

IMPROVING STUDENT'S SPEAKING SKILLS THROUGH THE TIME TOKEN CLASS IV MODEL IN SDN 11 BONGOMEME, GORONTALO DISTRICT

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ABSTRACT

The purpose of this study was to improve students' speaking skills through the Time Token model in the fourth grade of SDN 11 Bongomeme. This type of research is classroom action research. This study uses 2 cycles. Data collection techniques include tests, observations and documentation.

The results showed that in the first cycle of the 17 students who were subjected to the action, there were 9 students or 53% who were able to speak. In the second cycle it increased to 15 students or 88% who were able to speak and there were still 2 students or 12% who were not able to speak. Based on the results of the study, it was concluded that through the time token model, the fourth grade students' speaking ability at SDN 11 Bongomeme, Gorontalo Regency increased.

Keywords: Talking, Time Token

INTRODUCTION

Language skills are important to master because it will make it easier for students to communicate with others in their lives. Language skills consist of aspects of listening, speaking, reading and writing, although they can be presented separately, in practice, these four aspects will remain connected to each other. One of the language skills that is an important competency for students in communicating in life is speaking. Speaking is a person's ability or ability to say words to express, state, and convey ideas and feelings verbally to others. Language skills consist of aspects of listening, speaking, reading and writing, although they can be presented separately, in practice, these four aspects will remain connected to each other. One of the language skills that is an important competency for students in communicating in life is speaking.

The learning process that develops in the classroom is generally determined by the role of teachers and students as individuals who are directly involved in the process. The learning process in the classroom itself depends a lot on the way the teacher delivers lessons to students. Therefore, the ability and readiness of teachers in teaching plays an important role for the success of the learning process.

DEFINITION OF ABILITY

According to Robbins (2000:67), ability is an innate ability from birth or is the result of training used to do a job. These abilities include physical abilities and intellectual abilities. According to Hamalik (2008:162) abilities can be divided into two types, namely, Intrinsic abilities are abilities that are included in learning situations and meet the needs and goals of students, secondly Extrinsic abilities are abilities that live in students and are useful in learning situations. functional". Able is proficient in carrying out tasks, capable and agile. The word ability has the same meaning as dexterity. Ability or dexterity is the ability to do something quickly and correctly. A person who can do quickly but wrong cannot be said to be capable. Based on the above study, it can be concluded that ability is the ability or skill of an individual to master a skill and be used to do various tasks.

DEFINITION OF SPEAKING

According to Nafi'ah (2018: 163) speaking is the activity of conveying messages to other people (listeners) with the medium of spoken language. according to

Tarigan (2008: 16) speaking is "the ability to pronounce articulation sounds or words to express, express or convey thoughts, ideas, and feelings". In order to convey thoughts, ideas and feelings, the speaker must understand the meaning of everything he wants to communicate. Because speaking is often considered as the most socially controlled human communication tool in utilizing physical, psychological, neurological, and linguistic factors widely. Good speaking activities are carried out through stages, namely: a. Preparation stage In the preparation stage, the speaker must carry out activities, determine goals, collect references, develop a framework, and carry out exercises. b. Implementation stage At the implementation stage, the speaker opens the conversation, conveys ideas, and closes the conversation. c. Evaluation Evaluation can be done by listening to speaking activities again, if a recording is made when talking or asking for input from listeners, especially friends who hear what and how we talk. It can be concluded that speaking is the ability to pronounce articulation sounds to express or convey thoughts, ideas, and feelings to others with the medium of spoken language. Good speaking activities are carried out through stages, namely the preparation, implementation and evaluation stages.

TALKING PURPOSE

The purpose of speaking according to Iskandarwassid (2008: 34) is a very important thing to be determined before a speaker presents his ideas. The program for teaching speaking skills must be able to provide opportunities for each individual to be able to achieve the aspired goals. a. Ease of speaking Students should have ample opportunity to practice speaking until they develop this ability naturally, fluently, and pleasantly, both in small groups and in front of a larger general audience. Students need to develop self-confidence that grows through practice. b. Clarity Students practice speaking correctly and clearly, both articulation and diction of sentences. The ideas spoken must be well structured through exercises such as discussions, seminars, interviews, guiding events in a speech degree, all of which require the ability to organize logical and clear ways of thinking so that clarity of speech can be achieved. c. Responsible Good speaking practice emphasizes the speaker's responsibility to speak appropriately, and to think carefully about what is the topic of conversation, the purpose of the conversation, who is being spoken to, and how the situation and momentum of the conversation are. Such practice will prevent students from speaking irresponsibly or using tongues that deceive the truth. d. Forming critical listening Good speaking practice as well as developing the ability to listen correctly and critically are also the goals of this program. Here students need to learn to evaluate the speaker's words, intentions, and goals. e. Forming habits The ability to speak cannot be achieved without the habit of interacting in the language learned or even in the mother tongue. This factor is so important in forming the habit of speaking in one's behavior. Based on the above study, it can be concluded that the purposes of speaking that will be used in this study are ease of speaking, clarity, responsibility, forming critical listening, forming habits.

TYPES OF TALKING

Broadly speaking, the types of speaking are divided into two types, namely public speaking and speaking at conferences. According to Tarigan (1981:22), several speaking activities are included in this category. a. Public speaking The types of speech include the following. 1) Speaking in a situation that is informing or reporting, is informative (informative speaking). 2) Speaking in situations that are persuasive, inviting, or convincing (persuasive speaking). 3) Speak in a negotiating situation calmly and carefully (deliberate speaking). b. Group discussion Talking in groups includes formal (formal) and informal (informal) groups c. The parliamentary procedure is debate, based on its form, purpose, and method, debate can be classified into the following types. 1) Parliamentary or assembly debates, 2) Re-examination debates 3) Formal, conventional or educational debates. So based on the explanation above, it can be concluded that the types of speaking consist of public speaking, and speaking at conferences. The division above is clear that speaking has a different scope of listeners. Talking to the wider community, means that the scope is also wider. Meanwhile, the scope of the conference is limited.

SPEAKING TECHNIQUE

The ability to speak is an essential form of human communication, therefore, humans must be able to speak properly and correctly. The trick, one must master the technique of speaking properly. There are two prerequisites related to speaking techniques, namely: organic prerequisites and language prerequisites

a. Organic prerequisites The speaker's activities affect the way of speaking, a good speaker must be good at adjusting the high and low voice, loud and weak voice, and body movements. Speakers must also regulate breathing greatly affects the sound.

b. Prerequisites of language Words serve as symbols to describe objects, events, and ideas. These words form a certain language sentence. Language is capable of greeting, expressing feelings, informing, directing, or warning. Therefore, the language prerequisites must be met by everyone if they want to be able to speak

Language prerequisites include speech dynamics, speech rhythm, vocabulary, and sentence structure. So based on the explanation above, it can be concluded that the speaking technique consists of the organic prerequisite technique and the technical language prerequisite.

FACTORS INFLUENCING SPEAKING

According to Nafiah (2018: 167) there are several factors that influence speaking, namely sensitivity to phenomena, cognition or imagination abilities, language skills, psychological abilities, and performance.

Sensitivity to phenomena is related to the speaker's ability to make everything around him, no matter how small, as a source of ideas. On the other hand, someone who is not responsive to phenomena will not be able to generate ideas even though a big event happens to him.

Cognitive ability relates to the carrying capacity of the speaker's cognition and imagination. A good speaker will be able to determine when he is able to use his cognitive abilities to produce speech and when he should use his imagination. The ability to use cognition and/or imagination will be closely related to the purpose of the conversation he will do.

Language ability is the speaker's ability to package ideas in good and correct language. In relation to language factors, a good speaker should properly master the entire linguistic order of phonemes so that it is semantic and pragmatic so that he will package the idea appropriately. In addition, this ability is also related to a person's speech organ. A speaker who has abnormalities in the sound-producing organs will experience obstacles when speaking.

Psychological abilities are related to the speaker's psyche, for example the ability to speak, calm, and psychological adaptability when speaking. Someone who is able to package ideas well may not be able to convey these ideas verbally because they are disturbed by calm when speaking or even because they do not have the courage, are nervous and get pressure when speaking.

Performance ability Performance ability is more related to speaking practice. A good speaker will use various styles according to the situation, condition, and purpose of the conversation. Style is also related to behavior when someone does a conversation such as expression, ability to build interactive communication, and relates to the speaker's appearance. So based on the explanation above, the influencing factors in speaking are sensitivity to phenomena, cognitive abilities or imagination, language skills, psychological abilities, and performance.

CHARACTERISTICS OF AN IDEAL SPEAKER

Rusmiati (2002) in Suarsih (2018: 8) suggests that there are a number of characteristics of a good speaker and to be known, understood, and internalized and can be applied in speaking. These characteristics include the following.

a. Choose the right topic. b. Mastering the material. c. Understand the background of the listener. d. Knowing the situation. Identify the room, time, speech support equipment, and atmosphere. e. Goals are clear. A good speaker can formulate the speaker's goals that are firm and clear. f. Contact with listeners. g. High linguistic ability. h. Mastering the listener, i. Make use of tools. j. His appearance is convincing.

SPEAKING DIFFICULTY IN ELEMENTARY SCHOOL STUDENTS

According to Nafiah (2018: 175) In general, elementary school students are not confident when speaking in front of the class. This is due to the following factors: a. Difficult to remember words, b. There are doubts

about the words to be spoken, c. Shame, d. Stage fright. Based on the above study, it can be concluded that every child has difficulty in speaking because they are not confident to speak in front of the class this is because the student has difficulty remembering words, there are doubts about the words spoken, shy, and stage fright.

LANGUAGE FACTORS AS SUPPORTING EFFECTIVENESS OF SPEAKING

According to Pujiono (2013: 87) linguistic factors are the accuracy of speech (sound), placement of pressure, tone, joints, and appropriate duration, choice of words (diction) and effective sentences.

Accuracy of speech (sound system) A speaker must get used to pronouncing the sounds of the language correctly.

Placement of pressure, tone, joints, and duration The appropriate placement or use of pressure, tone, joints, or tempo and duration will be the main attraction for listeners.

Choice of words (diction) Variations in language use are influenced by the situation of the conversation. The form of variation can be seen through the embodiment of pronunciation, spelling, word choice, and sentence structure.

Effective sentences for speaking are essentially conveying sentences. Sentences consist of words that contain meaning. Every idea, thought, concept, or feeling of a person will basically be conveyed to others in the form of sentences.

Based on the above study, it can be concluded that the effectiveness of a person's speaking is strongly influenced by the linguistic factors they master. These factors include the accuracy of speech (sound), placement of appropriate pressure, tone, joints, and duration, choice of words (diction) and effective sentences.

ASPECTS TO BE ASSESSED IN SPEAKING

According to Safari (1997: 80) speaking ability can be measured through various activities carried out in the classroom. for example, activities: (1) talking about what is: known, heard, read, seen, observed, wanted, thought, watched, experienced, felt: (2) giving speeches, lecturing: (3) telling stories: (4) discussing, seminars: (5) interviewing: (6) asking questions; (7) conversing; (8) campaigning; (9) introduce, present events; (10) talk by phone.

In particular, the aspects assessed in the speaking test are based on the scope and level of depth of learning as well as the teaching objectives that have been set out in the curriculum. In general, aspects that can be assessed in the speaking test include the following.

a. Linguistic aspects, including: 1) Accuracy of pronunciation/pronunciation: vowels, consonants, intonation, and stress 2) Accuracy of placement of word or expression stress. 3) Accuracy of use: tone/rhythm, choice of words, expressions, terms, word variations, formation, sentence structure, sentence variety, figure of speech.

b. Aspects of disclosure, including: 1) Fluency (not a lot of repeating the same words), 2) Speech tempo (slow, medium, fast, too fast) 3) Imitating / copying the habits of other speakers or not, 4) Loudness of voice 5) Gestures and expressions, 6) Tone (not monotonous), 7) Fluent, clear, simple, and easy to understand 8) Whether or not you are skilled in overcoming difficulties when you lose your way of thinking, 9) The style of conveying / speaking.

c. Aspects of appearance and attitude, including: 1) Courage and enthusiasm, respect, respect, self-confidence. Attracting the interlocutor, familiar, giving encouragement/motivation; 2) Eyesight, 3) Controlled limb movements; 4) Position of hands, limbs (such as: scratching ears, mustache, beard, biting lips, playing with shirt buttons); 5) Fear, anxiety, lack of concentration, tension, nervousness, caution, emotion; 6) Punctuality given; 7) Openness/honesty; 8) Can feel the reaction of the listener / interlocutor.

d. Aspects of the material being discussed, for example: 1) The level of mastery of the material / topic being discussed; 2) The level of mastery of supporting materials; 3) Suitability / relevance to the topic being discussed; 4) Reasoning level (systematic thinking, steady/consistent, logical, precise, and correct); 5) Able to capture the intent and direction of the conversation. Based on the above study, it can be concluded that the aspects assessed in speaking used in this study are linguistic aspects, disclosure aspects, appearance and attitude aspects.

TIME TOKEN LEARNING MODEL

According to Eliyana (in Shoimin, 2014: 216). Time token is one type of cooperative learning. Students are formed into study groups, which in this learning teach social skills to avoid students dominating the conversation or prevent students from being completely silent in discussions. According to Arends (in Tampubolon, 2014: 105) the time token model is a model of social ability, namely a structure that can be used to teach social skills to avoid students dominating the conversation or students being completely silent.

This model is used to improve students' social skills. This model gives students the courage to speak in front of the class. In the application of the time token model, it gives a number of talking coupons with a time of \pm 30 seconds per coupon for each student. This model provides a good contribution to the teaching and learning process. This time token model trains students to speak without fear of being wrong or lazy to speak because students who hold coupons must speak in learning activities. In addition to training students to develop speaking skills, this model also fosters student courage, so that students do not become passive in learning activities, besides that it can make learning more meaningful where students are actively involved in the ongoing learning process.

Based on the above study, it can be concluded that the time token model is a teacher teaching model using cooperative learning which can technically help students learn in each subject where students work in small groups, by giving speech coupons to students in each group. Then the teacher appoints one of the groups to answer questions or present in front of the class, using the speaking coupon. Thus this model is used to train and develop social skills so that students do not dominate the conversation or remain silent at all.

TIME TOKEN MODEL LEARNING STEPS

According to shoimin (2014:216) the steps of the time token learning model are as follows: a. The teacher explains the learning objectives. b. The teacher conditions the class to carry out discussions (cooperative learning / CL). c. The teacher gives assignments to students. d. The teacher gives a number of talking coupons with a time of \pm 30 seconds per coupon to students e. The teacher asks students to submit coupons first before speaking or making comments. Each show speaks one coupon. Students can perform again after taking turns with other students. Students who have run out of coupons may not speak again. Students who still hold coupons must speak until all the coupons are used up. And so on until all the children have expressed their opinion. f. The teacher gives a number of values according to the time used by each student. So to improve students' speaking skills through the time token model, we must use the time token model according to the steps that have been determined.

THE ADVANTAGES AND DISADVANTAGES OF THE TIME TOKEN MODEL

According to shoimin (2014:217-218) the advantages and disadvantages of the time token learning model are as follows: a. Strengths 1) Encourage students to increase initiative and participation. 2) Students do not dominate the conversation or remain silent at all. 3) Students become active in learning activities. 4) Improve students' ability to communicate (speaking aspect) 5) Train students to express their opinions 6) Cultivate habits in students to listen to each other, share, provide input, and be open to criticism. 7) Teach students to respect the opinions of others. 8) The teacher can play a role in inviting students to find joint solutions to the problems encountered. 9) Does not require a lot of learning media.

b. Disadvantages 1) Can only be used for certain subjects. 2) Cannot be used in a class with a large number of students. 3) It takes a lot of time for preparation and in the learning process because all students have to speak one by one according to the number of coupons they have. 4) Active students cannot dominate in learning activities. Based on the explanation above, it can be concluded that each learning model has its own advantages and disadvantages, as well as the time token model, not all learning models that we use in learning can be applied in the learning, so we must use a learning model according to the material or content. learning.

APPLICATION OF THE TIME TOKEN MODEL IN TALKING

This time token learning model is applied because students are the subject of learning and throughout the learning process, student activities become the main point of attention so that students really experience fun learning activities. In other words, they are always actively involved in learning interactions that are deliberately created by the teacher. The time token learning scenario in class opens with greetings activities

that occur in class, namely the teacher explains the learning material, after the teacher explains the material the students are divided into several groups then each student is given a speaking coupon for 30 seconds, before speaking the students will return the speaking coupon distributed by the teacher. Students are given group assignments, students who present the results of their assignments and speak will return a speaking coupon to the teacher. Students can perform again after taking turns with other students. Students who have run out of coupons cannot speak again while students who still hold coupons must speak until the coupons run out. And so on until all students express their opinion. Then the teacher gives a number of values to the students who speak according to the indicator assessment. The teacher closes the lesson by praying. So to improve students' speaking skills through the time token model, we must use the time token model in accordance with the implementation that has been determined based on the theories above, the aspects assessed are (1) pronunciation, (2) fluency of speech, (3) appearance/attitude, (4) punctuality.

RESEARCH METHODS

This research is a class action research (CAR) which was conducted at SDN 11 Bongomeme, Gorontalo Regency. Students who are subject to action in this study are grade IV students. In carrying out this research, it is carried out cyclically and each cycle consists of 4 stages, namely the preparation stage, the action implementation stage, the monitoring and evaluation stage and the reflection analysis stage.

RESEARCH RESULTS AND DISCUSSION

The research results presented in this chapter were obtained from the implementation of class actions in cycle I and cycle II. The results of the oral test cycle I and cycle II in the form of students' speaking skills through the time token model, student activities in the form of observation, tests and documentation. The results showed that in the first cycle of the total number of 17 fourth grade students who were subjected to the action were 17 students, 9 students or 53% were able and 8 students or 47% unable. Associated with the indicators of research success which stipulates that at least 80% of students get a score of 65, it means that the established indicators of success have not been achieved. So that this research was continued in cycle II. In the second cycle, the results achieved were from 17 students who were subject to action, 15 students were able or 88% and those who were not able were 2 students or 12%. The results achieved in cycle II exceeded the expected indicators, so this research was not continued in the next cycle.

This research was conducted with the aim of improving the speaking ability of fourth grade students. According to Eliyana (in Shoimin, 2014: 216). Time token is one type of cooperative learning. Students are formed into study groups, which in this learning teach social skills to avoid students dominating the conversation or prevent students from being completely silent in discussions. As the results of the data obtained in the initial observation, the students' speaking ability was still low, from 17 the number of students only 3 students or 18% were able to speak. This encourages researchers to conduct classroom action research which is divided into 2 cycles.

From the results of monitoring teacher activities in the learning process, 20 aspects were observed. Aspects of good criteria (B) as much as 2 or 10% while sufficient criteria (C) as much as 11 or 55%. For this reason, according to the reflection, the research action is continued in cycle II, this is done to achieve the target in accordance with the performance indicators that have been set in the study. The data obtained from the implementation of the actions of cycle I and cycle II on improving students' speaking skills through the time token model on student activities from the four aspects observed, namely (1) pronunciation, (2) fluency, (3) appearance and attitude, (4) punctuality.

The following is a description of the observations in the first cycle: (1) Pronunciation, in this aspect the number of students who obtained the criteria of being able to 4 students or (23%), the number of students who obtained the criteria of underprivileged were 11 students or (65%), students who obtained the criteria of not being able capable of 2 students or (12%). (2) Fluency, in this aspect students who get the criteria of being able to 4 students or (23%), students who get the criteria of being less able are 9 students or (53%) and those who get the criteria of being unable to be 4 or (23%). (3) Appearance/attitude, from this aspect student who get the criteria of being able to 6 students or (35%), those who get the criteria of being less capable are 9 students or (53%) and students who get the criteria of being unable to be 2 students (12%). (4) Punctuality, in this aspect students who obtained the criteria of being able to afford 3 students or (18%), students who obtained the

criteria of being poor were 8 students or (47%), students who obtained the criteria of being unable to do so 6 students or (35%). Based on the results of observations in the first cycle, the students' ability to speak through the time token model that scored above 70 increased from the initial observation of 3 students to 9 students who were able to speak. For the results of monitoring teacher activities in the learning process, from 20 aspects observed that reached the very good criteria (SB) as much as 5 or 25% while the good criteria (B) were 14 or (70%). And for the results of the improvement of the learning steps, there was a change in cycle II. The results of students' ability to speak through the second cycle time token model are (1) pronunciation, which obtains the criteria of being able to as many as 10 students or 59%, the criteria of being less able to 7 or 41%. (2) fluency who obtained the criteria for being able to as many as 9 students or 53%, the criteria for being less able 8 or 47%. (3) the appearance/attitude that obtained the criteria of being able to as many as 9 students or 53%, the criteria of being less able to 8 or 47%. (4) the punctuality of the capable criteria is 5 or 29%, the poor criteria are 11 or 65% and the poor criteria are only 1 student or 6%.

CONCLUSION

Based on the results of the research and discussion, it is concluded that the Time Token model can improve the speaking ability of fourth grade students at SDN 11 Bongomeme, Gorontalo Regency. This can be seen in the first cycle data from 17 students, only 9 students were able to speak or 53%, in the second cycle it increased to 15 students or 88%. And 2 students who are not able to speak. And in the second cycle, the performance indicators have been achieved. With this, the Time Token model can improve the speaking ability of fourth grade students at SDN 11 Bongomeme, Gorontalo Regency.

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