

**THE USE OF “TELL ME MORE GAME” TO DEVELOPING STUDENT
SPEAKING**

**(An Experimental study at Eight Grade of MTs Al-Madaniyah Mataram in
Academic Yearn2018/2019)**

A Thesis

Presented as Partial Fulfillment of the Requirement for the Bachelor Degree of
Education in English Language



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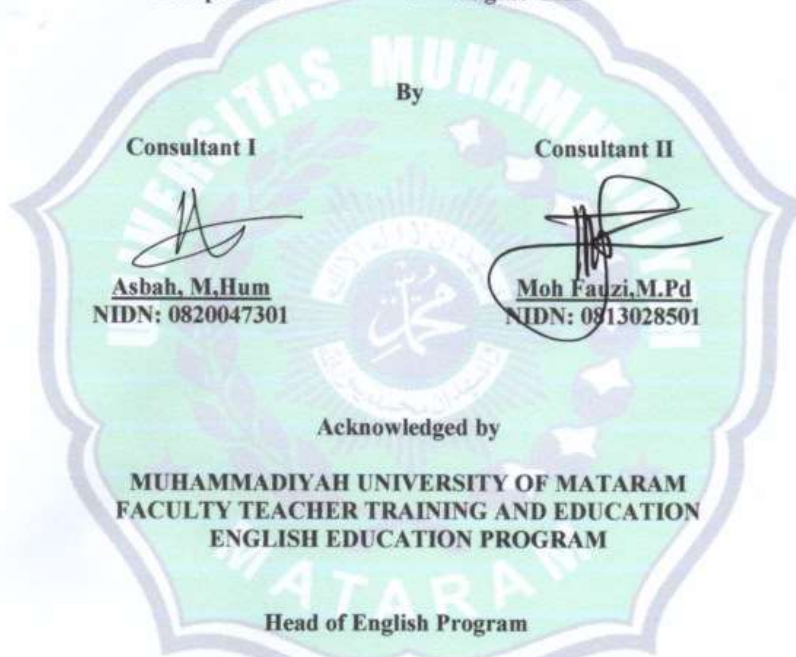
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APPROVAL SHEET

THE USE OF STORY PICTURE IN TEACHING READING COMPREHENSION AT
THE EIGHTH GRADE STUDENTS OF MTS HIDAYATULLAH MATARAM IN
ACADEMIC YEAR 2018/2019

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DECLARATION

The researcher certifies that the thesis entitled "THE USE OF "TELL ME MORE GAME" TO DEVELOPING SUDENT SPEAKING(An Experimental study at Eight Grade of MTs Al-Madaniyah Mataram in Academic Year 2018/2019)" presented as partial fulfillment of the requirement for the bachelor degree of education in English language teaching. Except where otherwise acknowledge, and this thesis has not been submitted for the higher degree to other institution or university.

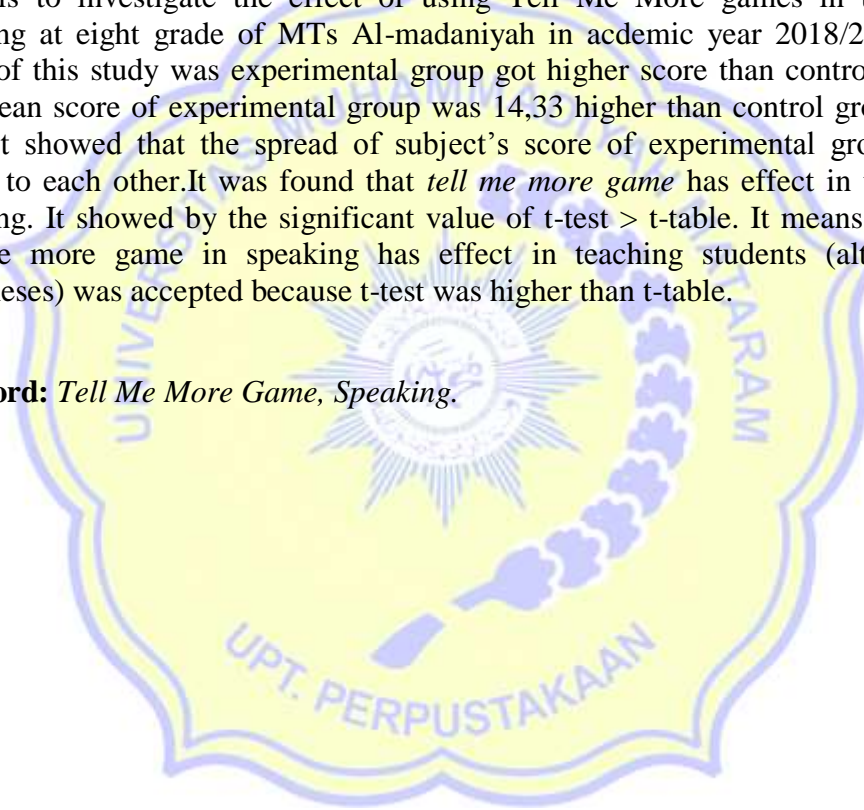


ABSTRACT

Hartina, 2019.*The use of Tell Me More Game to developing student Speaking at Eight Grade of MTs Al-Madaniyah Mataram in Academic Year 2018/2019.*

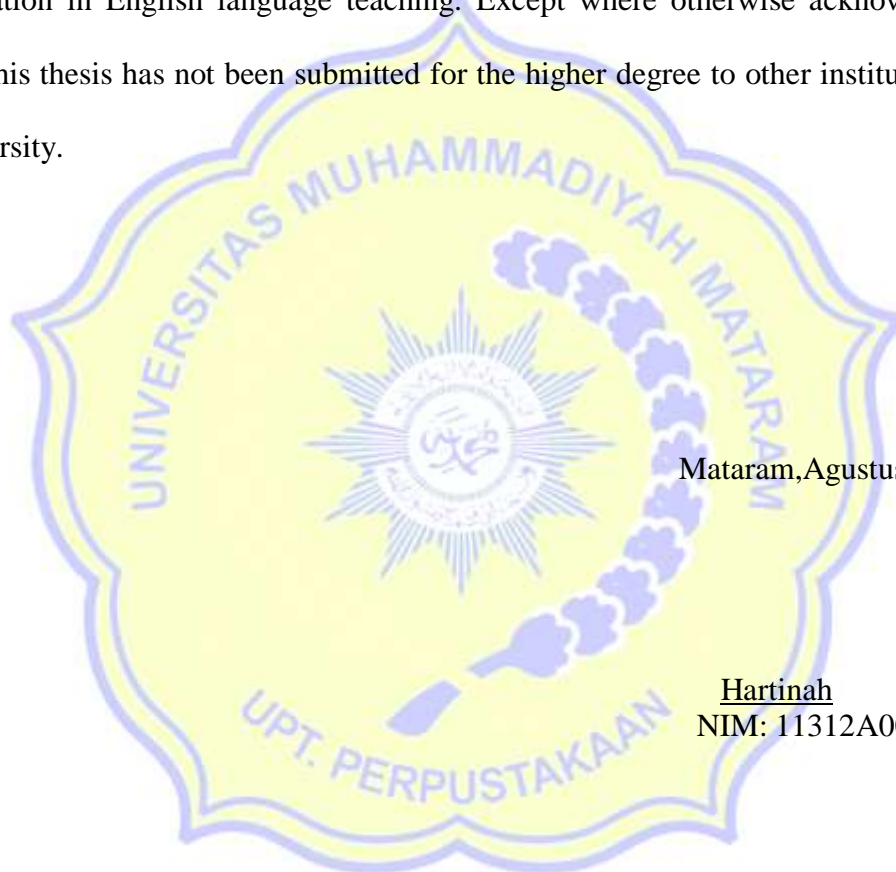
Tell Me More Game is the reference for language teaching and learning and has learned numerous international recognition from the education and computer community, that interactive task require careful selection and preparation. This reseach used quasi Experimental. and the subject in this research was the students at the eighth grade of MTs Al-madaniyah mataram in academic year 2018/2019. The number of sample was 30 in class A and 30 in class B, The purpose of the study is to investigate the effect of using Tell Me More games in teaching speaking at eight grade of MTs Al-madaniyah in academic year 2018/2019. The result of this study was experimental group got higher score than control group. The mean score of experimental group was 14,33 higher than control group was 8,66. it showed that the spread of subject's score of experimental group was closed to each other. It was found that *tell me more game* has effect in teaching speaking. It showed by the significant value of $t\text{-test} > t\text{-table}$. It means that H_a tell me more game in speaking has effect in teaching students (alternative hypotheses) was accepted because $t\text{-test}$ was higher than $t\text{-table}$.

Keyword: *Tell Me More Game, Speaking.*



DECLARATION

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Mataram, Agustus 2019

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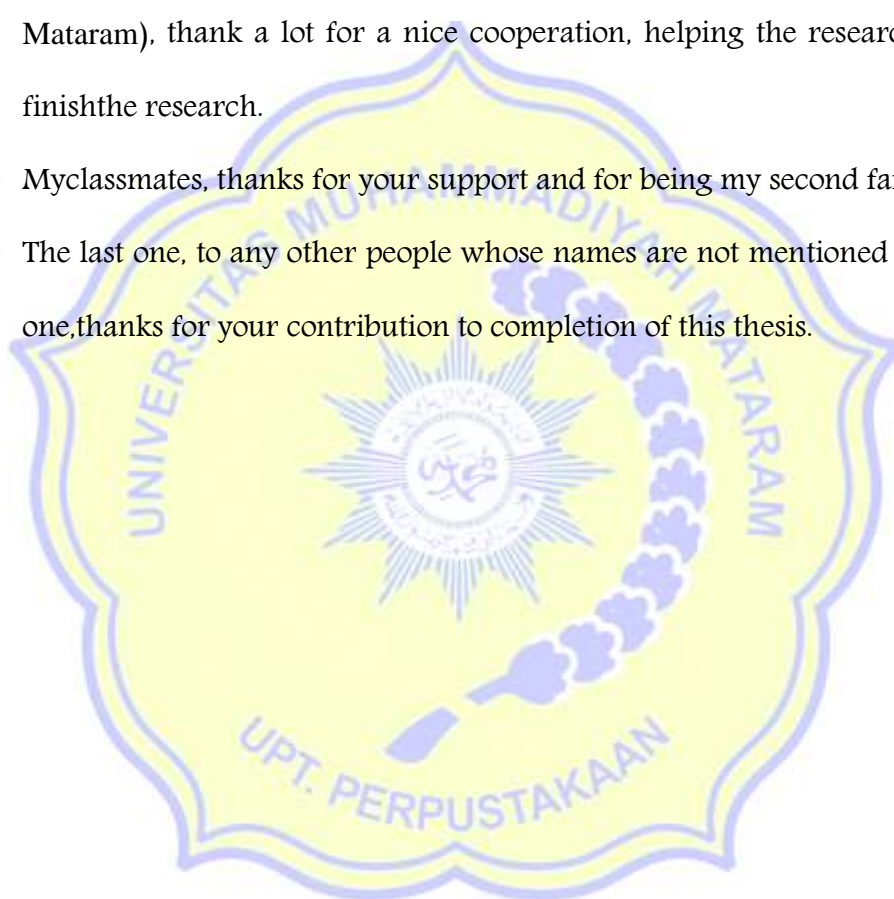
MOTTO

**“The only source of knowledge is experience”
(Albert Einstein)**



DEDICATION

- ❖ My beloved parents (Murtada & Staisyah), who love and take care of me, and they always patiently educate me.
- ❖ My participant (the students of Eight Grade of MTs Al-Madaniyah Mataram), thank a lot for a nice cooperation, helping the researcher to finish the research.
- ❖ My classmates, thanks for your support and for being my second family.
- ❖ The last one, to any other people whose names are not mentioned one by one, thanks for your contribution to completion of this thesis.



ACKNOWLEDGMENT

In the name of Allah, the most merciful and beneficent, the lord of universe, because of his guidance, blessing and affection, the researcher is able to accomplish this thesis entitled “THE USE OF “TELL ME MORE GAME” TO DEVELOPING STUDENT SPEAKING(An Experimental study at Eight Grade of MTs Al-Madaniyah Mataram in Academic Yearn2018/2019)”. Sholawat and Salam for the greatest prophet, Muhammad SAW who has guided us from the darkness to the lightness.

Next, the researcher would like to express his special thanks for both of my consultants: Mr.Asbah M. Hum and the second consultant Mr. Mohammad Fauzi, M.Pd, this success would not be achieved without those supports, guidance, advice, help and encouragement from individual and institution.

Finally, the researcher realizes that this thesis is far from being perfect. Therefore, the researcher will happy to accept constructive criticism in order to make it better. This thesis hopefully provides useful knowledge and information for the readers.

Mataram, Februari 2019

The Researcher

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Speaking is in many ways an under valued skill this is because we can almost all speak, and so take the skill to much for granted. Speaking is often thought of as popular form of expression which uses the unprestigious colloquial register literary skill are on the whole more prized. The fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib (Bygate, 1987: 1)

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown 1994; Burn & Joyce, 1997).

Considering that speaking has a significant role in language learning, it should receive more in the instructional process. To help the students in advancing their pronunciation skill, the teacher as a means of communication to convey the message and motivate the students' interest to learning English.

Game is structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements (Paul Cazzane, 2003: 03).

Game is any activity which is executed only for pleasure and without conscious purpose. In this definition every activity that brings pleasure is a

game. For example, people dance, play musical instruments, at in plays, and play with dolls model trains (Homo Ludens, 2008).

Tell Me More Game is the reference for language teaching and learning and has learned numerous international recognition from the education and computer community, that interactive task require careful selection and preparation. Therefore, the writer intends to propose speaking materials for include the use Tell Me More Game (Bersin J, 2004).

Based on the researcher observation when the researcher did the activity of teaching training started from August into November 2016 at MTs Al-Madaniyah Mataram , the researcher found some problems. One of the problem is the students have difficulties to share their ideas. Another problem, are most of students still lack of vocabulary, shy to speak English in the classroom, and mispronunciation. The researcher found some students sleepy in the classroom during the lesson and most of the students think that speaking class is bored.

Based on the statements above, many previous researcher have conducted research which is related to this title and explained about the same problems Zainnuri (2004) conducted a research entitled “ *The Use of Tell Me More in develop student Speaking*”. Another previous study which related to this title is Julia A. Minsin (2010) conducted a research entitle, “*Tell Me More and the effects of text pressed interest on receptiveness during dialog*”. Researcher on close relationship using the specific affect colding system has established ‘interest’ as one of several positive indicators that predicts material

satisfaction of a couple's dialog style, we focus on laboratory-controlled situations in which a listener does or does not express interest in the speaker's view by way of offering written, elaboration questions, and we explore the immediate consequences of such expression for dialog outcomes. Explain that the research categorized as experimental.

Observing those above mentioned studies, the researcher conducted, investigation of Tell Me More Game: The use of Tell Me More Game in To Speaking at Eight Grade of MTs Al-Madaniyah Mataram in Academic Year 2018/2019.

1.2 Statement of Problem

Based on the background of study, the researcher tried to answer the following problem:

Does the use of the Tell Me More game have effect is in to develop student speaking at eight grade of MTs Al-madaniyah in academic year 2018/2019?

1.3 Purpose of Study

In line with the statement of the problem, the researcher can formulate the purpose of the study is to investigate the effect of using Tell Me More games in teaching speaking at eight grade of MTs Al-madaniyah in academic year 2018/2019.

1.4 Significant of The Theory

The result of the study are expected to give both theoretical and practical benefits as follow:

1. Theoretically

- a. it used to give understanding about effectiveness Tell Me More Games to develop students.

2. Practical

- a. For students through Tell Me More speaking games, hope it can make the studnets enthusiast and interest in learning writing.

1.5 Scope of The Study

The scope of this study is Tell Me More game at eight grade of MTs Al-Madaniyah Mataram in academic year 2017/2018. In this case, the researcher focus on students Tell Me More to speaking skill.

1.6 Definition OF Key Terms

- a. According to Brudden (2001: 56) said that speaking is an activity which is done by by a person to communicate with others inorder to express ideas, feelings, and also opinion to achieve particular goals.
- b. Tell me more games

Tell me more games is the method of reference for language teaching and learning and has numerous international recognition from the education and computer community, that interactive task require careful selection and preparation. Therefore, the writer intends to propose speaking materials for include the use tell me more game (Bersin J: 2004).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Speaking Skill

As the writer wrote in the first chapter, there are four skill in learning English language and the most important one is speaking in many case, an English teacher almost uses all aof his time in the class by teaching grammar and vocabulary. The teacher only engages his student to memorize some vocabulary and many grammar rules just give the student al little opportunity to practice and perform their speaking skill in the class (Brudden: 1995).

Actually speaking is the essential skill from any other language skills that must be mastered by students. As Ricard wrote in his book, speaking in a second and foreign language has often been viewed as the most demanding of the three skills. And to know on how important of the speaking skill is, to know on what is the definition of speaking and what are the types speaking activities.

2.1.1 The Definition of Speaking

There are many definition of speaking from many English language expert. Therefore, the writer only chooses several of definition that is important to be explained. The first definition is by Mcdonough and Shaw (1993), they wrote,

“as a skill which enables us to produce utterances, when genuinely to communicate speaking is desire and purpose-driven in other words, we genuinely want to communicate something to achieve a particular

end. This may involves expressing ideas and opinions expressing a wish or desire to do something, negotiating and/or solving problems or establishing and maintaining social relationship”.

Another expert Brudden (1999) states that speaking is an activity which is doe by a person to communicate with order to express ideas, feeling, and also opinions to achieve particular goals. In addition, Kayfetz (1997) explained that speaking is human’s verbal communication which set out the ability of utilizing mechanism that involves oral production; it is the main concern in speaking. And based on Longman Dictionary of contemporary English, speaking, from the word speak, is say words.

Based on some various definition above the writer concludes that the definition of speaking as the essential skill of language is naturally the way human communicate to express ideas, feeling, and opinions to achieve a particular goals and maintain social relation between people.

2.1.2 The Form of Speaking

Speaking according to Blazz (1999), usually takes one of the following forms:

1. Conversation/discussion

Conversation is an oral exchange of sentiments, observation, opinions, or ideas. Furthermore, Blazz explains that conversation is an formal discussion of an issue by representative of governments, institution, or groups.

2. Description

A detail account of certain aspect, characteristic, or features of subject matter or something seen, heard, or otherwise experiences or known.

3. Memorized speech

Memorized speech is a speech that is recited from memory rather than from cue cards or using assistance of notes.

4. Oral reports

Oral reports is a report of conclusion, finding, or proposals using the oral communication, being represented orally and reported lively to large audience.

5. Interview

A meeting or conversation in which the writer or reporter asks questions of one or more person in a particular context.

2.1.3 The Types of Speaking

Marianne Celce Murcia (1996) classifies speaking activities and material into four types:

1. drills, or linguistically structured activities

Murcia classifies classroom activities for English as second language learners by means of continuum with activities tend to be more effectively meet the goals of teaching. Teacher also needs the manipulative activities or those which provide the student with prepackage structure mean of teacher, tape or book.

In controlled practice, the teacher can model the form to be produced, providing necessary linguistically correct input. Then the student are allow to practice the material, and the teacher follow up by reinforcing the form practiced. The main purpose it that the student allowed to speak what is true, real and interesting.

2. Performance activities

Performance activities are those in which the student prepares a material before and deliver it to go a group. The example of this activity is the student speech, storytelling, where the student can tell a story based on their own experience.

A variation on the speech activities is assigning two or more people to deliver a talk. Role-play and drama can also function as performance activity. Finally, debates can serves an opportunity for a classroom activity for mediate and activities.

3. Participation activities

These activities are where the students participate in some communicative activities. Of common participation activities used in a speaking classis the guided discussion. Where the moderator provides brief orientation to a problem or controversial topic, usually by using a short reading.Student discuss the topic, suggesting possible solution or resolution.

4. Observation activities
5. There are activities in which a student observes verbal and non verbal interaction between two or more native speakers of the target language. This strategy useful in building student's appreciation as it actually used in the real world. The problem in teaching with this strategy for beginners is on their receptive capabilities.

2.1.4 The Evaluation OF Speaking Skill

the speaking measurement contain components elaborated from students' speaking proficiency including their accent, grammar, vocabulary, fluency and comprehension Hughes, A, 2003: 131) they are:

a. Accent

An accent is a way of pronouncing a language. It is therefore impossible to speak without an accent.

b. Grammar

According to IELTS by Hughes, the grammatical accuracy refers to range and the appropriate use of the learners' grammatical structure that involves the length and complexity of the utterances in addition to the ability to use the subordinating clauses.

c. Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during the speaking.

d. Fluency

Hughes defines fluency as the ability to express oneself in an intelligible, reasonable, and accurate way without too much hesitation. Otherwise, the communication will break down because listeners will lose their interest.

e. Comprehension

Comprehension is the ability to grasp something mentally and the capacity to understand ideas and fact. Those are criteria of speaking assessment, speaking evaluation is designed to make the teacher easier in evaluating whether the students were successful in achieving the material or not. Furthermore, teacher can set the teaching method based on the level of students' ability.

2.2 Speaking Game

2.2.1 Tell Me More Game

Tell me more games is the method of reference for language teaching and learning and has learned numerous international recognitions from the education and computer community, that interactive task require careful selection and preparation. Therefore, the writer intends to propose speaking materials for include the use tell me more game (Bersin J: 2004).

Tell me more games created the experiences of connection. When this deck of question cards is played with family, friends or colleagues, conversation feels more authentic and satisfying. Unexpected fun sides

of people make appearances too. People leave the game feeling surprised at how enlivened and connected they feel.

Play is simple. Each person draws a card, reads it, and everyone in the groups has the opportunity to answer the question. The prototype of Tell Me More Game has 4 categories of card:

- 1). Deep question
- 2). Light/fun questions
- 3). Pause cards
- 4). Group questions

Why the games tell me more

Think about a moment you truly connected with a family member or friend. Really pause here, and give yourself a moment to recall. What was a time when you authentically connected to him or her? What was happening in that moment? Just pause here and reflect. How did it feel to be connected?

To me, i feel enlivened and energized in this moment of true authentic connection. They are some of my favourite moment of life.

We all hanger for this meaningful connection with each other, and we are all capable of it. Sometimes at holidays, dinner parties and social events, the conversation can stay at a more surface level while people's hearts, humanity, and deeper passions are lying just under the surface longing to come out. Part of why a conversation stay more is habit and a lack of exposure. Many of us just haven't spent much time

speaking and listening from the depth of ourselves in our regular socializing, so we don't quite realize that it's possible.

I've found that just a little bit of structure can go a long way to deepening conversation with family and friends. Having fresh, incisive questions, allowing space for listening, and expressing appreciation directly to another, provide some of the scaffolding from which deeper connection can emerge. Tell me gives players this structure so that we have an excuse to connect and permission to be real with each other.

2.3 Previous of Study

There are some previous studies in order to support this thesis proposal. This study has similarities Zainnuri (2014) *"The Use of Tell Me More Game in Teaching Speaking"* Tell Me More games is the of reference for language teaching and learning and has learned numerous international recognitions from the education and computer community, that interactive task require careful selection and preparation. Therefore, the writer intends to propose speaking materials for include the use tell me more game.

Another previous study which related to this title is Julia A, Minson (2010), conducted a research entitle *"Tell me more and The effects of teexpressed interest on receptiveness during dialog"*. Research on close relationships using the specific affect colding system has established "intereset" as on of several positive indicators that predicts material satisfaction and stability. While these studies examine interest as a stable

characteristic of a couple's dialog style, we focus on laboratory-controlled situations in which a listener does or does not express interest in the speaker's view by way of offering written elaboration questions, and we explore the immediate consequences of such expressions for dialog outcomes. Explain that the research categorized as experimental.

Observing those abovementioned studies, the researcher conducted another investigation of semi structured speaking games entitled :*The Use of using "tell me more game" in to develop speaking at eight grade of Mts Al-madaniah mataram in academic year 2018/2019.*

From those previous studies, those study concern in using Tell Me More game in teaching speaking. Which same implement in this study. The differences among of this study are places to conduct it, the English material. The First study take place in primary school at Poland are ready to involve in conversation using English revealed all of the children were able to fulfil the "answer question" task successfully, but not for asking question part. Experimental research. This study conducted in using Tell Me More speaking games and speaking games of speaking skill to know increase of that in teaching speaking.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The writer used quasi Experimental Design. The Writer took students' speaking of pre-test, and post-test, and the writer used test formula in counting the two variables and in testing writer's hypothesis.

3.2 Population and Sample

1. Population

According to Schreiber and Asner -self (2010: 83) the population in social science research refers to all of your potential participants; think of it as the whole group in which you are interested. Based on Arikunto, 2002: 22 said that population is totality subject of the research.

NO	Class	Total students' each class
1.	VII A	30
2.	VII B	30
		60

2. Sample

According to Schreiber and Asne-self (2010: 83) the sample of participants for your study is part of the population, and all process some characteristic or characteristics that make them members of the sample group. Sample is small of population selected for observation and analysis (Arikunto, 2002: 128). Based on the population, the writer, used purposive sampling as method for taking sample from class because the as the sample of the study.

3.3 Instruments of Research

3.3.1 Speaking Test

The researcher recorded the data of the students some pictures to be explain. The researcher gave them score based on the criteria of speaking rubric.

3.3.2 Recording

The research recorded the data of the students speaking test and also the students activity during a meeting.

Table 3.1 The Speaking Assessment Rubric

No.	Element	Level	Criteria
1.	Accent	1	Pronunciation frequently unintelligible
		2	Frequent gross errors and a very heavy accent make understanding difficult. Require frequent repetition.
		3	“foreign accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
		4	Marked “foreign accent” and occasional mispronunciation which do not interfere with understanding.
		5	No conspicuous mispronunciation, but would not be taken for a native speaker.
		6	Native pronunciation, which no trace of “foreign accent”.
2	Grammar	1	Grammar almost entirely inaccurate except in stock phrases.
		2	Constant errors showing

			control of very few major patterns and frequently preventing communication.
		3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
		4	Occasional errors showing imperfect control of some patterns but no weakness that causing misunderstanding.
		5	Few errors, with no patterns of failure.
		6	No more than two errors during the interview.
3	Vocabulary	1	Vocabulary inadequate for even the simplest conversation.
		2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, ect)
		3	Choice of words sometimes inaccurate limitation of vocabulary prevent discussion of some common professional and social topics.
		4	Professional vocabulary adequate to discuss special interest, general vocabulary permints discussion of any non-technical subject with some circumlocutions.
		5	Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situation
		6	Vocabulary apparently as accurate and extensive s that of an aducated native speaker.
4	Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible.

		2	Speech is very slowly and uneven except for short or routine sentences.
		3	Speech is frequently hesitant and jerky, sentence may be left uncompleted.
		4	Speech is frequently hesitant, with some unevenness caused by rephrasing and grouping for words.
		5	Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
		6	Speech is on all professional and general topics as effortless and smooth as a native speaker's.
5	Comprehension	1	Understand too little for the simplest type of conversation.
		2	Understands only slow, very simple speech on common social and touristic topic, requires constant repetition and rephrasing.
		3	Understand carefully, somewhat simplified speech directed to him, but requires occasional repetition and rephrasing.
		4	Understand quite well normal educated speech directed to him, but requires occasional repetition and rephrasing.
		5	Understands everything in normal educated conversation except for every colloquial or low-frequency items, or exceptionally rapid or slurred speech.
		6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

Adopted from Hughes (2003)

Table. 3.2 The Score of students

Element	Score					
	Excellent	Very good	Good	Fairly Good	Poor	Fairly poor
Accent	6	5	4	3	2	1
Grammar	6	5	4	3	2	1
vocabulary	6	5	4	3	2	1
Fluency	6	5	4	3	2	1
comprehension	6	5	4	3	2	1

Based on the table 3.2 above, the researcher tried to discover the students

her applied maximum scores, then research applied this for

Accent = 4

Grammar = 4

Vocabulary = 4

Fluency = 4

Comprehension = 4

Maximum score = 20

After getting the students true score and maximum score, the researcher would process the individual score of the students use this formula,

$$\text{Students Score} = \frac{\text{Students true score}}{\text{Student maximum score}} \times 100$$

X = students true score

3.4 Data Collecting Technique

In collecting data from the sample, pre the researcher should use some research such as:

1. Pre-test

The research gives pre-test to experimental and control classes. Its purpose is to know the basic knowledge of the students' in speaking.

2. Treatment

In experimental research after giving the pre-test the researcher will give the treatment for eight meetings, give dialog or things, and step of procedure text and then speaking. After giving the pre-test to experimental and control groups. Intended to know the underlying knowledge of the student in speaking skill. The treatment was given to prove the researcher hypothesis about the research conducted.

3. Post-test

Is a test given to the students after giving different treatment in order to measure the students' achievement and the effectiveness of the program. Post-test will be given after the pre-test. The purpose of this test is to see tell me more the result of the test from both groups. The result of the test will show the students capability in speaking skill.

3.5 Data analysis Technique

In calculating the students mean score of experimental group, the writer used the following formula:

$$M_x = \frac{\sum x}{N}$$

Where:

M_x = Mean score of experimental group

$\sum x$ = The total students' score of experimental

N= The total number of students

And for the control group, the writer used the following formula:

My= Mean score of control group

Σy = The total students' score of control group

N= The total number of students

Arikunto (2006: 272)

Finally, it came to the computation of correlation coefficient of the two mean score, it was significant or not. For the shake of computation the writer was used the formula which is recommended by Arikunto (2006: 311). This is show as follows:

Formula :

$$t = \frac{M_x - M_y}{\sqrt{\frac{\sum x^2 + y^2}{N_x + N_y - 2} \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Where:

M_x= Means score of deviation of experimental group

M_y= Mean score of deviation of control group

Σx^2 = Standard deviation (SD) experimental group

Σy^2 = Standard deviation (SD) control group

N_x= Number of students in experimental group

N_y= Number of students in experimental group