

Students' Speaking Skill through Cooperative Learning Strategy: Time Token Arends

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Abstract: This article is written to describe how time token strategy improving students' speaking skill. Classroom Action Research was chosen as the research design. The subject of this research was the first grade (X-IPA III) of MAS Amaliyah Sunggal in academic year 2017-2018 which consisted of 40 students. This research was conducted in two cycles which each cycle consisted of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data. The result of this research showed that there was improvement on students' speaking skills. The mean of pre-test was 58.3. The mean of post-test 1 was 68.65. The mean of post-test 2 was 76.1. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-Test, the students who got point >75 were 5 students (12.05%). In the post-test of cycle 1 students who got point >75 were 19 students (47.5%). The post-test of cycle 2, students who got point >75 were 35 students (87.5%). In other words, the students' skills in speaking improved and became well in the first meeting to the next meeting.

Keywords: *speaking skills, time token arends*

Introduction

This article is written because of the teacher's preliminary study. The teacher found that there were more than 65% of the students who do not able to speak in English. The major factor that inhibit the student in speaking was students' low proficiency in English, fear of mistakes, teacher's intolerance in silent, uneven allocation of turns, and teacher's language input. This could be proven from the students' average score was 69,01, which meant the average score did not reach the minimum score that was stipulated by the school which is 75,00. To solve the problems, the researcher used cooperative learning in teaching speaking. There are several types of cooperative learning, such as jigsaw, group investigation, team assisted individualization, and time token arends.

Time token arend was chosen as a strategy to improve students' skill in speaking. Cooperative learning with time token arends type helped the students to distribute their participations orderly. Each students given some tokens which contain of time allocation to talk. If the students did not have token, the students could not talk anymore. This made other students who still have token, have to talk.

There were some purposes of this paper, first, to identify whether cooperative learning with time token arends type could improve the students' speaking skills. This would be proven by giving test to the students. Second, to describe how does cooperative learning with time token arends type improve the students' speaking skills. In this part, interview would be the best way to get the data. Third, it was to investigate why cooperative learning with time token arends type improves the students' speaking skill. Here, interview data would be also used to get data.

The findings of the research are expected to have both theoretical and practical significances. Theoretically, it is useful for the reader, to add reference or to give alternative

way in teaching and learning speaking and it is providing some information for the further researcher in applying this cooperative learning with time token Arends type especially in speaking skills. Practically, It is useful for students by teacher's help to develop their speaking skills in learning English and it is useful for English teacher in order to apply cooperative learning with time token Arends type in the classroom especially in teaching speaking skill.

Method

This study belongs to Classroom Action Research (CAR). Classroom action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies for solving problem which use real action and develop capabilities to detect and solve the problem.

This research was conducted in the cycle to solve the problems discovered in teaching and learning process. In one cycle, consisted of four phases, there were planning, acting, observing, and reflecting. This action research was carried out in May 2018. The subject of this research was X-IPA III that consisted of 40 students with 14 males and 26 females. The data was collected in quantitative and qualitative. Quantitative data consisted of speaking test, pre-test and post-test. While qualitative data consisted of observation sheet, diary notes, and documentation.

The data of this study were qualitative data and quantitative data. Qualitative data was taken from observation sheet, diary notes, and documentation. While quantitative data was taken from mean of students' score in some tests. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pre-test and post-test conducted in four meetings, and the second cycle including post-test was conducted in three meetings. So, there were seven meetings in this research. There were two kinds of data in this research. The qualitative data were collected by using observation sheet, diary notes, and documentation.

Result and Discussion

For post-test cycle I, there were some improvements to the students in speaking skills. When they gave a speaking test for post-test I, they could answered and spoke better than pre-test. The students who passed the criteria of minimum score was 19 students and 21 students was failed. Therefore, mostly of the students got score 75 which was 12 students and others students got score 60, 64, 67, 77, and 79. Dealing with their accent (4), they didn't have mispronunciation anymore, but they didn't speak as native speaker. For the example was LA who said "The song is great, the intonation is slow, and the meaning of the song is good". No mispronunciation anymore in accent.

While grammar (24), most of the students didn't have mistakes that caused to misunderstanding. The example was TA who said "Last year i like that song". That sentence didn't have misunderstanding, even it should be "i like that song last year".

The students vocabularies (20) were getting better than before in pre-test. They had broad vocabulary. For example was TA who said "The song tells about mother, how sipirit our mother in this life, i love my mother so much."

The last was dealing with fluency (8) and comprehension (19). Students understood everything and students understood the questions given by the teacher, but when they want to spoke it up, they repeated the words or the sentence. The example was SR said that “I like Justin Bieber song because, because i like the meaning of the song, and, and i like the intonation”.

The last was post-test cycle II. The students improved their skills in speaking. Students spoke better than before. 35 students were passed the criteria of minimum score, and 5 students were failed. 14 students got score 75, while others got score 67, 73, 77, 74, 79, and 83. Therefore, students’ accent could be understood, few errors in students’ grammar, students vocabularies were broad, no repeating words or sentences, and students could answered the question given by the researcher clearly.

Based on the result of the data analysis and the transcriptions above, showed that there was an improvement on the students’ skills in speaking. It was showed from the mean, modus, and students score who passed the criteria of minimum score. The mean in pre-test was 58.3, the mean of post-test in the first cycle was 68.65, and the mean of post-test in the second cycle was 76.1. The mean of students’ skills in speaking increased on pre-test, post-test in cycle I and post-test in cycle II.

The result showed the increasing of students’ score from the pre-test to post-test II. In the pre-test, there was only 12.05 % (5 students) who got point >75. In the post-test I there was 47.5 % (19 students) who got point >75. It means that there was increasing 35.45 %, while post-test in cycle II, there was 87.5 % (35 students) who got point >75. The increasing was about 52.05 % and the total increasing of students’ score from pre-test until post-test II was 87.5 %. It can be concluded that cooperative learning with time token Arends type worked effectively and efficiently in helping students’ speaking skills and this learning has applied successfully and able to increased students’ speaking skills.

This research was conducted to find out the improvement on the students’ speaking skills in English lesson by using cooperative learning with time token Arends type. The research that has been done by the researcher indicated that cooperative learning with time token Arends type could improve students’ speaking skills. It could be seen from the tables that showed us the improvement on students’ score from pre-test, post-test I, and post-test II.

The result of this research indicated that there was an improvement on the students’ speaking skills by using cooperative learning with time token Arends type. The mean of second cycle was 76.1. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-test, the students who got point >75 were 5 students (12.05%). In the post-test of cycle I students who got point >70 were 19 students (47.5%). The post-test of cycle II, students who got point >75 were 35 students (87.5%). In other words, the students’ skills in speaking improved and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support research findings beside the quantitative data. The qualitative data was organized from the observation sheet, diary notes, and documentation. All of these data indicated that the students gave their attitude and responses during teaching-learning process.

Those findings were similar to Umi (2015) research result by the title “Increasing Students’ Speaking Skills by Using time Token Learning Model in Kemala Bhayangkari School I Pontianak. According to her, time token arend could increase students’ speaking skill. Other researcher, Bangun (2014), “Application of Cooperative Learning Time Token

Arends Based on Problem Based Learning to Increase Students' Comprehension About Nature Resources Concepts", in his research, he found that time token arend could applied to another subject, not only language subject that demanded the students' to speak. Though, time toke arend applied in another subject, but still time token arend used for communication. Gusnetty (2015) also applied time token arend to increase students' communication skill. The title of her research was "Implementation of Cooperative Learning Time Token Model to Increase Communication and Cooperation Skills".

Conclusions

The research was conducted to solve the problems related to speaking skills through cooperative learning with time token Arends type. By conducting this research, it was found that:

- 1) In analyzing the students' speaking skills using cooperative learning with time token Arends type, the writer calculated the students' score in pre-test and post-test. The students' score in speaking test was getting higher from pre-test until post-test. In other words, the students' speaking skills improved and became well in the first meeting to the next meeting. It means that using cooperative learning with time token Arends type can improve the students' speaking skills.
- 2) The students were more active and participated in the teaching-learning process in speaking using cooperative learning with time token Arends type. Through cooperative learning with time token Arends type, the students could learn how to express their ideas clearly and how to speak English actively and confidently.
- 3) Each students given some tokens which contain of time allocation to talk. If the students did not have token, the students could not talk anymore. This made other students who still have token, have to talk. There will no domination students in speaking because every students have time to talk.
- 4) Cooperative learning with time token Arends type can improve the students' speaking skills because the students must speak and must express their ideas in the class by using the token given by the researcher alternately.

After conducting the research, the researcher gave suggestions for English teacher to build a comfortable atmosphere and encourage the students to speak English. Teacher also needs to apply activities which make the students confident to speak English. In the activities which work on fluency, teacher should let the students to speak even they have mistakes without any interruption (i.e. giving feedback or correction). However, if we will use cooperative learning with time token Arends type to improve students' speaking skills, it is suggested to control the class carefully, because cooperative learning with time token Arends type was difficult to apply in the class that has many students.

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