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Application of Time Token Learning to Improve Elementary Students' Communication Skills

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ABSTRACT

Students' skills in communicating teaching materials are still in the low category, so they need active learning strategies, one of which is time tokens. The purpose of this research is to find out the results of applying the time token learning strategy to elementary school-age children. This study used a qualitative research method with a descriptive approach. The results of this study are (1) children can improve their speaking skills more easily with the help of the time token strategy; and (2) children can express their opinions well, and listen to and respect the opinions of their peers.

ABSTRAK

Keterampilan siswa dalam mengkomunikasikan kembali materi ajar masih dikategorikan rendah, sehingga membutuhkan strategi pembelajaran aktif, salah satunya *time token*. Tujuan dilakukan penelitian ini, yaitu untuk mengetahui hasil dari penerapan strategi pembelajaran *time token* kepada anak usia sekolah dasar. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan deskriptif. Adapun hasil penelitian ini ialah (1) anak dapat meningkatkan keterampilan berbicara dengan lebih mudah melalui bantuan strategi *time token*; dan (2) anak dapat mengutarakan pendapatnya dengan baik, serta mendengarkan dan menghargai pendapat dari teman sebaya.

INTRODUCTION

Each child has his own level of speaking skills, so as a teacher, it is necessary to play an important role in understanding how to hone a student's speaking skills so that the student is able to be seen as active in the school environment and the community environment. This effort is addressed by the fact that the level of ability of students' speaking skills is very low, therefore teachers need to have various strategies that can increase the level of activity and speaking skills of these students (Trianingsih, 2016).

Elementary school-age children often play and learn activities. Ideally, elementary school children like to play and like to move freely. Even elementary school-age children can only sit still for about 30 minutes, the rest of the time children tend to move both consciously and unconsciously. Thus, teachers must provide learning facilities that allow students to move freely (Assingily & Barus, 2019).

In reality, children of primary school age really like to play because the world of elementary school children is a world of playing with joy. Thus, the teacher must provide learning facilities that allow students to play with learning materials that are relevant to what students want to learn. Ideally, elementary school aged children like to imagine and enjoy working in groups (Haji, 1993). Thus the teacher must facilitate learning that can develop

students' speaking skills and encourage students to be more active in expressing their opinions when working in groups.

To adjust the activity and speaking skills of students as explained, the teacher must choose and determine what learning method should be used. The learning method that is claimed to be able to satisfy students' desire to improve their speaking skills and activeness in groups is time token. Time token is a learning model that aims for each member of the discussion group to get the opportunity to contribute in expressing their opinions and listening to the views and thoughts of other members (Purwani, *et.al.*, 2020).

The time token method has been widely used in higher education institutions and schools, be it elementary, junior high or high school, led by lecturers or teachers who are creative and enjoy using learning methods such as time tokens. While in elementary school, very few students have a fairly good level of activity and speaking skills. because some elementary school teachers only explain learning material but are not familiar with learning material using groups (Pramana & Suarjana, 2018).

In fact, the role of the teacher as an educator requires a teacher to maintain his authority, by being responsible, disciplined, independent, and with a good personality so that he can be an example for his students. The point is that the teacher helps students to develop several strategies to be able to manage and retain information about task analysis and problem solving (Surahman & Mukminan, 2017). The role of the teacher in the process of providing stimulation to the language aspect is very important, it is the teacher who will later have a major influence on the process of providing stimulation that takes place in the classroom and the school environment. The teacher must be able to carry out and choose the right model and media, adapted to the conditions, needs and abilities of the child himself (Muliawan, *et.al.*, 2016).

The role of the teacher in the world of education includes three things including that. *First*, the teacher as an educator has a very broad meaning, not limited to providing teaching materials but reaching ethics and aesthetics in facing the challenges of life in society. *Second*, training, the education and learning process requires training in both intellectual and motor skills, so that the teacher is required to act as a coach, because without training students will not be able to demonstrate mastery of basic competencies, will not be proficient in various skills that are developed according to standard material, the teacher will also must be able to pay attention to individual student differences / individual differences.

Third, as a teacher, he is a person who has pedagogical abilities so that he is able to convey what is known to students so as to make students understand the material being taught. A teacher will more easily transfer the material he teaches to students, if the teacher really masters the material and has good teaching knowledge or techniques and is in accordance with the characteristics of a professional teacher (Kiom, 2017).

According to Dadi & Kewa (2021) states that the time token learning model is a small example of implementing democratic learning in schools. A democratic learning process is a learning process that places students as subjects. Throughout the learning process, student activity becomes the main point of attention. Based on this description, it can be concluded that the time token learning strategy is a small example of implementing democratic learning in schools, where it is used to teach social skills and involve students actively in the teaching and learning process so as to avoid students dominating the conversation or students being completely silent (Rohaini, 2021; Nurhayati & Utami, 2014).

Based on the literature review above, it can be seen that there is something that needs to be added regarding the analysis of the implementation of the time token learning strategy for elementary school-age children. Thus, further study is needed on this matter which is summarized in the research title "Application of speaking skills in SD/MI children through the time token learning strategy in language subjects". Therefore, a learning model that improves students' speaking skills and activeness in groups will make the learning process more meaningful. Through this research it is expected to analyze the increase in learning outcomes and student motivation using time tokens. For this reason, it can be formulated that the problem

to be examined is whether using the time token learning model can improve students' speaking skills in Indonesian subjects.

METHODS

This research uses a type of qualitative research with descriptive methods. Descriptive is a research method that aims to describe and interpret objects as they are. Qualitative research usually uses observation, documentation, and interview methods to collect data. Interviews are used as a data collection technique when researchers want to conduct preliminary research to find out what problems need to be studied and also when researchers want to know more about respondents and the number of respondents is small. Documentation is a record of past events. Documentation can be in the form of writing, drawing or someone's monumental work. It may also require non-human data sources such as available documents and records.

FINDINGS AND DISCUSSION

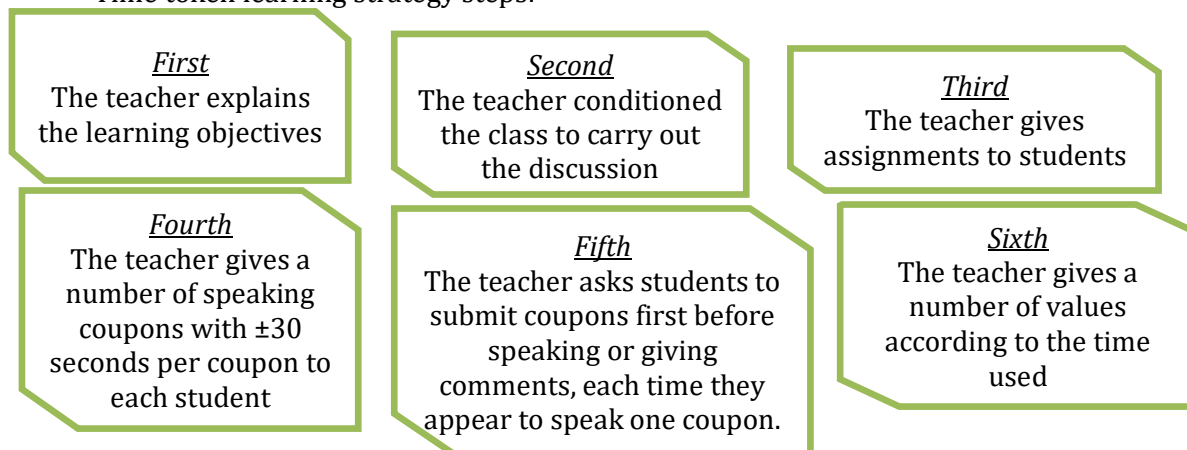
The time token learning model is a special activity carried out by the teacher in cooperative learning by using cards to speak with a predetermined time limit of 30 seconds. So, the time token in the learning process besides students discussing with each other, students also have the same opportunity to participate in groups, or in other words each student will play an active role in the learning that is being carried out, because each student has their own coupon or talking card (Damayanti, *et.al.*, 2020).

Speaking skill is an ability to express ideas or ideas, thoughts, experiences, and opinions properly and correctly. All normal human beings speak but not all have the skills to convey their ideas properly and correctly, so from childhood to setting foot in the world of education speaking skills must be more determined in the development of each student. In addition to reading, writing and counting, children often express it so that they are skilled in speaking.

The concept of speaking Indonesian is in an active and fun atmosphere, so that students feel that learning Indonesian is neither difficult nor boring. In addition, teachers can vary the way they teach by using cooperative learning models. The cooperative learning model is used to influence students' attention so that it is fully focused on teaching and learning activities so as to improve student learning outcomes (Tamba, 2016).

The teacher provides learning material and then students work in their respective groups to ensure that all group members have mastered the learning material provided. Then, students carry out tests on the material provided and they have to do it themselves without the help of other students. Structures that can be used to teach speaking skills, to avoid students dominating the conversation or students being completely silent, an effective step is to use the time token learning model. Because, with speaking arrangements and giving the opportunity to speak to each student will realize the regularity of students to speak or express opinions (Harefa, 2020).

Time token learning strategy steps:



Based on the results of the research and the description of the discussion above, data can be obtained that the use of the time token learning model can optimally improve students' speaking skills in learning Indonesian. This is in line with the results of research that has been conducted by Yenidar in Rohaini (2017) which states that "Learning with the learning method using the time token arends learning model in Indonesian subjects has a positive impact on improving teacher performance which is marked by an increase in students' learning completeness".

The inhibiting factors of the time token learning strategy: 1) students are still not ready to face the learning situation that the researcher has just implemented, namely in terms of using the time token learning model which is assisted by using talking coupon cards; 2). lack of self-confidence and indifference to students makes time wasted; 3) there are still students who like to steal attention, are noisy in class and don't want to talk; and 4) the lack of vocabulary that students have in expressing their opinions about an issue, which results in the use of sentences is still low.

Supporting factors for the time token learning strategy are: 1) students feel happy because there is a new teacher who teaches them and adds insight into learning using coupon cards; and 2) students feel quite enthusiastic about participating in the lesson because they carry out discussions in a new way, namely by using coupon cards (Tamba, 2016).

Based on the results of research observations, information was obtained that time tokens can optimally improve students' speaking skills in language learning. The time token learning model helps train students' skills in communicating the results of their thoughts. In addition, the time token learning model can foster courage for students to express their thoughts and more easily remember the material being studied by direct experience. Time tokens also make students formed into study groups, which in this lesson teach social skills to prevent students from dominating conversations or preventing students from being completely silent in discussions.

The time token learning media is using media such as speaking coupons. Here's a picture:



Figure 1. Talking Coupons



Figure 2. Documentation of Researchers with Students

Based on the results of interviews and research with children regarding experiences while participating in learning speaking skills by using speaking coupon media, children seem more active and more courageous in expressing what they think about the material that has been presented. Besides that, with the time token learning method, children can listen to opinions more and respect the views of friends and other groups.

CONCLUSION

Based on the results of the research that has been done, it can be seen that students' speaking skills can be increased by using the time token arends model with speaking card media. The use of talking cards is very effective in learning to speak. This learning model is proven to be able to increase students' interest and motivation in speaking skills, and can increase activeness, creativity, self-confidence, speed of thinking and involvement of students in the teaching and

learning process. This shows that these actions can be an alternative learning model for teachers so that students are active in the teaching and learning process. The final results of this study indicate that the application of the time token arends model in the learning process can increase students' competence in speaking skills, by using speaking card media.

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