


The Use of Time Token Method on Students Speaking Ability (A Pre-Experimental Research at the Eleventh Grade of SMAN 5 Soppeng)  
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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: August 13, 2022 Revised: August 23, 2022 Accepted: September 12, 2022 Published: April 15, 2023</p> <p><b>Keywords:</b> Time Token Method Speaking Ability Smoothness Pronunciation Fluency</p>	<p>The researcher conducted a pre-experimental research with one group Pre-Test, treatment and post-test design. The instrument of this research was speaking test or oral test. This research aimed to find out whether or not the use of the Time Token method effect the eleventh grade students' speaking ability in terms of smoothness and pronunciation. The sample of this research was class XIIPA2 that consisted of 18 students of SMAN 5 Soppeng. The result showed that Time Token method was effective to effect students' smoothness (78.33) and pronunciation (73.61) in speaking ability which was proved by the mean score of the Post-Test that was higher than the mean score of the Pre-Test smoothness (42.77) and pronunciation (48.88). Then, there was an effect as many as 83.14% (smoothness) and 50.59% (pronunciation) in describing some topics in three meeting (personal introduction, introduce their family, or explain their favorite place). It means that the student in the speaking class by using Time Token method could affect their speaking ability especially Fluency(smoothness) and pronunciation. However, this only method could not significantly affect the holistic speaking learning activities unless teachers' use it in their teaching and learning proces.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
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## INTRODUCTION

In the learning of speaking, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of lack motivation to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation. In arrange to

In order to become a proficient English speaker, students need to feel comfortable and confident while practicing their English. Speaking comfortably and confidently makes students less afraid of making mistakes when speaking English, but on the other hand, many students always feel uncomfortable and anxious when speaking English and are afraid of making mistakes. This fear and discomfort can be caused by the teacher's inappropriate methods. In fact, many teachers teach the skill of speaking in inappropriate ways. They use teaching methods that make students feel insecure, feel pressured, and fear making mistakes. It also prevents you from speaking fluently because the result of speaking is not fluent. Therefore, English teachers must be able to encourage and motivate their students to learn the target language using appropriate methods. Appropriate methods should be used to make students feel comfortable, independent, autonomous and responsible. According to Nur Afni, Syam, U. K., & Andi Baso, F. (2021) students need to be trained to be critical in reading with a critical literacy approach as an alternative to developing students' critical reading skills. According to Fentari, R., & Darmawan, S. L. (2016) They will share everything to their friends when they speak and it will develop their skill in speaking. It means that their friend can help to motivate their speaking skill through time token method. Thus, it is appropriate to build up the students' involvement and bravery in language learning process (Fauziyah, N., & Fitria, N. 2021). Applying the right strategies can affect a student's ability to learn dialects, especially speaking in English. Strategy is the execution of the approach. Strategy is the level at which hypotheses are refined and decisions are made regarding the specific ability to be taught, what is taught, and the placement in which the content is displayed.

Strategy can be a reason for disappointment in handling teaching and learning. In his Setiyadi (2006), Mackey expressed this strategy of preparing learners with the information and skills necessary to communicate successfully in distant dialects. According to Setiyadi (2006), there are many strategies that can be combined to form a dialect. Language Structure Interpretation Strategy (GTM), Coordinate Strategy, Community Language Learning Strategy (CLL), Audio Lingual Strategy, Time Token Strategy, Contextual Teaching and Learning (CTL), Add up to Physical Reaction, Suggestopedia, Common Approach, etc. The concept of the Time Token strategy is clarified as Take After. Arends (2008:29) agrees that the Time Token Strategy can be a fun learning process used to create competencies that support

learners. Methodology A time token strategy presented by Ahrens. This practice is a kind of active learning technique that can be linked within the classroom.

In addition to Hamuka's (2018) fatmawati, time tokens are a strategy that helps learners improve their speaking proficiency. The Time Token Arend Learning Demonstration is a small demonstration of the application of equitable learning in schools. A democratic learning grip can be a learning grip that uses learning as an object. This show is used to prepare and create students with social skills who are not conducting conversations or are completely silent. , can be a useful example that can be used in training to evaluate the work of peers. This demonstration was arranged for participants to talk to each other and socialize.

Moreover, according to Fatmawati in Hamka (2018), Time Token is a way to help students acquire speaking skills. The Time Token Arends learning model is a small example of the application of democratic learning in schools. Democratic learning is a learning process that uses students as subjects. This model is used to train and develop that students' social competence does not necessarily dominate speech or silence. This method is a teaching model that can be used to teach students to achieve their own abilities and show their friends' opinions and evaluation tasks. This model assumes that students talk to each other and become social.

From the above, it can be inferred that the Time Token method has an appropriate learning structure to be used in speaking English teaching, and that students speak confidently and avoid silence in the classroom at all costs. Students should experience more positive course opportunities. Based on the explanation above, the researcher intended to find out whether or not the time token method in learning can effect students' speaking ability at eleventh grade students of SMAN 5 Soppeng.

## RESEARCH METHOD

### A. Research Design

In this research, the researcher conducted a pre-experimental research with one group Pre-Test post-test design. This study did not use a comparison class, but has used the Pre-Test hence to measure the students' confidence certainly. In this study, subjects of the study had been given a Pre-Test to determine the extent of students' initial confidence before the students learned by using time token method. After being given the Pre-Test, then the students

were given the treatment. After giving the treatment, all students were given the final test (post-test) to determine the extent of the influence of Time Token Method to the students' speaking ability. This design can be presented as follows



Where:        O1 : Pre-Test

                  X : Treatment

                  O2 : Post-Test

(Sugiyono, 2009)

## B. Research Variables

There were two variables in this research, namely independent and dependent variable. The independent variable is the Time Token method and the dependent variable is the students' smoothness and pronunciation in speaking class.

## C. Population and Sample

### 1. Population

The population of this study was the eleventh grade students of SMAN 5 Soppeng. The research conducted with oral test were 4 classes of that population; they were XIIpa1, XIIpa2, XIIps1 and XIIps2 with total 73 students.

### 2. Sample

Among the population, this research used purposive sampling as a technique to decide the subject/sample of the research. The sample of this research was class XIIpa2 that consisted of 18 students. For the reason, according to the English teacher, the students of the class XIIpa2 had the less fluency in speaking class.

## D. Research Instrument

The instrument of this research were speech tests or oral tests. The pre-test and post-test were given orally. One by one, the students spoke orally in front of the class. Smoothness and pronunciation were aspects that analysts focused on in this study.

## RESULT AND DISCUSSION

### A. FINDINGS

The result that the researcher reported in this chapter based on the data analysis collected by using the Pre-Test and the Post-Test (before and after the Treatment) about the students' speaking ability especially smoothness and pronunciation.

#### 1. The Effect of the Students' Smoothness in Speaking

*Table 1 Students' Score in Smoothness of Pre-Test*

Pre-Test	
Mean	42.7778
Std. Deviation	10.03263
Variance	100.654
Range	30.00
Minimum	30.00
Maximum	60.00

Based on the pre-test data, the pre-test total score averaged 42.77 with a minimum of 30 and a maximum of 60 with a standard deviation of 10.03, as clearly shown.

*Table 2 Frequency and Rate Percentage of the Students' Smoothness in Pre-test*

No	Range of score	Classification	Cognitive	
			Frekuensi	%
1	81-100	Excellent	-	-
2	61-80	Good	-	-
3	41-60	Fairly Good	8	44%
4	21-40	Fair	10	56%
5	0-20	Poor	-	-
Total			18	100%

Table 1 shows the repetition and percentage of the student pre-smoothness test for 18 undergraduate students. As clearly shown, the highest proportion of students is her 10 students (56%), a fair classification. On the other hand, eight of her students (44%) are classified very well. There are no bad, good, or good classifications of students in the extension.

From this, we can conclude that SMAN 5 Soppeng's treatment of students in her XIIPA2 has considerable ability to speak especially smoothly.

*Table 1.3 Students' Score in Smoothness Post-Test.*

<b>Mean</b>	<b>78.3333</b>
<b>Std. Deviation</b>	<b>9.07485</b>
<b>Variance</b>	<b>82.353</b>
<b>Range</b>	<b>30.00</b>
<b>Minimum</b>	<b>70.00</b>
<b>Maximum</b>	<b>100.00</b>

Based on the post-test data above, the average post-test total score is 78.33 with a minimum of 70 and a maximum of 100 with a standard deviation of 9.074, as clearly shown.

*Table 4 Frequency and Rate Percentage of the Students' Smoothness in Post-test*

No	Range of score	Classification	Cognitive	
			Frekuensi	%
1	81-100	Excellent	4	20%
2	61-80	Good	14	80%
3	41-60	Fairly Good	-	-
4	21-40	Fair	-	-
5	0-20	Poor	-	-
<b>Total</b>			<b>18</b>	<b>100%</b>

Table 1.4 shows the recurrence rates and percentages of students' speaking ability within the posttest of the 18 students shown in the table, with 14 undergraduates (80%) and almost all undergraduates belongs to the good category. That said, the rate at which an underwriter ranks in the Excellent category with her four (20%) is very small. There is no underestimation in the "bad", "mediocre" and "fairly good" categories. Thus, the students in the SMAN 5 Soppeng XIIpa2 class have the ability to speak very fluently. This means that the way students speak at this school has an inherent post-treatment effect. Influence of students' pronunciation when speaking.

*Table 5 Students' Score in Pronunciation of Pre-Test*

Pre-Test	
Mean	48.8889
Std. Deviation	9.16444
Variance	83.987
Range	30.00
Minimum	35.00
Maximum	65.00

Based on the pretest data, the total pretest score has an average of 48.88, a minimum of 35, a maximum of 66, and a standard deviation of 9.16, as clearly shown.

*Table 6 Frequency and Rate Percentage of the Students' Pronunciation in Pre-test*

No	Range of score	Classification	Cognitive	
			Frekuensi	%
1	81-100	Excellent	-	-
2	61-80	Good	1	5.6%
3	41-60	Fairly Good	10	55.5%
4	21-40	Fair	7	38.9%
5	0-20	Poor	-	-

<b>Total</b>	18	100%
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Table 6 shows the repetition and frequency of the pronunciation pretest for 18 undergraduate students. As can be clearly seen, the highest percentage of students is the 10 undergraduates who perform fairly well. During that time, 7 students get a fair classification and 1 student gets a good classification. There are no bad, good, or good classifications of students in the extension.

From this, we can conclude that XIIPA2 class at SMAN 5 Soppeng are quite good at speaking ability, especially pronunciation.

*Table 7 Students' Score in Pronunciation Post-Test*

<b>Mean</b>	73.6111
<b>Std. Deviation</b>	8.18994
<b>Variance</b>	67.075
<b>Range</b>	30.00
<b>Minimum</b>	65.00
<b>Maximum</b>	90.00

Based on the above post-test data, the mean total post-test score is 73.61, with a minimum of 65, a maximum of 90, and a standard deviation of 8.189, as clearly shown.

*Table 8 Frequency and Rate Percentage of the Students' Pronunciation in Post-test*

No	Range of score	Classification	Cognitive	
			Frekuensi	%
1	81-100	Excellent	3	16.7%
2	61-80	Good	15	83.3%
3	41-60	Fairly Good	-	-
4	21-40	Fair	-	-



5	0-20	Poor	-	-
<b>Total</b>			18	100%

Table 1.8 shows the frequency and percentage of student oral pronunciations in the posttest of 18 students. Almost all of the 15 students are in good classification, as shown in the table. That being said, the percentage of 3 students who achieve excellent grades is very small. There are no students classified as bad, normal, or pretty good. In this way, her XIIPA2 class students at SMAN 5 Soppeng are particularly good at speaking pronunciation.

*Table 9 Improvement of Students' Speaking Smoothness and Pronunciation*

	Mean Score		Effect (%)
	Pre-Test	Post-Test	
<b>Smoothness</b>	42.77	78.33	83.14%
<b>Pronunciation</b>	48.88	73.61	50.59%

Based on table 9 shows that:

- Smoothness. The mean score of pre-test is 42.77 and post-test is 78.33. The effect of pre-test and post-test is 83.14%. It concludes that the using of Time Token Method is effective in improving students' smoothness in Speaking. able to give good contribution in teaching and learning speaking ability especially smoothness and pronunciation.
- Pronunciation. The mean score of pre-test is 48.88 and post-test is 73.61. The effect of pre-test and post-test is 50.59%. It concludes that the using of Time Token Method is effective in improving students' pronunciation in Speaking.

Based on the data above, it can be concluded that the use of Time Token Method is able to give good contribution in teaching and learning speaking ability especially smoothness and pronunciation.

## 2. Hypothesis Testing

To know the effect of Time Token Method of students' speaking ability in terms of smoothness and pronunciation, this research uses program SPSS 24 to analyze the T-test and T-table. The result of t-test for speaking ability focus on smoothness and pronunciation can be seen below:

Table 10 The T-test Value of Students' Speaking Ability Especially Smoothness and Pronunciation

Variable	T-test	T-table	Comparison	Classification
Smoothness	23.602	1.739	$t\text{-test} > t\text{-table}$	Significantly Different
Pronunciation	14.632	1.739	$t\text{-test} > t\text{-table}$	Significantly Different

Table 10 shows that:

- a. Smoothness. T-test value for speaking ability focus on smoothness is  $23.602 > 1.739$ .
- b. Pronunciation. T-test value for speaking ability focus on Pronunciation is  $14.632 > 1.739$ .

Based on the results, it shows that the t-test value result is higher than the t-table value for all variables and indicators. This means that there is a large difference between pretest and posttest scores in terms of speaking ability, especially fluency and pronunciation. Therefore, it can be concluded that students' speaking ability corresponds to fluency and pronunciation by using the Time Token method.

## B. Discussions

This part, this request, represents almost the investigation-in-progress dialogue shown in the previous section. In this case, the analyst talks about the information survey planning the results of the pre-test and post-test and the discussion about student fluency and pronunciation in terms of speaking ability using the Time Token strategy.

### a. Smoothness

The students' smoothness in speaking class by using Time Token method at the eleventh grade of senior high school of SMAN 5 Soppeng shows that from all the data above. At the first meeting, students have little confidence, fluency, or flexibility. This results in a very poor speaking ability, as evidenced by the results of pre-tests where students have fair categories. And at the end of the conference, students in good categories will have an increased post-test.

Thus, it was clear that the Time Token method could be effectively used in speaking classes to influence the fluency and fluency of students' speaking ability.

In this case, researchers discuss the results of data analysis. According to the scope of this study, the discussion needs to know the effect of student smoothness using the time token method. According to Brown in Asmayanti & Amalia 2014, flexibility is the ability to speak English through large clustering and shrinking frames. This agrees with Agus Nano's findings in his Basuki (2005) that the use of time-stamped Arends can affect the safety and courage of learners and assess peer work, thus reducing learning deficits. It does not get the upper hand and, on the contrary, not everyone has ideas and ideas. talk. On data review of pre-test and post-test, analyst presents friendliness, responsiveness, and safety of undergraduates in speaking lessons using time-token strategy, evidenced by undergraduates' extended friendliness What can be recognized is that the way you speak is particularly fluid. Yudha Anpratama (2005) after research found that using time-his tokens in speaking classes gave undergraduates more security and familiarity in learning speaking classes.

#### b. Pronunciation

The students' pronunciation in speaking class by using Time Token method at the eleventh grade of senior high school of SMAN 5 Soppeng shows that from all the data above. At the first meeting, students have a fairly low pronunciation. It makes their speaking ability very low. This was seen in pre-test results where students had fairly good categories, and at the end of the conference, students in good categories had an increase in post-tests. In this way, it was found that using the time token method in speaking classes is effective in examining the effects of vocalization on speech ability. Webster in Basuki (2018:54) states that pronunciation is the act or result of producing discourse sounds by counting pronunciations, vowel dates, complements, and pronunciations. In line with Sutatyo (2021), this study found that the use of timestamps in English classes increased student learning performance from 68% before cycle to 78% in cycle 1 and 80% in cycle 2. became clear. English-speaking communication skills increased from 74 to 78 in cycle 1 and 81 in cycle 2. This means that Zeitzeichen can improve communication skills and improve students' speaking skills.

## CONCLUSION

Based on discussion proposed in previous chapter, it can be concluded that:

- a. The effect of the time token method on student fluency was evidenced by the posttest average score (78.33), which was higher than the pretest average score (42.77), with an effect of up to 83.14%. Explain several topics in 3 meetings (self-introduction, family introduction, declaration of favorite places). This means that by using the time token method, the students in the speaking class have greatly smoothed their speaking ability. Students can speak fluently and fluently. It will also increase your confidence in speaking English. However, before applying this technique, teachers should consider the needs of their students, whether they are suitable for them or not.
- b. The average posttest score (73.61) was higher than the average pretest score (48.88), and the effect of the time token method on student pronunciation had a maximum impact of 50.59%. Three meetings (self-introduction, family introduction, explanation of favorite places). This means that in the speaking class students use the time token method to influence their speaking ability, especially their pronunciation. affect. Students can express, present, and exchange their ideas on explanatory and interactive themes.

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