

## **The Effect of Using Time Token on Students' Speaking Skill**

Fariza Ramadhani<sup>1</sup> & Riri Fauzana<sup>1\*</sup>

<sup>1</sup>Universitas Islam Negeri Sultan Syarif Kasim Riau

### **Abstract**

This study aims to determine whether there is an effect of using Time Token Arends on the speaking ability of eleventh grade students at SMK Negeri 1 Kandis. This study uses quantitative. The object of this research is to determine the effect of using Time Token Arends on students' speaking ability and the subject of this research is the eleventh grade in SMK Negeri 1 Kandis. Data were collected through an oral test. There were 23 eleventh grade students as a sample at SMK Negeri 1 Kandis who participated in this study and randomly selected. Data analysis was analyzed descriptive statistical analysis. The findings show that learning using time tokens has a contribution of 31.25 to students' speaking ability. It means that there is a significant effect of the learning strategy by using time tokens on students' speaking ability.

**Keywords:** time token, speaking skill

### **Introduction**

Nordquist (2019) Language is the communication tool that makes us human. The language skills include reading skills, listening skills, writing skills and speaking skills. One of the language skills that must be possessed by everyone is the ability to speak. Indeed, everyone can speak but to acquire the ability to speak is not obtained just like that, most people need practice or experience speaking.

It is very important for everyone to develop their speaking skills. Especially at the elementary school level, teachers should be able to develop the abilities possessed by students. As the purpose of National Education is stated in the National Law on Education for the Education System No. 20 of 2003 that national education aims to develop the potential of students to become human beings of faith and fear of God Almighty, noble, healthy, knowledgeable, capable, creative, independent. And become a democratic and responsible citizen.

At that time learning to speak in schools has begun to be neglected, even though schools have an important role in developing students' speaking skills because for 40 minutes twice a week, students do the learning process at English lesson. Where, in the process of interaction, the students talk with other students and with his teacher. The important components in learning are teachers and students. The teacher is an educator who always convey the knowledge he has to be absorbed by his students in order knowledge be further developed by students.

Harmer (1997) points out three roles of the teacher in teaching speaking. The teacher's first role is as a prompter. Students are sometimes confused and can't think of what to say. The teacher as a prompter has a rule to help students by offering discrete suggestions. Second, the teacher as a participant. The teacher must be a good animator when the teacher asks students to produce language. The third is the teacher as a feedback provider. The provider of feedback is so important that the teacher gives students the opportunity to assess what they have done.

\*Correspondence: [riri.fauzana@uin-suska.ac.id](mailto:riri.fauzana@uin-suska.ac.id)

In learning English, the mastery of speaking competence must be mastered by students properly for their future provisions. Whereas in fact, based on interviews with teachers at SMKN 1 Kandis on December 23, 2021, the researcher asked the English teacher what caused the students to be reluctant to speak English, and the teacher explained that there were several factors that caused the students to be reluctant to speak in class. And also based on interviews with students at SMK Negeri 1 Kandis, the researcher also asked what caused the students to be reluctant to speak English, and the student answered that they were still not confident in their English skills, such as being afraid of making mistakes in English pronunciation. Based on the speaking test conducted by the teacher, the teacher concluded that the students' ability in English was still low, and also the students were still afraid of being wrong in pronouncing a sentence in English. In class XI students of SMK 1 Kandis have the minimum completeness criteria (KKM), with a score of 77 and 3 indicators in gasal semester. And learning outcomes for the Speaking Competency Standards (SK) are still very low.

The English teacher found problems that be faced by the students in communicating with English in the teaching and learning process. Every teacher gives a question using English that must be answered or an assignment to carry out an English dialogue, the teacher rarely gets a good response from students as expected. Even though during teaching the teacher uses English and also uses Indonesian to make it easier for students to understand the language, but from observations as teachers, the students don't seem to have the courage to express their thoughts in English.

This problem is important and requires an appropriate and quick solution because it appears from this situation that speaking learning activities in class are not going well. Especially when considering the Competency-Based Curriculum which means that the purpose of teaching English is aimed at developing the ability to communicate in English through reading, listening, speaking and writing skills in a balanced way because this is needed in the era of globalization.

To solve the problem, the researcher uses cooperative learning in teaching speaking. Cooperative learning is a strategy in progress necessary learning participation and cooperation in group; with cooperation improve the way students work towards better, and cultivate attitude please help in some social behavior (Lie, 2004, p.27). According to Slavin (2011, p.4), learning cooperative as a learning environment where students work together in a small group abilities vary complete academic assignments. There are several types of cooperative learning, such as jigsaws, group investigations, team-assisted individualization, and time token.

According Arends (1998) time token is a learning model that aims to give each group member the opportunity to contribute in expressing opinions and listening to the opinions of other members. This model has a structure that can be used to teach social skills, as well as avoiding students who dominate the conversation or students who are completely silent.

Therefore, the researcher chose one of the types of cooperative learning above to be applied in English classes and to improve students' speaking skills. The reason the researcher wants to do research using Arends time token type cooperative learning is because it can increase students' courage to speak actively in class. Time token type cooperative learning helps students to distribute their learning participation regularly. So, each student is given several tokens containing the time allocation for speaking. This makes other students who still have tokens have to speak so that students are more mature in preparing ideas and vocabulary related to topics that have been determined by the teacher.

Considering the previous studies above, in this research the researcher would like to find out whether teaching learning process by using time token arends technique will influence to the students speaking ability or not.

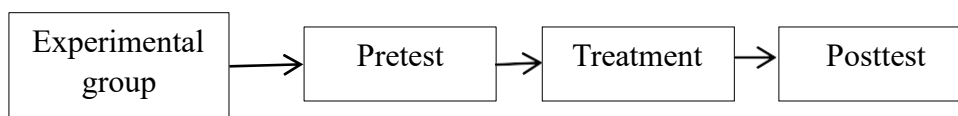
## Methodology

This research used an experimental research. Nunan (1992, p.230) stated that Experiment is a steps for test the hypotesis by set up a fettle in which the power of the relation among variables can be test. It can be said thatexperimental is a research method which can test the hypothesis.

According to Arifin (2021) experimental research can be interpreted as research which involves manipulation of the condition of the subject being studied, accompanied by strict control efforts against external factors and involving comparison subjects or systematic scientific methods carried out to build relationships involving causal phenomenon. Arifin (2021) said experimental research designs namely pre-experimental, quasi-experimental and true experimental research.

In this research the researcher used a pre-experimental research design. In the pre-experimental research design, either one or various groups of dependent variables are observed to determine whether there is an influence from the application of an independent variable that was previously considered to cause changes. This design is the simplest experimental research design and there is no control group. Furthermore, the research design are divided into three parts: (1) One-shot Case Study Research Design, (2) One- group Pretest-posttest Research Design, (3) Static-group Comparison.

Therefore, the researcher chose a one-group pretest-posttest research design. The design of this study posttest and pretest studies by conducting a test in one group before being given treatment and after being given treatment. Pretest was conducted at the beginning of the study and posttest was given when the study was completed.



The time of this research has been carried out 14<sup>th</sup> July- 8<sup>th</sup> August 2022. This research has been conducted in SMK Negeri 1 Kandis and the subject of this research was all of students at eleventh grade of SMK 1 Kandis, 133 students. The object of this research was the effect of using time token on speaking skill. The population were students in SMK Negeri 1 Kandis in eleventh grade students. The sampe selected 23 students as experimental class by using simple random sampling technique.

In this case the researcher used an oral test where in the test the researcher also determines the speaking material that has been tested on students. The material chosen by the researcher is " Describe and Explain Objectively " with the theme of describing animals. After that, students has been tested for their speaking skills which at the time of testing the researchers also document students' speaking skills in the form of videos, which aims to submit the video to the rater to assess the results. The data analysis techniques were analyzed using descriptive statistical analysis and inferential analysis, using the linkert scale of speaking skill test items, accent, grammar, vocabulary, fluency and comprehension.

## Results and Discussion

This research was done to determine the relationship between two variables: time token arends (X variable ) and students speaking skill (Y variable). The researcher employed an oral

test to get data for both variables in this research.

As for the pretest and posttest scores in class Eleventh BDP can be stated as follows:

1. Descriptive Statistical Analysis of Pretest and Posttest Data

**Table IV. 1**

<b>Result of Rater 1</b>			<b>Result of Rater 2</b>		
<b>Students</b>	<b>Pretest</b>	<b>Posttest</b>	<b>Students</b>	<b>Pretest</b>	<b>Posttest</b>
STUDENT 1	14	17	STUDENT 1	14	19
STUDENT 2	13	16	STUDENT 2	12	20
STUDENT 3	12	14	STUDENT 3	12	18
STUDENT 4	9	13	STUDENT 4	11	15
STUDENT 5	12	16	STUDENT 5	11	18
STUDENT 6	11	15	STUDENT 6	10	16
STUDENT 7	9	13	STUDENT 7	12	17
STUDENT 8	9	12	STUDENT 8	10	16
STUDENT 9	13	17	STUDENT 9	12	19
STUDENT 10	11	16	STUDENT 10	11	16
STUDENT 11	9	13	STUDENT 11	12	17
STUDENT 12	12	15	STUDENT 12	13	17
STUDENT 13	11	14	STUDENT 13	10	17
STUDENT 14	12	15	STUDENT 14	14	18
STUDENT 15	11	14	STUDENT 15	11	17
STUDENT 16	13	17	STUDENT 16	13	18
STUDENT 17	12	15	STUDENT 17	11	16
STUDENT 18	12	15	STUDENT 18	14	17
STUDENT 19	11	15	STUDENT 19	11	16
STUDENT 20	9	13	STUDENT 20	11	18
STUDENT 21	10	16	STUDENT 21	11	15
STUDENT 22	12	15	STUDENT 22	12	17
STUDENT 23	12	15	STUDENT 23	11	15
<b>TOTAL</b>	<b>259</b>	<b>341</b>	<b>TOTAL</b>	<b>269</b>	<b>392</b>

Based on the table above, it can be seen that the pretest result of rater 1 is 259, and the posttest result of rater 1 is 341. Then, the pretest result of rater 2 is 269, and the posttest result of rater 2 is 392.

Table IV. 2 Pretest and Posttest Data

No	Students	Pretest Score	Assessment Rubric	Posttest Score	Assessment Rubric
	Student 1	56	Fair	72	Good
	Student 2	50	Fair	72	Good
	Student 3	48	Fair	64	Good
	Student 4	38	Not good	56	Fair
	Student 5	46	Fair	68	Good
	Student 6	42	Fair	62	Good
	Student 7	42	Fair	60	Fair
	Student 8	38	Not good	56	Fair
	Student 9	50	Fair	72	Good
	Student 10	44	Fair	64	Good
	Student 11	42	Fair	60	Fair
	Student 12	50	Fair	64	Good
	Student 13	42	Fair	62	Good
	Student 14	52	Fair	66	Good
	Student 15	44	Fair	62	Good
	Student 16	52	Fair	70	Good
	Student 17	46	Fair	62	Good
	Student 18	52	Fair	64	Good
	Student 19	44	Fair	62	Good
	Student 20	40	Not good	62	Good
	Student 21	42	Fair	62	Good
	Student 22	44	Fair	64	Good
	Student 23	46	Fair	60	Fair
	<b>Total</b>	<b>1050</b>		<b>1466</b>	
	<b>Mean</b>	<b>45,65</b>		<b>63,74</b>	

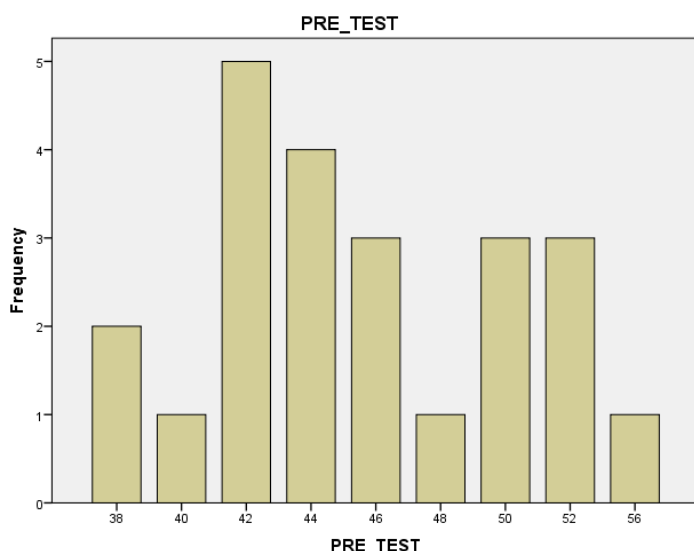
Based on the table above, it can be seen that the number of students is 23 people, while the total number of results from the pretest is 1050 and the posttest is 1466, after being given treatment with time token arends. With an average of 45.65 pretest and 63.74 posttest.

The results of the calculation of descriptive statistical analysis of the data from the pretest and posttest using *The Statistical Package For The Social Sciences (SPSS) 22 Software For Windows Data*, can be seen as follows:

a. Pretest Data

The pretest was conducted before the students were given a different treatment. The results of the pretest calculation can be seen in the chart below:

Chart IV. 1 Frequency of Pre-Test Data



Based on the bar chart IV.1 above, the detailed information concluded be described as the frequency of results pretest, namely students who got a score of 38 was 2 students (8,7%), the frequency of internal score 40 was 1 student (4,3%), the frequency of internal score 42 was 5 students (21,7%), the frequency of internal score 44 was 4 students (17,4%), the frequency of internal score 46 was 3 students (13,0%), the frequency of internal score 48 was 1 student (4,3%), the frequency of internal score 50 was 3 students (13,0%), the frequency of internal score 52 was 3 students (13,0%), the frequency of internal score 56 was 1 student (4,3%).

Table IV. 3  
**Frequency Distribution of Pretest Result**

Valid	23
Missing	0
Mean	45.65
Median	44.00
Mode	42
Minimum	38
Maximum	56
Sum	1050

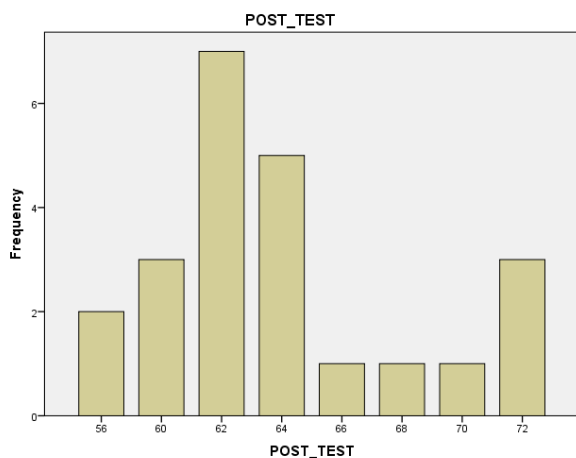
Whereas based on table IV.2 above, it shows that the results of the pretest obtained data

as many as 23 with a total data of 1050. The mean value of the pretest is 45.65 with a value of the median is 44.00 and the mode value is 42, the minimum value from the pretest results is 38 and the maximum value is 56.

b. Posttest Data

The posttest was given after the treatment was given. The results of posttest calculations are in the chart below :

Chart IV. 2 Frequency of Post\_Test Data



Based on the bar chart IV.1 above, the detailed information concluded be described as the frequency of results pretest, namely students who got a score of 56 was 2 students (8,7%), the frequency of internal score 60 was 3 students (13,0%), the frequency of internal score 62 was 7 students (30,4%), the frequency of internal score 64 was 5 students (21,7%), the frequency of internal score 66 was 1 student (4,3%), the frequency of internal score 68 was 1 student (4,3%), the frequency of internal score 70 was 1 student (4,3%), and the frequency of internal score 72 was 3 students (13,0%).

Table IV. 4  
**Frequency Distribution of Posttest Result**

Valid	23
Missing	0
Mean	63.74
Median	62.00
Mode	62
Minimum	56
Maximum	72
Sum	1466

Whereas based on table IV.5 above, it shows that the results of the posttest obtained data as many as 23 with a total data of 1466. The mean value of the posttest is 63.74 with a value of the median is 62.00 and the mode value is 62, the minimum value from the posttest results is 56 and the maximum value is 72.

c. Recapitulation of Pretest and Posttest Data.

Based on the analysis of the pretest and posttest data totaling 23 students, the recapitulation data obtained are:

Table IV. 5  
**Recapitulation of Pretest and Posttest Data.**

<b>N</b>	<b><i>Pretest</i></b>	<b><i>Posttest</i></b>
<i>Valid</i>	23	23
<i>Missing</i>	0	0
<i>Mean</i>	45.65	63.74
<i>Median</i>	44.00	62.00
<i>Mode</i>	42	62
<i>Minimum</i>	38	56
<i>Maximum</i>	56	72
<i>Sum</i>	1050	1466

Based on this table, it can be seen the results of the pretest and posttest on students. The results of the pretest data have a sample of 23 with the total value of Sum data is 1050, the mean value is 45.65, the median value is 40.00, the mode value is 42, the minimum value is 38, and for the maximum value is 56. The posttest results are According to the data above, it has a sample of 23, and with a total of 1466 data, the mean value is 63.74, the median value is 62.00, the mode value is 62, the minimum value is 56, and for the maximum value is 72. Doing research using time tokens, obtained data that can be said that there has been a change in students' speaking skills at eleventh grade of SMK Negeri 1 Kandis.



## 2. Inferential Statistical Analysis

Inferential statistical analysis in this section is used to test the hypotheses that have been stated in chapter II, namely in this study the following hypotheses were used, namely:

$H_0$  : It is suspected that there is no a significant influence between time token arends on speaking skills

$H_a$  : It is suspected that there is significant effect between time token arends on speaking skill.

There are two ways to state the hypothesis, namely the hypothesis ( $H_0$ ), and the alternative hypothesis ( $H_a$ ). It is called the null hypothesis because there is no effect, no interaction, no relationship and no difference. Another type of hypothesis is the alternative hypothesis, this hypothesis is an expectation based on theory.

To find out how the effect of using time token arends on students speaking skills at eleventh grade of SMK Negeri 1 Kandis. it can be seen from the data obtained, and a t-test is performed on the data.

Table IV. 6  
**Result of Analysis of Pretest and Posttest Scores**

No	Pretest	Posttest	$d = X_2 - X_1$	$d^2$
1	56	72	16	256
2	50	72	22	484
3	48	64	16	256
4	38	56	18	324
5	46	68	22	484
6	42	62	20	400
7	42	60	18	324
8	38	56	18	324
9	50	72	20	400
10	44	64	20	400
11	42	60	18	324
12	50	64	14	196
13	42	62	20	400

14	52	66	14	196
15	44	62	18	324
16	52	70	18	324
17	46	62	16	256
18	52	64	12	144
19	44	62	18	324
20	40	62	22	484
21	42	62	20	400
22	44	64	20	400
23	46	60	14	196
<b>Total</b>	<b>1050</b>	<b>1466</b>	<b>414</b>	<b>7620</b>

- a. Find the “Md” price by using formula:

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{414}{23}$$

$$Md = 18$$

- b. Find the “ $\sum x^2 d$ ” price by using formula:

$$\sum x^2 d = 7260 - 7452$$

$$\sum x^2 d = 168$$

- c. Find the “d.b” by using formula:

$$d.b = N - 2$$

$$d.b = 23 - 2$$

$$d.b = 21$$

- d. Determine  $t_{count}$  price by using formula :

$$t = \frac{18}{0,576}$$

$$t = 31,25$$

e. Determine significant decision-making rules or criteria. The rules of significant testing are as follows:

$H_0$  is accepted if  $t_{\text{count}} < t_{\text{table}}$   $H_a$  is accepted if  $t_{\text{count}} > t_{\text{table}}$

Determining the price of  $t_{\text{table}}$ , looking for  $t_{\text{table}}$  using the distribution table  $t$  with a significant level = 0.05 and d.b =  $N - 2 = 23 - 2 = 21$ . Then it is obtained = 2,079.

### Conclusion

After the data were presented in result and discussion section, the researchers conclude the students' speaking skill before taught by using time token is categorized into fair category. It can be seen from the mean score of students' speaking skill without using time token. The students' speaking skill after taught by using time token is categorized into good category. It can be seen from the mean score of students' speaking skill after being using time token. The results of the hypothesis testing that has been carried out, it is obtained that  $t_{\text{count}}$  is 31.25 and  $t_{\text{table}}$  is 2.079 then obtained  $t_{\text{count}} > t_{\text{table}}$  or  $31.25 > 2.079$ , then  $H_0$  is rejected and  $H_a$  is accepted, so that the hypothesis in this study is accepted. In addition, at the time of observation, students became more active and enthusiastic in the learning process using learning media compared to the teaching and learning process without using learning media.

### References

- Andriani, Khairun. (2020). Improving students' speaking skills through time token arends technique. *MELT journal*, vol-5.
- Arends, R.I., (1998). *Learning To Teach. Belajar Untuk Mengajar*, Pustaka Pelajar, Yogyakarta.
- Arifin, Efi Lutfiah (2021). Application of role playing techniques in improving the speaking ability of students. *Indosensian journal of learning and instrumentation*. Vol-4.
- Arikunto, Suharsimi (2012). *Prosedur penelitian suatu pendekatan praktek*. Jakarta : Rineka Cipta
- Ashman Adrian F. (2008). *The Teacher's Role in Implementing Cooperative Learning in the Classroom*. New York : Springer.
- Departemen Pendidikan dan Kebudayaan. (2003). Naskah akademik kajian kebijakan kurikulum pendidikan anak usia dini. Jakarta: Badan Penelitian dan Pengembangan

Pusat Kurikulum.

- Fauzi, Andi (2017). Speaking Skill in using community language learning (CLL). *IJIELT*, vol-3.
- Gilles, M. Robin and Ashman, F. Adrian (ed). (2003). *Co-operative learning the social and intellectual outcomes of learning in groups*. New York : Taylor and Francis e-Library.
- Harmer, Jeremy (1997). *How to teach English second edition. Fourth Edition*.  
Cambridge : Pearson Longman.
- Jasmine (2020). Grammar is a language to talk about language. *Al-Ta'lim Journal. Vol- 23*.
- Kerlinger (2006). *Asas-asas penelitian behavior. Edisi 3, cetakan 7*. Yogyakarta ; Gadjah Mada University Press
- Lie, Anita. (2004). *Cooperative Learning*. Jakarta : Grasindo.
- Nordquist, Ricard (2019). *Observation on what is language*. Cambridge : Cambridge University Press.
- Nordquist, Ricard. (2018). *Definition of accent in english speech*. Cambridge : Cambridge University Press.
- Nunan, D. (1992). *Practical English Language Teaching*. New York : Mc Graw Hill.
- Patanduk, Sushy. (2019). Speaking English problems faced by the fourth semester students of English education study program UKI Toraja. *Teaching English as a foreign language journal, vol-7*.
- Rebecca Hughes (1990). *Teaching and Researching Speaking (Third Edition)*.  
York : Education at the University of York.
- Riduwan (2011). *Dasar-dasar Statistika*. Bandung : Alfabeta.
- Sholikhah, Yuliana Nur (2017). The use of board games to improve speaking skill the eight grade students of SMPN 2 Kalitidu Bojonegoro. Malang : Unpublished
- Slavin, R. E. (2011). *Educational Psychology : Theory and Practice (10<sup>th</sup> Edition)*.  
New York : Nelson Education.
- Sugiyono (2016). *Metode penelitian administrasi*. Bandung ; Alfabeta
- Sugiyono (2019). *Metode penelitian kuantitatif, kualitatif, dan R & D*. Bandung ; Alfabeta

Suyanto (2019). Speaking one language with different accents ; A review on adoption of international accounting and auditing standards. *JDAB, vol-5, no.1*

Tamba, Robenhart. (2016). Meningkatkan keterampilan berbicara siswa dengan menggunakan time token. *Elementary school journal*.