

**JOURNAL**

**THE EFFECT OF TEACHING SPEAKING USING TIME TOKEN TO  
STUDENTS OF THE TENTH GRADE AT SMA MUHAMMADIYAH  
KEDIRI IN THE ACADEMIC YEAR 2016/2017**



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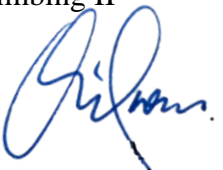
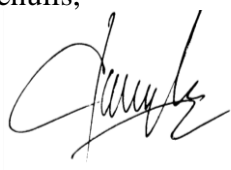
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**THE EFFECT OF TEACHING SPEAKING USING TIME TOKEN TO STUDENTS  
OF THE TENTH GRADE AT SMA MUHAMMADIYAH KEDIRI IN THE  
ACADEMIC YEAR 2016/2017.**

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**Abstract**

Speaking is an interaction between the speaker and listener where the aims are to deliver speaker information or intention during the conversation. This is a reason speaking is important subject that students understanding. So, in teaching speaking the teacher should select the teaching strategy that can improve the knowledge for students practice speaking ability in their English, for example time token strategy. But the students have problem to learn English, especially in speaking when the students ask to speaking in the front class the problem is not confidents and afraid to speak up. Therefore, this research aimed to know the tent grade students' speaking ability before and after being taught using time token method and the effect of time token method on the tenth grade students' speaking ability. This research used a quantitative and experimental with one group pretest-posttest design with the subject one class of X1 that was 34 students as sample of research which consisting of 34 students consist of 17 boys and 17 girls . The researcher finished the research by giving the pretest, treatment, and posttest to the students at X1 in five times of meeting. To analyzing the data, the researcher used SPSS in version 2.1. The result of this research showed that Time Token has the significant effect to the students' speaking ability. The t-test was (18.398> 2,441) with the significance level 5%. It means that t-score is higher than t-table. Based on the result, the researcher signifies that using time token strategy gives a better result on the students speaking ability. Finally, the researcher concluded that this research is time token strategy help the students to influence their speaking ability. Because teaching speaking using time token it can stimulate the students increase confidents to speak up in the front class or in the studying speaking.

Key words : Speaking, Time Token Method

**A. BACKGROUND**

Speaking is an interaction between the speaker and listener where the aims are to deliver speakers' information or intention during the conversation. When people start to speak, it means they want to deliver or share their ideas to others.

It is supported by Brown, all (2005:115) stated that "speaking is oral interaction where participants need to negotiate meaning of ideas, feeling and information". Based on the statement of Brown, .The speaker must see the relationship between ideas presented and

they can share their idea, thought, feeling and opinion about something through speaking and using learning method the students can improve their idea with speak up. According Brown (2007:237) states that social contact in interactive language function is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gesture, eye contact, physical distance and other nonverbal messages. In this case, the speaker must see the relationship between ideas presented. There are some aspects to evaluate the students speaking. The aspects are as follow: Pronunciation, vocabulary, grammar, fluency, and comprehension. It is important to be known by speak.

In the fact speaking many avoid of the student. Based on the researcher experience it was found that the students were difficult to speaking like example pronunciation too difficult, influence not easy when teaching English. It was shown when the researcher asked the students to speak up in the front class or speak up with other friends many students afraid to speaking English. Second most students less confident, when the teacher asks to the student to speak up in the front class or speak up with other friends.

The problem does not only come from student, but the problems also come from the teacher. In generally the English teacher

use same strategy and technique to teach reading in different grade, and sometimes they never change strategy for along time to teach. The English teachers use same strategy and thechnique in teaching speaking, especially for old teacher they use same technique because they do not now new way to teach as like strategy. This is caused the students often feel bored in the teaching learning process. There aren't activities that demand student to speak up and can make students brave speaking English in learning process. It makes them get low motivation in learning English.

To help the teacher make the students easy to comprehend there are some ways that can be used to teach speaking skill. The way that can we use to student speaking ability is by using strategy.

Sukmayati (2013) suggested that English teachers should use various techniques in teaching. In teaching speaking, time token strategy can be alternative techniques to be applied time token strategy is a learning model that aims to allow each member of the discussion group had the opportunity to make their contributions and listen to the views and ideas of other members. This model has a teaching speaking that is suitable for teaching social skills, as well as to avoid the students dominate the conversation or silence the student at all.

Time token strategy is ideal for learning the structure that can be used to teach social skills, in order to avoid student or students dominate the conversation altogether silent. So the teacher must make effort to help the students to increase their speaking ability. The teacher can help the students to increase their speaking ability using learning models, especially time token strategy. Because through this model, teacher can increase students' motivation and participation in classroom activity, can train students to express their opinions and can increase students' ability in speaking skill because they will be accustomed to communicate with other students by expressing their own ideas and opinions. This strategy does not need many teaching media in teaching learning process, so that the teacher can be focus to the classroom activity without spending much time to create teaching media. The students became more active in learning activities there are no passive students anymore because all of the students have same talk to speak. The students will learn how to share and understand someone's opinions. So time token strategy can be alternative techniques to make their contributions and listen to the views and ideas of other members. This model has a teaching speaking that is suitable for teaching social skills, as well as to avoid

the students dominate the conversation or silence the student at all.

According to Istarani (2011:194) Time Token is very useful to promote students social skill. Time token is used to promote students' social skill to avoid the active students dominate the class while the passive students quiet, the effective way is using Time Token. This is due to the reason that by arranging the time for speaking and the giving of time for each student to speak, the teacher can create a comfortable situation for the students to speak. In addition, Suprijono (2013:133) suggests several steps of how a time token activity can be administered. It starts by arranging the students' seating arrangement into a discussion form. Then each student is given talking tokens. Each student will be given points depending on the time they spend in speaking or expressing opinion.

Based on the phenomenon of the problem above, the researcher formulates the research problems as follows:

1. How is the students before using time token method of the tenth grade students of SMA Muhammadiyah Kediri?
2. How is the students after using time token method of the tenth grade students of SMA Muhammadiyah Kediri?

3. Is there any effect of teaching speaking using time token method of the tenth grade students of SMA Muhammadiyah Kediri?

## B. RESEARCH METHOD

The approach of this research was quantitative research and the technique was experimental research particularly pre-experimental design mainly using one-group pretest-posttest design. This research was conducted at SMA Muhammadiyah. The researcher used random sampling because the researcher takes the sample only one class of 2 classes. The researcher took X-1 that consists of 34 students consisting of 17 boys and 17 girls.

In collecting data for this research, the researcher the researcher used oral test about recount text as the instrument of the research. The test was determined into pre-test and post-test. The purpose of using these instruments was to measure students' speaking ability in recount text before and after being taught using time token method.

## C. RESULT AND DISCUSSION

The result of this research was described based on the research questions which are how is the tenth grade students speaking ability before and after being taught using time token method, and is there any significant effect of using time

token method to the student's speaking ability. The result showed that students' speaking ability after being taught using time token method was increasing as it stated in the following table.

| N = 34<br>Students | Pre-test | Post-test |
|--------------------|----------|-----------|
| Total Score        | 1690     | 2605      |
| Mean               | 49.71    | 76.62     |

From the table above, it can be seen that the mean of pretest before the students received the treatment with time token method was 49.71 from the total score was 1690 with 34 students were involved. Meanwhile, the mean of posttest was 76.62 from the total score was 2605 with 34 students. The conclusion of posttest was gained after the students received the treatment with time token method in their speaking ability, especially in recount text. From the graphic above, it shows that there is a significant improvement between the pretest and the posttest score.

Further, from t-test with paired sample test, it was found that the result of t-score was

Paired Samples Test

|            | Paired Differences |                |                 |   |          | t      | df | Sig.<br>(2-tailed) |
|------------|--------------------|----------------|-----------------|---|----------|--------|----|--------------------|
|            | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |          |        |    |                    |
|            |                    |                |                 | Lower                                     | Upper    |        |    |                    |
| PRE - POST | 26.91176           | 8.5293         | 1.46277         | 29.88779                                  | 23.93574 | 18.398 | 33 | .000               |

The paired sample of t-test above showed that the result of t-test between the students' pretest and posttest was 18.398 and t-table with the degree of freedom (df) 33 was at the level of significance ( $\alpha$ ) 5%. It had mean that t-test is higher than t-table ( $18.398 > 2.441$ ). The mean between pretest and posttest was -26.911.

## D. CONCLUSION

### 1. Conclusion

The successful teaching speaking process depends on the teacher as a model in the classroom good teacher cares more about their learners in learning than their own teaching. Speaking interaction is able to occur in the classroom. Without speaking teaching and learning process is not running well. Thus, teaching speaking to the senior high school students is not easy because teacher should have good understanding in the activities to teach speaking. One activity that can be used is using time token strategy. Time token strategy helps the teacher to attract the students to brave speaking in the class and can interest to participate in the speaking activities. It is also help the students to feel enjoy following the activity and make students confidents and brave to speak. By using time token strategy, the students can improve their speaking ability, they are able to speak more confident and also have

a better fluency to practice their speaking ability.

From the result of data analysis that have been explained in the previous chapter, the researcher concluded that time token method is very helpful in teaching speaking and due to it helps students in more confidents to speak up in the front class or when speaking with their friends and increase their idea when learning speaking ability.

### 2. Suggestion

Based on the result of the study the researcher wants to try to give the solution of those finding that have been problems in teaching English by giving these following suggestions that are addressed to below :

#### 1. For the English Teacher

It is important for the English teacher to make the students confidents to speak up in the class when the learning process by prepared various activities that suitable for the students' need. Time Token Method can be a good strategy in speaking class to be applied in order to make the students a better and make students active speaking and confidents when speak up with her friend when learning speaking. In here, the teacher can help the students difficult or not confidents when speaking class.

#### 2. For the students

Students should be active in teaching learning process especially in



speaking class. They don't need to be afraid to study English especially in speaking class because every problem is possible to be tackled. Therefore the students' should learn more about recount text in order they can get more knowledge. If they have many difficulties, they can ask the teacher. The students also can explore their ideas when they speaking about recount text through time token.

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