Time Token Strategy to Enhance Students' Speaking Ability

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Abstract This research purpose to describe the effect of time token strategy to students speaking ability. This research was applied quantitative research with experimental method. The sample was the students at grade XI of MA Nurul Falah Tamosu, consists of 60 students. The instrument of this research is tests. After using time token strategy, the mean score of experimental class it is higher after using time token strategy. The mean score of post-test in experimental class was 70.4 and it was classified into poor category, while the mean score of post-test in control class was 58 and it was classified into poor category. The researcher used independent sample t-test to examine the hypothesis. The result found that t_{count} was 4.188 and t_{table} was 2.000 (4.188 > 2.000). It means that H_a is accepted and H_0 is rejected. So, there is a significant effect of time token strategy on students speaking ability at grade XI of MA Nurul Falah Tamosu.
Keywords: Time Token Strategy; Speaking Ability; Learning Games.

Abstrak Penelitian ini bertujuan untuk menjelaskan pengaruh permainan kupon waktu terhadap kemampuan berbicara siswa. Penelitian ini merupakan penelitian kuantitatif terapan dengan metode eksperimen. Sampelnya adalah 60 siswa kelas XI MA Nurul Falah Tamosu. Instrumen penelitian ini adalah tes. Setelah menggunakan permainan kupon waktu, nilai rata-rata kelas eksperimen lebih tinggi dibandingkan sebelum menggunakan kupon waktu. Nilai rata-rata dari post-test di kelas eksperimen yaitu 70.4 dan dikategorikan ke dalam kategori kurang, sementara nilai rata-rata post-test di kelas control yaitu 58 dan dikategorikan ke dalam kategori kurang. Peneliti menggunakan uji Independent Sample T-test untuk menguji hipotesis. Hasil penelitian menunjukkan t_{hitung} sebesar 1.488 dan t_{tabel} sebesar 2.000 (1.488 > 2.000). artinya H_a diterima dan H_0 ditolak. Jadi, terdapat pengaruh yang signifikan permainan kupon waktu terhadap kemampuan berbicara siswa kelas XI MA Nurul Falah Tamosu.
Kata kunci: Strategi Token Waktu; Kemampuan Berbicara; Game Belajar.

INTRODUCTION

Speaking is an interactive process which consist of producing systematic verbal utterances to convey meaning. Mastering the art of speaking is the single most important aspect of learning a foreign language and success is measured in terms of the ability to carry out a conversation in the language. Arends (1998:15) stated the interaction in communication will not run smoothly if the speaker does not have the speaking ability. Additionally, according to Tarigan (2008:16) speaking is the ability to imagine the articulation of sounds words to express, state or convey thoughts, ideas, and feelings. Speaking is a tool for packaging ideas and ideas so that they can be accepted by listeners.

Students' speaking ability must be supported with appropriate vocabulary or vocabulary with the level of language development. Speaking is the ability of reproducing the current of the sound system articulation to convey will, feeling, and need wishes to others. Mastery of speaking skills in the language English is a priority for many second or foreign speaker's language learner. There some stages to be a good speaker, the stages or steps according to Supriyana (2007:12) Preparation which includes topic determination, goal setting collecting references, drafting frameworks, and practicing; Implementation of activities includes opening, main discussion, closing and; evaluation.

The main purpose of speaking is to communicate. Speaker can convey his thoughts effectively and be able to evaluate effects communication to listeners. There are some kinds of speaking activity, according to Brown (2000 : 358) there are two types of oral language: 1) Monologue : when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcast, and the like, the hearer must process long stretches of speech; 2) Dialogue :it is involve two or more speakers and can be sub divided in those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

As a speaker, people must know what the principles of speaking. Nunan (2003: 54-56) stated there are five principles that teacher aware in teaching speaking, they are: 1) Be aware of the differences between second language and foreign language learning context. 2) Give students practices with both fluency and accuracy. 3) Provide opportunities for students to talk by using group work and limiting teacher talk. 4) Plan

speaking task that involve negotiation for meaning. 5) Design classroom activities involve guidance and practice in both transactional and interactional speaking.

Additionally, Zeoli (2022) stated there are six speaking principles, such : perceptions; perfections; visualization; discipline; description; and anticipation. To know the students' speaking skill, it needs to be measured by some aspects. According to Hughes (1990:112) there are five categories to measure speaking skills such as: accent, grammar, vocabulary, fluency and comprehend. The speaker needs to be proficient in a number of speaking evaluations, including accent, grammar, vocabulary, fluency, and comprehension. Therefore, the evaluation of speaking is to determine whether or not the teacher has succeeded in teaching speaking. Likewise, assess the extent to which pupils can talk in class.

To improve the students' speaking skill, this study discussed by using time token strategy. The time token learning strategy is a cooperative learning strategy that can be used to help achieve goals in the learning process. The purpose is to motivate students to maximize their thinking skills and express their ideas. Based on Utami (2022 : 205) time token learning strategy is one small example of implementing conversion learning in schools. The time token learning strategy is a learning strategy that is used with the aim that students are active in speaking. Learning cooperative time tokens can be an option for employers in develop the way of thinking of students and able increase motivation to learn and based on the idea or the thought that students work together in learning and responsible for their group learning activities.

There are some steps in applying time token strategy in speaking. The steps in applying time token learning strategy based on Suprijiono (2001:133), they are: 1) Students divide into several groups; 2) Each student is given a speaking coupon for ± 30 seconds. Every students are given a number of values according to the time used; 3) When finished talking, the coupons held by the students are handed over to the teacher; 4) Students who have used up their coupons may not speak again, students those who still hold the coupons must talk until the coupons run out.

The advantages of time token strategy based on Huda (2013 : 241) are : 1) Encouraging students to increase initiative and participation; 2) Students do not dominate the conversation or remain very silent; 3) Students become active in learning activities; 4) Improve students' ability to communicate; 5) Train students to express their

opinions; 6) Grow habits in students to each other listen, share, provide input and openness to criticism. While the disadvantages of the Time token method based on Putra and Abdolludin (2022: 69) are: 1) It cannot be used in classes with a large number of students; 2) Requires a lot of time for preparation and in the learning process, because all students have to speak one by one according to the number of coupons they have; 3) Students who have many opinions will find it difficult to express their opinions because the time allotted is limited.

There are several benefits of the time token learning strategy based on Wena (2009 :190-192) including: 1) Develop social skills so that students do not dominate conversation or complete silence. Where in learning In this, students are given the opportunity to convey the talk or read informative texts, while others do just that just listening but listening with full concentration and writing important items of delivery conversation or reading informative text of his friends. 2) Positive interdependence. In this case the dependency is in achievement of learning objectives, deep dependence completing assignments, dependence on materials or learning resources and role dependency. 3) Face-to-face interaction, where students learn not to be awkward appear confident in front of the public, so that it becomes provision for future social interaction. 4) Skills to establish relationships between student personalities, group or social skills that are intentionally taught. Where in learning that formed small groups, then each members must learn and contribute their best abilities for the success of the group.

METHOD

This research done at MA Nurul Falah Tamosu Panompuan Tapanuli Selatan. The time for doing this research was from August until December 2023.This study used quantitative research with an experimental design. The research used a true experimental design using two classes as samples, namely the control class and the experimental class. The two classes have been given a pre-test & post-test, and treatment used the time token is only given to the experimental class. The population of this research consists of grade XI of MA Nurul Falah Tamosu Panompuan Tapanuli Selatan, where there are two classes. The researcher used simple random sampling to take the sample of research. This research used two classes as the samples. After randomizing the clasess, the researcher took XI[1] and XI[2] that consist of 30 students as the sample. The

instrument of the research is test. While the procedures were pre-test, treatment and post-test. This study used normality test, homogeneity test and hypothesis test in analysis the data.

RESULT AND DISCUSSION

The researcher enrolled in class XI[1] to serve the experimental class. The researcher calculated the result that had been gotten by the students' speaking ability during the pre-test for the experimental class. The calculation of the students' score statistically could be seen in the following table:

Table 1 Score of Pre-test in Experimental Class

N	Valid	30
	Missing	0
Mean		56.4
Median		56
Mode		56
Std. Deviation		8.684509
Range		40
Minimum		40
Maximum		80
Sum		1692
Multiple modes exist. The smallest value is shown		

When the Std. Deviation higher than score of mean, it shows that a lot of variation in the data, while the std. deviation smallest than mean score indicated less variation. From the mean score of pre -test was 56.4 and Std. deviation was 8.684509, its mean that Std. Deviation show a lot of variation in the data. Then, the distribution of frequency of the students in experimental class was:

Table 2 The distribution frequency in Pre-Test of experimental class

Interval Class	Frequency	Mid Point	Percentage
40-46	4	43	13.3 %
47-53	7	50	23.3%
54-60	11	58	36.6%
61-67	5	64	16.6%
68-74	2	71	6.6%
75-81	1	78	3.3%

Interval Class	Frequency	Mid Point	Percentage
I=7	30		100%

Based on the table, score of interval class start from 40, because 40 is the lowest score in pre- test of experimental class. And the highest score of pre- tests in experimental class is 80. 40-46 is calculated from the total of class, and the way to get mid-point is calculated from the value 40- 46, then dived by 4 and the result is 43. Frequency is the total of students who got 54-60 is the highest frequency there are 11 students, and lowest percentage of frequency is 3.3 % it means only a student who got the score between 75-81.

The researcher enrolled in class XI² to serve the control class. The researcher calculated the result that had been gotten by the students' speaking ability during the pre-test for the control class. The calculation of the students' score statistically could be seen in the following table:

Table 3 Score of Pre-test in Control Class

N	Valid	30
	Missing	0
Mean		52.9
Median		52
Mode		48
Std. Deviation		9.78
Range		48
Minimum		36

The distribution of frequency of the students in control class was:

Table 4 The distribution frequency in Pre-Test of control class

Interval Class	Frequency	Mid Point	Percentage
36-43	3	39.5	10%
44-51	10	47.5	33.3%
52-59	9	55.5	30%
60-67	6	63.5	20%
68-75	1	71.5	3.3%
76-84	1	79.5	3.3%
I=8	30		100%

Based on the table above, the total of control percentage in pre-test was 100%. The total of control in interval class was 6. Score of interval class start from 36, because 36 is the lowest score in pre- test of control class. And the highest score of pre-tests incontrol class is 84. 36-43 is calculated from the total of class, and the way to get mid-point is calculated from the value 36-43, then dived by 3 and the result is 39.5. Frequency is the total of students who got 44-51 is the highest frequency there are 10 students, and lowest percentage of frequency is 3.3 % it means only a student who got the score between 76-84.

After apply the treatment by using time token strategy technique, the researcher enrolled in class XI[1] to serve the experimental class. The researcher calculated the result that had been gotten by the students' speaking ability during the post-test for the experimental class. The calculation of the students' score statistically could be seen in the following table:

Table 5 Score of Post-test in Experimental Class

N	Valid	30
	Missing	0
Mean		70.40
Median		68.00
Mode		68
Std. Deviation		12.277
Range		52
Minimum		48

The distribution of frequency of the students in experimental class was:

Table 6 The distribution frequency in Post-Test of experimental class

Interval Class	Frequency	Mid Point	Percentage
48-56	4	52	13.3%
57-65	5	61	16.6%
66-74	13	70	43.3%
75-83	3	79	10%
84-92	3	88	10%
93-100	2	97	6.6%
I=9	30		100%

Based on the table above, the total of experimental percentage in post-test was 100 %. The total of experimental in interval class was 6. Score of interval class start from 48, because 48 is the lowest score in pre- test of experimental class. And the highest score of

pre-tests in experimental class is 100. 48-56 is calculated from the total of class, and the way to get mid-point is calculated from the value 48-56, then dived by 4 and the result is 51,5. Frequency is the total of students who got 63-71 is the highest frequency there are 13 students, and lowest percentage of frequency is 66.5% it means only 2 students who got the score between 83-100.

The researcher enrolled in class XI[2] to serve the control class. The researcher calculated the result that had been gotten by the students' speaking ability during thepost-test for the control class. The calculation of the students' score statistically could be seen in the following table:

Table 7 Score of Post-test in Control Class

N	Valid	30
	Missing	0
Mean		58
Median		56
Mode		56
Std. Deviation		10.59603
Range		52
Minimum		36
Maximum		88
Sum		1740
Multiple modes exist. The smallest value is shown		

The distribution of frequency of the students in control class was:

Table 8 The distribution frequency in Post-Test of control class

Interval Class	Frequency	Mid Point	Percentage
36-44	3	40	10%
45-53	8	49	26.6%
54-62	10	58	33.3%
63-71	5	67	16.6%
72-80	3	76	10%
81-89	1	85	3.3%
I=9	30		100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure: Based on the table above, the total of control percentage in pre-test was 100%. The total of control in interval class was 6. Score of interval class start from 36, because 36 is the lowest score in pre- test of control class and the highest score of pre-tests incontrol class is 89. 36-44 is calculated from the

total of class, and the way to get mid-point is calculated from the value 36-44, then dived by 3 and the result is 40. Frequency is the total of students who got 54-62 is the highest frequency there are 10 students, and lowest percentage of frequency is 3.3 % it means only a student who got the score between 81-89.

Table 9 Paired Samples Statistics

		Mean	N	Std. Deviation
Pair 1	Pre-test experimental	56,4	30	8.684509
	Post-test experimental	70,40	30	12.277
Pair 2	Pre-test control	52.9	30	9.78
	Post-test control	**58**	**30**	10.59603

Themean score in pre-test experimental class is 56.4 and 70.40 in post-test experimental class. Meanwhile, the mean score in pre-test control class is 52.9 and 58 in post-test control class. Then, Std. Deviation in pre-test experimental class is 8.6845 and 12.277 in post-test experimental class. Std. Deviation in pre-test control design is 9.78 and 10.59603 in post-test control class. Because the mean score in pre-test is lower than post-test, it means descriptively there is the different mean score between pre-test and post-test.

CONCLUSION

Based on the research result, the conclusion of this research were: Before using time token strategy, the mean score of pre-test in experimental class was 56.4 and it was in failed category. The mean score of pre-test in control class was 52.9 and it was in failed category. After using time token strategy, the mean score of experimental class was higher than before using quartet cards game. The mean score of post-test in experimental class was 70.4 and it was in the less category.

The mean score of post-test in control class taught by conventional technique was 58 and it was in the less category. The result found that t_{count} was

higher than t_{table}. Where t_{count} was 1.488 and t_{table} was 2.000 (1.488 > 2.000). it means that H_a is accepted and H_0 is rejected. So, there is a significant effect of quartet card games on students speaking ability at grade XI Nurul Falah Tamosu Panompuan-Tapanuli Selatan.

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