Enhancement Talking Students Ability Through Time Tokens Arends Technique in Social Sciences Learning.
(The Act of Class Research in Class VII-E at SMP Negeri 26 Bandung)

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Abstract--The research supported by the low ability to speak students For social science learning in class VII-E at SMP Negeri 26 bandung. This can be seen from livelines speak students Who only dominated by some students. While other students just stand still and not contributing within to convey the ideas in front of the class. Seeing these problem, the researcher choose Time Token Arends technique as a solution to increase talking students ability. The purpose of this reseach is to describe about the planning, implementation, improvement and reflection of the application of Time Token Arends technique to increase talking students ability. The type of research that used is the class action Research (PTK) model Kemmis and Mc. Taggart which consists of four stages. The result of this research. First, planning is done by determining the SK and KD, making the RPP and research instrument. Second, the implementation of the class action is performed according to the plan has been compiled previously so that to obtain the result with the "good" category. Third, the constraints during the execution of the research is to compile the material sourced from the experience of the students so that they can increase courage talking students. These constraint can be improved by discussing regarding the design of the materials with colleagues and partners. Fourth, the result of this research shows that there is an increased ability to talk on every cycle. Cycle one students talking ability reaches the "enough" category, the second cycle of students speaking ability reaches the "good" category, third adn fourth cycles reach the "good" category. So based on this, then time token arends technique can increase students talking ability.

Keywords: Talking ability, Time Token Arends Technique.

I.   Preliminary

The Educational World now confronted with a very though challenge. One of the challenges, education was forced To be able to produce learners   with a 21st century competence. This competence has been determined by *United Nation Educational Cultural Organization* (UNESCO) Including creativity and innovation, critically thinking
    they can compete currently in the global and digital world. According to Metiri Group (Page 2, in Dewi 2015) who explained that this skill needed to survive and compete in a digital world that having rapid change.
    One of the of 21st century rainbow skills and   knowledge   that is   the   ability to communicate that has an important role to support a career in life. That role can supply students for being able to communication through   their   talking   ability. *Sekretaris Commission on Achieving Necessary Skills* (SCANS) which was excerpted by Sani (Page 9, 2015) revealed that talking ability as part of communication ability is one of basic skills that should be students owned. Relating with talking   is part of   students basic ability,

and problem solving ability, collaboration and communication,   social   skills   and   cross cultures, and information mastery. In a more comprehensive from the book *21st Century Skills* by Trilling & Fadel (Page 48, 2009) initiate the competence as a rainbow of skill and knowledge in the context of the 21st century of educational world. This competence very   important   for   student   so

Arsyad & Mukti (Page 31, 1987) revealed that talking is bade sentence ability to expressing, pronounce, conveying cerebration, feeling and idea. Hernawati (page 105, 2015) continue revealed that talking ability is a series of efforts   students have a knowledge, attitude and skill to express mind, idea, and their feeling with their talking metodh. According to Tarigan   (page   15,   1987),   talking   as   a instrument   to   communicate   ideas   which develop and compiled appropriate listener and listeners neededs. Therefore, through activity talking students can exchange ideas, express opinion or idea, convey information with orally, reported about something and can negotiate in a society areas.

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Talking is a part of orally communication is one of a part supporting factor for occurences educational interaction. Abu Ahmadi & Shuyadi (Djamarah, page 11, 2010) correlate with this interaction proposed that interaction educational is a description for two direction in active connection between teacher and students which goes on in a bond educational purpose. According to Sumaatmadja (Page 71, 1979) defining educational interaction as a social interaction that has characteristics, which is the existence of a clear purpose, material become a process content, the active students, teacher who implement specific method, and interaction process which lasted in the situational bond. To creating that interaction, then teacher and students relation must have two connection. When students passive but the teacher active so will not created a good educational interaction. The condition causing imbalance between both side which is the teacher has dominant role in the class. Arsyad & Mukti (Page 12, 1987) supporting these opinion they are adducing that if the theacher has a dominant role will causing being passive students, so they will not growing motivation.

For talking, the passive student causing lack contribution like opinion adducing, asking, answer question, and other activities. This can be seen from early observation finding result who researcher doing on the 14th of September 2016 like students talking liveliness in the group discussion who only dominated by some students while other students just silent and not contribution within ideas conveying in front of class. Those things was caused by courage and spirit students low for can be able talking. As well when discussion explanation result group just one student as refrensative can explain the result in front of teacher but other friends in that group explaining the result with low voice so that other students in other groups cannot hear their explanation about their discussion result. Moreover, their expression and gesture look like uneasily because their cannot confident talking in front of class. Students sight more directed to answer sheet in the discussion result but not to listen, and opinion or idea who explained sometimes not appropriate with the subject so that showing the low reasoning. no one question and response who given by other student to other group after discussion result explanation because their feel embarrased and not have courage for talking in front of their friends.

That problem should have been getting attention to supporting competence achievement in the 21th century. To overcome these problem, we needed interesting model, technique, method, for learning so it can increase talking students ability. Richard I. Arends developing Time Token technique so can be used as solution for increase talking students ability. Siswanto & Ariani (Page 61, 2015) supporting that opinion their reveal if this technique match implemented for increase talking students ability. The purpose of this technique are to reduce students talking domination in their group then increase students participation for talking.

Arends (page 29, 2008), explaining steps from this technique implementation is each students given some token or card that have time ten or fifteen second for talking. A student monitoring that interaction and ask student who to be speaker for submit one token if through the limit so she or he cannot talking again.This requires them who still hold a token to participate in the discussion.

Based on time token technique implementation then students expected can talking with information adducing in front of their friends. Through compulsion condition talking, can train talking students courage so that they are familiar for talking in front of class or in the large scope like in the society environment.

Based on field assessment and those thoughts, then researcher interested for increase talking students ability. From the research then researcher take the title Enhancement Talking Students Ability Through Time Tokens Arends Technique In Social Sciences Learning In Class VII-E at SMP Negeri 26 Bandung.

The formulation of problem from this research is first planning the learning for increase students talking ability through time tokens arends technique in social sciences learning in class VII-E at SMP Negeri 26 Bandung. Second learning implementing Time Token Arends for increase students talking ability in social sciences learning in class VII-E at SMP Negeri 26 Bandung. Third reflecting implementation time token arends technique for increase talking students ability in social sciences learning in class VII-E at SMP Negeri 26 Bandung. Fourth enhancement talking students ability after using time token arends technique in social sciences learning in class VII-E at SMP Negeri 26 Bandung.

II. Research Method

This research held in SMPN 26 Bandung which located at Sarimanah Sarijadi street. The subject from this resarch is VII-E class in the 2016-2017 period with totaled 36 students. That method for the research using the act of class research. Suhardjono (page 124, 2015) explaining if the act of class research is research conducted by teacher with the purpose for repairing quality learning practice :

in the class, PTK focusing to teaching-learning that happenend in the class with natural performed.

Researcher using research design Kemmis and Taggart model with four steps, they are: planning, performing, observing, and reflecting. This design performed in some cycles until the data collected being completed. For more clearer, in this page presented the chart about PTK design by Kemmis & Mc. Taggart model, as follow

Kemmis & Taggart Model
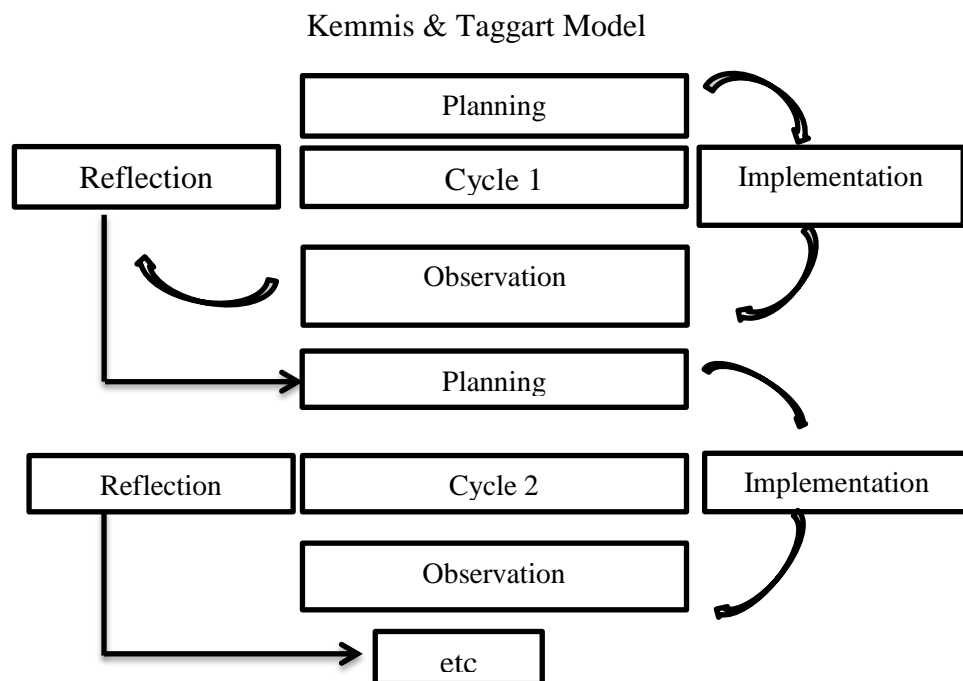
Source: Arikunto (Page 42, 2015)

The research instruments used are, observation handbook, field note, interview handbook, documentation. Then, data collection technique used is observation, interview, and documentation the study. While for data analysis technique qualitatively using Miles dan Huberman model, then excerted by Iskandar (2009) they are: data reduction, data display and draw conclusion or verify. As for data validation using Hopkins model then excerted by Wiriatmaja (page 168-171, 2005) they are: member check, triangulation, saturation, audit trail, and expert opinion.

III. Discussion and Result

This research result Referring to the formulation problem , among them are including planning, learning implementation to increase talking student ability through Time Token Arends Technique in social sciences learning in class VII-E at SMP Negeri 26 Bandung, reflection for Time Token Arends Technique implementation to increase talking student ability through Time Token Arends Technique in social sciences learning in class 7-e at SMP Negeri 26 Bandung and for enhancement talking student ability after using Time Token Arends Technique.

First, planning conducted by researcher with choosing basic competence, determining subject matter and theme, method of learning, media of learning, preparing talking cards and stopwatch, composing sheet of observation, making implementation plan of learning (RPP), and Determining the distribution of duty every observer. Before cycles implementation one until four cycles then researcher doing these actvity.

Second, implementation first cycle teacher dividing student be large two group , that is pro and contra group. Then activity continue with providing talking three cards as coupon student with time duration each 30 seconds. Then teacher explaining rules for using that cards, then teacher displaying the video about replacement robot issue to be

substitute human. After observing, student given the opportunity to opinion adducing about these theme. When teacher given opportunity for talking, seen some student still doubt for raising their talking card. But eventually, students can brave talking although they are still not confidence. As much 26 students can brave to talking although they not able to spend their all cards and as much 10 students not brave to talking. After main activity finished then continued with closing activity.

Second cycle, this activity starting with teacher given head number from one number until five number to each group. Beside dividing head number, teacher given too activity sheet and three talking cards. As for activity sheet given to every students so they are who received head number one then they are must doing number one, including student received number two, they must doing question number two, etc. After all students received talking card and question, then theacher given every students 10 minutes for doing question. After finished then teacher given opportunity for every students to answer question starting number one for 30 minutes. Then, student finished talking, they must giving their card with blue color to teacher, so will left 2 cards that is card with red colour as coupon for asking and card with yellow colour as coupon for answer question.

Third cycle, the implemantion almost same with second cycle. But in third cycle there are some difference with second cycle, in third cycle when all member in the group finished doing questions so they must say "horay" and teacher will giving "reward" for first group who has been completed. Beside that in this cycle teacher giving talking coupon one name card with their name. That name card using when teacher giving opportunity to student for asking to name card owned. Example when first group talking, then second group who has opportunity to giving question or opinion.

Fourth cycle, the implementation in this cycle is every student in the group rotating telling story about one of figure in the kingdom with duration 30 seconds. The most emphasized teacher to student they are can giving attitude like their figure in the story so that can implemented in our life. After student finished their story then they must giving card with blue colour. After all students finish telling their story then continue with question session and the asnwer constrained by their talking card.

Third, reflection for implementation time token arends technique to increase talking student ability, they are: first teacher ability for set a time during learning activity like in first cycle implementation learning activity surpassing time allocation determined like when entrance sign already ringing but learning activity not completed yet. Including in the second cycle implementation learning activity surpassing time allocation determined. It is always being material reflection in every cycle. Second, lack of the student courage to talking in front of class when in the first cycle. It is can saw in the first cycle student still doubt or not brave for talking in front of class. So causing talking card their have still complete. To solving that problem in the next cycle teacher giving strengthening like reward to addition point for student who can spend all their card. Third, the obstacle when designing mater'ial who sourcing from student experience who can growing talking courage. But that obstacle can overcome with doing discussion together with friends or teacher.

Fourth, talking student ability increasing in every cycle. That is showing if time token arends technique can increase talking ability. This is accordance with Siswanto & ariani opinion (61:2015) who explaning if this technique suitable to implementing for increase student talking ability. So that in this sheet served diagram assesment talking ability in every cycle.

Diagram 1 talking student ability in every cycle.

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Percentage	56.80%	79.20%	89.35%	88.75%
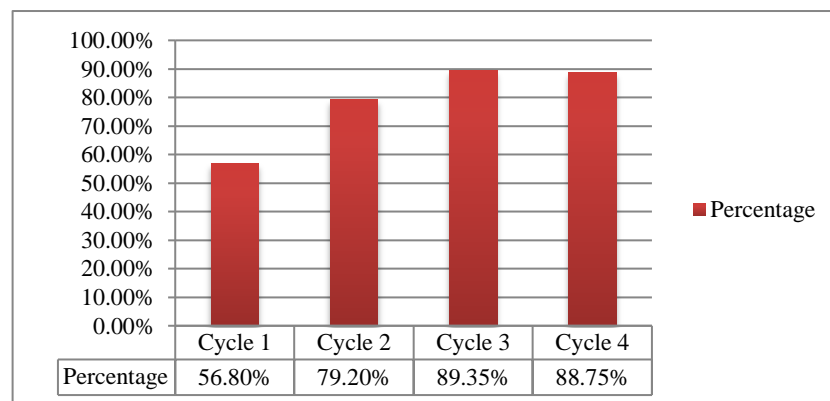
Source : Data is collected by reseacher (2017)

Based on these diagram, then can known if increase occur in the first cycle until third cycle.

But in the fourth cycle occuring decline. For the first cycle the obtained is 56.80% with sufficient in the second cycle increasing reached 22,4% so that the percentage reached 79,2%. In the third cycle increasing reached 10,15% so that the percentage reached so that the percentage reached 89,35%. This increase caused student already become familiar and f for talking in front of class with fluent, clear, and loud. Their sight have started to looking listener then already starting to control discussion topic. This is also supported by the presence of the rewards of points teachers give for students from able to obtain the largest score and succesfully spend their own cards. This students compete for increase their score in the fourth cycle decreased by 0.6%. Although decreased but in the fourth cycle has reached achievement indicator who defined by researcher. As for the cause of the the decline were students starting to look saturated and tired so experienced a fall in indicators courage and spirit although decreased but in the fourth cycle has reached achievement indicator who defined by researcher.

IV. Conclusion

Conclusion from the research with the title "Enhancement talking students ability through time tokens arends technique in social sciences learning in the VII-E class at SMPN Bandung, are:

First, planning implementation social learning through Tme Token Arends technique to increase talking student ability starting from first cycle until fourth cycle be classified into "good" category. As for the planning activities that doing is determining standard competence and basic competence. Subject matter, making lesson plans, making talking cards, and then making observation sheet.

Second, implementation social learning through Time Token Arends technique to increase talking student ability starting from first cycle until fourth cycle be classified into "good" category. It has been seen from the percentage of revenue researcher ability in implementing time token arends technique who get increasing in every cycle. As for implementation this technique in every cycle basically did by same steps among others teacher given activity sheet and talking card to every student in the group. Card number when divided totalling 3 cards. That cards using for talking coupon to every student with duration is 30 seconds. If that cards already empty then student didn't have opportunity to talking again, therefore every student can distributing with same for talking.

Third, reflection after implementation the act of class through Time Token Arends technique to increase talking student ability Technique in social sciences learning is teacher ability for set the time when learning activity, lack of the courage student for talking in front of class in the first cycle. It is has been seen in the first cycle student still doubt or not courage for talking in front of class. It is can saw in the first cycle student still doubt or not brave for talking in front of class. So causing talking card their have still complete. To solving

category.   Then

After the researcher implementing time token technique, there is some the advantages and disadvantages. Based on Siswanto & Arini (page 61, 2015) explaining advantages from time token arends technique that is student who have many opinion will be difficult to express their opinion because time who given for student very limited and every student will given coupon so that more student so more coupon too that must be provided. That opinion same with the interview result who did by researcher to ANF. ANF have difficulty experienced when their want to talking but their own card it have been exhausted and not be able to talk with long time because limited by time. Then disadvantages from time token arends technique felt by the researcher when act implementation, researcher must providing 108 talking cards. This was due because students in the VII E class totalling 36 student in the class where each person have three cards so that card totalling 108 cards.

that problem in the next cycle teacher giving strengthening like reward to addition point for student who can spend all their card. Third, the obstacle when designing material who sourcing from student experience who can growing talking courage. But that obstacle can overcome with doing discussion together with friends or teacher.

Fourth, result from showing if time token arends technique can increase talking student ability until raising "good" category. It is has been seen from the percentage in the first cycle until fourth cycle. For the first cycle the percentage is 56,80% with "enough" category. Then in the second cycle increasing reached 22,4% so that the percentage reached 79,2% with the "good" category . In the third cycle increasing reached 10,15% so that the percentage reached so that the percentage reached 89,35% with the "good" category. In the fourth cycle decreased by 0.6%. Although decreased but in the fourth cycle has reached achievement indicator who defined by researcher.

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