

**THE USE OF TIME TOKEN MODEL IN IMPROVING  
STUDENTS' SPEAKING ACHIEVEMENT  
(A Study at Islamic Senior High Schools MAN 3 Banda Aceh)**

**THESIS**

Submitted by

**RAUDHATUL JANNAH**

NIM. 150203059

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education



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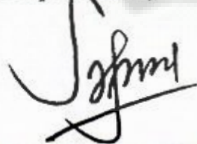
**RAUDHATUL JANNAH**

150203059

Student at *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education

Approved by:

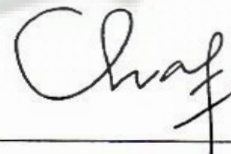
Main Supervisor,



Safrul Muluk, S.Ag.,MA.,Med.,Ph.D

Date: 6 / 12 / 2019

Co-Supervisor,



Siti Khasinah, M.Pd

Date: 6 / 12 / 2019

It has been defended in *Sidang Munaqasyah*  
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for the Bachelor Degree of Education in English Language Teaching

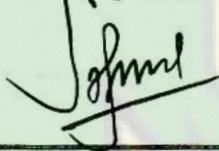
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Board of Examiner,

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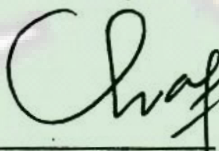
Safrul Muluk, S.Ag., MA., M.Ed., Ph.D

Secretary,



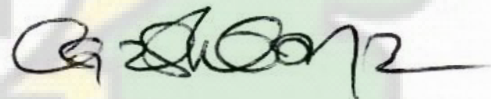
Rita Hermida, M.Pd.

Member,



Siti Khasinah, M.Pd.


Member,



Syarifah Dahliana, M. Ag., M.Ed., Ph.D.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*



Dr. Muslim Razali, S.H., M.Ag.

NIP. 195903091989031001

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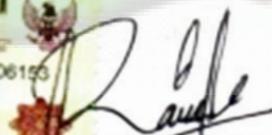
Nama : Raudhatul Jannah  
NIM : 150203059  
Tempat/tanggal lahir : Aceh Besar, 4 Mei 1997  
Alamat : Jl. Tgk Glee Iniem, Lamkeunueng, Darussalam,  
Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

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Achievement (A study at Islamic Senior High School MAN 3 Banda Aceh)**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 9 Desember 2019  
Yang Menyatakan,

  
  
Raudhatul Jannah

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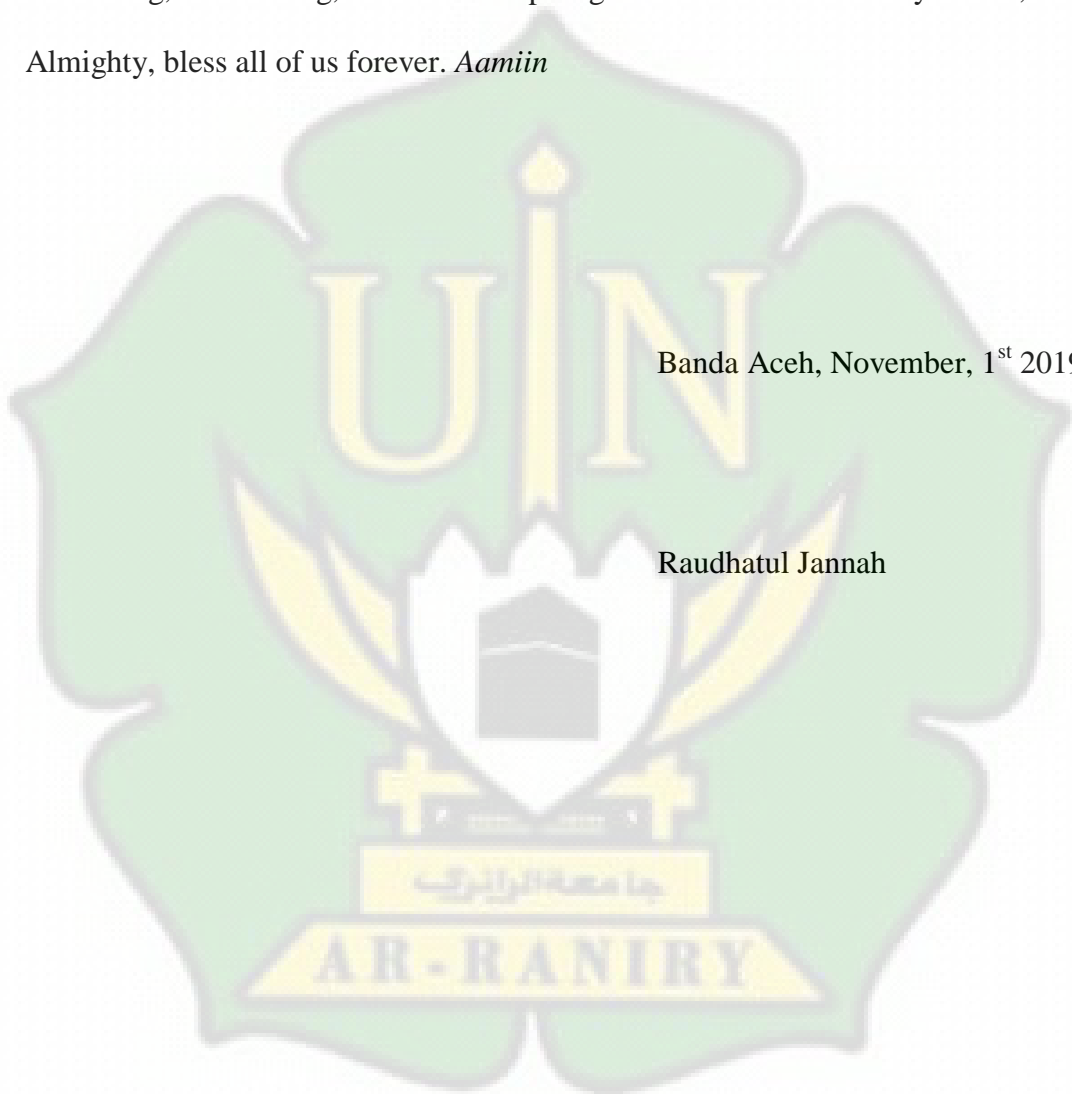
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Banda Aceh, November, 1<sup>st</sup> 2019

Raudhatul Jannah



## ABSTRACT

Name : Raudhatul Jannah  
NIM : 150203059  
Faculty : *Fakultas Tarbiyah dan Keguruan*  
Major : Department of English Language Education  
Thesis Working Title : The Use of Time Token in Improving Students' Speaking Achievement (A Study at Islamic Senior High School in MAN 3 Banda Aceh)  
Main Supervisor : Safrul Muluk, S.Ag.,MA.,M.Ed.,Ph.D  
Co-Supervisor : Siti Khasinah, M.Pd  
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This research investigated the use of time token model in improving students' speaking achievement at Islamic Senior High School (MAN) 3 Banda Aceh. The objectives are (1) to find out the improvement of students' speaking achievement as a result of using Time Token model in teaching speaking; and (2) to know the students' perception about Time Token model. The research design used in this study was quantitative research with a quasi-experimental design. The population of this research was the first-grade students MAN 3 Banda Aceh that included students of X MIA 3 as the sample. Based on the finding, the writer concluded that by using Time Token model, the students of X MIA 3 can improve their speaking achievement. It can be proven from the data analysis of pre-test and post-test. The mean score in post-test was 71 higher than the mean score in pre-test 55.5, the value of sig. of  $0.000 < 0.05$ , means there is a significant difference between the pretest and post-test. The study can be concluded that  $H_a$  was accepted and  $H_o$  was rejected. It indicates that the strategy has an effect on students.

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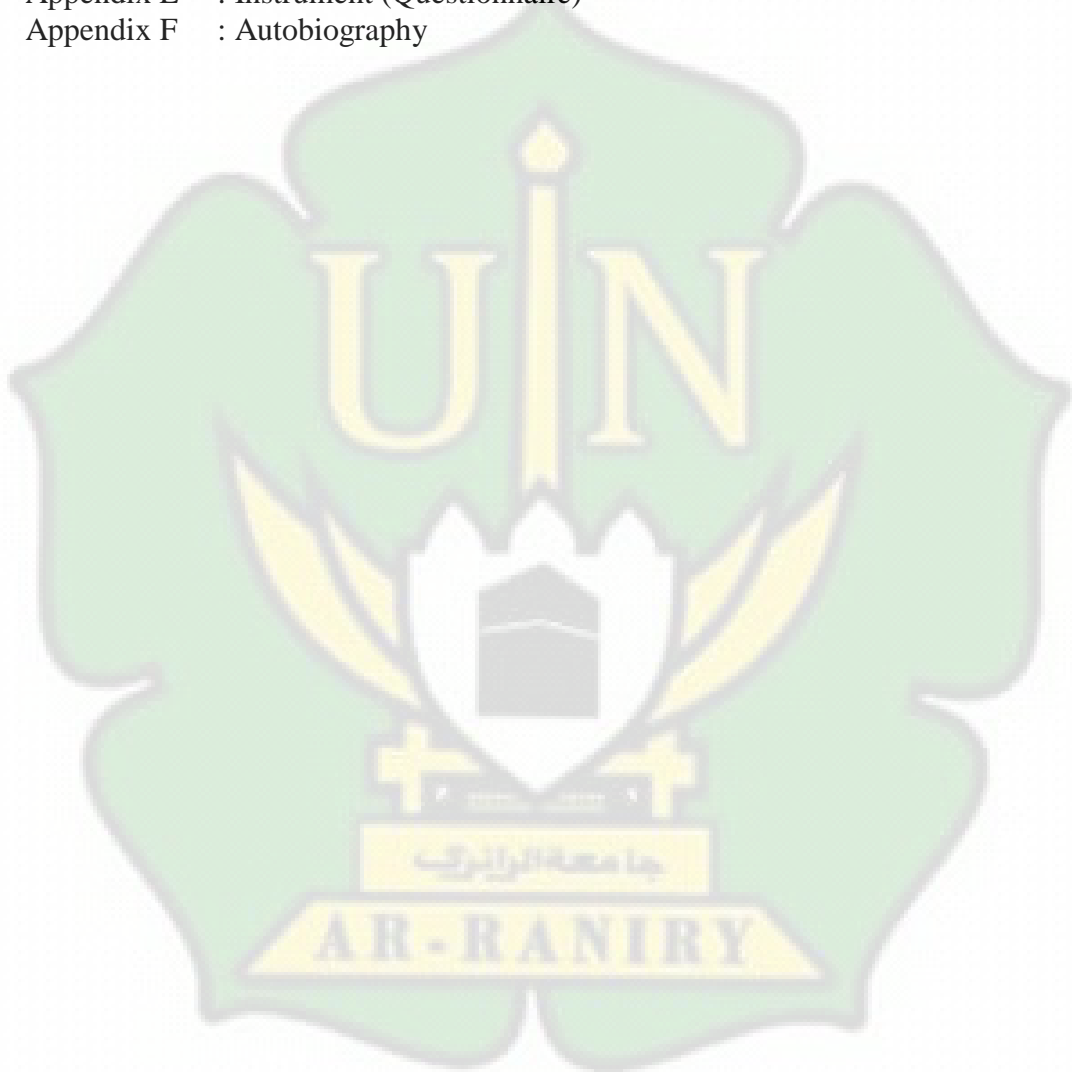


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# CHAPTER 1

## INTRODUCTION

### A. Background of Study

Language has an important role in human life. It is a tool that humans use to interact with other people. Through communication, people can share their idea, information, and also feeling. Therefore, mastering several foreign languages is very important, especially English. This is because English is one of the international languages used to communicate.

In learning English, learners need to master four language skills. Those are listening, speaking, reading and writing. Listening and reading are regarded as receptive skills while speaking and writing are considered to be a productive skill.

Hosni (2014) said main speaking difficulties encountered by students are linguistic difficulties, mother tongue use, and inhibition. Students are unable to speak in English because they lack the necessary vocabulary items and grammar structures. They also lack sentence formation skills, which result in using the mother tongue. Students also think of making mistakes in speaking in front of their classmates very embarrassing, which results in preferring not to speak to avoid such situations.

Besides, Zhang (2009) concluded that speaking remains the most difficult skill for most English learners to master, and that they are still deficient in English oral communication. There are many factors that cause difficulty in speaking, and they are as follows:

1. *Inhibition*. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. *Nothing to say*. Students have no motive to express themselves.
3. *Low or uneven participation*. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
4. *Mother-tongue use*. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue. (Hosni, 2014, p.23)

In many cases, there are several problems in teaching and learning the speaking process. First, the students do not have sufficient vocabulary. As a result, they often give a long pause to think of the suitable words they might use. Second, most of the students are shy as well as afraid of making errors. Consequently, they tend to keep quiet for the rest of the time. Third, the learners do not have enough time to practice in the class. As a result, only a few of them have the chance to produce the language while the other remains silent. In addition, the result of observation showed that students' lack of speaking ability was caused by teaching model and learning media implemented by the teacher. The teacher did not implement teaching model and innovative learning media that can stimulates students' activity and bravery to convey opinion, and the teacher did not improve students' interest in learning activity yet (Kurnianto, Winarnia, & Triyanto, 2017).

Dahlia (2019) said that one of the things that motivates students to participate in every class activity is the learning model. Although each student has different characteristics, yet good interaction is a very important aspect that can encourage students to respond in learning, which then influences their speaking practice and improves their speaking ability.

Therefore, to improve students' speaking, teachers have to use an appropriate model, both directly and indirectly. In this study, the writer chose time token model to improve students' speaking. This model can build ideas and thoughts easily. It is supported by Arrijono (2009) as cited in Jayasinga, Darsono and Pujiat (2015) who say that the time token model was used by Arends in 1998. He used the model to train and develop social skills so that students do not dominate the conversation or silence. It is supported by a research that time token is one of the alternatives that is used to increase students' participation in speaking class, (Auliatisny, 2014; Kurnianto, Winarnia, &Triyanto, 2017).

Therefore, by considering these above aspects, the writer is interested in conducting the research on how to improve students' speaking achievement using Time Token model at MAN 3 Rukoh Banda Aceh.

## **B. Research Questions**

Based on the background of this study, the writer formulates the research question as follows:

- a. To what extent does Time Token model improve students' speaking achievement ?
- b. What are students' perception on Time Token model ?

### **C. Objective of Study**

The objectives of this study are:

- a. To find out the improvement of students' speaking achievement as a result of using Time token model in teaching speaking.
- b. To find out students perception about Time Token model.

### **D. Hypotheses**

The research proposes hypotheses that:

Ho: Time token is effective in improving students' speaking achievement.

Ha: Time token is not effective in improving students' speaking achievement.

### **E. Significance of Study**

The findings of this study could be highly significant and beneficial for different persons. These are the following persons that can be benefited.

- a. Students

The objective of this study is to find out whether there is a significant improvement in students' speaking achievement as a result of using time token in teaching speaking or not. This method will motivate the students to learn speaking by using interesting way because it focuses on building students' ideas and thoughts easily. In addition, it also can help on training and developing their social skills in order to make the students do not dominate the conversation or silence.

b. Teachers

This study will help teachers on choosing the appropriate method in teaching speaking. Moreover it also benefits for them on providing students' motivation to increase students' interest in speaking English.

c. Future researchers / the researcher themselves

The finding of this study will be serving as a good source of accurate and useful information for the following research.

## **F. Scope of Study**

This research is limited to the teaching of English to the first-year students of MAN 3 Banda Aceh in the academic year of 2019/2020. The writer focused her attention in improving the students' achievement to speak English and the students' interest in the process of teaching and learning using time token model.

## **G. Terminology**

In this section, the writer would like to give the operational definition of the topics

1. Time token

Istarani (2011) said that time token model as a structure can be used to teach social skills, to avoid talking domination of particular students or to avoid the students silence during class activities.



In this research, the students do cooperative and help each other in understanding one topic related to express opinions. By using Time Token model, there will be time of talking which has been set and the chance for each student to speak. This model is designed in such a manner so that no students dominate discussion or silence.

## 2. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Unlike writing, speaking must be listened to by others. It means that the speaker should convey his/her ideas clearly so that those ideas can be well understood by the listeners.

This study is restricted on time token model. This model is applied in teaching speaking. The writer give a coupon to each student that has an interesting topic. By using this model, the writer wants to investigate the improvement of students' speaking achievement after implementing the model.

## 3. Achievement

In the standards for test construction, Algarabel and Dasí (2001a) achievement is viewed basically as the competence a person has in an area of content. This competence is the result of many intellectual and nonintellectual variables. In addition, achievement can be defined either as the resultant performance before the appropriate item or as performance in relation to a set of hypothetical cognitive processes (Algarabel & Dasí, 2001b).

Here, the writer uses time token model as model in the teaching-learning process in order to improve students' speaking achievement.



## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### A. Speaking

##### 1. *Definition of Speaking*

Concept of Speaking Ability is also elaborated as follow. Speaking is one of the skills that to be mastered by students in learning English. It is a kind of productive skill. Many experts defined speaking in different ways.

According to Setyonegoro (2013), speaking is an ability to communicate with others through the language as a tool. It is processed in the form of words sound produced by the utterance also accompanied by body movements or gesture. Efrizal (2012) added that speaking is a kind of communication that deliver an idea and though a message orally.

“However, speaking has a purpose to be acknowledged by the speaker and the recipient processes the statement to find out their intentions that were expressed through expressions” (Rickheit & Strohner, 2008, p.207). In addition, Baker and Westrup (2003) claimed that speaking is using language for a purpose. For the example, making students to repeat sentences, or ask them to think and say their own responses. But, speaking in real life is making our own sentences and dialogues.

Broughton, Brumfit, Flavell, Hill & Pincas (2003, p. 26) stated that Language has two fundamental features which mark it as quite different in kind from signals: productivity and structural complexity.

First, language allows every human being to produce utterances, often quite novel, in an infinite number of contexts, where the language is bent, moulded and developed to fit everdeveloping communicative needs. Old expressions are changed, new ones coined. Humans are not genetically programmed to use fixed calls or movements. They have an innate general capacity for language (often called the Language Acquisition Device—LAD), but it is a creative capacity. Given the opportunity to learn from their environment, all humans can communicate in a limitless variety of ways.

Second, language is not a sequence of signals, where each stands for a particular meaning. If words were merely fixed signals of meaning, then each time a word occurred it would signal the same thing, irrespective of the structure of the whole utterances—in fact there would be no ‘whole utterances’ beyond individual words.

Based on the opinion above, it can be concluded that language as a communication tool has unlimited variation. As languages have various structures, such as the organization of a fixed range of sounds, the ordering of words in phrases and sentences, the use of inflections, the semantic and grammatical relationships between words, the interplay of stress, intonation and rhythm in the actual production of speech, and the dovetailing of paralinguistic features. It means that although there are three similar sentences, it will produce a difference meaning each sentence as the speaker use different structures.

## ***2. The Elements of Speaking***

### **a. Pronunciation**

Pronunciation is the way how the speaker says a word or sentence. It consists of intonation and stress. To master all of them, it can be learned by imitating and repetition the words or sentences.

b. Grammar

Harmer (2007) describes grammar as a description of how words can alter their forms and be combined into language phrases. It also refers to the rules used in speaking both oral and written.

c. Vocabulary

“Vocabulary is list of word that must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Neuman & Dwyer, 2009, p. 385). There are two types of vocabulary:

- 1) Productive vocabulary is the words that can be pronounced and used constructively in speaking and writing. It can be named as an active process, because the speakers can produce the words to express their thoughts to others (Webb, 2005).
- 2) Receptive Vocabulary refers to words that found in the text and not used in speaking or writing (Webb, 2009).

d. Fluency

Richards (2008) states fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.

### 3. *The Types of Speaking*

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

#### 1) Imitative

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

#### 2) Intensive

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

#### 3) Responsive

Responsive includes interaction and competency trials but at very short conversation levels, such as greetings, small talk, simple requests and comments, and the like. 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 does not only consist of two people but sometimes also includes several exchanges and/or some speakers.

Interaction can take two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relations.

5) Extensive (monologue)

Extensive is one-way talking where the opportunity for verbal interaction from the listener is very limited or nonexistent. Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity 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 informal monolog such as telling about personal experience and recounting the plot of a novel or movie.

In addition, Nation and Newton (2009) categorized the type of speaking into two parts, as follow:

- 1) Formal speaking, it requires control of content, awareness of a largely passive audience, and being the focus of attention. the example, speaking as a part of work or academic study such as presenting reports or presenting a viewpoint on a particular topic.
- 2) Informal speaking typically involves tasks where conveying information is not as important as maintaining friendly relationships. Speaking informally usually involves tasks where conveying information is not as important as maintaining friendly relations. It has less strict grammatical rules and often has shortened sentences, and usually use in daily conversation.

## **B. Learning Model**

### ***1. Definition of Learning Model***

Learning model is a plan or a pattern that used as a guide in planning learning in class or learning in a tutorial. It refers to the learning approach that will be used, including teaching objectives, stages, environment, and classroom management. (Trianto, 2010, p. 51).

Rusman (2013) mentioned some characteristics of learning model:

- a. To train students' participation in discussion
- b. The model has specific educational objective such as develop inductive thought processes
- c. Can be adopted by the other teacher for teaching-learning activity progress
- d. It has parts of model that called as: (1) the sequence of learning steps (syntax); (2) reaction principles; (3) social system; (4) support system.
- e. The model has any impact as a result of the implementation of learning model. It consists of (1) learning impact that can be measured; (2) companion impact, that is long term learning outcomes.
- f. Create a teaching preparation based on learning model.

In addition, Joyce, Weil, and Calhoun (2015) also added some common characteristic of learning model as following below:

- b. A learning model has characteristics that can help students to improve the quality of their learning. Therefore, by using the learning model, the teacher can analyze and also learn how students learn and help them to be more enthusiastic in learning.



- c. Help students be responsible for learning and supporting their efforts. Through learning models, students can learn new ways of learning. As a result, they are trained to train and familiarize themselves with increasing responsibility and effort in learning.
- d. Helping students reach toward new knowledge, skills, and self-understanding. The essence of learning, in school and out, is acquiring new cognitions, abilities, and even emotions and values. A major part of teaching is helping students learn to go beyond where they are. When a six-year-old says, “I don’t like to read!” the underlying emotion is that the child wants to avoid the labor of learning to read and, possibly, the feeling of embarrassment while overcoming difficulties in learning.

## ***2. Types of Learning Model***

### **a. Direct Instruction Learning**

Direct teaching is a teacher based teaching style. It aims at helping students learn basic skills and acquiring knowledge that can be learned slowly (Trianto, 2011). There are three features of direct teaching:

- 1) There are nature of learning goals and model impact on students, including learning appraisal procedures.
- 2) Syntax or sequence of learning tasks and their flow,
- 3) Includes a management system and learning environment to effectively carry out certain learning activities (Kardi & Nur, 2000; Trianto, 2011)

#### b. Problem Based Learning

Problem-based learning is an effective approach to teaching high-level thought processes. Such research helps students process information that is already in their mind, and compile their own understanding of the social world and its environment. Learning in this model begins with studying real problems that need student cooperation to solve them. (Trianto, 2011).

#### c. Cooperative Learning

Cooperative learning model is one of learning mode that implied small group discussion consists of 4-6 students who learn cooperatively to achieve the goal. This model learning system gives the students a chance to cooperate each other in doing the task. (Taniredja, Faridli, & Harmianto, 2013). In addition, Solihatin and Rahardjo (2007) said that cooperative learning is an attitude or behavior of cooperating or helping among others in the group, consisting of two or more people and the success of the group is strongly influenced by the involvement of each member of the group itself. (cited in Taniredja, Faridli, & Harmianto, 2013).

Trianto (2011) stated that cooperative learning was formed to improve students' participation in learning, train students to have a leadership attitude and know how to make a decision in group. It also teach students to respect each other as well as give the other a chance to express the idea, and also learn from the other who have a variety background. In this learning, the students not only have a role as a student but also as a teacher for the others. However, the benefit of implementing cooperative learning is to reduce educational asymmetry in individual level (Zamroni, 2000; Trianto, 2011).

## **C. Time Token Model**

### ***1. Definition of Time Token Model***

Time token learning models are very appropriate for learning structures that can be used to teach social skills, to avoid students dominating the conversation or the students are completely silent (Widodo, 2009; Shiomin, 2014). This learning invites students to be active and learn to speak in public, express opinions without having to feel fear and shame.

Time token is one of cooperative learning that teaches speaking skills to avoid students dominating the conversation or being quiet in discussions. Students discuss the material provided by the teacher in each group and master it. Then students do their tests without help from the other students. (Eliyana, 2009; Shoimin, 2014 p. 35).

According to Asmiati as cited in Basuki (2003) mentioned that Time Token Arends is one of the democratic studies that can be applied at school. It is a learning process in which the subjects are students. They have to experience a change up at more positive. From which cannot become can, from do not understand become the understanding, and from do not know become know. Alongside, the process of learning that student activity becomes especial attention. Equally, they always entangled actively, sharing teacher can invite the student to look for the solution with problems met.

## 2. Procedure

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 to a discussion form, 3) Every student is given a coupon to talk around 1-3 minutes, 4) If the student has finished their speech, it must be given to the teacher. One coupon once speaking chance, 5) The students who have run out their coupon, have no chance to speak anymore. The chance is only for those who still hand their coupons.

Shoimin (2014a) mentioned several steps of learning process by using Time Token Model:

- a. The teacher explains the aims of learning
- b. The teacher sets the classroom to start discussion (coopearive learning).  
Cooperative learning is a learning process that is suitable for human life as a social being that needs each other to achieve their aims, by this way the students were trained and accustomed to sharing their ideas, experiences, tasks, and responsibilities. Arends (2008) adds cooperative learning aims at instructional goals beyond academic learning, specifically intergroup acceptance, social and group skills, and cooperative behavior.
- c. The teacher gives the students a taks
- d. Every student is given a few of coupons around 15 seconds

- e. The students submit the coupon when he/she want to speak or give an opinion. Every performance uses one coupon. Each student can speak again after alternating with other students. The students who have exhausted their coupons may not speak again. While students who still hold the coupons must speak until all the coupons are used up.
- f. The teacher gives score according to time that is used by each student.

#### **4. *The Advantages***

- a. Helping students to increase initiative and participation
- b. Students do not dominate the conversation or remain silent
- c. Students become active in learning activities
- d. Increasing students ability in communication
- e. Train students to express their opinions
- f. Growing students' habits to listen to each other, share, provide input, and openness to criticism,
- g. Teach the students to respect others' opinions
- h. The students solve the problems that faced by them during learning while the teacher directs them
- i. Does not require a lot of learning media (Shoimin, 2014b, p. 217-218)

#### **5. *The Disadvantages***

- a. This model only can be used for some certain subjects
- b. Can not be used in classes with a large number of students
- c. Requires a lot of time for preparation and in the learning process, because all students have to speak one by one according to the number of coupons they have (Shoimin, 2014c, p. 218)

#### **D. *Relevant Studies***

Among research has been conducted about the application of time token model in teaching. Sukmayati conducted a classroom action research "*Improving Speaking Ability Of The Eleventh Year Students Of Sma Laboratorium Unsyiah Banda Aceh By Using Time Token Arends Technique*". The results showed: (1)

There is a significant difference in speaking skill between students who were taught by using Time Token model and those who learnt through Audio-Lingual Method. (2) The students who were taught by using Time Token model achieved a higher score than those who were taught through the Audio-Lingual Method. The second had researched "*The Effect of Time Token Technique Towards Students' Speaking Skill at Science Class at High School 1 Pariaman*" by Kristiawan, Parlian, and Johari (2016).

Other studies also have shown a positive result that was conducted by Asmiati (2010) "*Using Time Token Arends to Improve Speaking Ability to the Second Year Students of SMA Negeri 1 Lilirilau Kabupaten Soppeng*". The result shows that the application of time token model can improve the quality of the teaching-learning process. In addition, the implementation of speaking ability using time token Arends can make the students interested in improving their speaking achievement.

Fentari and Latif (2016) also did research "*The Influence of Using Time Token Method Toward Speaking Ability At The Students' of SMP N 1 Batanghari Academic year 2014/2015*". From her research also found that student who was taught by using time token method has a higher score speaking ability than the students' score of speaking ability using the regular method. It can be seen from  $t_{count}=5,37$  is higher than  $t_{daf}=2,00$  on the criterion 5%.

Furthermore, Susilowati (2018) also conduct a research with the title "*Penerapan Model Time Token Arends untuk Meningkatkan Hasil Belajar pada*

*Pembelajaran PKn Siswa Kelas IV SDN Tunjungtirto 02*". Base on the finding, it shows that the scores that obtained in first cycle increased again in second cycle. It proves that by applying the time token arends cooperative learning model in Civics in the fourth grade SDN Tunjungtirto 02 can develop the ability of teachers in teaching, so that teachers succeed in improving teacher quality and find appropriate solutions for better education developers. The teacher can manage the class well, able to position themselves when the teacher has to participate directly in learning activities.

Then, a study about "*Pengaruh Model Pembelajaran Kooperatif Tipe Time Token Arends Terhadap Hasil Belajar Siswa Pada Materi Sistem Pernapasan Di SMA Negeri 5 Banda Aceh*" that conducted by Mauliza, Muhibbuddin, and Asiah (2016) also got a good result. It shows that cooperative learning model (Time Token Arends) that was taught in the respiratory system material can improve students learning outcomes. The Students were more active in conveying the argument or essence of the material that has been submitted by the teacher in 30 seconds because students focused on listening to the teacher's explanation. Thus, this model is very effective in triggering students to remember quickly.

These previous studies gave a huge contribution to help the writer held the study. Those research have similarities with the one conducted by the writer. However, there were significant differences and new problems set by the writer such as population, research location, learning outcome, and learner outcome. Here the writer focused on students' speaking achievement as result.

## CHAPTER 3

### RESEARCH METHODELOGY

#### A. Description of Research Location

##### 1. Time of Research

The research was scheduled for four meetings. It started from July, 30<sup>th</sup> 2019 and finished on August, 6<sup>th</sup> 2019. Each meeting took about 90 minutes.

##### 2. Place Historical of The Research

The research was conducted in MAN 3 Banda Aceh. It is located on Syeikh Abdul Rauf Darussalam street, Kopelma Darussalam. According to licensed religion ministry (*Menteri Agama*) No 71, Islamic Senior High School (MAN) 3 also known as MAN Rukoh Banda Aceh was built on March, 22<sup>nd</sup> 1999.

Table 3.1  
*School Facilities*

No.	Facilities	Unit
1.	Classroom	17
2.	Library	1
3.	Science Laboratory	1
4.	Computer Laboratory	1
5.	Teacher's Office	4
6.	Toilet	9
7.	Uks	1
8.	Ruang Konselin	1
9.	Sport Field	1



Table 3.2  
*Class and number of student*

No.	Class	Number of Student
1.	X	184
2.	XI	163
3.	XII	160
	Total	507

## B. Research Design

The research design used in this study was quantitative research with a quasi-experimental design. Mujis (2004) defines that quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). Sugiyono (2013) states the characteristic of quasi-experiment design is the sample which is used for experiment group or control group are taken by using random technique from a certain population. In this research, the writer used a nonequivalent control group design.

## C. Population and Sample

### 1. Population

The population of this study was all of the first-grade students of MAN 3 Banda Aceh. There are 6 classes of the first grade. They are MIA1, MIA2, MIA3, IPS1, IPS2, and IPS3. It consists of 31 students of MIA1, 31 students of MIA2, 27 students of MIA3, 32 student od IPS1, 31 students of IPS2, and 32 students of IPS3. The total number of the population was 184 students. According to Arikunto (2005), population is the total number of the research subject.

## 2. *Sample*

In this research, the writer used purposive sampling techniques in choosing the participants. The reason was that the researcher considered the participant's characteristics. According to the English teacher of MAN 3 Rukoh Banda Aceh, the students had some difficulties in speaking English. So, the researcher selected the participants based on recommendation by the teacher of the school related to the factor that mentioned by Hosni (2014) in chapter I. The writer chosen first-grade students (X MIA3) as the sample. It consisted of 28 students for experimental class.

### **D. Data Collection**

In getting and collecting the data the researcher used some techniques and instruments. Those were test and questionnaire.

#### a. Speaking test

The researcher used pre-test and post-test to measure students' ability before and after the teaching-learning process. The pre-test was given before the teaching-learning process. In this test, the students were asked to speak with a free topic. It is given in order to get information about students' abilities before treatment. The post-test was given in order to know the improvement of students' speaking achievement after using the time token model. The result of pre-test and post-test were collected and compared.

b. Questionnaire

The researcher gave the questionnaire paper to the students to find out their perceptions and also problems during the teaching-learning process. The questionnaire consisted of close-ended questions which provided four answers.

a) Positive statement scores:

Strongly agree = 4

Agree = 3

Disagree = 2

Strongly disagree = 1

b) Negative statement scores:

Strongly agree = 1

Agree = 2

Disagree = 3

Strongly disagree = 4

**E. Procedure of Data Collection**

**1. Pre-Test**

Pre-test was given to students to find out their speaking ability. It was done before treatment. The students were asked to speak about a free topic or one topic that was provided by the teacher.

## **2. Treatment**

Treatment was conducted for four meetings, it took 90 minutes for each meeting and gave the different topic of discussion for the students.

## **3. Post-Test**

Post-test was the last step in this research that given to students after treatment. It was conducted to find out the students' achievement and their progress. The post-test was used to know the result of treatment, whether there was any improvement or not.

## **F. Data Analysis**

In this research, the writer used quantitative analysis. To answer the first and the second research questions, the data were collected through pre-test and post-test. The results of the students' answers in the pre-test were compared with the results of their post-test to find out whether the use of time token model can improve students' speaking achievement. To compare the samples, the data were analyzed by using t-test.

### **1. Analysis of The Test**

The data from the English speaking test gave a score based on the four skills. It consists of students' pronunciation, grammar, vocabulary, and fluency. The students' speaking scores in pre-test and post-test were assessed by using a speaking rubric which is proposed by Brown (2004)

## a. Pronunciation

Classification	Score	Criteria
Excellent	4	Equivalent to and fully accepted by educated native speakers.
Good	3	Errors never interfere with understanding and rarely disturb the native speaker.
Poor	2	Very hard to understand because pronunciation problems, use frequently be asked to repeat
Very poor	1	Pronunciation problems so severe as to make speech virtually unintelligible

## b. Grammar

Classification	Score	Criteria
Excellent	4	Equivalent to and fully accepted by educated native speakers
Good	3	Errors in pronunciation are quite rare
Poor	2	Accent in intelligible though often quite faulty
Very poor	1	Errors in grammar are frequent, but speaker can be understood

## c. Vocabulary

Classification	Score	Criteria
Excellent	4	Use of vocabulary or idioms is virtually that of a native speakers
Good	3	Sometimes use inappropriate terms or must refresh ideas because of lexical inadequate
Poor	2	Misuse of word and very limited vocabulary make comprehensions quite difficult
Very poor	1	Vocabulary limitations so extreme as to make conservation virtually impossible

## d. Fluency

Classification	Score	Criteria
Excellent	4	Speech as fluent and effort as that of native speaker speech seems to be slightly by language problem
Good	3	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of

Poor	2	this Usually hesitant often forced into silence by language problems
Very poor	1	No specific fluency description

The data obtained from the test is analyzed statistically by using statistic calculation of the t-test formula with the significant degree of 5%. The purpose of the test was to find out the range of data, interval class, space of interval class, to make a table of frequency distribution, mean of the table and to find out the  $t_o$  score.

**a) Range**

Range is the difference between the highest and the lowest score (Sudjana, 2008). The range of pre-test and post-test scores would be determined by using :

$$R = H - L$$

Notes :

R : Range of the score      L : Lowest score

H : Hingest score

**b) Class Number**

Sudjana (2008) mentioned that the number of interval class can be determined by using the formula:

$$CN = 1 + (3,3) \log n$$

Notes :

CN : Class number

n : The number of sample

### c) Space of Interval Class

Sudjana (2008) said that to know the space of interval class, we can use the formula :

$$I = \frac{R}{CN}$$

Notes :

I : Interval                      CN : Class Number

R : Range

### d) Mean

Arikunto (2005) stated that mean is analyzed by using the formula :

$$X = \frac{\sum fixi}{\sum fi}$$

Notes :

X : Mean

fi : Refers to frequency

xi : Refers to the middle score of interval class

fixi : The amount of multiplication between the frequencies and the middle scores of interval class

### e) T-score

Sudjana (2008), in calculating the t score, we can use this formula :

$$t_o = \frac{MX - MY}{SX - Y}$$

Notes :

$t_o$  : T-test

MX : The mean score of deviation of pre-test

MY : The mean score of deviation of post-test

SX-Y : Standar error of the mean difference between variable X (pre-test) and variable Y (post-test)

### 2. *Analysis of the Questionnaire*

The data obtained from the questionnaire was analyzed statistically by counting the percentage of the students' answers in each item of the questionnaire. It was used to identify the students' responses after being taught toward the use of time token in improving students' speaking achievement. Based on Sudjana (2008), the formula used is :

$$P = \frac{F}{N} \times 100\%$$



Notes :

P : Percentage

N : Number of sample

F : Frequency

100% : Constant of value



## CHAPTER 4

### DATA ANALYSIS AND DISCUSSIONS

#### A. The Process of Teaching Experiment

In this study, the researcher used quantitative research with a quasi-experimental design. As mentioned by Sugiyono (2010), the characteristic of quasi-experiment design is the sample which is used for experiment group or control group are taken by using purposive technique from a certain population. The study was conducted in MAN 3 Banda Aceh, first-grade student as population and X MIA 3 as the sample.

The teaching experiment was run for four meetings. It consisted of one meeting for pre-test, two meetings for treatment, and the last meeting for the post-test. The learning process took time about 90 minutes each meeting. The process will be described as the following:

a. First meeting (July, 30<sup>th</sup> 2019, Tuesday)

In the first meeting, the researcher started the learning by introducing herself to the students and mentioned her aim attending the classroom. The researcher began the learning as usual, start from praying, check the attendance list, and then gave the material. In this meeting, she gave the pre-test to know the students' basic knowledge. The topics of the study were picked by the writer based on the syllabus for the first grade of Senior high school. The purpose of this pre-test was to know their ability in speaking before treatment.

b. Second meeting (August, 1<sup>st</sup> 2019, Thursday)

In the second meeting, first treatment was given. The researcher started to use time token model in her treatment. The class began by praying and checking out the students' attendance list. Afterward, the teacher shared a coupon to each student and explained how to use the coupon and also the rules. Every student is given the coupon talk with the time 15 seconds.

c. Third meeting (August, 6<sup>th</sup> 2019, Tuesday)

In this meeting, the researcher gave the students material about offering someone to do something. At first, the researcher gave a short explanation related to the material. Then, the students discussed in the group and also made a dialogue about offering someone to do something, and presented in front of the class.

d. Fourth meeting (August, 28<sup>th</sup> 2019, Tuesday)

In the last meeting, the researcher gave the post-test. Before that, the researcher prepared the topic or material and did questioned-answered. Then, the students sat in a group and discussed the topic of giving congratulation and respond. After that, she gave a quiz for the student individually.

At the end of the meeting, the students answered the questionnaire about their perception learning using Time Token model.

## B. The Analysis of Tests

In analyzing the data, the writer used a statistical calculation to the tests given for this study. There were two types of test in the study, pre-test, and post-test. The following table depicts the result of the pre-test and post-test.

Table 4.3  
*The Scores of Pre-test and Post-test*

No	Nama	Pre-Test	Post-Test
1	DS	50	65
2	SR	50	65
3	AN	65	80
4	AR	55	75
5	NS	45	65
6	MS	35	55
7	DS	50	65
8	IF	40	70
9	ZA	70	80
10	AH	70	75
11	S	50	80
12	AAH	65	75
13	SJ	60	70
14	RN	50	65
15	FUY	65	75
16	MB	70	80
17	UQ	55	65
18	ZA	45	65
19	MS	60	85
20	FA	60	70
21	SR	75	90
22	NA	50	75
23	IR	40	60
24	SA	50	65

Table 4.1 above is the result of the pre-test and post-test from 24 student' speaking performance based on the rubric of Harris (1984). According to the data,

it can be seen that the highest score of the pre-test was 75 and the lowest score was 35. While the highest score of post-test was 90 and the lowest score was 55.

### 1. *Pre-Test*

In analysing the data of pre-test, the writer calculated the score to find out Range (R), Class Number (CN), Interval (I), and Mean (X) by using statistical formular below:

- a. Range is the difference between the highest and the lowest score (Sudjana, 2008). The range of pre-test and post-test scores would be determined by using :

$$R = H - L$$

Notes:

R : Range of the score                      L : Lowest score

H : Hihgest score

According to the table 4.1, it can be seen that the highest score of pre-test is 60 and the lowest is 30. Thus the range is:

$$R = 75 - 35 = 40$$

- b. Class number is the number of class that can be determined by using the formula:

$$CN = 1 + (3.3) \log n$$

$$CN = 1 + (3.3) \log 24$$

$$= 1 + (3.3) 1.380$$

$$= 5.5546 \text{ (it can be taken 6)}$$

c. Interval class is the space of interval class, we can use the formula :

$$I = \frac{R}{CN}$$

I : Interval                      CN : Class Number

R : Range

$$I = \frac{40}{6} = 6.6 \text{ ( it can be taken 7)}$$

d. Mean

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

Notes:

X : Mean

$f_i$  : Refers to frequency

$x_i$  : Refers to the middle score of interval class

$f_i x_i$  : The amount of multiplication between the frequencies and the middle scores of interval class

Table 4.4  
The frequency's table of pre-test

Interval Class	$F_i$	$X_i$	$F_i X_i$
35-41	3	38	114
42-48	2	45	90
49-55	9	52	468
56-62	3	59	177
63-69	3	66	198
70-76	4	71	284
<b>Total</b>	<b>24</b>	<b>331</b>	<b>1331</b>

$$\begin{aligned} X &= \frac{1331}{24} \\ &= 55.45 \\ &= 55.5 \end{aligned}$$

## 2. Post-Test

### a. Range

From the table 4.1, it can be seen that the highest score of post-test is 19 and the lowest score is 10. Thus the range is:

$$R = 19 - 10 = 9$$

### b. Class Number

$$\begin{aligned} CN &= 1 + (3.3) \log 24 \\ &= 1 + (3.3) 1.380 \\ &= 5.5546 \text{ (it can be taken 6)} \end{aligned}$$

c. Interval

$$I = \frac{35}{6} = 5.83 \text{ (it can be taken 6)}$$

d. Mean

$$X = \frac{\sum fixi}{\sum fi}$$

Notes: X : Mean

fi : Refers to frequency

xi : Refers to the middle score of interval class

fixi : The amount of multiplication between the frequencies and the middle scores of interval class

Table 4.5  
*The frequency's table of post-test*

Interval Class	Fi	Xi	FiXi
55-60	2	57.5	115
61-66	8	63.5	508
67-72	3	69.5	208.5
73-78	5	75.5	377.5
79-84	4	81.5	326
85-90	2	87.5	175
<b>Total</b>	<b>24</b>	<b>435</b>	<b>1710</b>

$$X = \frac{1710}{24}$$

$$= 71.25$$



= 71

After doing the calculations, it was known that the average score of the pre-test is 55.5 and the post-test is 71. The result difference indicated that there was the effect of using Time Token model on the students' improvement of English speaking achievement at the first-grade students of MAN 3 Rukoh, Banda Aceh. The students' English speaking achievement improved after getting the treatment. It can be seen that there was a difference in the improvement of students' English speaking achievement by using Time Token model. According to the result, it can be concluded that Time Token model was effectively used in teaching and learning English speaking.

### **C. Examining Hypothesis**

In examining the hypothesis, the writer used the "t" test ( $t_0$ ) to determine the significant difference in examining the students' pre-test and post-test scores. Firstly, the hypothesis was examining as the use of Time Token model in improving students' speaking achievement. Secondly, the writer listed the pre-test and post-test scores in order to find up the difference score among these tests.

The result of the statistical analysis for the level of significance ( $\alpha$ ) = 0.05. In this study, there are alternative hypothesis ( $H_a$ ) and the null hypothesis ( $H_0$ ) determined as:

$H_a$ : Time Token is effective in improving students' speaking achievement.

$H_0$ : Time Token is not effective in improving students' speaking achievement.

If significant value ( $T_{score}$ )  $> 0.05$ , it means using Time Token model will improve students' speaking achievement. If significant value ( $T_{score}$ )  $< 0.05$ , it means using Time Token model will not improve students' speaking achievement.

Table 4.6  
*Paired Samples Test*

		paired Samples Test					t	df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Paired 1	pretest - posttest	16.250	6.635	1.354	19.052	13.448	11.998	23	.000

Based on the table above, the T-score value of tests was 0.000. In the paired-sample t-test if the value of sig. of  $0.000 < 0.05$ , means there is a significant difference between the pretest and post-test. The study can be concluded that  $H_a$  was accepted and  $H_o$  was rejected. It indicates that the strategy affects the students.

#### **D. The Analysis of Questionnaire**

In answering the second research question about students' perceptions after learning by using Time Token model, a set of questionnaire was given to students. The questionnaire consists of 20 statements that were separated into three parts. Those parts were students' interest in learning English, students' opinions about the advantages of the Time Token model, and students' opinions

about the disadvantages of Time Token model. The questionnaire was given to students in the last meeting, which was in the fourth meeting after the post-test

To analyze the questionnaire, the writer used the following formula from Sudjana (2008):

$$P = \frac{F}{N} \times 100\%$$

Notes:

P : Percentage                                  N : Number of sample

F : Frequency                                    100% : Constant of value

The data can be seen in the following tables.

Table 4.7  
*Q1 English Language is one of my favorite subject*

	Frequency		Percent	Valid Percent	Cumulative Percent
Valid	2	3	12.5	12.5	12.5
	3	14	58.3	29.2	41.7
	4	7	29.2	58.3	100.0
Total	24		100.0	100.0	

Based on the data above, it can be seen that almost all the students said that English language is one of their favorite subjects. There were 7 students who said “strongly agree” (29.2%) and 14 students agreed (58.3%). While the other said that English is not their favorite subject. It consists of 3 students who disagreed (12.5%).

Table 4.8  
*Q2 English speaking learning is interesting*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	12.5	12.5	12.5
	3	9	37.5	37.5	50.0
	4	12	50.0	50.0	100.0
	Total	24	100.0	100.0	

The information that can be seen from the table above is that twelve students (50.0%) were strongly interested in learning English speaking. Besides, nine students (37.5) were interested in learning English speaking. Only three students (12.5%) said that English speaking learning is not interesting. There were no students chose “strongly disagree”. Therefore, the writer concluded that almost all the students were interested in learning English speaking.

Table 4.9  
*Q3 my teacher has used a good model in understanding and mastering English language, especially in speaking*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	14	58.3	58.3	58.3
	4	10	41.7	41.7	100.0
	Total	24	100.0	100.0	

The result of the table above indicated that twenty-four students (58.3%) stated that the teacher has used a good model in understanding and mastering the English language, especially in speaking, and ten students chose “strongly agree”.

Table 4.10

*Q4 Time Token model is a new model for me in English speaking learning*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	12.5	12.5	12.5
	3	12	50.0	50.0	62.5
	4	9	37.5	37.5	100.0
	Total	24	100.0	100.0	

Based on students' answer, most of them said that Time Token model is a new model for them in English speaking learning. Nine of twenty-four (37.5%) students chose strongly agree and twelve of them (50%) chose agree. In contrast, three students said that they have learnt using model Time Token model before.

Table 4.11

*Q5 Time Token model helps me more smoothly express ideas in speaking*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	12.5	12.5	12.5
	3	12	50.0	50.0	62.5
	4	9	37.5	37.5	100.0
	Total	24	100.0	100.0	

The table showed that nine students (37.5%) said "strongly agree" that Time Token helps them more smoothly express ideas in speaking, and twelve of them (50%) chose to agree. While the other three (12.5%) stated that Time Token model hindered them. In general, it can be concluded that Time Token model can support the students' speaking in expressing the ideas.

Table 4.12

*Q6 By using Time Token model, I can increase my activeness in English speaking*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	8.3	8.3	8.3
	3	11	45.8	45.8	54.2
	4	11	45.8	45.8	100.0
	Total	24	100.0	100.0	

Based on the students' answers, most of the students chose "strongly agree" and agree (45.8%) that showed that the students can be more active in English speaking by using Time Token model. Afterward, two students (8.3%) chose disagree. The writer can conclude that by using Time Token model, students can increase their activeness.

Table 4.13

*Q7 By using Time Token model, it is easier for me in English speaking learning*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	8.3	8.3	8.3
	3	16	66.7	66.7	75.0
	4	6	25.0	25.0	100.0
	Total	24	100.0	100.0	

The table explained that six students (25%) chose "strongly agree" and sixteen students (66.7%). It is mean that 22 from 24 students stated that it is easier for them in English speaking learning by using Time Token model. While two students chose "disagree".

Table 4.14

*Q8 Time Token model is an appropriate model in English speaking learning*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	8.3	8.3	8.3
	3	14	58.3	58.3	66.7
	4	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

The information that can be inferred from the table is that the majority of students hold with Time Token. They said that Time Token model is an appropriate model and suitable to be applied in English speaking class. It can be seen from the option “strongly agree” (33.3%) and agree (58.3%) chosen by students. There were only two students (8.3%) who chose “disagree” and no one of them chose “strongly disagree”. The writer can conclude that most of students agreed that Time Token model is an appropriate model in English speaking learning.

Table 4.15

*Q9 Time Token model can motivate me in English speaking*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	12.5	12.5	12.5
	3	12	50.0	50.0	62.5
	4	9	37.5	37.5	100.0
	Total	24	100.0	100.0	

Based on the data above, nine students (37.5%) selected “strongly agree”, twelve students (50%) chose “agree”, while 3 others (12.5%) chose “disagree”.

Thus, the writer concluded that Time Token model can motivate the students in English speaking class.

Table 4.16

*Q10 After learning English speaking by using Time Token model, it increases my English speaking achievement*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	8.3	8.3	8.3
	3	13	54.2	54.2	62.5
	4	9	37.5	37.5	100.0
	Total	24	100.0	100.0	

The data in the table showed that after learning by using Time Token model, students' speaking achievement were increasing. It can be proven base on students' option. Almost all students selected yes, it consisted of nine students (37.5%) chose "strongly agree" and thirteen students (54.2%) chose "agree", whereas two students (8.3%) chose "disagree". In general, the writer concluded that Time Token can upgrade students' score and also students' achievement.

Table 4.17

*Q11 By using Time Token model, I got a lot of feedback from my friends*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	8.3	8.3	8.3
	3	12	50.0	50.0	58.3
	4	10	41.7	41.7	100.0
	Total	24	100.0	100.0	

The data above explained that the students got a lot of feedback from their friends because Time Token emphasize discussion learning where the students can share or exchange their opinion or idea. It was based on their choice, ten



students chose “strongly agree” (41.7%), twelve students (50%) chose “agree”, but two students (8.3%) chose “disagree”.

Table 4.18

*Q12 I hope it should be many subject I could learn with Time Token Model*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	4.2	4.2	4.2
	3	15	62.5	62.5	66.7
	4	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

According to the data above, the writer concluded that most students agree about the statement “I hope it should be many subject I could learn with Time Token model”. Although there was one student (4.2%) showed “disagree”, but the other students chose “strongly agree” (33.3%) and “agree” (62.5%).

Table 4.19

*Q13 this model is suitable to all level of student*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	12.5	12.5	12.5
	3	10	41.7	41.7	54.2
	4	11	45.8	45.8	100.0
	Total	24	100.0	100.0	

Based on the data from the table, most students chose “strongly agree” (45.8%) and “agree” (41.7%) that showed the model is suitable to all level students. Only three students (12.5%) chose “disagree”. Furthermore, none of the students chose “strongly disagree”. So, in general, the writer concluded that the Time Token model is suitable to be implemented to all students’ levels.

Table 4.20

*Q14 Time Token is flexible model and need to be administered by all teacher*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	8.3	8.3	8.3
	3	15	62.5	62.5	70.8
	4	7	29.2	29.2	100.0
	Total	24	100.0	100.0	

From the table above, it can be known that seven students strongly agreed and fifteen students agreed about the statement. There were only 2 students who disagreed and no one of them strongly disagreed. Based on their option, the writer concluded that Time Token is a flexible model and need to be administered by all teachers.

Table 4.21

*Q15 I can not develop my idea while using Time Token Model because of limited time*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	16.7	16.7	16.7
	3	10	41.7	41.7	58.3
	4	10	41.7	41.7	100.0
	Total	24	100.0	100.0	

The table above described that ten of students (41,7%) stated they were “strongly disagree” and disagree about the statement. While four students (16.7%) contrast agreed. Therefore, the writer decided that there are no limited time for students to develop their idea because the teacher has set and managed the time when using Time Token model.

Table 4.22

*Q16 I have no chance to speak when using Time Token model*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	8.3	8.3	8.3
	2	2	8.3	8.3	16.7
	3	12	50.0	50.0	66.7
	4	8	33.3	33.3	100.0
	Total	24	100.0	100.0	

The information that can be inferred from the table above is eight students (33.3%) selected “strongly disagree”, twelve students selected disagree, two students (8.3%) chose “agree”, and two others (8.3%) chose “strongly agree”. In conclusion, almost all students have a chance to speak when using the Time Token model. There were no dominant students and everyone has change to speak.

Table 4.23

*Q17 By using Time Token model, I can not focus in English speaking learning.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	12.5	12.5	12.5
	3	17	70.8	70.8	83.3
	4	4	16.7	16.7	100.0
	Total	24	100.0	100.0	

Based on the table above, it can be seen the students’ opinion about the statement. Four students (16.7%) strongly disagreed and seventeen students (70.8%) disagreed while three students agreed that “by using Time Token model, I can not focus in English speaking learning”. Thus, the writer concluded that the students focused learning English speaking by using Time Token model.

Table 4.24

*Q18 Learning speaking by using Time Token model is boring*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	12.5	12.5	12.5
	3	8	33.3	33.3	45.8
	4	13	54.2	54.2	100.0
	Total	24	100.0	100.0	

The data showed students' agreement on the statement that learning speaking by using Time Token is not boring. That meant most of the students stated that Time Token model is interesting and they enjoy learning by using that model. It can be seen from the table above, thirteen students (54.2%) chose "strongly disagree", eight students (33.3%) selected "disagree", and just three students (12.5%) opted "agree".

Table 4.25

*Q19 Time Token model is not effective for Senior High School Student*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	8.3	8.3	8.3
	3	16	66.7	66.7	75.0
	4	6	25.0	25.0	100.0
	Total	24	100.0	100.0	

According to the table above, it can be known that most students preferred disagree rather than agree. It consisted of six students (25%) strongly disagreed, sixteen students (66.7%) disagreed, and two students (8.3%) who agreed. Therefore, the writer claimed Time Token model is effective for senior high school students and can be one of the appropriate learning model.

Table 4.26

*Q20 Learning by using Time Token model is tired*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	16.7	16.7	16.7
	3	9	37.5	37.5	54.2
	4	11	45.8	45.8	100.0
	Total	24	100.0	100.0	

The data explained that four students (16.7%) said that learning by using Time Token model is tired. It was different from the other students who strongly disagreed (45.8%) and disagreed (37.5%) about the statement. According to the data, it can be concluded that Time Token model is a relaxed and comfortable model that can prevent students from tired of learning.

#### **E. Discussion of The Finding**

The purpose of this study was to investigate the use of Time Token model in improving students' speaking achievement. In answering each research question and also the hypothesis, the researcher has collected data processing successfully. The explanation of research questions are as follows: The first question was, "To what extent does Time Token model improve students' speaking achievement?" It can be explained according to the data owned from the test, it proved that using Time Token model in English speaking learning can improve students' speaking achievement. It was supported by the fact that the students' score before and after the implementation of Time Token model in the learning process was different. The students obtained a higher score after applying the Time Token model. In the

pre-test, the mean of the score was 55.5 and it really increased in post-test become 71.

The second research question was “what are students’ perception about Time Token model”. Through the analysis of the questionnaire, the writer defined that most of the students agreed that Time Token model gave the opportunity for students to speak and there was no student who dominate the discussion or silence. It was supported by Istarani (2011) who said that time token model as a structure can be used to teach social skills, to avoid talking domination of particular students or to avoid the students silence during class activities.

In addition, some students hope that Time Token model can be used in the other subject. Although the model juts focus in teaching speaking skill, but it also can be used in some others subject. For the examples in learning biology subject that have been conducted by Mauliza, Muhibbuddin, and Asiah (2016) in teaching respiratory system material and also in civic education subject that implemented by Susilowati (2018).

Furthermore Time Token model is a cooperative learning model that provides group discussion in teaching speaking skill. It aims to give the students a chance for sharing their opinion and to avoid students dominating the conversation or being silence (Eliyana, 2009). Related to that opinion, the data also shown that Time Token model help students to present their ideas more smoothly because this model was designed in form of focusing group discussion. So the students can share their ideas and also can got the feedback from the each other.

However, sometimes there are a few students who have no chance to speak when using Time Token model that was caused of the limited time and also total students factors. It is one of the weaknesses of Time Token model which cannot be used in classes with a large number of students. In addition requires a lot of time for preparation and in the learning process, because all students have to speak one by one according to the number of coupons they have (Shoimin, 2014).

In accordance with the previous research explained in chapter 2, Time Token is a kind of learning model that found by Arends in 1998. There are some previous studies as explained in chapter 2 using Time Token model by Arends.

Sukmayati (2010) found that there is a significant difference in speaking skills between students who were taught by using Time Token model. Then, Asmiati (2010) found that the implementation of Time Token model can improve the quality of the teaching-learning process. Fentari and Latif (2016) also got a positive result; the students achieved a higher score by using Time Token model. Afterwards Istarani (2011) said Time Token model is one of cooperative learning that teaches speaking skills to avoid students dominating the conversation or being quiet in discussions. By using this model, the learners are more active in speaking class since they are forced to use the speaking coupon.

However, the process of teaching speaking by using Time Token model which conducted by the researcher ran successfully since it could increase the students' speaking achievement. The mistakes which occurred during the research can be fixed by giving the students longer treatment, therefore they have more time to

develop their ability. In conclusion, Time Token model is one of the best learning model that can help students in their speaking performance. This model is best to be applied in teaching speaking.





## CHAPTER 5

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

The main purpose of this study is to find out whether Time Token model can improve students' speaking achievement, and also to know the students' perception toward the Time Token in improving their speaking. Based on the result and discussions in the chapter IV, the researcher draws some conclusions as follow:

1. The implementation of Time Token model can improve students' speaking achievement for the first-grade students of X MIA 3 class at MAN 3 Rukoh Banda Aceh. Based on the result of students' test scores, it showed that post-test scores were higher than pre-test scores. It is proved by the mean of the pre-test was 55.5, while the mean of the post-test was 71. In addition, the improvement of students' speaking achievement was showed in t-test calculation where  $H_a$  (Time Token model can improve students' speaking achievement) is accepted and  $H_o$  (Time Token model can not improve students' speaking achievement) is rejected. Therefore, it can be concluded that the use of Time Token model can improve students' speaking achievement.
2. Time Token model gives some benefits for students. It gave the opportunity for students to speak and there was no student who dominate the discussion or silence. In addition, the learners are more active in speaking class since they are forced to use the speaking coupon. The

model also helps students express their idea smoothly because they were learning in group discussion. This fact was supported by the result of field data obtain. The data also showed that students felt that Time Token model could help them in speaking. Most of them also agreed that Time Token model could be used for other subject.

## **B. Suggestions**

After conducted this research, the writer proposed some suggestions that would be useful for the teacher and other researchers who are interested in using Time Token model to improve students' speaking achievement for their study or teaching.

### **1. For the teacher**

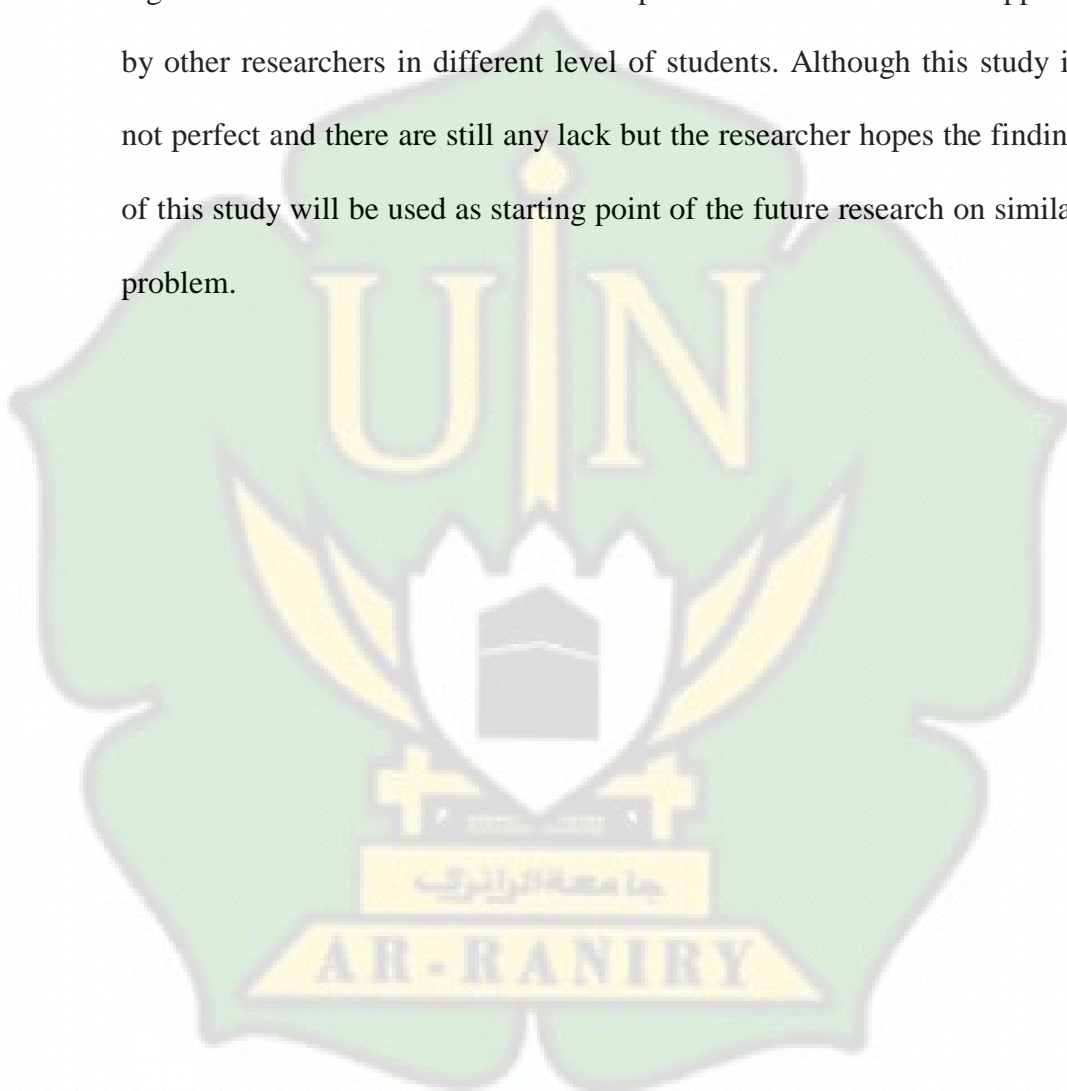
They might use Time Token model as their reference in teaching English especially in improving students' speaking achievement. This model is good for English teachers to implement in the teaching-learning process in order to help students express their idea. Therefore, each student will have a chance to speak in class.

### **2. For the students**

Time Token model is an effective model which used for speaking activities. It can help students share their idea by discussion group, and there will be no dominant students in the class cause every one of them has to use the coupon to speak.

### 3. For the other researchers

This study discusses the use of Time Token model in teaching English to improve the students' speaking achievement. It was conducted on senior high school students. The researcher hopes that this model can be applied by other researchers in different level of students. Although this study is not perfect and there are still any lack but the researcher hopes the finding of this study will be used as starting point of the future research on similar problem.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY  
Nomor : B- 17113/UN.08/FTK/KP.07.6/12/2019

TENTANG  
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-  
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-4781/UN.08/FTK/KP.07.6/06/2018** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;  
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;  
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2018

MEMUTUSKAN

- Menetapkan :  
**PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-444/UN.08/FTK/KP.07.6/01/2019** tanggal 14 Januari 2019
- KEDUA** : Menunjuk Saudara:  
1. Safrul Muluk, S.Ag.,MA.,M.Ed.,Ph.D                                  Sebagai Pembimbing Pertama  
2. Siti Khasinah, M.Pd    Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :  
Nama : **Raudhatul Jannah**  
NIM : **150203059**  
Program Studi : **Pendidikan Bahasa Inggris**  
Judul Skripsi : **The Use of Time Token Model in Improving Students' Speaking Achievement**
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 02 Desember 2019

An. Rektor  
Dekan

  
Mustim Razali

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.





**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 1613 /Un.08/FTK.I/ TL.00/02/2019

18 Februari 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

**N a m a** : Rauhatul Jannah  
**N I M** : 150 203 059  
**Prodi / Jurusan** : Pendidikan Bahasa Inggris  
**Semester** : VIII  
**Fakultas** : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
**A l a m a t** : Jl. Tgk. Glee Iniem, Lamkeunueng, Lr. Taman Muda,  
No.17, Kec. Darussalam, Aceh Besar

Untuk mengumpulkan data pada:

**SMAN dan MAN Aceh Timur**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Use of Time Token Model in Improving Student's Speaking Achievement**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,  
Wakil Dekan Bidang Akademik,  
dan Kelembagaan,



Mustafar

## **APPENDIX C**

### **LESSON PLAN**

School : MAN 3 Banda Aceh  
Subject : English  
Skill : Speaking  
Level/Semester : X/I  
Time : 8 x 45 minute (Four Meetings)

#### **A. Standar Competence**

To express the meaning of transactional and simple short spoken interpersonal to interact in daily activity

#### **B. Basic Competence**

To understand and to respond transactional conversation and simple interpersonal by using spoken language variety accurately, fluently, and interacting in the society that is involving expression of asking, accepting, and declining.

#### **C. Indicator**

1. The students are able to improve their speaking achievement
2. The students are able to speak by using correct pronunciation, grammar, vocabulary, fluency, and management of idea.

#### **D. Goal**

At the end of the lesson, the students are expected to be able to improve their speaking achievement by using correct pronunciation, grammar, vocabulary, and fluency

#### **E. Approach/Technique**

- Approach : Communicative Language Teaching
- Model : Time Token

#### **F. Source/Media**

- Source : Bahasa Inggris SMA/MA/SMK/MAK kelas X
- Media : Time Token Cupon, Projector

#### **G. Class Activities**

##### **a. Meeting I**

###### ❖ Pre-activities

- Greeting
- Introducing self and stating the goal of the class
- Checking the students' attendance
- Asking students' opinion about their speaking skill and activity

###### ❖ Main activities

- Asking the definition and example of introduction
- Giving additional explanation about introduction
- Pre-test activity (Student introduce her/his self )

❖ Post activities

- Complementing students' performance
- Comment, critic, and conclusion
- Teacher's feedback
- Greeting

**b. Meeting II**

❖ Pre-activities

- Greeting
- Checking the students' attendance
- Ask to the students about the material last meeting

❖ Main activities

- Explanation of time token model
- Questioning and answering the material
- Dividing some group discussion
- Students' performance and feedback

❖ Post activities

- Complementing students' performance
- Comment, critic, and conclusion
- Teacher's feedback
- Greeting

### **c. Meeting III**

#### ❖ Pre-activities

- Greeting
- Checking the students' attendance
- Warming up
- Ask to the students about the material last meeting
- Visual example by the teacher related to the next material

#### ❖ Main activities

- Explanation of the material
- Student are asking and answering
- Pair discussion
- Students' performance

#### ❖ Post activities

- Complementing students' performance
- Comment, critic, and conclusion
- Teacher's feedback
- Greeting

### **d. Meeting IV**

#### ❖ Pre-activities

- Greeting
- Checking the students' attendance
- Ask to the students about the material last meeting

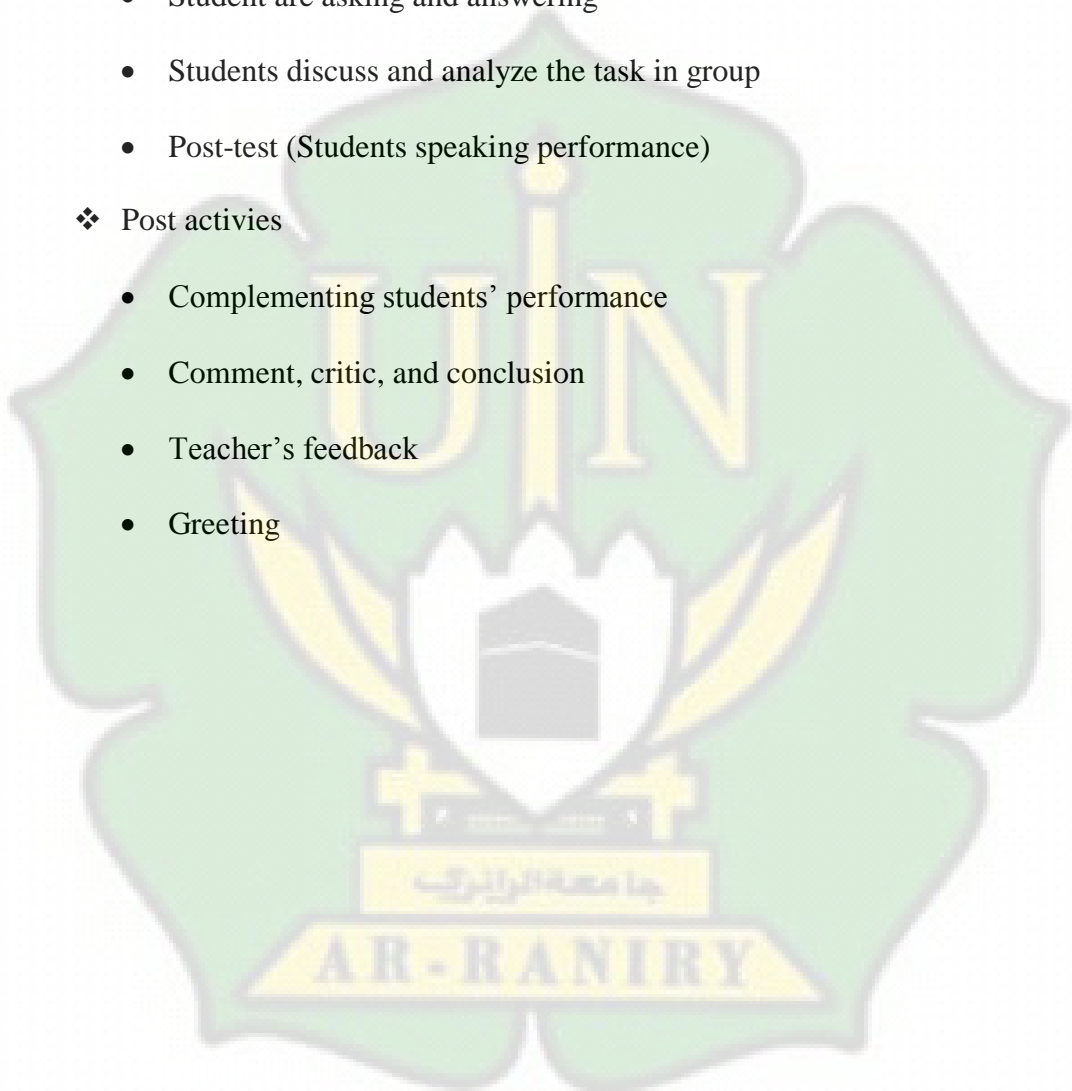
- Showing short animation related to the material

❖ Main activities

- Explanation of material
- Student are asking and answering
- Students discuss and analyze the task in group
- Post-test (Students speaking performance)

❖ Post activities

- Complementing students' performance
- Comment, critic, and conclusion
- Teacher's feedback
- Greeting



## APPENDIX D

### Teaching learning process

#### ➤ First Meeting



➤ Second Meeting





➤ Thirid meeting



➤ FourtMeeting



## Appendix E

### QUISTIONNAIRE



UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
DARUSSALAM BANDA ACEH

Responden Yth,

Saya Raudhatul Jannah (150203059), mahasiswa jurusan Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry. kuesioner ini saya susun dalam rangka penelitian sebagai syarat kelulusan S1 pada prodi Pendidikan Bahasa Inggris UIN Ar-Raniry tentang “ The Use of Time Token Model in Improving Students’ Speaking Achievement” performance in MAN Model Banda Aceh.

Skripsi ini di bimbing oleh :

1. Safrul Muluk, M.A., M.Ed, Ph.D
2. Siti Khasinah, M.Pd

Mengingat pentingnya data ini, saya harapkan kepada siswa(i) untuk dapat mengisi dengan lengkap sesuai kondisi yang sebenarnya. Jawaban yang diberikan sangat bermanfaat bagi penelitian ini. Atas perhatian dan waktu saya ucapkan terima kasih.

---

Nama :

Kelas :

Jenis Kelamin :

### **PETUNJUK PENGISIAN**

1. Instrumen berisi 20 butir pertanyaan
2. Bacalah dengan teliti semua pertanyaan yang ada
3. Setiap pertanyaan hanya diperbolehkan untuk diisi dengan satu jawaban saja dan hal ini tidak mempengaruhi nilai rapor
4. Jawablah pertanyaan-pertanyaan dengan cara memberi check list (V) pada salah satu jawaban yang sesuai dengan kenyataan anda pada lembar jawaban yang tersedia.
5. Alternatif jawaban angket ini sebagai berikut :  
SS = Sangat Setuju      S = Setuju  
TS = Tidak Setuju      STS = Sangat Tidak Setuju
6. Bila anda telah selesai mengerjakan, periksa kembali jawaban anda
7. Selamat mengerjakan

No	STATEMENTS	SA	A	D	SD
1	English Language is one of my favorite subject				
2	English speaking learning is interesting				
3	My teacher has used a good model in understanding and mastering English language, especially in speaking				
4	Time token model is a new model for me in English speaking learning				
5	Time token model helps me more smoothly express ideas in speaking				
6	By using time token model, I can increase my activeness in English speaking				
7	By using time token model, it is easier for me in				

	English speaking learning				
8	Time token model is an appropriate model in English speaking learning				
9	Time token model can motivate me in English speaking				
10	After learning English speaking by using time token model, it increases my English speaking achievement				
11	By using Time Token model, I got a lot of feedback from my friends				
12	I hope it should be many subject I could learn with Time Token Model				
13	This model is suitable to all level of student				
14	Time Token is flexible model and need to be administered by all teacher				
15	I can not develop my idea while using Time Token Model because of limited time				
16	I have no chance to speak when using Time Token model				
17	By using Time Token model, I can not focus in English speaking learning.				
18	Learning speaking by using time token model is boring				
19	Time Token model is not effective for Senior High School Student				
20	Learning by using Time Token model is tired				

## **AUTOBIOGRAPHY**

1. Name : Raudhatul Jannah
2. Place/ Date of Birth : Aceh Besar / May 4<sup>th</sup>, 1997
3. Sex : Female
4. Religion : Islam
5. Nationality/Ethnic : Indonesian/Acehnese
6. Marital Status : Single
7. Address : Jalan Tgk. Glee Iniem, Dusun Mulia, Lorong Taman Muda, No.17. Kecamatan Darussalam, Aceh Besar
8. Occupation/ NIM : The Student of Department of English Education Faculty of Tarbiyah and Teacher Training/ 150 203 059
9. Parents
  - a. Father : Isabtahuddin S.Ag
  - b. Occupation : Welding Shop
  - c. Mother : Mursidar A.Ma
  - d. Occupation : PNS
10. Address : Jalan Tgk. Glee Iniem, Dusun Mulia, Lorong Taman Muda, No.17. Kecamatan Darussalam, Aceh Besar
11. Educational Background
  - a. Elementary School : SDN 16 Banda Aceh
  - b. Junior High School : MTsN Model Banda Aceh
  - c. Senior High School : MAN Banda Aceh 1
  - d. University : UIN Ar-Raniry

Banda Aceh, 1 November 2019

Raudhatul Jannah