

INTERACTIVE LANGUAGE TEACHING PRACTICES

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Editors

Truly Almendo Pasaribu
Benita Saraswati



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PREFACE

Classroom action research (CAR) has gained popularity among foreign language scholars and teachers. Teachers are attracted to do action research to improve the quality of learning as well as to acquire more understanding of themselves as teachers. This book presents some practices of action research in Indonesian context conducted collaboratively by students of PPG SM-3T, school teachers, and lecturers.

This book consists of action research implementing technical and non-technical media. Hopefully this book can encourage more students and teachers to do action research in living their professional life as educators.

Editors

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ENHANCING CLASS 7F STUDENTS' MOTIVATION IN LEARNING ENGLISH BY APPLYING TIC TAC TOE GAME

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Abstract

The purpose of this research is to enhance class 7F students' motivation at SMP N 3 Yogyakarta by applying Tic Tac Toe game. The researcher identified a main problem that most of students attended to be passive when they were in English class. They looked afraid and even hesitate to say their thought or opinion. In relation to the condition, Tic Tac Toe game was applied as the reinforcement activity in teaching and learning process. However, the research study chosen was Classroom Action Research (CAR). It was conducted in two cycles in this research. This research belonged to qualitative and quantitative research in which the data collections used were observation and questionnaire. The results revealed that through Tic Tac Toe game, students of class 7F were motivated to learn English. It could be seen on the improvement of activities being observed in each cycles. In cycle one, the active students were only 67% or 23 of 34 students. They still looked afraid and hesitate to show their encouragement. While in cycle 2, the number of active students improved with percentage 74% or 24 of 34 students in the class.

Keywords: enhancement, students' motivation, Tic Tac Toe

Introduction

Based on the result of preliminary study by interviewing the English teacher of seventh grade students of SMP N 3 Yogyakarta and observing some teaching processes, the 7F students were lack motivation to learn English. Some students said that English was difficult to learn because they had not studied English in the Elementary school. They just learned English since they study in the junior high school. The teacher also revealed that the students of class 7F were passive during teaching and learning activities. They prefer copying their friend's work rather than doing the task by themselves. Further, they liked to play game in the classroom. When the teacher used game for learning English, they were always excited, but they sometimes did not understand about the material being discussed.

In relation the condition, it is needed for teacher to find a way to make students motivated to learn in the classroom. In this case, the term games has been used to cover a wide range of classroom activities. According to Byrne and Rixon (1979, p.7), "games consist of such activities are generally intended to provide an interesting and entertaining way of practising specific language items of stimulating learning". The statements meansthat a game can motivate students in learning activitis. The good atmosphere can increase the students' motivation in by doing the instructions with their best effort.

However, Tic Tac Toe game is one of the best options that can be applied in the classroom. Paul as cited in Jabbar (2015, p.68) "Tic Tac Toe is a board game that using sign noughts and cross." The researcher uses this game to motivate the students to learn Englishin the class.

Motivation

Learning English is not an easy thing to do for second language learners. It needs some improvement of some factors which influence not only the language skills, but also motivation. According to Loganathan and Zafar (2016, p.7), motivation in learning is a psychological process that leads to achieve a certain

goal. Further, Gardner (1985, p.10) states that motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language.

Related to these definitions, Zareian and Jodaei (2015, p.301) distinguish two types of motivation seeing from Self-determination theory. They are intrinsic and extrinsic motivation. Intrinsic motivation comes from within language learners and relates to learner's identity and sense of well-being (Zareian and Jodaei, 2015, p.302). It derives from internal satisfaction and enjoyment, such as interest, curiosity, or a wish to succeed. In other words, the reason of an intrinsically motivated student learns is because he or she wants to. Meanwhile, extrinsic motivation refers to the performance of an activity in order to attain some separable outcome (Ryan and Deci, 2000, p.68). Further, Long *et al* (2013, p.138) states that Extrinsic motivation is stimulated not by the process itself but by what can be got from doing the action. Receiving reward will be performed by an extrinsically motivated student, such as graduating or passing test or avoiding a penalty like a failing grade.

From the description of two types of students' motivation above, we know that the internal-external distinction of motivation has played a significant role in English class. Both of kinds should be fulfilled by teacher when he or she will conduct the teaching and learning process in order to make the students motivated well so that they will have encouragement to learn English.

According to Tuan *et al* (2005, p.643), there are six factors of motivation that influence students' learning. It mentions as follows; (1) *Self-efficacy*. Students believe in their own ability to perform well in learning tasks. (2) *Active learning strategies*. Students take an active role in using a variety of strategies to construct new knowledge based on their previous understanding. (3) *Learning value*. The value of learning is to let

students acquire problem-solving competency, experience the inquiry activity, stimulate their own thinking, and find the relevance of language that is learnt with daily life. (4) *Performance goal*. The students' goal in learning are to compete with other students and get attention from the teacher. (5) *Achievement goal*. Students feel satisfaction as they increase their competence and achievement during the learning. (6) *Learning environment stimulation*. In the class, learning environment surrounding the students, such as curriculum, teacher's teaching, and pupil interaction influenced students' motivation in science learning.

Tic Tac Toe Game

Today's teaching has changed a lot over the past years. Once it was all about students attended to be passive and only listen to teacher's explanation, but today students have to be much more active involve themselves in the classroom activities. Further, language learning still becomes a difficult study to do by students. Hard work and constant effort are needed in order to reach the purpose of learning. But, there is misconception that learning should serious and solemn nature. Learning will be more effective when it brings fun and joy for students. In this case, games can be used in language teaching and learning. People like to do some games in their life, especially children and students. Using games in the classroom will make the students be more excited and interested to learn in the classroom. In the other hand, a teacher needs to prepare suitable games to be used in the classroom because the different levels of students require various material topics, competences, and models of game. By preparing the appropriate games for the students, the purpose of teaching and learning will be easier to be reach. Teachers should be very careful about choosing games if they want to make them profitable for the learning process.

From the explanation above, Tic Tac Toe game is chosen to be used in this research. According to Paul as cited in Jabbar (2015) Tic Tac Toe game is a board game that use sign noughts

and crosses or Os and Xs. Muntasiroh also (2017) defines Tic Tac Toe game as a simple and fun board game that contains of nine congruent small squares using noughts and crosses to play. Further, Hartati mentions Hartati (2016, p.3) mentions the rules to play Tic-Tac-Toe as follows; (1)The game is played on grid that is 3 squared by 3 squares. (2)The teacher decides the X's player and O's player. The players take turn putting their marks in empty squares. (3)The first player to got of her marks in a row (up, down, across, or diagonaaly) is the winner. (4)When all 9 squares are full, the game is over. If no player has 3 marks in a row, the game end in a tie.

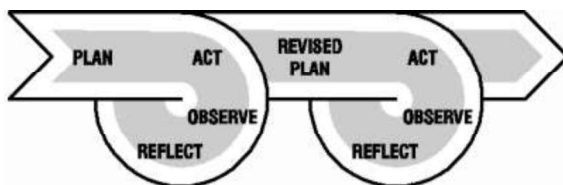
Method

This research is intended to enhance the motivation of the 7^F students at SMPNegeri 3 Yogyakarta by using Tic Tac Toe game in teaching and learning activity. Based on the objectives, the researcher uses classroom action research as the method of the research. According to Mettetal (2001) Classroom Action Research is a method to find out the best works in a classroom to improve student's learning. Further, McMillan (1992, p.12) defines classroom action research is a type of applied research with the purpose of solving a spesific classroom problem or making decision at single local site. Concisely, it can be assumed that classroom action research is a research that is intended to improve the quality of teaching and learning process by solving problems faced in the classroom. However, the problem is the seventh-grade students' motivation which is solved by this classroom action research.

Research Design

The research design used the Khemmis & Mc. Taggart which has four steps in one cycle. One cycle in a Classroom Action is comprised 4 steps as follow; Planning, Acting, Observing, Reflecting. It is very necessary to do more than one cycle in Classroom Action Research, as if it is not possible to achieve the

target by doing the cycle once. The Model of Khemmis & Mc. Taggart is illustrated;



Based on the classroom action research model on the figure above, it is very clear that there are four activities or steps could be done in a cycle of the research. The cycle is the rotation of activities which includes planning, acting, observing, and reflecting. The numbers of cycle of the classroom action research will be vary. It depended on the problem solved and the passing grade decided by the researcher. When the research finding does not achieve the minimum requirement passing grade, so the researcher needs to revise the first cycle and starts to do the second cycle 2 until the researcher gets the goal.

Research Respondent

There are 6 classes of seventh grade at SMP N 3 Yogyakarta in 2018/2019 academic year. The researcher took purposively one class of six classes in this school. As it belongs to purposive sampling, the students of class of 7F are chosen as the respondents of the research. There are 34 students in this class which consist of 16 males and 18 females.

Research Setting

The researcher conducted at SMP N 3 Yogyakarta. It is located at Pajeksan Street, number 18, Gedong Tengen, Yogyakarta. This school has 39 teachers and 3 English teachers. There are 18 classes which are divided into 6 classes for each grade of students in this school. This research was done in two cycles. The first cycle was applied on August 27th 2018, and the second cycle was applied on September 3rd 2018.

Research Instruments

Constructing the research instruments before conducting the research is very important to reach the goal of a research. In this research, the researcher used some instruments needed for his classroom research about the class 7F students' motivation in learning English by using Tic Tac Toe in the classroom , as follow;

(1) Interview. In this research, collecting data by interview is conducted to the English teacher of SMP N 3 Yogyakarta who taught the seventh grade students, his name is Mr. Po. The interview is conducted as the preliminary study. The semi-structured interview is chosen in which the researcher brings a set of questions. It is used to collect the supporting data to know how is the condition of students in teaching and learning activity.

(2) Observation. In this research, observation is done by using observation checklist and journal log. The goal of using this observation is to observe the 7F students' behaviour of motivation while conducting teaching and learning activities. The observation checklist would be done by the researcher's partner, the English teacher. Meanwhile, the journal log would be done by the researcher himself during the teaching and learning process. The indicators being observed are constructed from the six factors that influenced the students' motivation in learning English. It can be seen in Appendix A.

(3) Questionnaire. Questionnaire is distributed directly to the students as the research respondents in this research. It would be written in Bahasa Indonesia to avoid the students' misunderstanding. The questionnaire is used to get the supporting data about the 7F students behaviour of motivation in the learning English by using Tic Tac Toe game. It was in the form of statements that reflect directly to the observation checklist indicators.

Research Data Analysis

The research data analysis used by the researcheruses is quantitive and qualitative data. The date would be collected from both observation and questionnaire.

Observation

The data of observation will be obtained in order to know the 7F students' behaviour of motivation in the class . It is analyzed by this following formula:

$$E = \frac{n}{N} \times 100 \%$$

Notes:

E = The percentage of the students who do activities of six factors influenced students' motivation in learning process.

n = The number of the students who do activities of six factors influenced students' motivation in learning process.

N = The total number of the students as the research participants

Questionnaire

The data from questionnaire was in the form of scale item which has several statements of agreement. The student should choose whether he or she is strongly agree, agree, disagree, and strongly disagree. Further, the agreements have different measurement levels to see respondent perception based on statement given. The level of measurement is presented as follows:

Table 3. 1 agreement measurement

Level measurement	Level agreement
4	Strongly agree
3	Agree
2	Disagree
1	Strongly disagree

The students are expected to put checklist mark to their level agreement based on statement given. After they compile the questionnaire sheet, the researcher processes the data by calculating the data. The result from questionnaire should be in percentage form.

The Criteria of Success

The criteria of success indicator determined the progress of the research. It based on the result of observation. The research would be stopped if there are 70% or 23 of 34 active students in the class. The action would be fixed and repeated if the minimum percentage of students could not be reach.

Findings and Discussion

Preliminary Study

Based on the result of interview to the English teacher that was conducted on Friday, July 20th 2018, most of students in class 7F were lack of motivation to learn English. Some students said that English is difficult to learn because they had not studied English in the Elementary school. They just learn English since they study in the junior high school. The teacher also revealed that the students of class 7F were passive during teaching and learning activities. They prefer copying their friend's work rather than doing the task by themselves. Further, they liked to play game in the classroom. When the teacher used game for learning English, they were always excited, but they sometimes did not understand about the material being discussed.

On the other hand, the first observation result of preliminary study that was conducted on Monday, August 6th 2018 strengthen the result of interview. It was found many students of class 7F did not learn English enthusiastically when the English teacher was teaching. The material was Chapter I, entitled *Good Morning, How are You*. It was about greeting and leave taking. In the classroom, the researcher found the teacher only used the textbook as his media. There was also no group work method to help the students understand the material. He did not use any various media or technique in his teaching and learning activity. In fact, the students did not pay attention to the teacher when the teacher explaining the materials and keep talking to each other. Even, they tend to keep silent when the teacher offered a chance to ask or answer a question. The

students looked afraid and hesitate to say their opinion. They also did not have courage to express their thought. So that, they tend to speak javanese in the teaching and learning process.

The second observation of preliminary study was held on Monday, August 13rd2018 when the researcher conducted his first teaching and learning activity. The material was still Chapter 1. It was about expressing gratitude. In delivering the material, the researcher used Power Point slides and video song "Thank You Song and Message from Matt". The video was downloaded from YouTube by the researcher. When the researcher asked them to do an interesting activity like singing, they refused it at the first time, but when I pushed them, they finally wanted to. The activities done were matching meaning categorizing expressions, and rearranging jumbled sentences that should be done in pairs. The researcher found the students did not have willingness and spirit to do the tasks. They also did not pay attention to his explanation. When the researcher asked a question, there was no one raised their hands to answer, and the class was just being silent. Even when I pointed them to answer it, they still did not want to.

The third observation of preliminary study was held on Monday, August 20th 2018. the material being taught was Chapter 1 in which the researcher concern was on the expressions of apologizing. The researcher used Power Point slides and video song with different activities to deliver the material. The video song was entitled "Watch out! I'm sorry" with differentiating questions and answers of apologizing in pairs, answering the questions from the dialogue in pairs, and playing Snowball Throwing game in group. The first two activities ran well, but the Snowball Throwing caused some trouble in the class. The class was being chaotic when the researcher began to group them to play the Snowball Throwing. It took more than 15 minutes until they had the group. The other problems appeared when they created questions. They were still confused what to write, so it took a very long time to start throwing the balls.

Finally, the game was not successfully implemented because of running out of time and the students were not being cooperative.

Knowing the problems, the researcher conducted this classroom action research by applying Tic Tac Toe game in teaching and learning activities. He did this research collaboratively with the English teacher dealing with the motivation of the students.

The Process of the Research

Cycle I

The first cycle was conducted on Tuesday, August 28th 2018. The cycle consisted of a meeting in which the four steps of classroom action research; planning, acting, observing and reflecting were done.

Planning

In the planning step, the researcher discussed with his lecturer and partner before doing the research action in order to get information and same perception about applying the Tic Tac Toe in teaching English. They also discussed about the 7F students' condition in the classroom. After that, the researcher constructed the lesson plan to teach material of Chapter 2: *This is me!* It was about introducing oneself. Besides, the researcher also constructed observation checklist to be done by his partner and questionnaire for the students.

Acting

The action step in cycle 1 was conducted at 07.30 – 08.50 a.m. The researcher taught the material of introducing oneself by using genre-based approach which had four stages. They were building knowledge of the field, modeling of the text, join construction of the text and independent construction of the text.

In this meeting, the researcher used video song entitled "ABC Song" in the beginning. After the students watched the video song, they sang the song together and spelled the

alphabets randomly. By doing this, some of students still did not want to sing, but some seemed to be interested in spelling activity.

Going to building knowledge of the field stage, the researcher showed the students the example of conversation about asking and giving information of oneself in the form of video. The students are also given a task to mention the names and the hometowns from the people in the video in pairs. This task was used for the students to get the information about the expression being taught. They seemed more interested to do the task. The teacher packed the activity in the form of race game.

In modelling of the text stage, the researcher asked the students to categorized the questions and answers of introducing oneself by matching the questions with the answers in pairs. In the process, the students got difficulties to understand the meaning of the words. There were some students looked confused and then asked to the researcher about the meaning some vocabulary. There were also some male students who always sit in the corner were busy to talk to each other.

Next, the researcher brought the students to play Tic Tac Toe game in order to strengthen their knowledge about the material. Before that, the researcher divided the students into some group. As usual, it needs more than 15 minutes for them to gather with their group. In the other side, the students started to do the tasks combined with Tic Tac Toe game. They had willingness to fulfill the required information.

After playing Tic Tac Toe game, they got the information needed to practice with their friend. Then, the researcher asked them to present their dialogue in front of the class. But, there were only 6 pairs of students wanted to present their dialogue.

In the end of the teaching process, the researcher asked the student to do reflection based on the material given. The researcher also offered the students a chance to ask some questions related to the material. There were only a few

students who were willing to ask about how to pronounce the alphabet correctly. They wanted to know the correct pronunciation.

Observing

The observation was done by conducting two kinds of instruments. The first instrument used was observation checklist in which the researcher was helped by his partner, the English teacher. The second one was journal log that was written by the researcher himself. Both instruments focused on the class VII F student's behaviour while learning English by applying Tic Tac Toe game.

When the teaching and learning process was conducted, most of the students were enthusiasm in collecting information through the Tic Tac Toe game. They asked and gave information to their friends from another group. However, there were some male students looked uninterested during teaching and learning process. Two of them who sat on the corner sang a song loudly and walked around the class. They disturbed the other students. Further, it still became chaos when the teacher asked all of the students to gather with their group member.

Based on the observation checklist and journal log that had been done, the researcher could conclude that there were some points should have been fixed in applying Tic Tac Toe game. To sum up, even though Tic Tac Toe game could enhance the students' motivation, some improvement and fixation would have been conducted in the next cycle.

Reflecting

The reflecting step was the important part for the researcher to consider whether the next cycle should be conducted or not. Based on the first cycle, the researcher found some students were motivated in teaching and learning by using Tic Tac Toe game. But, there were still some students need motivation improvement in some factors. So that, the result of the research could not reach the criteria of success and it needed for the researcher to conduct the cycle 2.

The English teacher also gave some note about applying the Tic Tac Toe game in the classroom.

- The instructions of giving the game should be clear enough and easy for the students to understand.
- Group work activities should be set early to save the time.
- Some questions given to the students should be various in order to give them more input.
- Classroom management should be handled well to reduce students' noise when the teaching and learning process occurred.

Cycle II

The second cycle was conducted on Tuesday, September 4th 2018. It consisted a meeting that had similar steps with the first cycle.

Planning

In this planning step, the researcher made a lesson plan by considering some main points in the previous cycle. The material was still Chapter 2: *This is me*, but with different expression. That was about "Hobby". The lesson plan used the same methodology which had been revised based on the reflection on the first cycle.

The researcher decided to construct the lesson plan which was focused on the group work activities in order to minimize the chaos in grouping the students. After doing some correction of the steps in lesson plan, the researcher then conducted the teaching and learning process of the second cycle.

Acting

The action the cycle 2 was conducted at 07.30 – 08.50 a.m. As apperception activity, the researcher asked the students sing a song by using the video song entitled "What Do You Like Doing" that had been downloaded from YouTube. The students seemed very happy because the video was more interesting than the video song used in the previous action. They sang and moved their body at the same time.

In the building knowledge of field stage, the researcher asked the students to make a group that had been written

before doing task. Its purpose was to reduce the chaos of grouping the students during the teaching and learning process. Then, the researcher showed a video that provided kind of hobbies. The students should work in group to collect many kinds of hobbies from the video. Some students were brave to express their findings, and some were just listened to the other friends' findings.

Next, the researcher distributed some different examples of dialogues of asking and giving information about hobbies in a small piece of paper. Then he asked the students to differentiate the question and answer by underlining the sentences in the dialogue. Actually, they could do the task well. But they still needed to work with their friends in group cooperately.

Going to the joint construction of the text, the students were asked to play Tic Tac Toe game in order to make sure that information given by the researcher were understood. The students were enthusiastic to play. They asked and gave information about hobbies during teaching and learning through the Tic Tac Toe game with cross (X) or circle (O) until a group could make a line with the same symbols. They had built the cooperation well with the other group members. All of them also did the task I gave to fulfill the table of friends' hobby.

After playing the Tic Tac Toe game, the students should present the information they got in the form of dialogue in pairs. In this stage, the students shared their dialogue confidently, even though some of them were still not fluent.

In the end of the teaching process, there was also reflection conducted by the researcher. Most of the students paid attention to the teaching and learning process, and they finally answered my questions voluntarily.

Observing

In the observation stage of cycle 2, beside observing the students by himself, the researcher was helped by his partner. The researcher's partner found the changes related to the students' behaviour in which the students became more active

in the classroom. In addition, they engaged themselves in the teaching and learning process. Although, there were still a few students who looked afraid and hesitate to express their thought.

Reflecting

In the cycle 2, the students were motivated enough in teaching and learning by applying Tic Tac Toe game. It could be seen from the improvement of their engagement in the classroom. Most of the students were enthusiastic to learn by playing game. They started to express their opinion. Moreover, they were braver to ask some questions related to the material they did not understand. On the other hand, the students could do the task cooperatively with their group members.

Overall, the Tic Tac Toe game in this cycle ran better than the Cycle 1. The students became more cooperative and enthusiastic. Further, they paid attention, voluntarily answered the questions, and also finished the tasks. At last, because the students' motivation and activeness were increased, the researcher was also motivated to conduct teaching and learning activities.

Data Analysis

After implementing the cycle 1 and 2, the researcher took the data from observation checklist as the main data to know whether the students' motivation improved or not. In this case, the data analysis of observation checklist showed that there is improvement of each factors from cycle 1 to cycle 2. The lowest percentage in cycle 1 were in the factor of self-efficacy. That was 62 % which means there were 21 of 34 students doing "*expressing the opinion clearly and confidently*". Meanwhile, the result of the lowest score in cycle 1 were improved in cycle 2. It becomes 71% or 24 of 34 students doing the activity of self efficacy.

Meanwhile, the highest percentage in cycle 1 were in the factor of achievement goal. That was 71 % which means there

were 24 of 34 students doing “collecting the required information”. The result were improved in cycle 2. It becomes 71% or 24 of 34 students doing the activity of self efficacy.

After counting the average of each percentage of students in doing each activity, the researcher got the total percentage of active and passive in each cycle that was shown in the chart 4.2. The chart reveals that the active students in cycle 1 was 67 % or 23 of 34 students. The percentage of cycle was not reached the criteria success. Then, the researcher conducts the cycle 2 which has 74% or 25 of 34 students. The number percentage means the number of students who were were actively involved in the teaching and learning process. Here, the cycle of research was stopped.

However, the result of observation was supported by the result of questionnaire. The researcher used questionnaire used was conducted in order to know the student’s opinions and responses to the teaching-learning process. It is also used to strengthen the result of observation whether the result was in line or not. The questionnaire was distributed after conducting the teaching process in cycle 2.

From the data of questionnaire that had been given to the students, it indicated that Tic Tac Toe made positive effects in the students’ learning process. It was known from the total percentage that reached the criteria of success. The percentage was 75%. Beside that, the percentage of each factors were not far from the result of observation. The researcher recorded each point increasingly. The lowest percentage in questionnaire result was in the factor of self efficacy and active learning strategy. The percentage was 73%. The percentage means that the students need more motivation to say their opinion, ask question, and answer the teacher’s question. While, the highest percentage was in the factor of achievement goal in which the percentage was 78%. It means that most of students did activity to collect the information needed through Tic Tac Toe game.

Discussion

In this part of the research, the researcher was going to know how the use of Tic Tac Toe game motivated the 7F students to learn English. He used inductive and triangulation analysis to draw conclusion. The researcher used three kinds of data sources to be analyzed by using triangulation analysis. The data sources were observation checklist, journal log, and questionnaire. The three data sources supported each other. It means that the data from observation checklist was the main data collection, in which it would be supported by the data from journal log and questionnaire. The data result would show whether they were in line or not.

Based on the data that had been displayed from the observation and the questionnaire in chart 4.3 above, it can be seen that the students obtain more on the performance goal, achievement goal, and the learning environment situation. Those three aspects, were in line with Tuan *et al* statement that performance goal, achievement goal, and learning environment stimulation are called extrinsic motivation. On the other hands, the rest aspects such as the students' self-efficacy, active learning strategies, and also the learning value are called as the intrinsic motivation. Here, the students' intrinsic motivation is slightly lower than the extrinsic one.

Thus, the researcher could conclude that Tic Tac Toe game could motivated the students in learning English. In details, the game motivated both the students' intrinsic and extrinsic motivation, but it works better on the extrinsic one.

Conclusion

The researcher could draw conclusion based on the research finding and the discussion in the previous chapter that the use of Tic Tac Toe game could enhance the 7F students' motivation in learning English. Tic Tac toe game motivated the students to be more actively involved to do the classroom activities. The enhancement could be seen on the total percentage of active

students who did the activities of factors that influenced learning motivation as many as 67% or 23 of 34 students in cycle 1 rose to 74% or 24 of 34 students in cycle 2. The research data also gave information that the most of students were motivated in factor of achievement goal and they needed more motivation in factor of self-efficacy. Further, Tic Tac Toe game brought a fresh and positive atmosphere in the classroom. The students became enthusiastic and interested when they learned English.

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