

TIME TOKEN ARENDS TECHNIQUE ON STUDENTS' SPEAKING SKILL: ANY EFFECT?

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Abstract

The research was aimed to see the effect of the Time Token Arend Technique on students' speaking skills at seventh-grade students of SMP Negeri 6 Tanjungpinang. This research used a quasi-experimental design. This research involved 57 students which were divided into two classes. 28 students in VII.5 class as experimental class and was taught using Time Token Arens Technique and 29 students in VII.2 class as control class was taught using pair group discussion. The research instrument used in this research was an oral test. The researcher conducted a pre-test then applied it in both classes. Then, the researcher gave a post-test to see the increase of the mean score after the treatment. The results of the pre-test and post-test were analyzed using normality, homogeneity, and the Mann-Whitney test. The result of the post-test showed that the class that was taught using the Time Token Arens technique had a higher average score where the average score of the experimental class in the post-test was 68.80 and the average score of the control class in post-test was 68.69. The students' average score of the experimental class was higher than the control class. Based on the result of the test and the differences between the average score of the experimental class and control class, it could be concluded that the Time Token Arens technique had a significant effect in teaching speaking skill to seventh-grade students of SMP Negeri 6 Tanjungpinang.

Keywords: Speaking, Time Token Arens Technique.

I. INTRODUCTION

English is the language used as an international language in the world. Nowadays, mastering English has become a must for everyone, because we are going to find English all over the place, starting from finding a job to a small thing like using a mobile phone. If we mastered English, there are no disadvantages to us. It's not hard to learn English, we can learn from everywhere we are.

There are four skills in learning English; listening, speaking, reading, and writing. The four skills are divided into two characteristics; receptive and productive. Listening and reading include in the receptive skill, because in listening and reading we are asked to comprehend the text. Even speaking and writing include productive skills because in these skills we are asked to produce the words to communicate in spoken or written forms. According to Harmer (2007), receptive skill is a term used for reading and listening, a skill where meaning is drawn out from the discourse. Productive skill is the term for speaking and writing, a skill where students have to produce the language themselves.

According to Harris (2009), speaking is one of four basic skills of language and it has an important role in daily life because it is the main skill in communication. Speaking must fulfill Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. Besides, comprehension is the ability to understand completely and be familiar with a situation, facts, etc. It refers to the ability to understand the speakers' intention and general meaning.

There are many kinds of speaking; imitative, intensive, and responsive. Based on Competency

Standard (Standar Kompetensi) and Basic Competency (Kompetensi Dasar), the first-year students are expected to be able to understand and respond how to get attention and opinion, to ask about can and will, to invite, and to show the existence of things and people (Kemendikbud, 2017).

According to Anderson in Izmi (2003), the descriptive text describes a particular person, place, or thing. It means that descriptive text is designed especially about a person, a place, or things. They also stated descriptive text to tell about the subject by describing its feature without including personal opinions. The descriptive text has generic structures, which are identification and description. According to Purwati & Marta (2005), the generic structure of the descriptive text has two parts: identification and description. Firkins (2009) stated that the purpose of the description is to imagine the reader by using a picture of a person, subject, or setting. It is allowed by using a picture so that the reader can visualize it.

Teachers can use the technology, method, or strategy to enable the learning process when teaching English. The teacher can use, for example, a direct way to teach but only with a direct way to learn is ineffective because it is still far too general. For that, a technique is needed so the learning process is more specific. So, the researcher chose the Time Token Arends technique to help the learning process, especially in teaching speaking.

Time Token Arends first time developed and tried by Elliot Aronson and his friends at the University of Texas, and later then adapted by Slavin and friends in University of John Hopkins, cited in Asmiati (2010). Arends in Slavin (2010) stated that Time Token is one of type Cooperative study which can be used to teach the social skill, to avoid the student predominate the discussion or student kept quiet at all. Where student learns in the small group consisted of four to six people heterogeneously and cooperates the interdependence which must be learned and submit the items to other group members, every student is given the coupon talk within \pm 30 seconds. Every student is given several values according to circumstance time. Lie (2004) stated that the model of study of time token unlike merely learning group, but base elements is differentiating it with the group division conducted. There are five elements to be applied in the Time Token Arends technique; a. Positive interdependence, b. Look in the face, c. civil responsibility, d. Communications usher the member, e. Evaluate the group process.

There are several steps of doing Times Token Arends: 1). The teacher explained the purpose of Learning/KD, 2). The teacher managed the class to do a discussion, 3). The teacher gave a talk to students, 4) The teacher gave some of the talking coupons in 30 seconds for each student, 5) The teacher asked students to over the coupon before speak or comment one coupon for every performance. Students can perform again after taking turns with other students. The students who finished all coupons do not speak again, while students who still have the coupon must speak until the coupon is finished, 6). The teacher gave score appropriate time which used every student.

Arends (2010) stated that the advantages of Time Token Arends; 1). To support students to improve initiative and their participation, 2). The students do not dominate the conversation or silence, 3). The students to be active in the learning activity, 4) Improve students' ability in communication (speaking aspect), 5). Train students to give expression about their opinion, 6). Grow the habit of students to listen to other people, divisible, give input, and open to critical, 7). Teach students to appreciate the opinion of other people.

Arends (2010) also stated that the disadvantages of Time Token Arends; 1). Only used in a certain subject of learning, 3). Cannot be used in a class that has many students, 4). Taking any time to prepare and in the learning process, because all students must speak one by one consist of the total coupon that they have, 5). The students who become active in class cannot dominate in the learning activity.

Based on the researcher's experience when doing teaching practice at SMP Negeri 6 Tanjungpinang, the researcher found some problems in the teaching and learning process. The problem was with their speaking skill. First, they had difficulty explaining their thoughts. Second, they felt anxious when they showed their ideas in English. It made it difficult to answer the questions from the teacher. It is why the researcher is interested to know whether there was an

effect of the “Time Token Arends” technique on students’ speaking skill at seventh-grade students of SMP Negeri 6 Tanjungpinang or not in teaching and learning English.

II. METHOD

This research was conducted on October-November 2020 at 7th-grade students of SMP Negeri 6 Tanjungpinang in the academic year 2019/2020. The sample consisted of 57 students that got by using purposive sampling. 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 Hughes (2003). Score calculation according to (Asrul et al, 2014) is:

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

Which in:

P: Students’ final score

R: Students’ raw score from the rubric

N: Rubric’s maximum score

The research procedure was; 1. Preparation Stage; a. Proposing the researcher permit to Universitas Maritim Raja Ali Haji Tanjungpinang, b. Asked permission and sending a permit to SMP Negeri 6 Tanjungpinang and observing the place also choose the sample of the population, 2. Implementation stage; a. Gave the pre-test to both the experimental class and control class by telegram group class to know the average score of descriptive text before the treatment, b. Conducting the Time Token Arends Technique at the experimental class, while at the control class is taught regularly, c. Gave the post-test to both of the class by telegram group class to measure the average score of descriptive text after the treatment, and also to found the final result, 3. Final stage; a. The researcher analyzed the data, b. The researcher concluded the result.

Data of this research was analyzed to search mode, median, variants, and standard deviation, Normality Test, Homogeneity Test, Independent Sample T-test.

III. RESULT AND DISCUSSION

A. Result

i. Pre-Test and Post Test

The pre-test in experimental was conducted on October 20th 2020. The instrument used was oral test (recorded in voice note). Here is the result of the pre-test in experimental class:

Table 1. Data of Pre-test in Experimental Class

Total	23	26	24	24	25	122	488
Average	2.30	2.60	2.40	2.40	2.50	12.20	48.80
Standard deviation	0.82	0.74	0.86	0.86	0.67	3.41	13.63
Lowest	2	2	2	2	2	10	40
Highest	4	4	4	4	4	20	80

The focus of this test was on the category of Identification and Fluency. From the data above, it could be seen the total of data was 488, the average was 48.80, which meant that, based on the score classification, the students’ identification and fluency aspect of speaking, were in the category of inadequate.

Then, the pre-test in the control class was conducted on October 22th 2020. The instrument used was an oral test (recorded in voice note). Here is the result of the pre-test in the control class:

Table 2. Data of Pre-test in Control Class

Total	23	26	22	25	23	119	476
Average	2.30	2.60	2.20	2.50	2.30	11.90	47.60
Standard deviation	0.85	0.81	0.84	0.65	0.75	3.21	12.86
Lowest	2	2	2	2	2	10	40
Highest	4	4	4	4	4	19	76

The focus of this test was on the category of Identification and Fluency. From the data above, it could be seen the total of data was 476, the average was 47.60, which meant that, based on the score classification, the students' identification and fluency aspect of speaking, were in the category of inadequate.

Next, the post-test in the experimental class was conducted on November 17th, 2020. The instrument used was an oral test (recorded in voice note). Here is the result of the post-test in the experimental class:

Table 3. Data of Post-test in Experimental Class

Total	33	36	34	34	35	172	688
Average	3.30	3.60	3.40	3.40	3.50	17.20	68.80
Standard deviation	0.50	0.46	0.55	0.48	0.42	1.83	7.34
Lowest	3	3	3	3	3	15	60
Highest	4	4	5	4	4	21	84

From the data above, it could be seen the total data was 688. The total of data had increased by 100 from the pretest. The average was 68.80 and had increased by 10.00. Based on the average score, 68.80, and also based on the score classification. The researcher could conclude that students' speaking skill after implementing the technique was in the category of fair.

Table 4. Data of Post-test in Control Class.

Total	33	36	32	23	33	157	1992
Average	3.30	3.60	3.20	2.30	3.30	15.70	68.69
Standard deviation	0.50	0.55	0.51	0.75	0.50	2.20	8.76
Lowest	3	3	3	2	3	14	56
Highest	4	5	4	4	4	20	80
Total	33	36	32	23	33	157	1992

From the data above, it could be seen the total data was 1992. The total of data had increased 1516 from the pretest. The average was 68.69, which had increased by 21.69. Based on the average score, 68.69, and also based on the score classification, the researcher could conclude that students' speaking skills after implementing the technique were in the category of fair.

ii. Normality Test

To know whether the data is normal or not we need to see p-value of normality. If p-value normality is higher than alpha 0,050, the data is normal. If p-value normality is lower than alpha 0,050, that data is not normal.

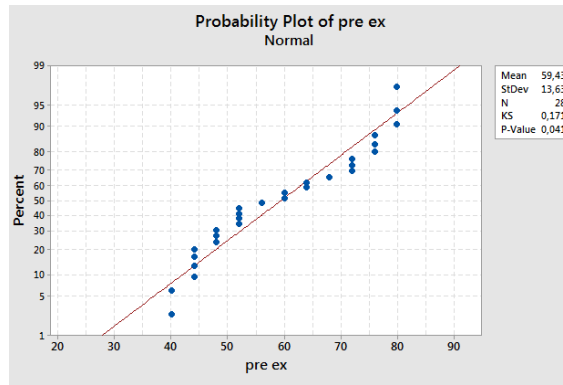


Figure 1. Normality of Pre-Test in Experiment Class

P-value from the figure above was 0,41. Mathematically, 0,41 was lower than alpha (0,050). So, it meant our data pre-test experimental class was in not normal distribution.

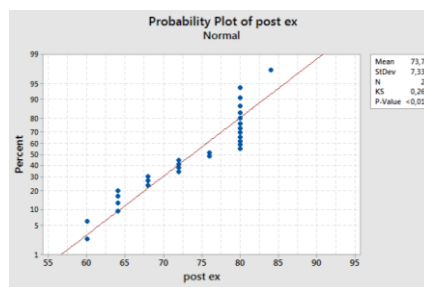


Figure 2. Normality of Post-Test in Experiment Class

P-value from the figure above was 0,010. Mathematically, 0,010 was lower than alpha (0,050). So, it meant our data post-test experimental class was in not normal distribution.

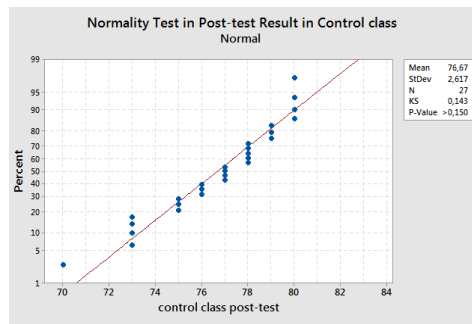


Figure 3. Normality of Pre-Test in Control Class

P-value from the figure above was 0,150. Mathematically, 0,150 was bigger than alpha (0,050). So, it meant our data pre-test control class is in-normal distribution.

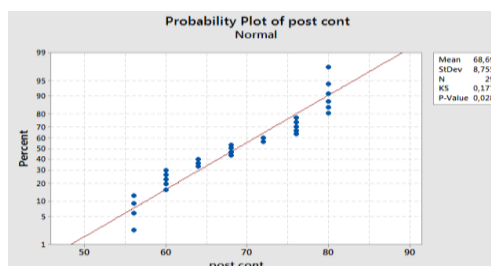


Figure 4. Normality of Post-Test in Control Class

P-value from the figure above was 0,028. Mathematically, 0,028 was lower than alpha (0,050). So, it meant that our data of pre-test control class was in not normal distribution.

iii. Homogeneity Test

To know whether the data is homogenous or not we need to see p-value Bonett's or Levene's. If p-value Bonett's or Levene's is higher than alpha 0,050, the data is homogenous. If p-value Bonett's or Levene's is lower than alpha 0,050, that data is not homogenous.

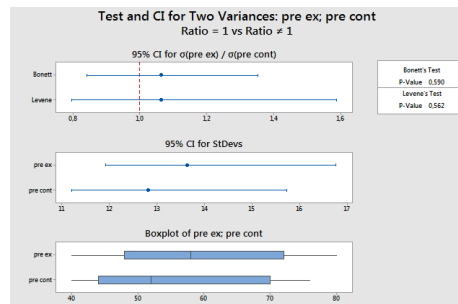


Figure 5. Homogeneity of Pre-Test in Experiment and Control Class

P-value Bonett's from the figure above was 0,590, while p-value or Levene's was 0,562. Mathematically, 0, 590 or 0,562 were bigger than alpha 0,050. So, it meant that our data pre-test in both class was in homogenous.

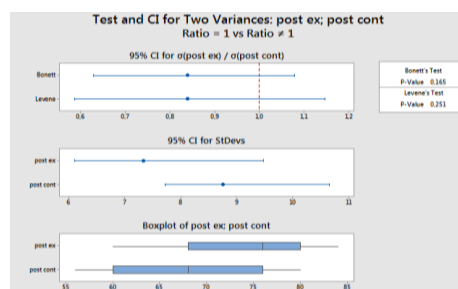


Figure 6. Homogeneity of Post-Test in Experiment and Control Class

P-value Bonett's from the figure above was 0,165, while p-value or Levene's was 0,251. Mathematically, 0, 165 or 0,251 were bigger than alpha 0,050. So, it meant our data pre-test in both class was in homogenous.

iv. Hypothesis Test

Before knowing the result of Mann-Whitney test we needed to see again our hypothesis formulation that we formulated previously. The formulation was:

- a. Alternative Hypothesis (Ha): There was any significant effect of Time Token Arends Technique on Students' Speaking skill at SMP Negeri 6 Tanjungpinang.
- b. Null Hypothesis (H0): There was no significant effect of Time Token Arends Technique on Students' Speaking skill at SMP Negeri 6 Tanjungpinang

After we see again our formula of hypothesis, next, we needed no know how Ho or Ha that we accepted and rejected. To do that, the decision was

- a. Ha accepted Ho rejected if P-value smaller then Alpha.
- b. Ho accepted Ha rejected if P-value bigger than Alpha.

After formulating the hypothesis and got the decision, the last step was to see the Mann-Whitney result:

Mann-Whitney Test and CI: post ex; post cont

	N	Median
post ex	28	76,000
post cont	29	68,000

Point estimate for $\eta_1 - \eta_2$ is 4,000
95,1 Percent CI for $\eta_1 - \eta_2$ is (-0,002;7,998)
W = 953,0
Test of $\eta_1 = \eta_2$ vs $\eta_1 \neq \eta_2$ is significant at 0,0249
The test is significant at 0,0221 (adjusted for ties)

Figure 1. Mann-Whitney Result

Mann-Whitney p-value of t-test was 0,0221. The alpha used was 0,050. Mathematically, 0,0221 was smaller than alpha 0,050. So the result of hypothesis test was “there was any significant effect of Time Token Arends Technique on Students’ Speaking skill at SMP Negeri 6 Tanjungpinang”.

B. Discussion

Based on the calculation above, it could be concluded that students’ speaking skills had an effect during learning used Time Token Arends at first-grade students of SMP Negeri 6 Tanjungpinang. This result could be proved from the differences between the average score in the post-test of experimental class and control class which were taught by Time Token Arends technique. The post-test average score of the experimental class was 68.80 while the post-test of the control class was 68.69. The average score of the experimental class was higher than the average score of the control class. It meant that there was a significant effect of the Time Token Arends technique on students’ speaking skills at seventh-grade students of SMP Negeri 6 Tanjungpinang.

These findings could be proved by the theories based on Arends (1997) stated that Time Token is one of the techniques that required the students to become more active in an activity that rolls in class during the learning process. Activity here meant that students were required to speak up more than becoming silent or quiet. And another theory based on Slavin (2010) stated that Time Token one of the type in Cooperative learning which could be used to teach the social skill and to avoid the student predominate the discussion or student kept quiet at all.

The effect of the Time Token Arends technique was supported by previous findings conducted by Asmiati (2010). In her research, she found that Time Token Arends was an effective way to increase students’ speaking ability. And other previous findings conducted by Zahrina (2018), she did the research which aimed to improved students’ speaking skills by using Time Token Arends. The result of her research was that the Time Token Arends technique improved students’ speaking skills.

Based on the researcher’s analysis in the field, the students felt comfortable and enjoy talking in English. The students did not afraid to express their ideas and thoughts. Commonly, in speaking class, the students feel anxious and not confident when the teacher asked them to speak English. It happened because they lacked the vocabulary and not confident to express their thoughts and ideas about the descriptive text. The use of the Time Token Arends technique at seventh students SMP Negeri 6 Tanjungpinang had a significant effect on students’ speaking skills. The description of the data collected through Time Token Arends as a technique had improved the students’ speaking skills. Before the researcher gave a treatment, the students got bored with the monotonous learning such as learning by the textbook. After the students learned with Time Token Arends, they become more active to learn descriptive text, especially in speaking skills.

Therefore, based on the result of the data collection, it could be concluded that Time Token Arends technique had an effect during learning on students' speaking skill at seventh grade students of SMP Negeri 6 Tanjungpinang.

IV. CONCLUSION

Based on the result above, it was shown that using the Time Token Arend technique on students' speaking skills gave an effect on the learning process. It was shown that the Mann-Whitney p-value of the t-test was 0,0221. The alpha was 0,050 and the average post-test in experiment class had been increased by 10.00 from pre-test in experiment class and the average post-test in control class also increased by 21.69 in the control class. Also, there was an increase in the average score of all criteria by 1.00 from the pre-test in experiment class and by 1.00 from the pre-test but adjective decrease by 0.2 from pre-test in the control class. It meant that there was a significant effect after using the Time Token Arend technique on teaching speaking in seventh-grade students of SMP Negeri 6 Tanjungpinang.

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