THE EFFECTIVENESS OF USING TELL ME MORE (TMM) IN TEACHING ENGLISH SPEAKING AT SECOND YEAR STUDENTS OF SMA NEGERI 5 BARRU: An Experimental Research

Irna Wardani[1], Andi Tenri Ampa[2], Nurdevi Bte Abdul[3]

[1]*Universitas Muhammadiyah Makassar, English Education Student, irnawardani28@gmail.com*

[2,3]*Universitas Muhammadiyah Makassar, Faculty of Teacher Training and Education, English Education Department*

Article Info	Abstract
Received: *April 15, 2018* **Accepted:** *May 27, 2018* **Online:** *June 28, 2018* **Keywords:** Tell Me More (TMM), Discussion Method (DM), Pronunciation, vowels and consonants.	The research was aimed to improving the students' Pronunciation ability, particularly vowel and consonant sounds in speaking by using Tell Me More (TMM) at Second Year Students of SMA Negeri 5 Barru. The method of this research was quasi experimental. It was consisted with two classes, namely experimental class and control class by used purposive sampling. The number of sample selected was 60 students. The data were obtained through pronunciation test. The result of this research, the researcher found: 1. the significant difference between the students who are taught consonant by using Tell Me More (TMM) and the students who are taught by using discussion method in teaching and learning pronunciation. Where 5.15 in pre-test to be 6.56 in post-test and control class was 4.83 in pre-test to be 5.53 in post-test. 2. The significant difference between the students who are taught vowel by using Tell Me More (TMM) and the students who are taught by using discussion method in teaching and learning pronunciation. Where 7.43 in pre-test to be 8.15 in post-test and in control class was 6.89 in pre-test to be 7.51 in post-test.

INTRODUCTION

English is one of the languages used as a means of sharing ideas on setting information from other people in the world. There are many languages that are interesting to be learned by the students, one of them is English. Language has the important role, because language is a key in every communication in social life to put people in contact with other to communicate meaning and deliver message they inform. However, one of the main point and the aims of teaching English as a second or foreign language is to make the learners able and easy to communicate information each other effectively in spoken English through speaking.

Speaking is generally considered as the most difficult skill to be learned by all of the students who learn English. According to Sariananda (2014: 14) states that speaking is a means of oral communication that gives information involves two elements, namely speaker who gives the message and the listener who receptive the message. Generally, students are said to have a good speaking skill if they are able to pronounce correctly and produced the distinctive sounds of a language clearly enough so that people can distinguish them. Caused that, pronunciation becomes one of the aspects in the speaking skill. But pronunciation is

one of major problems claimed to be hampering or contributing to the lack of speaking competence of Indonesian students. This is because English has abode set of sounds.

According to Syafei (1988:1) explains the reasons why English is difficult for Indonesian learners as follows two cases. First, the difficulties are because of the irregular spelling of English. It offers poor guidance to its pronunciation. Second, the difficulties are due to interference (negative transfer) from Indonesian to the target language (English).

Considering that pronunciation has a significant role in language learning and it should receive more attention. It is a duty for the teachers to find and used an appropriate technique, media, or method, which can meet the learners' need to improve students' pronunciation skill. However, media are very important in the teaching and learning process. It help the teacher as a means of communication to deliver the message more concretely and also motivate the students' interest in learning English. One of the media that can be used in teaching pronunciation is Tell Me More (TMM) and Discussion Method (DM). According to Oba & Atwell (2003) reports that Tell Me More (TMM) is able to assist language learners in detecting and giving feedback for their mispronunciation. Students can learn English based on their culture and background knowledge, that is depends of student which level of the activity suitable of their levels, because Tell Me More is a language solution that constains of different topics and context that enable students practice their skills. Meanwhile, Witherspoon, Sykes & Bell (2016: 6) defines that a classroom discussion is a sustain exchange between and among teachers and their students with the purpose of developing students' capabilities or skills and expanding students' understanding both shared and individual of a specific concept or instructional goal.

In this research, indicate the objective of the study are aimed (1) to know the significant difference between the students who are taught consonant by using Tell Me More (TMM) and the students who are taught by using discussion method in teaching and learning pronunciation; (2) to know the significant difference between the students who are taught vowel by using Tell Me More (TMM) and the students who taught by using discussion method in teaching and learning pronunciation. It was also limited on the effectiveness of Tell Me More (TMM) to improve the students' pronunciation ability at the second year students of SMA Negeri 5 Barru. In this research, the pronunciation assessment was focused on vowel of (ɪ, ʊ, iː, uː) and consonant sounds of (ʤ, ʒ, ð, θ, ʃ, and ʧ) that difficult for Indonesian learners.

LITERATURE REVIEW

Pronunciation is defined as the way in which a language is spoken to make meaning when speaking. According to Byne (1981:8) in Tsuraya (2014), pronunciation is the sound that the speaker can imitate from others. In this case, a listener can imitate when he is listening to others and then said same thing to other listeners. However in communicate to other people we must use a good pronunciation to make it clear because by using good pronunciation makes the communication easier, more relaxed and more useful. Meanwhile,

bad English pronunciation may confuse people even if we used advanced English grammar structures that make people understand what we say but we cannot use "simple pronunciation".

It is cannot denied that pronunciation has an important role in English. Learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. Nobody can understand the people with poor pronunciation even their word and grammar are good. We know that the broken down communication and misunderstanding can be caused by the use of incorrect pronunciation. According to Yapping (1988:37-38) in Iskandar (2012), there are three kinds of pronunciation, namely:

a. **Native Pronunciation**

Native pronunciation is the way of expressing words by native speakers. The style of this pronunciation is a typical one that in countries where English is used as the mother tongue.

b. **Native Like Pronunciation**

Native like pronunciation is the way of expressing by non-native speaker that sounds like a native one. The style of this pronunciation is usually found in the countries where English is thought and learned as a second foreign language.

c. **Non-Native Like Pronunciation**

The English pronunciation, which involves in this category, is used as a foreign language. The learners and the language users find it very difficult to use native like pronunciation. They use their own ability to pronounce the words as it is. We can find the pronunciation like this in, any countries in Asia.

Segmental is the features of pronunciation. It is a minimal units of sound defined in phonetics terms that can make a difference of meaning:

1. **Vowels**

Vowels are voiced sounds produced when there is vibration in vocal cords. If the air is allowed to pass freely out of the glottis, the sound produced is a vowel. There were 12 vowel sounds but that was consisted seven short vowels: /ɪ/, /ʊ/, /e/, /ə/, /ɒ/, /ʌ/, /æ/; and five long vowels: /ɪː /, /uː /, /ɜː /, /ɔː /, /ɑː /, sound with /:/ are long. According to Jackson (1985:20) in Ampa (page 43), there are three parameters that we should know in order to describe the English vowels.

The first is related to the height of the tongue or the openness of the mouth. In this case, the categories are '*close, half close, and open*'. The height of the tongue is also related to the levels such as high, high middle, middle, low middle, and low. Notice that close and high are synonymous with each other, as is, open and low, when talking about tongue height.

The second is related to the position of the tongue or the general area of the mouth in which the vowels are made. It is related to '*front, central and back*'. The

vowels that are pronounced depend of the position of the tongue, unsurprisingly. The tongue can be pushed forward, and this gives rise to a front vowel. By drawing it back a little, it becomes a central and when fully retracted inside the mouth, a back vowel results.

The third is related to the shape of the lips. It is categorized as "*rounded* and *spread*'. The formation of the vowel is also dependent on how the lips are shaped. 'Rounded' means that the lips are rounded when we produce the sound. 'Unrounded' or 'spread' means that the lips are relaxed, and this can involve some measure of lip spreading.
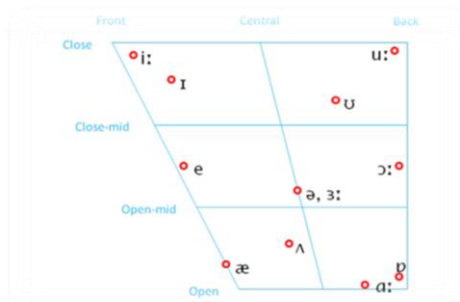

FIGURE 1 THE CLASSIFICATION OF VOWEL SOUNDS

2. Consonant

Consonants are sounds that, when produced, obstruct somehow the airflow. There are 24 consonants in English but consonant sounds may be voiced or voiceless. Voiced consonants is if the vocal cords are vibrating while saying the sound. We can sense the vibration of the vocal folds or plug our ears to hear it more loudly. In voiced sound consist of 15 (/b/, /m/, /v/, /ð/, /d/, /z/, /n/, /l/, /r/, /ʒ/, /ʤ/, /g/, /ŋ/, /j/ and /w/). Meanwhile, voiceless consonants is if the vocal cords are not vibrating. We can confirm a sound's voiceless by touching our fingers to the larynx as we produce it and we will not feel vibration from the vocal. In voiceless consist of 9 (/p/,/f/,/θ/,/t/,/s/,/ʃ/,/ʧ/,/k/ and /h/).
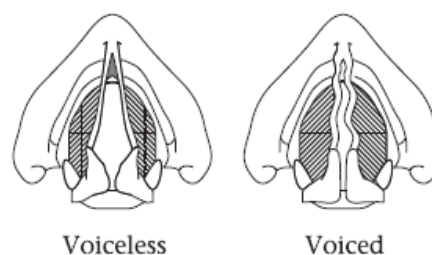

Voiceless   Voiced

FIGURE 2 GLOTTAL STATES
(VOICED AND VOICELESS SOUNDS)

METHODS

The method of this research employed "quasi experimental research". That consists of experimental and control class, where the experimental class was treated by applying Tell Me More (TMM) and control class was treated by using conventional method (Discussion Method). The researcher used formula by Sugiyono, 2017:116, as follow:

TABLE 1 EXPERIMENTAL RESEARCH FORMULA OF SUGIONO (2017)

CLASS	PRE- TEST	TREATMENT	POST- TEST
E	O1	X	O2
C	O3	Y	O4

Where:

E	: Experimental Class
C	: Control Class
O1	: Pre-test for the experimental class
O2	: Post-test for the experimental class
O3	: Pre-test for the control class
O4	: Post-test for the control class
X	: Treatment using Tell Me More (TMM)
Y	: Treatment using Discussion Method (DM)

In this researcher, the population was Second Year Students of SMA Negeri 5 Barru. There were 60 students from 2 classes, it used purposive sampling technique. The instrument of this research was pronunciation test which consisted of pre-test and post-test in experimental class and control class to collect the data about the students result in pronunciation.

DISCUSSION

Based on the findings and discussions in the previous chapter, the researcher drew the conclusion that the students could not express their ability to pronounce English. Besides that, almost all students were not able to pronounce into a correctly. For example Short /ʃɔ:t/, Washington /'wɒʃiŋtɔ:n/, She /ʃi:/, Casual /'kæʒuəl/, Garage /'gærɑ:ʒ/, Beige /beiʒ/, Charge /ʧɑ:dʒ/, Thumb /θʌm/, Northern /nɔ:θtn/, Heather /'heðə(r)/, Another /ə'nʌðə(r)/, Machine /'məʃi:n/ and etc. The researcher found that most of students were still poor and difficulties to generate their idea to pronounce correctly.

Based on the problem, the researcher gave the treatment by using Tell Me More (TMM), so that in learning process, students seem very enthusiastic to learn English. It indicated that by using Tell Me More (TMM) to be effective in learning English. During the used of Tell Me More in the treatment, the students could improve their pronunciation ability. The

result on pretest and posttest indicated that there was significant different. Where in pretest indicated that there was no significance different between the students score in experimental and control class because the value of t-test was 1.65 less of the ratio of t-table value 2.00172. Meanwhile, in posttest was 4.4 it was greater than t-table value 2.00172. It also concluded with total score of pretest and posttest both experimental and control class, experimental class of pretest was 181.83 with mean score 6.06 and posttest was 216.00 with mean score 7.20, the improvement was 18.79 and 18.81. Meanwhile, control class of pretest was 170.33 with mean score 5.68 and posttest was 189.67 with mean score 6.32, so the improvement was 11.35 and 11.27.

The Significant Difference of Students' Pronunciation Ability Viewed from English Consonants

The significance different of students' mean score and improvement of experimental and control class in consonant dealing with dental and palato alveolar both of them had a different between pretest and posttest. In experimental class, the score of dental consonants in posttest was 7.53 with sum 172.50 it less than in pretest 5.57 with sum 233.36, the improvement in dental consonants was 35.19%. Then the mean score of palato alveolar in posttest was 6.08 with total sum 182.50 and pretest is 4.85 with total sum 145.42, the improvement in palato alveolar was 25.36%. Meanwhile, the mean score of English consonants in posttest was 6.56 and in pretest was 5.15, the improvement in dental consonant was 27.38%. Meanwhile, control class students mean score of dental consonants in posttest was 6.44 then in pretest 5.33; the improvement in dental consonants was 20.82%. Then the mean score of palato alveolar in posttest was 5.07 and pretest was 4.58, the improvement in palato alveolar was 10.69%. Meanwhile, the mean score of English consonants in posttest was 5.53 and in pretest was 4.83, the improvement in English consonant was 14.49%.

The Significant Difference of Students' Pronunciation Ability Viewed from English Vowels

The significance different of students' mean score and improvement of experimental and control class in vowels dealing with front and back vowels, both of them have a different between pretest and posttest. In experimental class, the score of front vowels in posttest was 8.28 then in pretest 7.53, the improvement in front vowels was 9.56%. Then the score of back vowels in pre-test was 7.33 and post-test was 8.06, then the improvement in back vowels was 9.69%. Meanwhile, control class the score of front vowels in posttest was 7.33 then in pretest 6.83, the improvement in front vowels was 7.32%. Then the score of back vowel in posttest was 7.69 and pretest was 7.06, the improvement in back vowels was 8.92%.

Based on the previous chapter above, this research has line with Oba & Atwell (2003) reports that Tell Me More (TMM) is able to assist language learners in detecting and giving feedback for their mispronunciation. Students can learn English based on their culture and

background knowledge, that is depends of student which level of the activity suitable of their levels. The other research was Yunus et al (2010: 687-689) defines that Tell Me More (TMM) software is easy to use probably because the students find the language used in the courseware is clear and easy to understand. It is used to cater the learning needs of young and adult learners because has high tech level combined with a high performance pedagogical format will allowed people to understand, write, and speak the language of people choice, regardless of how well people know the basics of the language to overcome the students' learning problems and achieve the language learning goals.

After comparing the result of this research and previews research findings, the researcher concludes that the use of Tell Me More (TMM) is effective to be applied and it is also indicated that the use of Tell Me More gives contribution in improving the students' pronunciation ability at the Second Year Students' of SMA Negeri 5 Barru.

RESULTS

The Significant Difference of Students' Pronunciation Ability Viewed from English Consonants

The significant difference of the students' pronunciation ability viewed from English consonants, dealing with dental and palato alveolar consonants through the use of Tell Me More (TMM) and Discussion Method (DM) that can be seen clearly based on the following table:

TABLE 2 THE STUDENTS' IMPROVEMENT IN PRONUNCIATION VIEWED FROM ENGLISH CONSONANTS (EXPERIMENTAL CLASS)

INDICATORS	MEAN SCORE		IMPROVEMENT
	Pre-Test	Post-Test	(%)
Dental Consonant	5.57	7.53	35.19
Palato Alveolar	4.85	6.08	25.36
Total Score ($\sum X$)	154.44	196.94	27.52
Mean Score (X)	5.15	6.56	27.38

Table showed mean score of dental consonants in posttest are greater than in pre-test of experimental class. The score of dental consonants in posttest was 7.53 then in pretest 5.57, the improvement in dental consonants was 35.19%. Then the mean score of palato alveolar in posttest was 6.08 and pretest was 4.85, the improvement in palato alveolar was 25.36%. Meanwhile, the mean score of English consonants in posttest was 6.56 and in pretest was 5.15, the improvement in dental consonant was 27.38%.

TABLE 3 THE STUDENTS' IMPROVEMENT IN PRONUNCIATION VIEWED FROM ENGLISH CONSONANTS (CONTROL CLASS)

INDICATORS	MEAN SCORE		IMPROVEMENT
	Pre-Test	Post-Test	(%)
Dental Consonant	5.33	6.44	20.82
Palato Alveolar	4.58	5.07	10.69
Total Score ($\sum X$)	145.00	165.83	14.36
Mean Score (X)	4.83	5.53	14.49

The table showed means score of dental consonants in posttest are greater than in pretest of control class. The score of dental consonants in posttest was 6.44 then in pretest 5.33, the improvement in dental consonants was 20.82%. Then the mean score of palato alveolar in posttest was 5.07 and pretest was 4.58, the improvement in palato alveolar was 10.69%. Meanwhile, the mean score of English consonants in posttest was 5.53 and in pretest was 4.83, the improvement in English consonant was 14.49%.

The Significant Difference of Students' Pronunciation Ability Viewed from English Vowels

The significance difference of the students' pronunciation ability viewed from English Vowel dealing with front and back vowels through Tell Me More (TMM) and Discussion Method (DM) can be seen clearly based on the following table:

TABLE 4 THE STUDENTS' IMPROVEMENT IN PRONUNCIATION VIEWED FROM ENGLISH VOWELS (EXPERIMENTAL CLASS)

INDICATORS	MEAN SCORE		IMPROVEMENT
	Pre-Test	Post-Test	(%)
Front Vowel	7.53	8.25	9.56
Back Vowel	7.33	8.06	9.95
Total Score ($\sum X$)	222.92	244.58	9.72
Mean Score (X)	7.43	8.15	9.69

Table showed mean score of vowel sounds in posttest were greater than in pre-test of experimental class. The score of front vowels in posttest was 8.28 then in pretest 7.53, the improvement in front vowels was 9.56%. Then the score of back vowels in pre-test was 7.33 and post-test was 8.06, then the improvement in back vowels was 9.95%.Meanwhile, the mean score of English vowels in posttest was 8.15 and in pretest was 7.43, the improvement was 9.69%.

TABLE 5 THE STUDENTS' IMPROVEMENT IN PRONUNCIATION VIEWED FROM ENGLISH VOWELS (CONTROL CLASS)

INDICATORS	MEAN SCORE		IMPROVEMENT (%)
	Pre-Test	Post-Test	
Front Vowel	6.83	7.33	7.32
Back Vowel	7.06	7.69	8.92
Total Score ($\sum X$)	206.67	225.42	9.07
Mean Score (X)	6.89	7.51	9.00

Table showed mean score of vowel sounds in posttest were greater than in pre-test of control class. The score of front vowels in posttest was 7.33 then in pretest 6.83, the improvement in front vowels was 7.32%. Then the score of back vowel in posttest was 7.69 and pretest was 7.06, the improvement in back vowels was 8.92%. Meanwhile, the mean score of English vowels in posttest was 7.51 and in pretest was 6.89, the improvement in English vowels was 9.00%.

Furthermore, the result above can be conduct different between mean score of the students' pronunciation ability of vowel and consonant sounds in experimental and control class, was presented in the table below:

TABLE 6 THE MEAN SCORE OF THE STUDENTS' PRONUNCIATION ABILITY (EXPERIMENTAL CLASS)

NO	INDICATORS	PRE-TEST	POST-TEST	IMPROVEMENT %
1	English Consonants	5.15	6.56	27.38
2	English Vowels	7.43	8.15	9.69
	Total Score ($\sum X$)	181.83	216.00	18.79
	Mean Score (X)	6.06	7.20	18.81

Table showed that the mean score of the students pronunciation ability in post-test were greater than in pre-test. The score of English consonants in post-test was 6.56 then in pre-test 5.15, the improvement in English consonants was 27.38%. Then the mean score of English vowels in post-test was 8.15 and pre-test was 7.43, the improvement in English vowels was 9.69%. Meanwhile, the mean score of the students pronunciation ability in post-test was 7.20 and in pre-test was 6.06 then the improvement was 18.81%.

TABLE 7 THE MEAN SCORE OF THE STUDENTS' PRONUNCIATION ABILITY (CONTROL CLASS)

NO	INDICATORS	PRE-TEST	POST-TEST	IMPROVEMENT %
1	English Consonants	4.83	5.53	14.49
2	English Vowels	6.89	7.51	9.00
	Total Score ($\sum X$)	170.33	189.67	11.35
	Mean Score (X)	5.68	6.32	11.27

Table showed that the mean score of the students pronunciation ability in post-test were greater than in pre-test. The score of English consonants in post-test was 5.53 then in pre-test 4.83, the improvement in English consonants was 14.49%. Then the mean score of English vowels in post-test was 7.51and pre-test was 6.89, the improvement in English vowels was 9.00%. Meanwhile, the mean score of the students pronunciation ability in post-test was 6.32 and in pre-test was 5.68 then the improvement was 11.27%.

In order the significance between pre-test and post-test of students, the researcher used t-test analysis on the level of significance (a) = 0.05 with the degree of freedom (df) = n1 + n2 – 2 = 58, where N = number of subject (30 students) then the value of t-table was 2.00172. The result of the calculation is shown as follows:

TABLE 8 T-TEST OF THE STUDENTS' PRONUNCIATION ABILITY

EXPERIMENTAL AND CONTROL CLASS	T-TEST VALUE	T-TABLE VALUE	CATEGORY
PRE-TEST	1.65	< 2.00172	Not Significant
POST-TEST	4.4	> 2.00172	Significant

The table above showed that t-test value of pretest (1.65) was smaller than t-table value (2.00172). According to the result, it can be concluded that the alternative hypothesis (Ho) is rejected. There was no significance difference between students in experimental and control class. Meanwhile, in posttest (4.4) was greater than t-table value (2.00172). It can be concluded that the alternative hypothesis (H1) is accepted. There was a significant difference between students in experimental and control class.

CONCLUSION

Based on the findings and discussions in the previous chapter, the researcher drew the conclusion:
1. The use of Tell Me More (TMM) was effective in teaching pronunciation in terms of consonant dealing with dental and palato alveolar at the second year students of SMA Negeri 5 Barru.

2. The use of Tell Me More (TMM) was effective in teaching pronunciation in terms of vowel dealing with front and back vowels at the second year students of SMA Negeri 5 Barru.

It is proved by the result of data analysis that t-test value of pretest (1.65) is smaller than t-table value (2.00172). According to the result, it can be concluded that the alternative hypothesis (Ho) is rejected. Meanwhile, in posttest (4.4) is greater than t-table value (2.00172). It can be concluded that the alternative hypothesis (H1) is accepted. It was happened because Tell Me More (TMM) method provided fun, interesting and enjoyable was in learning pronunciation that made students active in the classroom.

REFERENCES

Ampa, Andi, Tenri. (2010). *English Phonology.* Makassar: English Education Development Makassar Muhammadiyah University.

Iskandar, Ishak. (2012). *Improving the Students' Pronunciation ability through NRT (Noticing-Reformulation Task) a Classroom Action Research at SMK Negeri 1 Jeneponto. A Thesis*: Faculty of Teacher Training and Education Makassar Muhammadiyah University.

Oba, T. & Atwell, E. (2003). *Using the HTK Speech Recognizer to Analyze Prosody in a Corpus of German Spoken Learners' English, Paper presented at* International Conference on Corpus Linguistics.

Sriananda. (2014). *The Correlation between Self-Concept and Students' English Speaking Ability of the fifth Semester Students of Makassar Muhammadiyah University in Academic year 2014-2015.* Thesis English Department: Muhammadiyah University of Makassar.

Syafei, Anas. (1988). *English Pronunciation: Theory and Practice.* Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan.

Tsuraya, Annisa Shofa. (2014). *The Effectiveness of Intuitive-Imitative Approach in Teaching Pronunciation (An Experimental Study at the Second Year Students of SMK Muhammadiyah 4 Tallo Makassar) a Thesis:* Faculty of Teacher Training and Education Makassar Muhammadiyah University.

Witherspoon, M., Sykes, G., & Bell, C. (2016). *Leading A Classroom Discussion: Definition, Supportive Evidence, And Measurement Of The ETS® National Observational Teaching Examination (NOTE) Assessment Series (Research Memorandum No. RM-16-09).* Princeton, NJ: Educational Testing Service.