

ESP IN PRACTICE SPEAKING: COMBINING TIME TOKEN TECHNIQUE WITH YOUTUBE VIDEO

Kurnia¹ and Haeruddin Hafid²

^{1,2}(STIE Muhammadiyah Mamuju, Indonesia)

Corresponding author's E-mail niaharun@yahoo.com

Abstract

Teaching speaking in english for specific purpose, sometimes students are having difficult to engage with the activity, as they face problems like vocalized pause, lost idea, and having low confidence to speak as well as monotonous activity that still dominate the teaching and learning process. In serious condition, Imitation and repetition technique used by the lecturer all the time. To overcome the problem, this research offered solution by combining time token technique with youtube video to increase students achievement in speaking. The population of the research were the second semester students of Management in STIE Muhammadiyah Mamuju academic year 2018/2019. The instrument used in the research was pre test and post test to measure students achievement after giving treatment using time token technique with youtube video. The result of the research showed that this technique can affect students' speaking achievement significantly as shown in test result. It is proved by the difference between pretest and post-test result of the three components of speaking ability and final score of the students speaking ability. This technique can be a good alternative way to varying teaching of speaking.

Keywords : *time token technique, youtube video, ESP classroom, students' speaking skill, speaking.*

INTRODUCTION

In the global era, the existence of English in education system of Indonesia is still undoubted. The country make policies to include English as compulsory subjects for citizen in the school and university. Facing an English for Specific Purposes (ESP) program at university as a part of their commitment to improvement, this university is working to better prepare students for employment so that they may function well in workplace after graduated. The ESP subjects that are taught within the center depend on students' disciplines. (Wicaksono, 2010).

The significant role of English is increased by the expanding circle of the English users in some countries where English is used as a foreign language like China, Indonesia and Thailand (Kachru, 2009). The objective of teaching and learning English at schools and university bring up the student to better understanding and ability of the language. However, students are required to achieve certain score in

order to pass. Not only grammatical from its importance but also communicative aspect as well.

Based on researcher experience lecturing and also interview with another English lecturer in STIE Muhammadiyah Mamuju, the ESP students were difficult to engage in speaking activity including vocalized pause when speaking, lost idea and hesitate in making mistake. Watkins (2011) concerning some students convinced that most of English session were boring, this perhaps are caused by lack of motivation-related engagement from the lecturer during speaking session. Another problem are there fraction students who dominate the classroom because they have been got the basic English from school or course before. It made the speaking ability of silent students doesn't increase.

Have to be proposed in teaching speaking. Assuming this, time token can be the alternative teaching technique for speaking skill. Time token were provides speaking coupon which distributed to students and there is time peaking limit for students to talk based on the given coupon. This strategy can provide same opportunity for students to speak in classroom (Arends, 2012; Auliatisny et al, 2014).

Beside using good technique in teaching, applying media is also counted as one good component in teaching. The alternative media that offer benefit for learning is youtube video. Watkins (2011) proved that since YouTube and other online videos are most immediately observed though sight and sound, creative lecturers can easily find new ways to use them in speaking classes. Many ways more modern and more effective to improve the speaking English skill, one way in accordance with the technological development is learning speaking English through YouTube.

The problems in teaching speaking have been become interesting topic to discuss and analyze especially those who are directly involved with teaching English. Many studies have touched this area, however there is still limited number of studies that combining two componens; technique and media in teaching. My study is trying to fill the gap by offering time token technique combining with youtube video as media used in teaching speaking.

Time Token an Alternative Technique in Teaching Speaking

Time Token is one of the techniques belongs to the cooperative learning created by Arends in 1997 which emphasize on communication and cooperation between students in sharing or solving information and to solve the problem of dominant students or silent students in conversation by using a card. Students are given with card by the lecturer and each card has time and students' will work on it. In this case, students are asked to present their work in front of the class by using that card. Students are not allowed to expand their time of presentation since it has been given précised time on the card.

Students can express themselves in sharing and supporting each other's in well-behave situation. By doing this, the lecturer-centered learning can be avoided. As supported by Mandal (2009) this technique ensures same achievement level by limiting how often each members or groups are allowed to speak. Thornbury (2006: 8) adds that the basic rule in speaking is turn-taking, in which the speaker take turns in delivering their speech during the activity. Since this technique using group work, it also can increase their teamwork and helps them gain various goals.

The importance of Time Token as Cooperative Learning has been proven in previous study. In teaching English, Time Token is proven to be effective to be used in increase student ability and motivate speaking skills, especially in fluency and sequences (Arends, 2009). Although Time Token is proven effective to be used, there are still problems in conducting the techniques itself. From the previous study above, same problem and suggestion has been shown in implementing the technique: the appropriate material based on students' level, and of course, this problem leads to difficulties for the students in giving questions or suggestions to their friends.

Cooperative Learning Time Token is the answer for the lecturer who looks for alternative technique in teaching speaking since it can enable the students to work cooperatively in completing the task as well as developing their social skills during the activity. As for the material, the lecturer can use descriptive text because it can give chances to students to express their ideas in describing material and immaterial things freely. Moreover, by using this technique, the lecturer can make the students working together and reducing her role in the class as the main source of knowledge

and let the students work by using their own efforts to complete the task given by the lecturer and gain understanding by themselves.

The Step of The Time Token Learning

1. The lecturer instruct the students to learn the subject firstly in their house that will be learned in the classroom.
2. Lecturer arrange the coupon material which contains of keywords correlate with the subject.
3. Students take on coupon and explain the words contains in that coupon based on the time that have been decided (15 to 30 second)
4. Lecturer gives the score to each student based on their explanation quality.

The characteristics of time token technique cover social skill, sharing and achievement skill. The teaching of social skill and achievement enable the students to learn more active, give a bigger responsibility, enhance the creativity and the leadership to the students and also it can fulfill the students need optimally. Some skills that the students must have it as are below

The social skill is the behavior that support the succeed of the social interactive and enable the individual to work in pair/ collaborate with the others effectively.

In need of this human, they experience the changes and improvement from every time they face. This social changes happens because of the motivation inside them that is their brain and their creativity, the competence to reach the high achievement for the groups and there also the price that support the achievement.

Sharing skill is needed Many students faced the difficulties to share the times and the things. The dominate students usually did it purposely and didn't understand the effect for their group. This dominative attitude should be learned by the students.

Achievement skill is join or taking part in one or more phases of the process. The success of this skill must be done with the corporate students in their group. The educational process conception achievement skill is the respond or stimulation given to get the reward.

YouTube Video

Media used in this study is YouTube. YouTube is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous

movement. Walkins (2011) adds YouTube is one of media in teaching language. It is very useful because it can make students more interested in studying. Sometimes, the students feel bored with the situation in English class that made the students need an entertainment and YouTube. It is believed that YouTube is one of the suitable media in modern era with apply ICT (Information Communication and Technology).

The use of videos has become so rampant that they are even available through mobile devices. In fact the use of film and videos to complement teachings has been widely promoted back in the 1950s. Hainichi (2002) in Assessing of YouTube Video states access to computers and the Internet is no longer a major issue of concerns even so for those from lower income group. The availability of educational technologies and self-produced videos placed on YouTube also had made teaching more exciting. Furthermore, these videos could be accessed at any time of the day and from a place to suit the students.

Datu in Nur (2015) give several tips that lecturers should be pay attention in creating strategy of language teaching, they are:

1. The presence of YouTube to guide the students. Even though some video were prepared for students already, the lecturer could not just let the students watch and listen without lecturer's direction.
2. He chooses of clips/ video that fit the topic. Due to great number of YouTube clips/ Video, exposing not only one features.
3. Frequency of giving YouTube clips to students. When the lecturer exposes clips so frequently, students might get bored. Therefore, it is suggested to arrange frequency as well as referring to topics be considered.
4. Additional task to do for students. In order to make students understand the topic taught, they must be given some additional to do after finish seeing the clips/video.

The attractiveness of videos in teaching comes from the combination of images and sounds. As such it will be able to generate an influential medium that can be used by lecturers to help explain concepts while at the same time able to instruct students with content that provides multiple senses. These would certainly assist lecturers in

making the explanation of abstract concepts and processes easy through the use of visualization that can be provided by videos (Shea D, 2009).

YouTube videos can be supported by interactive activities in an attempt to stimulate teaching speaking. The interest to assess the effectiveness of using YouTube videos has been prompted given the abundance of such materials from the various sites in the internet.

METHODOLOGY

This research employed quasi experimental method which applied two classes and divided the two classes into two groups. Latifa (2015) stated that there are some typical speaking tasks such as pair conversation, interview, and telling story. These speaking activities get a prior portion from the respondents in the need analysis exploration because these activities are comfortable and easy for the rater to observe and elicit data from the test takers, by the statement researcher used one of the typical speaking task named interview in pre and post test.

Where:

- E : Experimental Class
- C : Control Class
- O₁ : pre- test
- O₂ : post-test
- X₁ : Treatment experimental Group
- X₂ : Treatment control group

(Gay, 2010)

A. *Population and Sample*

Population of this research is the second semester of Management students in STIE Muhammadiyah Mamuju in academic year 2018-2019. The researcher chose class Management IIA that consist of 39 students as the experimental class, and Management IIB that consist of 36 students as the control class,

B. *Procedure of Collecting Data*

1. *Pre-test*

Before doing the treatment, the researcher will give a pre-test by having a speaking test. The researcher give some questions to the students. Then, the students answered those questions.

2. *Post-test*

The post-test will give after the students get some treatments. In this case, the students have a speaking test. Next, the researcher give some questions to the students. Furthermore, the students will answer those questions.

3. *Treatment*

In treatment, the experimental class will treat by combining time token technique with youtube video meanwhile the control class will be give three phases technique with powerpoint presentation in teaching speaking. The treatment will carry out for four times to find out the students' speaking ability.

RESULT/FINDINGS

The researcher use quasi experimental research where In experimental class, the researcher started the activities by greetings, asking the students' condition, checking the students' attendance list and explained about material. Then, the researcher gave time token technique with YouTube video as the researcher instruments to the students and explained how to do the instrument.

During the treatment, the researcher joined with the students group and tried to help them to speak up. For the first meeting, every student can't say anything. The problem frequently found is that their native language causes them difficult to use the foreign language, that's why the researcher should help them to say what the students

want to say word to word. Students seemed enjoy the teaching and learning process in class of English.

After giving the treatment for six times to each class, there were improvements of the students score from pretest to post-test. It was showed by mean score of post test in experimental class was 6.5 and post test in control class was 3.1. It shows that mean score of post-test by the students in both the classes are different which the mean score in post-test was higher than in pretest and after applying in t- test formula, the result computation of t-test were -0.15 for pretest and 2.8 for post-test. If we consulted with the t-table value with the degree of freedom $(df) = n_1 + n_2 - 2 = 10 + 10 - 2 = 18$ and level significant $\alpha = 0.05 = 1,734$ were significantly different.

This indicated that the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that the students' speaking ability to the eleventh year students of the second semester of Management students in STIE Muhammadiyah Mamuju in academic year 2018-2019 after being taught through combining time token technique with YouTube video is better than before being taught through combining time token technique with YouTube.

The result of the tests had shown most of the students poor classification score in pretest. It was shown based on the researcher observation that the students' speaking ability was low before giving treatment. As also stated by Urbanus (2011) that time token is proven to be effective to be used in increase student ability and motivate speaking skills, especially in fluency and sequences.

In the post test, most students got good and very good classification score. It indicated that the students' achievement in post-test got high achievement.

The use of time token technique combined with youtube video has given nice insight into teaching, Youtube as the media used in this study has been proved as good source for pedagogy as Nur (2015) did in her study, though her study has different skill to be invstigated with my study. Similar with youtube, the use of time token technique in this study has demonstrated its good position to be used for teaching as also in line with findings by Aziz (2014, Isnaeni (2016), Faizah (2015). Their research are different with mine regarding subject, or setting but the result

reached similar assumption that time token technique can be applied as good option technique for teaching.

DISCUSSION

The data had encountered in this research, they are the result of pre-test and post-test of speaking test. In this research, the researcher found the different of students' speaking ability in pre-test and post-test. Before the students were taught by combining time token technique with youtube video, most of them could not answer the researcher's question well. In fact, they combine their language, Indonesia and English to answer the question. Some of the students' reason were they did not know the meaning of the question that the researcher asked, their vocabulary was lack and they felt shy caused of their anxiety in making mistakes in front of the camera and that will make their friends and researcher laugh to them. Therefore, although many things were in their mind they could only tell a little or nothing of them.

The researcher found some students errors in answer the questions such as, incorrect of tenses or incorrect grammar. Besides, their accuracy in pronounce a word was still inaccurate. For example, some students pronounced the word how as /hu/, first as /fIs/, or /frIs/, watching as /wæcing/, whereas the researcher has taught them how to pronounce it before giving the pre-test. It made the content of their experience sometimes difficult to understand. Therefore, the researcher applied time token technique with youtube video to improve the students speaking ability by giving some descriptive theme to be learned by the students. The descriptive text that the researcher used in sixth meeting are daily activities of children, daily routines vocabulary, weekend or leisure activities, daily routine my father, how to spend holiday, and how to decorate kids room.

Before the researcher distribute two coupons of time to every students, the researcher explained about the text and show them an example from youtube. The researcher asked the students to remember and make a small note about the video. The researcher comment the video first to stimulate them and the students give response next, where who comment the video gives a coupon to lecturer.

In first meeting, some students were still shy in giving response before they collected the coupon even though the researcher provided some words related to the story. Then, in the second meeting, some students tried to speak up by using the words that has been provided although the students still did not fluent yet. In this case, the students were able to speak better than the first meeting. This condition still happened until the third meeting. But in the forth until the last meeting, the researcher found that most of students seemed brave to response and speak up. Although there were little errors use of grammar and pronunciation, the students had tried to do their best. Most of them were able to pronounce word activities with good pronunciation. But there still many of them who could not pronounce sounds /θ/, /ð/, /ε/, /ə/, and /æ/ well. Probably, it caused of their mother tongue or colloquial language. In Indonesia especially in Bugis, there is no sound /ð/, /θ/, and /æ/ but /d/, /t/, /ε/, and /ə/ in pronounce a word. The students made habitual with these sounds in their custom. Therefore, the students found difficulty to pronounce those sounds.

After applying time token technique with youtube media in teaching and learning process, the students speaking ability improved. The researcher concludes it by comparing the result of the pre-test and the post-test. Where, the result in the post-test shows that the students who difficult to convey their experience are better than before doing the treatment. The students' pronunciation is better and their utterances more accurately and easy to understand what the students' intention.

The researcher scores the students by using speaking scoring of Heaton which consists of fluency, accuracy, and comprehensibility. The score of the students above are presented as follow:

Table 1. Score of The Students Speaking in Pre-test

Number of Students	Fluency	Accuracy	Comprehensibility
Afandi Saputra	2	3	3
Fadli	1	1	1

The accumulate score of the first students:

$$\text{Student's score} = \frac{8}{18} \times 10 = 4.4$$

The accumulate score of the second students:

$$\text{Student's score} = \frac{3}{18} \times 10 = 1.7$$

The researcher scores the fluency of the first student 2 because long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery, almost gives up making the effort at times. His accuracy is 3 because pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion. The comprehensibility is 3 because the leisterer can understand a lot what is said, but he must constantly seek clarification. Therefore, his total score is 8. This is the highest score. Only few students got score which close to this score.

For the second student, her fluency score is 1 because she full of long and unnatural pauses, very halting and fragmentary delivery, at times gives up making the effort, very limited range of expression. The accuracy is also 1 because he had serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course, and comprehensibility is 1 because hardly anything of what is said can be understood. Even the researcher makes great effort or interrupts, the speaker is unable to clarify anything he seems to have said. His total score is 3. There some students got score such this score. But there were only little students who got score better than this score.

It shows that the speaking ability of the students is lack. Therefore, the researcher applied time token technique with youtube video to improving the students' speaking ability.

The score of the two students' speaking in post-test is presented as follows:

Table 2. Score of the Students Speaking in Post-test

Number of Students	Fluency	Accuracy	Comprehensibility
Afandi Saputra	6	6	6
Fadli	3	3	2

The accumulate score of the first students:

$$\text{Student's score} = \frac{18}{18} \times 10 = 10$$

The accumulate score of the second students:

$$\text{Student's score} = \frac{8}{18} \times 10 = 4.4$$

The researcher scored the fluency of the first student is 6, he speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses. The accuracy is 6 because although her pronunciation still influenced by the mother tongue, he only made very few grammatical and lexical errors, comprehensibility is also 6 because the listener very easy to understand her intention, and only few clarification required. This score (10) is perfect. This is still the highest score, but there some students who got score almost reach this score.

For the second student, the fluency is 3 because he has to make an effort for much of the time. Often has to search for desired meaning, rather halting delivery and fragmentary, and range of expresson often limited. The accuracy is also 3 because pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion. His comprehensibility is 2 because only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker. This student is improving where her score in pre-test is 3 and in the post-test the score is 8. It shows that the speaking ability of the students improved. It means that combining time token technique with youtube video is able to improve the speaking ability of the second semester of Management students in STIE Muhammadiyah Mamuju in academic year 2018-2019.

Besides that, the calculating of the whole score of the students' speaking ability in experimental class and control class is presented as follows:

Table 3. Scoring Classification of the Experimental Class on Pre-test

No	Predicate		Pre-test	
	Classification	Scores	F	(%)
1	A	9,00 - 10,00	0	0

2	B	8,00 - 8,99	0	0
3	C	7,00 - 7,99	0	0
4	D	0,00 - 6,99	10	100
Total			10	100%

Based on the test above, the table 3 shows that the achievement of the students' of the second semester of Management students in STIE Muhammadiyah Mamuju in academic year 2018-2019 was proved that in pre-test students score are classified into D. There is no students got A, B and C score. It means that the achievement of the students' in pre-test is very low.

Table 4. Scoring Classification of Experimental Class on Post-test

No	Predicate		Post-test	
	Classification	Scores	F	(%)
1	A	9,00 - 10,00	1	10
2	B	8,00 - 8,99	0	0
3	C	7,00 - 7,99	3	30
4	D	0,00 - 6,99	7	70
Total			10	100%

Based on the test above, the table 4 shows that the achievement of the students' in STIE Muhammadiyah Mamuju was proved, in post-test students score are classified into A, C, and D. There were 1 (10%) students got A, no student got B scores, 3 (30%) students got C, and 7 (70%) students got D scores. It means that the achievement of the students' in post-test was increased after being taught by combining time token technique with youtube video as a media.

Table 5. Scoring Classification of the Control Class on Pre-test

No	Predicate	Pre-test
----	-----------	----------

	Classification	Scores	F	(%)
1	A	9,00 - 10,00	0	0
2	B	8,00 - 8,99	0	0
3	C	7,00 - 7,99	0	0
4	D	0,00 - 6,99	10	100
Total			10	100%

Based on the test above, the table 5 shows that the achievement of the students' of the second semester of Management students in STIE Muhammadiyah Mamuju in academic year 2018-2019 was proved that in pre-test students score are classified into D. There is no students got A, B and C score. It means that the achievement of the students' in pre-test is very low.

Table 6. Scoring Classification of the Control Class on Post-test

No	Predicate		Post-test	
	Classification	Scores	F	(%)
1	A	9,00 - 10,00	0	0
2	B	8,00 - 8,99	0	0
3	C	7,00 - 7,99	0	0
4	D	0,00 - 6,99	10	100
Total			100	100%

Based on the test above, the table 6 shows that the achievement of the students' of the second semester of Management students in STIE Muhammadiyah Mamuju in academic year 2018-2019 was proved that in post-test students score are still low. The table shows that the achievement of the students' was proved that in pre-test students score are classified into D. There is no students got A, B and C score.

The result of the students' pretest and posttest, after calculating the mean score and standard deviation are presented in the following table.

Table 7. The Mean Score and Standard Deviation of Pretest and Posttest (Experimental Class)

The test of experimental class	Mean score	Standard Deviation
Pretest	2.4	0.81
Posttest	6.5	1.67

The table above shows that the mean score of students in pretest was 2.4 and the mean score of posttest was 6.5 in experimental class. The mean score of the students in posttest was higher than the mean score of the students in pre-test. It means that the score of students was increased after combining time token technique with youtube video in teaching processed and the standard deviation of pre-test were 0.81 which the standard deviation of post-test were 1.67. It shows that most of the students in post-test got high score.

Table 8. The Mean Score and Standard Deviation of Pretest and Posttest (Control Class)

The test of control class	Mean score	Standard Deviation
Pretest	2.5	0.88
Posttest	3.1	3.16

The table above shows that the mean score of students in pretest were 2.5 and the mean score of post-test 3.1 in control class. The mean score of the students in post-test was higher than the mean score of the students in pre-test. It means that the score of students was increased and the standard deviation of pretest was 0.88 which the standard deviation of posttest was 3.16. It means that most of the students in posttest got the high score in control class.

Hypothesis Testing.

In hypothesis testing, the researcher used t-test formula. The level of significance is set at $\alpha = 0.05$.

Table 9. Hypothesis Testing

N	Test	T- test value	T-table value
10	Pre- test	-0.15	1.734
10	Post-test	2.8	1,734

The table above shows that the t-test value on post-test was higher than t-table value of the students' achievement. It can be concluded that there was a significant difference between the result of the students' pretest and posttest.

CONCLUSION

Grounded on the findings and the discussion presented in the previous chapter, the researcher concluded that combining time token technique with YouTube video can increase the students' achievement in speaking; it was showed by the result of the students in post test. The students have been able to increase the accuracy, fluency, and comprehensibility significantly. The speaking achievement of students who taught by combining time token technique with YouTube video had a significant difference. Therefore, it could be conclude that the eleventh year students of the second semester of Management students in STIE Muhammadiyah Mamuju in academic year 2018-2019 performance speaking better by combining time token technique with YouTube video.

The researcher found something new by doing the research that combining a media where very popular now a days with some technique in learning really help the lecturer in teaching process, specially YouTube video made the students loved the speaking class, even though the English class in STIE Muhammadiyah Mamuju transpired in the afternoon where some students feel tired, bored and sleepy in usual lesson.

REFERENCES

- Arends, R., 2009. *Learning to Teach*. New York: McGraw Hill
- Aziz, A. Ratmanida. 2014. Using time token strategy to increase students' achievement in speaking for Junior High School. *JELT*. 2 (2); 30-36

- Brown, D., 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco State: University press
- Faizah, N. 2015. The Use of Time Token Arends (TTA) Technique To Improve Students Speaking Skill Of Class XI C Of MA NU Mazro'atul Huda Karanganyar Demak in Academic Year 2014/2015. *Skripsi*, English Education Department, Teacher Training and Education Faculty, Muria Kudus University.
- Heinichi, R. 2002. *Instructional Media and Technologies for Learning*. Seventh Edition. New York. Macmillan Publishing Company.
- Isnaeni, S.D. 2016. The effect of time token arends' strategy on improving students' speaking skill. *Unpublished Report*. English Education Department, the Faculty of Tarbiyah and Teachers Training, State Islamic University Sunan Gunung Djati Bandung.
- Kayi, H. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language (Internet Teaching English as Second Language Journal)*. Nevada: University of Nevada
- Latifa, A., Rahman, A., Hamra, A., Jabu, B., & Nur, R. 2015. Developing a Practical Rating Rubric of Speaking Test for University Students of English in Parepare, Indonesia. *English Language Teaching*; Vol. 8, No. 6; 167-177
- Mandal, R.R. 2009. Cooperative Learning Strategies to Enhance Writing Skill. *The Journal of Applied Linguistics*.1(2) ; 85-102.
- Thornbury, S. 2005. *How to Teach Speaking* (UK: Pearson Education Limited)
- Urr, P. 1996. *A course in learning Teaching*. (Cambridge: Cambridge University Press)
- Watkins, J., and Watkins, M. 2011. Using Youtube in the EFL Classroom. *Language Education in Asia*. 2(1); 113-119