

English Language Teaching; Students' Speaking Mastery by Time Token Method during New Normal Condition of Covid 19

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ABSTRACT

Speaking is one of important skill that should be mastered by students in order to be able to communicate English fluently and clearly. Based on the observation, the first grade students of Nursing Academy at Politeknik Negeri Madura faced some problems in English Language Teaching especially relate with learning speaking. It make the researcher try to find a good method in order to make students be more active in speaking. One of a good method that suitable to solve this problem is Time Token method. To apply this method the researcher use some cards which consist of 30 seconds for each card. Every student has an opportunity to deliver their opinion according to the time that they have on each card that they got. This research aims to know the implementation of Time Token Method improve students' speaking ability at the first grade students of Nursing Academy at Politeknik Negeri Madura. The second is to know whether Time Token Method improve students' speaking ability on describing picture at the first grade students of Nursing Academy at Politeknik Negeri Madura.

This research was use Classroom Action Research (CAR) design. The subject of this research are the first grade students of Nursing Academy at Politeknik Negeri Madura with total number of student are 25 students. There are two cycles of action, with each cycle consist one meeting. Based on the result, mean score of the test of cycle 1 was 63,6 and the percentage of students was 40%. The mean score of cycle 2 was 71 and the percentage score was 80%. From this research, the final result of the improvement is 40 %. It can be conclude that using of Time Token Method Improve Students' Speaking Ability at the first grade students of Nursing Academy at Politeknik Negeri Madura. As suggestions, it can be conveyed that Time Token Method can make students' active and effective to speak English well in the class.

Keywords: Speaking Ability; Time Token Method

INTRODUCTION

English as an international language is used to communicate among people in the different country. However, it can be an important thing for students to master English. According to McKay (2002,12) adapted Sharifian (2008,283) English is international language in global and local sense. In global sense for international communication between countries and in local sense as language of wider communication within multilingual societies. It can't be denied that most of students in Indonesia faced some difficulties in learn English because English is not our native language. Based on the observation that have been made to nursing academy students at Politeknik Negeri Madura, most of them found a difficulty in speaking. According Demirbas (2013,108) adapted Anjayni (2016) states that speaking is productive skills, the way of accomplishing communication. Speaking is also one of important thing when learn English and speaking will improve your critical thinking skills. Moreover in the pandemic Covid 19 situation which teaching learning process is present in online class rather than offline class, have a significant impact on students ability to master English. After the government implements the new normal condition, it is hope that it can provide changes of teaching and learning activities in the classroom to improve students' abilities especially in speaking. Hopefully by normal activity in the classroom, students are able to be more active in learn and practice their speaking.

English taught with many methods to make student easy to learn English as their second language. One of the method that help the students to be active in their speaking is using time token method.

According to Arends adapted by Huda (2013,239) said it is a learning model that aims that each discussion group member gets the opportunity to contribute in expressing their opinions and listening to the views and thoughts of other members. This model has a teaching structure that is very suitable for teaching social skills, as well as to avoid students dominating the conversation or the students are completely silent. Time Token method is included in democratic learning, where the learning process places students as a subjects, students activities become the main focus, they are always actively involved, the role of inviting students to find joint solutions to problems or topics discussed.

Based on the previous study in Muhib Thesis (2016) with entitle “The Implementation of Cooperative learning Time Token Method to Improve Speaking Skill France Language at XI Grade of SMAN I Martoyu dan Magellang“ said that Time Token Method can Improve students’ speaking skill France language. The second previous study, Umamah (2012) the title was “The using of Time Token Method to improve the activeness and learning outcomes of IPS at Seventh B Grade of SMPN 3 Pakem Sleman”. While this research aims to know the implementation of Time Token Method improve students’ speaking ability at the first grade students of Nursing Academy at Politeknik Negeri Madura. The second is to know whether Time Token Method improve students’ speaking ability on describing at the first grade students of Nursing Academy at Politeknik Negeri Madura.

METHODS

This research is conducted through Classroom Action Research (CAR) method. Hopkins (2008,48) states that “action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices, and the situations in which the practices are carried out”. Ebutt adapted by Hopkins (2008,48) state that “Classroom Action Research (CAR) is about the systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions”. This design is used when teachers have specific educational problems to solve in particular scope in educational setting such as classroom at the first class which is consist of 25 students of nursing academy Politeknik Negeri Madura.

Data collection is how the researcher collect the data from the students who have conducting a teaching and learning process. Collecting data is very needed by researcher to know the students’ improvement by joining this research. To collect the data, the instruments were used to gather the data by the researcher. The data of this research consisted of Field Note, Observation, Test, and Documentation.

Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different rates. Four components are generally recognized in analyses of speech process that are pronunciation, vocabulary grammar, fluency. Harris in Sri Wahyuni thesis(2018,34) presented the sample of an oral English rating scale that used 1-5 points. The table below is explain about spoken technique score (adapted from Harris in Sri Wahyuni’ thesis, 2018,34):

Table 1 Spoken Technique Score

Aspects	Scores	Indicators
Pronunciation	5 4 3 2 1	- Has few of foreign accent - Always intelligible, though one is conscious of a definite accent - Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding - Very hard to understand because of pronunciation problems and frequently be asked to repeat - Pronunciation problems are severe
Vocabulary	5 4 3 2 1	- Very conversant with vocabulary required by given content: excellent and resourcefulness - Vocabulary mistakes generally do not affect meaning (writing gender, writing preposition, etc.), attempts at resourcefulness - Adequate, although more mistakes give unintended meaning (wrong proposition, incorrect word choice - Meaning frequently obscured by minimal/inadequate mastery of vocabulary - Meaning totally obscured, inadequate vocab
Grammar	5 4 3 2 1	- Makes few noticeable errors of grammar or word order - Occasionally makes grammatical errors which do not obscure meaning - Makes frequent errors of grammar and word order which occasionally obscure meaning - Frequent grammar errors occur which make re-phrasing and reconstructing of utterance - Errors in grammar are severe
Fluency	5 4 3 2 1	- Speech is fluent and less effort - Speed of speech seems slightly affected by language problems - Speed and fluency seems strongly affected by language problems - Usually hesitant, often forced into silence by language limitation - Speech is so halting and fragmentary as to make the conversation impossible

Based on scoring of spoken technique, there are four criteria that are calculated in final speaking scores. Every criterion has minimal and maximal score namely 1-5. Minimal score is 1 while maximal score is 5. The total score of four criteria are calculated and multiplied by 5, so the students get maximal score is 100 and the minimal score is 20. The pattern is below:

Pronunciation	}	: 5	
Vocabulary		: 5	
Grammar		: 5	
Fluency		: 5	
		<u>20 x 5 = 100</u>	maximal score
Pronunciation	}	: 1	
Vocabulary		: 1	
Grammar		: 1	
Fluency		: 1	
		<u>4 x 5 = 20</u>	minimal score

The researcher gives test to the students, so that they can achieve 70 based on Criteria Minimum Score, but after applying the method the target of the teacher is to improve students score based on Criteria Minimum Score. So that, if the students score of the test in cycle 1 is not successful yet and the teacher will continue the next cycle. The criteria of success are emphasized on the process and the product of teaching learning activities. This study is called successful if 80% of students achieve the score equal as the Criteria Minimum Score. If the study hasn't met the criteris, it's called not successful and need improvement to meet the targets. Analysis of data used in this research to know the improving of students' speaking ability by using Time token method with the average students scores and Percentage of the criteria of success the researcher used formula:

- a. The result of individual score formula:

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100$$

- b. The average of students scores formula according to Arikunto (2013, 232).

$$M = \frac{\sum x}{N}$$

M = Mean

$\sum x$ = Individual Score

N = Number of Students

- c. The criteria of success percentage formula according to Sutijono(2016,81-82)

$$P = \frac{f}{N} \times 100\%$$

P = Percentage mastery of student learning

f = Number of students who complete learning

N = Total number of student

RESULTS AND DISCUSSION

1.1 Finding

1.1.1 Finding of Cycle 1

The first step is to get the mean score of the class in cycle I, it is calculated as follow :

$$M = \frac{\sum X}{N}$$

$$M = \frac{1,590}{25} = 63,6$$

Based on the result of the cycle I, the data showed that the mean score of the test of cycle I was 63,6.

The second step is to get the percentage students score of the class in cycle I, it is calculated as follow:

$$P = \frac{f}{N} \times 100$$

$$P = \frac{10}{25} \times 100 = 40\%$$

Based on the result test of the cycle 1, the data showed that the mean score of the test of cycle 1 was 63,6 and the percentage of students was 40%. There was 10 students of 25 students who passed the Criteria Minimum Score 70 and there are 15 students of 25 students did not pass that criteria.

The researcher conducted the new planning about the conclusion of implementation the action. Then, researcher tried to modify the action in order students speaking ability because in the result of preliminary study showed 5 students that the score 70 and 10 students that the score in the result of cycle I who passed the Criteria Minimum Score. From the reflecting, there must be more efforts to improve students' speaking ability by using Time Token method and it need to be improved in the next cycle.

1.1.2 Finding of Cycle II

The first step is to get the mean score of the class in cycle II, it is calculated as follow :

$$M = \frac{\sum X}{N}$$

$$M = \frac{1,775}{25} = 71$$

the data showed that the mean score of the test of cycle II was 71.

The second step is to get the percentage students score of the class in cycle II, it is calculated as follow :

$$P = \frac{f}{N} \times 100$$

$$P = \frac{20}{25} \times 100 = 80\%$$

Based on the result test of cycle II, the mean score of class in speaking test gained until 71 and The Percentage score was 80% in which There was 20 students of 25 students who passed the Criteria Minimum Score 70 and there are 5 students of 25 students did not pass that criterion. The reflection of Classroom Action Research was carried out after getting the result of observing and test of cycle II. The researcher and the teacher felt satisfied in as much their effort to improve the students speaking ability had been realized. The result cycle II showed that there were 20 students who passed the Criteria Minimum Score. So, it has met criterion of success that more than 75% the students able to passed the Criteria Minimum Score. Therefore, the researcher decided to stop the Classroom Action Research (CAR) because it had already success.

1.2 Discussion

The result of students' improvement in speaking ability from preliminary study, cycle I, and cycle II explained in the figure below:

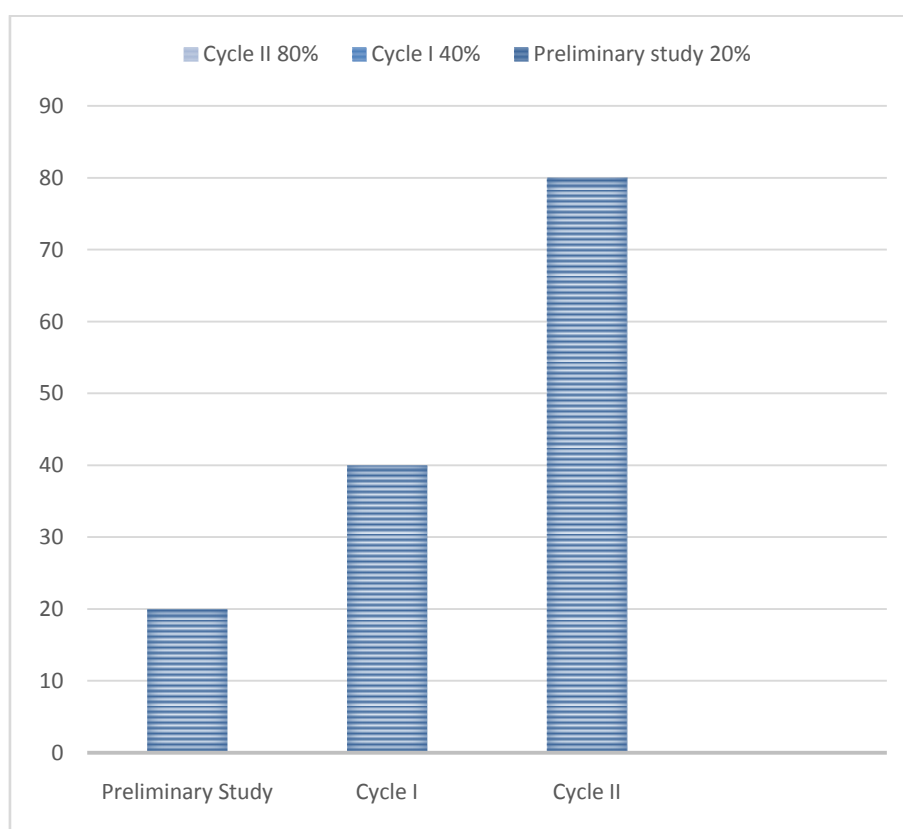


Figure 1 Students' Improving Speaking Score

The first result test of preliminary study, the data showed that the mean score of the test of preliminary study there were only 5 Students who derived the score above the Criteria Minimum Score or passing grade. Meanwhile, the other 20 Students were below that criterion. From the data above, the students who pass Criteria Minimum Score 70 are 5 students of 25 students. The average scores was 53. and The Percentage score was 20%.

The second result test of the cycle I, the data showed that the mean score of the test of cycle I was 64 and the percentage of students was 40%. There was 10 students who passed the Criteria Minimum Score 70 and there are 15 students did not pass that criterion. The third result test of cycle II, the mean score of class in speaking test gained until 71 and The Percentage score was 80%. There was 20 students who passed the Criteria Minimum Score 70 and there are 5 students did not pass that criteria.

There was a slight improvement of students percentage score from the students reading on the preliminary study to the students speaking on cycle I and cycle II. The data of preliminary study showed that the percentage score was 20% and the percentage score of the students speaking on the first cycle was 40% and the second cycle there was 80% of percentage score improvement.

Teaching learning process in this cycle was better and the researcher found that students enjoyed the activity. The improvement of the percentage score students who got equal or greater than Criteria Minimum Score from cycle I into cycle II was 40%. Therefore, the researcher felt that the using of Time Token method to improve students speaking ability on describing at the first grade of nursing academy at Politeknik Negeri Madura was successful because the percentage score of the students speaking was 75%. While, based on criteria of success in this research was 80% of students achieve equal score or greater than criteria minimum score.

CONCLUSION

The research conclusion is presented based on the result of data analysis, the researcher inferred that teaching speaking by using Time Token method is effective and it can improve students speaking ability. It can be proved through several data such as an observation result which shows students enthusiastic, and participate the learning process actively. Time Token method also motivate the students in learning speaking and reduce the hesitation in practicing their speaking.

Preliminary study showed that the students' average score was 53, than the researcher concludes there were only 20% of students pass the Criteria Minimum Score. In the cycle I, the students average score was 63,6 and there were 40% could pass the Criteria Minimum Score. In the cycle II the students got average score 71 and the students pass Criteria Minimum Score were 20 students, it means that 80% of the students pass the Criteria Minimum Score. From the result above it can be concluded that use Time Token method could improve students speaking ability.

In order to maximize the use of the method, some efforts need to be made. The teacher must know that students need a fun learning method to learn English, so that students never feel bored to learn English and enjoy the process of teaching and learning in the class. There are several methods that teachers can use to make students more active and fluent in English well in class. For speaking lessons, teachers should use the Time Token method as teaching alternatives that speak and keep students motivated in the learning process. And for the students should study more and give a good respond during learning process, should be more interested in study English, should master many vocabularies, and the students should practice with their friends to improve their speaking ability in English.

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