

**THE EFFECT OF USING TIC TAC TOE GAME TO  
STUDENTS' UNDERSTANDING ON PREPOSITION  
(IN, AT, AND ON) AT THE VIII GRADE OF  
SMP N 5 PADANGSIDIMPUAN**



**Thesis**

Submitted to the State Islamic University of Syekh Ali Hassan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd.) in English

**Written By :**

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**SYEKH ALI HASAN AHMAD ADDARY**

**PADANGSIDIMPUAN**

**2024**

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2024

## LETTER OF AGREEMENT

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Dean Tarbiyah and Teacher Training  
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Assalamu'alaikum Wr.Wb

After reading, studying and giving advice for necessary revision on thesis belongs to **Rubiyah Hannum** entitled "**The Effect of Using Tic Tac Toe Game to Students' Understanding on Preposition ( In, At, and On) at the VIII Grade of SMP N 5 Padangsidempuan** " we approved that the thesis has been acceptable to complete the requirement to fulfil for the degree of Graduate of Education (S.Pd) in English.


Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

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### **ABSTRACT**

There are several problems faced by students in understanding prepositions grammar including: 1) The students were confused in learning English preposition *in*, *at*, and *on*, since they did not know how to differentiate it and how to use it to make a good sentence, 2) Students got difficulties in understanding English Preposition because they tend to relate them to their mother tongue prepositional system, and 3) The teachers needs to be creative while teaching and learning. The objective of this research was to find out the effect of Tic tac toe game to students' understanding on preposition at the VIII grade of SMP N 5 Padangsidimpuan. Solving those problem, the researcher conducted quantitative research with experimental method. This research used two groups pre- test and post-test design. The instrument of this research was multiple choice test (pre-test and post test). The population of this research was all the VIII grade students of SMP N 5 Padangsidimpuan.. Data were collected through pre-test and post-test in the form of multiple choice questions and analyzed using the T-test formula. The research result showed that the students' mastery on preposition *in*, *at*, and *on*, with the mean score of pre- test in experimental class was higher than control class. After using Tic tac toe game, the result of mean score in post-test increases, it was the mean score of experimental class was higher than control class. It also show from t- test, is high than t – table, the result explained that the hypothesis was accepted. It was concluded that there was a significant effect of Tic tac toe game to students' understanding on preposition *in*, *at* and *on*, at the VIII grade of SMP N 5 Padangsidimpuan.

*Keywords: Preposition, Tic tac toe Game, Understanding.*

**Nama** : Rubiyah Hannum  
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**Judul** : Pengaruh Penggunaan Permainan Tic Tac Toe terhadap Pemahaman Siswa tentang Preposisi (In, At, dan On) pada Kelas VIII SMP N 5 Padangsidempuan.

### **ABSTRAK**

Ada beberapa kendala yang dihadapi siswa dalam memahami tata bahasa preposisi antara lain: 1) Siswa kebingungan dalam mempelajari preposisi bahasa Inggris in, at, dan on, karena mereka tidak mengetahui cara membedakannya dan cara menggunakannya untuk membuat kalimat yang baik, 2) Siswa mengalami kesulitan dalam memahami Preposisi Bahasa Inggris karena mereka cenderung menghubungkannya dengan sistem preposisi bahasa ibu, dan 3) Guru harus kreatif saat mengajar dan belajar. Tujuan penelitian ini adalah untuk mengetahui pengaruh permainan Tic tac toe terhadap pemahaman siswa pada preposisi kelas VIII SMP N 5 Padangsidempuan. Untuk mengatasi permasalahan tersebut, peneliti melakukan penelitian kuantitatif dengan metode eksperimen. Penelitian ini menggunakan desain pre-test dan post-test. Instrumen penelitian ini adalah tes pilihan ganda (pre-test dan post-test). Populasi penelitian ini adalah seluruh siswa kelas VIII SMP N 5 Padangsidempuan. Data dikumpulkan melalui pre-test dan post-test berupa soal pilihan ganda dan dianalisis menggunakan rumus uji T. Hasil penelitian menunjukkan bahwa penguasaan siswa pada preposisi in, at, dan on, dengan nilai rata-rata pre-test kelas eksperimen lebih tinggi dibandingkan kelas kontrol. Setelah menggunakan permainan Tic tac toe, hasil rata-rata post-test meningkat, hal ini berarti nilai rata-rata kelas eksperimen lebih tinggi dibandingkan kelas kontrol. Hal ini juga terlihat dari t-hitung yang lebih tinggi dari t-tabel, yang berarti hipotesis diterima. Disimpulkan bahwa terdapat pengaruh yang signifikan permainan Tic tac toe terhadap pemahaman siswa pada preposisi in, at dan on, pada kelas VIII SMP N 5 Padangsidempuan.

*Kata Kunci: Preposisi, Permainan Tic tac toe, Pemahaman.*

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رقم التسجيل : ١٩٢٠٣٠٠٠٢٠:  
عنوان البحث : تأثير استخدام لعبة تيك تاك تو على فهم الطلاب لحروف الجر (في، وفي، وفي)  
في الصف الثامن من المدرسة الإعدادية الخامسة بادانجسيدمبوان.

### ملخص البحث

هناك عدة عوائق تواجه الطلاب في فهم قواعد حروف الجر، منها: (١) يرتبك الطلاب في تعلم حروف الجر الإنجليزية في، وفي، وفي ، لأنهم لا يعرفون كيفية التفريق بينها وكيفية استخدامها لتكوين جمل جيدة ، (٢) يواجه الطلاب صعوبة في فهم حروف الجر الإنجليزية لأنهم يميلون إلى ربطها بنظام حروف الجر بلغتهم الأم، و (٣) يجب أن يكون المعلمون مبدعين عند التدريس والتعلم. الغرض من هذا البحث هو تحديد تأثير لعبة تيك تاك تو على فهم الطلاب لحروف الجر في الصف الثامن في مدرسة بادانجسيدمبوان الإعدادية ٥. وللتغلب على هذه المشكلة، أجرى الباحثون بحثًا كميًا باستخدام الأساليب التجريبية. يستخدم هذا البحث التصميم القبلي والاختبار البعدي. أداة هذا البحث هي اختبار الاختيار من متعدد (الاختبار القبلي والاختبار البعدي). وكان مجتمع هذه الدراسة جميع طلاب الصف الثامن. تم جمع البيانات من خلال الاختبار القبلي والاختبار البعدي في شكل أسئلة الاختيار من متعدد وتحليلها باستخدام صيغة اختبار ت. وأظهرت النتائج أن إتقان الطلاب لحروف الجر في، وفي، وعلى، مع متوسط درجات الاختبار القبلي للفصل التجريبي أعلى من الفصل الضابط. وبعد استخدام لعبة تيك تاك تو ارتفع متوسط نتائج الاختبار البعدي، مما يعني أن متوسط درجات الفصل التجريبي كان أعلى من الفصل الضابط. ويمكن ملاحظة ذلك أيضًا من خلال عدد ت الذي هو أعلى من جدول ت ، مما يعني قبول الفرضية. تم التوصل إلى أن هناك تأثيرًا كبيرًا للعبة تيك تاك تو على فهم الطلاب لحروف الجر في الصف الخامس بالمدرسة الإعدادية ٥ بادانجسيدمبوان وفيه وفيه.

الكلمات المفتاحية: حروف الجر، لعبة تيك تاك تو، الفهم.

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Padangsidimpuan, 28 August 2023  
Researcher

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## CHAPTER 1

### INTRODUCTION

#### A. Background of the Study

In a teaching language, it involves four basic skills: listening skills, speaking skills, reading skills, and writing skills, it is called language skills. Those skills will be difficult to achieve if grammar cannot be mastered. Grammar is the important elements to mastery of the four skills learning language. Based on Greenbaum “Grammar is the central component of language. It meditates between the system of sounds or written symbols, on the other hand and the system of the meaning on the other”.<sup>1</sup> There are many kinds of grammar words in English such as tenses, comparative, passive voice, irregular verbs, preposition, etc.

This study is restricted only on preposition because it is a part of grammar which is most difficult for EFL students. According to Abdelghani and Ibrahim argued that “English prepositions are difficult for any EFL/ESL learner because he/she usually relates them to his/her own mother tongue prepositional system. The difficulty is also caused by the difference in number, meaning and usage of the prepositions in the mother tongue and in the EFL”.<sup>2</sup> It can be concluded that the teaching and learning English as EFL

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<sup>1</sup> Greenbaum, *An Introduction to English Grammar* (2<sup>nd</sup> edition), (Sidney, Longman 2002) p.1

<sup>2</sup> Abdelrazig Abdelghani and Mahil Ibrahim, “The Difficulties Encounter ( ESP ) Students in Using English Prepositions of Time,” *International Journal of Humanities Social Sciences and Education (IJHSSE)* 4, no. 11 (2017): 214–22, <https://www.arcjournals.org/pdfs/ijhsse/v4-i11/25.pdf>.

context which prepositions are difficulty for EFL/ESL learners and therefore must be taken seriously and studied more systematically.

Based on the information is gotten from the interview to English teacher in SMP N 5 Padangsidempuan, Ms.Siregar said that there are some difficulties in grammar are caused by some factors. First, the students are not interested in learning English especially if the material is related to the grammar which the students so confused to understand the structure of the grammar.<sup>3</sup> There are many students who get bored about it. As a result, this situation makes the students confused when they use preposition in, at and on, since they did not know how to differentiate it and how to use it to make good sentences. Second, the students need more interesting ways in learning English. In this case, the suitable and efficient techniques are needed in the teaching and learning process. Teacher should be creative in the way of teaching English. The teachers' creativity is useful to achieve the objective of the lesson.

Then based on the researcher pre observation in that school, the researcher found that most of the teacher use some techniques. The teacher usually used Conventional Method in teaching structure or grammar. Through this method, teachers only explain it by words and give the rule of the structure and then ask the students to do some exercices using instructions. Which is this method only gives a little comprehension.

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<sup>3</sup>*Private interview*, Hapsah Sri Mei Siregar, S.Pd., English teacher of SMP N 5 Padangsidempuan Private Interview, on 22<sup>th</sup>December 2022, at 10.00 a.m.

Grammar is an important aspect of forming words and building English sentences. Grammar is the most important aspect to communicate with other people, because grammar can show the sense of a communication so that other people can understand the message. It is called as language aspects. So in learning English, students must have a good grammatically ability. One of the grammatical items that will be used is preposition.

Preposition is a part of a sentence or a simple everyday speech, even though preposition is short word but it has big function. Because of only the preposition change but that is enough to change the meaning entirely. The students usually taught by memorizing or role playing methods as teaching grammar which is rather boring such as memorizing the words or sentence. Students are also required to understand all the grammar structure and the formula. Students are also instructed to understand all the grammar structure, formula and also the function in a sentence.

Teaching grammar is a challenge for a teacher. One of the challenge is how a teacher can make it easier for students to understand and afford to apply it. When learning grammar, students tend to feel bored in class because they should remember all the formula and the function in a sentence. So many students often tend to ignore and do not pay attention in the grammar lesson. It is the rule of the teacher, a teacher should use creative and various method in teaching. It has to be more interesting and active materials. In understanding that main goal in learning language is to

communicate the meaning itself. So the researcher apply a game as a method for research.

If people talk about game, they will think about funny thing that can attract student's attention. Nowadays games can be used to young learners, even it can apply in all ages. In learning method with play game which use teachers instruction can be fun for all age groups. When students play game, teacher can provide social skill because it allows the student to interact with another player.

According to Mario, the exercises and games could act as adequate frames for the teaching of any grammar under the sun.<sup>4</sup> It means that games are useful in all stages of teaching or learning grammar and game is amusing and serious at a time and teenagers love to do activities in the classroom feeling like out of the classroom and having things under the control. Moreover, the game gives them the power to reach the real aim of the grammar. Game also presents advantages that activities and games bring to grammar teaching. He claims that learners have to bring their responsibility to learn something about the grammar and the teacher can freely observe them and discover what they actually know. He also said that during an activity all the learners work at the same time and the atmosphere that a game creates in the classroom is like “ a locomotive that pulls the grammar train along.”

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<sup>4</sup> Rivonluceri Mario, *Grammar Games Cognitive and Drama Activities for EFL Students*, (Cambridge: University Press,2002), p. 1.

Using games is one of the good ways to solve the students' problem. According to Ersoz, game can help the teacher to construct context and makes the language learning become more useful and meaningful for students<sup>5</sup>. It means that games especially language games are not only function as time filling activities but they also can bring some educational values that enable the students to learn the language. So one way of focusing the teaching English especially grammar is through the release offered by games.

One of the good games that researcher believes to teach grammar is Tic Tac Toe. Tic Tac Toe game is a game in which two players take two turns to draw crosses and circle in one of the a square grid of nine spaces. The objective of the grammar is to make grammatically correct sentences in order to form a vertical, horizontal, or diagonal row of X's or O's on 3 × 3 grid. This game gives beginners an opportunity to practice or review preposition of place and time. It is luck plays down the knowledge factor, which motivates weaker learners to participate without fear. The game also encourages cooperation within teams and peer correction across teams.<sup>6</sup> In short, this learning game makes the students to be active, effective, motivated and fun.

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<sup>5</sup> Aydan Ersoz, " Six Games for the EFL/ESL Clasroom", *The Internet TEST Journal*, Vol.4, No.6, 2000.

<sup>6</sup> Maria Lucia Zaorob and Elizabeth Chin, "Games for Grammar Practice a Resource Book of Grammar Games and Interactive Activities" (cambridge: Cambridge University Press, 2001).p.96

Based on the explanation above, it shows that the game will solve the problem on students' grammar and the teacher's problem in teaching in the class. Therefore, the researcher wants to know whether or not Tic Tac Toe Game is effective towards students' grammar skill. Referring to the purpose above, the study is done entitled "The Effect of Tic Tac Toe Game In Students Understanding on Preposition In ,At, and On at the VIII Grade of SMP Negeri 5 Padangdimpuan".

## **B. Identification of the Problem**

Based on the back background above, there are some problems of students that will be taken on this research, they are:

1. The students were confused in learning English preposition in, at and on, since they did not know how to differentiate it and how to use it to make a good sentence.
2. The way of teaching grammar are monotonous and make the students boring easily.
3. The teachers needs to be creative while teaching and learning .

Beside the students' problems, here are some problems of the teachers, they are:

1. The way of teaching grammar are monotonous and make the students boring easily.
2. The teachers needs to be creative while teaching and learning .
3. The Teacher needs to observe students' difficulties

### **C . Limitation of the Problem**

Based on the explanation in background, the researcher does not discuss all the games that the teacher gives in teaching grammar. So the researcher decided to focus on the effect of using tic tac toe game in student's understanding on preposition in, at ,and on at the grade VIII SMP N 5 Padangsidimpuan.

### **D. Formulations of the Problem**

The following questions serve as a formulation of the problem in this research, depending on the identification and focus of the problem mentioned above:

1. How is the students' mastery on preposition of the grade VIII SMP N 5 Padangsidimpuan before learning by using Tic Tac Toe Game?
2. How is the students' mastery on preposition of the grade VIII SMP N 5 Padangsidimpuan after learning by using Tic Tac Toe Game?
3. Is there any significant effect of Tic Tac Toe Game to students' mastery on preposition of the grade VIII SMP N 5 Padangsidimpuan?

### **E. Objectives of the Problem**

Based on the formulation of the research above, this research has three objectives as follows:

1. To examine the students' mastery on preposition of the grade VIII SMP N 5 Padangsidimpuan before learning by using Tic Tac Toe Game.
2. To examine the students' mastery on preposition of the grade VIII SMP N 5 Padangsidimpuan after learning by using Tic Tac Toe Game.

3. To examine whether there is a significant effect of Tic Tac Toe Game to students' mastery on preposition of the grade VIII SMP N 5 Padangsidempuan.

## **F. Significances of the Research**

The significances of the research is expected to be useful and valuable provided as follow:

1. Students

The students can attract and feel enjoyed in learning grammar especially preposition by using this game. The students will not think that grammar is difficult to learn but it is fun for learning.

2. Teachers

The teachers can use this game to teach preposition in their classes. The teaching way is not monotonous anymore and it makes the teachers are easier to reach the goals of teaching.

3. Readers

Hoping this research can open readers' minded that grammar is not difficult. The result of this research inspires readers and provides them with more information about media for teaching grammar.

4. Next Researchers

The result of this research is expected to be the useful information for the next researcher. It inspires them for the good idea and media for who wants to write a similar research. This research is expected to be able as one of references of research

## **G. Definitions of Operational Variables**

This research consists of two variables that should be clarified are as follows:

### 1. Tic Tac Toe Game

Tic Tac Toe is a game that teacher able to use it for teaching grammar especially preposition in form question and answer through play and draw and put cross and circles in one comparison of a 3-by-3 board. The objective of the game is to make grammatically correct sentences in order to form a vertical, horizontal, or diagonal row of X's or O's.

### 2. Preposition

Preposition is word which the function is to show the relation between nouns or pronouns and another word in a sentence or word place before nouns or pronouns or parts another sentences.<sup>7</sup> The preposition is a part of speech in traditional grammar.

## **H. Outline of Thesis**

The systematic of this research is divided into five chapters consist of many sub chapters with detail as follow:

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<sup>7</sup> Faidlal Rahman Ali, *English Grammar Completed Edition* (yogyakarta: pustaka widyatama 2010), p.149.

Chapter one is about introduction. Consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, significances of the research. definition of operational variables and outline of thesis.

Chapter two discuss about theoretical descriptions. It explains about description speaking skill, description about tic tac toe game, review of related finding, conceptual framework and hypothesis.

Chapter three is about methodology of the research. It consist of place and schedule of the research, research methodology, population and sample, the instrument of the research, technique of analyzing data.

Chapter four is about the result of the research and data analyzing consist of data analysis, description of the data and threats of the research.

Chapter five, it consist of conclusion of about the result of this research and suggestion what we were given by the researcher.

## CHAPTER II

### THEORITICAL DESCRIPTION

#### A. Theoretical Descriptions

##### 1. Preposition

###### a. Definitions of Preposition

In ethimhology the word of preposition consist of two words which: word “pre” and word “position” it means that *pre* is before, while *position* is situation, condition, and location. Preposition used as a word to show a place before a noun or pronoun in sentences. Some of the experts define preposition in different ways. According to Wren and Martin, preposition is parts of speech as a word put before a noun or a pronoun to indicate the relation between the object denoted and something else .<sup>8</sup> The group of words used before noun or pronoun indicates as a preposition that usually have communicative purposes by using it.

The other definition from Linstombergh defines that the most typical preposition is a word which says where one physical thing is located in relation to another.<sup>9</sup> Preposition is word which use to show relation between nouns or pronouns and another word in a sentences or word place before nouns or pronoun to parts of another sentences. Murthy declares that preposition is word placed before a noun or pronoun to show its relation to

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<sup>8</sup> Wren & Martin, *High School English Grammar & Composition*, new editio (New Delhi: S.Chand & Company Ltd: Ram Nagar, 2000).

<sup>9</sup> Seth Linstombergh, *English Prepositions Explained*,(United Kingdom: John Benjamins Publishing Company, 2010).

some other words in the sentences<sup>10</sup>. It is more than showing the time, place, or position in such things. It could include some preposition to create the relation with a word preceded. Thus, we often use grammar to be formulated with our writing. Therefore, to use a language, one should know how the language is used in the grammatically or the structure because it could involve a huge impact in a language, which sometimes contradict with the structure of a sentence in any languages.

From the definition above, the researcher concludes that preposition is word or group of words to use as a part of speech to connect between two things a pronoun or pronoun and other words to show the relationship of them.

#### b. Types of Preposition

There are two types of prepositions (in,on,at), it consists of preposition of place and preposition of time. :<sup>11</sup>

##### a) Preposition of Place

###### 1. At

**At** is used to talk about a place we think of as a point rather than an area, and about an event where there is a group of people.

Example: At night, they usually at home.

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<sup>3</sup> Jayanthi Dakshima Murthy, *Contemporary English Grammar*, (Delhi:Book Palace,2003), p. 238.

<sup>4</sup> A. Michael and Ellen Mary Pyle, *Test of English as a Foreign Language Preparation Guide* (New Delhi: Nice Printing Press, Delhi, 2005).

Ali is at work and his roommate is at school.

## 2. On

**On** is used to talk about a position touching a flat surface, or on something we think of as a line such as road or river.

Example : The new dictionary is on the right hand.

There is a book on the table

## 3. In

**In** is used to talk about a position within a larger area, address , or something within a larger place.

Example : Your socks are in the drawer.d

There is a key in her bag.

## b) Preposition of Time

### 1. At

**At** is used with points of time or periods time, short holiday periods, short periods, mealtimes,

Example : We never go out at night because we live too far from town.

The class begins at 3: 10.

### 2. In

**in** is used when talk about longer periods of time such as seasons, months, year, centuries. And parts of day.

Example : I usually get up at 5 O'clock *in* the morning.

We arrived at the airport *in* time.

The weather is really hot *in* summer.

### 3. On

**On** is used when we talk about a particular day, date, or part of a particular day.

Example : I will call you on Thursday.

Her birthday is on January 28.

We're meeting again on Sunday.

### c. The Use of Preposition (in,on,at)

There are some uses of preposition which shows the use of each kind of preposition. There are three locating objects in space: <sup>12</sup>

1. "at" This preposition generally is used to indicate a general location. It is not as specific as *in*.

Example: she is at the bus station.

2. "on" this preposition generally means a position above, but in contact with an object .

Example: Don't sit on the desk.

3. "in" this preposition generally means inside a place or enclosure.

Example: The teacher is in the classroom.

## 2. Tic Tac Toe Game.

### a. Definition of Tic Tac Toe Game

Game is an easy way to apply in process of learning. Games have become crucially important for English language learners and teachers not only because they provide enjoyment and relaxation, but also as they encourage students to use their language in a creative and communicative manner. Games increase learners' proficiency in practicing grammar

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<sup>12</sup> Pyle.

communicatively. Using grammar games can help students to develop their ability in using language as they are given a chance to use language in situation which have purpose. When English language learners participate in games, the language they use is task oriented and their aim is more than producing the correct speech.<sup>13</sup> It means that games provide learners with opportunity to drill and practice grammatical rules and forms by presenting them in communicative way. One of most common games for teaching grammar game is nought and crosses or tic tac toe game.

According to Beck, 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. Which the first player gets three in a line wins the game<sup>14</sup>. Tic tac toe game is a board game that can be played using the board or paper by drawing nine box frames. It is also a kind of guessing game where two players should answer the questions from the field of nine frames.<sup>15</sup> Therefore, tic tac toe game is one of the active learning methods for direct attention of learners to the material presented.

Traditionally, tic tac toe game is a pencil and paper game played by two players who take turns to place their pieces on a 3 times 3 grid with the objective of being the first player to fill a horizontal, vertical, or diagonal

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<sup>13</sup> Nelvia Ibrahim, "Games For Teaching Grammar To Young Learners," *Indonesian Journal of Integrated English Language Teaching* 2, no. 1 (2016), <https://ejournal.uin-suska.ac.id/index.php/IJIELT/article/download/2366/1484>.

<sup>14</sup> Jozsef Beck, *Combinatorial Games Tic Tac Toe Theory* (Cambridge: Cambridge University Press, 2008).

<sup>15</sup> Agusti<sup>15</sup> a, 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*, Vol. 1, No.2,2013, p.225-234 <https://unimuda.e-journal.id/jurnalinteraction/article/view/184>.

row with their pieces.<sup>16</sup> Based on Gark and Nayak, tic tac toe is formed with a  $3 \times 3$  grid formed by two vertical and two horizontal lines. The players can fill the nine place with either Crosses (X) OR Noughts (O).<sup>17</sup> The objective of the game is to make grammatically correct sentences in order to form a vertical, horizontal or diagonal row of X'S or O's. This game gives beginners an opportunity to practice or review preposition place and time. It is luck plays down the knowledge factor, which motivates weaker learners to participate without fear. The game also encourages cooperation within teams and peer correction across teams.<sup>18</sup> In short, this learning game makes the students to be active, effective, motivated and fun. In addition, Anderson stated that tic tac toe game is an affective, fun, process to study various grammar forms, or vocabulary words.<sup>19</sup> Applying tic tac toe game will make teaching learning process be more attractive. Students will feel enthusiastic when a teacher uses game in conveying materials.

Based on definition above, tic tac toe game is a game that consist of nine square grids which the players represent the X mark and O mark. Tic tac toe is a game that could make a students enjoy and it can decrease worry to some skills. It makes students more active at the class. This game

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<sup>16</sup> Lalitha Saroja Thota et al., "Implementation of Tic-Tac-Toe Game in LabVIEW," *International Journal of Computer Trends and Technology (IJCTT)* 12, no. 2 (2014): 71–77, [https://www.researchgate.net/publication/263316124\\_Implementation\\_of\\_Tic-Tac-Toe\\_Game\\_in\\_LabVIEW](https://www.researchgate.net/publication/263316124_Implementation_of_Tic-Tac-Toe_Game_in_LabVIEW).

<sup>10</sup>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 2017, p.1

<sup>11</sup> Maria Lucia Zaorob, Elizabeth Chin, " *Games for Grammar Practice*,"(Cambridge: Cambridge University Press,2001)p. 96.

<sup>12</sup> 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 2022

can be used for teaching English especially grammar because it will make the material of lesson be more attractive. Many ways by the method can be used to increase grammar skill. One of the method is tic tac toe game which it can gives an appportunity to to practice or riview lessons which increase motivates weaker learners to participate without fear. Sometimes when teaching grammar in the class, a teacher often face unxspected condition such as the students will be bored, so tic tac toe game can be an option as a way for teaching grammar.

#### b. Teaching grammar through games

Teaching grammar for beginner is not quite easy, but it is not difficult to teach. Young learners have their own way to accept a new knowledge and they will accept all of it by happiness. Teacher need to find good method and good media to teach grammar, and one of the effective methods is using games although children learn a language faster than adults, they do not learn through traditional language teaching methods. Games increase learners' proficiency in practicing grammar communicatively.<sup>20</sup> Through fun activities children can learn a language better as learning becomes natural for them since these activities do not make them conscios that they are learning a language.

#### c. The way of Tic Tac Toe Game

Tic tac toe game is a board game with game that consist of nine square grids which two players represent the X mark and O mark, naturally x player as the first player and o player as the second player. it is one of grammar game that

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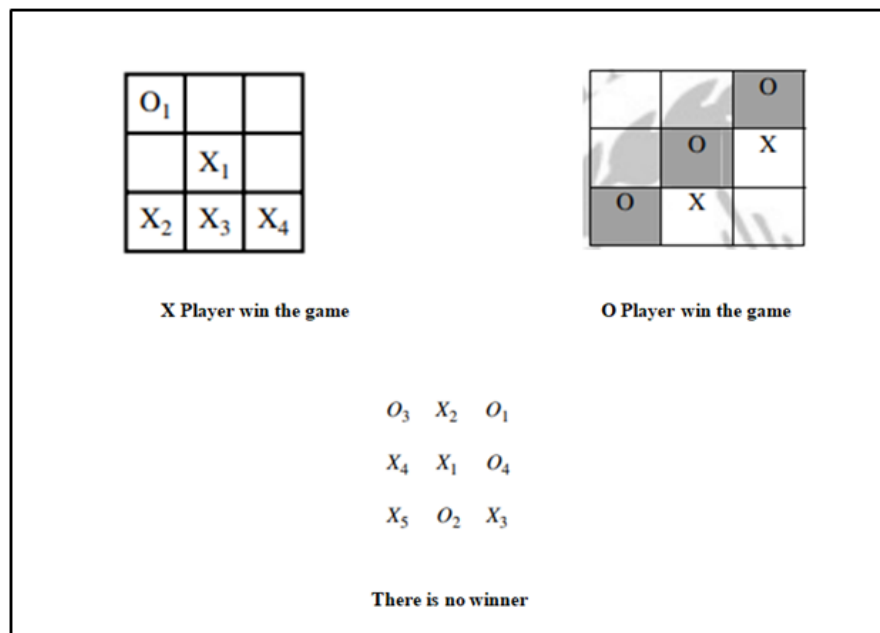
<sup>20</sup> Ibrahim, "Games For Teaching Grammar To Young Learners."

teacher can use it in the classroom. According to Beck, the procedures of tic tac toe game is as follows :

- 1) A board with a big square which is partitioned into  $3 \times 3 = 9$  congruent small squares is prepared.
- 2) The game is started by the first player who puts an X in one of the nine small squares.
- 3) The second player puts an O into any other small square.
- 4) The players alternate putting X and O in the remaining empty squares.
- 5) One player will win the game by getting three of his own squares in a line (horizontally, vertically, or diagonally) , marks in a row, the game ended in a tie.<sup>21</sup>

#### Picture<sup>1</sup> (Tic Tac Toe Game )

d. Advantages of Tic Tac Toe Game



<sup>13</sup> Beck, *Combinatorial Games Tic Tac Toe Theory*.

In applying a game for teaching there is always an advantage and disadvantage. We can not say that the one game is the best overall, because it depends on the learners that we teach. What we should look carefully is whether or not a game suitable for the learners. Tic tac toe game is considered as an affective, enjoyable and interesting way to teach grammar because it can give the beginners an opportunity to practice or review the material of grammar, it is luck playsdown knowledge which motivate weaker learners to participate without fear, this game also encourages cooperation within teams and peer correction across team which connects students and teachers and encourages collaboration.<sup>22</sup>

Tic tac toe game can motivate the students and make them interested in learning grammar English for junior high school, the students also can review the grammar and practice it by them selves. Tic tac toe game is also help the students to work in team. they will 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, which this game means to help the students to raise their grammar..

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<sup>22</sup> Maria Lucia Zaorob and Elizabeth Chin, *Games for Grammar Practice* (Cambridge: Cambridge University Press, 2001).

#### d. Teaching Preposition by Applying Tic Tac Toe Game

Based on another expert by Zaorob and Chin, This game can be used to practice or review grammar lesson such as preposition. Teachers need to know about the procedures of this game, The procedures will be applied in teaching preposition as follow:<sup>23</sup>

- 1) The teacher reviews the use of prepositions to form adverbials of time and place, as well as some fixed expressions.
- 2) Teacher has prepared some Tic Tac Toe paper in 3x3 grid which contains nine prepositions (in, at, on) first form written on it. The teacher also provides paper rolls or cards which is written a phrase of adverbials of time and place.
- 3) The teacher divided class into teams, team A and team B. team A represent X Symbol and team B represent O symbol.
- 4) Teacher will set two groups to be pair. The two groups contains 4-5 students in each and will have a match on one Tic Tac Toe paper.
- 5) Teacher will decide the X group and O group in a pair.
- 6) Team A (X) pick the paper roll, on which they will find a phrase.

#### **Example of the game :**

Player X : (opening the paper roll) the phrase is “8 o'clock ”.

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<sup>14</sup> Zaorob and Chin.

Next the student choose a slot in the grid containing the preposition that they think will form a correct adverbial with the phrase on the card. Then they make a full sentence with the adverbial.

Player X : The exam will start at 8 oc'clock.

- 7) If the sentence is judged correct by everyone, team A marks the slot with an X, otherwise they do not score.
- 6) Team B proceed in the same way.
- 7) The Two teams take turns making sentences.
- 8) The first team marks out three boxes in a straight line ,vertically, horizontallay, or diagonally win the game.

**GRID**

<b>ON</b>	<b>IN</b>	<b>ON</b>
<b>IN</b>	<b>X</b> <b>AT</b>	<b>AT</b>
<b>AT</b>	<b>ON</b>	<b>IN</b>

**Picture<sup>2</sup> (Tic Tac Toe Grid )**

The activity of tic tac toe game will make the group enthusiastic and active in learning process.to practice their skill grammar this means game can give the students to be more motivating and challenging.

Tic tac toe game is also called a zero sum game. If both players are playing at their best, the game will end in a tie.<sup>24</sup> So there are three possible answers: the first player always win, the second player always win or there is no win the game. The game encourages students to interact and communicate. The game is not effective if the students do not become more active in learning English. The teacher should give a clearly instruction so, the students will be interest in learning English especially in grammar lesson.

### **B. Review of Related Findings.**

There are several findings that support this research. The first research by Karraske et.al, the objectives of this research are to find out wether using of Tic Tac Toe game is more affective than using conventional method to make students more understand in simple present tense. The finding of the research shows that Tic Tac Toe game make student understand in simple present tense, so that students be more enjoy in the teaching and learning process. Tic Tac Toe game is a board game that using sign O and X. In this part where O and X are one of way to sign in playing the game, it will make a line. t is important to use game as an alternative way in teaching grammar. This way can make students also have chance to respond or correct other friends on their exercise. In Tic Tac Toe game, there is any competition and cooperative with team that can make students more be enthusiasm and active in learning.<sup>25</sup>

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<sup>15</sup> Puzzleland, *Tic Tac Toe 8 Strategies to Win Every Game* (B&B Publishing, 2016).

<sup>16</sup> Agnesia Ultha Irianti Karraske, et.al, "The Effectiveness of Using Tic Tac Toe Games in Students Understanding on Simple Present Tense at the First Grade of SMPN 1 Kabupaten

The second is Errofi's research. This research was conducted based on problem that grammar was considered difficult by the students, especially passive voice. 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. Based on the result of the data which is showed that alternative hypothesis is accepted and null hypothesis was rejected, then it explained that researcher assumption was true. Tic tac toe game was able to give influence to students' passive voice mastery in present perfect tense. So, 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 SMA Negeri 6 Bandar Lampung in the academic year 2019/2020.<sup>26</sup>

The third is the research by Hasanah, the objective of this research was to find out the effectiveness of students' vocabulary mastery are taught and who are not taught by using tic tac toe game strategy at the eighth grade of MTs Ma'arif Al-Ishlah Bungkal Ponorogo. It showed that the mean score of post-test in experimental class was better than control class So, it can be concluded that the students who were taught by tic tac toe game strategy got a higher score than

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Sorong", *Jurnal Interaction*, Vol. 5, No. 2, 2018

<sup>17</sup> Ulfa Asterik Errofi, "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 SMAN 6 Bandar Lampung in The Academic Year of 2019/2020" (UIN Raden Intan, 2020), <http://repository.radenintan.ac.id/11773/>.

students who were not taught by tic tac toe game strategy of the eighth grade students at MTs Ma'arif Al-Ishlah Bungkal Ponorogo.<sup>27</sup>

Based on three researcher above, this research has similiarity with all of the research before. Researcher tries to use tic tac toe game in teaching preposition at VIII Grade of SMP N 5 Padangsidempuan. Hopefully this strategy can apply for teaching preposition.

### **C. Conceptual Framework.**

Prepositioin is the basic knowledge that students must be mastere in English. It is important skill to achieve for all grade students. But it is not easy to learn English grammar. Students have some problem in using preposition in the correct sentences because they often find the same different kinds of preposition.

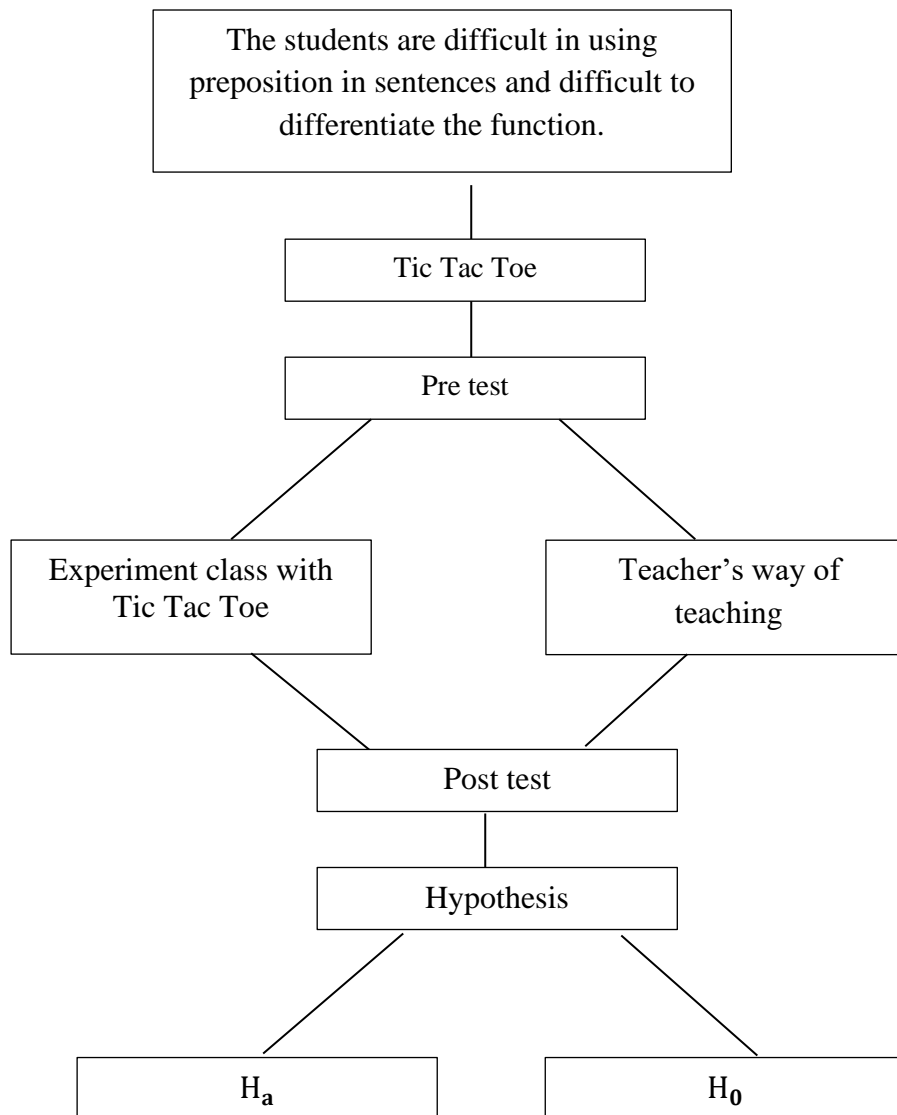
Game is one of the problem solving problems for this case. Game can make people interested in learning grammar. It can be said that game is fun way to learn. In this case, the researcher choses tic tac toe game as a method to master preposition. Tic tac toe game is is a game that can be used to master grammar skill based on some experts. Not only mastering the grammar, but as well as vocabulary.

The researcher used tic tac toe game to know if this game gives a significant effect on student's understanding on preposition. To test the hypothesis, the researcher gives a pretest to students to know their knowledge. Then dividing them into experimental class by using tic tac toe game and control class with conventional

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<sup>18</sup> NiImatul Hasanah, "The Effectiveness Of Tic Tac Toe Game Strategy To Enhance Students ' Vocabulary Mastery Of Eighth" (Iain Ponorogo115, 2021), [http://etheses.iainponorogo.ac.id/14990/1/Upload skripsi perpus.pdf](http://etheses.iainponorogo.ac.id/14990/1/Upload%20skripsi%20perpus.pdf).

method. After giving a treatment, the students are given a posttest to compare students' understanding on preposition in, on,at, by using tic tac toe game and conventional method.The conceptual framework that was done is as below:



**Figure 1.**  
**Conceptual Framework**

#### **D. Hypothesis**

The researcher formulated the hypothesis of this research as follows:

$H_a$  : There is a significant effect of using tic tac toe game in students' understanding on preposition at VIII Grade of SMP N 5 Padangsidempuan.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and Time of The Research

This research was conducted at VIII Grade of SMP N 5 Padangsidempuan. It is located in Padang Matinggi, Perintis Kemerdekaan Street, Southeast Padangsidempuan, North Sumatera Province. This research started from December 2022 up to November 2023.

#### B. Research Design

This research used quantitative with experimental method by using quasi experiment with pre-test post-test control group design. It is a research that can test hypothesis based on cause and effect relationship between one variable to another variable. The researcher used two classes, as an experimental class and as control class. Experimental class used tic tac toe game as the technique in teaching preposition. Meanwhile, control class used conventional method. Both classes conduct pre- test and post test and only the experimental class was given treatment.

**Table III. 1**  
**Table of collecting Data Design**

<b>Class</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>PostTest</b>
<b>Experimental class</b>	✓	<b>Tic Tac Toc Game</b>	✓
<b>Control Class</b>	✓	<b>X</b>	✓

### C. Population and Sample

#### 1. Population

The research was done in the VIII Grade students of SMP N 5 Padangsidimpuan. The population of this research could be seen in following table:

**Table III.2**  
**The Population of Research**

No	Class	Total Students
1.	VIII-1	25
2.	VIII-2	28
3.	VIII-3	23
4.	VIII-4	26
5.	VIII-5	28
6.	VIII-6	24
7.	VIII-7	26
8.	VIII-8	26
9.	VIII-9	25
10.	VIII-10	26
11.	VIII-11	20
	<b>Total</b>	<b>279</b>

#### 2. Sample

The example of this research was taken from grade VIII students of SMP N 5 Padangsidimpuan. The researcher used random sampling for choosing the sample. Random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal

an independent chance of being selected for the sample. The researcher collected the names of all population and take the name randomly by using lottery. It means in this research the sample took two classes, class VIII-1 as the experimental and VIII-3 as the control class.

**Table III.3**  
**Samples of Research**

No.	Class	Samples
1.	VIII-1 Experimental Class	25 Students
2.	VIII-3 Control Class	23 Students
	Total	48 Students

#### **D. Instrument of the research**

The instrument which used in this research was test. Test is some questions to measure someone's knowledge, ability, and intelligence to know it is already mastered and not yet in learning the material. It used to know how far the students' knowledge about prepositions mastery. The researcher used multiple choice test. According to Brown, multiple choice items, which may on the surface appear to be simple items to construct.<sup>28</sup> It means that multiple choice is suitable to test prepositions mastery. The test was 50 questions of multiple choice test, but after validation test with another class the total questions test after validation was 40 questions, in which 20 pre-test, and 20 for post-test. The researcher gave 5 scores for

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<sup>28</sup> H. Douglas Brown, *Language Assessment Practical and Language Practice* (San Francisco: Longman, 2003).

each items and maximum scores of the test was 100. It can be seen as indicator below:

**Table III.4**  
**Indicator of Prepositions Mastery Pre -Test**

No	Indicator	Sub indicator	Items number	Total item	Score
1.	The students are able to identify preposition of place	In	8,10,13	3	15
		On	12,11,7	3	15
		At	9,12,	2	10
2.	The students are able to identify preposition of time	In	1,2,5,20	4	20
		On	4,14,15,16,18,19	6	30
		At	3,17	2	10
		Total	20		100

**Table III.5**  
**Indicator of Prepositions Mastery Post-Test**

No	Indicator	Sub indicator	Items number	Total item	Score
1.	The students are able to identify preposition of place	In	2,8,10,13	4	20
		On	3,5,6,7,18	5	25
		At	4,9,	2	10
2.	The students are able to identify preposition of time	In	20,14, 11,	3	15
		On	19,17,15,16,	4	20
		At	12,20	2	10

		Total	20		100
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## E. Validity and Reability.

### a. Item Validity

In this research, the researcher used item validity to get the validity of each question the test. To get the validity is the most important characteristic a test or measure instrument can process. So, if  $r_{account} > r_{table}$  the test is classified valid.

To get the validity of each each question, the formula of the correlation biserial can use as follow:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

$r_{pbi}$ : coefisien item validity

$M_p$  : mean score of the total score

$M_t$  : re- average of the total score that achieved success by the number of the text

$SD_t$  : Standard Derivation of the total score

$p$  : presentation of the right answer of the item tested validity

$q$  : presentation of the wrong answer of the item tested validity<sup>29</sup>.

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<sup>29</sup>Ahmad Nizar Rangkuti.p.61

Based on the result of calculation by coefficient of correlation Biserial is determined if  $r_{pbi} > r_{table}$  with the significant level 5 % ( 0.404) with the table r product moment. So, the item is tested valid. In pre – test, there are 20 ( twenty) valid items and 5 ( five) invalid items. In post – test there are 20 ( twenty) valid items and 5 ( five) invalid items.

b. Reliability

Reliability refers to consistency throughout a series of measurement. An instrument of the research must be realible. To obtain the reliability of the multiple choice test, researcher uses KR- 20.The formula is:

$$r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{s_r^2 - \sum pq}{s_t^2} \right)$$

Where:

$r_{11}$  : Reability of the instrument

$n$  : total of question

$st^2$  : varians total

P : Proporsi subject who is correct answer

q : proporsi subject who is incorrects answer.<sup>30</sup>

The test is realible if  $r_{count} > r_{table}$  by using formulation KR- 20 with  $r_{table}$  0.70.

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<sup>30</sup> Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek*, 14th ed. (Jakarta: PT.Rineka Cipta, 2010).p.182

Criteria a test reliability is as follow:

$R_{11} = 0.70$  high correlation ( reliable)

$R_{11} > 0.70$  high correlation ( reliable)

$R_{11} < 0.70$  low correlation ( unreliable)

Based on the results of calculation by using formulation KR- 20 , it was found that the the test is reliable, the test is classified reliable with  $r_{table} > 0.70$  or  $1.02 > 0.70$ . It means that the data met the criteria of reliability.

#### **F. Procedure of Data Collecting**

The researcher gave the test and treatment to get the data from the students. In this research the writer used two kind of the test. They are pre-test and post- test. It is used to see the effect of the technique given. Procedures of the research are:

##### a. Pre-test

Pre- test was given for both classes, that is experimental class and control class. This test was given before the classes were given treatment. The type of test was objective test, the writer used multiple choice. The number of the test was 20 items for multiple choice First the researcher creates some question about preposition( in,on,at).

- 1) Second the researcher gives the paper of the test and answer sheets to both experimental and control class.
- 2) Then the researcher explain the tips to answer.
- 3) The students answer the question.

- 4) Next, the researcher collects the answer sheet.
- 5) The last, the researcher checks the students answer and counts the score.

b. Treatment

Treatment is where the researcher do the technique. The researcher gave material to students about preposition. The ways to teach both classes were in different ways. In experimental class, the researcher will do teaching and use tic tac toe game. Meanwhile, in control class taught with the teacher ways without a game or media.

c. Post- test

It was to measure the effect of certain treatment, in this case was teaching preposition using Tic Tac Toe Game. The instrument of test an objective test because it could be corrected objectively in correcting. To find out whether teaching preposition using Tic Tac Toe Game give significant effect to the eight grade students of SMP N 5 Padngsidimpuan. In this test, the research did lots of steps. They are :

- 1) First the researcher prepared a test about preposition( in ,on, at).
- 2) Second the researcher gave the paper of the test and answer sheets to both experimental and control class. Then, the researcher explained the tips to answer.
- 3) The students answered the question.
- 4) Next, the researcher collected the answer sheet.

- 5) The last, the researcher checked the students answer and counted the score.

### G. Technique of Data Analysis

The data were collected after doing test. It used independent sample t-test to analyze the data. There were two tests that must be done before analyzing the data. They are normality test and homogeneity test.

#### a. Normality test

Normality test is a way to know wether the data of the research Is normal or not. Test of normality in this research was conducted with using Chi-quarate formula:

$$X^2 = \sum \left( \frac{(f_o - f_e)^2}{f_e} \right)$$

Where:

$X^2$  = Chi-quadrante

$f_o$  = Obtained Frequency

$f_e$  = Expected Frequaency <sup>31</sup>

#### b. Homogeneity Test

Homogeneity test used to see the data from two classes will be same or different in variant case. They are control class and experimental class.

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<sup>31</sup>Rangkuti.p.72

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Hypothesis is accepted if  $F_{\text{count}} < F_{\text{table}}$

Hypothesis is rejected if  $F_{\text{count}} > F_{\text{table}}$ <sup>32</sup>.

## H. Hypothesis Test

The researcher used T-test to examine the hypothesis. The formula is:

$$Tt = \frac{M_2 - M_1}{\sqrt{\left(\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 1}\right) \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

Where:

T = The value which statistical significance

$M_1$  = The average score of the experimental class

$M_2$  = The average of control class

$X_1^2$  = Derivation of the experimental class

$X_2^2$  = Derivation of the control class

$N_1$  = Number of Experimental

$N_2$  = Number of control<sup>33</sup>

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<sup>32</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kuantitatif Dan R&D*, 10th ed. (Bandung: Alfabeta, 2010).

<sup>33</sup> Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek*.

## CHAPTER IV

### FINDINGS & DISCUSSION

As a mentioned in earlier chapter, in order to find out the effect of using tic tac toe game to students' understanding on preposition in,at,on, at the VIII Grade of SMP N 5 padangsidimpuan, the researcher has calculated the data using pre-test and post-test. The researcher conducted the research by conducting pre-test and post-test to know students' ability before giving the treatment and post-test to know the students' understanding after giving the treatment by using Tic Tac Toe game. After getting the data, the researcher used the formulation of T-test to test the hypothesis.

#### A. Description of Data

##### 1. Data of pre-test in experimental class

The researcher calculated the result that gotten from the students in answering multiple choice test in experimental class. The score of pre- test in experimrntal class could be seen in the following table:

**Table IV. 1**

No	Description	Results
1	Total Score	1145
2	The highest score	70
3	The lowest score	20
4	Mean	47.7
5	Median	45.5
6	Modus	46
7	Range	50
8	Interval	10
9	Variants	280.03

10	Standard Deviation	14.35
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### The score of pre - test in experimental class

After getting the students' score of control class in pre-test, the researcher arranged it from the low score until the high score in interval class form. Then, researcher calculated it by using formula based on the statistic formula. The researcher calculated to get the mean score (average), median, modus, range, interval, variants, and standard deviation.

The total of score was 1.145, mean was 47.7, median was 45.5, modus was 36.8, range was 50, interval was 10, variant was 280.03, and standard deviation was 14.35. The researcher got the highest score was 70 and the lowest score was 20. Then, the calculation of the frequency distribution of the students score is described in the table as follow:

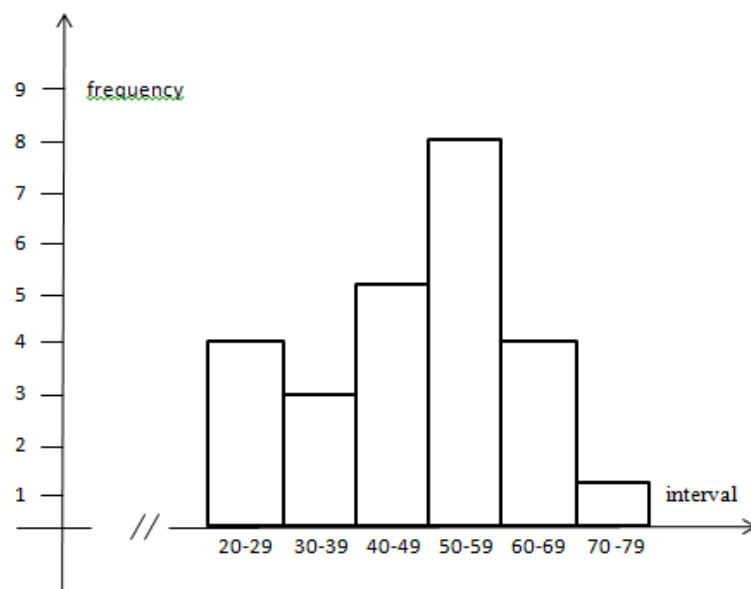
**Table IV.2**  
**Frequency distribution of experimental class in pre-test**

No.	Interval	Frequency	Percentages
1.	20-29	4	16%
2.	30-39	3	12%
3.	40-49	5	20%
4.	50-59	8	32%
5.	60-69	4	16%
6.	70-79	1	4%
Total	$I= 10$	$N = 25$	100%

After calculating and getting the result of mean, median, and modus, the researcher moved to the next step is determining midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

From the table above, it can be seen that there were 4 students (16%) in interval class between 20 - 29, 3 students (12%) in interval class between 30 - 29, 5 students (20%) in interval class between 40 - 49, 8 students (32%) in interval class between 50 - 59, 4 students (16%) in interval class between 60 - 69, and 1 student (4%) in interval class between 70 - 79.

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below:



**Figure 2. Histogram Description Data Pre-test in Experimental Class**

From the histogram above, it can be seen that the students' score in class between 20 - 29 was 4 students, interval class between 30 - 39 was 3 students, interval class between 40 - 49 was 5 students, interval class between 50 - 59 was 8 students, interval class between 60 - 69 was 4 students, interval class between 70 - 79 was 1 student.

## 2. Data of pre-test in control class

In pre- test of control class, the researcher calculated the result that had been gotten by the students in answering the questions (test). The researcher gave them multiple choice in control class.

After getting the students' score of control class in post test, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated to get the mean score (average), median, range, modus, interval variants and standard deviation.

**Table IV. 3**  
**The Score Of Control Class In Pre -Test**

No	Description	Result
1.	Total score	950
2.	Highest score	75
3.	Lowest score	15
4.	Mean	44.28
5.	Median	59.5
6.	Modus	48.5
7.	Range	60
8.	Interval	10
9	Variants	282.03
10.	Standard Deviation	15.71

Based on the table above, total score of control class in pre-test was 950, mean was 44.28 median was 59.5, modus was 48.5, range was 60, interval was 10, variants was 282.03, and standard deviation was 16.79. The researcher got the highest score was 75 and the lowest score was 15.

After calculating and getting the result of the mean, median, and modus, the researcher moved to the next step is determining midpoint of all the intervals. After that, the researcher made into percentages to see the dominants score that gotten by the students. Then, the computed of the frequency distribution of the students' score of control class in pre-test could be applied into table frequency distribution as follow:

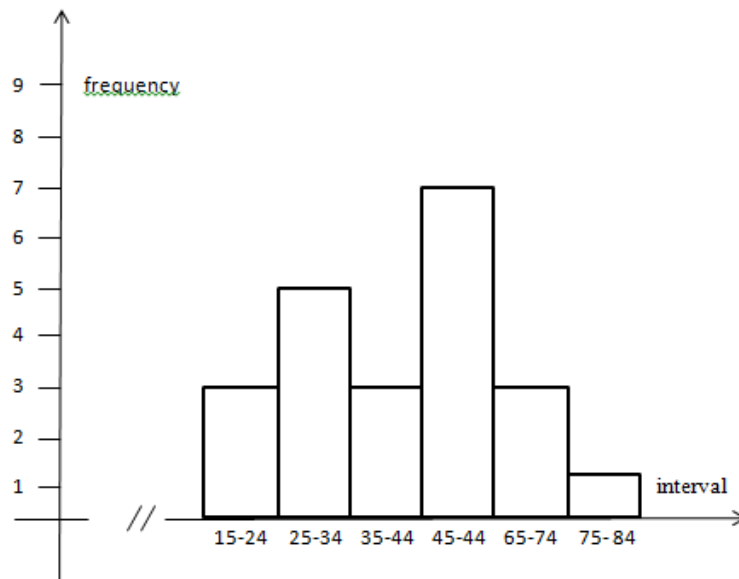
**Table IV.4**  
**Frequency Distribution of Students' Score**

No	Interval	Frequency	Percentages
1.	15-24	3	13%
2.	25-34	5	22%
3.	35-44	3	13%
4.	45-54	7	30%
5.	55-64	1	4%
6.	65-74	3	13%
7	75-84	1	4%
Total	$I = 10$	$N = 23$	100%

From the table above, it can be seen that there were 3 students (13%) in interval class between 15 - 24, 5 students (22%) in interval class between 25 - 34, 3 students (13%) in interval class between 35 - 44, 7 students (30%)

in interval class between 45 - 54, 1 students (4%) in interval class between 55 - 64, 3 students (13%) in interval class between 65 – 74, and 1 student (4%) in interval class between 75 – 84.

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below:



**Figure 3. Histogram Description Data Pre-test in Control Class**

Based on the figure 3 above, it can be seen that the students' score in interval class between 15 - 24 students was 3 students, interval class between 25 - 34 was 5 students, interval class between 35 - 44 was 3 students, interval class between 45 - 54 was 7 students . Interval class between 55 - 64 was 1 student, interval class between 65 -74 was 3 students, interval class between 75 - 84 was 1 student.

### 3. Data description of post- test in experimental class

The researcher calculated the result that gotten by the students in answering multiple choice in experimental class. After getting the students' score of experimental class in pre-test, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it to get the mean, score, median, modus, range, interval, variants, and standard deviation.

The total score of experimental class in pre-test was 1.750, mean was 70.46, median was 71.5, modus was 77.86 range was 40, interval was 10, variants was 135.41 and standard deviation was 11.38, The researcher got the highest score was 90 and the lowest score was 50.

The score of the experimental class in pre-test can be seen in the following table:

**Table IV. 5**  
**Frequency Distribution of Students' Score**

<b>No</b>	<b>Decsription</b>	<b>Result</b>
1.	Total score	1.750
2.	Highest score	90
3.	Lowest score	50
4.	Mean	70.46
5.	Median	71.5
6.	Modus	77.86
7.	Range	40
8.	Interval	8
9	Variants	135.41
10.	Standard Deviation	11.38

After getting the result of mean, median, and modus, the researcher moved to the next step is determining of all the intervals. After that, the

researcher made it into percentages to see the dominants score that gotten by the students.

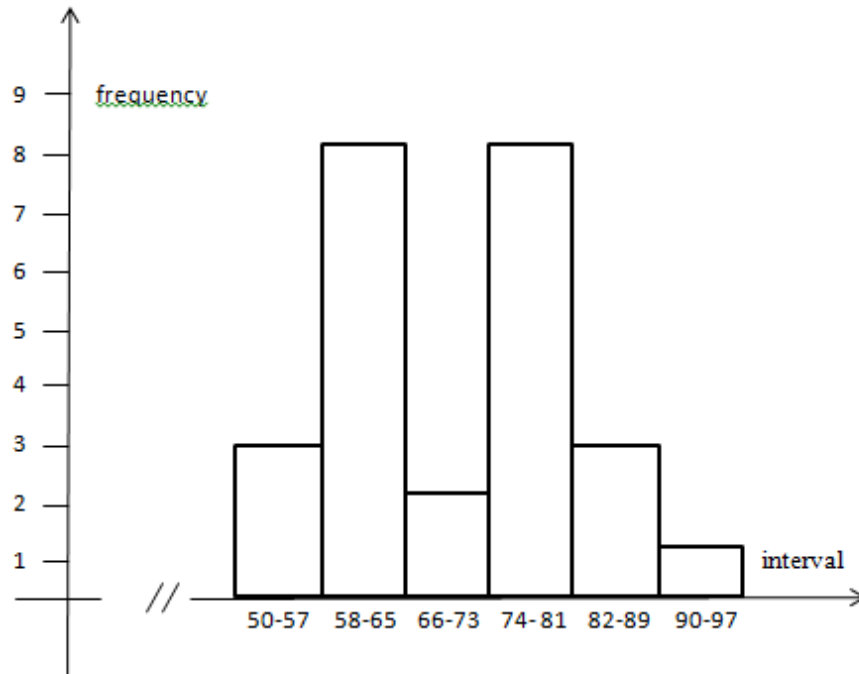
The frequency distribution of the students' score of the experimental class in pre-test could be applied into table frequency distribution as follows:

**Table IV. 6**  
**Frequency Distribution of Students' Score**

No	Interval	Frequency	Percentages
1.	50-57	3	12%
2.	58-65	8	32%
3.	66-73	2	8%
4.	74-81	8	32%
5.	82-89	3	12%
6.	90-97	1	4%
	<i>I= 8</i>		

From the table above, it can be seen that there were 3 students (12%) in interval class between 50 - 57, 8 students (32%) in interval class between 58 - 65, 2 students (8%) in interval class between 66 - 73, 8 students (32%) in interval class between 74 - 81, 3 students (12%) in interval class between 82 - 89, and 1 students (4%) in interval class between 90 - 97.

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below:



**Figure 4. Histogram Description Data Post-test in Experimental Class**

From the histogram above, it can be seen that the student's score in interval class between 50 - 57 was 3 students, interval class between 58 - 65 was 8 students, interval class between 66 - 73 was 2 students, interval class between 74 - 81 was 8 students, interval class between 82 - 89 was 3 students and the last interval class between 90 - 97 was 1 student.

#### 4. Data description of Post-Test in Control Class

The researcher calculated the result that had been gotten by the students in answering the multiple choice in control class. After getting the students' score of experimental class in post- test, the researcher arranged it from the low score until the high score interval class form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the mean score (average), median, modus, range,interval,variants, and standard deviation The score of post-test in control class could be seen in the following table:

**Table IV.7**  
**The score of Control Class in Post-test**

No	Decription	Result
1.	Total score	1.355
2.	Highest score	90
3.	Lowest score	30
4.	Mean	62.32
5.	Median	65.5
6.	Modus	56.05
7.	Range	60
8.	Interval	10
9	Variants	248.41
10.	Standard Deviation	16.22

The total score of experimental class in post-test was 1355, mean was 30-39, median was 65.05, modus was 56.05, range was 60, interval was 10, variants was 248.41 and standard deviation was 16.22. The researcher got that the highest score was 90 and the lowest score was 50.

Then, the calculation of the frequency distribution of the students score is described in the table as follow:

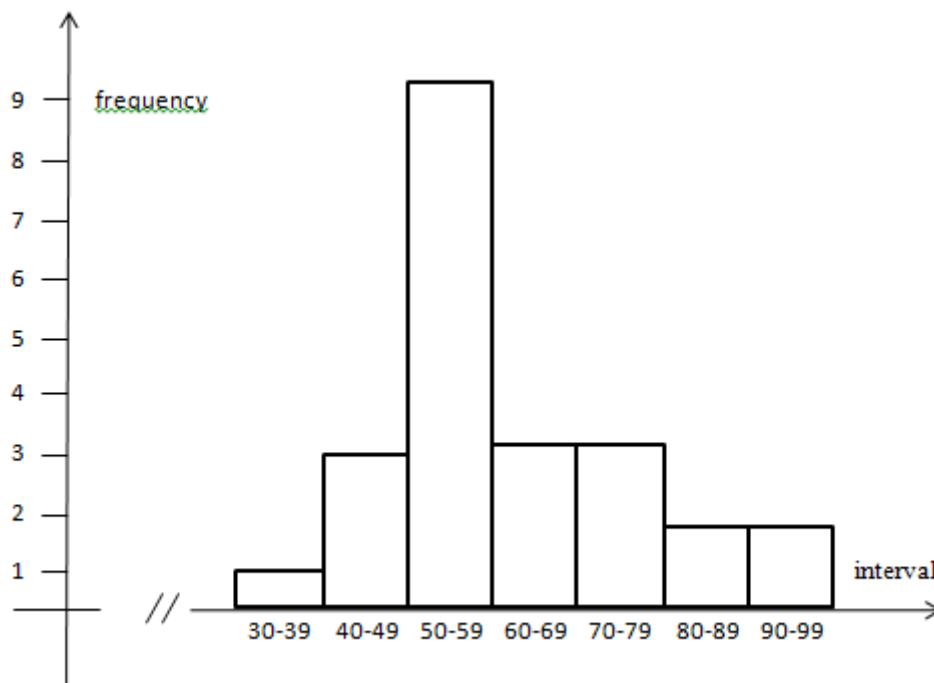
No	Interval	Frequency	Percentages
1.	30-39	1	4%
2.	40-49	3	13%
3.	50-59	9	39%
4.	60-69	3	13%
5.	70-79	3	13%
6.	80-89	2	9%
7	90-99	2	9%

**Table  
IV.8**

**Frequency Distribution of Students' Score**

From the table above, it can be seen that there were 1 students (4%) in interval class between 30 - 39, 3 students (13%) in interval class between 40 - 49, 9 students (39%) in interval class between 50 - 59, 3 students (13%) in interval class between 60 - 69, 3 students (13%) in interval class between 70 - 79, 2 students (9%) in interval class between 80 - 89, 2 students (9%) in interval class between 90 - 99.

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below:



**Figure 5.**  
**Description Data Post-test in Control Class**

From the diagram above, it can be seen that the students' score in interval class between 30- 39 was 1 student, interval class between 40-49 was 3 students , interval class between 50-59 was 9 students, interval class between 60-69 was 3 students , interval class between 70-79 was 3 students, and interval class between 80-89 was 2 students, and interval class between 90-99 was 2 students.

## **5. Description of Comparison of Pre - Test and Post - Test Scores**

### **a. Comparison Score of Pre-Test and Post-Test in Experimental Class**

After the researcher getting the result of experimental class in pre-test and post-test, the researcher made in form to compare the differences

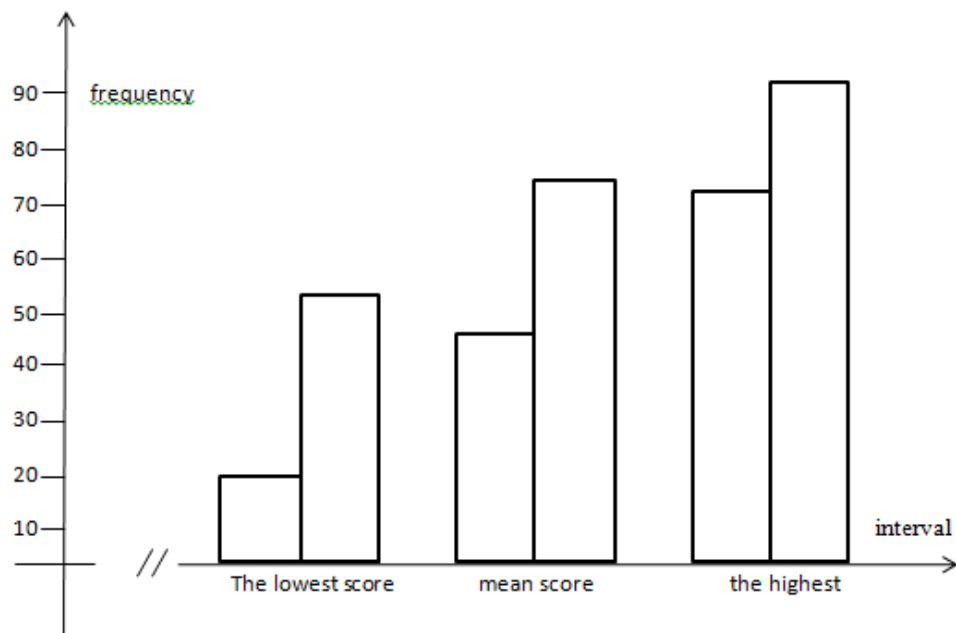
between pre-test and post-test which consisted of total score , lowest score, mean, median, modus, range, interval, variants, and standard deviation.

The comparison score of pre-test and post-test in experimental class can be seen in following table:

**Table IV. 9**  
**The Comparison Data of Pre-Test and Post-Test Scores in Experimental Class**

<b>No</b>	<b>Description</b>	<b>Pre-test</b>	<b>Post-test</b>
1	Total Score	1145	1.750
2	Highest score	70	90
3	Lowest score	20	50
4	Mean	47.7	70.46
5	Median	45.5	71.5
6	Modus	46	77.86
7	Range	50	40
8	Interval	10	8
9	Variants	280.03	135.41
10	Standard Deviation	14.35	11.38

Based on the table 14 of pre-test and post-test, the reseaecher found that most of the students got low score in pre-test. Experimental class was consisted of 25 students (VIII-1). The lowest score in pre-test was 20 and the highest was 70. But, in post-test the lowest score was 50 and the highest score 90. Based on the description above, it can be concluded that the students' score in post-test was higher than the students in pre-test. To get the data description of both classes clearly, the researcher presented them in diagram on the following below:



**Figure 6. The Comparison Data of Pre-Test and Post-Test in Experimental Class**

From the histogram above, in control class of pre – test and post –test the lowest score is 20 and 50, mean score is 47.7 and 70.46 and highest score is 70 and 90.

#### **b. Comparison Score of Pre- Test and Post-test in Control Class**

After the researcher getting the result of experimental class in pre-test and post-test, the researcher made in form to compare the differences between pre-test and post-test which consisted of total score , lowest score, mean, median, modus, range, interval, variants, and standard deviation.

The comparison score of pre-test and post-test in control class can be seen in following table:

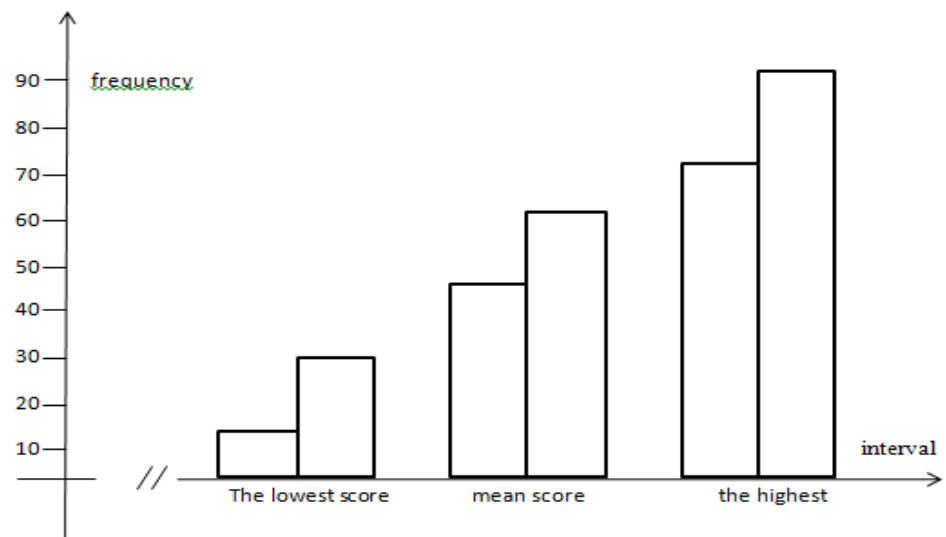
No	Description	Pre-test	Post-test
1	Total Score	950	1.355
2	Highest score	75	90
3	Lowest score	15	30
4	Mean	44.28	62.32
5	Median	59.5	65.5
6	Modus	48.5	56.05
7	Range	60	60
8	Interval	10	10
9	Variants	282.03	248.41
10	Standard Deviation	15.71	16.22

**Table IV.10**

#### **The Comparison Data of Pre-Test and Post-Test in Control Class**

Based on the table 15 of pre-test and pos-test , the researcher found that the most of the students got low score in pre-test. Control class consisted 23 students (VIII-3). The lowest score in pre-test was 15 and the highest score was 75. But in post test , the lowest score was 30 and the highest score was 90. Based on the description above, it can be concluded that the students' score in post-test was higher than the students in pre-test.

To get the data description of both classes clearly, the researcher presented them in diagram on the following below:



**Figure.7 Histogram**

### **The Comparison Data of Pre-Test and Post-Test in Control Class**

Based on the histogram above, in control class of pre – test and post –test the lowest score is 15 and 30, mean score is 44.28 and 62.32 and highest score is 75 and 90.

## **B. Data Analysis**

### **1. Requirement Test**

Requirement test is the test to find out mean score of the data and also to prove whether the data is normality and homogenous or not.

#### **a. Normality Test of Experimental Class and Control Class in Pre-Test**

After the researcher calculated the normality test by using Chi-Quadrat formula, the researcher found  $\chi^2_{count}$ , meanwhile  $\chi^2_{table}$  was found based on the table of Chi Quadrat distribution. After the researcher found that the data of experimental class in pre-test were distributed

normal, the researcher calculated the homogeneity test by  $f_{\text{formula}} =$  to know the homogeneity of the experimental class and control class.

To see the normality and homogeneity of experimental class and control class in pre-test, the researcher presented in the following table:

**Table IV.11**  
**Normality and Homogeneity in Pre-Test**

Class	Normality Test		Homogeneity Test	
	$\chi^2_{\text{count}}$	$\chi^2_{\text{table}}$	$F_{\text{count}}$	$f_{\text{table}}$
Experimental Class	4.17	9.448	1.37 < 2.028	
Control Class	6.73	11.070		

The previous table show that the score of experimental class  $\chi^2_{\text{count}} = 4.17 < \chi^2_{\text{table}} = 9.448$  with  $n = 25$  and control class  $\chi^2_{\text{count}} = 6.73 < \chi^2_{\text{table}} = 11.070$  with  $n = 23$ , and real level  $\alpha 0.05$ . Because  $\chi^2_{\text{count}} < \chi^2_{\text{table}}$  in both class,  $H_a$  was accepted. It means that experimental class and control class were distributed normal.

The coefficient on  $F_{\text{count}} = 1.37$  was compared with  $F_{\text{table}}$  where  $F_{\text{table}}$  was determined at the real level  $\alpha 0.05$ , and the different numerator dk  $= n-1 = 25-1 = 24$  and denominator dk  $N-1 = 24$ , so by using the list of critical value at F distribution was got that  $F_{0.05} = 2.028$ . It showed that  $F_{\text{count}} 1.37 < F_{\text{table}} 2.028$ . So, it can be conclude that the variant from the data of the students' understanding on preposition in,on,at at the VIII grade of SMP N

5 Padangdimpuan by experimental class and control class in pre-test was homogenous. The calculation can be seen on the appendix 9.

#### b. Normality of Experimental Class and Control Class in Post-Test

After the researcher calculated the normality test by using Chi-Quadrat formula, the researcher found  $x^2_{count}$ , meanwhile  $x^2_{table}$  was found based on the table of Chi Quadrat distribution. After the researcher found that the data of experimental class in pre-test were distributed normal, the researcher calculated the homogeneity test by  $f_{formula} =$  to know the homogeneity of the experimental class and control class.

To see the normality and homogeneity of experimental class and control class in pre-test, the researcher presented in the following table:

**Table IV. 12**  
**Normality and Homogeneity in Post-Test**

Class	Normality Test		Homogeneity Test	
	$x^2_{count}$	$x^2_{table}$	$F_{count}$	$f_{table}$
Experimental Class	2.683	9.448	1.66 < 2.028	
Control Class	5.4497	11.070		

The previous table show that the score of experimental class,  $x^2_{count} = 4.17 < x^2_{table} = 9.448$  with  $n = 25$  and control class  $x^2_{count} = 6.73 < x^2_{table} = 11.070$  with  $n = 23$ , and real level  $\alpha 0.05$ . Cause  $x^2_{count} < x^2_{table}$  in both class, so  $H_a$  was accepted. It means that experimental class and control class were distributed normal.

The coefficient on  $F_{\text{count}} = 1.37$  was compared with  $F_{\text{table}}$  where  $F_{\text{table}}$  was determined at the real level  $\alpha 0.05$ , and the different numerator  $dk = n-1 = 25-1 = 24$  and denominator  $dk N-1 = 23-1$ , so by using the list of critical value at F distribution was got  $F_{0.05} = 2.028$ . It showed that  $F_{\text{count}} 1.66 < F_{\text{table}} 2.028$ . So, it can be conclude that the variant from the data of the students' understanding on preposition in,on,at at the VIII grade of SMP N 5 Padangdimpuan by experimental class and control class in post-test was homogenous. The calculation can be seen on the appendix 10.

## 2. Hypothesis Test

After calculating the data of post-test, researcher has found that post-test result of experimental and control class is normal and homogenous. The data would be analyzed to prove the hypothesis. The data would analyzed to prove the hypothesis. It used formula t-test. Hypothesis of the research was “ there is significant effect of Tic tac toe game to students on preposition in,on,at at the VIII grade of SMP N 5 Padangdimpuan.

The result of t table found after calculating the data by using t-test formula. The hypothesis test was two criteria. They are if  $t_{\text{count}} > t_{\text{table}}$ ,  $H_a$  is accepted. Based on the researcher calculation in pre-test, the researcher found that  $t_{\text{count}} 0.76$  while  $t_{\text{table}} 2.013$  with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$ , and  $dk = n_1 + n_2 - 2 = 46$ . Because  $t_{\text{count}} < t_{\text{table}}$  ( $0.76 < 2.013$ ), it means that hypothesis  $H_a$  was rejected and  $H_0$  was accepted. So in pre- test, the two classes were same. There is no difference in the both classes. But, in post-test , the researcher found that  $t_{\text{count}} 2.092$  with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$ , and  $dk = n_1 + n_2 - 2 = 46$ .

Cause  $t_{\text{count}} < t_{\text{table}}$  ( $2.092 < 2.013$ ), it means that hypothesis  $H_a$  was accepted and  $H_0$  was rejected

**Table IV.13**  
**Result of Hypothesis**

Pre-Test		Post-Test	
$t_{\text{count}}$	$t_{\text{table}}$	$t_{\text{count}}$	$t_{\text{table}}$
0.76	< 2.013	2.092	> 2.013

In this case, the mean score of experimental class by using Tic tac toe game was 70.46 and mean score of control class was 62.32 that was taught by using teacher's strategy . So there was significant effect of Tic tac toe game to students on preposition in,on,at at the VIII grade of SMP N 5 Padangdimpuan.

### **C. Discussion**

Based on the result of this research, the researcher found the problem were difficult in understanding grammar especially in preposition. The students could not make a sentence correctly and the students feel bored when they learn English in the classroom. It was the reason from the researcher to conduct the research. At the beginning of the research, pre-test was administered to know the students by the researcher. Based on the result of this research, the researcher found that Tic tac toe game has the significant effect to students' mastery in preposition. From the result, it can be seen that the students' post-test was higher than pre-test.

Based on the result of this research, the researcher found 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 grammar of preposition. 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. However, the students can be more active and the learning activity can be fun.

According to the theory, it is explained that Tic tac toe game gives beginners an opportunity to practice or review preposition of place and time. It is luck plays down the knowledge factor, which motivates weaker learners to participate without fear. The game also encourages cooperation within teams and peer correction across teams.<sup>34</sup> In short, this learning game makes the students to be active, effective, motivated and fun. However, Games increase learners' proficiency in practicing grammar communicatively.<sup>35</sup> It means game can help students to drill and and practice grammatical rules and forms by presenting them in communicative way.

The researcher discussed the result of this research with related findings. The first, the research by Karraske et.al, the objectives of this research are to find out wether using of Tic Tac Toe game is more affective than using conventional method to make students more understand in simple present tense. The finding of the research shows that Tic Tac Toe game make student understand in simple

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<sup>34</sup> Maria Lucia Zaorob and Elizabeth Chin, "Games for Grammar Practice a Resource Book of Grammar Games and Interactive Activities."p.96

<sup>35</sup> Ibrahim, "Games For Teaching Grammar To Young Learners."

present tense, so that students be more enjoy in the teaching and learning process. The result data indicated that there was significant difference of mean score in pre-test and post- test. In experimental class, the mean score of pre-test (61.33) and the mean score of post-test (73.33). While in control class, the mean score of pre-test was 45.5 and the mean score of post –test 56.33. The result of statistical hypothesis test was found that on significant level 5% , t-value was 4.958 while t-table was 2000 or t-value > t-table. Thus, the Ho was rejected and the Ha (alternative hypothesis) was accepted.

The third is the research by Hasanah, the objective of this research was to find out the effectiveness of students' vocabulary mastery are taught and who are not taught by using tic tac toe game strategy at the eighth grade of MTs Ma'arif Al-Ishlah Bungkal Ponorogo. It showed that the mean score of post-test (97.85) in experimental class was better than control class (82.27). The result of statistical hypothesis test was found that on significant level 5% , t-value was 5.083 while t-table was 2021 or t-value > t-table. Thus, the Ho was rejected and the Ha (alternative hypothesis) was accepted. So, it can be concluded that the students who were taught by tic tac toe game strategy got a higher score than students who were not taught by tic tac toe game strategy of the eighth grade students at MTs Ma'arif Al-Ishlah Bungkal Ponorogo.<sup>36</sup>

From the result of this research that is previously stated. It was proved that the students who were taught by tic tac toe game got better result. In

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<sup>36</sup>NiImatul Hasanah, "The Effectiveness Of Tic Tac Toe Game Strategy To Enhance Students ' Vocabulary Mastery Of Eighth" (Iain Ponorogo115, 2021), [http://etheses.iainponorogo.ac.id/14990/1/Upload skripsi perpus.pdf](http://etheses.iainponorogo.ac.id/14990/1/Upload%20skripsi%20perpus.pdf).

summary, the researcher found that all the related findings support this research. it can be concluded from the above explanation that tic tac toe game is appropriate in teaching preposition to the students. It was found that there is significant effect of tic tac toe game to students preposition mastery in this research. it can be seen from the mean score of the experimental class 70.46 and control class 62.32.

#### **D. Threats of the Research**

The research found some threats of the research as follows:

- 1) The students were not serious in answering the pre- test and post-test. Some of them still were cheating. It made the answer of the test was not pure because they did not do it themselves.
- 2) The students were not focused when answering the test because noisy and annoyed each other.
- 3) Some of them were not interested in learning English and give the impact to their answer.
- 4) The students were noisy while learning process. They were not concentrating in following the learning process. Some of them talk their friends and some of them did something outside the teacher's rule. Clearly, it made them can't get the teacher's explanation well and gave the impact to the post-test answer.
- 5) The students were too enthusiastic in doing the game it made the students not followed the rule of the treatment, the students feel confused to understand the rules that teacher was explained.

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the result of the research , the conclusion of this research are:

1. The student's mastery on preposition at the eight grade of SMP N 5 Padangsidimpuan before using tic tac toe game was low. It can be seen from the students mean score of pre- test was 47.7 in experimental class.
2. The mastery of preposition at the eight grade of SMP N 5 Padangsidimpuan after using tic tac toe game had higher score. It can be seen from the students' score of post-test. The highest score of post-test by using tic tac toe game in experimental class is 90 and the lowest score is 50 and the mean score raised became 70.46
3. The result of the research showed that tic tac toe game give good effect to students' understanding on preposition . the researcher found that the result of T-test where  $T_{count}$  was higher than  $t_{table}$  ( $2.089 > 2.013$ ). it means that  $H_a$  was accepted and  $H_0$  was rejected. In other word, there was significant effect of Tic tac toe game to students mastery on preposition at the eight grade of SMP N 5 Padangsidimpuan. It can be seen from mean score of experimental class in post-test was 70.46, it was higher than control class ( $70.46 > 62.32$ ).

#### B. Implication

Based on the research results summarized above, it can be concluded that the research results are as follows:

1. Factors that are less dominant in the level of understanding of class VIII students regarding English grammar, preposition material at SMP Negeri 5 Padangsidempuan, need to be paid attention to and solutions sought to see these factors are more helpful in improving class VIII students' understanding in prepositions.
2. Teachers and students can use these results as material for consideration to further to improve class VIII students' understanding of English grammar especially prepositions material at SMP Negeri 5 Padangsidempuan by improving lacking factors.

### **C. Suggestion**

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the researcher has suggestion to:

1. The head master of SMP N 5 Padangsidempuan to motivate the teacher especially English teacher to teach as well as possible by using appropriate strategy for every skill like teaching preposition mastery by using Tic tac toe game.
2. The English teacher, the researcher suggests to use the appropriate technique to teach or explain English subject to the students, so the students will not bored in learning English, interested, can enjoy and increase their skill in learning English.
3. To the students of SMP N 5 Padangsidempuan, the researcher suggests when the teacher explain in front of you, you should concentrate, listen to your teacher,

do what the teacher ask you to, and do not cheat with your friends. Also you can use any technique for learning that can make you more enjoyable.

4. Other researcher, the researcher hopes that other researchers who wan to conduct a research related to this research to find others influence of these technique deeply.

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## Appendix 1

## RENCANA PELAKSANAAN PEMBELAJARAN

### (EXPERIMENTAL CLASS)

Nama Sekolah : SMP N 5 Padangsidempuan  
Mata Pelajaran : Bahasa Inggris  
Kelas : VIII  
Tema/Subtema : Preposition of place and time  
Alokasi Waktu : 2 x 40 menit ( pertemuan 1)

#### A. Kompetensi Inti

- KI 1 : Menunjukkan Perilaku yang berterima dalam lingkungan personal, social budaya, akademik, dan profesi.
- KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana.
- KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari hari di rumah, sekolah dan masyarakat.
- KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

#### B. Kompetensi Dasar

- 3.6 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan menerima informasi terkait keberadaan orang, benda sesuai dengan konteks penggunaannya. ( Perhatikan unsur kebahasaan preposition in, on, at)
- 4.6 Menyusun teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### C. Indikator

- 3.6.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan terkait dengan keberadaan benda dengan tepat.

- 4.6.1 Melengkapi kalimat rumpang dengan menuliskan keberadaan benda dengan tepat sesuai dengan konteks penggunaannya.
- 4.6.2 Menyusun kalimat –kalimat yang melibatkan keberadaan benda dengan baik sesuai dengan konteks penggunaannya.

#### **D. Tujuan Pembelajaran**

1. Peserta didik bersemangat dalam melaksanakan setiap kegiatan pembelajaran bahasa Inggris
2. Peserta didik serius dalam melaksanakan kegiatan pembelajaran bahasa Inggris.
3. Peserta didik mampu mengidentifikasi unsur kebahasaan dari “preposition” dalam kalimat.
4. Peserta didik mampu Menentukan penggunaan preposisi yang tepat untuk melengkapi kalimat.
5. Peserta didik mampu Mengetahui perbedaan dari preposition of time and place (At, On, And In)
6. Peserta didik mampu Merespon dengan tepat dan benar saat instruksi guru untuk menempatkan preposition dalam kalimat yang tersedia di papan tulis.

#### **E. Materi Ajar**

- Preposition of place

1. Using At
2. Using On
3. Using In

Ex :

1. The key is on the table
2. We buy the vegetables at the market

#### **F. Metode Pembelajaran**

Model Pembelajaran : Tic Tac Toe Game

Metode Pembelajaran : Diskusi, Tanya jawab, dan penugasan.

## **G. Langkah-langkah Kegiatan Pembelajaran**

### **1. Pendahuluan**

- 1) Guru memberi salam dan menyapa peserta didik sebelum mengawali pembelajaran
- 2) Guru bersama peserta didik melakukan berdoa bersama yang dipimpin salah satu peserta didik
- 3) .Guru memeriksa kehadiran siswa

### **2. Kegiatan Inti**

- 1) Review/Eksplorasi. Guru meninjau atau mengulang penggunaan preposisi untuk membentuk kata keterangan waktu dan tempat, serta beberapa ekspresi tetap.
- 2) Guru telah menyiapkan beberapa kertas Tic Tac Toe berukuran 3x3 yang berisi sembilan preposisi (in, at,on) bentuk pertama yang tertulis di atasnya. Guru juga memberikan gulungan kertas atau kartu-kartu yang bertuliskan kalimat.
- 3) Guru membagi kelas menjadi dua kelompok, tim A dan tim B. Tim A melambangkan lambang X dan tim B melambangkan lambang O. Kedua grup akan bertanding di satu grid Tic Tac toe.
- 4) Tim A (X) mengambil kartu atau gulungan kertas dari amplop, di mana mereka akan menemukan frase. Selanjutnya siswa memilih slot di kotak yang berisi preposisi yang menurut mereka akan membentuk adverbial yang benar dengan frase pada kartu. Kemudian mereka membuat kalimat dengan kata keterangan.
- 5) Jika kalimat dinilai benar oleh semua orang, tim A menandai slot dengan X, jika tidak, mereka tidak mendapat skor.
- 6) Tim B melanjutkan dengan cara yang sama.
- 7) Kedua tim bergiliran membuat kalimat.

8) Tim pertama menandai tiga kotak dalam garis lurus, vertikal, horizontal, atau diagonal memenangkan permainan.

### 3. Penutup

- a. Guru menanyakan kesulitan siswa selama pembelajaran
- b. Guru menyimpulkan pelajaran
- c. Salam penutup

### H. Media dan Sumber Belajar

- a. Board marker, Worksheet

### I. Sumber

- a. Buku yang relevan, Kamus

### I. Penilaian

Indikator	Teknik penilaian	Bentuk Penilaian	Instrument
a. Memahami pengertian prepositions dengan tepat. b. Memberi contoh contoh kalimat yang mengandung prepositions berdasarkan fungsinya secara tepat c. Menjelaskan bentuk bentuk prepositions berdasarkan fungsinya secara tepat. d. Menggunakan prepositions dalam percakapan secara tepat. e. Membuat kalimat yang menggunakan prepositions dengan tepat.	Tes tertulis	Multiple choice	Choose the correct answer by a,b,c or d

Padangsidempuan, Juni 2023

Mengetahui,

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## **RENCANA PELAKSANAAN PEMBELAJARAN**

### **(EXPERIMENTAL CLASS)**

Nama Sekolah : SMP N 5 Padangsidempuan  
Mata Pelajaran : Bahasa Inggris  
Kelas : VIII  
Tema/Subtema : Preposition of place and time  
Alokasi Waktu : 2 x 40 menit ( pertemuan 2)

#### **C. Kompetensi Inti**

- KI 1 : Menunjukkan Perilaku yang berterima dalam lingkungan personal, social budaya, akademik, dan profesi.
- KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana.
- KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah dan masyarakat.
- KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

#### **D. Kompetensi Dasar**

- 3.6 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan menerima informasi terkait keberadaan orang, benda sesuai dengan konteks penggunaannya. ( Perhatikan unsur kebahasaan preposition in, on, at)
- 4.6 Menyusun teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **C. Indikator**

- 3.6.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan terkait dengan keberadaan benda dengan tepat.

- 4.6.1 Melengkapi kalimat rumpang dengan menuliskan keberadaan benda dengan tepat sesuai dengan konteks penggunaannya.
- 4.6.2 Menyusun kalimat –kalimat yang melibatkan keberadaan benda dengan baik sesuai dengan konteks penggunaannya.

#### **D. Tujuan Pembelajaran**

1. Peserta didik bersemangat dalam melaksanakan setiap kegiatan pembelajaran bahasa Inggris
2. Peserta didik serius dalam melaksanakan kegiatan pembelajaran bahasa Inggris.
3. Peserta didik mampu mengidentifikasi unsur kebahasaan dari “preposition” dalam kalimat.
4. Peserta didik mampu Menentukan penggunaan preposisi yang tepat untuk melengkapi kalimat.
5. Peserta didik mampu Mengetahui perbedaan dari preposition of time and place (At, On, And In)
6. Peserta didik mampu Merespon dengan tepat dan benar saat instruksi guru untuk menempatkan preposition dalam kalimat yang tersedia di papan tulis.

#### **E. Materi Ajar**

- Preposition of time

4. Using At
5. Using On
6. Using In

Ex :

3. I always get up **at** 5 o'clock
4. We always study English **on** Mondays
5. I was born **in** 1991

#### **F. Metode Pembelajaran**

Model Pembelajaran : Tic Tac Toe Game

Metode Pembelajaran : Diskusi, Tanya jawab, dan penugasan.

## **G. Langkah-langkah Kegiatan Pembelajaran**

### **1. Pendahuluan**

- 4) Guru memberi salam dan menyapa peserta didik sebelum mengawali pembelajaran
- 5) Guru bersama peserta didik melakukan berdoa bersama yang dipimpin salah satu peserta didik
- 6) .Guru memeriksa kehadiran siswa

### **2. Kegiatan Inti**

- 1) Review/Eksplorasi. Guru meninjau atau mengulang penggunaan preposisi untuk membentuk kata keterangan waktu dan tempat, serta beberapa ekspresi tetap.
- 2) Guru telah menyiapkan beberapa kertas Tic Tac Toe berukuran 3x3 yang berisi sembilan preposisi (in, at,on) bentuk pertama yang tertulis di atasnya. Guru juga memberikan gulungan kertas atau kartu-kartu yang bertuliskan kalimat.
- 3) Guru membagi kelas menjadi dua kelompok, tim A dan tim B. Tim A melambangkan lambang X dan tim B melambangkan lambang O. Kedua grup akan bertanding di satu grid Tic Tac toe.
- 4) Tim A (X) mengambil kartu atau gulungan kertas dari amplop, di mana mereka akan menemukan frase. Selanjutnya siswa memilih slot di kotak yang berisi preposisi yang menurut mereka akan membentuk adverbial yang benar dengan frase pada kartu. Kemudian mereka membuat kalimat dengan kata keterangan.
- 5) Jika kalimat dinilai benar oleh semua orang, tim A menandai slot dengan X, jika tidak, mereka tidak mendapat skor.
- 6) Tim B melanjutkan dengan cara yang sama.
- 7) Kedua tim bergiliran membuat kalimat.

8) Tim pertama menandai tiga kotak dalam garis lurus, vertikal, horizontal, atau diagonal memenangkan permainan.

### 3. Penutup

- a. Guru menanyakan kesulitan siswa selama pembelajaran
- b. Guru menyimpulkan pelajaran
- c. Salam penutup

### H. Media dan Sumber Belajar

- a. Board marker, Worksheet

### I. Sumber

- a. Buku yang relevan, Kamus

## II. Penilaian

Indikator	Teknik penilaian	Bentuk Penilaian	Instrument
a. Memahami pengertian prepositions dengan tepat. b. Memberi contoh contoh kalimat yang mengandung prepositions berdasarkan fungsinya secara tepat c. Menjelaskan bentuk bentuk prepositions berdasarkan fungsinya secara tepat. d. Menggunakan prepositions dalam percakapan secara tepat. e. Membuat kalimat yang menggunakan prepositions dengan tepat.	Tes tertulis	Multiple choice	Choose the correct answer by a,b,c or d

Padangsidempuan, Juni 2023

Mengetahui,

EnglishTeacher

Researcher

**Marlina Hasibuan, S.Pd**  
NIP 19780921 200004 2 017

**Rubiyah Hannum**  
Reg : 1920300020

## **RENCANA PELAKSANAAN PEMBELAJARAN**

### **(EXPERIMENTAL CLASS)**

Nama Sekolah : SMP N 5 Padangsidempuan  
Mata Pelajaran : Bahasa Inggris  
Kelas : VIII  
Tema/Subtema : Preposition of place and time  
Alokasi Waktu : 2 x 40 menit ( pertemuan 3)

#### **E. Kompetensi Inti**

- KI 1 : Menunjukkan Perilaku yang berterima dalam lingkungan personal, social budaya, akademik, dan profesi.
- KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana.
- KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah dan masyarakat.
- KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

#### **F. Kompetensi Dasar**

- 3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan menerima informasi terkait keberadaan orang, benda sesuai dengan konteks penggunaannya. ( Perhatikan unsur kebahasaan preposition in, on, at)
- 4.6 Menyusun teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **C. Indikator**

- 3.6.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan terkait dengan keberadaan benda dengan tepat.

- 4.6.1 Melengkapi kalimat rumpang dengan menuliskan keberadaan benda dengan tepat sesuai dengan konteks penggunaannya.
- 4.6.2 Menyusun kalimat –kalimat yang melibatkan keberadaan benda dengan baik sesuai dengan konteks penggunaannya.

#### **D. Tujuan Pembelajaran**

1. Peserta didik bersemangat dalam melaksanakan setiap kegiatan pembelajaran bahasa Inggris
2. Peserta didik serius dalam melaksanakan kegiatan pembelajaran bahasa Inggris.
3. Peserta didik mampu mengidentifikasi unsur kebahasaan dari “preposition” dalam kalimat.
4. Peserta didik mampu Menentukan penggunaan preposisi yang tepat untuk melengkapi kalimat.
5. Peserta didik mampu Mengetahui perbedaan dari preposition of time and place (At, On, And In)
6. Peserta didik mampu Merespon dengan tepat dan benar saat instruksi guru untuk menempatkan preposition dalam kalimat yang tersedia di papan tulis.

#### **E. Materi Ajar**

- Preposition of time and place

7. Using At
8. Using On
9. Using In

Ex :

6. I always get up **at** 5 o'clock
7. We always study English **on** Mondays
8. I was born **in** 1991

#### **F. Metode Pembelajaran**

Model Pembelajaran : Tic Tac Toe Game

Metode Pembelajaran : Diskusi, Tanya jawab, dan penugasan.

## **G. Langkah-langkah Kegiatan Pembelajaran**

### **1. Pendahuluan**

- 7) Guru memberi salam dan menyapa peserta didik sebelum mengawali pembelajaran
- 8) Guru bersama peserta didik melakukan berdoa bersama yang dipimpin salah satu peserta didik
- 9) .Guru memeriksa kehadiran siswa

### **2. Kegiatan Inti**

- 1) Review/Eksplorasi. Guru meninjau atau mengulang penggunaan preposisi untuk membentuk kata keterangan waktu dan tempat, serta beberapa ekspresi tetap.
- 2) Guru telah menyiapkan beberapa kertas Tic Tac Toe berukuran 3x3 yang berisi sembilan preposisi (in, at,on) bentuk pertama yang tertulis di atasnya. Guru juga memberikan gulungan kertas atau kartu-kartu yang bertuliskan kalimat.
- 3) Guru membagi kelas menjadi dua kelompok, tim A dan tim B. Tim A melambangkan lambang X dan tim B melambangkan lambang O. Kedua grup akan bertanding di satu grid Tic Tac toe.
- 4) Tim A (X) mengambil kartu atau gulungan kertas dari amplop, di mana mereka akan menemukan frase. Selanjutnya siswa memilih slot di kotak yang berisi preposisi yang menurut mereka akan membentuk adverbial yang benar dengan frase pada kartu. Kemudian mereka membuat kalimat dengan kata keterangan.
- 5) Jika kalimat dinilai benar oleh semua orang, tim A menandai slot dengan X, jika tidak, mereka tidak mendapat skor.
- 6) Tim B melanjutkan dengan cara yang sama.
- 7) Kedua tim bergiliran membuat kalimat.

8) Tim pertama menandai tiga kotak dalam garis lurus, vertikal, horizontal, atau diagonal memenangkan permainan.

### 3. Penutup

- a. Guru menanyakan kesulitan siswa selama pembelajaran
- b. Guru menyimpulkan pelajaran
- c. Salam penutup

### H. Media dan Sumber Belajar

- a. Board marker, Worksheet

### I. Sumber

- a. Buku yang relevan, Kamus

## III. Penilaian

Indikator	Teknik penilaian	Bentuk Penilaian	Instrument
a. Memahami pengertian prepositions dengan tepat. b. Memberi contoh contoh kalimat yang mengandung prepositions berdasarkan fungsinya secara tepat c. Menjelaskan bentuk bentuk prepositions berdasarkan fungsinya secara tepat. d. Menggunakan prepositions dalam percakapan secara tepat. e. Membuat kalimat yang menggunakan prepositions dengan tepat.	Tes tertulis	Multiple choice	Choose the correct answer by a,b,c or d

Padangsidempuan, Juni 2023

Mengetahui,

English Teacher

Researcher

**Marlina Hasibuan, S.Pd**  
NIP 19780921 200004 2 017

**Rubiyah Hannum**  
Reg : 1920300020

## **RENCANA PELAKSANAAN PEMBELAJRAN (CONTROL CLASS)**

Nama Sekolah : SMP N 5 Padangsidempuan  
Mata Pelajaran : Bahasa Inggris  
Kelas : VIII  
Tema/ Subtema : Preposition  
Alokasi Waktu : 2 x 40menit ( pertemuan 1)

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### **G. Kompetensi Inti**

- KI 1 : Menunjukkan Perilaku yang berterima dalam lingkungan personal, social budaya, akademik, dan profesi.
- KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana.
- KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah dan masyarakat.
- KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

### **H. Kompetensi Dasar**

- 3.6 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan menerima informasi terkait keberadaan orang, benda sesuai dengan konteks penggunaannya. ( Perhatikan unsur kebahasaan preposition in, on, at)
- 4.6 Menyusun teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. Indikator Pencapaian Kompetensi**

- 3.6.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan terkait dengan keberadaan benda dengan tepat.
- 4.6.1 Melengkapi kalimat rumpang dengan menuliskan keberadaan benda dengan tepat sesuai dengan konteks penggunaannya.
- 4.6.2 Menyusun kalimat –kalimat yang melibatkan keberadaan benda dengan baik sesuai dengan konteks penggunaannya..

### **D. Tujuan Pembelajaran**

Setelah kegiatan pembelajaran siswa diharapkan mampu:

1. Peserta didik bersemangat dalam melaksanakan setiap kegiatan pembelajaran bahasa Inggris
2. Peserta didik serius dalam melaksanakan kegiatan pembelajaran bahasa Inggris.
3. Peserta didik mampu mengidentifikasi unsur kebahasaan dari “preposition” dalam kalimat.
4. Peserta didik mampu Menentukan penggunaan preposisi yang tepat untuk melengkapi kalimat.
5. Peserta didik mampu Mengetahui perbedaan dari preposition of time and place (At, On, And In)
6. Peserta didik mampu Merespon dengan tepat dan benar saat instruksi guru untuk menempatkan preposition dalam kalimat yang tersedia di papan tulis

### **E. Materi Ajar**

- Existence of Nouns ( Preposition of place )

- 10. Using At
- 11. Using On
- 12. Using In

1. Ex : The key is on the table  
Your clothes is in your cupboard

## **F. Metode Pembelajaran**

- a. Demonstrasi
- b. Tanya Jawab
- c. ceramah
- d. Latihan

## **G. Langkah-langkah Kegiatan Pembelajaran**

### **1. Pendahuluan** (10 Menit)

- a. Guru memberi salam dan menyapa peserta didik sebelum mengawali pembelajaran
- b. Guru bersama peserta didik melakukan berdoa bersama yang dipimpin salah satu peserta didik
- c. .Guru memeriksa kehadiran siswa
- e. Guru mereview tentang pelajaran sebelumnya guru melakukan apersepsi  
What time do you usually get up ?  
Could you tell me what date today?
- f. Menjelaskan indikator dan memberi motivasi

### **2. Kegiatan Inti**

- 1) Guru Memilih Topik berdasarkan buku
- 2) Guru menjelaskan materi Preposition dan memberikan contohnya dalam kalimat.
- 3) Guru Memberikan arahan kepada siswa untuk menulis kalimat dengan preposition.
- 4) Guru meminta siswa untuk menyelesaikan dan berdiskusi.

### **3. Penutup**

- 1.Guru dan siswa berdoa untuk mengakhiri pembelajaran
2. Mengucapkan Salam.

Padangsidempuan, Juni 2023

Mengetahi,

English Teacher

Researcher

**Marlina Hasibuan, S.Pd**  
NIP 19780921 200004 2 017

**Rubiyah Hannum**  
Reg : 1920300020

## **RENCANA PELAKSANAAN PEMBELAJRAN (CONTROL CLASS)**

Nama Sekolah : SMP N 5 Padangsidempuan  
Mata Pelajaran : Bahasa Inggris  
Kelas : VIII  
Tema/ Subtema : Preposition  
Alokasi Waktu : 2 x 40menit ( pertemuan 2)

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### **I. Kompetensi Inti**

- KI 1 : Menunjukkan Perilaku yang berterima dalam lingkungan personal, social budaya, akademik, dan profesi.
- KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana.
- KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah dan masyarakat.
- KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

### **J. Kompetensi Dasar**

- 3.6 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan menerima informasi terkait keberadaan orang, benda sesuai dengan konteks penggunaannya. ( Perhatikan unsur kebahasaan preposition in, on, at)
- 4.6 Menyusun teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. Indikator Pencapaian Kompetensi**

- 3.6.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan terkait dengan keberadaan benda dengan tepat.
- 4.6.1 Melengkapi kalimat rumpang dengan menuliskan keberadaan benda dengan tepat sesuai dengan konteks penggunaannya.
- 4.6.2 Menyusun kalimat –kalimat yang melibatkan keberadaan benda dengan baik sesuai dengan konteks penggunaannya..

### **D. Tujuan Pembelajaran**

Setelah kegiatan pembelajaran siswa diharapkan mampu:

1. Peserta didik bersemangat dalam melaksanakan setiap kegiatan pembelajaran bahasa Inggris
2. Peserta didik serius dalam melaksanakan kegiatan pembelajaran bahasa Inggris.
3. Peserta didik mampu mengidentifikasi unsur kebahasaan dari “preposition” dalam kalimat.
4. Peserta didik mampu Menentukan penggunaan preposisi yang tepat untuk melengkapi kalimat.
5. Peserta didik mampu Mengetahui perbedaan dari preposition of time and place (At, On, And In)
6. Peserta didik mampu Merespon dengan tepat dan benar saat instruksi guru untuk menempatkan preposition dalam kalimat yang tersedia di papan tulis

### **E. Materi Ajar**

- Existence of time ( Preposition of time )

- 13. Using At
- 14. Using On
- 15. Using In

Ex :

2. I always get up **at** 5 o'clock
3. We always study English **on** Mondays

4. I was born in 1991

## **F. Metode Pembelajaran**

- e. Demonstrasi
- f. Tanya Jawab
- g. ceramah
- h. Latihan

## **G. Langkah-langkah Kegiatan Pembelajaran**

### **1. Pendahuluan** (10 Menit)

- a. Guru memberi salam dan menyapa peserta didik sebelum mengawali pembelajaran
- b. Guru bersama peserta didik melakukan berdoa bersama yang dipimpin salah satu peserta didik
- c. .Guru memeriksa kehadiran siswa
- e. Guru mereview tentang pelajaran sebelumnya guru melakukan apersepsi
  - What time do you usually get up ?
  - Could you tell me what date today?
- f. Menjelaskan indikator dan memberi motivasi

### **2. Kegiatan Inti**

- 1) Guru Memilih Topik berdasarkan buku
- 2) Guru menjelaskan materi Preposition dan memberikan contohnya dalam kalimat.
- 3) Guru Memberikan arahan kepada siswa untuk menulis kalimat dengan preposition.
- 4) Guru meminta siswa untuk menyelesaikan dan berdiskusi.

### **3. Penutup**

- 1.Guru dan siswa berdoa untuk mengakhiri pembelajaran

2. Mengucapkan Salam.

Padangsidempuan, Juli 2023

Mengetahi,

EnglishTeacher

Researcher

**Marlina Hasibuan, S.Pd**  
**NIP 19780921 200004 2 017**

**Rubiyah Hannum**  
**Reg : 1920300020**

## **RENCANA PELAKSANAAN PEMBELAJRAN (CONTROL CLASS)**

Nama Sekolah : SMP N 5 Padangsidempuan  
Mata Pelajaran : Bahasa Inggris  
Kelas : VIII  
Tema/ Subtema : Preposition  
Alokasi Waktu : 2 x 40menit ( pertemuan 3)

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### **K. Kompetensi Inti**

- KI 1 : Menunjukkan Perilaku yang berterima dalam lingkungan personal, social budaya, akademik, dan profesi.
- KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana.
- KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah dan masyarakat.
- KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

### **L. Kompetensi Dasar**

- 3.6 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan menerima informasi terkait keberadaan orang, benda sesuai dengan konteks penggunaannya. ( Perhatikan unsur kebahasaan preposition in, on, at)
- 4.6 Menyusun teks interaksi transaksional tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. Indikator Pencapaian Kompetensi**

- 3.6.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan terkait dengan keberadaan benda dengan tepat.
- 4.6.1 Melengkapi kalimat rumpang dengan menuliskan keberadaan benda dengan tepat sesuai dengan konteks penggunaannya.
- 4.6.2 Menyusun kalimat –kalimat yang melibatkan keberadaan benda dengan baik sesuai dengan konteks penggunaannya..

### **D. Tujuan Pembelajaran**

Setelah kegiatan pembelajaran siswa diharapkan mampu:

1. Peserta didik bersemangat dalam melaksanakan setiap kegiatan pembelajaran bahasa Inggris
2. Peserta didik serius dalam melaksanakan kegiatan pembelajaran bahasa Inggris.
3. Peserta didik mampu mengidentifikasi unsur kebahasaan dari “preposition” dalam kalimat.
4. Peserta didik mampu Menentukan penggunaan preposisi yang tepat untuk melengkapi kalimat.
5. Peserta didik mampu Mengetahui perbedaan dari preposition of time and place (At, On, And In)
6. Peserta didik mampu Merespon dengan tepat dan benar saat instruksi guru untuk menempatkan preposition dalam kalimat yang tersedia di papan tulis

### **E. Materi Ajar**

- Existence of Nouns ( Preposition of time and place )

- 16. Using At
- 17. Using On
- 18. Using In

Ex :

- 5. I always get up at 5 o'clock
- 6. We always study English on Mondays

7. I was born in 1991

## **F. Metode Pembelajaran**

- i. Demonstrasi
- j. Tanya Jawab
- k. ceramah
- l. Latihan

## **G. Langkah-langkah Kegiatan Pembelajaran**

### **1. Pendahuluan** (10 Menit)

- a. Guru memberi salam dan menyapa peserta didik sebelum mengawali pembelajaran
- b. Guru bersama peserta didik melakukan berdoa bersama yang dipimpin salah satu peserta didik
- c. .Guru memeriksa kehadiran siswa
- e. Guru mereview tentang pelajaran sebelumnya guru melakukan apersepsi  
What time do you usually get up ?  
Could you tell me what date today?
- f. Menjelaskan indikator dan memberi motivasi

### **2. Kegiatan Inti**

- 1) Guru Memilih Topik berdasarkan buku
- 2) Guru menjelaskan materi Preposition dan memberikan contohnya dalam kalimat.
- 3) Guru Memberikan arahan kepada siswa untuk menulis kalimat dengan preposition.
- 4) Guru meminta siswa untuk menyelesaikan dan berdiskusi.

### **3. Penutup**

1. Guru dan siswa berdoa untuk mengakhiri pembelajaran

2. Mengucapkan Salam.

Padangsidempuan, Juli 2023

Mengetahui,  
EnglishTeacher

Researcher

**Marlina Hasibuan, S.Pd**  
NIP 19780921 200004 2 017

**Rubiyah Hannum**  
Reg : 1920300020

### Appendix 3

#### PRE TEST FOR CONTROL AND EXPERIMENTAL CLASS

Read the multiple choice below and choose the correct answer !

1. I Lived in Cimahi\_\_\_\_\_2005.

a.in c.on

b.at

2. Riyani was born\_\_\_\_\_1993.

a.in c.in

b.at

3. She will go to the office\_\_\_\_\_ 4:00 the afternoon.

a.in c.on,

b.at

4. I'll meet you for lunch\_\_\_\_\_Sunday.

a.at c.on

b.in

5. I graduated ... June.

A. On c.at

B. In

6.. My mother was born ... 1965.

a. at b. in

c. on

7. we read about that news .... magazine.

a. in

b. on

c. at

8. Did you learn Spanish .... Mexico?

a. in c.at

b. on

9. I will text her tonight .... home.

a. in

c.at

b.on

10. I always keep the keys ... my bag.

a. in

b. on

c. at

11.The title is ..... .... top of the page.

a. in

b. on

c. at

12. Tony is sleeping .... the sofa.

a. in

b. on

c. at

13. We went for a swim ... the lake.

a. in

b. on

c. at

14. Desi was born ... December 29th, 2008.

A. On

B. In

C. At

15. We move to a new house ... January 1st.

- A. On
- B. In
- C. At

16. Many offices don't open ... Sundays.

- A. In
- B. On
- C. At

17. what time do you go to bed \_\_\_\_\_ night?

a. in c.at

b.on

18. I take an English test \_\_\_\_\_ Tuesday

a.in c.at

b.on

19. My mother gave me new laptop \_\_\_\_\_ my birthday

a.on c.at

b.in

20. I will get a job .....june

a. in c.at

b.on

#### Appendix 4

#### POST TEST FOR CONTROL AND EXPERIMENTAL CLASS

1. Karl lives ..... Red Street no 549A.

a.in c.at

b.on

2. Bob is living .... Blitar.

a. in c.at

b.on

3. Thomas is .... my concert.

a.in c.at



11. She was born \_\_\_\_\_ 2000. It means I am currently 21 years old.

A. at c.in

B. on

12. Please come to my house \_\_\_\_\_ 10 o'clock tomorrow morning. Don't be late.  
c.at

A. in

B. on

13. I have been living \_\_\_\_\_ Bandung for five years.  
c.at

A. in

B. on

14. My mother was born ... 1979.

A. At c.in

B. On

15. We move to a new house ... January 1st.

a. On c.at

b. In

16. Desi was born ... December 29th, 2008.

A. On

B. In

C. At

17. Many offices don't open ... Sundays.

a. In c.at

b. On

18. There is a book .....the table

a. in c.at

b.on

19. I will go to to your house.....Sundays

A. on c.in

b.at

20. I went to school ..... six o'clock yesterday morning

a. in

c. at      b.at

### Appendix 5

#### THE KEY ANSWER OF PRE TEST

- |      |       |       |       |
|------|-------|-------|-------|
| 1. A |       |       |       |
| 2. C |       |       |       |
| 3. B |       |       |       |
| 4. C |       |       |       |
| 5. B |       |       |       |
|      | 6. B  | 11. B | 16. B |
|      | 7. B  | 12. B | 17. C |
|      | 8. A  | 13. A | 18. B |
|      | 9. C  | 14. A | 19. A |
|      | 10. A | 15. A | 20. A |

### Appendix 6

#### THE KEY ANSWER OF POST PEST

- |      |       |       |       |
|------|-------|-------|-------|
| 1. C | 7. A  | 13. A | 19. A |
| 2. A | 8. A  | 14. C | 20. C |
| 3. C | 9. C  | 15. A |       |
| 4. A | 10. A | 16. A |       |
| 5. A | 11. B | 17. B |       |
| 6. B | 12. C | 18. B |       |

### Validity of Pre -Test

No	Siswa	No.Item																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	AM	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	
2	SR	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	1	1
3	NAi	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1
4	TB	1	1	1	0	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1
5	NH	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0
6	WA	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0
7	AF	0	1	0	1	1	1	0	1	1	0	1	1	0	0	1	0	1	1	0	1	1
8	N	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1
9	SM	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1
10	AOA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
11	SF	1	1	0	0	1	0	0	0	0	1	1	0	0	0	0	1	0	1	1	0	0
12	HY	0	1	0	1	0	1	0	0	0	1	1	1	1	0	1	1	0	0	1	0	0
13	NR	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1
14	RA	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1
15	FH	0	1	0	0	0	1	0	1	1	0	0	1	1	0	1	1	1	1	1	1	0
16	GS	1	1	1	1	0	0	0	1	1	0	1	1	0	1	0	0	1	0	1	0	1
17	EJ	1	1	0	1	0	1	0	0	1	1	0	0	1	1	0	0	0	1	0	1	0
18	RF	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	1
19	CN	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	1	1	1	0	0	0
20	RA	1	1	1	1	0	0	1	1	0	1	0	1	1	0	0	0	0	1	0	0	1
21	WA	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1
22	RS	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	1	0	0
23	MF	1	1	0	0	1	0	1	0	1	1	0	1	1	0	0	0	0	0	0	0	1
24	RH	1	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1
N = 24																						
Soa benar		17	22	14	16	13	18	12	15	18	18	17	18	17	14	15	17	14	19	18	15	16

Soal salah	7	2	10	8	11	6	12	9	6	6	7	6	7	9	9	7	10	5	6	9	8	
<b>P</b>	0.71	0.92	0.58	0.67	0.54	0.75	0.50	0.63	0.75	0.75	0.71	0.75	0.71	0.58	0.63	0.71	0.58	0.79	0.75	0.63	0.67	
<b>Q</b>	0.29	0.08	0.42	0.33	0.46	0.25	0.50	0.38	0.25	0.25	0.29	0.25	0.29	0.38	0.38	0.29	0.42	0.21	0.25	0.38	0.33	
<b>Sdt</b>	4,949																					
<b>Mt</b>	17,08																					
<b>Mp</b>	18.59	17.82	19.93	18.56	19.31	18.50	19.08	18.20	18.89	17.61	18.41	18.50	17.53	18.93	18.93	18.41	19.29	18.11	18.83	18.53	18.63	
<b>rpbi</b>	0.474	0.492	0.680	0.423	0.489	0.496	0.409	0.291	0.632	0.185	0.418	0.496	0.140	0.553	0.483	0.418	0.527	0.403	0.612	0.378	0.441	
<b>rtable</b>	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	
	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Invalid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid

## Validity of Post -Test

No	Siswa	No Item																									Xt	Xt <sup>2</sup>
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	AM	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	23	52	
2	SR	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	1	0	0	0	1	1	1	0	0	8	6
3	NAi	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	20	40	
4	TB	1	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	21	44	
5	NH	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	22	48
6	WA	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	19	36
7	AF	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	20	40	
8	N	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	22	48
9	SM	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	21	44	
10	AOA	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	22	48
11	SF	1	1	0	0	1	1	0	1	0	1	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	11	12
12	HY	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	1	0	0	1	1	0	1	0	1	0	14	19
13	NR	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	0	19	36
14	RA	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	22	48
15	FH	0	1	0	0	0	0	0	1	1	1	0	1	0	0	1	1	0	0	1	0	0	1	1	0	0	10	10
16	GS	1	1	1	1	1	0	0	0	1	0	0	1	0	0	0	1	1	0	1	1	0	0	0	0	1	12	14
17	EJ	1	1	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	1	0	0	0	1	0	8	6
18	RF	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	22	48
19	CN	0	0	0	1	0	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0	0	1	14	19
20	RA	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	1	0	18	32
21	WA	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	20	40
22	RS	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	19	36
23	MF	1	1	0	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	1	1	1	1	1	1	1	13	16
24	RH	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	52
N = 24																											423	802
Soa benar		18	22	13	13	10	19	12	17	19	19	14	20	17	17	19	20	18	17	19	19	14	19	18	18	12		
Soal salah		6	2	11	11	14	5	12	7	5	5	10	4	7	7	5	4	6	7	5	5	10	5	6	6	12		

p		0.75	0.91	0.54	0.54	0.417	0.79	0.50	0.708	0.79	0.79	0.58	0.83	0.70	0.70	0.79	0.833	0.75	0.70	0.79	0.79	0.583	0.79	0.75	0.75	0.50			
q		0.25	0.08	0.45	0.45	0.583	0.20	0.50	0.292	0.20	0.20	0.41	0.16	0.29	0.29	0.20	0.167	0.25	0.29	0.20	0.20	0.417	0.20	0.25	0.25	0.50			
Sdt		4.55																											
Mt		17.62																											
Mp		18.78	18.2	20.2	19.0	19.5	18.8	19.9	18.6	18.6	18.7	20.0	18.5	19.0	19.1	19.0	17.9	19.2	19.2	18.84	18.74	19.57	18.74	18.94	19.11	18.92			
rpbi		0.41	0.41	0.58	0.32	0.32	0.51	0.47	0.32	0.42	0.46	0.59	0.42	0.44	0.49	0.55	0.12	0.57	0.51	0.489	0.446	0.474	0.446	0.471	0.530	0.26			
rtable		0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404		
Valid/Invalid	Valid	Valid	Valid	Invalid	Invalid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid		

## The Validity of Post Test

NO	Mp	Mt	SDt	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$	$r_t$ 5% significant	Interpretation
1	18.78	17.62	4.55	0.75	0.25	0.411	0.404	Valid
2	18.23	17.62	4.55	0.91	0.08	0.411	0.404	Valid
3	20.23	17.62	4.55	0.54	0.41	0.614	0.404	Valid
4	19.08	17.62	4.55	0.54	0.45	0.325	0.404	Invalid
5	19.50	17.62	4.55	0.41	0.58	0.326	0.404	Invalid
6	18.89	17.62	4.55	0.79	0.20	0.510	0.404	Valid
7	19.92	17.62	4.55	0.50	0.50	0.472	0.404	Valid
8	18.65	17.62	4.55	0.70	0.29	0.328	0.404	Invalid
9	18.68	17.62	4.55	0.79	0.20	0.425	0.404	Valid
10	18.79	17.62	4.55	0.79	0.20	0.468	0.404	Valid
11	20.07	17.62	4.55	0.58	0.41	0.596	0.404	Valid
12	18.50	17.62	4.55	0.83	0.16	0.426	0.404	Valid
13	18.55	17.62	4.55	0.70	0.29	0.441	0.404	Valid
14	19.00	17.62	4.55	0.70	0.29	0.498	0.404	Valid
15	19.18	17.62	4.55	0.79	0.20	0.552	0.404	Valid
16	19.00	17.62	4.55	0.83	0.16	0.127	0.404	Invalid
17	19.22	17.62	4.55	0.75	0.25	0.570	0.404	Valid
18	19.24	17.62	4.55	0.70	0.29	0.517	0.404	Valid
19	18.84	17.62	4.55	0.79	0.20	0.489	0.404	Valid
20	18.74	17.62	4.55	0.79	0.20	0.446	0.404	valid
21	19.57	17.62	4.55	0.58	0.41	0.474	0.404	Valid
22	18.74	17.62	4.55	0.79	0.20	0.446	0.404	Valid
23	18.94	17.62	4.55	0.75	0.25	0.471	0.404	Valid
24	19.11	17.62	4.55	0.75	0.25	0.530	0.404	Valid
25	18.92	17.62	4.55	0.50	0.50	0.266	0.404	Invalid

**Calculation of Formulation  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$**

### A. Calculation of Pre-test

1. Means score from total score (Mt)

$$Mt = \frac{\sum X_t}{N}$$

$$Mt = \frac{410}{24}$$

$$= 17.08$$

2. Standard Deviation

$$SD_t = \sqrt{\frac{\sum X_t^2}{N} - \left(\frac{\sum X_t}{N}\right)^2}$$

$$= \sqrt{\frac{7592}{24} - \left(\frac{410}{24}\right)^2}$$

$$= \sqrt{316,333 - (17.083)^2}$$

$$= 4.949$$

3. Means Score (Mp)

$$\text{Item 1 } Mp = \frac{\text{the total of students score that true item}}{n1}$$

$$= \frac{21+20+19+21+19+22+27+24+8+21+21+16+11+14+22+12+24}{17}$$

$$= \frac{316}{17}$$

$$= 18.59$$

**Item 1**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{18.588 - 17.083}{4.949} \sqrt{\frac{0.708}{0.292}}$$

$$r_{pbi} = \frac{1.505}{4.949} \sqrt{2.424}$$

$$= 0.304 \times 1.557$$

$$= 0.47$$

**Item 2**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{17.82 - 17.08}{4.949} \sqrt{\frac{0.917}{0.083}}$$

$$r_{pbi} = \frac{0.74}{4.949} \sqrt{11.048}$$

$$= 0.149 \times 3.323$$

$$= 0.49$$

**Item 3**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{19.93 - 17.08}{4.949} \sqrt{\frac{0.583}{0.417}}$$

$$r_{pbi} = \frac{2.85}{4.949} \sqrt{1.398}$$

$$= 0.575 \times 1.182 = 0.68$$

**Item 4**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{18.56 - 17.08}{4.949} \sqrt{\frac{0.667}{0.333}}$$

$$r_{pbi} = \frac{1.48}{4.949} \sqrt{2.003}$$

$$= 0.299 \times 1.415$$

$$= 0.42$$

**Item 5**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{19.31 - 17.08}{4.949} \sqrt{\frac{0.542}{0.458}}$$

$$r_{pbi} = \frac{2.23}{4.949} \sqrt{1.183}$$

$$= 0.450 \times 1.087$$

$$= 0.48$$

**Item 6**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{18.50 - 17.08}{4.949} \sqrt{\frac{0.750}{0.250}}$$

$$r_{pbi} = \frac{1.42}{4.949} \sqrt{3}$$

$$= 0.286 \times 1.732$$

$$=0.49$$

$$\text{Item 7 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.08 - 17.08}{9.332} \sqrt{\frac{0.500}{0.500}}$$

$$r_{pbi} = \frac{2}{4.949} \sqrt{1}$$

$$= 0.409 \times 1$$

$$= 0.409$$

$$\text{Item 8 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.20 - 17.08}{4.949} \sqrt{\frac{0.625}{0.375}}$$

$$r_{pbi} = \frac{1.81}{4.949} \sqrt{1.666}$$

$$= 0.226 \times 1.290$$

$$= 0.29$$

$$\text{Item 9 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.89 - 17.08}{9.332} \sqrt{\frac{0.750}{0.250}}$$

$$r_{pbi} = \frac{1.81}{4.949} \sqrt{3}$$

$$= 0.365 \times 1.732$$

$$=0.63$$

$$\text{Item 10 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.61 - 17.08}{4.949} \sqrt{\frac{0.750}{0.250}}$$

$$r_{pbi} = \frac{0.53}{4.949} \sqrt{3}$$

$$= 0.107 \times 1.732$$

$$= 0.18$$

$$\text{Item 11 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.41 - 17.08}{4.949} \sqrt{\frac{0.708}{0.292}}$$

$$r_{pbi} = \frac{2.561}{4.949} \sqrt{2.424}$$

$$= 0.274 \times 1.556$$

$$= 0.418$$

$$\text{Item 12 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{36.737 - 34.792}{9.332} \sqrt{\frac{0.750}{0.250}}$$

$$r_{pbi} = \frac{1.945}{9.332} \sqrt{3.807}$$

$$= 0.208 \times 1.951$$

$$=0.49$$

$$\text{Item 13 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{35,588 - 34,792}{9,332} \sqrt{\frac{0,708}{0,292}}$$

$$r_{pbi} = \frac{0,796}{9,332} \sqrt{2,424}$$

$$= 0,085 \times 1,556$$

$$=0.14$$

$$\text{Item 14 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{37,714 - 34,792}{9,332} \sqrt{\frac{0,583}{0,375}}$$

$$r_{pbi} = \frac{2,922}{9,332} \sqrt{1,554}$$

$$= 0,313 \times 1,24$$

$$=0.53$$

$$\text{Item 15 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{37,111 - 34,792}{9,332} \sqrt{\frac{0,625}{0,375}}$$

$$r_{pbi} = \frac{2,319}{9,332} \sqrt{3}$$

$$= 0,249 \times 1,732$$

$$=0,43$$

$$\text{Item 16 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{37,471 - 34,792}{9,332} \sqrt{\frac{0,708}{0,292}}$$

$$r_{pbi} = \frac{2,679}{9,332} \sqrt{2,424}$$

$$= 0,287 \times 1,556$$

$$=0,41$$

$$\text{Item 17 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{38,143 - 34,792}{9,332} \sqrt{\frac{0,583}{0,417}}$$

$$r_{pbi} = \frac{3,351}{9,332} \sqrt{1,398}$$

$$= 0,359 \times 1,182$$

$$=0,52$$

$$\text{Item 18 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{36,947 - 34,792}{9,332} \sqrt{\frac{0,792}{0,208}}$$

$$r_{pbi} = \frac{2,155}{9,332} \sqrt{3,807}$$

$$= 0,230 \times 1,951$$

$$=0.408$$

**Item 19**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{37.722 - 34.792}{9.332} \sqrt{\frac{0,750}{0,250}}$$

$$r_{pbi} = \frac{0.93}{9.332} \sqrt{3}$$

$$= 0.313 \times 1.732$$

$$=0,61$$

**Item 20**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{36.800 - 34.792}{9.332} \sqrt{\frac{0.625}{0.375}}$$

$$r_{pbi} = \frac{2.008}{9.332} \sqrt{1.666}$$

$$= 0.215 \times 1.290$$

$$=0.37$$

**Item 21**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{37.750 - 34.792}{9.332} \sqrt{\frac{0,667}{0,333}}$$

$$r_{pbi} = \frac{2,958}{9,332} \sqrt{2,003}$$

$$= 0,316 \times 1,415$$

$$=0,44$$

$$\text{Item 22 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{36,895 - 34,792}{9,332} \sqrt{\frac{0,792}{0,208}}$$

$$r_{pbi} = \frac{2,103}{9,332} \sqrt{3,801}$$

$$= 0,225 \times 1,951$$

$$=0,47$$

$$\text{Item 24 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{36,737 - 34,792}{9,332} \sqrt{\frac{0,833}{0,167}}$$

$$r_{pbi} = \frac{1,945}{9,332} \sqrt{3,801}$$

$$= 0,208 \times 1,951$$

$$=0,41$$

$$\text{Item 25 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{37,083 - 34,792}{9,332} \sqrt{\frac{0,500}{0,500}}$$

$$r_{pbi} = \frac{2,291}{9,332} \sqrt{1}$$

$$= 0,245 \times 1$$

$$=0.28$$

## B. Calculation of Post-test

$$\text{Item 1 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.78 - 17.62}{4.558} \sqrt{\frac{0,750}{0,250}}$$

$$r_{pbi} = \frac{1.16}{4.55} \sqrt{3}$$

$$= 0,280 \times 1.732$$

$$=0,41$$

$$\text{Item 2 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{36,136 - 34,792}{4.558} \sqrt{\frac{0,917}{0,083}}$$

$$r_{pbi} = \frac{1,344}{4.558} \sqrt{11,04}$$

$$= 0,144 \times 3,323$$

$$=0,41$$

$$\text{Item 3 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{40.143 - 34,792}{4.558} \sqrt{\frac{0,583}{0,417}}$$

$$r_{pbi} = \frac{5,351}{4.558} \sqrt{1,398}$$

$$= 0,573 \times 1,182$$

$$= 0,61$$

$$\text{Item 4 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{36,846 - 34,792}{4,558} \sqrt{\frac{0,542}{0,458}}$$

$$r_{pbi} = \frac{2,054}{9,332} \sqrt{1,183}$$

$$= 0,220 \times 1,087$$

$$= 0,32$$

$$\text{Item 5 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{38,818 - 34,792}{4,558} \sqrt{\frac{0,458}{0,542}}$$

$$r_{pbi} = \frac{4,026}{4,558} \sqrt{0,845}$$

$$= 0,431 \times 0,919$$

$$= 0,32$$

$$\text{Item 6 } r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{37,154 - 34,792}{9,332} \sqrt{\frac{0,792}{0,208}}$$

$$r_{pbi} = \frac{2,362}{4,558} \sqrt{3,801}$$

$$= 0,253 \times 1,951$$

$$= 0,51$$

**Item 7**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{39,250 - 34,792}{4,558} \sqrt{\frac{0,500}{0,500}}$$

$$r_{pbi} = \frac{4,458}{4,558} \sqrt{1}$$

$$= 0,477 \times 1$$

$$= 0,47$$

**Item 8**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{36,412 - 34,792}{9,332} \sqrt{\frac{0,708}{0,292}}$$

$$r_{pbi} = \frac{1,62}{9,332} \sqrt{2,424}$$

$$= 0,173 \times 1,557$$

$$= 0,32$$

**Item 9**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{36,895 - 34,792}{9,332} \sqrt{\frac{0,792}{0,208}}$$

$$r_{pbi} = \frac{2,103}{9,332} \sqrt{3,801}$$

$$= 0,225 \times 1,951$$

$$= 0,42$$

**Item 10**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{37,000 - 34,792}{4,558} \sqrt{\frac{0,750}{0,250}}$$

$$r_{pbi} = \frac{2,208}{4,558} \sqrt{3}$$

$$= 0,236 \times 1,732$$

$$= 0,46$$

**Item 11**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{36,789 - 34,792}{9,332} \sqrt{\frac{0,792}{0,208}}$$

$$r_{pbi} = \frac{1,997}{9,332} \sqrt{3,801}$$

$$= 0,213 \times 1,951$$

$$= 0,59$$

**Item 12**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{39,071 - 34,792}{9,332} \sqrt{\frac{0,518}{0,417}}$$

$$r_{pbi} = \frac{2,103}{9,332} \sqrt{3,801}$$

$$= 0,225 \times 1,951$$

$$= 42$$

**Item 13**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{36,650 - 34,792}{9,332} \sqrt{\frac{0,833}{0,167}}$$

$$r_{pbi} = \frac{1,858}{9,332} \sqrt{4,988}$$

$$= 0,199 \times 2,233$$

$$= 0,44$$

**Item 14**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{37,294 - 34,792}{9,332} \sqrt{\frac{0,708}{0,292}}$$

$$r_{pbi} = \frac{2,508}{9,332} \sqrt{2,424}$$

$$= 0,268 \times 1,557$$

$$= 0,49$$

**Item 15**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{37,765 - 34,792}{9,332} \sqrt{\frac{0,708}{0,292}}$$

$$r_{pbi} = \frac{2,973}{9,332} \sqrt{2,424}$$

$$= 0,318 \times 1,557 = 0,55$$

**Item 16**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{37,158 - 34,792}{9,332} \sqrt{\frac{0,792}{0,208}}$$

$$r_{pbi} = \frac{2,366}{9,332} \sqrt{3,087}$$

$$= 0,253 \times 1,951$$

$$= 0,12$$

**Item 17**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{35,250 - 34,792}{9,332} \sqrt{\frac{0,833}{0,167}}$$

$$r_{pbi} = \frac{0,458}{9,332} \sqrt{4,988}$$

$$= 0,049 \times 2,233$$

$$= 0,57$$

**Item 18**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{37,778 - 34,792}{9,332} \sqrt{\frac{0,750}{0,250}}$$

$$r_{pbi} = \frac{2,986}{9,332} \sqrt{3}$$

$$= 0,319 \times 1,732$$

$$= 0,51$$

**Item 19**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{37,824 - 34,792}{9,332} \sqrt{\frac{0,708}{0,292}}$$

$$r_{pbi} = \frac{3,032}{9,332} \sqrt{2,424}$$

$$= 0,324 \times 1,557$$

$$= 0,48$$

**Item 20**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{37,316 - 34,792}{9,332} \sqrt{\frac{0,792}{0,208}}$$

$$r_{pbi} = \frac{2,524}{9,332} \sqrt{3,801}$$

$$= 0,270 \times 1,951$$

$$= 0,44$$

**Item 21**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{36,789 - 34,792}{9,332} \sqrt{\frac{0,792}{0,208}}$$

$$r_{pbi} = \frac{1,997}{9,332} \sqrt{3,801}$$

$$= 0,213 \times 1,951$$

$$= 0,47$$

**Item 22**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{38,214 - 34,792}{9,332} \sqrt{\frac{0,792}{0,208}}$$

$$r_{pbi} = \frac{3,422}{9,332} \sqrt{1,398}$$

$$= 0,366 \times 1,182$$

$$= 0,44$$

**Item 23**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{36,944 - 34,792}{9,332} \sqrt{\frac{0,750}{0,250}}$$

$$r_{pbi} = \frac{2,152}{9,332} \sqrt{3}$$

$$= 0,230 \times 1,732$$

$$= 0,47$$

**Item 23**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{37,444 - 34,792}{9,332} \sqrt{\frac{0,750}{0,250}}$$

$$r_{pbi} = \frac{2,652}{9,332} \sqrt{3}$$

$$= 0,284 \times 1,732$$

$$= 0,49$$

**Item 24**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{37,389 - 34,792}{9,332} \sqrt{\frac{0,750}{0,250}}$$

$$r_{pbi} = \frac{2,597}{9,332} \sqrt{3}$$

$$= 0,278 \times 1,732$$

$$= 0,48$$

**Item 25**  $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

$$r_{pbi} = \frac{37,083 - 34,792}{9,332} \sqrt{\frac{0,500}{0,500}}$$

$$r_{pbi} = \frac{2,291}{9,332} \sqrt{1}$$

$$= 0,245 \times 1$$

$$= 0,25$$

### Reliabilty of Pre -Test

No	Siswa	No.Item																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	AM	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0
2	SR	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	1	1	1	1	0	0
3	NAi	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1
4	TB	1	1	1	0	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1
5	NH	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0
6	WA	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0
7	AF	0	1	0	1	1	1	0	1	1	0	1	1	0	0	1	0	1	1	0	1	1	0	1	1	1
8	N	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
9	SM	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1
10	AOA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
11	SF	1	1	0	0	1	0	0	0	0	1	1	0	0	0	0	1	0	1	1	0	0	0	0	0	0
12	HY	0	1	0	1	0	1	0	0	0	1	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0
13	NR	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0
14	RA	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1
15	FH	0	1	0	0	0	1	0	1	1	0	0	1	1	0	1	1	1	1	1	1	0	0	1	0	0
16	GS	1	1	1	1	0	0	0	1	1	0	1	1	0	1	0	0	1	0	1	0	1	1	1	1	1
17	EJ	1	1	0	1	0	1	0	0	1	1	0	0	1	1	0	0	0	1	0	1	0	0	0	1	0
18	RF	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	1	0	1	1	0
19	CN	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	1	1	1	0	0	0	1	0	1	1
20	RA	1	1	1	1	0	0	1	1	0	1	0	1	1	0	0	0	0	0	1	0	0	1	1	1	0
21	WA	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1
22	RS	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1
23	MF	1	1	0	0	1	0	1	0	1	1	0	1	1	0	0	0	0	0	0	0	1	0	1	1	1
24	RH	1	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1
N = 24																										
Soa benar		17	22	14	16	13	18	12	15	18	18	17	18	17	14	15	17	14	19	18	15	16	16	19	20	12

Soal salah	7	2	10	8	11	6	12	9	6	6	7	6	7	9	9	7	10	5	6	9	8	8	5	4	12	
<b>p</b>	0.7	0.9	0.6	0.7	0.54	0.75	0.50	0.63	0.75	0.75	0.71	0.75	0.71	0.58	0.63	0.71	0.58	0.79	0.75	0.63	0.67	0.67	0.79	0.83	0.50	
<b>q</b>	0.3	0.1	0.4	0.3	0.46	0.25	0.50	0.38	0.25	0.25	0.29	0.25	0.29	0.38	0.38	0.29	0.42	0.21	0.25	0.38	0.33	0.33	0.21	0.17	0.50	
pq	0.21	0.1	0.24	0.21	0.24	0.24	0.25	0.24	0.21	0.21	0.21	0.21	0.21	0.24	0.24	0.21	0.24	0.16	0.24	0.24	0.24	0.21	0.16	0.16	0.25	$\Sigma p = 5.$

## Reliability of Post -Test

No	Siswa	No Item																								Xt	Xt^2	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24			25
1	AM	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	23	529	
2	SR	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	1	0	0	0	1	1	1	0	0	8	64
3	NAi	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	20	400	
4	TB	1	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	21	441	
5	NH	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	484	
6	WA	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	19	361	
7	AF	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	20	400	
8	N	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	22	484	
9	SM	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	21	441	
10	AOA	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	484	
11	SF	1	1	0	0	1	1	0	1	0	1	0	1	1	0	1	1	0	1	0	0	0	0	0	0	11	121	
12	HY	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	1	0	0	1	1	0	1	0	1	14	196	
13	NR	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	19	361	
14	RA	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	22	484	
15	FH	0	1	0	0	0	0	0	1	1	1	0	1	0	0	1	1	0	0	1	0	0	1	1	0	10	100	
16	GS	1	1	1	1	1	0	0	0	1	0	0	1	0	0	0	1	1	0	1	1	0	0	0	0	1	12	144
17	EJ	1	1	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	1	0	0	0	1	0	8	64
18	RF	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	22	484	
19	CN	0	0	0	1	0	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	0	0	1	1	14	196
20	RA	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	1	18	324	
21	WA	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	20	400	
22	RS	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	19	361	
23	MF	1	1	0	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	1	1	1	1	1	1	13	169	
24	RH	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	529	
N = 24																										423	8021	
Soa benar		18	22	13	13	10	19	12	17	19	19	14	20	17	17	19	20	18	17	19	19	14	19	18	18	12		
Soal salah		6	2	11	11	14	5	12	7	5	5	10	4	7	7	5	4	6	7	5	5	10	5	6	6	12		

|

p		0.75	0.91	0.54	0.54	0.417	0.79	0.50	0.708	0.79	0.79	0.58	0.83	0.70	0.70	0.79	0.833	0.75	0.70	0.79	0.79	0.583	0.79	0.75	0.75	0.50		
q		0.25	0.08	0.45	0.45	0.583	0.20	0.50	0.292	0.20	0.20	0.41	0.16	0.29	0.29	0.20	0.167	0.25	0.29	0.20	0.20	0.417	0.20	0.25	0.25	0.50		
pq		0.24	0.09	0.25	0.24	0.24	0.16	0.25	0.21	0.16	0.16	0.24	0.16	0.21	0.21	0.16	0.16	0.24	0.21	0.16	0.16	0.24	0.16	0.24	0.24	0.25	$\sum pq = 5.050$	

## Reliability of Pre-Test

To get the reability of the test, the researcher uses formula KR-20 :

$$R_{11} = \left( \frac{n}{n-1} \right) \left( \frac{St^2 - \sum pq}{St^2} \right)$$

$$N = 24$$

$$\sum xt = 410$$

$$\sum xt^2 = 7592$$

$$\sum pq = 5.4306$$

$$\begin{aligned} St^2 &= \sum xt^2 - \left( \frac{\sum xt}{n} \right)^2 \\ &= 7592 - \left( \frac{410}{24} \right)^2 = 7592 - (17.08)^2 = 7592 - 291.7264 = 7300.2736 \end{aligned}$$

$$St^2 = \frac{\sum xt^2}{N} = \frac{7300.2736}{24} = 304.17$$

$$\begin{aligned} R_{11} &= \left( \frac{24}{24-1} \right) \left( \frac{304.17 - 5.4306}{304.17} \right) = \left( \frac{24}{23} \right) \left( \frac{298.739}{304.17} \right) \\ &= (1.04) (0.98) \\ &= 1.02 \quad (r_{11} > 0.70 = \text{reliable}) \end{aligned}$$

## Reliability of Post-Test

To get the reliability of the test, the researcher uses formula KR-20 :

$$R_{11} = \left( \frac{n}{n-1} \right) \left( \frac{St^2 - \sum pq}{St^2} \right)$$

$$N = 24$$

$$\sum xt = 423$$

$$\sum xt^2 = 8021$$

$$\sum pq = 5.050$$

$$\begin{aligned} St^2 &= \sum xt^2 - \left( \frac{\sum xt}{n} \right)^2 \\ &= 8021 - \left( \frac{423}{24} \right)^2 = 8021 - (17.62)^2 = 8021 - 310.4644 = 7710.5356 \end{aligned}$$

$$St^2 = \frac{\sum xt^2}{N} = \frac{7710.5356}{24} = 321.27$$

$$\begin{aligned} R_{11} &= \left( \frac{24}{24-1} \right) \left( \frac{321.27 - 5.050}{321.27} \right) = \left( \frac{24}{23} \right) \left( \frac{316.22}{321.27} \right) \\ &= (1.04) (0.98) \\ &= 1.02 \quad (r_{11} > 0.70 = \text{reliable}) \end{aligned}$$

Score of Experimental Class in Pre-Test  
 Score of Control Class in Pre-Test

No	The Name of Students	Pre-Test
1	Ahmad Daia Khaisan	65
2	Bella Afsah	45
3	Bastian	50
4	Basuki Muharram	50
5	Callysta Aura	25
6	Citra nurprasasti	45
7	Dea Amira	25
8	Egi Prasetyo	65
9	Ermida Jayanti	45
10	Fadillah Daulay	20
11	Gilang syahriza	60
12	Hikmah	40
13	Ade Tyara	55
14	Ira Handayani	25
15	Ismail Marzuki	30
16	Jikri Serigar	40
17	Muhammad Danu	35
18	Nabila Lestari	30
19	Rizal faimar	65
20	Rizky Atar	50
21	Sanwini	50
22	Syifa Handayani	55
23	Zeprl Murdani	55
24	Widia Siregar	50
25	Wahyu Andika	70
	Total	1135

No	The Name of Students	Post-Test
1	Anni Mida	15
2	Alisa Fitriana	20
3	Ananda Octo Arjanti	25
4	namira anjani	65
5	Husna yatun	45
6	Nur Rahmadani	55
7	Nur Hafizah	75
8	Nuraisyah	35
9	Maulana fahmi	45
10	Nur Khadijah	50
11	Nazwa Haila	50
12	Iwan Ashari	45
13	Nahla Hakiki	65
14	Rahel Siahaan	45
15	Pera Wati	30
16	Rizki Rivaldo	25
17	Rivai Hamzah	50
18	Rasyid siregar	65
19	Rysa Andani	40
20	Safa Mawarni	25
21	Sindi raisya	20
22	Sara Faulina	35
23	Winda Aulia	25
	Total	950

Score of Experimental Class in Post-Test  
 Score of Control Class in Post -Test

No	The Name of Students	Pre-Test
1	Ahmad Daia Khaisan	50
2	Bella Afsah	65
3	Bastian	60
4	Basuki Muharram	50
5	Callysta Aura	75
6	Citra nurprasasti	60
7	Dea Amira	75
8	Egi Prasetyo	80
9	Ermida Jayanti	75
10	Fadillah Daulay	60
11	Gilang syahriza	85
12	Hikmah	80
13	Ade Tyara	60
14	Ira Handayani	60
15	Ismail Marzuki	70
16	Jikri Serigar	55
17	Muhammad Danu	60
18	Nabila Lestari	90
19	Rizal faimar	65
20	Rizky Atar	75
21	Sanwini	85
22	Syifa Handayani	80
23	Zepri Murdani	80
24	Widia Siregar	85
25	Wahyu Andika	70
	Total	1750

No	The Name of Students	Post-Test
1	Anni Mida	60
2	Alisa Fitriana	40
3	Ananda Octo Arjanti	50
4	namira anjani	50
5	Husna yatun	90
6	Nur Rahmadani	55
7	Nur Hafizah	40
8	Nuraisyah	65
9	Maulana fahmi	30
10	Nur Khadijah	55
11	Nazwa Haila	50
12	Iwan Ashari	70
13	Nahla Hakiki	80
14	Rahel Siahaan	80
15	Pera Wati	70
16	Rizki Rivaldo	55
17	Rivai Hamzah	55
18	Rasyid siregar	60
19	Rysa Andani	40
20	Safa Mawarni	55
21	Sindi raisya	70
22	Sara Faulina	55
23	Winda Aulia	80
	Total	1355

APPENDIX 11

RESULT OF NORMALITY TEST IN PRE- TEST

A. Result of Normality Test of Experimental Class (VIII-1)

1. The score of VIII-1 in pre-test from low to high score

20	25	25	25	30	30	35
40	40	45	45	45	50	50
50	50	50	55	55	55	60
65	65	65	70			

2. Range (R) = High score- low score

$$= 70-20$$

$$= 50$$

3. Total Of Classes (K) =  $1 + 3.3 \log (n)$

$$= 1+ 3.3 \log (25)$$

$$= 1 + 3.3(1.4)$$

$$= 4.613$$

$$= 5$$

4. Length of Classes =  $\frac{Range}{total\ classes}$

$$= \frac{50}{5}$$

$$= 10$$

Interval Class	Fi	Fk	xi	Fi . xi	Xi <sup>2</sup>	Fi . xi <sup>2</sup>
20-30	6	6	25	150	625	3750
31-40	3	9	35.5	106.5	1260.25	3780.75
<b>41- 50</b>	8	17	45.5	364	2070.25	16562
51 – 60	4	21	55.5	222	3080.25	12321
61- 70	4	25	65.5	262	4290.25	17161
	25	78	227	1104.5	11326	53574.75

5. Mean

$$X = \frac{\sum fi \cdot xi}{\sum Fi} = \frac{1104.5}{25} = 44.18$$

6. Median

$$\begin{aligned} \text{Me} &= b + p \left( \frac{\frac{1}{2} 25 - fk}{fi} \right) \\ &= 40.5 + 10 \frac{\frac{1}{2} 25 - 17}{8} \\ &= 40.5 + 10 \left( \frac{4}{8} \right) \\ &= 40.5 + 10 (0.5) \\ &= 40.5 + 5 \\ &= 45.5 \end{aligned}$$

7. Modus

$$\begin{aligned} \text{Mo} &= b + p \left( \frac{b1}{b1+b2} \right) \\ &= 40.5 + 10 \left( \frac{5}{5+4} \right) \\ &= 40.5 + 10 \left( \frac{5}{9} \right) \\ &= 40.5 + 10 \cdot 0.55 \\ &= 46.05 = 46 \end{aligned}$$

8. Variant

$$S^2$$

9. Standard Deviaation

$$S =$$

Table of Normality Data Test with Chi Quadrat Formula

Interval Class	Class Limit	Z - Score	Limit of Large of the Area	Large of Z - Table	$f_e$	$f_o$	$(f_o \cdot f_e)^2$
20-30							
31-40							
41- 50							
51 – 60							
61- 70							

$$\begin{aligned}
 X^2 &= \sum (f_o \cdot f_e)^2 \frac{1}{f_e} \\
 &= (-) + (-) + (-) + (-) + (-) + (-) \\
 &=
 \end{aligned}$$

Based on the table above, the researcher found that  $x^2$  count = -4803 while  $x^2$ table= 11.070, cause  $x^2$  count <  $x^2$ table ( ) with degree of freedom (dk) = 6- 1 = 5 and significant level  $\alpha$  = 5%. So, distribution of experimental class in pre – test was normal.

B. Result of Normality Test of Control Class (VIII-3)

1. The Score of VIII- 3 in pre- test from low score to high score.

15	20	20	25	25	25	25
30	35	35	40	45	45	45
45	50	50	50	55	65	65
65	75					

2. Range (R) = High score- low score

$$= 75 - 15$$

$$= 60$$

3. Total of Classes (K) =  $1 + 3.3 \log (n)$

$$= 1 + 4.48 = 6$$

$$= 1 + 3.3 \log (23)$$

$$= 5.49$$

$$= 1 + 3.3( 1.36)$$

$$= 5.5$$

$$4. \text{ Length Classes} = \frac{\text{range}}{\text{total of classes}}$$

$$= \frac{60}{6}$$

$$= 10$$

Interval Class	Fi	Fk	Xi	Fi . xi	Xi <sup>2</sup>	Fi . xi <sup>2</sup>
15-24	3	3	19.5	58.5	380.25	22244.63
25-34	5	8	29.5	147.5	870.25	128361.9
35-44	3	11	39.5	118.5	1560.25	184889.6
45 - 54	7	18	49.5	346.5	2450.25	849011.6
55- 64	1	19	59.5	59.5	3540.25	210644.9
65-74	3	22	69.5	208.5	4830.25	1007107
75-84	1	23	79.5	79.5	6320.25	502459.9
P = 10	23	104	346.5	1018.5	19951.75	2904720

#### 5. Mean

$$X = \frac{\sum fi.xi}{\sum Fi} = \frac{1018.5}{23} = 44.28$$

#### 6. 6. Median

$$Me = b + p \left( \frac{\frac{1}{2} 23 - 8}{3} \right)$$

$$= 34.5 + 10 \left( \frac{\frac{1}{2} 23 - 8}{3} \right)$$

$$= 34.5 + 10 \left( \frac{7.5}{3} \right)$$

$$= 34.5 + 10 ( 2.5)$$

$$= 34.5 + 25$$

$$= 59.5$$

#### 7. Modus

$$Mo = b + p \left( \frac{b1}{b1+b2} \right)$$

$$= 44.5 + 10 \left( \frac{4}{4+6} \right)$$

$$\begin{aligned}
&= 44.5 + 10 \left( \frac{4}{10} \right) \\
&= 44.5 + 10 \cdot (0.4) \\
&= 44.5 + 4 \\
&= 48.5
\end{aligned}$$

8. Variant

$$S^2$$

9. Standard Deviaation

$$S =$$

Table of Normality Data Test with Chi Quadrat Formula

Interval Class	Class Limit	Z - Score	Limit of Large of the Area	Large of Z - Table	$f_e$	$f_o$	$(f_o \cdot f_e)^2$
15-24							
25-34							
35-44							
45 - 54							
55- 64							
65-74							
75-84							

$$\begin{aligned}
X^2 &= \sum (f_o \cdot f_e)^2 \frac{1}{f_e} \\
&= (-) + (-) + (-) + (-) + (-) + (-) \\
&=
\end{aligned}$$

Based on the table above, the researcher found that  $x^2$  count = -4803 while  $x^2$ table= 11.070, cause  $x^2$  count <  $x^2$ table ( ) with degree of freedom (dk) = 6- 1 = 5 and significant level  $\alpha$  = 5%. So, distribution of experimental class in pre – test was normal.

## RESULT OF NORMALITY TEST IN POST-TEST

### C. Result of Normality Test of Experimental Class

1. The score of VIII-1 Class in post-test from the high score to low score

50	50	55	60	60	60
60	60	60	65	65	70
70	75	75	75	75	80
80	80	80	85	85	90
90					

2. Range (R) = High score- low score

$$= 90-50$$

$$= 40$$

3. Total Of Classes (K) =  $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (25)$$

$$= 1 + 3.3(1.4)$$

$$= 4.613$$

$$= 5$$

4. Length of Classes =  $\frac{\text{Range}}{\text{total classes}}$

$$= \frac{40}{5} = 8$$

Interval Class	Fi	Fk	Xi	Fi . xi	Xi <sup>2</sup>	Fi . xi <sup>2</sup>
50-57	3	3	53.5	160.5	2862.25	8586.75
58-65	8	11	61.5	492	3782.25	30258
66-73	2	13	69.5	139	4830.25	9660.5
74-81	8	21	77.5	620	6006.25	48050
82-89	3	24	85.5	256.5	7310.25	21930.75
90-97	1	25	93.5	93.5	8742.25	8742.25
P = 8	25	104	441	1761.5	33533.5	127228.3

5. Mean

$$X = \frac{\sum fi \cdot xi}{\sum Fi} = \frac{1761.5}{25} = 70.46$$

6. Median

$$\begin{aligned} \text{Me} &= b + p \left( \frac{\frac{1}{2} 25 - 11}{2} \right) \\ &= 65.5 + 8 \left( \frac{\frac{1}{2} 25 - 11}{2} \right) \\ &= 65.5 + 8 (0.75) \\ &= 65.5 + 8 (0.75) \\ &= 71.5 \end{aligned}$$

7. Modus

$$\begin{aligned} \text{Mo} &= b + p \left( \frac{b_1}{b_1 + b_2} \right) \\ &= 73.5 + 8 \left( \frac{6}{6+5} \right) \\ &= 73.5 + 8 \left( \frac{6}{11} \right) \\ &= 73.5 + 4.36 \\ &= 77.86 \end{aligned}$$

8. Variant

$$S^2$$

9. Standard Deviaation

$$S =$$

Table of Normality Data Test with Chi Quadrat Formula

<b>Interval Class</b>	<b>Class Limit</b>	<b>Z - Score</b>	<b>Limit of Large of the Area</b>	<b>Large of Z - Table</b>	$f_e$	$f_o$	$(f_o \cdot f_e)^2$
50-57							
58-65							
66-73							
74-81							

82-89							
90-97							

$$\begin{aligned}
 X^2 &= \sum (f_o \cdot f_e) \frac{1}{f_e} \\
 &= (-) + (-) + (-) + (-) + (-) + (-) \\
 &=
 \end{aligned}$$

Based on the table above, the researcher found that  $x^2$  count = -4803 while  $x^2$ table = 11.070, cause  $x^2$  count <  $x^2$ table ( ) with degree of freedom (dk) = 6- 1 = 5 and significant level  $\alpha$  = 5%. So, distribution of experimental class in pre – test was normal.

#### D. Result of Normality Test of Control Class ( VIII-3)

1. The score of VIII-3 Class in post –test from low score high score

30	40	40	40	50	50
50	55	55	55	55	55
55	60	60	65	70	70
70	80	80	90	90	

2. Range (R) = High score- low score

$$= 30-90$$

$$= 60$$

3. Total of Classes (K) =  $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (23) = 6$$

$$= 1 + 3.3 \log (23)$$

$$= 5.49$$

$$= 1 + 3.3( 1.36)$$

$$= 5.5$$

4. Length Classes =  $\frac{range}{total\ of\ classes}$

$$= \frac{60}{6}$$

$$= 10$$

Interval Class	Fi	Fk	Xi	Fi . xi	Xi <sup>2</sup>	Fi . xi <sup>2</sup>
30-40	4	4	35	140	1225	4900
41-50	3	7	45.5	136.5	2070.25	6210.75
51-60	8	15	55.5	444	3080.25	24642
61-70	4	19	65.5	262	4290.25	17161
71-80	2	21	75.5	151	5700.25	11400.5
81-90	2	23	85.5	171	7310.25	14620.5
P = 10	23		362.5	1304.5	23676.25	78934.75

### 5. Mean

$$X = \frac{\sum fi.xi}{\sum Fi} = \frac{1304.5}{23} = 56.71$$

### 6. Median

$$\begin{aligned} Me &= b + p \left( \frac{\frac{1}{2} 23 - 11}{2} \right) \\ &= 50.5 + 10 \left( \frac{\frac{1}{2} 23 - 7}{8} \right) \\ &= 50.5 + 10 (1) \\ &= 50.5 + 10 (1) \\ &= 65.5 \end{aligned}$$

### 7. Modus

$$\begin{aligned} Mo &= b + p \left( \frac{b1}{b1+b2} \right) \\ &= 50.5 + 10 \left( \frac{5}{5+4} \right) \\ &= 50.5 + 10 \left( \frac{5}{9} \right) \\ &= 50.5 + 10.(0.55) \\ &= 56.05 \end{aligned}$$

### 8. Variant

$$S^2$$

### 9. Standard Deviaation

S =

Table of Normality Data Test with Chi Quadrat Formula

Interval Class	Class Limit	Z - Score	Limit of Large of the Area	Large of Z - Table	$f_e$	$f_o$	$(f_o \cdot f_e)^2$
30-40							
41-40							
41- 50							
51 – 60							
61- 70							
71- 80							
81- 90							

$$X^2 = \sum (f_o \cdot f_e)^2 \frac{1}{f_e}$$

$$= (-) + (-) + (-) + (-) + (-) + (-)$$

=

Based on the table above, the researcher found that  $x^2$  count = -4803 while  $x^2$ table= 11.070, cause  $x^2$  count <  $x^2$ table ( ) with degree of freedom (dk) = 6- 1 = 5 and significant level  $\alpha$  = 5%. So, distribution of control class in post – test was normal.

### APPENDIX 13

#### HOMOGENITY TEST (PRE-TEST)

Calculation of parameter to get the variant of the first class as experimental class sample 1 and variant of the second class as control class sample 2 was used homogeneity test using formula as follows:

A. Variant of Experimental Class (VIII-1)

1. Variant

$$s^2 = 19.28$$

2. Standard Deviation

$$S = 371.94$$

B. Variant of control class ( VIII-3)

11. Variant

$$s^2 = 19.28$$

2. Standard Deviation

$$S = 371.94$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$\begin{aligned} F &= \frac{\textit{The biggest variant}}{\textit{The Smallest variant}} \\ &= \frac{371.94}{343.09} \\ &= 1.08 \end{aligned}$$

After doing the calculation, the researcher found that  $F_{\text{count}} 1.08$ . It had been compared to  $F_{\text{table}}$  with  $\alpha 5\%$  and dk numerator and dominator were ( $n_1 = 31$  dk  $31-1= 30$  and  $n_2 = 34$  dk  $=34-1 = 33$ ) From the distribution list F, the researcher found that  $F_{\text{table}} = 4.17$ . So,  $F_{\text{count}} < F_{\text{table}}$  ( $1.08 < 4.17$ ). It could be concluded that there is no difference variant between the experimental class and control class. It means that the variant in pre-test was homogenous.

## APPENDIX 14

### HOMOGENITY TEST ( POST TEST)

Calculation of parameter to get the variant of the first class as experimental class sample 1 and variant of the second class as control class sample 2 was used homogeneity test using formula as follows:

#### A. Variant of Experimental Class (VIII-1)

##### 1. Variant

$$s^2 = 19.28$$

##### 2. Standard Deviation

$$S = 371.94$$

#### B. Variant of control class ( VIII-3)

##### 1. Variant

$$s^2 = 19.28$$

##### 2. Standard Deviation

$$S = 371.94$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$F = \frac{\textit{The biggest variant}}{\textit{The Smallest variant}}$$
$$= \frac{371.94}{343.09}$$

$$= 1.08$$

After doing the calculation, the researcher found that  $F_{\text{count}} 1.08$ . It had been compared to  $F_{\text{table}}$  with  $\alpha 5\%$  and dk numerator and dominator were ( $n_1 = 31$  dk  $31-1= 30$  and  $n_2 = 34$  dk  $=34-1 = 33$ ) From the distribution list F, the researcher found that  $F_{\text{table}} = 4.17$ . So,  $F_{\text{count}} < F_{\text{table}}$  ( $1.08 < 4.17$ ). It could be concluded that there is no difference variant between the experimental class and control class. It means that the variant in pre-test was homogenous.

## APPENDIX 15

### T-test of Both Averages in Pre-Test

The researcher used the both averages to analyse the hypothesis stated that there is no difference between experimental class and and control class in pre-test before doing treatment . To answer the hypothesis , the researcher used T-test formula as follows:

$$\begin{aligned} Tt &= \frac{x_1 - x_2}{\sqrt{\frac{s^2}{n_1} + \frac{s^2}{n_2}}} \\ &= \frac{x_1 - x_2}{\sqrt{\frac{s^2}{n_1} + \frac{s^2}{n_2}}} \\ &= \\ &= \end{aligned}$$

Based on the researcher calculation result of homogeneity test of the both averages, researcher found that  $t_{\text{count}} = 4.53$  with oppurtunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and dk  $= n_1 + n_2 - 2 = 34 + 31 - 2 = 63$ . T table = 2000. So  $t_{\text{count}} > t_{\text{table}}$ , So  $H_a$  is accepted . It means that there is difference between the average of experimental class (VIII-1) and control class (VIII-3) in pre- test. It could be concluded that there is significant effect of using Tic tac toe game to students' understanding on preposition at the VIII grade SMP N 5 Padangsidimpuan.

APPENDIX 16

T- test o Both Averages in Post –Test

The researcher used both averages of experimental class and control class to analyse that there is difference between both classes. And also it could prove the hypothesis stated there is significant effect of using Tic tac toe game after doing the treatment . To answer the hypothesis, the researcher used T-test formula as follows.

$$\begin{aligned} Tt &= \frac{x_1 - x_2}{\sqrt{\frac{s^2}{n_1} + \frac{s^2}{n_2}}} \\ &= \frac{x_1 - x_2}{\sqrt{\frac{s^2}{n_1} + \frac{s^2}{n_2}}} \\ &= \\ &= \end{aligned}$$

Based on the researcher calculation result of homogeneity test of the both averages, researcher found that  $t_{count} = 4.53$  with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 34 + 31 - 2 = 63$ . T table = 2000. So  $t_{count} > t_{table}$ , So  $H_a$  is accepted . It means that there is difference between the average of experimental class (VIII-1) and control class (VIII-3) in pre- test. It could be concluded that there is significant effect of using Tic tac toe game to students' understanding on preposition at the VIII grade SMP N 5 Padangsidempuan.

**Chi-square Distribution Table**

d.f.	.995	.99	.975	.95	.9	.1	.05	.025	.01
1	0.00	0.00	0.00	0.00	0.02	2.71	3.84	5.02	6.63
2	0.01	0.02	0.05	0.10	0.21	4.61	5.99	7.38	9.21
3	0.07	0.11	0.22	0.35	0.58	6.25	7.81	9.35	11.34
4	0.21	0.30	0.48	0.71	1.06	7.78	9.49	11.14	13.28
5	0.41	0.55	0.83	1.15	1.61	9.24	11.07	12.83	15.09
6	0.68	0.87	1.24	1.64	2.20	10.64	12.59	14.45	16.81
7	0.99	1.24	1.69	2.17	2.83	12.02	14.07	16.01	18.48
8	1.34	1.65	2.18	2.73	3.49	13.36	15.51	17.53	20.09
9	1.73	2.09	2.70	3.33	4.17	14.68	16.92	19.02	21.67
10	2.16	2.56	3.25	3.94	4.87	15.99	18.31	20.48	23.21
11	2.60	3.05	3.82	4.57	5.58	17.28	19.68	21.92	24.72
12	3.07	3.57	4.40	5.23	6.30	18.55	21.03	23.34	26.22
13	3.57	4.11	5.01	5.89	7.04	19.81	22.36	24.74	27.69
14	4.07	4.66	5.63	6.57	7.79	21.06	23.68	26.12	29.14
15	4.60	5.23	6.26	7.26	8.55	22.31	25.00	27.49	30.58
16	5.14	5.81	6.91	7.96	9.31	23.54	26.30	28.85	32.00
17	5.70	6.41	7.56	8.67	10.09	24.77	27.59	30.19	33.41
18	6.26	7.01	8.23	9.39	10.86	25.99	28.87	31.53	34.81
19	6.84	7.63	8.91	10.12	11.65	27.20	30.14	32.85	36.19
20	7.43	8.26	9.59	10.85	12.44	28.41	31.41	34.17	37.57
22	8.64	9.54	10.98	12.34	14.04	30.81	33.92	36.78	40.29
24	9.89	10.86	12.40	13.85	15.66	33.20	36.42	39.36	42.98
26	11.16	12.20	13.84	15.38	17.29	35.56	38.89	41.92	45.64
28	12.46	13.56	15.31	16.93	18.94	37.92	41.34	44.46	48.28
30	13.79	14.95	16.79	18.49	20.60	40.26	43.77	46.98	50.89
32	15.13	16.36	18.29	20.07	22.27	42.58	46.19	49.48	53.49
34	16.50	17.79	19.81	21.66	23.95	44.90	48.60	51.97	56.06
38	19.29	20.69	22.88	24.88	27.34	49.51	53.38	56.90	61.16
42	22.14	23.65	26.00	28.14	30.77	54.09	58.12	61.78	66.21
46	25.04	26.66	29.16	31.44	34.22	58.64	62.83	66.62	71.20
50	27.99	29.71	32.36	34.76	37.69	63.17	67.50	71.42	76.15
55	31.73	33.57	36.40	38.96	42.06	68.80	73.31	77.38	82.29
60	35.53	37.48	40.48	43.19	46.46	74.40	79.08	83.30	88.38
65	39.38	41.44	44.60	47.45	50.88	79.97	84.82	89.18	94.42
70	43.28	45.44	48.76	51.74	55.33	85.53	90.53	95.02	100.43
75	47.21	49.48	52.94	56.05	59.79	91.06	96.22	100.84	106.39
80	51.17	53.54	57.15	60.39	64.28	96.58	101.88	106.63	112.33
85	55.17	57.63	61.39	64.75	68.78	102.08	107.52	112.39	118.24
90	59.20	61.75	65.65	69.13	73.29	107.57	113.15	118.14	124.12
95	63.25	65.90	69.92	73.52	77.82	113.04	118.75	123.86	129.97
100	67.33	70.06	74.22	77.93	82.36	118.50	124.34	129.56	135.81

Documentation









## **CURICULUM VITAE**

### **A. Identitas pribadi**

Nama : RUBIYAH HANNUM  
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Jumlah saudara : 2  
Alamat : Jl. Bakti Abri II (Silandit)

### **B. Identitas Orang Tua**

Nama Ayah : SATTAR  
Pekerjaan : PNS  
Nama ibu : SITI AISYAH  
Pekerjaan : PNS  
Alamat : Jl. Bakti Abri II (Silandit)

### **C. Riwayat Pendidikan**

SD : Tahun 2012, tamat SD Negeri 200222 Kota Padangsidempuan  
SLTP : Tahun 2015, tamat SMP Negeri 5 Kota Padangsidempuan  
SLTA : Tahun 2019, tamat SMA Negeri 3 Kota Padangsidempuan



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Lampiran : -  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

29 Mei 2023

Yth. Kepala SMP N 5 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Rubiyah Hannum  
NIM : 1920300020  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat : Jln. Bakti Abri II, Silandit

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Using Tic Tac Toe Game In Student's Understanding on Preposition In, At, and On at the VIII Grade of SMP N 5 Padangsidimpuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan  
Wakil Dekan Bidang Akademik

  
Dr. Lis Yulfanti Syafrida Siregar, S.Psi, M.A  
NIP 19801224 200604 2 001



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Lamp : -  
Perihal : **Pengesahan Judul dan Penunjukan**  
**Pembimbing Skripsi**

**30 November 2022**

Yth.

- 1. Fitri Rayani Siregar, M.Hum. (Pembimbing I)**
- 2. Sokhira Linda Vinde Rambe, M.Pd. (Pembimbing II)**

Assalamu'alaikum Wr. Wb.

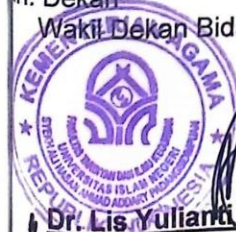
Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Rubiyah Hannum  
NIM : 19 203 00020  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : The Effect of Using Tic Tac Toe Game in Students' Understanding on Preposition In, At, and On at the VIII Grade of SMP N 5 Padangsidimpuan.

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui  
an. Dekan  
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Ketua Program Studi  
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**Fitri Rayani Siregar, M.Hum.**  
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PEMERINTAH KOTA PADANGSIDIMPUAN  
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**SURAT KETERANGAN**

NOMOR : 422/ 155 /SMP.5/2023

Yang bertanda tangan dibawah ini Kepala SMP Negeri 5 Padangsidempuan di Padangsidempuan, menerangkan bahwa:

Nama : **RUBIYAH HANNUM**  
NPM : 1920300020  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Prodi : Tadris Bahasa Inggris

benar telah mengadakan Penelitian di SMP Negeri 5 Padangsidempuan pada tanggal 13 Juli 2023 s/d selesai, guna untuk melengkapi tahapan penulisan dan mekanisme penyusunan skripsi sesuai dengan surat permohonan Dekan Universitas Islam Negri Syekh Ali Hasan Ahmad Addary Padangsidempuan Fakultas Tarbiyah dan Ilmu Keguruan, Nomor : B-2203 / Un.28 / E.1/TL.00 / 06 /2023 tanggal 29 Mei 2023.

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Padangsidempuan,  
Kepala SMP Negeri 5 Padangsidempuan  
An. Wakil Sek Bid. Kurikulum

**ROSMI WAR, S.Pd**  
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