

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher describe about the definition of game, tic tac toe game, tenses, and teaching grammar.

A. Game

The researcher will discuss about definition of game and the advantages of game.

a. Definition of Game

Game is an activity given to the students to use the language in less formal situation is organized activity that usually has the following properties:

- a. A particular task or objective
- b. A set of rule
- c. Competition between players
- d. Communication between players by spoken or written language.¹

There is common perception that all learning should be serious and solemn nature. This is a misconception. Fun learning is more effective for students to be creative and active in the class. Game is one of the media that can be applied in language teaching and learning. All people like games either young or adult. But different age group requires

¹ Jack Richard, et. al., *Longman Dictionary of Applied Linguistic* (United Kingdom: Longman Group, 1985), p. 118

various material topics, competences, and models of game. For example, children like fun game and adult prefer to challenging game than fun game. So, a teacher should choose appropriate games for students.

b. The Advantages of Game

According to Phillips as cited by M. Syaeful Rizki U, games in the language classroom help children to learning English more enjoy and rewarding. Playing games in the classroom develops the ability to cooperate, to compete without being aggressive, and to be a good loser.

Moreover, Grabowski and Fengfeng (2007) state that “Games in the foreign language classroom to encourage and develop socialization, cooperating with others, learning self-discipline, respecting rules, peer teaching and cooperative learning.”²

There are many advantages of game, they are:

1. Games are welcome break from the usual routine of the large class.
2. They are motivating and challenging.
3. Learning a language requires a great deal effort. Games help students to make and sustain the effort of language.
4. Game provides language practice in the various skills.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.³

² Grabowski, B., & Ke. 2007. *Game playing for Maths Learning*. British Journal of Technology Vol.38. No. 2 249-259.

³ Lee Su Kim, *English Teaching Forum*, (volume 33 Number 1 January, 1995), p. 35

According to the advantages above, the researcher concludes that the use of game in teaching learning process is very useful and it gives good effects to activate understanding and memorability especially in learning foreign language classroom.

B. Tic Tac Toe Game

The researcher will discuss about definition of Tic Tac Toe, characteristic of Tic Tac Toe game, and the procedure of Tic Tac Toe game.

a. Definition of Tic Tac Toe

Tic Tac Toe is a board game that can be played using the board or paper by drawing nine box frames (Al-Khateeb, B, 2012). 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.

Tic Tac Toe is a two-player game, with players taking turns. One player is designated as X and the other as O. A turn consists of marking an unused square of a 3x3 grid with one's mark (an X or an O). The goal is to get three of one's mark in a file (vertical, horizontal, or diagonal). Traditionally, X is the first player.⁴

Noughts and Crosses are games that have been played in the United Kingdom for several centuries, even precise history seems to be unknown. The game has become known (perhaps more popularly) as Tic

⁴ Dave Moursund, *Introduction to Using Games in Education: A Guide for Teachers and Parents*, (Oregon: University of Oregon, 2006), p.93.

Tac Toe in American English. It may be that the ancient Roman game of Terni Lapilli was an identical game although the evidence is somewhat mixed. It is certainly true that identical grids to the noughts and crosses grid have been found scratched and etched into surfaces all over the ancient Roman Empire. However not a single nought or cross have been found to confirm the link. It seems probable that Terni Lapilli was played with simple pieces and may have been played with the same rules.⁵

b. Characteristic of Tic Tac Toe 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. 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. Tic Tac Toe has easy, medium, and hard playing. So it can be applied for every age by using some procedures. Nevertheless, teacher should pay attention to student's capability in playing this game.

c. Procedure of Tic Tac Toe Game

There are many kinds of procedures to playing tic tac toe game:

1. Divide the class into two teams and place some flash cards face up on a table, desk or floor in a 3x3, 4x4, or 5x5 grid.

⁵ http://www.adit.co.uk/html/noughts_and_crosses.html on Tuesday 24 October 2017, 20:45

2. The first child on one 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).
3. If she is correct, the card is turned over. The first child on the other team then does the same. The correct cards for one team are turned over and placed horizontally, and the correct cards for the other team are placed vertically.
4. The game continues 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).⁶

Ryan (2002) stated that the procedures are:

1. One player as X and other one as O.
2. X always goes first.
3. Player alternate placing Xs and Os on the board until has three in a row, horizontal, vertically or all nine squares is filled.
4. If the player able to draw three Xs or three Os in a row by answering questions in various category. That player is winning (Erik Arneson, 2016).

As cited from Chalim(2010), the procedures of Tic Tac Toe game are as follow :

⁶ David Paul, *Teaching English to Children in Asia* (Hongkong: Pearson Longman Asia ELT, 2003), p.203.

1. Divide the students into four groups, each group consist of 5-6 students.
2. Each groups divide into 2 groups, one group as X and other one as O.
3. Group X and O pingsuit, who is the winner the groups can play start.
4. The group choose one verb and make a sentences, if they are right, they can draw X or O and play again. If they are wrong, they can't playing again, and the next player can playing the game.
5. Players alternate placing Xs and Os on the board until has three in a row, horizontal, vertical or all nine squares are filled.
6. The winner is the player that succeeds to draw three Xs or three Os in a row by answering questions in various categories.



Tic Tac Toe Grid

The goal of Tic Tac Toe game is to be the first players to get three in a row on a 3 x 3 grid, or four in a row in a 4 x 4 grid.

C. Tenses

The researcher will discuss about general concept of tenses and present continuous tense.

a. General Concept of Tenses

There are three forms of tenses that indicate the certain time of action. They are present, past and future.

1. Present Tense

Present tense describes habitual action, routine or thing that are generally or always true. Using time expression as follow: always, often, sometimes, seldom, every day, every year, etc.

2. Past Tense

Past tense describes the activities in the past. Using time expression as follow: yesterday, ago, last week, last month, for three years, etc.

3. Future Tense

Future tense describes the action that happened in the future time. Using time expression as follow: Tomorrow, next week, next month, etc.

b. Present Continuous Tense

The present continuous/progressive express an activity that is *in progress at the moment of speaking*. It is a temporary activity that began

in the past, is continuing at present and will probably end at some point in the future.⁷

The present continuous tense (*am/ is/are + verb+-ing*) is used to describe something happening at this time. The action is in progress - it hasn't finished yet. For example:

What are you doing? I'm reading this email.

Look! Keiko is sleeping at her desk!

➤ We do not have to be doing the action as we are speaking. Example:

- *I need to go back to work.*
- *I'm writing a report on absenteeism.*
- *I'm doing two courses at night school this year.*
- *Etc.*

➤ We use the present continuous tense when describing actions that are temporary. Example:

- *I'm studying for my last exam.*
- *I'm living in the nurses' home at the moment. But soon I will find an apartment.*
- *The Xray machine is broken. We're using the one from the ward below this week.*
- *Etc.*

➤ The present continuous can also be used to talk about a current trend.

Example:

⁷ Betty Schramper Azar, *Understanding and Using English Grammar* (New York: Pearson Education, 2002) 3rd Ed, p. 13.

- *People are thinking more about how work will affect their families now.*
 - *Work absenteeism rates are increasing.*
 - *Etc.*
- Some verbs are not normally used in the present continuous tense (or in any other continuous tense). These verbs are not actions. These include: *know, remember, hate, understand, suppose, belong.*
- We can make present continuous questions with *am/is/are* (I/we/you/they) + verb+-ing? (A verb+-ing is also known as the present participle). We answer “Yes, I am” or “No, I’m not etc”. example:
- *Are you enjoying your job? Yes, I am.*
 - *Is she working long hours at the moment? Yes, she is.*
 - *Is your boss making you work long hours during the New Year Sales? No, he isn't.*
 - *Etc.*
- We make negative sentences with (I/we/you/they) *am/is/are* + not + verb+-ing. Example: *I'm not sleeping! I'm thinking. She isn't sitting at her desk. She's standing by the computer. Etc.*

D. Language Teaching Method

The method concept in teaching the nation of a systematic set of teaching practice based on particular theory of language and language

learning is a powerful one, and the quest for better methods was throughout the twentieth century.

The popular methodology includes ideas at all the various levels, procedures, and approach. There are many methods in teaching language. There are:

a. The Grammar Translation Method

A fundamental purpose of learning foreign language is to be able to read literature written in the target language.⁸

b. The Direct Method

This method intends that students learn how to communicate in the target language.⁹

c. The Silent Way

The silent is the name of a method of language teaching is devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom but the learners should be encouraged to produce as much long as possible.¹⁰

d. Suggestopedia

Suggestopedia also known as Desuggestopedia, it is a method developed by the Bulgarian psychiatrist educator georgi Lazanov. Suggestopedia is a specific set of learning recommendation derived from suggestology, which Lazanov describes as a “science.....concerned with the

⁸ Diane Larsen Freeman, *Techniques and Principles in Language Teaching* (New York: Oxford University Press, 2001), 2nd ed, p. 17

⁹ Ibid., p. 28

¹⁰ Jack C. Richards & Theodore S. Rodgers, *Approaches and Method in Language Teaching*, (UK: Cambridge University Press, 2001), p. 81

systematic study of the non rational or non conscious influences' that human beings are constantly responding to.¹¹

e. Community Language Learning

Community language learning is linked as a set of practices used in certain kinds of bilingual education programs and referred to by Mackey as "language alternation. In language alternation, a message, lesson or class is presented first in the native language and then again in the second language."¹²

f. Total Physical Response

Total physical Response is a language teaching method built around the coordination of speech and action, it attempts to teach language through physical (motor) activity.¹³

g. Communicative Language Teaching

In communicative language teaching, language was taught by practicing basic structures in meaningful situation based activities.¹⁴

h. Audio Lingual Method

The purpose of language learning is to learn how to use the target language communicatively.¹⁵

A variation on audio lingualism in British based teaching and elsewhere is the procedure most often referred to as PPP, which stands for Presentation, Practice, Production. In this procedure the teacher

¹¹ Ibid., p. 100

¹² Ibid., p. 90

¹³ Ibid., p. 73

¹⁴ Ibid., p. 153

¹⁵ Ibid., p. 45

introduces a situation which contextualizes the language to be taught. Then, language is presented. The students now practice the language using accurate reproduction techniques such as repetition or cue response drills. Later, the students use the new language, make sentences of their own, and this is referred to as production.¹⁶

For explanation above, researcher uses PPP method to teach present continuous tense and applies Tic Tac Toe game. This method is clearer for students to play game. First, teacher presents or explains about present continuous form and explains how to play Tic Tac Toe game. Then teacher gives example of present continuous sentence, immediately teacher lets students to practice making a present continuous sentence, and teacher checks students' correctness. The last is producing, this case, students try to make a present continuous sentence by applying Tic Tac Toe game.

E. Teaching Grammar

Grammar teaching has often been regarded as a structure based, formal activity. After the integration of several sources and techniques, which are mainly based on communicative activities, the teaching of grammar gained a new insight. In the teaching of grammar, technique-resource combinations are often modified to structure-discourse match and if well developed, they can be used effectively for all phases of a grammar lesson. In

¹⁶ Jeremy Harmer, *Op.Cit.*, p. 80

order to make a grammar lesson effective, beneficial, and interesting a teacher should use some well-developed and fascinating techniques in the classroom.¹⁷

Teaching grammar is not something new for teachers especially for the language teachers. It already has been done for many years by the teacher at the educational institutions. The teacher teaches grammar not only at the junior high school up to college, but now it is taught by the teacher from the beginning up to high level such as at the kindergarten up to college. The teacher who teaches grammar has different style, strategy, and method. It depends on the material and the student's level.¹⁸

To teach grammar the teacher might know that used by students in everyday learning in the classroom activities. They have difficulty when understand about grammar because they bored study English. Therefore, a teacher may use the suitable learning with their students in the classroom. One of the grammar include as the factor that very important in English because in the writing and speaking it must be use rule that grammatically suitable. Grammar is partly the study of what forms (or structure) are possible in a language.¹⁹ In teaching learning activities, the teacher need strategy and technique which is suitable to be applied in the classroom.

¹⁷ <http://iteslj.org/Techniques/SaricobanSongs.html> access on Tuesday, October 24, 22.05.

¹⁸ Sumihatul Ummah, Jurnal Okara Vol. 2, tahun ke VIII, November 2013: *The Effective Teaching Grammar Activities With No Resources*. (Pamekasan: Unit Bahasa STAIN Pamekasan, 2013) p.47.

¹⁹ Scott Thornbury, *How to Teach Grammar* (England: Pearson Education Limited, 1999), p. 1

F. Implementation of Tic Tac Toe Game on Present Continuous

Here are the procedures of the implementation of tic tac toe game on present continuous tense:

- Teacher chooses a verb on the grid of tic tac toe on the blackboard.
- Teacher makes a sentences based on the verb with present continuous tense.
- Then teacher chooses a blank sentence that appropriate with that present continuous tense verb. "I'm on the chair".
- If the teacher's answer is true she put 0 on the blank tic tac toe paper.
If the teacher's answer is wrong she puts X on the blank tic tac toe paper.

After the teacher give an example,

- Students make a group consist of 5 or 6 persons to play a TIC TAC TOE game. The technique of playing this game are:
- Teacher sticks TIC TAC TOE grid on the blackboard
- Every group get TIC TAC TOE paper.
- One person of group chooses one verb from TIC TAC TOE game on the blackboard.
- Student discusses with their friends to make a sentence based on the verb with present continuous.
- Then the group chooses the blank of present continuous tense sentence using appropriate verb-*ing*.

- If the student's answer is true, they put O on their TIC TAC TOE paper. If the student's answer is wrong, they put X on their TIC TAC TOE paper.
- The game continues by the next group until finish.
- The group will miss the turn if: The group cannot answer or the answer of simple sentence is wrong.