THE EFFECTIVENESS OF TIC TAC TOE GAME IN TEACHING PREPOSITION IN, AT, AND ON (An Experimental Study at Seventh Grade of SMP N 2 Buayan in Academic Year 2009/2010)

A Thesis
As a Partial Fulfillment of Requirement S. Pd Degree

Arranged by:
INA BUDIYANI
0601050199

ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MUHAMMADIYAH UNIVERSITY OF PURWOKERTO
2010
DEDICATION

From the deepest and purest of my heart, I would like to present this little creation to:

1. Allah SWT and Muhammad Prophet who have given everything in my life.
2. My beloved mother. thanks for your supports, motivation, attentions, materials and prayers. I know that you love me so much. Thanks for all you have given and I love you so much.
3. My beloved sisters and brothers. Thanks for your support.
4. My beloved nephews and nieces. Thanks for your spirit.
5. My Dear. Thanks a lot for your endless love, support, attention, motivation, advice and also give me spirit.
6. My Big family. Thanks a lot.
7. The Head Master of SD N 2 Jogomulyo, Kebumen who gave me support to finish my thesis well.
8. All of SD N 2 Jogomulyo's teachers who gave me support too, in finishing the thesis.
9. My Supervisors, Mr. Ton, Pak Sae and Bu Rini. Thank you very much for your patience and kindness to guide me in finishing my thesis.
10. My friends (Mba Widi, Yayi, Tari, Didik, Dewi, Fani, Yayuk, Mba Nining, Yuniar Esti, Nini, Yani and many other who can not be mentioned here.
11. My best friend Desy. Thanks for your spirit and support, so I can finish this thesis quickly.
12. Mr. Express. Thanks for your helping.
PREFACE

First of all, praise is to Allah Almighty, the Merciful, and the most Beneficial, for the blessing and giving the writer, easiness and also strength, so that the writer can finish the thesis as a partial fulfillment of S.Pd. degree of English Depatment of Teacher Training and Education Faculty of Muhammadiyah University of Purwokerto. During the arrangement of the thesis there were so many people who have helped the writer, so in this occasion, she would like to express her greatest appreciation and gratitude to the following people for the various helps and suggestions they given for the completion of this writing.

1. Drs. H. Syamsuhadi Irsyad, S. H., M. H., the Rector of Muhamadiyah University of Purwokerto

2. Drs. Joko Purwanto, M. Si., the Dean of Teacher Training and Education Faculty.

3. Endang Kusrini, S. Pd., M. Hum., the Head of English Department.

4. Drs. Suwartono, M. Hum., as the first supervisor, and Saefurrohman S. Pd. M. Pd., as the second supervisor, who have given guidance and helped the writer in finishing the thesis.

5. The Headmaster of SMP N 2 Buayan, Kebumen, who has allowed the writer to conduct the research at his school.
6. All of the student's of SMP N 2 Buayan, Kebumen who gave good participation in my research.

7. All of the lecturers of English Department

8. All of friends in English Department.

9. The writer's parent who have supported her spiritually and materially.

Finally the writer believes that there are still many weaknesses coloring the thesis, but the writer whishes and hopes that the thesis will have some values for all readers and for those who are interested in English Teaching Practice.

Purwokerto, 24 August 2010

The writer
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>TITLE</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL</td>
<td>ii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>iii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iv</td>
</tr>
<tr>
<td>PREFACE</td>
<td>v</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF TABLE</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>viii</td>
</tr>
</tbody>
</table>

## CHAPTER I INTRODUCTION

A. Background of the Research ................................................. 1
B. Reason for Choosing the Topic ............................................ 2
C. Problem of the Research ..................................................... 3
D. The Aim of the Research .................................................... 3
E. Clarification of the Term .................................................... 3
F. Contribution ................................................................. 5

## CHAPTER II THEORETICAL REVIEW

A. Preposition ................................................................. 6
   1. Definition of Preposition ............................................. 6
   2. Function of Preposition .............................................. 7
   3. Form of Preposition .................................................. 8
   4. Kinds of Preposition ................................................ 8
   5. Types of Preposition ............................................... 9
   6. The Use of Preposition of Place In, On, and At ............. 13
CHAPTER III RESEARCH METHODOLOGY

A. The Method of the Research ..................................................19
B. Place and Time of the Research ..............................................20
C. The Object of the Research ....................................................21
D. Technique of Data Collection .................................................22
E. Technique of Analyzing Instrument .........................................24
F. Technique of Analyzing Data ..................................................27

CHAPTER IV RESULT AND DISCUSSION

A. The Result of Students Mark in Experimental Class ....................31
B. The Result of Students Mark in Control Class ............................32
C. The Mean Score of Pre-Test and Post-Test of Control and Experimental Class ...........................................33
D. Result ..................................................................................35
E. Discussion ..............................................................................38

CHAPTER V CONCLUSION SUGGESTION

A. Conclusion ............................................................................40
B. Suggestion ............................................................................32

BIBLIOGRAPHY

APPENDICES
List of Table

Table 1 The Use of Preposition of Place *(in, on and at)* ........................................... 14
Table 2 Schedule of Research ......................................................................................... 21
Table 3 Population of Research ...................................................................................... 21
Table 4 Research Instrument Preparation ......................................................................... 24
Table 5 The Table of students' score in pre-test and post-test of Experimental class .......................................................... 31
Table 6 The table of students' score in pre-test and post-test of Control class ................. 32
ABSTRACT

THE EFFECTIVENESS OF TIC TAC TOE GAME FOR TEACHING PREPOSITION IN, ON AND AT (An Experimental Study at Seventh Grade of SMP N 2 Buayan, Kebumen in Academic Year 2009/2010)

By
INA BUDIYANI
0601050199

The aim of this study were to find out whether Tic Tac Toe Game is effective or not for teaching preposition especially in, on, and at; and to know the difference between the students who were taught preposition in, on and at using Tic Tac Toe and without Tic Tac Toe Game.

The study was conducted at SMP N 2 Buayan, Kebumen. This study used quasi experimental research, especially non equivalent control group design. The population of this study was the Seventh grade students of SMP N 2 Buayan, Kebumen. The writer chose two classes as sample, those were 7C as experimental class consisting of 40 students, and 7E as control class consisting of 40 students which did not get treatment. In collecting the data the writer used test, those were pre and post tests. The Pre test was used to measure the effect of treatment given. The Post test was used to measure the effect of the treatment, so it was conducted after the treatment was given.

To know the effect of the treatment, the writer used T-test. The result showed that Tic Tac Toe was effective to teach preposition *in*, *on*, and *at*. It could be seen from the result computation of T-test, where t-result was 2.349, t-table for degree of freedom (df) 78 at the lavel significant 5% was 1.991. so, t-result was higher than t-table. It means that using Tic Tac Toe was effective to teach preposition *in*, *on*, and *at*. 