

The effect of Time Token Arends as Cooperative learning types on the students' speaking skills at eleventh grade of SMAN 1 Bandar Lampung

Muhammad Rifki Haikal Adam¹, Deddy Supriyadi², Novita Nordiana³

Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No.1 Bandarlampung, Indonesia

¹Correspondence: rifkihaikaladam@gmail.com

ABSTRACT

This research was aimed to find out the effect of Time Token Arends to students speaking skills aspects. This research applied qualitative and quantitative research by using the cooperative learning method. In taking the sample, the researcher used the purposive sampling technique. The number of the sample is 36 students at XI MIPA 1 SMAN 1 Bandar Lampung. The instrument of this research was an observation sheets, documentation and speaking test. There were 2 lesson plans and worksheets for the speaking test. The finding showed that there was a significant difference of students after being taught by using Time Token Arends strategy. Mean score of Pre-test was 58.7 and mean score of first Post-test was 69.1 and second Post-test was 76.1. Accent aspect increased 4.00, vocabulary aspect increased 3.33, comprehension aspect increased 3.34, fluency aspect increased 2.80, and grammar aspect increased 1.73.; it assumed that this technique has positive effect toward students speaking ability.

Keywords: effect, Time Token Arends, students' speaking skills

I. INTRODUCTION

Speaking is one of the language skills which is taught by English teachers as a foreign language. Through language, all humans can communicate with each other, transfer, and express some ideas, and so on. The primary function of language is exchange of thoughts and ideas about one or more topics between two or more speakers (Greene, 1963:91). It focuses on communication and it is an important thing when we want to interact with other people.

In fact, it is difficult for the learners to speak well especially in speaking performance. According to Brown (2001), students were often under pressure from their friends so they were afraid to express their ideas. As a result, they were unwilling to share their opinions in the classroom and they feel fear if they make mistakes. Interesting activities for students can be obtained from teaching speaking, the teacher can adopt various methods and techniques to teach English especially for speaking. Therefore, Cooperative learning is claimed to be a very effective teaching method in foreign/ second language classrooms Richard (2005), Moreover, the cooperative learning method has many techniques and each technique has its benefits and effectiveness to foster the students' language learning. One technique was known as Time Token Arends (TTA) which was developed by Arends in 1998.

In this strategy, the students were engaged in cooperative activities where they help each other in understanding the topics during learning process. The main procedure of Time Token activity was every student in a group given a coupon to talk about the material. If the students already use all the coupons, they were not allowed to participate to talk again. In addition, Arends (2012: 384) states that some students dominate to speak and some others who were shy and never say anything when they do the discussion. It means that this strategy can give the students the same opportunity to speak and give their opinions in the classroom.

The Effectiveness of Using Time Token Areds in the teaching and learning process has been proved by some researchers. Research on speaking was conducted by Kurniantoin 2017. His research was about “The Improvement of Speaking Ability Through the use of Time Token Areds and Multimedia” was showed effective in teaching and learning speaking. However, the writer conducted, differs from the previous one. If the previous combined between Time Token Areds and the use of multimedia, this research conducted Time Token Areds as one model of cooperative learning. Another study was proved by Mira Nurjanah in 2018 about “Teaching students Speaking Ability Using Time Token Areds”. Her research took senior high school in Cianjur as the sample of the research with aims to increase their confidence, while this research was conducted in Lampung province and one of the schools was chosen as the sample of the research.

Based on the descriptions above, the researcher was interested in conducting the research entitled “The Effect of Time Token Areds as Cooperative Learning Types on Students speaking Skills” because the writer concludes that Times Token Areds was able to encourage students to learned and to improved their initiative and participation. This research was applied Time Token Areds as the only model of cooperative learning technique. Furthermore, to describe in detail about the method and the implementation of TTA on the class in terms of speaking.

II. METHODS

The design of the study was online learning of Classroom Action Research (CAR) using WhatsApp media. Kunandar (2012) defined Classroom action research is research aimed to improve the quality of learning practice, that focuses on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies to solved the problem which uses real action and develops capabilities to detected and solved the problem.

This research was conducted in two cycles, to solve the problems discovered in teaching and learning process. One cycle, consisted of four phases, there were planning, acting, observing, and reflecting. The researcher has made planning for many purposes, such as to prepare the action. There were several things that important to prepared in planning, for example is lesson plan. The second step was action that the researcher applied based on the planning. The third step was observation that was done at the same time as the action being done. Based on the observation, the researcher made the fourth step which was a reflection. The researcher did a reflection to evaluate the result of the action.

There were four important components of Classroom action research design of Kemis and Taggart model including planning, acting, observing, and reflecting in each cycle. Qualitative and quantitative data were used in this research. These data were showed to find out the answers to the problems. In contrast, some ways such as observation sheet were implemented to get the data.

The participants of this study were eleventh-grade students of SMAN 1 Bandar Lampung consisted 36 students in academic year 2020/2021. The objective was because eleventh-grade students of SMAN 1 Bandar Lampung were expected to have sufficient knowledge about the materials that were in line with the technique. The purpose was to make sure that they already get the knowledge about the expressions, suggestions in terms of speaking ability.

Research Instruments

Based In this research, the procedure of collecting data was performed in quantitative and qualitative. The researcher presented the act of collected data as follow:

Quantitative data is used to describe what can be measured.

Test

To collected and seen the improvement of students' speaking skills. The researcher computed the score of speaking in the following formula:

$$X = \frac{\Sigma x}{N}$$

X = Mean of the students' score

Σx = Total of score

N = Number of the students

To categorized the number of competent students, the following formula was applied:

$$P = \frac{R}{T} \times 100\%$$

P = The percentage of those who get the point 75

R = The number of students' who get the point up to 75

T = The total number of the students

Qualitative Data

Qualitative data were used to describe data that not enabled to be counted. Qualitative is empirical research where the data were not in the form of numbers (Punch, K, 1998). The explanation about those kinds of data was explained as below:

Observation Sheet

The Observation sheet consisted of the activities that were applied in this research. The checklist was taken to check whether the researcher applied or not to the activities. There were 4 observation sheets on this research. In this part, the researcher tried to notice all of the activities in the physical classroom activity. It might be about the teacher's performance, students' responses and students' participation during teaching and learning process using cooperative learning with time token Arends type.

Field Notes

The researcher used field notes. David (2010:116) field notes is a way of reporting observations, reflections, and reactions to classroom problems. The notes pointed in cycle I and II were done from June 28 until July 1, 2021. The researcher acts as teacher and he has done based on the lesson plan that was prepared, the researcher tried to repair all of the activities that the researcher did in the first meeting. However, the researcher continued to improve and correct all of the errors that exist in every meeting. Therefore, there were some improvements to the researcher and the students in the next meeting.

Documentation

Method of documentation that was needed for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, etc. (Arikunto: 2014:274). In this case, the data contained a note and takes photographs as proof of teaching-learning activity, which is by using camera (photo) and field note.

III. RESULTS AND DISCUSSIONS

Results

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 1 conducted in 2 meetings, and the second cycle was conducted in two meetings with post-test 2 in last meeting. So, there were four meetings in this research.

No	The Initials of The Students	Score		
		Cycle I		Cycle II
		Pre-Test	Post-Test I	Post-TestII
1	Students 1	53	67	67
2	Students 2	56	77	77
3	Students 3	56	60	74
4	Students 4	60	75	75
5	Students 5	56	64	75
6	Students 6	61	77	79
7	Students 7	67	79	83
8	Students 8	66	75	77
9	Students 9	75	75	77
10	Students 10	66	75	75
11	Students 11	53	60	75
12	Students 12	51	56	60
13	Students 13	60	77	79
14	Students 14	60	75	75
15	Students 15	53	67	77
16	Students 16	51	60	75
17	Students 17	53	64	75
18	Students 18	53	67	79
19	Students 19	75	77	83
20	Students 20	53	52	75
21	Students 21	57	73	77
22	Students 22	51	64	75
23	Students 23	53	67	77
24	Students 24	67	75	75
25	Students 25	60	75	77
26	Students 26	51	60	75
27	Students 27	53	64	77
28	Students 28	53	75	75
29	Students 29	53	75	77
30	Students 30	51	60	73
31	Students 31	51	53	75
32	Students 32	60	75	79
33	Students 33	75	77	83

34	Students 34	75	77	77
35	Students 35	75	79	83
36	Students 36	53	59	73

Total Σx	2116	2487	2740
The mean score	58.7	69.1	76.1

Aspect of Speaking	Pretest Score (PrS)	Posttest Score (PoS)	Maximum Score (Ms)	Aspects Improvement (PoS - PrS)
Accent	9.20	13.20	20	4.00
Vocabulary	10.53	13.86	20	3.33
Comprehension	11.06	14.40	20	3.34
Fluency	9.33	12.13	20	2,80
Grammar	10.53	12.26	20	1,73
Total	58.7	76.1	100	15,20

From the table 4.16 above it was known that students' mean score in pre-test were 50,65 and rise up to 65.85 in the post-test from maximum score 100 which means there were difference in students' speaking skill after being taught using Time Token Arends technique, and all aspects of speaking were improved; Accent score was improved 4.00, vocabulary score was improved 3.33, comprehension was improved 3.34, fluency was improved 2.80, and grammar was improved 1.73, it means that accent was the aspect that improved the most.

Discussion

To confirm the result found, according to Saur, T. (2014) Time Token Cooperative Learning Model is a social skills method, mean structure which is used in social teaching. By applying Time Token Arends as cooperative learning types the teacher should be able to deliver the material and manage the learning activities well, and the students can understand the material easily and enjoy the learning activities. So, the use of this technique can give positive effect on the students.

It is also supported by previous research findings by Ismiatul (2016) In her research, she also used two cycles. The research findings showed: The mean of Pre-test 64.625, the mean of Post-test 1 68.125, and the mean of Post-test 2 74.291. It showed that the implementation of Time Token Arends method significantly improve students speaking skills. Score of Pre-test was higher than the score of First Post-test and second Post-test. Based upon the findings of the data it can be concluded that using Time Token Arends increase students speaking skills.

However, in this research the lesson plan for first cycle, the researcher didn't give motivation to the students, and the students didn't speak based on the time given by the researcher. Furthermore, it is difficult to conducted this technique in pandemic situation (using online learning) in order to make an effective class the researcher tried his best all the mistakes in the first cycle, didn't happen in the

second cycle Besides that, based on diary notes, students were more active day by day. As a result, the students became active in the class.

Therefore, based on the result of the quantitative and qualitative data, it can be approved that Time Token Arends was an appropriate strategy in teaching speaking skill. Briefly, students' speaking skills were improved through cooperative learning with time token Arends type at the eleventh-grade of SMAN 1 Bandar Lampung.

IV. CONCLUSION AND SUGGESTIONS

Conclusion

Speaking interaction can occur in offline or online classroom. In the final analysis, the score of Post-test which is higher than in the Pre-test. Students' mean scores in the pre-test were 58.7, Post-test 1 69.1 was and Post-test 2 was 76.1. By using Time Token Arends strategy, they also have a better fluency to practice their speaking ability, it was proved by the increase of students mean score after being taught using this technique. It can be concluded that Time Token Arends technique was useful to students speaking skill at SMAN 1 Bandar Lampung.

Suggestions

1. For the English teacher, it was necessary for the English teacher to improve students' understanding by providing various exercises, Furthermore, it was admitted that time management of this research was not coherent in online class so consider the time allocation is needed.
2. For other researchers, It was suggested to conduct similar research to control the class carefully, because using cooperative learning with Time Token Arends type to teach speaking skills a little bit noisy, The researcher admitted it was difficult to apply in the class that has many students, especially in online class.

References

- Arends, R. I. (2012). *Learning to teach*. McGraw-Hill Companies.
- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication in Grades K-8*. Allyn and Bacon, Order Processing, PO Box 11071, Des Moines, IA 50336-1071.
- Darmuki, A., Andayani, A., Nurkamto, J., & Saddhono, K. (2015). Model Student Learning To Speak For Education Study Language And Literature Indonesia: Document Analysis And Needs Learning To Speak. *Prosiding Prasasti*, 99-109.
- David, E. (2010). *Writing and Speaking Booklet*.
- Hughes, A. (2003). *Testing for language teachers*. Ernst Klett Sprachen.
- Hughes, R., & Reed, B. S. (2016). *Teaching and researching speaking*. Routledge.
- Kagan, S., & Kagan, S. (1994). *Cooperative learning*. San Clemente, CA: Kagan.
- Kristiawan, M., Parlian, R. B., & Johari, I. (2016). The Effect of Time Token Technique towards Students' Speaking Skill at Science Class of Senior High School 1 Pariaman. *Al-Ta lim Journal*, 23(1), 22-28.

- Kunandar, S. P., & Si, M. (2008). *Langkah mudah Penelitian Tindakan Kelas sebagai pengembangan profesi guru*. Jakarta: PT Raja Grafindo Persada.
- Manser, M. H., & McGauran, F. (1995). *Oxford learner's pocket dictionary*. Oxford University Press.
- Nunan, D. (2003). Practical english. *Language Teaching*. New York: Mc Graw Hill.
- Punch, K. F. (2013). *Introduction to social research: Quantitative and qualitative approaches*. sage.
- Saur, T. (2014). *Penelitian Tindakan Kelas Sebagai Pengembang Profesi dan Keilmuan*. Jakarta.
- Sharan, S., & Shachar, H. (2012). *Language and learning in the cooperative classroom*. Springer Science & Business Media.
- Setia, P., Pelajar, P., & Saudara, P. T. S. Arikunto, Suharsimi. 2014. *Prosedur Peneelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta Astuti, Kamsih. 2012. *Gambaran Perilaku Merokok pada Remaja di Kabupaten Bantul*. INSIGHT (Nomor 1 Vol 10). Hlm. 77-87
- Bungin, Burhan. 2005. *Metode Penelitian Kuantitatif*. Jakarta: Prenada Media.