

**THE EFFECTIVENESS OF TIC-TAC-TOE GAME  
IN TEACHING SPEAKING AT MTS IHYAUL ULUM  
CANGA'AN**

**THESIS**



**BY  
NATHANIA ADIRATNA MAYAWATI  
NIM. 932200119**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY SYEKH WASIL KEDIRI  
2026**

**COVER PAGE**

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**THESIS**

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**Arranged by:**

**NATHANIA ADIRATNA MAYAWATI**

**NIM. 932200119**

**ENGLISH DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY SYEKH WASIL KEDIRI  
2026**

## DECLARATION AUTHENTICITY

Name : Nathania Adiratna Mayawati  
NIM : 932200119  
Study Program : English Department  
Faculty : Tarbiyah and Teacher Training  
Title Of Thesis : The Effectiveness of Tic-Tac-Toe Game in Teaching Speaking at  
MTs Ihyaul Ulum Canga'an

I hereby declare that this thesis entitled **The Effectiveness of Tic-Tac-Toe Game in Teaching Speaking at MTs Ihyaul Ulum Canga'an** is my own original work and has been completed independently. All sources of information, data, quotations, and references used in this thesis have been properly acknowledged and cited in accordance with academic standards.

This thesis has not been submitted, either in whole or in part, to any other university or institution for the purpose of obtaining a degree or any other qualification, except where explicitly stated.

I fully understand that any form of plagiarism or academic dishonesty may result in academic sanctions in accordance with applicable regulations. I hereby take full responsibility for the authenticity of this thesis.

Kediri, 10 March 2026



Nathania Adiratna Mayawati

**APPROVAL PAGE**

This is to certify that the *sarjana/s* thesis titled

**THE EFFECTIVENESS OF TIC-TAC-TOE GAME  
IN TEACHING SPEAKING AT MTS IHYAUUL ULUM  
CANGA'AN**

**By:**

**NATHANIA ADIRATNA MAYAWATI**

**NIM. 932200119**

Has been approved by the thesis advisors for further approval by the Board of  
Examiners

Approved by:

Advisor 1



Dr. Ary Setya Budhi Ningrum, M.Pd  
NIP. 198204302008012011

Advisor 2



Dr. Sri Wahyuni, M. Pd  
NIP. 198409092011012018

**RATIFICATION SHEET**

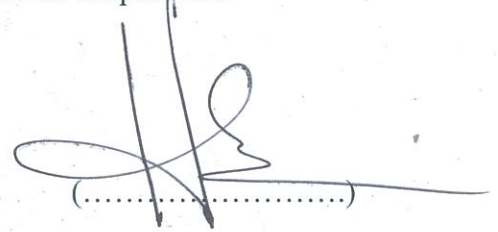
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**NATHANIA ADIRATNA MAYAWATI**

**NIM. 932200119**

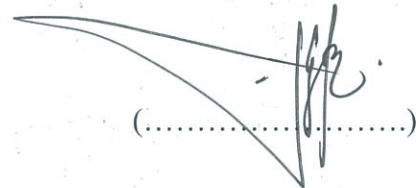
Has been examined by the Board of Examiners of  
State Islamic University Syekh Wasil Kediri on 8 April 2026

1. Main Examiner  
Prof. Dr. Fathor Rasyid, M.Pd.  
NIP. 197509302007101004



(.....)

2. Examiner 1  
Dr. Ary Setya Budhi Ningrum, M.Pd  
NIP. 198204302008012011



(.....)

3. Examiner 2  
Dr. Sri Wahyuni, M. Pd  
NIP. 198409092011012018



(.....)

Kediri, 13 April 2026

Acknowledged by

Dean of Tarbiyah Faculty and Teacher Learning  
State Islamic University Syekh Wasil Kediri



Dr. H. Munifah, M.Pd  
NIP. 197004121994032006

## MOTTO

**She stood in the storm, and when the wind did not blow her away, she adjusted her sails.**

*-Elizabeth Edwards*

## **DEDICATION**

This thesis is wholeheartedly dedicated to:

1. My late beloved Grandmother and Grandfather, Sulasiyah and Majupri. Wherever you are, your prayers and blessings are an everlasting source of strength. Your life's journey is a mirror of unwavering resilience. Though I can no longer hold your hand, your spirit walks with me in every step I take.
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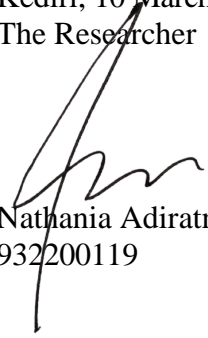
On this occasion, the researcher would like to express heartfelt appreciation to all individuals who have contributed directly or indirectly to the completion of this thesis. With sincere respect, the researcher would like to acknowledge the following honorable individuals:

1. Dr. Ary Setya Budhi Ningrum and Dr. Sri Wahyuni, M.Pd., my esteemed thesis advisors. My utmost thanks for your knowledge, immense patience, meticulous guidance, and unwavering motivation. Every insight you provided was a beacon that illuminated this research path.
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5. The family of MTS Ihyaul Ulum Canga'an, especially the enthusiastic eighth-grade students who participated wholeheartedly in this study.
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8. Finally, to myself. To the 18-year-old soul who was wounded but never truly broken. For every tear that watered the seeds of fortitude. This journey has reached its harbor. This is my proof to you that a wound is not an end—it is the beginning of a different kind of strength.

I am fully aware that this thesis is far from perfect. Therefore, constructive criticism and suggestions are most welcome. It is my sincere hope that this work, however modest, may offer a meaningful contribution to the field of education.

Kediri, 10 March 2026  
The Researcher



Nathania Adiratna Mayawati  
932200119

## ABSTRACT

**Mayawati, Nathania Adiratna.** 2024. The Effectiveness of Tic-Tac-Toe Game in Teaching Speaking at MTs Ihyaul Ulum Canga'an. Thesis. English Education Department, Faculty of Education and Teacher Training. State Islamic University Syekh Wasil Kediri. Advisor: (I) Dr. Ary Setya Budhi Ningrum, (II) Dr. Sri Wahyuni, M.Pd.

**Keywords:** Tic-Tac-Toe Game, Speaking Skill, Teaching Speaking, Quasi-Experimental, Junior High School.

This research was motivated by the low speaking proficiency of EFL students, often caused by limited vocabulary, lack of confidence, and the use of monotonous conventional teaching methods. This study aims to measure the effectiveness of the Tic-Tac-Toe game as an instructional method in teaching speaking skills on eighth-grade students at MTs Ihyaul Ulum Canga'an.

A quantitative approach with a quasi-experimental non-equivalent control group design was employed. The sample consisted of 37 students, divided into an experimental group (Class VIII A, n=19) taught using the Tic-Tac-Toe game, and a control group (Class VIII B, n=18) taught using a conventional discussion method. Data were collected through pre-test and post-test speaking performances, assessed using an analytical rubric adapted from Brown (2004), covering pronunciation, grammar, vocabulary, fluency, and comprehension. The data were analyzed using descriptive statistics and ANCOVA to control for initial ability differences.

The findings revealed that the experimental group's mean score increased from 69.53 in the pre-test to 77.74 in the post-test (a gain of 8.21 points), while the control group's mean score rose from 63.83 to 67.00 (a gain of 3.17 points). The ANCOVA analysis confirmed a statistically significant difference between the two groups after controlling for pre-test scores,  $F(1, 34) = 24.507$ ,  $p < .001$ , with a large effect size (partial  $\eta^2 = .419$ ). This indicates that 41.9% of the variance in post-test scores was attributable to the game-based treatment.

In conclusion, the Tic-Tac-Toe game proved to be a significantly more effective method for teaching speaking compared to discussion methods. It successfully created a low-anxiety, engaging, and motivating learning environment that encouraged students to speak more spontaneously and actively. It is recommended that English teachers integrate this practical game into their instructional method to foster better oral communication skills.

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