

THE EFFECT OF TIME TOKEN STRATEGY ON THE EIGHTH GRADE STUDENT SPEAKING SKILLS AT SMP AL-IJTIHAD 2 KUTABARU

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Abstract

This study aims to determine the effect of time token strategy to improve students' speaking skills. This research method is a quasi-experimental method with a non-equivalent design. The study population was the students of SMP Al-Ijtihad 2 Kutabaru. There are four classes consisting of class VIII A, VIII B, VIII C, and VIII D. Consisting of 33 VIII A students, 32 VIII B students, 33 VIII C students, and 33 VIII students. The total population is 131 students. The researcher took several students to be the research sample. Purposive Sampling was chosen as the sampling technique in this study. Consisting of 65 students, class VIII B as the experiment class and VIII C as the control class. The two classes were given different treatment. The experimental class was taught using Time Token Strategy while the control class was taught using conventional methods. The study was started by giving pre-test, treatment, and post-test to both classes. The data from the test were analyzed using the t-test formula at a significant level of 5% (0.05). The results of the pre-test analysis using the t-test formula obtained data that shows $t_{count} 1.934461139$ is smaller than $t_{table} 2.00$, which means that H_0 is accepted. Meanwhile, the post-test results show that $t_{count} 2.64672013$ is better than $t_{table} 2.00$, which means H_1 is accepted. Based on the research conducted, it proves that there are significant differences in the results of learning speaking using the Time Token Strategy at SMP Al-Ijtihad 2 Kutabaru, and the Time Token Strategy can make students more active in the learning process.

Keywords: Strategy Time Token, Speaking Skill.

INTRODUCTION

English is one of the most widely studied and used international languages in communication between nations. By having the ability to speak English, we can easily access and obtain information because most of the information is written in English. Basically, there are four skills needed in an English language teaching and learning program. Namely reading, speaking, listening and writing. Based on that skill, speaking is one of the most important skills in language learning. By speaking, we can convey information and ideas, and maintain social relationships by communicating with others. According to (Thonburry, 2005, p. iv) states Speaking is a skill, therefore it needs to be trained and practiced in daily life independently to communicate with others. Having a good speaking will make it easier for us to communicate not only in the environment, and in our country, but in other countries. In fact, the speaking skills possessed by students are not as expected in English learning. The problem of students' speaking skills is difficult to convey information orally well and difficulty expressing opinions in the learning process. Sometimes there are students who when told to speak can only say a few sentences or even be quiet when appearing in front of the class.

Based on interview about students speaking skill at SMP Al-Ijtihad 2 Kutabaru. The researcher found out that the researcher found out that students faced some problems in order to practice their Speaking skill in English. One of the factors that cause the low speaking skills possessed by students is that learning that has taken place so far has not been able to encourage students to be able to speak actively. One factor is the learning strategy used by the

teacher when teaching English, especially to improve speaking skills seem monotonous as in learning the teacher does not involve students directly and does not use learning media.

Seeing these conditions it must be improved by using creative learning strategies and training students to be more active in learning so that the speaking skills possessed by students can improve. One of them is a time token strategy. One of them is a time token learning strategy. Time Token is one of Cooperative Learning techniques that was developed by Arends in 1998. According to (Kilcher, 2010, p. 306) Cooperative learning is a teaching model or strategy that is characterized by cooperative tasks, goal and reward structures, and requires students to be actively engaged in discussion, debate, tutoring, and teamwork. Teaching speaking using time tokens is useful for motivating and activating students to speak English. Than in addition, to Huda (2014, p. 239) says Time token is a democratic teaching instruction technique which put students as the subject. During the instructional process, the activities of the students become the main focus. The benefit of using this time token strategy is that various experiences can be brought into the classroom through time tokens but still must relate to the topic of the issues discussed in the student learning process and the advantages of this time token also encourage students to increase initiative and participation. Students' speaking skills naturally will develop well because of the interaction made between friends in the classroom and between students and teachers. By implementing the Strategy time token it is hoped that learning will be more active and enjoyable so that effective learning objectives can be achieved.

METHOD

This research method categorized as a quantitative research. And for the design of this research was a Quasi Experimental Method by using non-equivalent control group. The research was taken the sample out of the total number population. The chosen sample was divided into two classes, experimental class and controlled class, which both classes was got there, steps during the process of the research. They are Pre-Test, Treatment, and Post-Test. Both different treatment between experimental class and control class that was given aims to figure out weather is there any significant effect of students who are taught by using time token and those students who are taught by using conventional method by means of achieving success in speaking skill.

The research instrument is oral speaking test. The data of this research are collected from student performance post-test test. The test was given after treatment. To get students speaking score, categorized by Brown (2003: 172) to be several indicators to speak of judgments such as grammar, vocabulary, understanding, fluency, pronunciation. Score range for each The indicator is between 1 and 5.

RESEARCH FINDING AND DISCUSSION

The time token strategy is applied in the experimental class and conventional strategies in the control class. Both the experimental and the control class were given a post-test. Researchers took students' speaking scores from Brown's (2003) theory. Where the test results are evaluated with five components of speech: pronunciation, grammar, vocabulary, fluency and comprehension. Each component has a score. The range of scores was between 1 and 5. Summary statistics from the post-test were described to determine whether there were differences between the ranges, means, t-test and standard deviation for both the experimental and control groups. The pre-test post-test scores of the experimental class and control class are presented in the table below.

Table 1 The Statistic of the Student Scores Pre-Test

Analysis	Experimental	Control
N	31	31
X_{\max}	80	76
X_{\min}	36	36
Mean	63.75	57.74
Median	57.1	59.125
Mode	62.83	68.75
Standard Deviation	12.1	12.4
Variance	146.26	152.96

Based on table 1, it was found that the highest score experimental is 80 and control is 76. The lowest experimental is 36 and control is 36. The mean score experimental of the data was 63.75 and control was 57.74. The median score experimental was is 57.1 and control was 59.125. The mode score experimental is 62.83 and control is 68.75. The standard deviation score is 12.1 and control was 12.4. The variance score experimental is 146.26 and control is 152.96.

Table 2 The Statistic of the Student Scores Post-Test

Analysis	Experimental	Control
N	31	31
X_{\max}	92	84
X_{\min}	52	44
Mean	76.64	66.87
Median	76.43	69.75
Mode	77.5	76.75
Standard Deviation	11.8	11.3
Variance	140.4225	126.75

From the table 2, it was found that the highest score experimental is 92 and control is 84. The lowest experimental is 52 and control is 44. The mean score experimental of the data was 76.64 and control was 66.87. The median score experimental was is 76.43 and control was 69.75. The mode score experimental is 77.5 and control is 76.75. The standard deviation score is 11.8 and control was 11.3. The variance score experimental is 140.4225 and control is 126.75.

It can be seen from the data that the time token strategy has a significant effect on speaking scores where the pre-test scores are lower than the post-test scores and the post-test experimental class gets higher scores than the control class.

To test the data normality, the researcher used Chi Square. From analyzing normality the researcher got value of pre-test experiment and control that $X^2_{\text{count}} < X^2_{\text{table}}$. So it is concluded that data were normally distributed. It could be shown in the able below.

Table 3 Normality Test Data of Pre-test

Data	X^2_{count}	X^2_{table}	Decision
The Pre-test Score of Experimental Class	9.37	11.07	Normally Distributed

The Pre-test Score of Control Class	9.37	11.07	Normally Distributed
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The normality of post-test experiment and control that $X^2_{count} < X^2_{table}$. So it is concluded that data were normally distributed. It could be shown in the able below.

Table 4 Normality Test Data of Post-test

Data	X^2_{count}	X^2_{table}	Decision
The Post-test Score of Experimental Class	9.81	11.07	Normally Distributed
The Post-test Score of Control Class	8.41	11.07	Normally Distributed

To test the homogeneity data, the researcher used Fisher-test (F). The homogeneity result of pretest in experimental and control class was $F_{count} = 1.18$ and $F_{table} = 1.84$, it means $F_{count} < F_{table}$. From the result of calculation, it could be concluded that both variants belong to the homogeneous population.

Table 5 The result of Homogeneity Test Data of Pre-test

Data	Df	F _{table}	F _{count}	Conclusion
Pre-Test	$\left(\frac{31-1}{31-1}\right) = \left(\frac{30}{30}\right)$	1.18	1.84	Homogenous

The homogeneity result of post-test in experimental and control class was $F_{count} = 1.05$ and $F_{table} = 1.8$, it means $F_{count} < F_{table}$. From the result of calculation, it could be concluded that both variants belong to the homogeneous population.

Table 6 The result of Homogeneity Test Data of Post-test

Data	Df	F _{table}	F _{count}	Conclusion

Post-Test	$\left(\frac{31-1}{31-1}\right) = \left(\frac{30}{30}\right)$	1.8	1.05	Homogenous
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The researcher also did the hypothesis using the t-test formula to find out whether there was a significant effect of the time token strategy on students' speaking skills or hypothesis accepted or rejected. So the hypothesis used is the pooled variance model t-test formula. By comparing t-count and t-table. The pre-test post-test hypothesis of the experimental class and control class are presented in the table below.

Table 7 The Result T-test of Pre-test

Significance Level	T _{count}	T _{table}	Conclusion
0.05	1.93	2.00	H ₁ rejected H ₀ accepted

From the calculation result, if $t_{count} = 1.93 < t_{table} = 2.00$, then H₀ is accepted or there is no significant difference of students' speaking skill between control class and experiment class.

Table 8 The Result T-test of Post-test

Significance Level	T _{count}	T _{table}	Conclusion
0.05	2.64	2.00	H ₁ accepted H ₀ rejected

From the calculation result, if $t_{count} = 2.64 > t_{table} = 2.00$, then H₁ is accepted or there is significant effect between students that learning speaking skill with time token strategy and students that learning speaking skill without time token strategy.

The discussion was concerned with the data that have been explained above. Based on the results of the calculation of the testing hypothesis, it can be stated that there are differences in the results between the experimental class and the control class that have been given time treatment strategies to improve speaking skills. The first hypothesis testing (hypothesis pre-test) shows that the H₀ received is "there is no significant result of the students' speaking skill between the experimental class and the control class". The second hypothesis testing (post-test hypothesis) shows that H₀ is rejected or "there is a significant effect between students who learn speaking skills with a time token strategy and students who learn speaking skills without a time token strategy".

From all the data, it can be seen that the time token strategy is effective in the teaching and learning process. This is in line with Arends (2012) that learning using strategy time token can make students in the class active and suitable to be applied. In this case the researcher discuss the results of data analysis in accordance with the scope of the study. This also shows that after being given treatment using time token strategy learning in the classroom getting better. It is known that in the application of learning, students' attention is focused and students easily understand the lesson. Similarly, with Winardi (2018) that this research is the same as previous research, the results are significant. It was also explained that using the time token strategy can increase the skills and courage of students so that no student dominates the discussion or Somewhat. Regarding data analysis, the researcher presents students 'interest in

teaching English using strategy time tokens that have a good response, seen from their enthusiasm in learning to speak English and students' confidence in speaking English.

CONCLUSION AND SUGGESTION

Based on the results of the research, the researcher concluded that the use of time token can improve the speaking skills of the eighth grade students of SMP Al-Ijtihad 2 Kutabaru, the calculation results show that the t-test is higher than the t-table. This means that there is a significant difference between speaking skill with the time token strategy and speaking skill without the time token strategy. There is a significant positive effect of the time token strategy in speaking skills, compared to teaching without the time token strategy. It was shown from the mean of post-test of both classes. Students who were taught by time token strategy got higher score than students who were taught by without time token strategy. It was shown from the higher score of the post test of experimental class. This is also evidenced by the scores obtained on the T-Test. The posttest t test shows that the T_{count} more than the T_{table} , H_0 is rejected and H_1 is accepted. It can be concluded that there is a significant difference between the experimental class students who were taught with the time token strategy and the control class who were taught without the time token strategy. This means learning with time token strategy can improve the speaking skills of grade VIII students of SMP Al-Ijtihad 2 Kutabaru.

From the discussion and conclusion, the researcher suggests several things as follows;

1. For English Teachers
English teachers can use the time token strategy to improve students' speaking skills. This teaching method is simple and useful. English teachers must use various methods that can make students interested in their learning, so that they will feel fun, will not feel bored in practicing speaking English.
2. For the Students
Students must be active in every activity in class. And students also must be diligent in memorizing a lot of vocabulary and practicing their speaking skills in English, so that their speaking skills can improve.
3. For the School
This research is expected to improve the quality of schools in education, especially in the teaching and learning process.
4. For the other Reseacher
Researchers hope that other researchers will continue to carry out research on the same topic as this research to solve it, because this research is far from perfect.

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