The Improvement of Speaking Ability Through the use of Time Token Arends and Multimedia

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Abstract

The purposes of this research are to improve speaking ability through the implementation of time token of Arends model and multimedia. The research subject is fifth grade students of public Primary School of 01 Sringin consists of 16 students. This research is classroom action research (CAR) which conducted three cycles, each cycle consist of four phases, there are planning, action, observing, and reflecting. The data was collected by observation, interview, test, and documentation. The data validity used data source triangulation and triangulation technique. The data was analyzed using interactive analysis. The result of this research showed that by using time token of Arends model and multimedia, those could improve speaking ability.

Keyword: *time token arends model, multimedia, speaking ability.*

I. INTRODUCTION

The efforts of education quality improvement must be conducted and improved continuously. One of the government efforts in improving education quality is conducted by implementing School based curriculum or commonly called KTSP in Indonesia. This curriculum has been implemented based on the characteristic and the capability of each area. Furthermore, Bahasa Indonesia is one of the subjects included into national examination. Bahasa Indonesia becomes one of the subjects that develops various abilitys stated in graduate's competence standard. Consequently, in learning Bahasa Indonesia, students are expected to master language abilitys. Those abilitys are listening ability, writing ability, speaking ability, and reading ability.

Speaking is ability that is often experienced by students in their daily life. Speaking activity is commonly conducted to do social relationship with other in surrounding. Speaking is a manifestation of oral communication which is conducted by human being in their daily life with various purposes. Solchan (2009: 11.11) stated that one's purposes in conducting speaking activity are 1) speaking to entertain; 2) speaking to inform; 3) speaking to stimulate; 4) speaking to convince; and 5) speaking to motivate. Driven by the mentioned purposes, Suandi,

et.al (2013: 127) contended that speaking ability has become an essential part of human being's life in order to make their communication with others run smoothly. As social human being, human always lives in group. Human's interaction needs a certain language that is later on conducted in spoken or written. Finally, oral communication that is conducted through speaking must be mastered effectively.

Considering to the importance of speaking ability, primary school students must be provided with strong foundation on speaking ability. Primary school age is considered as the easiest period to form and guide students to become what teacher expected. Developing speaking ability to the primary school students is expected to enable students to communicate and to deliver ideas smoothly and also enable students to interact with their surrounding environment easily. According to Slamet (2009: 32) someone who has speaking ability will be easier to convey their ideas or theirs concepts to the others, that efficacy can be seen when listener understands of speaker's idea or concept.

Based on the result of interview with teacher of 5th grade in SDN 01 Sringin on Monday, 22[nd]Februari 2016 obtained data that some students of 5th grade find difficulties in speaking. Many students who did not dare to convey their opinion related the subject which was studying. This statement was supported by the students' score of speaking ability in the first semester, from 16 students only 6 students (37.5%) obtained exhaustive score and the rest that was 10 students (62.5%) students were not yet obtain exhaustive score. Exhaustive minimum score criterion that was decided by the school was greater than or equal to 70.

In addition, the result of observation showed that students' lack of speaking ability was caused by teaching model and learning media implemented by teacher. The teacher did not implement teaching mode' and innovative learning media that can stimulates students' activity and bravery to convey opinion, and also the teacher did not improve students' interest in learning activity yet.

Learning constraints stated above, can be overcomeby innovating learning activity. Students will be more encourageto confess their opinion if the teacherimplements teaching model that relevant to improve students' speaking ability. One of the teaching models that can be usedto improve students speaking ability is Time Token Arends. Huda (2013: 87) mentioned that in Time Token Arends model, students' participation in classroom is balance, there is no students who dominate to speak, there is no students who is shy, and only keep silence in learning activity.

Moreover, not only implementing Time Token Arends teaching model but this research also using multimedia as well. Making use of multimedia in learning process is very important to the students. Arsyad (2015: 162) contended that multimedia aim is to present interesting, easy to understand, and clear information. Information will be understood easily because it can be access using as many as human senses, especially ears and eyes that commonly used to absorb information. In addition, the advantages of using multimedia also proposed by Ariani and Haryanto (2010: 12) such as providing new experiences to the students, encouraging students' learning motivation due to its interesting presentation, and helping students to be easier in understanding concept.

The use of these time token arends teaching model and multimedia are expected to be able to increase students' interest toward the subject, Bahasa Indonesia. Later on, this interest affects students in understanding materials so that students have bravery to convey opinions.

This research is aimed to improve speaking ability through the implementation of innovative teaching model and media, namely time token arends and multimedia.

II. METHOD

Classroom action research was conducted in SDN 01 SringinJumantonoKaranganyar academic year 2015 / 2016. Students of 5th grade in SDN 01 Sringin as subject research, all of them were 16 students which consisted of 9 male and 7 female. Data collection technique used observation, interview, performance test, and documentation. Triangulation technique and triangulation data were used to get data validity. Analysis interactive was used to analysis the data.

This research was done in three cycles; each cycle consisted of two meeting. Every cycle consists of four stages those: (1) planning, (2) execution of action (action), (3) observation and (4) reflecting the action (reflecting)

III. RESULT

The results of this research showed that time token arends and multimedia can improve speaking skill. The results of this research include (1) mean score of speaking skill, and (2) classical passing score.

A. The Result of Mean Score of Speaking Skill

The result of mean score of speaking skill each cycle can be seen in the following table.

Table 3.1. Mean Score of Students' Speaking Skill in Pre-Treatment, Cycle I, Cycle II, And Cycle III

Pretreatment	Cycle I	Cycle II	Cycle III
63.125	70.125	77.25	79.75

Based on table 3.1 above, it can be seen that the percentage of mean score of students' speaking score is improve from pretreatment 63.125, cycle I 70.125, cycle II 77.25, and cycle III 79.75. This improvement causes the improvement of classical passing grade.

B. The Percentage of Classical Passing Grade

The result of classical passing grade each cycle can be seen in the following table.

Table 3.2. The Percentage of Classical Passing Grade in Pretreatment, Cycle I, Cycle II, and Cycle III

Pretreatment	Cycle I	Cycle II	Cycle III
37,5%	62,5%	75%	87,5%

Based on the data presented on table 2, it shows that the percentage of classical passing grade is always improving. The percentage of classical passing grade in pretreatment is 37.5%, in cycle I is 62.5%, in cycle II is 75%, and in cycle III is 87.5%.

IV. DISCUSSION

In initial condition before giving treatment, researcher interviewed teacher. The result of interview showed that there is problem in students' speaking ability. Students feel that they face difficulty to convey their idea and opinion and also they are not brave enough to convey their opinion. Low speaking ability faced by students is caused by teaching model and media that is used by Bahasa Indonesia teacher. Teacher does not use innovative teaching method and media yet. As a result, students are not interested to study and they get bored easily, and also they their bravery in speaking do not develop yet. In order to overcome these problems, researcher implements innovation of teaching model and media to improve speaking ability.

Time token arends and multimedia is one of the alternatives to solve those problems. Auliatisny (2014: 35) in her research stated that time token arendscan be concluded that time token is one of alternative that is used to increase students'

participation in speaking class. This model provides opportunities to the passive students to be more confidence to convey their opinion by using speaking card. In the implementation of this model, each student will get equal chance in learning because all of them have speaking cards. Furthermore, time token arends is implemented together with multimedia. Lam (2014: 81) argued that there are potential effects in using multimedia like grabbing students' attention, creating a sense of anticipation, improving students' attitudes towards content and learning, increasing understanding, stimulating the flow of ideas, inspiring and motivating students, making learning fun and creating memorable visual images, etc. making use of multimedia will help students to understand material or problem learned so that students is easier to give solution to the problem whereby the solution will be presented orally.

Time token arends which is combined with multimedia can be implemented into speaking activity as follows: (1) giving explanation about material learned using power point slide; (2) making group to discuss material; (3) showing problem through video using power point slide; (4) giving speaking cards to each students to speak around 30 second; (5) submitting cards after speaking; and (6) each students must use all they card to speak. Students who do not use all speaking cards, they should participate in speaking by giving comment to the presented evidence or giving comment to their friend opinion.

Based on the result of classroom action research, the data obtained that students classical passing grade is improving from pretreatment, cycle I, cycle II, and cycle III. In pretreatment students classical passing grade is 62.5% or six students, then it increases become 62.5% or ten students in cycle I, it increases again in cycle II become 75% or 12 students, and it also increases become 87.5% or 14 students in cycle III. However, still have 12.5% or two students who do not pass the grade yet.

V. CONCLUSSION

From the result of this research it can be concluded that time token arends and multimedia can improve speaking ability. It can be seen from the improvement of mean score of speaking ability and students' passing score. The mean score of pretreatment initially only 62.125 and students who pass the score are six students. Later on it improves become 70.125 and students who pass the score are ten students in cycle I. In cycle II, the mean score of speaking ability also improves become 77.25 and students who pass the score are 12 students. The mean score improves again in cycle III become 79.75 and students who pass the score are 14 students.

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