ARTICLE

THE EFFECT OF TIME TOKEN STRATEGY ON THE STUDENTS' ENGLISH SPEAKING ABILITY OF THE EIGHTH GRADE AT SMPN 3 WATES IN THE ACADEMIC YEAR 2016/2017

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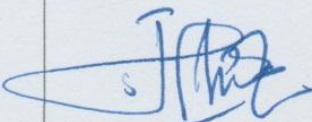
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ABSTRACT

Speaking is an interaction between the speaker and listener where the aims are to deliver speakers' information or intention during the conversation. The purpose of this study is to find out whether there is an effect of time token strategy on the students' English speaking ability of the eighth grade at SMPN 3 Wates in the academic year 2016/2017. This research used quantitative method and experimental research design. The sample of this study was 35 students of 8f Class. The instrument of this research was test. The main data was gotten by giving test to the students; they were pre-test and post-test. They were given to measure the students' achievement in speaking before and after being taught by using time token strategy. The main data (test) was analyzed by using t-test formula. The results of the data analysis showed that: the mean scores of pre-test was 67, the mean scores of post-test was 75. Based on the data analysis, the alternative hypothesis of this research was accepted. It can be said that time token strategy was significantly improving the students' ability in speaking especially report.

KEYWORD: Speaking Ability, Time Token Strategy

I. BACKGROUND

Speaking is an interaction between the speaker and listener where the aims are to deliver speakers' information or intention during the conversation. When people start to speak, it means they want to deliver or share their ideas to others. Brown (2007:237) states that social contact in interactive language function is a key importance and in which it is not what you say that counts but how you say it what you convoy with body language, gesture, eye contact, physical distance and other nonverbal messages. In this case, the speaker must see the relationship between ideas presented. In general, the goal of teaching speaking is to enable learners to communicate in the language they are learning.

According to Harmer (2001:269), speaking skills have two elements features; they are language features and mental or social processing. Language Features is among the elements necessary for

spoken production, are the following : Connected speech, Expressive, Lexis and grammar, Negotiation language. Mental or social processing are the following: language processing and interacting with others.

When teaching in junior high school the learners constantly have to keep in mind the fact that what learners have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow (Natasa,2006:1). Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

According to the researcher's observation on SMPN 3 WATES, that is because the students have some problems. Which are: speaking English is not their habit, they assume they do not understand about grammar and less vocab so they are afraid to speak, they are not confidence to speak English with others, they do not focus in English class, they have difficult to expressing their ideas, they do not have partner to practice, easy to understanding the theory but difficult to expressing, and the average of them assume English lesson is the difficult lesson from beginning.

Sukmayati (2013) suggested that English teachers should use various techniques in teaching. In teaching speaking, time token strategy can be alternative techniques to be applied time token strategy is a learning model that aims to allow each member of the discussion group had the opportunity to make their contributions and listen to the views and ideas of other members. This model has a teaching speaking that is suitable for teaching social skills, as well as to avoid the students dominate the conversation or silence the student at all. Time token strategy is ideal for learning the structure that can be used to teach social skills, in order to avoid student or students dominate the conversation altogether silent

So the teacher must make effort to help the students to increase their speaking ability. The teacher can help the students to increase their speaking ability using learning models, especially time token strategy. Because through this model, teacher can increase students' motivation and participation in classroom activity, can train students to express their opinions and can increase students' ability in speaking skill because they will be accustomed to communicate with other students by expressing their own ideas and opinions. This strategy does not need many teaching media in teaching learning process, so that the teacher can be focus to the classroom activity without spending much time to create teaching media. The students became more active in learning activities there are no passive students anymore because all of the students have same talk to speak. The students will learn how to share and understand someone's opinions.

Yunitha (2013) conducted a classroom action research on the application of time token strategy in improving students' speaking skill at the first year students of SMA Negeri 2 Surakarta. The result shows that the application of time token strategy can improve the quality of the teaching learning process. It reveals in the increase of the students' activity, interest, and cooperation during the learning process. It also shows that the application of time token strategy can improve the students' speaking skill.

In this research will use experiment research and quantitative design to get the data. The researcher will take a research at eighth grade of junior high school that focuses on recount with the theme is "my holiday". Because using the theme their holiday is easy to describe and almost all of the students have not difficulty. The researcher will give the freedom about what experience will be described by the students.

So based on the explanation, this research will concern to identify "The Effect of Time Token Strategy on the Students' English Speaking Ability of Eighth Grade at SMPN 3 Wates in the Academic Year 2016/2017"

II. METHOD

Cohen (2007:504) says, a variable can be considered as s construct, operationalized construct or particular property in which the researcher is interested. Ary (2010:265) states that, "The manipulated variable is

called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable." Based on the statement above, variable is something to be observed by the researcher. The variable must be clear and specific to make the research easy to conduct and give get the information that must be learnt and concluded in the research. An independent variable is the variable to be controlled over, what is chosen and manipulated. It is usually something that affects the dependent variable. While dependent variable is something to be measured in the experiment and what is affected during the experiment.

The dependent variable responds the independent variable. Based on the title of this study, "The Effect of Time Token Strategy on the Students' English Speaking Ability of the Eighth Grade at SMPN 3 Wates in the Academic Year 2016/2017" it can be explained that this research consists of two variables. The dependent variable of this research is students' speaking ability and the independent variable is teaching speaking using time token strategy.

Approach of this research was quantitative. According to Ary (2010:22), quantitative research uses objective measurement to gather numeric data that are used to answer question test predetermined hypothesis. It means that to answer the question or test before deciding hypothesis.

Technique of this research was experimental research. Ary (2010:25) states, experiments are carried out in order to explore the strength of relationships between variables. It means that the researcher wants to know the strength of the use of time token strategy in teaching speaking. the researcher take places at SMPN 3 Wates that is located on Jl. Raya Kediri No. 449 Wonorejo, Wates, Kediri from July 2016 to December 2016. The population of this research was the eight grade students in academic year 2016/2017 of SMPN 3 WATES which consists of 255 students of eight classes.

The sample of this research was the eighth grade students of SMPN 3 Wates in F class. F class, there are 35 students consisting of 20 boys and 15 girls. It was taken used purposive sampling technique.

In this study the researcher uses test to measure the impact of the treatment from the sample. In this research, researcher uses tests to measure the students' speaking skill after being taught using time token strategy. The researcher use three

metings. The test is oral test. First meeting is pre-test, that is given to introduce the researcher, told the purpose of the research and give test to get the score of the students before taugh time token strategy. Second meeting the researcher was doing treatment by time token strategy. And the last meeting the researcher give test to get the score of the students after taugh time token strategy. To analyze quantitative data, the researcher analyzed the data collected by using statistical formula. The suitable technique used to measure pre-test and post-test is the t-test. Based on Ary (2010: 177), the formula of t-test independent sample is:

$$t = \frac{Md}{\sqrt{\dfrac{\sum xd^2}{N(N-1)}}}$$

t = the score which want to find out

Md = Mean of different score (post-test – pre-test)

xd = Deviation of each subject (d-Md)

N = Sample

To know the significance of t-test, the researcher must compare it to t-table as follows; If the t-score ≥ t-table, and the degree of significance 1%, it is very significant, so Ho is rejected and Ha is accepted. If the t-score ≥ t-table,

and the degree of significance 5%, it is significant, so Ho is rejected and Ha is accepted. If the t-score ≤ t-table, and the degree of significance 5%, it is not significant, so Ho is accepted and Ha is rejected.

III. RESULT AND CONCLUSION

A. RESULT

After the research was done, the researcher analyzed the data they have gotten. There are two scores of the students. They are pre-test scores and posttest scores. There are pre-test score 3 students get score in range 50-59, 14 students get score in range 60-69, 18 students get score in range 70-79, there is no students get score in range 80-89. It means that many students got low score. Their score is unsatisfying because the English standard score of the school is 75.

Diagram 4.5
The Diagram of Frequency of Pre-test and Post-test
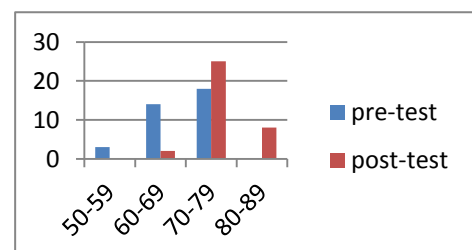
The score of pre-test above was different with the score of posttest. In post-test, there is no

students who get score in range 50-59, and there are 2 students who get score in range 60-69. While the range 70-79 are achieved by 25 students. And 8 student get score in range 80-89. Based on the scores of pre-test and post-test researcher could describe that the total score of pre-test is 2355 and the researcher found 67 as the number of mean in pre-test, the highest score is 75 and the lower score is 55. The total score of post-test is 2640 and from the post-test the researcher found 75 as the number of mean in post-test, the highest score is 85 and the lower score is 60. So, the mean score of post-test is higher than the mean of pre-test.

The minimum of D (total scoring of pre-test and post-test) is 8,142, and the maximum D is 35. The total score of D is 480 and the final result of D^2 is 8500. It means of they have a better ability in constructing sentences because they have a new vocabulary and better grammar that could be used to make sentence. The students' pronunciation is also increasing that

influencing their fluency when they speak. They speak more confident and also have better fluency. Their speech could be understood clearer than before.

B. CONCLUSION

Related to all data that have been analyzed above, the researcher conclude that: there is significant influence of using time token strategy in teaching report, especially to the eighth grade students at SMPN 3 Wates in academic year 2016/2017. Because use time token strategy is effective for teaching speaking to the eight grade students of SMPN 3 Wates. It is stated that time token strategy is effective for teaching speaking because there are increasing scores of the students' achievement in post-test after treatment. These increasing scores could be caused by the increasing interest of the students because of the usage of time token strategy is the students get more idea to be expressed, so they can speak more in their speaking class.

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