

USING A TIME TOKEN STRATEGY TO INCREASE STUDENTS' PARTICIPATION IN SPEAKING FOR JUNIOR HIGH SCHOOL

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Abstrak

Penulisan artikel ini bertujuan untuk mendiskusikan tentang bagaimana meningkatkan partisipasi siswa dalam pembelajaran *speaking* di Sekolah Menengah Pertama (SMP) dengan menggunakan *Time token strategy*. *Speaking* merupakan salah satu keahlian yang harus dikuasai siswa dalam mempelajari bahasa Inggris. Dalam pengajaran *speaking*, siswa dituntut untuk dapat berbicara secara akurat dan lancar serta mampu berpartisipasi aktif dalam pelaksanaan kegiatan belajar-mengajar. Akan tetapi, siswa sering mengalami beberapa masalah diantaranya masalah yang terkait dengan strategi yang digunakan guru di kelas. Dalam mengajar *speaking*, guru cenderung menggunakan strategi yang bersifat *teacher-centered*, sehingga siswa memiliki keterbatasan untuk berpartisipasi aktif di kelas. Untuk mengatasi masalah tersebut, penulis memperkenalkan *time token strategy*. Dalam strategi ini, siswa menjadi fokus utama dari pengajaran (*student-centered*). Pengajaran menggunakan *time token strategy* dimulai dengan guru membagikan empat kupon kepada masing – masing siswa. Setiap kupon bernilai ± 15 detik. Setiap selesai berbicara, siswa harus menyerahkan satu kupon kepada guru. Guru akan memberi siswa nilai sesuai dengan jumlah waktu yang digunakan. Jika siswa sudah menggunakan seluruh kuponnya, mereka tidak diperbolehkan untuk berpartisipasi lagi. Demikian seterusnya sampai semua siswa berbicara. Sehingga tidak ada siswa yang tidak aktif dan tidak ada juga siswa yang mendominasi untuk berbicara di dalam kegiatan belajar. Penerapan *time token strategy* akan meningkatkan kemampuan dan partisipasi siswa, terutama dalam *speaking*.

Key words: *speaking, participation, time token strategy, junior high school students*

A. Introduction

Students should acquire the four basic skills of English, namely: speaking, listening, reading and writing. As stated in Curriculum 2013 for junior high school, speaking becomes one of the standard competencies that have to be taught by teacher in teaching English beside listening, reading and writing. The goal of teaching speaking is to enable the students to give response and to express the meaning of texts in interacting with other students.

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Speaking is one of the language skills that have to be mastered by the students in learning English. As a tool of communication, speaking is used to convey the thinking, opinion, ideas, feeling and even information. Many experts define speaking in different ways. According to Florez in Bailey (2005:2) and Nunan (2003:48), speaking can be defined as the productive oral or aural skill which consists of producing systematic verbal utterances to convey meaning that involves producing, receiving and processing information. Efrizal (2012:127) says that one way to communicate both idea and message orally is by speaking. Furthermore, Hedge (2000:261) explains that speaking can be developed by combining knowledge of grammar, vocabulary, functional language and communicative skill.

Based on definitions above, it can be concluded that all of the theories support the concept of speaking as a process to convey meaning and a way to send a message, an idea or an opinion from one to another that involves producing, receiving and processing information. The process of speaking occurs if there are at least two people, it will not occur if the people only one.

Based on the writer's observation as a trainee teacher at SMP N 2 Solok in 2012, many junior high school students were not interested to participate in speaking because it seems difficult for them. They have lack of vocabulary in communicating with other, they still think about tense when they want to try saying something, they are afraid of making mistake in pronunciation, and they have lack of confident.

From teacher's side, the problem is about teaching strategy that the teacher used. In speaking activities, the teacher tended to use traditional strategy which did not give similar opportunity to all students to speak in classroom. There is a tendency that the teacher only asked certain students to practice dialog in front of the class. It seems that other students have no opportunity to speak in the classroom. All of these factors indicate that the students have lack of participation in speaking class, in which according to Davis in Nagori (2011), participation can be defined as a mental and emotional involved at an individual in a group situation which encourages them to contribute and responsibility to achieve the goal. Furthermore Rocca (2010:187) explains that "participation as the number of unsolicited responses volunteered that come in many different forms, including students' questions and comments, and it can take a few seconds or an extended period of time".

To overcome the problem that related to the students' participation in speaking, the teacher needs to find and uses an appropriate strategy. According to Arends (2009: 384), time token is strategies that can be applied in situation where there are some people dominate the conversation and some other are shy and never say anything. Time token strategy can help the teacher to distribute participation more equitably by giving each student several coupons of time that are ± 15 seconds of talk time for each coupon. This strategy can give the students the same opportunity to speak in the classroom.

B. Implementation of Time Token Strategy to Increase Students' Participation in Speaking for Junior High School Students

1. Preparation

Teacher has to do some preparations which are related to teaching learning activity before coming to the classroom. There are several things that teacher has to prepare such as material, strategy, media, and lesson plan as described below.

a. Material

The first preparation is to choose the appropriate material. The teacher has to find an appropriate material such as dialogue, suit to the level of the students and syllabus. For example, material for Junior High School students should be a dialogue that is not too long and not too much using difficult words and should be interesting.

b. Strategy

The second preparation is to choose appropriate strategy. In teaching speaking, the strategy that will be used in teaching process should be the strategy that can increase the students' participation to speak in front of the class. In order to achieve this goal, the teacher can apply "time token" strategy. This strategy is created to make all of students can participate in speaking class by limiting their time. Thus, all of the students have same talk time. There is no one that would be passive or dominate in speaking activity. In other hand, the students would be motivated to participate and spend their coupons of time since their mark is depended on the time that they spend to talk in speaking activity.

c. Media

The third preparation is to prepare the media. Media can be tools that support teaching and learning process and make the process being more attractive and interesting for the students. It helps the teacher to explain the lesson well. For example, in teaching speaking on the topic of giving compliment, the teacher needs media that are available in the classroom such as a book, a pencil, a ruler, a bag, etc. This media can help students to create their own dialogues. In addition, the teacher also needs a laptop and a projector as media to display dialogue and picture in front of the class. The most important media is a coupon of time. It is a piece of paper which is worth ± 15 seconds of talk time. Each of the students gets four coupons. If the students have participated in speaking activity, they have to give it back to the teacher.

d. Lesson Plan

The fourth preparation is to formulate lesson plan. Lesson plan is a list of procedures that guide the teacher to do the next steps that they will take in teaching the students in the classroom. The teacher has to prepare lesson plan because it can help them in teaching learning process. By using lesson plan, the teacher will decide the steps that will be done in classroom activity. Without using lesson plan, the teaching learning process cannot be organized well and the teacher will be difficult to achieve the goal of teaching learning process.

In the lesson plan, the teacher arranges some steps of teaching learning process. The process is divided into three parts, pre-teaching, whilst teaching and post teaching. In pre-teaching activity, the teacher will do brainstorming activity to activate the students' memory about the material. The next process is whilst teaching activity. In this step, the teacher will explain about the material for example the expression of giving compliment. In this step, the teacher also uses

“time token” strategy to encourage all of the students to speak in front of the class. The last step is post teaching activity. In this step the teacher will give reward to the students and concluded the lesson. In lesson plan, the teacher also determinates duration of each activity. So, by creating lesson plan the teacher can manage and use time effectively.

2. Teaching Procedures

Teaching procedure are divided into three parts. They are pre-teaching activity, whilst- teaching activity and post- teaching activity as described in following section.

a. Pre-Teaching Activity

At the beginning of the lesson, the teacher explains about time token strategy and distributes four coupons of time to every student. The teacher explains that one of the coupons has value as 15 seconds (Arends, 2009: 384). So that every student has 60 seconds of time to speak. The teacher will give points as much as time that the students use. For example, if the students only use one coupon, they will get 25 point. In other hand, if they use four coupons, they will get 100 point. The students are expected to be motivated to speak because their point depends on the time that they use. The active students usually will catch the opportunity to talk so that they will get 100 point. In other hand, the passive students will be influenced by this condition and they will try spending their coupons of time either. When the teacher has finished explaining about the strategy, she/he can starts pre-teaching activity.



In pre-teaching activity, the teacher does brainstorming activity that can activate the students' background knowledge about giving compliment by showing a picture. Then, the teacher gives brief explanation about the topic.

b. Whilst-Teaching Activity

Whilst-teaching activity is divided into three parts as described in following section:

1) Exploration Activity

In exploration activity, the teacher builds the students' knowledge about the expression of giving compliment by asking the questions to the students. If the students participate by answering the teacher's question, the students have to give

their coupon back to the teacher. After that, by using laptop and projector, the teacher shows some examples of giving compliment expression on the whiteboard. The teacher reads the dialogues and asks the students to repeat after her. The teacher has to do some correction when she/he finds students' mistakes in pronunciation.

Then, the teacher comes to the purpose of the lesson and explains the topic about compliment.

2) Elaboration Activity

In elaboration activity, the teacher will create dialog-pair activity. The teacher explains the purpose of the activity which makes the students able to use the expression of compliment and give responses when someone praises them.

The teacher begins the activity by praising a student. After the student gives response, she/he gives a coupon to the teacher and then she/he praises the other students. This activity continuous until all of the students gets turn.

While this activity is going on, the teacher observes the students' mistake in pronunciation and corrects it immediately. Every time the students finish to praise or response by using expression of compliment, they should give their coupons back to the teacher. The students who have spent all of their coupons cannot speak anymore. Otherwise, the students who still hold the coupons of time have to speak until all of it run out. The teacher gives point to the students due to the time that they have spent. The activity will end after all of the students spend their coupons.

3) Confirmation Activity

In confirmation activity the teacher gives some short dialogues taken from students' activity before and writes it in front of the class. Then, teacher asks the students whether the expression appropriate to the expression that they have learn before. After that, the teacher asks the students to identify which the expression of compliments and which the responses from those examples.

To make sure all of the students understand about the expression of compliment, the teacher gives them homework to make a short dialogue. Every student would perform the dialogue with their friend in next meeting.

c. Post- Teaching Activity

In post teaching activity, the teacher gives feedback to the students toward the process and learning achievement, it can be like giving reward to the students that have spent two coupons by giving them 100 points. Then the teacher concludes or summarizes the lesson together with the students. From this activity, we can find the purpose of time token strategy in teaching speaking. Based on the three sections in teaching above, it can be concluded that by using time token strategy the students would not feel dominated by other students because they have same time to speak in speaking activity. As a result it will increase their participation to speak in front of the class.

3. The Advantages and the Weaknesses of Time Token Strategy

There are some advantages of using time token strategy in teaching speaking for Junior High School students. First, time token strategy can increase students' motivation and participation in classroom activity. Second, it can train students to express their opinions. Third, it can increase students' ability in speaking skill because they will be accustomed to communicate with other students by

expressing their own ideas and opinions. Fourth, this strategy does not need many teaching media in teaching learning process, so that the teacher can focus to the classroom activity without spending much time to create teaching media. Fifth, the students become more active in learning activities. Sixth, there are no passive students anymore because all of the students have same talk time to speak. Seventh, the students will learn how to share and listen someone's opinions.

In other hand, there are no strategies that have no weakness. There is a weakness of using time token strategy in teaching speaking for Junior High School students. The strategy is difficult to apply effectively in the classroom which contains too many students because it consumes much time to make all of the students participating in speaking activity. To overcome the weakness, if the teacher has too many students in one class, the teachers may be able to divide the class into two groups. The first group does the activity by using time token strategy at the first meeting and the second group at the next meeting.

C. Conclusion and Suggestions

Based on the discussion in the previous chapters, it can be concluded that time token strategy is one of alternative strategies that is used to increase students' participation in speaking class. By using, this strategy the students is expected to be active to speak during the classroom activity. There are three steps in applying time token strategy to teach speaking in the classroom. The steps are; first, the teacher explains the purpose of the activity to make the students able to use the expression of compliment and give responses. Second, the teacher distributes two coupons of time to every student. The teacher begins the activity by praising a student. After the student gives response, she/he gives a coupon to the teacher and then she/he praises the other students. This activity continuous until all of the students gets turn. Third, when a student has participated by using the expression of compliment or giving response, they have to give the coupon to the teacher.

By using this strategy, the students will easy to communicate with other students by using their own opinions or ideas. To implement this strategy, the teacher should focus to the classroom activity without spending much time to create teaching media because this strategy just needs available media in classroom.

Teaching speaking in the class can be interesting if the teacher can choose the strategy creatively. Time token strategy gives a contribution to make the students can participate in speaking activity. Based on the discussion above, it is suggested that in implementing this strategy:

1. the teacher should know the problems that are faced by the students before he/she decide which strategy will be used in order to solve the problem.
2. teacher should give clear instruction to the students while using this strategy so that the students do not confuse in speaking activity.
3. the teacher should be careful in allocation of time because speaking activity will take much time. If the students use more than ± 30 seconds to speak, it is worried that there is no enough time for the entire student to participate in speaking activity.

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