

Speech Skills Using *Time Token* Learning Model of Grade VIII5 Students in SMP Negeri 17 Ambon

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Abstract

This study aims to improve the speech skills of Grade VIII5 students at SMP Negeri 17 Ambon through the implementation of the Time Token learning model. Speech skill is one of the important competencies in language learning as it reflects students' ability to communicate effectively, persuasively, and confidently. Preliminary observations revealed that students' speech performance was still below the minimum mastery criteria (KKM 70), as many students experienced difficulties in aspects such as vocabulary, fluency, intonation, and confidence. The research employed Classroom Action Research (CAR) conducted in two cycles, each consisting of planning, action, observation, and reflection. Data collection techniques included observation, interviews, questionnaires, and performance assessments. The findings showed significant improvement from Cycle I to Cycle II. In Cycle I, only 20% of students reached the minimum passing grade, while in Cycle II, 95% of students achieved the KKM with an average score of 79.4. The application of the Time Token model was proven to encourage active participation, foster collaboration, and build students' confidence in public speaking. In conclusion, the Time Token learning model is effective in improving students' speech skills and can be used as an alternative approach in language learning.

Keywords: *Speech Skills, Time Token Model, Classroom Action Research*



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INTRODUCTION

Education is crucial for the development of the nation's youth, as it enables the cultivation of bright, skillful, and well-rounded generations. Formal education is a structured and methodical process conducted by educational institutions, aimed at providing extensive chances for individuals to develop according to their skills. Articulate communication can enhance the quality of life for others, specifically when it is engaging, educational, amusing, and persuasive. In essence, humans must communicate utilizing the discipline of rhetoric, which entails the speech expression of one individual addressing a multitude directly. To deliver a speech, one needs possess adequate knowledge, courage, and robust mental resilience, as well as comprehend the strategies and principles of public speaking. Consequently, to enhance their proficiency in delivering successful presentations, 8th-grade students should augment their knowledge and engage in more rigorous practice. Subsequently, examining the alterations in t

The researcher selected SMP Negeri 17 Ambon due to a one-month participation in the PPK program. Throughout the PPK program, the researcher noted that educators exclusively employed the technique of assigning students to compose speech texts for public speaking instruction. The educators solely presented instances from the students' textbooks and requested the pupils to deliver speeches before the class. Consequently, the researcher has selected State Junior High School 17 Ambon as the site for the study. The researcher selected the title "Enhancing Public Speaking Skills Through the Time Token Learning Model for Class VIII5 Students of SMP Negeri 17 Ambon" to facilitate the improvement of students' public speaking abilities via the application of the Time Token learning model. The Time Token learning paradigm was implemented in this instance. The Time Token learning model is an educational method that promotes students' ability to generate spoken sentences. Teachers must instruct students by perceiving them experiences and renders the assessments provided by teachers highly objective.

METHODS

The research conducted in class VIII5 of SMP Negeri 17 Ambon is Classroom Action Research (CAR). The phrase action research originates from Classroom Action Research (CAR). The term itself signifies the topic, which pertains to a research project performed in the classroom. Due to the presence of three terms that convey that meaning, three definitions can be elucidated. This research demonstrates that the meticulous observation of an object through defined procedures and methodological principles to acquire data or information beneficial for quality enhancement is both intriguing and significant for researchers. Action denotes a purposeful movement or action aimed toward a specified objective. In research characterized by a sequence of activity cycles for students; (3) Class, in this context, extends beyond the conventional definition of a classroom to a more specialized interpretation. The term "class" in education denotes a cohort of pupils who simultaneously receive identical instruction from the same educator (Arikunto, 2008:2).

Teaching is defined such that a class is not a physical location, but rather a collective of individuals engaged in learning. Consequently, classroom action research can be executed not solely within the classroom, but in any setting where a group of children is engaged in learning. According to Arikunto (2008:3) Classroom Action Research in class VIII5 of State Junior High School 17 Ambon features an Indonesian language instructor as a collaborator. A colleague serves as a collaborative conversation partner for the researcher to formulate problems, determine suitable actions, witness the implementation of classroom activities, and evaluate students' public speaking skills, which the researcher could undertake independently. Collaborators who contributed insights and feedback to the researcher's data analysis method.

Students from State Junior High School 17 Ambon undergoing treatment also act as collaborators. The students performed self- assessments of their learning process, which informed the researchers and collaborators in evaluating the efficacy of the implemented actions. The data gathering strategies involve: (1) conducting interviews with Indonesian language subject teachers and students to gather information pertinent to the speech process utilizing the Time Token model. The interview is done prior to or subsequent to the Action; (2) The observation method is employed to gather data and assess the degree to which the action has fulfilled its objectives. The observation technique is employed during the execution and

evaluation of learning, utilized by researchers and collaborators to document students' observational processes regarding the learning approach in the classroom. Observations were conducted on class VIII5 students of SMP Negeri 17 Ambon to assess their interest and attention during the speech in class.

The data collected in this classroom action research were examined through three stages as outlined by the PGSM Training Team (1999:43): data reduction, presentation, and conclusion. The following elucidates these three stages: (1) Data reduction entails the simplification of information through the selection, concentration, and abstraction of data into significant insights; (2) Data display involves the straightforward presentation of data in narrative or numerical formats; (3) Conclusion refers to the extraction of fundamental insights from a well-structured data presentation, articulated as succinct statements or formulas with extensive implications.

RESULTS AND DISCUSSION

This research commenced with an initial investigation on students' public speaking abilities within the classroom setting. The preliminary investigation revealed that the public speaking skills of students in class VIII5 at SMP Negeri 17 Ambon were very deficient, as indicated by numerous pupils failing to achieve the minimum passing score of 70.

Cycle I Results

a. Meeting I

The Classroom Action Research (PTK) initiative for Cycle I in class VIII5 at State Junior High School 17 Ambon on October 21, 2019. The lesson commenced with an appreciation activity, featuring a question-and-answer discussion between the teacher and students, elucidating the day's curriculum, utilizing speech text materials and outlining the success indicators to be attained. The educator, in the capacity of a researcher, commenced the course by elucidating the content pertaining to public speaking skills. In this assignment, the instructor succinctly outlined the students' deficiencies in public speaking skills, encompassing 1) time management, 2) word usage, 3) fluency, and 4) emphasis. The primary issue in instructing public speaking skills in class VIII5 of SMP Negeri 17 Ambon is the students' inadequate proficiency in delivering speeches, rendering the learning process unproductive and failing to assist students in reading a speech text. The Time Token learning approach is an effective tool for enhancing students' public speaking abilities.

The subsequent activity involved the teacher providing students the opportunity to inquire about their comprehension of the speech text, focusing on the title, the appropriateness of timing, vocabulary, fluency, and emphasis utilized in the delivery of the speech through the Time Token model. During the opportunity to pose inquiries, pupils from class VIII5 of SMP Negeri 17 Ambon sought clarification on concepts they had not yet comprehended. At the conclusion of the meeting, the teacher reiterated the material for the students concerning public speaking, specifically the comprehension of speech content in relation to the title, precision in vocabulary selection or fluency, and the emphasis employed in public speaking through the Time Token model. The findings from the initial cycle and first meeting are as follows: they are derived from a questionnaire assessing the application of the Time Token learning model to enhance public speaking skills among class VIII5 students at SMP Negeri 17 Ambon. According to Table 4.1, the subject teacher previously instructed on speech texts; however, the Time Token approach had never been employed, and 10 pupils expressed a preference for the speech material.

b. Meeting II

The second meeting of the inaugural cycle of PTK activities occurred in class VIII5 at SMP Negeri 17 Ambon on October 28, 2019. The procedures for the subsequent meeting are as follows: The researcher articulated today's learning objectives pertaining to the speech text utilizing the Time Token learning paradigm. The researcher inspired the students to ensure a seamless learning experience today, with full participation, as individual evaluations will be based on the four assessment criteria discussed

in the prior meeting. Subsequently, the researchers disseminated the spoken text and elucidated the sequential phases of the Time Token concept. The teacher promptly instructed the kids to rehearse in front of the class and allotted them 10 minutes. The concluding activity in the acquisition of public speaking skills with the Time Token model during the first cycle, second meeting, involved the teacher and students summarizing the learning activities and assessing the day's instruction. The results obtained from the execution of Cycle 1, Meeting 2 are as follows:

Questionnaire Results

According to Table 4.1, the findings from the questionnaire about the enhancement of public speaking skills through the Time Token model for VIII5 grade students at SMP Negeri 17 Ambon in the initial cycle and first meeting are as follows: Two students indicated their ability to deliver a speech, whilst eight students expressed difficulty in doing so. Some kids at school were unfamiliar with the Time Token model, much less had utilized it. Post-lesson, all students indicated that acquiring skills in delivering speeches through the problem-based learning paradigm was advantageous, however several students noted they had never utilized the Time Token model for speech delivery. They find it very intriguing to deliver a speech utilizing the Time Token approach, since it enhances their comprehension of the speech content.

Results of the speech ability assessment

The researcher evaluated students' public speaking skills throughout the learning process. Table 4.2 delineates that the evaluation emphasizes components like grammar, vocabulary, fluency, and pronunciation. According to Table 4.2, 8 students failed to get the minimal passing score of 70, however 2 students

attained a score of 80, representing 20% of the 10 students, with a cumulative score of 645.

Student difficulty data

Based on Table 4.3, which presents data on student difficulties obtained by the researcher from the results of public speaking lessons for students in class VIII5 of SMP Negeri 17 Ambon, it is evident that some students still experience difficulties in several areas, namely grammar, vocabulary, fluency, and emphasis, for understanding public speaking in class.

c. Meeting III

The PTK activity stems from students of class VIII5 at SMP Negeri 17 Ambon, indicating that the implementation of the Time Token model effectively engages students' interest and attention in language study. The analysis of students' replies to the administered questionnaire revealed a comparison between the periods preceding and succeeding the implementation of the Time Token learning paradigm. Moreover, the Time Token approach offers advantages in speech acquisition. The researchers inquired about the challenges students encountered while delivering speeches in class, along with their experiences during the learning process utilizing the Time Token model for speech content.

According to the student difficulties data presented in Table 4.3, it is evident that students continue to experience challenges in grammar, vocabulary, fluency, and intonation. The reflection session ended with the teacher's encouragement, ensuring that students would be prepared to convey knowledge effectively in the subsequent lesson's speech. According to Table 4.6, the questionnaire findings from 8th-grade students at SMP Negeri 17 Ambon indicate that the implementation of the Time Token learning model enhances students' enthusiasm in language acquisition. The students' responses to the disseminated questionnaire clearly illustrate a comparison between the periods before and after the implementation of the Time Token learning paradigm. Moreover, the Time Token approach offers advantages in speech acquisition.

Cycle I Results

a. Meeting II

Cycle II learning was implemented in response to reflective results indicating persistent challenges in language comprehension. Nine students attained the minimum passing score. Consequently, Researchers and collaborators delineated the learning processes as follows: The initial meeting commenced with the presentation of the learning objectives for speaking proficiency, specifically that students will be capable of delivering speeches utilizing the Time Token learning approach. The researcher provided the speech text to the students, then elucidating the four assessment criteria. The pupils thereafter commenced reading the spoken text before the class, while the researcher evaluated them individually.

Results of the speech ability assessment

According to Table 4.6, only 1 student (5%) failed to achieve the minimum passing score of 70, while 9 students (95%) out of a total of 10 students attained a cumulative score of 794, thereby meeting the minimal passing mark. The average score for students' public speaking abilities in Cycle II was 79.4, deemed adequate. Comparing the average scores from Cycle I and II, there is a notable enhancement from 50% to a commendable level in attaining the minimal passing score of 70.

b. Meeting II

The second meeting of the second cycle occurred on November 5, 2019. At the outset of the second meeting, the researcher and supervising instructor entered and were welcomed by the students. The supervising teacher assumed their place in the assigned area. Prior to commencing the lecture, the researcher organized the classroom and recorded attendance. The researcher reviewed the content presented in the initial meeting and inquired whether any students encountered challenges delivering a speech utilizing the Time Token methodology. A number of kids responded affirmatively, prompting the teacher to instruct them to concentrate on the challenges they encountered within the classroom setting, as well as in their families and communities, employing the Time Token concept. The students were instructed to elevate their paper and pens and then compose a speech utilizing the Time Token technique. At the conclusion of this conference, the researcher directly evaluated speech acquisition through the Time Token model as a result of the second cycle.

Questionnaire Results

According to Table 4.7, the questionnaire findings from the second meeting of the second learning cycle indicate that only one student experienced difficulty in reading the speech text. Nine students reported that they appreciated learning to deliver speeches in class. The attendance at the third meeting of the first learning cycle was eight pupils. This is due to the students' enhanced comprehension of how to refine their skills, leading to an improvement from cycle 1 to cycle 2. During cycle 1, students expressed their enjoyment in acquiring the skill of delivering presentations.

Some pupils in school are unfamiliar with the Time Token approach, much less have they executed it. Following the activity, all students said that they had never delivered a speech utilizing the Time Token approach; yet, they acknowledged its advantages, despite some indicating they had never presented a formal speech. They experienced considerable joy during the speech learning session utilizing the Time Token technique. They found the Time Token concept intriguing as it facilitated their comprehension of voice delivery and simplified the process.

Student difficulty data

Based on Table 4.7, it is known that the difficulties that can be observed in the process of students in class VIII5 of SMP Negeri 17 Ambon learning to give speeches are that there is still 1 student who experiences difficulties with language, vocabulary, and emphasis in their speech ability. With an average score in Cycle II of 64.5, it increased to 79.4, with the number of students meeting the minimum passing grade (KKM) rising from two to nine. This number meets the assessment criteria, which states that success is achieved if 95% of students reach the KKM, which is 70, and the results of the Cycle II assessment show that 95% of students reached the KKM.

CONCLUSION

The implementation of the Time Token model for speech acquisition among 8th-grade students at SMP Negeri 17 Ambon rendered the lessons more engaging and pleasant, facilitating ease and numerous advantages for the students. The Time Token concept facilitates a learning environment where students can develop knowledge through their experiences in public speaking. From the analysis of the research findings and discourse, numerous conclusions may be drawn as follows: 1) The research findings indicate a rise in scores across each cycle; in cycle 1, merely 2 students achieved the minimum passing grade (KKM) with an average score of 64.5, and these deficiencies were rectified in cycle II; 2) Cycle II demonstrates an enhancement in students' speech delivery skills, with an average score of 79.4, surpassing the KKM of 75, and only one student fell short of the KKM. The research findings indicate that scores for each cycle improved, however the gain in Cycle I was minimal and could be enhanced in Cycle II, when a substantial improvement was realized. Consequently, the researcher completed the second cycle.

This research yielded the following results: the Time Token learning approach enhances the public speaking abilities of 8th-grade students at SMP Negeri 17 Ambon. Consequently, the subsequent recommendations may be proposed: (1) The implementation of the Time Token model can enhance public speaking abilities and can be further refined to enable students to excel in this area; (2) It is anticipated that educators will foster a non-stressful environment for students within the classroom; (3) When elucidating instructional content, educators are expected to modulate their vocal volume to facilitate effective material comprehension among students.

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