USING TIME TOKEN STRATEGY TO IMPROVE STUDENTS' SPEAKING SKILLS AT SMPN 7 PALOPO

A Thesis

Submitted to the English Language Education Study Program of S1 Tabiyah and Teacher Training Faculty of the State Islamic Institute of Palopo in Paptrial Fulfillment of Requirement for S.Pd. Degree in English Education

Composed by

DELLA PUSPITA
1902020086

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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Supervised by:
1. **Prof. Dr. Sahraini, M.Hum.**
2. **Husnaini, S.Pd. I., M.Pd.**

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TARBIYAH AND TEACHER TRAINING FACULTY
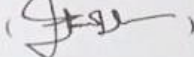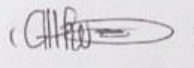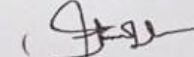**STATE ISLAMIC INSTITUTE OF PALOPO**
2023

THESIS APPROVAL

This thesis entitled Using Time Token Strategy to Improve Students' Speaking Skill At SMPN 7 Palopo, which is written by Della Puspita, Registration Number 1902020086, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Friday, 6th October 2023/Rabiul Awal 20th 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, 6th October 2023

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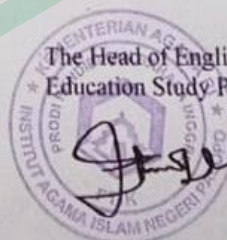|			
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Assalamu'alaikum Wr. Wb.

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

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Judul	:	*Using Time Token Strategy to Improve Students' Speaking Skill At SMPN 7 Palopo*

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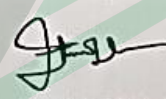
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْم

الـحَمْدُ للهِ وَالصَّلَاةُ وَالسَّلَامُ عَلَى رَسُوْلِ اللهِ وَعَلَى آلِهِ وَصَحْبِهِ وَمَنْ وَالَاهَ ، أَمَّا بَعْدُ
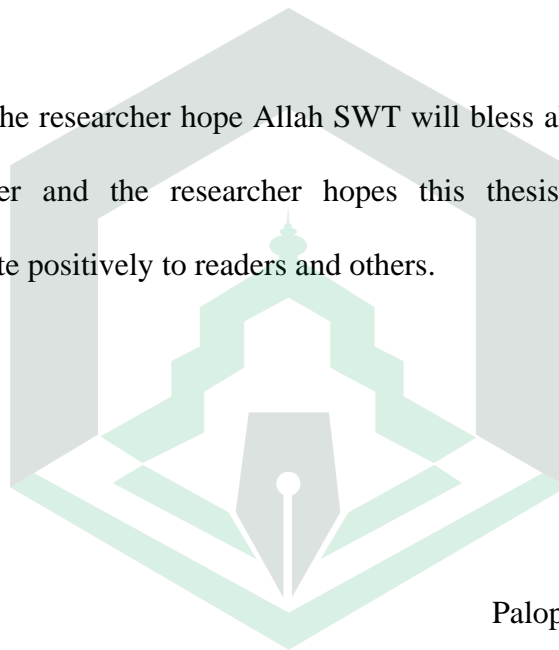
Alhamdulillahi Rabbil 'Alamin the researcher expresses gratitude to Allah SWT for providing wisdom, blessings, and kindness for this thesis to be presented at the State Islamic Institute of Palopo (IAIN) Palopo on the title *"Using Time Token Strategy to Improve Students' Speaking Skill At SMPN 7 Palopo"*. Only our beloved Prophet, the Chosen One Muhammad SAW, is eligible for Shalawat and Taslim. May he always be safe and at peace?

The researcher thanks and expresses her gratitude to everyone who helped finish her thesis by providing encouragement, support, and suggestions. The special thanks go to:

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2. Prof. Dr. Sukirman M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo, and Mr/Mrs. Deputy Dean I, II, and III.

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4. Prof. Dr. Sahraini, M.Hum. as the first consultant, and Husnaini, S.Pd.I., M.Pd. as the second consultant, who has provided explanations, revisions, ideas, and guidance until the thesis is completed.

13. The researcher hopes this thesis can give some value to the students of the English Department, English teachers, and readers. The researcher admits that this thesis is not perfect, so the researcher will accept suggestions from the readers to improve it. The researcher hopes that this thesis will be beneficial to everyone.

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15. Finally the researcher hope Allah SWT will bless all who have helped the researcher and the researcher hopes this thesis can be helpful and contribute positively to readers and others.

Palopo, 20th July 2023

Della Puspita
NIM: 19 0202 0086

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ABSTRACT

Della Puspita, 2023 *"Using Time Token Strategy To Improve Students'Speaking Skills at SMPN 7 Palopo".* A thesis of English Department of Tarbiyah and Teacher Training Faculty for the State Islamic Institut (IAIN) Palopo. Supervised by consultant (I) Prof.Dr.Sahraini,Hum. and consultant (II) Husnaini S.Pd.I, M.Pd.

This research is about the use of Time Token strategy to determine the effectiveness of time card in upgrading speaking skill at the eighth grade of SMPN 7 Palopo. A pre-experimental study was used in this research. This research applied one group's pre-test and post-test design. The population of this study consisted of 145 students in five classes for the eighth grade of SMPN 7 Palopo. The sample was taken by using a purposive sampling technique, which consisted of 25 students. While the research instrument used was a speaking test. The data were analyzed using Paired Sample T-test and calculated by using *SPSS 22*. The data were analyzed by calculating the mean score and paired sample t-test. This research showed the mean score on post-Test (58,08) was higher than the pre-Test (22,84). The value of data analysis, t_{count} (was -5,878), while the T_{table} for the standard of significance level 0,05 (5%) on df (degree of freedom) value 24 was 2.064, which means the data stated that the value of t_{count} is higher than the value of T_{table}. On the other hand, alternative hypothesis (H_1) was accepted, and null hypothesis (H_O) was rejected. It can be concluded that using time token strategy is effective and can be recommended to upgrade students' speaking skills.

Key Words*: Improve, Speaking Skill, Time Token Strategy.*

CHAPTER I

INTRODUCTION

A. Background

English is one of the international languages that is often used to communicate by many people. As an essential language in today's era, English is needed in education and work. However, we have to use English to communicate with other people, even though we have limited knowledge of English. To learn and master English, we must know various skills. There are four primary English skills: speaking, listening, reading, and writing. In the four language skills, the writer focuses on speaking skills and chooses one strategy as a learning component.

The problem that generally occurs in school is in the ability to speak in English. At that stage, the most important thing to learn English is practicing. Speaking is the most crucial part of English because when other people know our English ability, it is the ability to speak. However, the problem that often arises is that many students struggle to speak English. There are many reasons for this problem. The problem that most often occurs is that students are usually not fluent in speaking English because they are not accustomed to speaking English, and students often seem to think about what to talk about in advance.

The researchers have proven the effectiveness of using an appropriate strategy in teaching speaking. Defitta Ardiman, Siska, and Dian Mega Putri researched effectiveness, and the study results stated that using the time token

Arends strategy greatly influenced students' English speaking ability.[1] The same as Raudathul Jannah concluded, using time tokens can improve students' speaking achievement. This shows that using time tokens can improve students' speaking skills.[2]

The are some alternative solutions to overcome the problems of speaking as the previous research conducted by Miftah Nur Fauzi researched the effect of the time token learning model on improving students' speaking skills in Indonesian subjects, which states that the time token model is more influential in improving students' speaking skills compared to conventional models that are often applied in schools.[3]

As the teaching of Islam, the task and responsibility of a teacher is to manage education to be more effective, dynamic, efficient, and cheerful. The basis of the teacher's competence is the author citing the word of Allah SWT. In Q.S Al-An- Nahl (verse: 125), as follows:

هوو ان‌بيدتهملاب ملء ١٢٥ عدا ال‌بيسد ىل رتمكحلاب كب اوقَظعومل اةنسحل واجدي‌تلاب مهل هي ان‌سح

نا ركب هو اهليبسن‌ع لضدن‌مب ملء

Translation:

"Call (people) to the way of your Lord with wisdom and good teaching and

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[1] Defitta Ardiman Putri, Siska, and Dian Mega Putri, "The Effectiveness of Using Time Token Arend Strategy To Improve Student'S Speaking Abiity," *Rumpun Ilmu Pendidikan* 1 (2022): 2.
[2] Zahrina Ulfa, "IMPROVING STUDENTS' SPEAKING SKILLS THROUGH COOPERATIVE LEARNING WITH TIME TOKEN ARENDS TYPE AT THE FIRST GRADE OF MAS AMALIYAH SUNGGAL IN ACADEMIC YEAR 2017-2018" 53, no. 1 (2018): 1–8, http://www.tfd.org.tw/opencms/english/about/background.html%0Ahttp://dx.doi.org/10.1016/j.cirp.2016.06.001%0Ahttp://dx.doi.org/10.1016/j.powtec.2016.12.055%0Ahttps://doi.org/10.1016/j.ijfatigue.2019.02.006%0Ahttps://doi.org/10.1016/j.matlet.2019.04.024%0A.
[3] Miftah Nur Fauzi, "PENGARUH MODEL PEMBELAJARAN TIME TOKEN TERHADAP PENINGKATAN KEMAMPUAN BERBICARA SISWA PADA MATA PELAJARAN BAHASA INDONESIA (Penelitian Pada Siswa Kelas III Di SD Negeri Blondo 3 Kecamatan Mungkid Kabupaten Magelang)," *Eprintslib.Ummgl.Ac.Id*, 2018.

debate them better. Truly your Lord, He is the one who knows best who has lost His way, and He (also) knows best who is guided. (Q.S. Al-'Ashr/103:1-3).[4]

Based on the results of an interview conducted by the researcher with the English teacher at SMPN 7 Palopo, it was found several pieces of information In SMPN 7 Palopo, students learning English are still passive or less active in interacting, lack confidence, are shy in expressing their thoughts and ideas, and have not implemented a suitable learning model. This has an impact on the interaction process and students' speaking ability.

As the research conducted by Miftah Nur Fauzi, the researcher is interested in using the time token method because, according to the researcher, it is very rarely used in the classroom; this method is exciting to apply in speaking. So the researchers are challenged to use this method. The learning time token method ensures every student is actively speaking. In discussion learning, time tokens are used so that discussion group members can contribute to conveying arguments and listening to other members. Choosing this method is very good because the researcher considers this method significantly triggers students to be actively involved in the learning process. This model can attach the students expressing opinions about a problem topic so that students can think more critically by giving their views and are more active in speaking.[5]

In addition, the time token strategy can engage students to be active and involved in the learning process. There will be an interaction between one

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[4] Kementerian Agama, Al-Qur'an Al-Karim, (Unit Percetakan Al-Qur'an: Bogor, 2018), 281
[5] Nur Fauzi, "PENGARUH MODEL PEMBELAJARAN TIME TOKEN TERHADAP PENINGKATAN KEMAMPUAN BERBICARA SISWA PADA MATA PELAJARAN BAHASA INDONESIA (Penelitian Pada Siswa Kelas III Di SD Negeri Blondo 3 Kecamatan Mungkid Kabupaten Magelang)."

student and another. Passive students will feel open to other students when the teacher gives group discussions and there is a communication process with each other. In using and applying the time token strategy, students are expected to be active and able to speak without feeling embarrassed when conveying ideas in speaking.

Related to the background above, the researchers conducted a study titled "*Using Time Token Strategy to Improve Students Speaking Skill at SMPN 7 Palopo.*

B. Research Question

Based on the study above, the researcher formulates the problem statement as follows: Does time token strategy significant to improve students' speaking skills at SMPN 7 Palopo?

C. Objectives of the Research

Related to the research question above, the researcher stated that the purpose of the study is to know whether or not the time token strategy improve significantly the students' speaking skills at *SMPN 7 Palopo*.

D. Significances of the Research

The results of this study are expected to be useful theoretically and practically.

1. Theoretically

The results of this study are expected to provide an overview of how the time token strategy will affect the ability to speak in class eight grade at SMPN 7 Palopo.

2. Practically

   This research is expected to be useful as follows:

a. For students, this research is expected to improve students' speaking and critical thinking skills

b. This research is expected to make this strategy enjoyable for teachers so students can easily understand the English learning process.

c. For the following researchers, the results of this study are expected to add insight and provide information about strategies that can be used to improve speaking skills, especially in English.

E. The Scope of the Research

This research focused on English language teaching by using time token strategy in teaching speaking, and the aspects of speaking skill that consists of fluency, accuracy, and comprehensibility. The material that used in this research about describing animals.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There are some previous research related to this research are:

Dinar Vinci Yunitaka Bahruddin, Endang Fauziah Sulistiawati (2021), entitled **"*English Teaching; Student Speaking Mastery with the Time Token* Method in the New Normal *Conditions of Covid-19*"[6]** This study used a Classroom Action Research (CAR) design. The subjects of this study were first-grade students at the Madura State Polytechnic Nursing Academy, with a total of 25 students. There are two action cycles, and each process consists of one meeting. Based on these results, the average score of the first cycle test was 63.6, and the percentage of students was 40%. The average score of cycle 2 is 71, and the percentage score is 80%. From this study, the final result was an increase of 40%. It can be concluded that using the Time Token Method Improves Students' Speaking ability in grade 1 students at the Madura State Polytechnic Nursing Academy. As a suggestion, it can be submitted that the Time Token Method can make students active and influential in speaking English well in class.

Angelina Ato (2021) entitled, "*Improving speaking abilities using time token Arends technique of the eleventh-grade students of St. john paul ll, private senior high school mature.*" In this study, researchers used Classroom Action Research (CAR). The procedures used in this research design include planning, action,

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[6] Endang Fauziah Sulistiawati and Dinar Vincy Yunitaka Bahrudin, "English Language Teaching; Students' Speaking Mastery by Time Token Method during New Normal Condition of Covid 19," *International Conference on English Language Teaching* 2, no. 1 (2021): 234–41, http://conference.unisma.ac.id/index.php/ICON/ICON-ELT.

observation, and reflection. Researchers used observation sheets, field notes, interviews, tests, and documentation in data collection techniques. Where as in the data analysis technique, the researcher assessed the improvement of each student on the English test using the speaking assessment rubric. The progress of students' speaking skills in this study experienced an increase from cycle one and cycle two. The average value of the ten student response indicators for applying the Time Token Arends technique in process I was 55%, and in cycle II, it was 86.66%. While the average percentage of classes that met the minimum mastery criteria for speaking skills in process I was 66.66%, and in process II was 88.88%. Thus, the application of the Time Token Arends technique is quite effective in increasing students' responses and speaking skills. [7]

Ratnarti Pahrun, Yusnita Uno (2021) entitled, "*Improving Student's speaking skill through the time token class IV model in SDN 11 Bongomeme, Gorontalo district*". This type of research is classroom action research. This study uses two cycles. Data collection techniques include tests, observation, and documentation. The results showed that in the first cycle of the 17 students who were given the in action, nine students, or 53%, could speak. In cycle II, it increased to 15 students, or 88%, who could say, and there were still two students, or 12%, who could not speak. Based on the study's results, it was concluded that the speaking ability of

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[7] Anggelina Ato and Marselus Yumelking, "Improving Speaking Abilities Using Time Token Arends Technique of the Eleventh Grade Students of St. Jhon Paul II Private Senior High School Maumere in the Academic Year 2020/2021," *Edunipa Journal* 2, no. 2 (2021): 1–16.

fourth-grade students at SDN 11 Bongomeme, Gorontalo Regency, increased through the time token model.[8]

Dedi Eryandi Nugraha (2022). "The Use of Time Token Method on Students Speaking Ability A Pre-Experimental Research in The Eleventh Grade of SMAN 5 Soppeng". The results show that the Time Token Method is effective in improving students' fluency (78.33) and pronunciation (73.61) in speaking achievement, as evidenced by the Post-Test average score being higher than the Pre-Test average score for fluency (42.77) and accent (48.88)). Then, there was an increase of 83.14% (Fluency) and 50.59 (pronunciation) in explaining several topics in three meetings (personal introductions, introducing families, or explaining favorite places). The T-test score for fluency was 23,602 > 1,739, and pronunciation was 14,632 > 1,739. This means that students in speaking classes using the Time Token method can affect their speaking skills, especially fluency and pronunciation. However, this only method cannot significantly affect the learning activities of speaking as a whole unless the teacher uses it in the teaching and learning process.[9]

Sausan Karima (2021), entitled "The Effect of Using Time Token Arends Model on Students' Speaking Ability at SMKN 2 Pekanbaru". The pre-test result showed the experimental class's mean score was 59,50 and the control class's was 58,78. After giving the treatment, a post-test was given. The development of the post-test showed the mean score of the experimental class was 80.30 and the

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[8] R Pahrun and Y Uno, "Improving Student'S Speaking Skills Through the Time Token Class Iv Model in Sdn 11 Bongomeme, Gorontalo District," *Media.Neliti.Com* 8, no. 5 (2021): 258–64, https://media.neliti.com/media/publications/429469-improving-students-speaking-skills-throu-4490f71d.pdf.

[9] Dedi Eryandi Nugraha, "THE USE OF TIME TOKEN ARENDS METHOD ON STUDENTS' SPEAKING ABILITY (A PRE EXPERIMENTAL RESEARCH AT THE ELEVENTH GRADE OF SMAN 5 SOPPENG)," no. 8.5.2017 (2022): 2003–5.

control class was 74.87. In addition, the result of the independent sample t-test showed that Sig. (2-tailed) 0.063>0.05, and the t-count value is 1.910< t-table 2.020; it can be concluded that the null hypothesis (Ho) was accepted, besides the alternative hypothesis (Ha) was rejected. Thus, it can be concluded that there were no significant differences between students' speaking ability using the time token Arends model and without that on tenth-grade students at SMKN 2 Pekanbaru.[10]

From the previous related studies above, it can be seen that both have similarities and differences with this research. The equation is that all researchers use the time token strategy. The difference is that the first researcher focused on teaching English, Mastery of Student Speaking with the Time Token Method in the New Normal Conditions of Covid 19 and Classroom Action Research (PTK) designs.

The second researcher focused on using the time token strategy to improve the speaking skills of the eleventh-grade students of St. John Paul II Private Senior High School Maumere and used Classroom Action Research (PTK). The third researcher focused on Improving students' speaking skills through the time token class IV model in SDN 11 Bongomeme, Gorontalo district, and used and applied Classroom Action Research (PTK).

The fourth researcher focused on Student Performance Speaking Using the Time Token Arends (TTA) Technique (Descriptive Research on Class XI Students of Muhammadiyah Camba Maros High School), and this study used a

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[10] Sausan Karima, "THE EFFECT OF USING TIME TOKEN ARENDS MODEL ON STUDENTS' SPEAKING ABILITY AT SMKN 2 PEKANBARU," 2021.

qualitative descriptive method. And the fifth researcher focused on The Effect of Using Time Token Arends Model on Students' Speaking Ability at SMKN 2 Pekanbaru. This research was experimental, a quasi- experimental design by a non-equivalent.

Overall, this researcher is different from the studies above. The difference from previous research is that this researcher focuses on improving students' speaking skills and other materials, namely describing things. This research will use the time token strategy to enhance the speaking skills of SMPN 7 Palopo. Meanwhile, their junior high students still like to play. So this research wants to know whether implementing the time token strategy can improve the speaking skills of SMPN 7 Palopo students.

B. Some Pertinent Ideas

1. Theory of Speaking Skills

a. Definition of Speaking

In learning English, students must master the four components of language skills: listening, speaking, reading, and writing of the four skills. Every student must master speaking skills because speaking skills are essential for every human being to communicate. The more skilled students talk, the more fluent they will share

According to Brown (2007: 125), indicators of students' speaking skills are as follows:

1) Express opinions which include: students' views when speaking, student movements when speaking, students' courage when speaking,

2) Expressing ideas, including topic mastery/ material in learning, the variety of languages spoken when saying opinions, and pronunciation of vowels and consonants.

3) Expressing feelings include speaking in a loud voice, pronunciation according to tone and rhythm, and variations in the selection and accuracy of words.

Skill is the ability to carry out complex and neatly arranged patterns of behavior smoothly and appropriately to achieve certain results. In this case, skills include not only motor movements but also the use of cognitive mental functions. The point here is that the activity of influencing or empowering other people is also considered a skilled person.

Speaking skill is a person's ability to express thoughts directly or indirectly. Talking now is talking to the listener; while speaking indirectly, the speaker is not facing the listener, for example, in radio or television broadcasts.[11]

Speaking skill is the ability to express ideas or ideas, thoughts, experiences, and opinions properly and correctly. All humans, typically speaking, but not all, have the skills to convey their ideas properly and correctly, so from childhood to setting foot in the world of education, speaking skills must be more determined in the development of each student. In addition to reading, writing, and counting, children often

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[11] Richard I. Arends, *Learning to Teach*, ed. Michael Ryan, *McGraw-Hill Companies, Inc.*, 2nd ed. (New York, 2012).

express it until they are skilled in speaking.[12]

b. **Teaching Speaking**

Teaching speaking is sometimes considered a simple process. Commercial language schools have no training for each conversation. Although speaking is natural, speaking in languages other than our own is anything but simple. Speaking is used for many different purposes, each involving various skills. We may use speaking to describe things complain about people's behavior, make polite requests, or entertain people with jokes and anecdotes.

The teaching of the speaking skill thus involves two levels of activity. The forging of the instrument requires much practice in the obligatory associations of the new language: lexical items, morphological and syntactical patterns, and sentence types. At this level, students are asked merely to manipulate the elements of the new language code to express several possible meanings suggested by the exercise or the teacher speaking to express a personal intention. It is not a sequential or linear process, with one item generating the next throughout the utterance. Students talking about a language to convey their meaning need much practice developing new sentences to suit their purposes.[13]

Rivers states that we learn to speak a language by speaking. Other

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[12] BETI ROHAINI, "Meningkatkan Keterampilan Berbicara Siswa Matapelajaran Bahasa Indonesia Dengan Menggunakan Model Time Token Di Kelas X Sma Negeri 5 Medan," *LANGUAGE : Jurnal Inovasi Pendidikan Bahasa Dan Sastra* 1, no. 2 (2021): 198–209, https://doi.org/10.51878/language.v1i2.759.

[13] Rafidah, "IMPROVING STUDENTS' SPEAKING SKILL BY USING TIME TOKEN METHOD AT THE SECOND YEAR STUDENTS' OF SMAN 5 LUWU," 2017.

teachers persuade themselves that if they speak the new language exclusively in the classroom, the students will, at home time, begin to speak it fluently too. This is justified by the argument that students now have the opportunity to learn to speak a second or a third language as they learned their native as a child. This reasoning ignores the fact that little children learn to speak their language by continual patting for most of their waking bouts, frequently using incorrect forms that they are continually being told to, often in specially adapted language, and uttering comprehensible speech enables them to gain things for which they feel a great need. Students in a new language will not learn to speak fluently merely by hearing speech in class. However, this is most important in familiarizing them with accepted forms and the flow of authentic speech, as well as giving them practice in the receptive side of communication teachers will need to provide their students may opportunities to practice speaking.

They will need to use their imagination in devising situations that provoke. The use of language in the expression of the students' meaning. Even the student has minimal resources on which to draw. From these early experiments with the language, students become aware of the extraordinary potentiality for a ration of new learning that recombination and rearrangements of language elements provide.

c. **The Types of Speaking**

Brown (2001) classified types of speaking into five aspects, as follows:

1) Imitative

Imitative is the lowest level of speaking. The speaker can only imitate or copy words, phrases, or sentences. It is temporary and only stored in short-term memory. At this stage, communication is not the primary goal. The most important thing is that the speaker needs to obtain some information and produce it verbally without any additional explanation. They only say the data based on what they have heard.

2) Intensive

Unlike imitative, the second intensive type does not emphasize pronunciation or phonological aspects. The priority is understanding the meaning of responding.

3) Responsive

Responsive includes interaction and competency trials but at concise conversation levels, such as greetings, small talk, simple requests, comments, etc. A stimulus is almost always a spoken command (to maintain authenticity), with perhaps only one or two further questions or answers.

4) Interactive

The main differences between responsive and interactive speaking are the content and complexity of sentences. It consists of two people and sometimes includes several exchanges and some speakers. Interaction can take two forms: transactional language, which aims to exchange specific information, or interpersonal businesses, which

maintain social relations.

5) Extensive (monologue)

Extensive is one-way talking where the opportunity for verbal interaction from the listener is limited or nonexistent. Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the chance for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or nothing at all. The language style is frequently formal. Nevertheless, sometimes there is an informal monolog, such as telling about personal experience and recounting the plot of a novel or movie.

In addition, Nation and Newton (2009) categorized speaking into two parts, as follows:

a) Formal speaking requires control of content, awareness of a largely passive audience, and being the focus of attention. An example was speaking As a part of work or academic study, such as presenting reports or a viewpoint on a particular topic.

b) Informal speaking typically involves tasks where conveying information is not as crucial as maintaining friendly relationships. Speaking informally usually involves tasks where communicating information is less important than maintaining social relations. It has less strict grammatical rules and often has shortened sentences, traditionally used in daily conversation.

d. Aspects of Speaking

The theory with a book written by J.B. Heaton, a rating scale to value the digress of speaking student's ability. The rating scale includes accuracy, Fluency, and Comprehensibility. Based on the statement, the writer divides speaking skills into three main components, as follows:

1) Accuracy

Accuracy is the ability is used target language intelligible pronunciation, mainly grammatical and lexical and accuracy. Brown says that is achieved to some extent by allowing students to focus on phonology, grammar, and discourse in the spoken output.

2) Fluency

Fluency is the ability to produce one wish to say smoothly and without undue hesitation. Speaking without too great effort with a pretty wide range of expression in the past, researchers Tasyid and Nur found that the student's speaking skills were reasonably fluent in interaction with 75 – 89 words per minute with no more than three false and repetition and not more than seven fillers per 100 words.

3) Comprehensibility

Comprehensibility is understanding the topic with considerable repetition and rephrasing quite well. Comprehension is an exercise to improve one understanding.

Based on the opinion above, the researcher concludes that comprehensibility is one criterion of the speaking assessment, which

focuses on how far the speakers can understand their interlocutor's meaning when speaking. After knowing some standards of speaking assessment by the opinion above, it will be easier for researchers to conduct the speaking assessment of this research in other to data collected.[14]

e. Strategy in Teaching Speaking

Proposes some guidelines for the development of speaking techniques. As a result, when teaching speaking, the strategy should encourage students to use the target language in specific contexts and improve their speaking strategy. Those principles are as follows: (a) strategies that protect the wide range of leamer needs from language-based attention on correctness to message-based attention on interaction, which means, and fluency are used. (b) Putting forward intrinsically motivating strategies (c) Using natural language meaningfully. (d) Giving the correct feedback and correction. This is how you can take advantage of the genuine link between talking and hearing (f), Giving students chances to start a conversation. (g) Trying to help students improve their speaking skills.[15]

2. The Use of Time Token in Teaching Speaking

a. Definition of Time Token

The definition of the Time Token is as follows. According to Arends, the Time Token is a cooperative learning model to develop learners'

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[14] Raudhatul Jannah, "The Use of Time Token Model in Improving Students ' Speaking Achievement," 2019.

[15] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (Longman : California, 2004).

participation skills. Strategy Time Token introduced by Arends. This strategy is one type of active learning strategy in the classroom. Moreover, a Time token is one method that can help students to achieve speaking skills. Time Token Arends's learning model is one small example of applying democratic learning in school.

Fentari and Latif (2016) stated that the Time Token Arends Model is a learning model that trains and develops social skills for students not to dominate talk and not silence in the class when learning. This method teaches students to improve their skills, show their opinions, and score tasks to their friends. This model planned that the students should speak and socialize with each other.[16] Nurjanah (2018) defines that Time Token Arends can improve the students' speaking ability and participation in developing skills and bravery to have an idea in the learning language. Teaching using Time Token Arends can motivate and activate the students to speak based on the statements above; the time token Arends model has a suitable.[17]

The learning structure is used for teaching social skills and avoids students' dominance. Speaking or silence absolutely in the class. They shall experience a chance to be a more positive course.

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[16] Retno Fentari and Syaifudin Latif D, "THE INFLUENCE OF USING TIME TOKEN METHOD TOWARD SPEAKING ABILITY AT THE STUDENTS' OF SMPN 1 BATANGHARI ACADEMICYEAR 2014/2015," *Premise Journal* 5, no. 1 (2016): 103–17.

[17] Mira Nurjanah, Ahmad Hambali, and Sri Supiah Cahyati, "Teaching Student'S Speaking Ability Using Time Token Arends," *PROJECT (Professional Journal of English Education)* 1, no. 4 (2018): 454, https://doi.org/10.22460/project.v1i4.p454-459.

b. Procedures for Using Time Token

some pictures of time token coupons

Istarani (2011) suggested several steps of Time Token activity;

1) Prepare the time token coupon to be spread to the students

2) Arrange the students' seating in a discussion forum

3) Every student is given a coupon to talk for around 1-3 minutes

If the student has finished their speech, it must be given to the teacher. One coupon once speaking chance. The students who have run out of their coupons have no chance to speak anymore. The chance is only for those who still hand in their coupons. Shoimin (2014) mentioned several learning process steps using time tokens.

Time token Model:

1) The teacher explains the aims of learning

2) The teacher sets the classroom to start the discussion

3) The teacher gives the students a topic

4) Every student is given a few coupons around 15 seconds

5) The students submit the coupon when they want to speak or give an opinion. Every performance uses one coupon. Each student can talk again after alternating with other students. The students who have exhausted their coupons may not talk again. While students who still hold the coupons must speak until all the coupons are used up.

6) The teacher gives a score according to the time that each student uses.[18]

c. The Advantages of Time Token

Arends said that the advantages of time tokens are as follows:

1) Improving the energy of student

2) Improving teaching activity the student academic achievement.

3) Increase the memory of the student.

4) Improving student satisfaction empirically.

5) It can assist the student in developing skills to communicate verbally.

6) Developing skills of the social student.

7) Improving my self-confidence.

8) It can assist the instructor in improving the positive relationship between students.[19]

Based on the Time Token Technique implementation, students were expected to talk with information adducing in front of their friends. Through this encouragement, students can train their talking courage. As a result, the students will be familiar with speaking in front of the class or

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[18] Aris Shoimin, *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*, ed. Aris Shoimin and Rose KR (Yogyakarta : Ar-Ruzz Media, 2017, 2013), https://opac.perpusnas.go.id/DetailOpac.aspx?id=1144055.

[19] Arends, *Learning to Teach*.

the more extensive scope, like in the social environment.

d. The Disadvantages of Time Token Arends

Based on Shoimin, there are some disadvantages of time token as follow:

1) This model only can be used for particular subjects.

2) It can be used in small classes, not large classes.

3) Need a lot of time for preparation and in the learning process because all of the students have to speak one by one according to the number of tokens they have.[20]

C. Conceptual Framework

Speaking is a cognitive, linguistic, and psychomotor skill for using language to express opinions, ideas, perceptions, and feelings through interactive discourse with other language speakers. The primary purpose of teaching speaking is oral fluency in expressing something intelligently, fairly, and accurately. In addition, the primary purpose of teaching speaking is to enable students to speak and interpret messages that occur in the communication process. But in reality, many students still cannot achieve these goals. Most students have studied English for years. They still have difficulty speaking.

In teaching and learning to speak, many students said hesitantly, were not active, and even chose to be silent. Lots of students are passive in class. They feel nervous and embarrassed and find it difficult to pronounce words correctly. Sometimes even though students sit in groups, not all participate in group discussions. They have ideas but struggle to express them because some

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[20] Shoimin, *68 Model Pembelajaran Inovatif Dalam Kurikulum, Yogyakarta, 2013*.

students control and dominate group discussions. They do not give other people the opportunity to express their opinion.

In line with this situation, the researcher chose one strategy to improve students' speaking. In this study, researchers used the time token strategy as one of the learning activities that can assist teachers in managing small groups in the classroom. In operating the time token strategy, the teacher gives time token cards to students to talk for 30 seconds during the discussion and also explains a little about the material and competencies used to lead the group in discussion. Finally, the teacher provides evaluations and suggestions for the teaching and learning process and results.

The Arends type token time strategy helps students share participation regularly and work together to do assignments. In utilizing the time token strategy, students will actively discuss. Students will more easily remember what they have shared in the discussion. Students not only learn how to express their opinions and ideas but also learn to respect the opinions of their friends, and self-confidence will increase. As a result, students enjoy the teaching and learning process because time token activities make students active and interactive.

Based on the explanation above, using strategy time tokens in teaching speaking is expected to significantly improve students' speaking skills.

The Conceptual framework of the research can be in the figure follows;
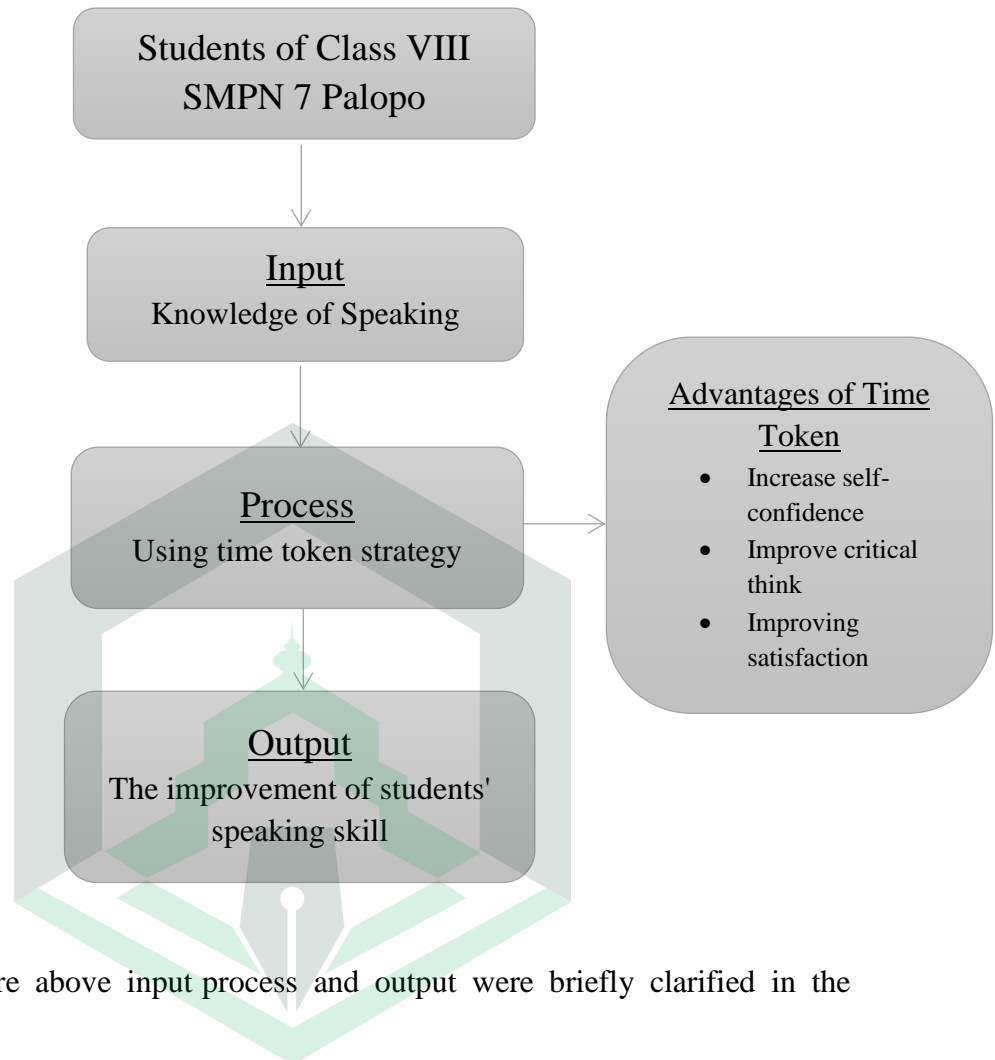
In the figure above input process and output were briefly clarified in the following:

1. Input: it refers to knowledge of speaking.

2. Process: it refers to using a time token strategy

3. Output: it refers to the improvement of students speaking skills.

D. Hypothesis

There were two hypotheses for this research, there are:

1. H_0 (Null Hypothesis): There are no significant improvements in the students' speaking skills. After the treatments, students of SMPN 7 Palopo.

2. H_1 (Alternative Hypothesis): There are significant improvements in students' speaking skills after the treatment of students of SMPN 7 Palopo by using the time token strategy.

CHAPTER III
METHOD OF THE RESEARCH

A. Research Desain

The research used an experimental method: Experimental research is the research which carried out in a systematic manner. was used in this research, and the design used a pre-experimental design, which aims to determine whether the use of the time token strategy can improve students' speaking skills. Srinagesh said that the purpose of any experiment is to collect data, and these data need to be evaluated or administered to conclude.[21] Best and Khan claimed that the factors considered would affect the experimental class. The experimental class will receive Pre-test, treatment, and post-test. The research design pattern is described as follows: [22]

$$O_1 \quad X \quad O_2$$

Notes :

O_1:Pre-test (Before Treatment)

X: Treatment

O_2:Post-test (After Treatment)

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[21] K Srinagesh, "The Principles of Experiment," no. 1 (2004): 1–14.

[22] John W Best, I James V Kahn, and Arbind K Jha, *Research in Education*, *Pearson Education, Inc, Copyright ©*, vol. 194, 2006, https://doi.org/10.1038/194925b0.

B. Variables of Research

The Variable of research includes dependent and independent variables.

1. Dependent is the speaking ability. Speaking ability is the ability of the student to speak verbally in English to convey their ideas by using the right vocabulary and correct pronunciation.

2. Independent Variable is the time token strategy. Time token strategy is a cooperative learning model used to develop the skills of participation of the learners.

C. Location and Time of the Research

Location was the school of SMPN 7 Palopo. The researcher conducted this research in 20th February until 15th March 2023. These are list of activity and its date in this research.

Activity	Date
Pre-Test	Thursday, 23rd February 2023
Treatment	- Tuesday, 28th February 2023 - Thursday, 2nd March 2023 - Tuesday, 7th March 2023 - Thursday, 9th March 2023
Post-Test	Tuesday, 14th March 2023

D. Population and Sample

In this case, the population is all students in the eighth grade in SMPN 7 Palopo. The school has five classes for the eighth grade: VIII A- VIII E. The

total number of five classes was 145 students. Researcher used a purposive sampling technique. The researcher chose class eight as a sample. The researcher chose this class based on the recommendations of the English teacher, where this class has the lowest ability in speaking. The total sample of the research is 25 students.

E. **Instrument of the Research**

The instrument of this research is the speaking test consists of a pre-test and post-test on describing animals. The researcher gave the picture to the students, and the students explained the topic. The students speak for 30 seconds using a stopwatch to see the student's speaking time and cellphone to record the student's voice.

F. **Procedure of Research**

The procedures used in collecting the data are:

1. **Pre-Test**

The researcher conducted a pre-test to find out students' abilities before being given treatment. In this pre-test, the researcher gave a picture about animals, students chose one picture, and then they described the topic. This is to determine the basic ability of students in speaking.

2. **Treatment**

   a) **Opening Class**

   1) The researcher opened the class by greeting and asking about the condition of the students.

   2) The researcher checked the attendance list.

b) Running Class

1) Researcher explained what should they do.

2) The researcher explained the language pattern to make a sentence.

3) The researcher divided the students into five groups. Each group consists of 5 students.

4) The researcher explained about time token strategy and time token card. The researcher gave the students a picture.

5) The researcher gave the students 5 minutes to discuss

6) Students started to explain after the researcher gave them a picture using time token cards for 30 seconds.

7) Students collected time token cards.

c) Closing Class

1) Researcher gave a conclusion and motivation to students after giving lesson.

2) Researcher closed the class with asked one of the students to lead read a pray after study and greeting.

The topic was about describing text that focused on describing animal in flashcard. Every meetings have a different pictures that would describe.

3. Post-test

After the treatment, the researcher provided a post-test to students to determine the effective education time token strategy to improve student skills in tenth-grade students at SMPN 7 Palopo. In this post-test, the researcher asks students to explain the picture given.

G. Technique of Data Analysis

The scoring formula in the pre-test and post-test was quantitative data. The research determines the scoring classification to analyze data, including accuracy, fluency, and comprehensibility. The researcher applies the quantitative data to analyze the bias of the language learners' text outputs.

1. Scoring classification

$$\text{score} = \frac{\text{students' score}}{\text{maximum score}} \times 100$$

a) Accuracy

Table 3.1 The Accuracy Criteria

Score	Criteria
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical or lexical errors.
5	The mother tongue slightly influences pronunciation. A few Minor grammatical and lexical errors, but most utterances are correct.
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical Errors, but only one or two major errors confuse.
3	The mother tongue influences pronunciation but only a few serious phonological and lexical errors, some of which cause Confusion.
2	Pronunciation is seriously influenced by the mother tongue, with errors. Causing a breakdown in communication. Many basic and grammatical errors.
1	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.

b) Fluency

Table 3.2 The Fluency Criteria

Score	Criteria
6	Speaks without too great an effort with a fairly wide range of expression. Searchers for words occasionally but not only one or two unnatural pauses.
5	Has to make an effort at times to search for words. Nevertheless, there was smooth delivery and only a few unnatural pauses.
4	Although he has tried to search for words, they are not too many unnatural pauses. Fairly smooth delivery, mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair Range expression.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. The range of expression is often limited.
2	Long paused while he researched for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making an effort at the time—limited range of expression.
1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making an effort to use a very limited range of expression.

c) Comprehensibility

Table 3.3 The Comprehensibility Criteria

Score	Comprehensibility
6	It makes it easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications are required.
5	The speaker's intention and general meaning are fairly clear. A few Interruptions by the listener for the sake of clarification are necessary.
4	Most of what the speaker says is easy to follow. His intention is always clear, but several interruptions are necessary to help him convey the message and seek clarification.
3	The listener can understand much of what is said but must constantly seek clarification. I cannot understand many of the speaker's more complex or longer sentences.
2	Only small bits (usually short sentences and phrases) can be understood with considerable effort by someone who is used to listening to the speaker
1	Hardly anything of what is said can be understood. Even when the

listeners greatly try to interrupt, the speaker cannot clarify anything he seems to have said.

Besides the technical of scoring through the six scales above, the researcher also makes rating classification to measure the student's speaking ability. The following is the rating scale classification.

1. Classifying the score of the student's answer[23]

Table 3.4 The classification score of a student's answer

Classification	Scale	Rating
Excellent	*86-100*	*6*
Very good	*71-85*	*5*
Good	*56-70*	*4*
Fair	*41-55*	*3*
Poor	*26-40*	*2*
Very poor	*0-25*	*1*

2. Calculating the mean score of a student's answer

   The SPSS 22 program would calculate the percentage of students' scores on the speaking test, both pre-and post-test

3. Criteria of hypothesis acceptability

   If $H_0 > H_1$ = Reject null hypothesis

   If $H_0 < H_1$ = Receive null hypothesis.

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[23] Brown, *Language Assessment: Principles and Classroom Practices*.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings of the research

The statistical analysis and tabulation of the data used are presented in this chapter. Pre-test and post-test scores categorization and the average and standard deviation of pre-test and post-test scores were included in the research.

1. Analysis of students' scores on the test

a. Pre-test

In this session, the researcher used to show the complete student score at the pre-test speaking stage, covering three aspects; accuracy, fluency, and comprehensibility displayed on the table, the average deviation of standard grades, and the average deviation student value using the SPSS 22 program. It is shown in the following table in this way.

Table 4.1
The score of students, speaking skills in the pre-test

No	Students	The Score of Students' Speaking Skills in Pre—Test			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	R1	1	1	2	22
2	R2	2	1	1	22
3	R3	1	1	1	16
4	R4	1	1	1	16
5	R5	1	2	3	33
6	R6	2	1	2	22
7	R7	2	1	2	27
8	R8	1	1	1	16
9	R9	1	1	1	16

10	R10	1	1	1	16
11	R11	1	1	2	22
12	R12	1	2	2	27
13	R13	1	2	1	22
14	R14	1	1	1	16
15	R15	1	2	3	33
16	R16	1	1	1	16
17	R17	1	2	3	33
18	R18	1	1	1	16
19	R19	1	1	1	16
20	R20	2	1	2	27
21	R21	3	2	1	33
22	R22	2	2	2	33
23	R23	1	2	1	27
24	R24	1	1	2	22
25	R25	2	1	1	22
Total		33	33	39	571
			Mean Score		22,84

Table 4.1 shows the speaking skill consists of three aspects: accuracy, fluency, and comprehensibility. So in the section, the researcher would present and tabulates the mean score of the students' speaking ability one by one in the following table.

Table 4.2
Table mean score of students' accuracy in a pre-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	25	1.00	3.00	1.28	**0.54160**
Valid N (list-wise)	25				

Table 4.2 shows that students' highest scores were three, and the lowest scores were 1. Besides, it also indicates that the mean score of students' accuracy in the pre-test was 1.28, and the standard deviation was 0,54160.

Conversely, the researcher also wrote the students' accuracy scores before giving treatment using the time token strategy and presented them through the table rate percentage scores. The table is shown as follows:

Table 4.3
The Rate Percentage Score of Students' Accuracy in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	**-**
Very good	71-84	5	-	**-**
Good	56-70	4	-	**-**
Average	41-55	3	1	**4%**
Poor	26-40	2	5	**20%**
Very poor	< 25	1	19	**76%**
			25	**100%**

Based on table 4.3 indicates the students' scores in the accuracy of the pre-test. It shows there none students' got excellent (0%), very good (0%), and got good (0%). Besides, one student (4%) got average, and 5 (20%) got poor. Last, there were 19 (76%) who got very. It means that the students speaking are low.

Table 4.4
The mean score of students' fluency in a pre-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	25	1.00	2.00	1.32	**0.47609**
Valid N (list-wise)	25				

The table 4.4 shows that the highest score of students was two and the lowest score was 1. Besides, it also indicates that the mean score of students' fluency in the pre-test was 1.32, and the standard deviation was 0.4760.

Conversely, the researcher wrote the students' fluency scores before treatment using a time token strategy and presented them through the table rate percentage scores. The table is shown as follows:

Table 4.5
The Rate Percentage Score of Students' Fluency in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	*86-100*	*6*	-	*-*
Very good	*71-84*	*5*	-	*-*
Good	*56-70*	*4*	-	*-*
Average	*41-55*	*3*	-	*-*
Poor	*26-40*	*2*	*8*	*32%*
Very poor	*<25*	*1*	*17*	*68%*
			25	*100%*

The table 4.5 indicates the students' scores in the fluency of the pre-test. It shows that there was none of the students of students got excellent (0%), very good (0%), and got good (0%). Besides, there were no students who got average, there were 8 (32 %) students who got poor, and the last there were 17 (68%) students who got very poor.

Table 4.6
The mean score of students' comprehensibility in a pre-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	25	1.00	3.00	1.56	**0.71180**
Valid N (list-wise)	25				

Table 4.6 shows that students' highest scores were three, and the lowest scores were 1. Besides, it also indicates that the mean score of students' comprehensibility in the pre-test was 1.56, and the standard deviation was 0,71180.

On the other side, the researcher also wrote the students' comprehensibility scores before giving a treatment using the time token strategy and presented them through the table rate percentage scores. The table is shown as follows:

Table 4.7
The Rate Percentage Score of Students' Comprehensibility in a Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	*86-100*	*6*	*-*	*-*
Very good	*71-84*	*5*	*-*	*-*
Good	*56-70*	*4*	*-*	*-*
Average	*41-55*	*3*	*3*	*12%*
Poor	*26-40*	*2*	*8*	*32%*
Very poor	*<25*	*1*	*14*	*56%*
			25	*100%*

Table 4.7 indicates the students' scores incomprehensibility of the pre-test. The table shows that none of the students (0%) got excellent, very good,

and good. Besides, there were 3 (12%) who got average, 8 (32%) students' got poor, and 14 (56%) got very poor.

The data shows that to many students' average, poor, and very poor on the pre-test, it can be concluded that most students still had the lowest to speak. To improve student speaking, the researcher does treatment after the pre-test. After the treatment, the researcher did a post-test to know that Time tokens can improve students' speaking skills.

b. Post-test

In this area, the researcher made the rate percentage of students' score speaking ability in post-test. The result of students, scores in the post-test were presented in the table. The completion of the student's score speaking ability of accuracy, fluency, and comprehensibility in the post-test was as follows.

Table 4.8

No	Students	The Score of Students' Speaking Skills in Post—Test			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	R1	6	6	6	100
2	R2	5	5	5	83
3	R3	3	2	2	38
4	R4	5	5	5	83
5	R5	2	2	2	33
6	R6	2	3	3	44
7	R7	6	6	6	100
8	R8	6	6	6	100
9	R9	2	1	1	22
10	R10	3	3	3	50
11	R11	2	3	3	44
12	R12	2	3	3	44
13	R13	6	5	5	88
14	R14	6	6	6	100

15	R15	6	5	5	88
16	R16	2	2	2	33
17	R17	2	2	2	33
18	R18	4	4	4	66
19	R19	3	4	4	5
20	R20	3	4	4	5
21	R21	4	3	3	55
22	R22	4	3	3	55
23	R23	3	4	4	61
24	R24	3	4	4	61
25	R25	3	4	4	61
Total		93	95	95	**1452**
	Mean Score				**58,08**

On the other, the researcher had classified based on English-speaking assessments that consisted of accuracy, fluency, and comprehensibility, and it was presented through the table distribution frequency and percentage. It shows as follows:

Table 4.9
The Mean Score of Students' Accuracy In Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	25	2.00	6.00	3.72	**1.56843**
Valid N (list-wise)	25				

Table 4.9 shows that students' highest scores were 6, and the lowest was 2. Besides, it also indicates that the mean score of students' accuracy in the post-test was 3.72, and the standard deviation was 1,56843.

Conversely, the researcher wrote the students' accuracy scores before

treatment using the time token strategy and presented them through the table

rate percentage scores. The table is shown as follows:

Table 4.10
The Rate Percentage Score of Students' Accuracy in Post-test

Classification	Scor	Rating	Frequency	Percentage
Excellent	86-	6	6	24%
Very good	71-	5	2	8%
Good	56-	4	3	12%
Average	41-	3	7	28%
Poor	26-	2	7	28%
Very poor	<	1	-	-
			25	100%

Based on the table 4.10, the percentage of students, accuracy scores

post-test indicates that none of the students (0%) were very poor. Besides, it

also shows that there were 6 (24%) excellent, there was 2 (8%) students got

very good, there was 3 (12%) students got good, there was 7 (28%) students

got average, and the last there was 7 (28%) of students got poor. It means

students speaking was upgraded after treatment.

Table 4.11
The mean score of students' fluency in pos- test
Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	25	1.00	6.00	3.8	**1.44337**
Valid N (list-wise)	25				

The table 4.11 shows that the highest score of students was 6, and the

lowest score was 1. Besides, it also indicates that the mean score of students'

accuracy in the pre-test was 3.8, and the standard deviation was 1.44337.

Conversely, the researcher wrote the students' accuracy scores before treatment using the time token strategy and presented them through the table rate percentage scores. The table is shown as follows:

Table 4.12
The Rate Percentage Score of Students' Fluency in post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	4	16%
Very good	71-84	5	4	16%
Good	56-70	4	6	24%
Average	41-55	3	6	24%
Poor	26-40	2	4	16%
Very poor	< 2	1	1	4%
			25	100%

Based on the table 4.12 , the percentage of student fluency scores in the post-test indicates that none students got excellent or very good. Then there were 19 (76%) students good and 6(24%) students got average. The last show that no student got poor or very poor, meaning students speaking was upgraded after treatment.

Table 4.13
The mean score of students' comprehensibility in a pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Descriptive Statistics					
Comprehensibility	25	2.00	6.00	3.92	**157902**
Valid N (list-wise)	25				

Table 4.13 shows that students' highest scores were six, and the lowest was 2. Besides, it also indicates that the mean score of students' comprehensibility in the pre-test was 3.92, and the standard deviation was 1.57902.

Conversely, the researcher also wrote the students' comprehensibility scores before giving treatment using the time token strategy and presented them through the table rate percentage scores. The table is shown as follows:

Table 4.14
The Rate Percentage Score of Students' Comprehensibility in a Post-test

Classificationn	Score	Rating	Frequency	Percentage
Excellent	*86-100*	*6*	*6*	*24%*
Very good	*71-84*	*5*	*4*	*16%*
Good	*56-70*	*4*	*4*	*16%*
Average	*41-55*	*3*	*4*	*16%*
Poor	*26-40*	*2*	*7*	*28%*
Very poor	*<25*	*1*	*-*	*-*

	25	100%

Table 4.14 indicates the students' scores comprehensibility of the post-test. The table shows that there was 6 (24%) got excellent, there were 4(16%) students got very good, 4 (16%) students got good, there was 4 (16%) average besides, and none students' got very poor. It means the time token can improve students speaking. No more students got poor or very poor like doing pre-test.

c. **The students' speaking aspect comparison in pre-test and post-test**
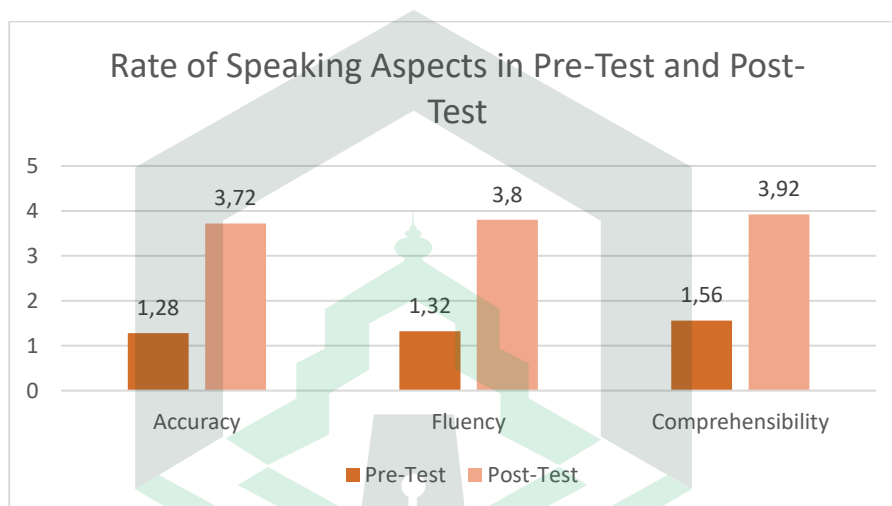
Figure 4.1 Rate chart of writing aspects in pre-test and post-test

Figure 4.1 shows the rate chart of speaking aspects on the pre-test and post-test. At the beginning of the pre-test, the majority of students could not explain the topic given, and their way of speaking was still far from the speaking aspect. In giving treatment starting from the first day, some students actively asked about material and tutorials on using time token cards were delivered on the second to fourth day after treatment using time token cards. After the post-test, the researcher saw the development and improvement in speaking after giving the treatment for four meetings.

Besides showing the mean score means each subject of speaking skill (accuracy, fluency, and comprehensibility) one by one, this researcher also would present the total mean and the standard deviation of the pre-test and post-test, then compare both. The result presents in the descriptive statistic table as follows:

Table 4.15
The Mean Score and Standard Deviation of the Pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	25	16	33	22,84	6,492
Posttest	25	5	100	58,08	28,908
Valid N (listwise)	25				

Table 4.15 indicates that the standard deviations in the pre-test were 6,492 and in the post-test 4.327. It also shows that the mean score of the students in the pre-test is 4.20, and the mean score of the students in the post-test was 58,08. The table's result shows that the mean score of the post-test was higher than the mean score of the students' pre-test. It concludes that using the time token strategy to improve student speaking is effective in teaching.

To know if the pre-test and post-test were significantly different and the acceptability of the research hypothesis, the researcher used test analysis and calculated it using SPSS 22. The result can be shown in the table of paired sample statistics. Paired sample corrections and paired sample test. It presents

in the following tables:

Table 4.16
The Paired Samples Statistic of Pre-test and Post-test

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	22,84	25	6,492	**0.231**
	Posttest	58,08	25	28,908	**1.038**

Table 4.16 sample statistics of the pre-test and post-test above indicates that the value of standard deviation in the pre-test are 6,492 and 4.327 post-test. Besides, the standard deviation error in the pre-test was 0.231, and in the post-test was 0.865. the table above also shows that the mean score on the pre-test was 22,84, and on the post-test was 58,08.

Table 4.17
The Paired Sample Correlation of the pre-test and post-test

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	Pretest & Posttest	25	-.055	**.794**

Table 4.17 paired samples correction of pre-test and post-test above Presented the correlation of the student's ability before and after treatment was 0.105. it means that there was a significant correlation between students' ability to teach Speaking by using time tokens before and after treatment.

Table 4.18
The Paired Sample Test of Pre-Test and Post-Test

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Posttest	-35,240	29,974	5,995	-47,613	-22,867	-5,878	24	.000

From the table 4.18 sample test, the researcher got the data to(concluded) = -5,878 and df (degree of freedom) = 24. The standard of signification is 0.000 with a degree of freedom (df) is 24. Based on the result, the researcher concluded that t0 (count) is higher than tt(table), t0 >tt

-5,878 > 2.064

They were related to the result that (t0> tt) the tcount is higher than ttable. It is concluded that there is a significant difference in teaching speaking before and after trough Time Token strategy. Because of that, the researcher believes that the Time Token can improve students speaking skills of SMPN 7 Palopo.

B. Discussion

Before giving treatment, the researcher first gave a pre-test to students where the researcher asked students to come forward to explain the animal pictures the researcher gave. According to the researchers' analysis, some students still lack knowledge in interpreting animal names in English and are still rigid in describing animals in English. Then, on the second day, researchers introduced the

learning method with Time Token and how to apply Time Token. While providing material, researchers also provide ice breaking to students to focus when giving material.

The researchers divided several groups after the students understood how to apply Time Token. Each group was asked to come forward to explain their material, and the other group was allowed to ask questions. For the first day, the students were still embarrassed to speak. But on the next day, there was a very significant development; the students were active in presenting the material and more critical in asking questions. In addition, their vocabulary also increased after treatment.

After treatment, researchers gave a post-test to test students' speaking skills. Researchers found a development of speaking skills in students ranging from pronunciation to vocabulary. So, it can be concluded that Time Token effectively develops students' speaking skills.

Based on the data analysis, the researcher found that the time token strategy effectively improves students' speaking skills of SMPN 7 Palopo. Where t_O is higher than t_t, then t_t is -5,878> 2.064. It concluded that there is a significant difference in teaching speaking before and after Time Token Strategy.

The significant difference between the experimental class from the score of students on pre-test and post-test. The experimental class had a significant different improved after giving treatment, which was using the Time Token strategy. The

score in the post-test was higher than in the pre-test, where the score in the post-test was 58,08, and the score in the pre-test was 22,84.

The learning model Time Token is a learning model that aims to allow each member of the discussion group to contribute by delivering their opinions and listening to other members' views and ideas. This model has a teaching structure that is well-suited for teaching social skills and avoiding the students dominating the conversation or silent the student. Selection of appropriate materials for learning model Time Token is a material that emphasizes the delivery of student opinion in the course of learning. This is because this model emphasizes students' activeness in expressing their opinion on an issue that appears.

This research is in line with the research Dinar & Endang which found that most of the students were interested in learning to speak by using the time token strategy. Researchers suggested to teachers and schools to increase the time to study English. And Ato From her study, found that the application of the Time Token Arends technique is quite effective in increasing students' responses and speaking skills. In addition Ratnarti & Yusnita found that the speaking ability of fourth-grade students at SDN 11 Bongomeme, Gorontalo Regency, increased through the time token model.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusions and some suggestions related to the findings and the application of the research.

A. Conclusion

This research shows that using Time Token effectively improves students' speaking skills in the first year of SMPN 7 Palopo. It was proved that t_0 (tcount) is higher than t_t (ttable), $t_0>t_t$, $-5,878 > 2,064$. It means null hypothesis reject, there was a significant difference between students' improvement before and after giving treatment.

It is clear from the pre-test that factors such as Accuracy (1.28), fluency (1.32), and comprehensibility (1.56), are important factors related to speaking. Speaking components such as accuracy (3.71), fluency (3.8), and completeness are important to note after the test (3.92). The post-test has a higher level of speaking aspects than the pre-test.

B. Suggestions

Successful in teaching did not depend on the lesson program only. More important was how the teacher presented the lesson and used various strategies to manage the class more lively and enjoyable. The strategy also helped the teacher and lecturer, giving students many opportunities to participate in the learning process. Regarding teaching speaking by using the Time Token strategy, the researcher gave some suggestion for the teacher and the students as follow:

The teacher has to prepare discussion topic for the lectures, teachers, and the next researcher that want to use the Time Token strategy in teaching speaking. So the students can enjoy practicing speaking and speaking more because they get the teacher's motivation.

Suggestion for the students, the students must have a spirit to learn English; they should still be more active in speaking in class and have the braveness to make grammatical errors in speaking because they know to have good speaking, they always have to practice. Besides that, students have to bring an English dictionary to every meeting.

Finally, the researcher realized that this thesis was far from perfect; because of that, constructive critics and advice were expected for the perfection of the thesis. The researcher hoped that the result of this research could be useful for the readers. It was hoped that the readers have more information about using the Time Token strategy. This research could be one of the references for the next researcher activities to improve students speaking skills.

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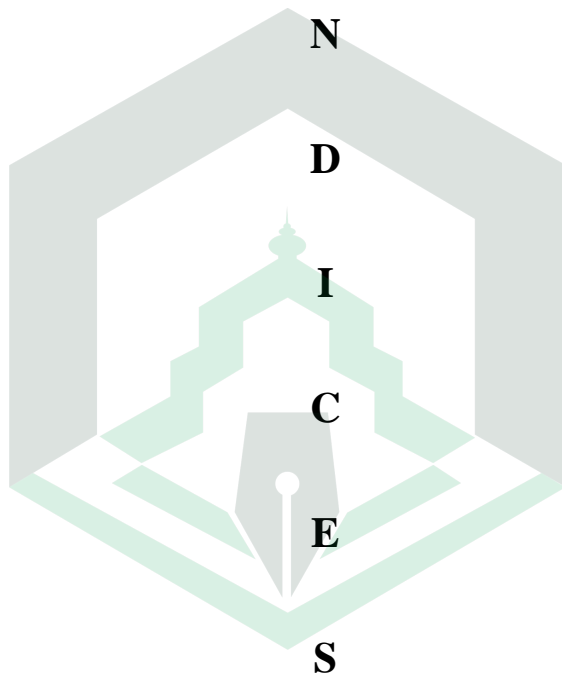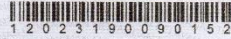
APPENDICES

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

1 2 0 2 3 1 9 0 0 9 0 1 5 2

ASLI

IZIN PENELITIAN
NOMOR : 152/IP/DPMPTSP/II/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	DELLA PUSPITA
Jenis Kelamin	:	Perempuan
Alamat	:	Balandai Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	1902020086

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

USING TIME TOKEN STRATEGY TO IMPROVE STUDENTS' SPEAKING SKILL AT SMPN 7 PALOPO

Lokasi Penelitian	:	SMP NEGERI 7 PALOPO
Lamanya Penelitian	:	15 Februari 2023 s.d. 15 Maret 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 15 Februari 2023
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK. K. SIGA, S.Sos
Pangkat : Penata Tk.I
NIP : 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

SURAT KETERANGAN PENELITIAN

Nomor : 424/029/SMPN.7/III/2023

Yang bertanda tangan dibawah ini :

Nama	: IPIK JUMIATI, S.Pd., M.Pd.
NIP	: 19760123 200012 2 002
Jabatan	: Kepala Sekolah
Sekolah	: SMP Negeri 7 Palopo

Dengan ini menyatakan bahwa mahasiswa yang tersebut namanya dibawah ini :

Nama	: DELLA PUSPITA
NIM	: 1902020086
Tempat/Tgl Lahir	: To'bia, 04 April 2000
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswa
Fakultas/ Jurusan	: Pend. Bahasa Inggris
Jenjang Program	: S1

Benar telah melaksanakan Penelitian di SMP Negeri 7 Palopo dalam rangka penyusunan Skripsi sebagai Mahasiswa pada Institud Agama Islam Negeri Palopo, dengan judul **"USING TIME TOKEN STRATEGY TO IMPROVE STUDENTS' SPEAKING SKILL AT SMP NEGERI 7 PALOPO "** Mulai dari Tanggal 20 Februari - 15 Maret 2023

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Palopo, 15 Maret 2023
Kepala Sekolah,

IPIK JUMIATI, S.Pd., M.Pd.
NIP. 19760123 200012 2 002
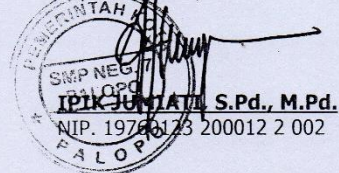
INSTRUMENT PRE - TEST & POST - TEST

Material : Describing Animals

Please describing based on the following picture !

Material : Describing Things

Please describing based on the following picture !

Material : Describing Things

Please describing based on the following picture !

Material : Describing Things

Please describing based on the following picture !

Material : Describing Things

Please describing based on the following picture !

PPP LESSON PLAN TEMPLATE (First Meeting)

CLASS/LEVEL	**The eighth grade of junior high school/ basic**
TOPIC	**Describing Text (Focusing on describing animals)**
OBJECTIVES	**Students are expected to be able to tell pictures of animals in flashcards.**
VOCABULARIES	**White, black, tail, live, eat, color, fur, leg, big, small, ear, eyes, walk, jump, etc.**
MATERIALS	**markers, whiteboard, time token card, flashcard, handphone**
TIME	**90 minutes**
POTENTIAL PROBLEM	**Large class, loud class.**

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach new language.

Present Activities	Interaction	Time
Greetings and Introduction Self - Teacher greetings the students - The teacher asks about the student's condition - Teacher introduces herself	T-SS	7 minutes
Attendance List and Reading Prayer - The teacher mentions the students' names one by one. - The teacher asks one student to lead their friend before starting the class.	T-SS	5 minutes
Attention Grab T; clap one, clap two, clap three S : tepuk satu kali, tepuk dua kali, shuutt	T-SS	3 minutes
Present Material: - The teacher explains descriptive text focusing on describing animals and gives examples. - The teacher explains how to describe animals (name, size, physical characteristics, eat, move, and live). - The teacher prepared a time token card.	T-SS	30 minutes

- The teacher explains how to use the time token card and describes the flashcard's animals.		

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember, S-S interaction is very important.

Practice Activities	Interaction	Time
The teacher assigns one group to come forward and describe the picture on the flashcard using the time tokens card.	T-SS	20 minutes

Produce: Production activities give the student opportunity to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
Finally, the teacher corrects the wrong student's pronunciation, and all students repeat.	T-SS	10 minutes
Ice Breaker: Salah-Benar (cluenya itu salah berarti benar dan benar berarti salah). • Teacher asks students to stand up and make 2 lines.	T-SS	

• Teacher tells the students how to do this activity. These are the rules: 1. If teacher says "front" students jump to the back. 2. If teacher says "back" students jump to ahead. 3. If teacher says "right" students jump to the left 4. If teacher says "left" students jump to the right			
The teacher reviews the material then closes the meeting by praying and saying "thank you and Salam".	T-SS		10 minutes

PPP LESSON PLAN TEMPLATE (Second Meeting)

CLASS/LEVEL	The eighth grade of junior high school/ basic
TOPIC	Describing Text (Focusing on describing animals)
OBJECTIVES	Students are expected to be able to tell pictures of animals in flashcards.
VOCABULARIES	White, black, tail, live, eat, color, fur, leg, big, small, ear, eyes, walk, jump, etc.
MATERIALS	markers, whiteboard, time token card, flashcard, handphone
TIME	90 minutes
POTENTIAL PROBLEM	Large class, loud class.

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time

Greetings - Teacher greetings the students - Teacher ask about students' condition	T-SS	5 minutes
Attendance List and Reading Prayer - Teacher mentions students' name one by one. - Teacher asks one student leads their friend before starting the class.	T-SS	5 minutes
Warming up: Aram Sam Sam Song	T-SS	5 minutes
Attention Grab T : Hi S : Hello	T-SS	3 minutes
Present Material: The teacher reviews the material in the previous meeting.	T-SS	17 minutes

Practice: Create a few practice activities using the new language. Try to increases

STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
- The teacher assign two group to come forward describe the picture on the flashcard using the time tokends card.	T-SS	35 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
Finally the teacher corrects the wrong student's pronunciation, and all students repeat.	T-SS	10 minutes
The teacher reviews the material then closes the meeting by praying and saying "thank you and Salam".	T-SS	10 minutes

PPP LESSON PLAN TEMPLATE (Third Meeting)

CLASS/LEVEL	The eighth grade of junior high school/ basic
TOPIC	Describing Text (Focusing on describing animals)
OBJECTIVES	Students are expected to be able to tell pictures of animals in flashcards.
VOCABULARIES	White, black, tail, live, eat, color, fur, leg, big, small, ear, eyes, walk, jump, etc.
MATERIALS	markers, whiteboard, time token card, flashcard, handphone
TIME	90 minutes
POTENTIAL PROBLEM	Large class, loud class.

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings - Teacher greetings the students - Teacher ask about students' condition	T-SS	5 minutes
Attendance List and Reading Prayer - Teacher mentions students' name one by one. - Teacher asks one student leads their friend before starting the class.	T-SS	5 minutes
Warming up: Guess Me - **The teacher divided the students into two groups.** - **Each group makes a line and faces each other** - **Students guess the picture above the head by applying the image**	T-SS	10 minutes
Attention Grab T : fokus hokus	T-SS	3 minutes

S : every body fokus		
Present Material: The teacher reviews the material in the previous meeting.	T-SS	17 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
- The teacher assign two group to come forward describe the picture on the flashcard using the time tokends card.	T-SS	30 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
Finally the teacher corrects the wrong student's pronunciation, and all students repeat.	T-SS	10 minutes
The teacher reviews the material then closes the meeting by praying and saying "thank you and Salam".	T-SS	10 minutes

CLASS/LEVEL	The eighth grade of junior high school/ basic
TOPIC	Describing Text (Focusing on describing animals)
OBJECTIVES	Students are expected to be able to tell pictures of animals in flashcards.
VOCABULARIES	White, black, tail, live, eat, color, fur, leg, big, small, ear, eyes, walk, jump, etc.
MATERIALS	markers, whiteboard, time token card, flashcard, handphone, speker
TIME	90 minutes
POTENTIAL PROBLEM	Large class, loud class.

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings - Teacher greetings the students - Teacher ask about students' condition	T-SS	5 minutes
Attendance List and Reading Prayer - Teacher mentions students' name one by one. - Teacher asks one student leads their friend before starting the class.	T-SS	5 minutes
Ice Breaker: Senam tangan di putar- putar	T-SS	10 minutes
Attention Grab T : Attention S : Attention, attention, attention	T-SS	3 minutes
Present Material: The teacher reviews the material in the previous meeting.	T-SS	17 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
- The teacher distributes time token cards to each student - The teacher shows a picture of the animal in front and students will describe the animal with a 30 second time limit - Students who have answered return the time token card and may not answer again.	T-SS	30 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

| Production Activities	Interaction	Time
Finally the teacher corrects the wrong student's pronunciation, and all students repeat.	T-SS	10 minutes
The teacher reviews the material then closes the meeting by praying and saying "thank you and Salam".	T-SS	10 minutes

TRANSCRIPTION

SAMPLE IN PRE-TEST

1. The picture cat mempunyai bulu warnah white, mempunyai two kaki, mempunyai two mata.
2. Kucing, empat kaki, telinga dua, mata dua, hidung satu, mulut satu , warnah putih, ekornya hitam.
3. The picture kelinci, 2 telinga , satu hidung, empat kaki, satu mulut, bulu berwarna putih.
4. Kambing memiliki dua mata, empat kaki, dua telinga, memiliki bulu warnah putih dan coklat, memiliki satu ekor, dua telinga, satu mulut, satu hidung.
5. Mempunyai bulu dan kaki, bulu putih dan coklat, mempunyai telinga, bulu coklat, mempunyai hidung warnah coklat, mempunyai ekor warnah putih, rambut warna coklat.
6. The picture cat, mempunyai empat kaki , dua mata , dua telinga, mempunyai kumis,mempunyai hidung satu, mempunyai ekor, mempunyai kulit berwarna black and white.

SAMPLE IN POST- TEST

1. My name is adinda : Animal duck, habitat water and many species a leaves. Food aquatic plants, fish, insects. Activity swim and forage. Characteristic has short leg, the color is white , and long neck, size it is medium, move to land.

2. My name is sarmilati name animal, it is cat, size it is medium, characteristic it has four leg, it has black and white fur, it has two ears, it has tail. Move in road , in live on land.

3. My name is zahra i will describing animal goat, size it is medium, characteristic it has white and brown fur, it has two eyes, it has four leg, it has two harms, it has tail, eat grass and leaves, move it walk , live rouky mountainus area.

4. My name is aya it is cat, size it is medium, characteristic it has four leg, it has black and white fur, it has two eyes, it has tail, and eat has fish, live in land, move it truts.

5. My name is marwah it is cat, it is medium, characteristic it has four leg, it has white and black fur, it has to eyes, it has two ears, it have food it fish. Move it truth, live in land.

6. My name meli , it is cow, habitat land, food grass, activity eat and sleep, characteristic has four leg, has two eyes, and has color black and white, and have nose, and have two ears, size it is big.
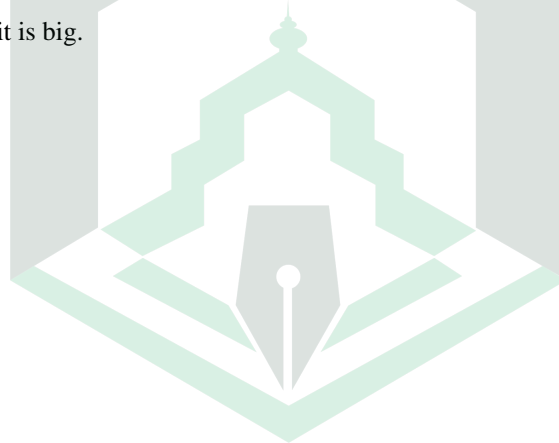
DOCUMENTATION

PRE-TEST SECTION

Figure 1 : Researcher gave pre-test with a picture about animals, students chose one picture, and

then they described the topic.

TREATMENT SECTION

Figure 2: Researcher gave a treatment with explain time token strategy and time token card

POST-TEST SECTION

Figure 3: The researcher asks students to explain the given picture.