Integrating Time Token With Strip Story in Teaching Explanation Text to Improve Students' Speaking Achievement at Secondary School

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ABSTRACT: The objective of the research was to know how the significant difference between teaching explanation text before and after being taught by integrating time token with strip story. The research used the eleventh grade of senior high school Metro which consisted of 25 students. This research used quantitative research with quasi experimental research. Data collecting techniques of the research were speaking test and questionaire. The researcher used Kolmogorov Smirnov of SPSS 16.00. The data were normally distributed if the alpha level was higher than 0.05 ($p>0.05$). The researcher used the integrating time token with strip story to improve students' speaking achievement. Time token with strip story was integrating two techniques that could solve the students' difficulties in teaching speaking. In teaching learning by using time token with strip story consisted of three meetings. The first meeting took the pretest. The result of the pretest showed that the minimal score of the students were 36 and the maximum score was 44. In teaching learning, the researcher gave the students the coupon and asked them to explain the topic by using the strip story on it. The students had 60 seconds to explain the strip story. At the last meeting, the researcher gave the posttest and the score was 78 was the minimum score and 88 was the maximum. Based on the result of we could conclude that integrating time token with strip story can give significant improvement in teaching explanation text at secondary school.

KEYWORDS: Speaking, Time token, Strip story

INTRODUCTION

Language is a crucial tool for individuals to exchange thoughts, facts, and feelings. Learners of English must acquire four language skills: speaking, listening, reading, and writing. Speaking is an essential skill for students, but many face difficulties due to linguistic challenges, using one's mother tongue, and inhibition. Students struggle with grammar, vocabulary, sentencestructure,andavoidingembarrassingsituations.

Senior high school in Metro, has low speaking abilities due to limited vocabulary, difficulty sharing ideas, and inactivity. To address these issues, the researcher is interested in using the integrating time token with strip story to teach students in the classroom. The cooperative learning method uses a time constraint to inspire and motivate students to explore their thoughts and express them. Students discuss with their group and take a coupon for one minute to talk. The researcher also needs explanation text, which describes how natural, social, scientific, and cultural things develop.So, the researcher integrate the time token with stripstorybehindofthecouponnumber.

Richards and Renandya (2002:204-210) stated that speaking is one of the elements of communication. Based on the statements above, speaking is the way to communicate that uses a list of words to transfer the purposes of speaking. However, in reality, many people still underestimate speaking skills. It was because something in mind can not be clearly pronounced and conveyed to the listener. As the opinion expressed by (Rusli, 2019) stated that most people think that speaking was easy but there were still many people who have not mastered speaking skills. Thus, paying attention to the speaking skill was important.

Previous research had shown that the time token technique can improve students' speaking skills, with a significant difference between the pretest and post-test scores.

THEORETICAL FRAMEWORK

Teaching speaking was crucial for improving communication skills, as many people underestimate their ability to pronounce articulated sounds. Many people believe speaking is easy, but many still lack mastery. To improve speaking skills, practice and exercises are essential. However, children often struggle with confidence and self-confidence, leading to lowspeakingabilities. There were five components of language that influence speaking ability: pronunciation, grammar, vocabulary, fluency, and comprehension. Pronunciation was essential as it influences the meaning of words and can affect the meaning of a word.

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Grammar knowledge helps arrange words in sentences and tense, while vocabulary was essential for understanding the purpose of speaking. Fluency is essential for effective communication, and comprehension is
Essential for avoidingmis understandings between speaker sandlisteners.

Speaking ability was a useful skill that could be developed through various methods, such as speaking courses and practicing with a teacher. By focusing on these components, students can develop their speaking abilities and improve their communication skills. Time token learning models were effective in teaching social skills by encouraging participation and developing public speaking skills. These cooperative learning strategies promote independent completion of tests. Time token Arends is a democratic study that focuses on students' learning process and encourages them to seek solutions when faced with challenges. Teachers can distribute participation more fairly by giving each student a number of time coupons with a maximum of 60 seconds of discussion time, ensuring equal opportunities for students to speak in the classroom.

The strip story technique was a teaching-learning method that involves giving a small group a sequence of images. This helped students collaborate and share knowledge to find solutions, promoting problem-solving skills. The technique could be used in various teaching-learning activities, such as problem-solving assignments, to help students explore their ideas and build confidence. This method can be particularly effective in problem-solving assignments.

Picture strip stories offered advantages such as being inexpensive, widely available, providing common experiences, clear visual details, stimulating further study, focusing attention, and developing critical judgment. However, they can be easily manipulated and may lead to students paying more attention to the pictures than the material, taking time and money to provide attractive pictures, and causing problems due to small, unclear pictures.

In the previous research showed that Time token technique could improve students' speaking skill. It showed about The mean score in post-test was 71 higher than the mean score in pre- test 55.5, the value of sig. of $0.000 < 0.05$, means there is a significant difference between the pretest and post-test. It also showed that there was limitation of Time token technique in teaching speaking. The students felt difficult to show their idea in improving their speaking ability. Many students got limitation to speak up. That's why the process of learning is become not effective. Based on the consideration above, the researcher is interested to integrate with another technique. And this technique is strip story from Communicative Language Teaching. Strip story is a sequence of picture which help the students to explore their idea.

By utilizing realia to describe visuals, this strategy aids in the development of the Speaking skill. It also significantly utilizes visual cues to communicate ideas. Picture od sequences can be used by students to show their idea. It is essential to make use of the prior vocabulary and get the students ready for the new grammar and vocabulary. Students participate in a group project, the teacher then hands them the coupon which the picture behind it. This practice is crucial for developing the learner's creativity, imagination, and speaking abilities. (Richards J. C., 2006, p. 20) advises the teacher to develop and deliver an oral presentation when utilizing the Picture Strip Stories technique in a way that encourages active participation from the students.

SAMPLE POPOLATION AND METHOD

Individuals who were the research's target population comprise the population, and individuals who serve as a sample were those who represent the population's data (Setiyadi, 2006:38).The Eleventh grade of Science students at SMA Taruna Gajahmada made up the research population. The eleventh grade was consist of 25 students. The researcher determined the research sample by using purposive sampling. The study used a quantitative with quasi experimental pretest-posttest design. It used the experimental class. Before the treatments, a pretest was given to gauge their starting performance. At the conclusion of the various treatments, each group was given a posttest.

RESULT AND DISCUSSION

It was into more detail on a few topics pertaining to the research findings and therapies. The research's statistical findings, the process of teaching and learning, the outcome of testing hypotheses, the enhancement of students' Speaking achievement, the improvement of speaking achievement , This test took by giving the students speaking test to explain the topic.without any treatments before. The students divided into many groups which consist of 5 students. They choosed one topic from earthquake, flood, volcano eruption or rain and discussed it. After they discussed it, they explained by using their own words. The result of test which used aspects in speaking score. They were pronunciation, grammar, vocabulary, fluency and also content. The result of the test showed that the minimum score of the student was 36 and the maximal score was 44. They got the difficulties to explore the idea. In the aspect most of students got the difficulties in exploring the idea and also vocabularies.

In teaching learning process,they got the coupon number,topic and also strip story.Then they explained it. The students explained by using their words. They got difficulties to express their idea. They were limited in their pronunciation, fluency, grammar, vocabulary and also the content. They were looked so confused to explain it. There were many students got 36 score and 44 for the best score for the pretest. The researcher used time token with strip story to improve students' speaking achievement in teaching explanation text. In teaching learning process, the students only got 60 seconds to speak up and explain the topic. They

explained the strip story or picture sequences one by one. Based on the number which they got. For example the students who got the coupon about the process of the rain. They were given 60 seconds to speak up by using the sequence of picture on it. Started from the first process of the rain, evaporation and continued by the other students who would continue the next step until finished the process. The students got the fair time. It was 60 seconds for every students.

Before they explained, the students were given the time to discuss with the group first. And after that, they explained the process in 60 seconds for each students. It would be avoid for passive students. They would be more active to speak in the classroom.

The teaching learning by integrating time token with strip story would help the students' speaking process more active and more confident.

The Pretest's Statistical Results

The preliminary statistical measurements that including the results of the pretest in the experimental class, and the homogeneity test are reported in the statistical results.

The Results of the Pretest Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental Class	25	36,00	44,00	41,4400	1,87261
Valid N (listwise)	25				

Finding the result for the research question by took the pretest. The table above showed that the minimum score of the pretest was 36 and the maximum was 44. It had mean of the score was 41, 4400. They still got many limitation of their speaking skill. All participants couldn't participate well, because of their limitation of their vocabularies.

The Result of Post Test in Experimental Class

The posttest showed that the score increased. The table showed that the score of post test was 76 in minimum and 88 for maximum score. It got the improvement of the score before.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Experimental	25	76,00	88,00	81,2800	3,31059
Valid N (listwise)	25				

Based on the result of pretest and also post test showed that there was significant improvement of the score before and after being taught by integrating time token with strip story. The objective of the research was to find a significant difference of students' speaking ability before and after being taught by integrating time token with strip story technique.It showed that there was significant improvement of speaking achievement after being taught by integrating time token with strip story. Based on the result of the research showed that it can help the teacher to teach students by using this integrating.

CONCLUSION

After teaching by integrating time token with strip story showed that there was signifant improvement in teaching explanation text to improve students' achievement at secondary school.

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