THE EFFECTIVENESS OF USING TIME TOKEN AREND STRATEGY TO IMPROVE STUDENT'S SPEAKING ABILITY

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Abstract
This study aims to determine the effect of using the Time Token Arend strategy on the ability to speak English in class VIII MTsN 1 Mentawai Islands. This research is a quantitative research that uses a pre-experimental method, with a one group pre-test-posttest design. In the experimental class, treatment is given using the Time Token Arend strategy. The population of this study is class VIII MTsN 1 Mentawai Islands academic year 2021/2022, totaling 78 people consisting of 3 classes namely VIII 1, VIII 2 and VIII 3. The sample class is determined by homogeneity and normality tests, which are selected as experimental classes is VIII 2. The instrument used is a speaking test. The results of the students' English speaking ability scores were analyzed using the pre-test and post-test patterns. After averaging, the average pretest score is 60.56 and the posttest average is 74.08. After the t-test, it is known that the t-count value is greater than the t-tables value (9.14> 2.06). Testing this hypothesis is done by t-table test, after doing t-count = 9.14 is greater than t-tables = 2.06 in the level of significance of 0.05. Thus, the findings state that the hypothesis in this study is accepted, because using the time token arend strategy has an effect on students' English speaking skills.

Keywords: Effectiveness, Time Token Arend, Speaking Ability

INTRODUCTION

In our life language is very important to us, and its function is for communication. Speaking is one skill in the language. It happens between two people, two groups, or even more. In learning to speak, many of the students find it difficult to say something and lack of confidence. Speaking is an important skill to be taught because speaking is the process of revealing something fundamental about the mind and how it deals with perception, feeling and intention. The Importance of speaking is to show ideas, opinions, arguments and reasons to another person. By speaking, students can communicate with their friends. Speaking is not talent but this is a skill that must be acquired by practicing, trying hard to produce any kinds of word little by little, continuously and seriously in order to speak well (Matius, et al,. 2018). Speaking consists of producing systematic verbal utterances to convey meaning (Turner, 2017). It is mean that, speaking is an inter-active process of constructing meaning that involves producing, receiving and processing information. Speaking is the ability to communicate ideas appropriately and effectively. Speaking can be defined as delivering an address to public audience; people came to see the candidate and hear the speech making or capable of or involving speech or speaking. In addition, speaking is the ability to pronounce an articulated sound to express or say opinions, feelings, and ideas to others (Dewi,2020).

Most of the students still lack to improve speaking their ability in English. This phenomenon the researcher got when pre-observation at second grade students MTsN 1 Kepulauan Mentawai, the researcher found that some students were not interest in learning speaking. First, some students are not confident, shy and to be silent in speaking. Second, students had lack vocabulary to be revealed in English and do not know how to use appropriate grammar. It makes some students are having a problem with their speaking ability. As the result they are afraid of revealing an opinion or idea. Third, some students are unconcerned about English lessons. And last, some of the students are not active in class. It could be seen they are feeling embarrassed with their friend that are cleverer than themselves or in another word we can call it as anxiety. From those problems and the class condition above, the

researcher wants to help the students to be more active in speaking English and improve student's speaking ability by using one of cooperative teaching learning model namely, Time Token Arend Strategy. Time Token Strategy introduced by Arends, this strategy is one of type of active learning strategies that can be applied in classroom. According to Arends (2011) Time Token Strategy is a cooperative learning model used to develop the skills of participation of the learners. Moreover according to (Bagas, 2017) a Time token is one strategy that can help the students to achieve speaking skills. Time Token Arends learning model is one small example of the application of democratic learning in school. In addition, Fentari and Latif (2016) state that the Time Token Arends strategy is a learning model that trains and develops social skills students to not dominate talk and does not silence in the class when learning.

There are some advantages of Time token Arend Strategy as following: According to Arends (2011) states that the advantages of *Time Token Arend* are . *First*, Improve activities of the students and the academic achievement of them. *Second*, Improve energy of student memory. *Third,* Improve student satisfaction empirically. *Fourth,* Assist students in developing skills to communicate verbally. *Fifth,* Developing skills of social students. *Sixth,* Improve to feel confidence as a student. *Sixth,* Assist to improve the positive relationships between students. Moreover, Wijayanti (2018) said that there are some advantages to using *Time Token Arend* are as following : (a) Give motivation for students to participate in their speaking. (b) Avoid dominating active students speaking in class and other students being silent in class. (c) Help the students be active in learning. (d) Increased students' ability to speak in class. (e) Practice the students' speaking their opinions. (f) To teach students to appreciate different opinions in class. (g) Do not need many media for this learning.

There are some steps to implementation of Time Token Arend strategy in between as follows: According Jacobs and Renandya (2019) describe five preparation the implementation of *Time Token Arend* Strategy to students' speaking ability are. *The first* preparation is to choose the appropriate material, suitable for the level of the students and the syllabus. *The second* preparation for teaching speaking is the *Time Token Arend* Strategy. *The third* preparation is to prepare the media. *The fourth* preparation is to formulate a lesson plan. Beside There are some steps or procedures of *Time Token Arend* Strategy in learning teaching as following:

According to Mukrimaa (2014), the teaching procedure Time Token Arend are: a) The teacher explains the learning objectives of basic competencies. b) The teacher conditions the class to carry out classical discussions. c) The teacher gives assignments to students. d) The teacher gives a number of coupons to students before speaking or making comments. Every time they appear to speak one coupon, students can appear again after taking turns with the other students. e) Students who have run out of coupons may not speak again. f) Students who still hold their coupons are not allowed to speak again. g) Students who still hold coupons must speak until all the coupons are used up. h) And so on until the child speaks. i) The teacher gives a number of values according to the time used by each student.

Furthermore Kurnia and Hafid (2019) states Procedures of Time Token Arend are : 1) Conduct the class to carry out the discussion. 2) Each learner is given a talking coupon with a time of 30 seconds. 3) Each learner is assigned a number of values according to the time that the learners used. 4) When learners have finished talking, the coupons held by the learners are submitted. 5) Students who have exhausted their coupons are not allowed to speak anymore.

METHOD

Based on the purpose of this research, the researcher decides to use quantitative research as the research design in this chapter. Quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest Gay et al., (2012). The researcher uses the pre-experimental method, in this research, the researcher choose the One-Group Pretest-posttest design. This research was conducted on 9 March-31 March 20222 at 8th-grade students of MTsN 1 Kepulauan Mentawai in the academic year 2021/2022.The Population consisted of 78 students consisting of 3 class. in this research

the researcher took one class as a sample. In selecting the sample the researcher took the students mid test. After that, the researcher found the normality and homogeneity data of each class by using SPSS. Therefore, in this research the researcher found that all of classes were normal. In order to see the significant improvement in students' speaking ability, therefore the researcher chosen the class randomly to be researched. Then, the researcher found class VIII2 to be researched. The instrument used in this research was an oral test. The test consists of pre-test and post-test. In the pre-test, the researcher gave an oral test at the beginning of the study or before implementing treatment. This oral test was measure with a table of grading speaking scale in descriptive text adapted from Brown (2007). Score calculation according to (Arikunto, 2014).

$$S = \frac{R}{N} \times 100$$

Where: S = Mark
  R = Total score of the students
  N = Maximum idea score.

In this research, data was analyzed to search mode, median, variants, standard deviation and t-test.

RESULT AND DISCUSSION

The progress of student learning outcomes through the implementation of the Time Token Arend Strategy in teaching Speaking is the greatest hope of researchers in conducting their research. Before the researcher applying Time Token Arend Strategy researcher did pretest. In pretest the researcher did not give any treatment the researcher asked student to introduce self. Then, the researcher got the results of the students' mean scores were in sufficient criteria.

Mean score of pre-test

$$\chi = \frac{\Sigma \chi}{n}$$

$$\chi = \frac{1514}{25} = 60.56$$

Students are not able to express their opinions to others, students lack the expression of asking and giving opinions and students are not able to organize their opinions. After that, the researcher decided to apply the Time Token Arend strategy in teaching speaking ability. The researcher taught students about the experimental group by applying the Time Token Arend Strategy.

In appying the Text Walk strategy, the teacher should know the steps of the strategy by Shoimin in Asriansyah (2019) state the implementation of the *Time Token Arend* Strategy to students' speaking ability are. *First,* the teacher explains the learning objectives. *Second,* the teacher conditions the class to carry out discussions (cooperative learning/CL). *Third,* the teacher gives assignments to students. *Fourth,* the teacher gives a coupon number with +30 seconds per coupon for each student. *Fifth,* the teacher asks students to give coupons first before speaking or making comments. *Sixth,* the teacher gives a value according to the time used by each student.

The researcher conducted treatment in six meetings. In the *first treatment*, the researcher explained to the students about the Time Token Arend strategy and the researcher applied the Time Token Arend strategy to see the students' speaking ability. The researcher asked the researcher assigned students to make a descriptive text about describing animals or pets. Based on the observations of the researcher during teaching in the first treatment, the researcher saw that students were still not used to express opinions in front of the class, lacked motivation to speak in front of the class, and many students were silent and did not participate during the learning process.

In the second treatment, The researcher gave a worksheet to each group where there were several pictures of fruit and the researcher asked each student to choose a fruit and then describe it. Based on the researcher's observations during teaching in the second treatment, the researcher saw that there were some students who were excited when the researcher asked the students to assess the appearance of their friends, in this case the students were able to express their opinions, although many did not dare to speak or express their opinions, the students still looked lack of motivation to speak in front of the class, and many students are silent and do not participate during learning.

In the third treatment, the researcher assigned the students to make a descriptive text about describing family members. The researcher asked students to describe one family member such as their Grandfather, Grandmother, Father, Mother, Brother and Sister. in the third treatment, the researcher saw that there were some students who were excited when the researcher asked the students to assess the appearance of their friends, in this case the students were able to express their opinions, although many did not dare to speak or express their opinions. Lack of motivation to speak in front of the class, and many students are silent and do not participate during learning. In the fourth treatment, the researcher assigned students to make a descriptive text about describing tourist attractions.

In the fourth treatment, the researcher saw that there were some students who were excited when the researcher asked the students to rate the appearance of their friends, the researcher saw that the students were eager to discuss the tourist attractions they had visited in this case students were able to express their opinions, although many did not brave to speak or express their opinions, students still lack motivation to speak in front of the class, and many students are silent and do not participate during learning.

In the fifth treatment, the researcher assigned the students to make a descriptive text about describing their fellow group or classmate. In this fifth treatment, the researcher saw that the students were enthusiastic in doing the assigned tasks; the students also asked a lot of questions, without being asked the students had offered to appear in front of the class, the students looked more motivated and participated in speaking in front of the class. When displaying descriptive text, the researcher saw that students were no longer nervous and students were more confident when speaking in front of the class.

In the sixth treatment, the researcher assigned the students to make a descriptive text about describing their favorite idol or artist. Based on the researcher's observations during teaching in the first, second, third and fourth treatments. In the fifth and sixth treatments, the researchers saw that the students were enthusiastic in doing the assignments given; the students also asked a lot of questions, without being asked the students had offered to appear in front of the class, the students looked more motivated and participated in speaking in front of the class. When displaying descriptive text, the researcher saw that students were no longer nervous and students were more confident when speaking in front of the class.

After the last teaching or treatment, the researcher conducted a posttest. The results of the post-test data show the good category. This means that the value of students after being given treatment (Posttest) is higher than before being given treatment (Pretest). The results of the post test scores can be seen from the average value of the mean below.

Mean score of post-test

$$\chi = \frac{\Sigma \chi}{n}$$

$$\chi = \frac{1852}{25} = 74.08$$

Based on the analyzed data above, the researcher found several findings. They were following; the data was speaking score in pre-test and post-test. The score were given based on the scoring rubric from Brown. The highest score of each component was five and lowest score was one. Then, all the score of the five components were totally counted with formula as follow:

$$Student\ Score = \frac{Total\ Score}{Score\ Maximal}\ X\ 100$$

To see the Effectiveness of Time Token Arend strategy the data was analyzed by using formula from Gay and Airasian. First, the researcher found out mean score of pre- test and post-test. Mean score of pre test was 60.56 and post-test was 74.08. The statistical formula can be seen as follow:

Mean score of pre-test

$$\chi = \frac{\Sigma\chi}{n}$$

$$\chi = \frac{1514}{25} = 60.56$$

Mean score of post-test

$$\chi = \frac{\Sigma\chi}{n}$$

$$\chi = \frac{1852}{25} = 74.08$$

The following table shows the descriptive analysis of students" speaking ability in pre-test and post-test. The analysis is done by using the score of pre-test and post-test.

Table 1. Descriptive analysis of students" speaking ability in pre-test and post-test

Statistic	Pre-test	Post-test
Mean	60.56	74.08
Median	62	74
Modus	62	72
Range	42	24
Highest Score	82	84
Lowest Score	40	60
SD	12.8	6.67
Variance	164.8	44.49

The distribution of the scores is described in frequency and percentage for both pre-test and post-test. The table below is the frequency and the percentage according to the grade:

Table 2. Frequency and percentage for both pre-test and post-test

Percentage	Interpretation	Frequency		Percentage	
		Pre-Test	Post-Test	Pre-Test	Post-Test
80-100	Excellent	2	6	8%	24%
66-79	Good	6	15	24%	60%
56-65	Sufficient	9	4	36%	16%
40-55	Fairly Sufficient	8	-	32%	
<39	Poor	-	-		
	Total	25	25	100%	100%

After that, the researcher would find out ∑D (-338) and ∑D2 (5884). After getting the result of ∑D and ∑D2, the researcher found out the sum of difference score both of the tests, it is used formula of (Gay and Airasian, 2012) . To find out D needed ∑D and N. ∑D was the total of differences (-338) and N was the total of students (25), and the result of ∑D was 13.52.

After getting the mean of the difference, the researcher calculates the t-test. It can be seen below:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{13.52}{\sqrt{\dfrac{\sum 5884 - \dfrac{(\sum 338)^2}{25}}{25(24)}}}$$

$$t = \frac{13.52}{\sqrt{\dfrac{\sum 5884 - 4570}{(600)}}}$$

$$t = \frac{13.52}{\sqrt{2.19}}$$

$$t = \frac{13.52}{1.48} = 9.14$$

Based on the data analyzing above, the researcher found several findings. They were as follows:

a. The researcher found that the mean score for the treatment class which was taught by using Time Token strategy was 9.14

b. The researcher found that t-calculated (9.14) was higher than t-table at degree of freedom (df= 25-2= 23) and the level of significance 0.05. Therefore, it can be concluded that there was a positive effect of using Time Token strategy toward student's speaking ability.

CONCLUSION

Based on the result of the data analysis presented in the previous chapter, it can be seen that Time Token Arend strategy can improve students' speakingability. It can be proved by the students' speaking score in pre-test and post-test. Then, from the finding of this research, it can be concluded that teaching speaking by using time token arend strategy gave significant effect toward students' speaking ability. The result of post-test was analyzed by using t-test formula. The researcher got the value of t-test was 9.14 and the value of t table was 2.06. It means t- test was higher than t-table, so hypothesis 1 (H1) was accepted. Finally, the researcher concluded that the time token arend strategy can improve student's speaking ability at MTsN 1 Kepulauan Mentawai. Based on the conclusion above, the researcher gave some suggestions since proved that there was positive effect of time token arend strategy in improving speaking ability. It suggested to English teachers especially who tough second grade students , to applied and implemented time token token arend strategy speaking , because this strategy can improve students speaking ability . This strategy can help students to explore their ideas in speaking process. However, the teacher was easy to evaluate students ' weakness in speaking skill.

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