

**USING TMM (TALK A MILE A MINUTE) GAMES IN TEACHING STUDENTS'  
SPEAKING SKILL TO THE TENTH GRADE STUDENTS OF SMK PSM 2  
KAWEDANAN MAGETAN IN THE SCHOOLING YEAR 2013/2014**

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**Abstract**

The purposes of the research are to describe the procedure of the uses of TMM game, to identify the advantages of using TMM game, and to know disadvantages of using TMM (Talk a Mile a Minute) game in teaching students' speaking skill. The result of the research shows that the applications of TMM (Talk a Mile a Minute) game can make students easier in understanding the lesson in speaking skill. The procedure of talk a mile a minute game in activity of teaching speaking by using talk a mile a minute game for the tenth grades at SMK PSM 2 Kawedanan, Magetan at in schooling year of 2013/2014 is appropriate with the lesson plan and syllabus which teacher makes before. After using TMM game, there are some the advantages and the disadvantages of this game. The advantages are, to help students in teaching speaking skill, to increase the student's motivation, as an innovation in teaching process, and this game can make students enthusiastic in teaching learning process. The disadvantages of this game are that the students only make a joke with their friends, make class noisy and the student vocabulary is limited.

*Key Terms:* Teaching, Speaking, Teaching Speaking, Games, TMM (Talk a Mile a Minute) Games

**INTRODUCTION**

English consists of four essential skills, speaking, listening, reading, and writing. One of great consequence skills that have to be mastered well by the students is speaking. It is supported by Oradee (2012:533) argue that speaking is the important aspects to learn English. There are some problems that arise in learning speaking. According to Nunan (2003: 48) there are two reasons based on the problems of speaking that are speaking happens right now and when they are talking, their friend will be waiting for them to speak again, if they have limited vocabulary, they cannot reply their friend speaks. Other problem in speaking, they cannot revise or edit their speaking because it happens right now and directly.

The solution that used to offer the problem of teaching speaking by using games in speaking class, according to Bambang Yudi Cahyono and Mukminatien (2011:41) in using games in the language class gives many advantages. Game make the class fun, playing game has purpose to it, an outcome, and game will prevent children from getting restless and bored. By using games, the students do not feel bored and they will become active learners. From those statements, the researcher states that the target of learning language is that the students

are able to master four of language skill. Among of the four skills, speaking is the most important skill than others.

In this research, the researcher attempts to find a game to terminate those problems by suggesting the teacher a games in conducting speaking class for Senior High Students especially for the tenth grader the game is TMM (Talk a Mile a Minute). Talk a Mile a Minute entered into talk fast category. Based on Preszler, Rowenhorst, and Hartmann (2006:14) argue that talk fast is game that increase vocabulary knowledge in word play and it help students to increase their speaking skill.

## **METHOD**

In this research, the researcher does the research in SMK PSM 2 Kawedanan, Magetan using qualitative research research because qualitative research was research using theory than statistics form and qualitative used to analyze social life was not measure in quantitative measurement. . In this research, the researcher uses descriptive qualitative research to describe the condition of the students in class during the teaching and learning activities when using the TMM (Talk a Mile a Minute) game in learning speaking. The sampling is 31 students of the tenth grade at SMK PSM 2 Kawedanan, Magetan.

To collect the data, the researcher uses observation, interview and documentation to do a research. According to Yin (2011: 143) state that observation was collected the data without filtered what the researcher saw, heard and happened. In this research, the researcher became a participant observation. The researcher observed process of teaching learning process. Interview is the second technique in this research. According to Channel and Kahn (in Akbayrak, 2000: 1) explained that interview was the process of acquiring information for the research purposed by questioning and answering, doing face to face interviews. In this research, the researcher uses the unstructured interview to interview the informants it means that semi guided interview was the combination between free interview and guided interview. The researcher has a list of questions but if the researcher found the important questions, the researcher can ask the questions. The last was documentation technique or documentary study it was a way of collected data through written form such as data fill including the books about opinion, theory, rules, and other related to the problem of research supported by Creswell (2003: 21) state that documentation as a set the researcher to taking note information in the research. Collecting the data using document can be form written, picture or electronic documents. In this research, the researcher uses picture or electronic

documents, notes, name list and the result of the test analysis the advantages and disadvantages of TMM (Talk a Mile a Minute) game in teaching speaking skill in the class.

## **RESULT**

The results data analysis were separated into four sub point, (1) observation, (2) teacher's interview, (3) students' interview and (4) documents. The details description of each result was as follows:

### **1. Observation**

The researcher conducted the observation to get the accurate data. Observation is the method to collect the data. Observation is used to know the situation and condition directly. Here, the researcher observed the process of English teaching and learning activity of English teacher and students by using checklist. The researcher want to report the observation result about the using of TMM (Talk a Mile a Minute) game in teaching speaking to the tenth grade students of SMK PSM 2 Kawedanan, Magetan. Based on the observation result, the teaching speaking by using Talk a Mile a Minute game divided into three steps; they are pre-activity, main-activity, and last-activity. Pre-Activity in pre-activity, the teacher greeted, after that the researchers explained and asked some question related to the materials that would be discussed. Here the students pay attention to the teacher and answers the teacher's question. Main activity in main activity, the teacher explained about how to describe something uses example. The students described their classmate in front of the class. The next activity, the teacher explained about how to learn speaking by using talk a mile a minute game to the students. The students listened carefully by the teacher explanation about rules of the game. Then, the student play Talk a Mile a Minute game. In the last activities, the teacher evaluated the teaching learning process by using talk a mile a minute game. In the closing of the lesson, the teacher gives motivation to the student to study hard.

### **2. Teacher's interview**

Based on the result of the teacher interview, the researcher gets the data as follows talk a mile a minute game helps students in learning speaking skill, can increase the student's motivation in teaching learning process, can be used as an innovation in teaching process, and make students enthusiastic in teaching learning process.

3. Students' interview

Based on the result of student's interview, the researcher gets the data as follows the students felt happy in learning English by using TMM (Talk a Mile a Minute) game, the students said that this game is fun, and the students can enjoy the time to learning speaking by using this game.

4. Documentation

Documentation activity is needed in the research. Here, the researcher got some following data, including: lesson plan, RPP, syllabus, name list, students score, field notes and photographs. Lesson plan is all of the activities both the teacher and the students during the teaching learning process in teaching speaking by using Talk a Mile a Minute game. RPP is arranged by the teacher in conducting the teaching learning process. RPP consist of standard competence, indicators, the goal of teaching, the material of teaching, the method of teaching, steps in teaching activity, source of teaching learning and the last is assessment. The syllabus consists of the standard competence about particular subject. It also contains the basic competence for each standard competency, the teaching and learning process, the indicators, the purpose of teaching, the time allotment, the teaching assessment, and finally the sources of the teaching.

## **DISCUSSION**

The application of talk a mile a minute game in teaching speaking skill for tenth grade at SMK PSM 2 Kawedanan, Magetan is divided into three steps, namely pre-activity, main-activity, and last-activity. It was appropriate with syllabus and lesson plan made by the teacher before. The result of teacher and students interview shows that the application talk a mile a minute game can stimulate students' interest to learn speaking. The teacher applies the procedures of teaching speaking uses talk a mile a minute game with syllabus and lesson plan. The teacher modifies procedures of talk a mile a minute game by using instruction book to be shorter and easier. It aims to make the students easier in understanding the lesson. , talk a mile a minute game shows that this game can influence the students' ability in speaking skill. This game can help the students to force their vocabulary memory. So, they feel that this game can help theirs to learn vocabulary.

The advantages of application of talk a mile a minute game there are a lot of points, as follows. By applying this game, the students learn English easily because the students can learn English but also they play game. With fun their try to find their vocabulary memory to

guess the clues of the game. Indirectly this game can help the students to force their vocabulary memory. According to Lee (in Mubaslat, 2012: 6-7) state that games can help students to get good effort in learning activities especially learning English. By applying talk a mile a minute game, this game helps the students to get good effort in learning speaking skill. It makes the students feel fun and interested as long as the lesson. The students are also enjoying this game. According to Smaldino and Russell (2005:30-31) that game can create fun environment for students. This game can make students feel fun and happy to learned speaking. The students feel happy when playing talk a mile a minute game, although they has less vocabulary but they enjoying this game. By applying this game the students have motivation to learn English specially speaking skill. They want to learn English more and more. The students feel English easy when they can enjoy learn English used a lot of technique, method or media and by applying this game the students can motivate to learn English especially speaking. Lee (in Mubaslat, 2012:6-7) states that by applying this game can motivate the students to learn English. The observer finds the fact that the students like English. It showed that the students pay attention and enjoyed this game. Talk a mile a minute game is a one of innovation of game in teaching learning process. The teacher and the students feel interested with this game. As an innovation game, talk a mile a minute game can make students enjoy to learn English. Based on Smaldino and Russell (2005:30-31) states that game should be as a innovation to make students not bored. The observer finds the fact that the students' likes English. It shows that the students pay attention and enjoy this game. This game added variation of media in teaching learning process. A lot of students interested to learn the lesson used talk a mile a minute game. Smaldino and Russell (2005: 30-31) argue that by applying this game the students more interested and enthusiastic. The observer found the fact that the students liked English. It shows that the students pay attention and enjoy this game. talk a mile a minute is a fun game, they created happy atmosphere so, the student enthusiastic to follow this game. The students wondered what they can guess the clue that the speaker give, that is a aspect from talk a mile a minute that make students enthusiastic to play it.

The theory based on disadvantages of game by Miljana and Danica (2011:941) that this games depends on students concentrate and attention. The observer found the fact that the students lose their concentration when the rival group said fun words. talk a mile a minute game can make the students or a group is not concentrate when the rivals group annoying them. When the rival groups said funny word the player will laugh that make this game

annoyed. that talk a mile a minute game make students want to be winner so, the rivals annoying the player and the members of player try to help the speaker to give clues by Miljana and Danica (2011:941) that games can make the class noisy. The observer finds the facts that talk a mile a minute game make the class noisy, because the rival groups annoying group player and member of player group help the speaker to give clues. Theory based on disadvantages of game by Smaldino and Rusell (2005:31) said that this game is needed the mastery of vocabulary and if the students have limited vocabulary, it will make be this game less interesting the students have limited vocabulary that make this game disturbed. Talk a mile a minute is game that depend on vocabulary, if the students have less mastery in vocabulary that will make this game difficult. The teacher must know the ability of the students to memorize the vocabulary. the facts that talk a mile a minute need the mastery of vocabulary that will make this game more interesting.

## **CONCLUSION**

Talk a mile a minute game can make students easier in understanding the lesson in speaking skill. The procedure of talk a mile a minute game in activity of teaching speaking by using talk a mile a minute game for the tenth grades at SMK PSM 2 Kawedanan, Magetan at in schooling year of 2013/2014 is appropriate with the lesson plan and syllabus which teacher make before. There are some advantages during the using of the talk a mile a minute game in teaching and learning speaking. Talk a Mile a Minute game helps students in teaching speaking skill, this game makes the students more fun and happy in the learning speaking, talk a mile a minute game can increase the student's motivation in teaching learning process, talk a Mile a Minute game can be used as an innovation in teaching process and this game can make students enthusiastic in teaching learning process. There are some disadvantages of the using of the talk a mile a minute game in teaching and learning speaking, as follows. The students sometimes do not concentrate to the lesson and they are only making joke with their friends, the application of this game makes the class noisy in learning process. The competition of the game, makes all of students interested to be winner so, the rivals group disturb other groups that have turn. The application of this game depends on vocabulary and a lot of the students have limited vocabulary.

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