that can be understood by people.

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching* 4th Ed (Essex : Pearson Education Limited, 2007), p. 32

¹⁹ Jack C. Richard, Charles Lockhart, *Reflective Teaching in Second Language Classroom*, (New York: Cambridge University Pres, 1996), p. 119.

C. Concept of Passive Voice

1. Passive Voice

According to Marriane Celce-Murcia passive voice is a focus construction that exist to put the patient, i.e., the receiver or undergoer of an action in a subject position. The subject is acted upon is thus passive.²⁰ It means that in passive voice a subject in active sentence receives an action of verb meanwhile the object in active sentence switch into subject position. In additon, Betty Azar explained that in the passive form, the object of an action verb is existed as the subject of the passive verb.²¹ Thus, in the passive voice there is transformation between subject and object.

Moreover Marcella Frank stated that passive voice is the same action is reffered to indirectly; that is the original receiver of the action is grammatical subject, and the original doer of the action is the grammatical object of the preposition by.²² It can be concluded that Marcella Frank named the subject as 'original receiver' and the object as 'original doer'. Furthermore, passive voice is same action like active voice but, indirectly because the grammatical subject of verb is original object of an active verb.

2. Form of Passive Voice

Passive voice happens both in English spoken and written. The form of passive voice is made with different tenses of *to be* and followed by past

²⁰ Marianne Celce-Murcia, Diane Larsen Freeman, *The Grammar Book, an ESL/EFL Teachers Course 2nd Ed*, (New York : Heinle & Heinle Publisher, 1999), p.347

²¹ Betty Azzar, *Understanding and Using English Grammar 4th ed* (New York : Pearson Education, 2009), p. 211

²² Marcella Frank, *Modern English* (New Jersey : Prentice-Hall, Inc, 1972) p.55

participle. Here is the following chart to give an overview of passive voice of verb tenses in English²³ :

Tense	Active Voice	Passive Voice
Present	Rose helps the boy	The boy is helped by Rose
Present Progressive	Rose is helping the boy	The boy is being helped by Rose
Present Perfect	Rose has helped the boy	The boy has been helped by Rose
Simple Past	Rose helped the boy	The boy was helped by Rose
Past Progressive	Rose was helping the boy	The boy was being helped by Rose
Past Perfect	Rose had helped the boy	The boy had been helped by Rose
Simple Future	Rose will help the boy	The boy will be helped by Rose
Be going to	Rose is going to help the boy	The boy is going to be helped by Rose
Future Perfect	Rose will have helped the boy	The boy will have been helped by Rose

The progressive form of the present perfect, past perfect, and the future perfect are rarely used in the passive.

In the passive, the object of an active verb becomes the subject of the passive verb.

Active

Passive

- a) Rose **helped** the boy b) The boy **was helped** by Rose

The boy in sentence a becomes the subject of the passive verb in sentence b. Notice that the subject of an active verb follows **by** in a passive sentence. The noun that follows by is called the agent.

Form of the passive voice : (**be + past participle**)

²³ Betty Azar, *Op.Cit.* p. 213

c) He **is helped** by her

He **was helped** by her

Only transitive verb (verbs that can be followed by an object) are used in the passive. It is not allowed to use intransitive verbs (such as happen, sleep, come, seem, die) in the passive.²⁴

Infinitive and gerunds can also be applied in passive voice.²⁵

Infinitives

Simple : *to + be + Past Participle*

Students are ready **to be taught**

Perfect : *to + have been + Past Participle*

I am excited to *have been* selected

Gerunds

Simple : *being + Past Participle*

Being selected is an honor

Perfect: *having been + Past Participle*

The man denied having been arrested

3. Transform Active Voice to Passive Voice

To transform the active voice to passive voice in a sentence with subject, verbs, object word order, follow these steps below :

- a) Begin with sentence that has an active verb.

Example :

Active Voice : Shakespeare wrote **Romeo and Juliet** in 1599.

Identify the receiver of the action (**Romeo and Juliet**). Move the receiver to the subject position in new sentence.

- b) Identify the verb (wrote) and its tense (**simple past**). Put the verb *be (was)* in the same verb tense, after the subject.

²⁴ Betty Azar, *Loc.Cit*

²⁵ Keith S. Folse, Elena Vestri Solomon, Barbara Smith-Palinkas, *Top 20 Great Grammar for Great Writing* Second Edition , (Boston: Thompson Heinle, 2008), p.143

- c) Next, add the past participle of the verb (**written**) that has been identified.
- d) Last, include the original person or thing that did the action (the agent in a *by* phrase. Add the rest of the information (if there is any)).²⁶

Then the transformation from active voice to passive voice becomes:
Romeo and Juliet was written by Shakespeare in 1599.

4. The Usages of Passive Voice

Passive voice sometimes is used too often, especially after the learners had understood it. Actually active voice is more affective than passive voice, then the passive voice is used when :

- a) To make receiver of the action to be the main topic in sentence

Smoking is prohibited in the school.

- b) You do not know who did the action

The jewelry store **was robbed** last night

- c) The subject of the active sentence would be people or one

My father **was considered** a humble man

- d) To report unwelcome news or to avoid blame

Taxes **will be increased**

- e) The topic has already been mentioned

Ethanol production is the newest hot topic for discussion. **It is looked** as a possible solution to the country's dependence on oil.²⁷

²⁶ *Ibid*, p.146

D. Concept of Present Perfect Tense in Passive Voice

1. Present Perfect Tense

According to Azar, present perfect is usually used with *since* and *for* to explain about conditions that began in the past and continue up to now.²⁸ It means that the present perfect describes experiences or actions that last in the past and still continue or creates consequences in the present. Moreover, present perfect can be applied in passive voice. It has the same reasons to use as in active form. In the passive voice, it also explain about recent actions, experiences, and ongoing actions or situation.²⁹

2. The Structure

The form of present perfect in passive voice as follow :

(S+has/have+been+V3(Past Participle))

Example :

a) **He has opened a coffee shop** since 2013 (Active)

A coffee shop has been opened by him since 2013 (Passive)

b) **Jane has styled a customer's hair** for one hour (Active)

A customer's hair has been styled by Jane for one hour (Passive)

E. Concept of Teaching Passive Voice

Praveen and Patel explained that at the beginning, the teacher must demonstrate every thing. That is very important that the teacher give students

²⁷ *Ibid*, p.147

²⁸ Betty Azar, *Op.Cit*, p.38

²⁹ Mary Milne, *The Present Perfect Tense and The Passive Voice*, Available Online at : <https://www.wallstreetenglish.com/blog/the-present-perfect-tense-and-the-passive-voice/> Accessed at July 15 2019

necessary practice in pattern drawing.³⁰ The teacher should teach students by showing examples that relate to the lesson material. The examples will stimulate the students before the teacher explains the material more detail.

In addition, giving demonstration helps the students to write correct sentences because they must reproduce the visual image that they get while reading. The print script teaching is also useful because it gives students less strain to the muscles.³¹ It means that by giving demonstration and teaching script make students can produce the correct sentences because they learn from the examples and hopefully they will develop in producing the correct sentence.

According to Lester in his book, He explained clearly about the material of teaching passive voice, mostly in sentences, the subject of the sentences is also an agent or performer of the action of the verb. For example of the following sentence :

Fred answered the call.

The subject, *Fred* is the agent, the person whom performs the action of answering the call. Sometimes, people want to make sentences in which the subject is not the agent. For example :

Fred was promoted yesterday.

Fred is still the nominal subject (the verb *was* is in the third-person singular to agree with the singular noun *Fred*), but *Fred* is not the agent. It can be said, *Fred* is not the person of doing the promoting but, he is the

³⁰ M.F Patel and Praveen M. Jain, *English Language Teaching* (Methods, Tools & Techniques), (Jaipur : Sunrise Publishers & Distributors, 2008), p. 126

³¹ *Ibid*

recipient of the action of the verb *promote*. He did not promote anyone; but somebody promoted him. Thus, the sentence is passive sentence.³²

The most important thing about converting the active to the passive is that it does not change the meaning of the sentence. The passive meaning is exactly as same as the original active.³³ In changing the active sentence to the passive sentence, the meaning is not different from the active sentence. The aim of the switch from active to passive is to change the focus or the emphasis in the sentence. In the active voice, the focus in on what subject does. Meanwhile, in the passive voice, the focus is on what occurs to the object. In example, the active version explains what John did (he saw Marry). The passive version explains what happened to Mary (she was seen by John).

The sentences that include *be* + a past participle verb are passive. All other sentences that do not include *be* + a past participle are automatically categorized as active.³⁴ Here are examples of the three-step process of changing an active sentence to passive sentence :

Active	: The joke <i>amused</i> the audience.
Insert passive auxiliary	: The joke <i>was amused</i> the audience.
Insert by	: by the joke <i>was amused</i> the audience.
Switch subjects and objects	: The audience <i>was amused</i> by the joke.
Active	: The Senators <i>denies</i> all charges.
Insert passive auxiliary	: The Senator <i>is denied</i> all charges.
Insert by	: by the Senator <i>is denied</i> all charges.
Switch subjects and objects	: All charges <i>are denied</i> by the Senator.

³² Mark Lester, *English Grammar Drills* (New York : The Mc-Graw Hill Companies, Inc, 2009), p. 249

³³ *Ibid*, p.252

³⁴ *Loc. Cit*

In the last example, it showed that the old subject in the active form became the new subject in the passive form. The form of the verb *be* must be adjusted in order to agree with the new subject. Thus, it was changed from *is denied* to *are denied* to adjust with the new plural subject *all charges* rather than the old singular subject *the Senator*.

F. Concept of Passive Voice Mastery in Present Perfect Tense

Mastering grammar will make students create a well sentence in oral and written form. Mastering tenses is one of the requirement. There are a lot tenses, one of them is present perfect tense. According to Frank, the present perfect tense shows indefinite time that happens in the past and extends to the present.³⁵ It means that the time of an action is not specified, the present perfect tense is used to describe an actions in the past and continue or creates an effect in the present. The present perfect tense is formed with the present tense of verb “have” and the past participle of verb.

Furthermore, another thing to be mastered in grammar is passive voice. Passive voice is a sentence where the subject receives an action of verb and the object fills the subject position in sentence. According to Tiwari, passive voice means when the subject of the verb in active voice becomes the agent or doer of the action indicated by the verb. Then, it is said passive voice when the subject of the verb is a receiver of the action indicated by the verb.³⁶

³⁵ Marcella Frank, *Op.Cit* p. 78

³⁶ Priyanka Tiwari, “Passive Voice In English – A Comparison With Ways Of Expressing Passive in Hindi”. *Journal Of Humanities And Social Science*, Vol. 22 No. 7 (July 2017), p. 54.

Mastery is skill or knowledge that had by someone. According to Guskey and Anderman, mastery is a term which the educator believe that they understand well and simply reach a certain level of understanding of particular content.³⁷ In addition Fullan stated that mastery is a means for achieveing deeper understanding and it is obviously necessary for effectiveness.³⁸ It means that mastery is when someone has a wide knowledge on particular concept, skill or subject that assumed through observable performance with a set of items or tasks.

Based on those statements above, passive voice mastery in present perfect tense means a skill or an ability that had by someone to construct passive sentence in form of present perfect tense by using appropriate rule in oral and written.

G. Concept of Game

Haldfield stated that a game means an activity with rules, contains an element of fun and to reach a goal. Games should be considered as an integral part of the language syllabus, not just applying as an amusing activity for Friday afternoon of for then of term.³⁹ Game is an activity that can be used in teaching learning process. It is sometimes needed because in teaching learning process a teacher probably found a boring situation. That situation

³⁷ Thomas R Guskey, Eric Anderman, "In Search of a Useful Definition of Mastery". *Journal Educational Leadership*, Vol. 71 No. 4 (December 2013), p.19

³⁸ Michael G Fullan, " Why Teacher Must Become Change Agents". *Journal Educational Leadership*, Vol. 50 No. 6 (March 1993), p.4

³⁹ Jill Haldfield, *Beginners' Communication Games (Longman, 2008)*, p. 8

will not make students understand about material that a teacher has given. Thus, game should be used to encourage students to understand the material.

Game makes an interesting teaching learning process. Game offers a help for the teacher to create context in which the language becomes useful and meaningful. Game also provide a way of helping the learners to experience language rather than just study it.⁴⁰ By conducting game in teaching, teacher can make more meaningful and useful for understanding the language. This teaching way will make students experience the learning language in different way by competing with their friends, that is why it can increase students' enthusiasm in learning process.

Additionally, Agoestyowati explained that game gives students to work co-operatively, compete with their friends, make strategy, think differently, compare and share knowledge, learn from other and learn from mistake. It also allows them to have fun, work in less stressful and more productive environment.⁴¹ Game can build competitive environment in teaching learning process. It will make them be more active on responding to lesson because they have to think about their strategies to win the game. Indirectly, game makes students learn the materials of lesson.

Based on the statements above, game offers teaching learning process becomes more fun and more interesting and it can also gain the lesson

⁴⁰ Andrew Wright, David Betteridge and Micahel Buckby, *Games for Language Learning* 3rd Edition, (New York : Cambridge University Press, 2006), p. 2

⁴¹ Redjeki Agoestyowati, *102 English Games (From A to Z)* (Jakarta : PT. Gramedia Pustaka Utama, 2007), p.8

objectives. Thus, teacher should apply a game in order to make English lesson be more enjoyable and the students feel enthusiastic.

H. Tic Tac Toe Game

1. Definition of Tic Tac Toe Game

One of definitions of tic tac toe explained by Beck that tic tac toe is well-known in the United Kingdom as Nought and Crosses. It is a game that every child knows how to play. The first player gets three in a line wins the game.⁴² The game has another name that called Noughts and Crosses with symbol (O) and symbol (X). This game is famous among children where it needs two players because they will become a representative. The first player represents the crossed mark “X” and the second player represents the round mark “O”. It is simple and interesting game that can make learning English fun.⁴³

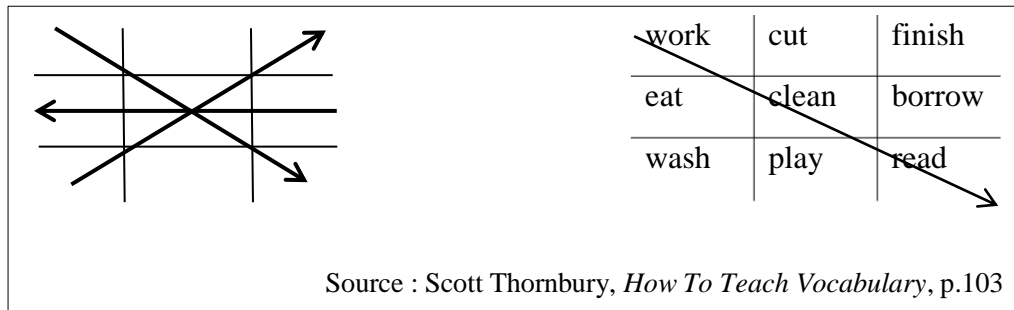
In addition, according to Garg and Nayak tic tac toe is designed with a 3 x 3 grid formed by two vertical and two horizontal lines. The players can fill the nine place with either Crosses (X) or Noughts (O).⁴⁴ This is a board game because the player need to draw a grid in a paper consist of nine frames. It is also kind of guessing game where the two players should answer the

⁴² Jozsef Beck, *Combinatorial Games Tic Tac Toe Theory* (New York: Cambridge University Press, 2008), p. 44

⁴³ Honarmand, R., Rostampur, M., Abdorahimzadeh, S. J “The Effect of Game Tic Tac Toe and Flash Cards on Zero Beginners’ Vocabulary Learning” *International Journal of Educational Investigations*, 2(3) (2015), p.27-41.

⁴⁴ Roopali Garg, Devia Prasad Nayak, “Game Of Tic-Tac-Toe: Simulation Using Min-Max Algorithm”. *International Journal of Advance Research in Computer Science*, Vol. 8 No. 4 (July-August 2017), p.1

questions from the field of nine frames.⁴⁵ To finish the game a player need to draw a straight sign with the same mark crosses (X) or nought (O).



Moreover, Anderson stated that *tic tac toe game is an effective, fun process to study various grammar forms or vocabulary words. This game makes higher level thinking skills and gives language practice in many skill, primarily listening, speaking, and reading.*⁴⁶ It means that *tic tac toe game can be used to teach English, especially for teaching grammar. Sometimes when teaching grammar in the class, a teacher often face unexpected condition such as the students will become bored, so this game can be an option as a way for teaching grammar.*

Applying this game will make teaching learning process be more attractive. Students will feel enthusiastic when a teacher uses game in conveying materials. Tic Tac Toe game asks students to be the first in making a straight line diagonally, vertically or horizontally to win the game. Thornbury explained that, the object is take turns choosing a category and answering a questions in this category correctly so as to earn the right to place

⁴⁵ Agustia, W., Amri, Z, "Improving the students' speaking ability by using tic-tac-toe game to be media at junior high school" *International Journal of Scientific and Research Publications*, 1(2)(2013), p.225-234.

⁴⁶ Marc Anderson, "ESL Games : ESL – Tic Tac Toe" (On-line), available on <http://blog.tesol.org/esl-games-esl-tic-tac-toe/> Accessed on Dec 1st 2019

their group's symbol in the corresponding position in the blank grid. The winning group is the first to draw a line of three X or O vertically, horizontally, or diagonally.⁴⁷

There are some strategies of playing Tic Tac Toe game. The player can be a winner by following the table below.

1.	Win	If a player has two marks in a row, put the third mark to get three in a row.
2.	Block	If the opposite player has two in a row, the player has to block the third in a row.
3.	Fork	Make an opportunity for you to have two ways to win (two non-blocked lines of 2).
4.	Blocking the opponent's fork	<p>First Alternative : The player has to create two in a row in order to put the opponent into defending, as long as it does not make them creating a fork. For example : if a player has "X" in opposite corners and another player has "O" in the center. The player "O" must not play at the corner in order to win. (Playing at the corner will create scenario to a fork for "X" to be winner.</p> <p>Second Alternative : If the opponent has only one possible fork, the player should block it. Block all forks in any way that allows them to make two in a row simultaneously.</p>

⁴⁷ Scott Thornbury, *How To Teach Vocabulary* (Essex : Pearson Education Limited, 2002), p.103

5.	Center	The player marks at the center. (If it is a first move of the game, marking on the corner provides the second player more opportunities to make a mistake).
6.	Opposite Corner	If the opponet puts a mark in the corner, the player must play in the opposite corner.
7.	Empty Corner	The player should play in a corner square.
8.	Empty side	The player should play in a middle square on any of the 4 sides. ⁴⁸

Tic Tac Toe game is easy, medium, and hard to play. It can be used for students to practice English while they are doing a competition. The game can be played for every age by using some procedures. However, the teacher must pay attention to students' ability in playing it.

In a large class, tic tac toe can be played in pairs and the teacher should go around the class for checking the students' answer. Unfortunately, when applying this games sometimes the teacher can not control the class.⁴⁹ It means the teacher has to able to create conducive condition in the class. The teacher needs to make students understand the goal of playing the tic tac toe game is to practice their skill in English. Therefore, the role of the tic tac toe game in teaching can be beneficial.

According to Gong, when two players that play tic tac toe game randomly, the 'x' or first player wins 58.49% at the time, the 'o' player or the second player wins 28.81%, and the game is a tie 12.70%. Otherwise, if two

⁴⁸ Wikipedia Tic Tac Toe Game (On-line), available on <https://en.wikipedia.org/wiki/Tic-tac-toe> Accessed on Dec 11th 2019

⁴⁹ Dewi Chalim, "Using Tic Tac Toe Game to Improve Students' Understanding on Simple Past Tense". (Undergraduate Thesis in English Education Program Walisongo State Institute For Islamic Studies, Semarang, p. 15

players play perfectly, the game will always be a draw. In fact, there is three possible result for the game, the first player always wins, the second player always win, or the game is always a tie.⁵⁰ It means that, if the two players have known the strategy in playing tic tac toe game, the game will be a draw. It this case, a teacher should do a rematch between two players by giving quite difficult question until the winner is decided. The winner of tic tace toe game will be given a prize as an appreciation of their effort.

Based on the theories above, it can be concluded that tic tac toe is a game with nine squre grids which the players represent the X mark and O mark. To win the game, they have to make a line by connecting their marks. This game can be used for teaching english because it will make the material be more attractive.

2. Procedure of Tic Tac Toe Game in Teaching Passive Voice

According to Beck, the procedures of tic tac toe game is as follows :

- a) A board with a big square which is partitioned into $3 \times 3 = 9$ congruent small squares is prepared.
- b) The game is started by the first player who puts an X in one of the nine small squares.
- c) The second player puts an O into any other smal square.
- d) The players alternate putting X and O in the remaining empty squares.

⁵⁰ Kevin Gong, "Analysis of Tic Tac Toe Game" (On-line) available on <http://kevingong.com/Math/TicTacToe.html> accessed on Dec 11 2019

- e) One player will win the game by getting three of his own squares in a line (horizontally, vertically, or diagonally).⁵¹

Based on the procedure of tic tac toe game by Beck, the procedures will be applied in teaching passive voice as follow :

- a) The teacher will ask students to make group contains 3-4 students. Teacher will explain about the rules of tic tac toe game. All team members join to study the material about passive voice in present perfect form through worksheet or paper which was given by teacher.
- b) Academic Games. After the teacher explains completely about passive voice in form present perfect tense, the next step is applying the tic tac toe game.
1. Teacher has prepared some Tic Tac Toe papers in 3x3 grid which contains nine transitive verb in first form written on it. The transitive verb is used because the sentence needs an object.
 2. The teacher also provides paper rolls which is written active voice in form present perfect tense that must be changed into passive voice in form present perfect tense.
 3. Teacher will set two groups to be pair. The two groups contains 3-4 students in each and will have a match on one Tic Tac Toe paper.
 4. Teacher will decide the X group and O group in a pair.

⁵¹ Jozsef Beck, *Op.Cit*

5. One player as X and other one as O will play the game. In every group, each member must have a chance to play.
6. X always goes first.
7. The player then chooses a verb that written on the grid. First, He has to mention the past participle verb.

Example of the game :

Player X : *Use...*
 Teacher : *The past participle of "Use" is...?*
 Player X : *Used*

8. If the player can answer the past participle then, the player is allowed to take paper rolls based on the verb he has chosen.

Example of the game :

Player X : *(opening the paper roll) the question is "John has used the cell phone for two hours".*
 Teacher : *What is the passive voice of it?*
 Player X : *The cell phone has been used by John for two hours.*

9. If the player x transforms the active voice to passive voice correctly, the player can put their mark on the tic tac toe paper.

Example of the game :

X	Eat	Wash
Buy	Write	Make
Read	Visit	Read

10. Players alternate placing X and O on the board until has three in a row, horizontally, vertically or diagonally on the nine squares.
11. The winner is the player that success to draw three X or three O in a row by answering questions.

3. The Advantages of Using Tic Tac Toe Game

There are advantages of using game for teaching learning process. It was explained by Schultz & Fisher in Vijayalakshmi that :

“Games is able to stimulate and encourage students to participate in the activity since naturally they want to beat the other teams. Beside having fun, students also learn at the same time.They get new language. Students begin to realize that they have to use the language if they want others to understand what they are saying”.⁵²

Thus, applying game in teaching learning process has some benefits, as follows :

1. Game can create a fun and spirit situation in class.
2. The game makes students do not feel like they have to think hard in understanding the material.
3. Students have fun and relax in their learning process.
4. Game also makes them feel enthusiastic because they want to win the game.
5. Students can learn together with their friend as team, so they can share knowledge.

⁵² M Vijayalakshmi, “ Teaching Grammar Trough Games”. *An International Multidisciplinary Journal*, Vol.3 No.1 (February – March, 2017), p. 3

6. It also gives chance to shy learner more active starting from the small scale teaching learning activity, hopefully they will gain their confidence.

4. The Disadvantages of Using Tic Tac Toe Game

Even though using game in teaching learning process has some advantages, there are also disadvantages in using it. According to Stojkovic and Jerotijevic in Gozcu and Caganaga explained some disadvantages, they are :

1. Create discipline problems, students may get excessively noisy.
2. Straying from the basic purpose of the game-play activity, probably, because of inadequate rules instruction, it results too much in playing and the lack in learning.
3. If the game is familiar or boring, students might not equally involve.
4. Some students, especially teenagers, probably think that game is unnecessary and childish.⁵³

Based on the statement above, the disadvantages may occur when the teacher uses game in teaching. Here are some solutions to avoid the problem above:

1. The teacher need to have skill to manage the class situation in order not to make a chaotic situation during teaching process.
2. The teacher should use a game that appropriate in learning process.

⁵³ Emine Gozcu and Cagda Kivanc Caganaga, "The Importance of Using Games in EFL Classroom". *Cypriot Journal of Educational Science*, Vol. 11 No.3 (July 10 – Sep 3 2016), p. 129

3. The instrument should be provided with enough count. It is to avoid some students can not join the game.

I. Grammar Translation Method

1. Definition of Grammar Translation Method

In teaching students, teacher always uses kind of teaching way in their classes. For example, the grammar translation method. Grammar Translation Method is essentially a method to teach and learn second and foreign language. By using this method, translations of text and study of grammatical rules and their practice become the main activities.⁵⁴ This method is the most used way in teaching second language. Teachers teach the second language by explaining the grammatical rules to their students.

Additionally, teacher will translate a text from target language to their mother tongue in order to make students know every vocabulary on the text. The grammar translation method introduced an idea of presenting short grammar rules and word list to students. Then, they had to do translation exercises by using the same rules and words.⁵⁵ After translating the text, students will be given exercise to produce sentences by using formula of the grammar. Therefore, mastering the grammar and vocabulary is prioritized in this method.

⁵⁴ Abdul Bari Khan, Hafiza Sana Mansoor, "The Effectiveness of Grammar Translation Method in Teaching and Learning English Language at Intermediate Level". *International Journal of Institutional & Industrial Research*, Vol.1 (January-April 2016), p.22

⁵⁵ Jeremy Harmer, *How To Teach English* (Essex : Pearson Education Limited, 2007),p. 48

In Indonesia teachers always teach in large class in every school. The grammar translation method is still used particularly, at schools in rural places. Moreover, through this method, teacher with little English proficiency can teach the language.⁵⁶ That is why in Indonesia many teachers still use this method because it is easy to be applied.

Based on the explanations, grammar translation method is the way of teaching English where the teachers translate a word into the native language and explain about the grammatical rules to their students. Then, the teachers give exercise for students to make a sentence.

2. The Techniques of Grammar Translation Method

In using grammar translation method, there are some techniques to be used. According to Larsen Freeman, those techniques that can be tried as follows :

1. Translation of a literary passage

The students translate a reading passage from the target language into their native language. The reading passage is included with vocabulary and grammatical structures which will be learnt subsequently. The passage can be taken from some work of target language literature or be made by teacher to include vocabulary and some particular grammar. The translation is probably written or spoken or both.

⁵⁶ Bambang Setiyadi, *Op. Cit* p. 40-41

2. Reading comprehension question

The students try to answer questions based on their understanding about the reading passage.

3. Antonym/Synonym

The students are given a set of words are asked to find antonym or synonym in the reading passage. The student might be asked to explain the words based on their understanding of the words that occur in reading passage.

4. Cognates

The students are taught to know cognates by learning sound pattern or spelling which coresspond between the languages. The students are requested to memorize the words that seem cognates but have meaning in target language which are different from those in native language.

5. Deductive application rule

The grammar rules are explained with examples. The exception of the rules are also noted. When the students understand the rule, they are asked to apply it to different examples.

6. Fill in the blank

The students are given a sequence of incomplete sentence. They are asked to fill the missing space with new vocabulary items or with items of particular grammar.

7. Memorization

The students are given list of vocabulary in the target language and in their native language equivalent and they are asked to memorize them. They are also required to memorize grammatical rules and grammatical paradigm.

8. Use words in sentence

The students make sentences by using the new words in order to show their understanding in meaning and use of the new vocabulary item.

9. Composition

The teacher makes a topic and the students are asked to write about the topic in target language. The topic is based on aspect of reading passage of the lesson.⁵⁷

Those techniques above can be used separately or entirely in teaching learning activity, but deductive application rule is chosen to be applied in teaching activity in this research as technique in grammar translation method that used by the teacher based on conclusion from the interview. Deductive application rule to language teaching is traditionally associated with Grammar Translation.⁵⁸

Thornbury explained that a deductive learning begins with a presentation of rule and it is provided by examples in which the rule is

⁵⁷ Diane Larsen Freeman, *Teaching Technique in English as Second Language* (2nd ed) (Oxford : Oxford University Press, 2000) p.19 - 20

⁵⁸ Scott Thornbury, *How To Teach Grammar* (Essex : Pearson Education Limited, 1999) p. 29

applied.⁵⁹ It means that on applying the technique the teacher firstly explains about the grammar structure to the students. Then, showing them some examples of sentences which used the structure. After the students understand with the grammar structure, they are asked to make sentences as other examples.

3. Procedur of Deductive Application Rule in Teaching Passive Voice

In teaching passive voice by deductive application rule includes procedure. The following procedure is adapted from Larsen-Freeman, they are :

1. The class reads a text written in the target language. The text contains the passive voice form on it.
2. Students translate the passage from target language to their mother tongue.
3. Teacher asks students in their native language, if they have questions. Students ask teacher about the questions, then teacher answer the question in their mother tongue.
4. Students write down the answers to reading comprehension questions.
5. Students translate new words from the target language to their native language.

⁵⁹ *Ibid*

6. Students are given grammar rule. In this context, they learn about passive voice in present perfect tense. Teacher give examples and students try to apply the rule by using the new words.
7. Students is asked to memorize the vocabulary.
8. Teacher ask students to state the grammar rule.
9. Students is asked to memorize the grammar rule.
10. Errors are detected by giving the right answers.⁶⁰

4. The Advantages of Using Deductive Application Rule

This technique has some advantages when applied in teaching process :

1. The tehniqe can get straight to the point then can be the time saving. Various rule can be more immediately explained and obtained, therefore getting more time for practice and application.
2. It appreciates the intelligence and maturity of students and recognizes the role of cognitive processes in language acquisition.
3. It establish the students' expectations about classroom learning, especially for the students who learn with analytical style.
4. It authorizes the teachers to deal with language points instead of anticipate them and prepare for them in advance.⁶¹

⁶⁰ *Ibid*, p. 36-37

⁶¹ Wisma Yunita, "Best Practice in Teaching English Grammar To University Students : Deductive Inductive or Combination of Both" Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4), 2016, p. 439

5. The Disadvantages of Using Deductive Application Rule

This technique also has disadvantages, as follows :

1. Beginning the lesson with grammar explanation may make students become frustrated. They might not have enough metalanguage nor may not be able to get the concept.
2. Grammar explanation develops a teacher-fronted, it means a transmission style classroom.
3. Explanation becomes rarely memorable as other forms of presentation, like demonstration.
4. The technique encourages that the belief in learning a language is knowing the grammar rules.⁶²

J. Frame of Thinking

Nowadays, people have undergone globalization where technology is growing fast and everything becomes very modern. Learning English is part of globalization. It is an international language that everyone uses to communicate across the country. In Indonesia, English has become the subject to be taught in school up to university. Teaching English means a teacher give English knowledge to students. Students are going to learn four language skills, they are listening, speaking, witting, and reading. In addition, they need to learn about three components of language such as grammar, vocabulary, and pronunciation.

⁶² *Ibid*

The four skills and the three components of language help students to master English and communicate properly thus, they should be taught continuously to students. Grammar is part of the language component that usually considered difficult by students. Based on the preliminary research, it was found that students faced difficulty on learning grammar especially passive voice. After interviewing the teacher, mostly students in eleventh grade of SMAN 6 Bandar Lampung were still confused with changing form of active voice to passive voice.

Additionally, the students were lack in vocabulary and made them felt difficult in creating sentence whereas in passive they have to change verb from the present form to past participle form. Sometimes, they also got bored during the learning process. Therefore, students need right and fun way in teaching English especially in passive voice material. The teaching was aimed to motivate them on learning passive voice so that, they will enjoy and feel fun while learning the material.

In order to help students understand grammar especially passive voice, teacher should create a fun condition in class. In this case, the teacher is going to use tic tac toe game in teaching learning process. Tic tac toe game will motivate students because it includes interesting questions. Students are formed in a group with 3-4 people and together they have to finish the questions and become the winner of the game.

By using this game in teaching learning process, teacher can create competitive condition among group of students thus, students will feel

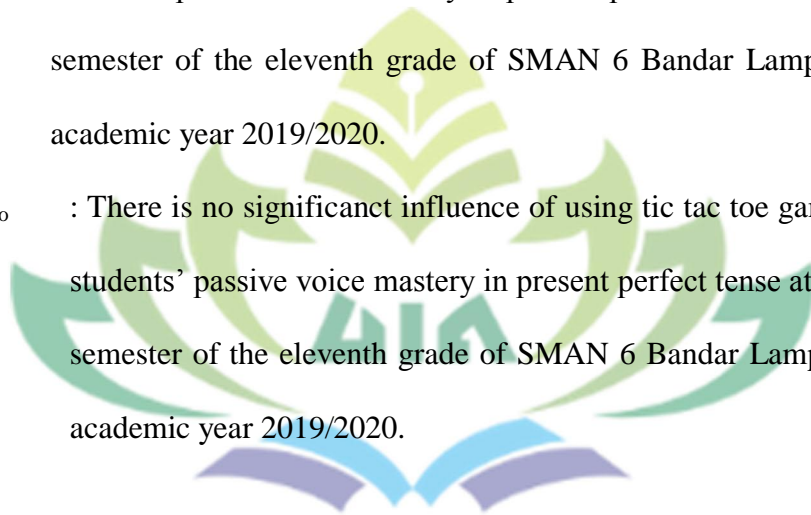
enthusiastic in learning the material. They also learn to be responsible in understanding the material because every students in a group will be give a question that help their groups to win the game.

K. Hypothesis

Based on frame of thinking above, it can be concluded that the hypothesis, as follow :

H_a : There is a significant influence of using tic tac toe game towards students' passive voice mastery in present perfect tense at the second semester of the eleventh grade of SMAN 6 Bandar Lampung in the academic year 2019/2020.

H_o : There is no significant influence of using tic tac toe game towards students' passive voice mastery in present perfect tense at the second semester of the eleventh grade of SMAN 6 Bandar Lampung in the academic year 2019/2020.



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