AN ANALYSIS OF STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SECOND SEMESTER STUDENTS OF BHINNEKA PGRI UNIVERSITY IN THE ACADEMIC YEAR 2020/2021

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Abstract

This research aims to find out whether or not the implementation time token method is effective to improve the students' speaking skill in term of fluency and accuracy at the second grade of Islamic senior high school MAN Bantaeng. This research used pre-experimental method. The population of this research consists of the second grade and the sample of the research is XI IIS 2 consists of 16 students at MAN Banteng, year 2021/2022. In collecting the data, the researcher gave a speaking test there was pre-test and post-test, while to analyze the data the researcher used t-test. The result of this researcher showed that the mean score in pre-test for fluency was 1.18 and post-test was 2.9. The mean score in pre-test for accuracy was 1.43 and in post-test was 3. And the total mean score of students' speaking skill in pre-test was 2.6 and post-test 6. The degree of freedom significance 5% was 2.131 it was higher than the result of the significance difference of the post test that was 10,088. It means that by applying time token method in teaching speaking can help in improve the students' speaking skill. Thus, concluded that improving students' speaking skill is significantly better after getting treatment. So the alternative hypothesis is accepted and the null hypothesis is rejected. Therefore, it is proven that time token method can improve the students' speaking skill.

Keywords: *speaking skill; time token method; fluency; accuracy*

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah penerapan metode time token efektif untuk meningkatkan keterampilan berbicara siswa dalam hal kelancaran dan ketepatan di kelas dua Sekolah Menengah atas Islam MAN Bantaeng. Penelitian ini menggunakan metode pra-eksperimental. Populasi dalam penelitian ini adalah siswa kelas II dan sampel penelitian ini adalah siswa kelas XI IIS 2 yang berjumlah 16 siswa di MAN Banteng tahun ajaran 2021/2022. Dalam pengumpulan data, peneliti memberikan tes berbicara berupa pre-test dan post-test, sedangkan untuk menganalisis data peneliti menggunakan t-test. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test untuk kelancaran adalah 1,18dan post-test adalah 2.9. Nilai rata-rata dalam pre-test untuk ketepatan adalah 1,43dan pada post-test adalah 3. Dan total skor rata-rata keterampilan berbicara siswa pada pre-test adalah 2,6dan post-test 6. Derajat signifikansi bebas 5% adalah 2,131 lebih tinggi dari hasil perbedaan signifikansi post test yaitu 10,088. Artinya dengan menerapkan metode time token dalam pengajaran berbicara dapat membantu dalam meningkatkan keterampilan berbicara siswa. Dengan demikian, disimpulkan bahwa peningkatan keterampilan berbicara siswa secara signifikan lebih baik setelah mendapatkan perlakuan. Jadi hipotesis alternative diterima dan hipotesis nol ditolak. Oleh karena itu, terbukti bahwa metode time token dapat meningkatkan keterampilan berbicara siswa.

Kata Kunci : Keterampilan Berbicara, Metode Time Token, Kelancaran, keakuratan

INTRODUCTION

Language is something important in our life, one of the uses of language is as a communication tool. The language has four skills, namely reading, writing, listening and speaking. However, the most common language skill used to communicate is speaking. In the era globalization, English is an international language and almost everyone using it as a means of communication. In Indonesia, English is a foreign language. So that students encounter some difficulties when they speaking English, for example lack of vocabulary, difficult in pronunciation and a bad impact on self-confidence.

According to Byrne (1984:8) peaking is a two-way process between speaker and listener and includes the following: a productive ability and an understanding ability. Irawati (2003:7) says it speaking is one of the main elements of communication for an interactive process in it the person alternates between the roles of speaker and listener, which are used for communication information, ideas and feelings of others using the spoken language.Therefore, the speaking process requires at least two people to communicate and use their own language in order to convey messages or exchange information.

Based on the description above, speaking is an interaction carried out by two or more people that aims to convey messages, information, ideas or feelings. In this case, people don't just talk but understand what the speaker is saying.

Hosni (2014) said main speaking difficulties encountered by students are linguistic difficulties, mother tongue use, and inhibition. Students are unable to speak in English because they lack the necessary vocabulary items and grammar structures. They also lack sentence formation skills, which result in using the mother tongue. Students also think of making mistakes in speaking in front of their classmates very embarrassing, which results in preferring not to speak to avoid such situations.

So that, the teacher have to use a creative and interesting method. The learning method is the most important in the teaching and learning process. By using appropriate and interesting methods, the material presented by the teacher will be more easily eccepted by the students. Furthermore, it can have a positive impact on students.

One of the learning methods that can overcome the students' problem in speaking English is Time Token Method. Time token method are an example of democratic learning where students are the subject. This method is suitable when applied in the oral lesson because it makes the students always active and the teacher always involves the students to find solutions with the students problem (Huda, 2014:239). And according to Arends

(2009,384), time token is a method that may be used in situation which there are a few students' being dominate the communicate and a few stay silent during learning activity.

This research was conducted in the second grade of MAN Bantaeng because the students' in there have a problem in speaking such as, difficult in pronunciation, grammar, lack of vocabulary and etc. And the aim of this research is to find out if there is an increase in speaking skill after learn with using time token method at the second grade of Islamic senior high school MAN Bantaeng.

RESEARCH METHOD

The type of this research is quantitative research with pre-experimental design. Mujis (2004) stated that quantitative research explains phenomena by collecting numerical data that analyzed using mathematical methods (especially statistics). Pre-experimental is an experimental study that only examines one group and then intervenes (Criswell, 2012:142). The population of this research is the second grade of MAN Bantaeng include four classes in 60 students. And purposive sampling as techniques in determine sample, so that XI IIS 2 is the sample of this research.

In conducting of this research, the researcher used test as the instrument of this research namely pre-test an post-test. This test is speaking test or oral test to find out the students' speaking skill.Other than pre-test and post-test the researcher also provide treatment to collect the data.

To analyze the data the researcher used of Heaton (1988:100) standard to give the students' score in aspect of fluency and accuracy. There are five classification score for each aspect (excellent, good, fairly, poor and very poor). Furthermore, the researcher also calculated the mean score, percentage, standard deviation and t-test value used formula from Gay (1981).

FINDING AND DISCUSSION

1. The students' mean score of fluency and accuracy

After the researcher calculate the students' score, the researcher calculate the mean score of fluency and accuracy in pre-test and post-test can be present:

Table 1 : The students mean score of fluency and accuracy in pre-test and post-test

Variable	Mean Score		Improvement
	Pre-test (X1)	Post-test (X2)	
Fluency	1,18	2.9	45%
Accuracy	1,43	3	79%

Based on the table above it can show that both of aspect fluency and accuracy is improve because the mean score of post-test was higher than pre-test with the percentage improvement in fluency (smoothness) was 45% and accuracy (pronunciation) was 79%.

2. The total mean score and standard deviation of the students speaking skill in pre-test and post-test

Table 2 Mean score and standard deviation of students' pre-test and post-test

Data	Mean Score	Standard Deviation
Pre-test	2.6	0.80
Post-test	6	2.43

From the table above, it can be seen that the mean score of pre-test before students are given treatment with time token method was 2.6 with standard deviation was 0.80. While the mean score of post-test after students are given treatment was 6 and standard deviation was 2.43.

3. The comparison of the result

After know the mean score ad standard deviation, the researcher compare the result with calculated t-test and t-table to know the significant different.

Table 3: Distribution the of t-test and t-table

T-Test Value	T-Table Value
10.088	2.131

To complete the result of the research. The researcher found out the degree of freedom (df) with formula:

Df = N - 1

$= 16 - 1$

$= 15$

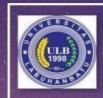$Df = 15$ (see of table 't' value at the degree of freedom 0f 5%)

At the degree of significance 5% = 2.131

The result is $10.088 > 2.131$

The analyzing of the data by using above formula shows that the coefficient is 10.88 and higher than t-table 2.131. It mean that there is significance increase after using time token method in teaching speaking.

Discussion

Based on the finding of the research that had been conducted in teaching speaking by using time token method with asking and giving opinion can make students active, motivated and enthusiast in the learning

process.

This research is in line with some scholars' research finding, KhairunIhsaniHarahap (2020) found that using time token method effectively in teaching speaking. It can be seen in the pre-test 52.14 and in post-test 71.42, meaning that there was a difference in the mean score between pre-test and post-test. Furthermore, ViscaYulindia (2019) found that using time token method is helpful in enhancing the students speaking achievement.

Based on previous studies above, this research is in line with researcher have done that used time token method can improve students' speaking skill. It can be seen in the total mean score of pre-test is 2.6, and the total mean score of post-test is 6.

To improve the students' fluency, the researcher depends into a several group to discuss with their friends about the topic that has been given bt the researcher for convience the students' to develop and present their opinion more smoothly because time token method is cooperative learning with focus on group discussion. The researcher also tell the students to write and memorize new vocabulary. Furthermore, the students problem not using English fluently is lack of confidence in English in front of their classmates, but by using time token method where the students have some coupon for speak and the students'. have a same time to speak. So that, the students feel motivated and challengend to be brave to speak out their opinions, especially when their other friends have used all of their coupons and the students' not dominated a conversation. Using time token method also make students accustomed to speaking English. Thus, the students' fluency can be improve.

And to improve their pronunciation by using time token method the students can discuss with the other friends if there is a difficult pronounce or ask the researcher. But at the end of the lesson the researcher re-explained the word that are difficult to pronounce or wrong with followed by students, to make it easier for students to understand.

CONCLUSION AND SUGGESTION

The researcher used time token method as a method in teaching speaking at the second grade of MAN Bantaeng is effective to improve students speaking skill. It was proved by significance difference between students' speaking skill before and after used time token method in speaking especially of fluency and accuracy. The mean score of pre-test in fluency is 1.18 and the mean score of accuracy is 1.43. Meanwhile, the mean score in post-test of fluency 2.9 and the mean score of accuracy is 3. With the total mean score in pre-test is 2.6 and post-test 6. And there was significance improve of students' speaking skill. It was proved by t-test is higher than t-table (10.088>2.131). So that null hypothesis (H0) is rejected and alternative hypothesis (H1) is accepted.

Based on the explanation above, the researcher would like to provide suggestion for teachers, students, and further researcher. First, for the teachers might use time token method as a reference method in learning process, especially to help the students' problem in speaking and to improve the students' speaking skill. Second, for the students Time Token Method is an effective method which used for speaking activities. It can help students share and develop their idea by discussion group, and there will be no dominant students in the class. Third, for further researcher The researcher hopes that this method can be applied by other researchers in different level of students, and also not giving topics in pre-test and post-test so that students are free to talk. Therefore, researcher hope that next researcher do not combine smoothness with pronunciation as an aspect of speaking that research.

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