THE INFLUENCE OF TOKEN ECONOMY TECHNIQUES ON IMPROVING VOCABULARY LEARNING OUTCOME IN ELEVENTH GRADE AT MAS ULUMUL QUR'AN

THESIS

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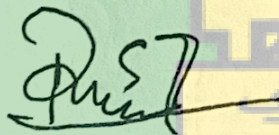
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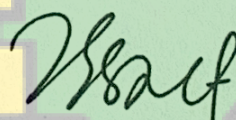
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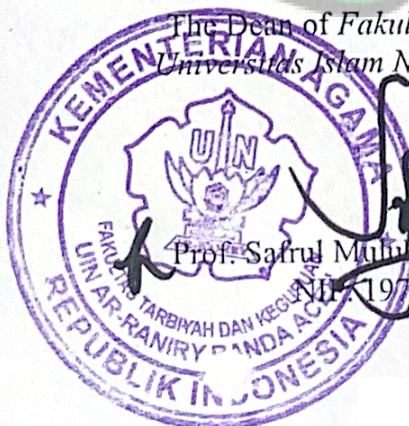
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SURAT PERNYATAAN KEASLIAN
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The Influence Of Token Economy Techniques On Improving Vocabulary Learning Outcome In Eleventh Grade At Mas Ulumul Qur'an

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

Banda Aceh, 20 Januari 2025
Saya yang membuat surat pernyataan,

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In the name of Allah ﷻ, the most gracious, the most merciful. May peace and blessings be upon Prophet Muhammad ﷺ, who has guided humanity toward the light of knowledge and truth. This thesis is submitted as a requirement to complete the Bachelor's Degree (S1) in English Language Education, *Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Ar-Raniry Banda Aceh*.

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Banda Aceh, January 20th, 2025

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ABSTRACT

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Thesis working title	:The Influence Of Token Economy Techniques On Improving Vocabulary Learning Outcome In Eleventh Grade At Mas Ulumul Qur'an
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The lack of motivation has made it challenging for students to improve their vocabulary learning outcomes. Token economy is one technique designed to enhance motivation and engagement. This study investigated the influence of the token economy technique on improving vocabulary outcomes among eleventh-grade students at MAS Ulumul Qur'an, Aceh. This study used mixed-method approach. Using a quasi-experimental design with a one-group pre-test and post-test approach, 27 students were selected through purposive sampling. Vocabulary tests were conducted before and after the intervention to evaluate its effectiveness. Observations were also carried out to identify behavioral changes and challenges during the implementation. The results indicated a significant improvement in vocabulary outcomes, with mean scores rising from 38.70 in the pre-test to 50.56 in the post-test. A paired sample t-test confirmed the effectiveness of the token economy technique, showing a t-value of -6.150 and a significance level of 0.000 (p < 0.05). Observations revealed that students showed increased independence, initiative, and confidence in vocabulary-related activities. For example, many students began using new vocabulary in discussions and presentations more actively, demonstrating greater engagement in learning. However, challenges included maintaining student interest when rewards became repetitive and ensuring fair token distribution among students with varying skill levels.The token economy technique proved effective in fostering student motivation and active engagement in vocabulary learning. By integrating token-based rewards, students participated more actively in learning activities, leading to improved vocabulary acquisition. This study underscores the potential of incorporating token economies in English language teaching to create an interactive and dynamic learning environment, while emphasizing the importance of adaptability and ongoing evaluation to address implementation challenges.
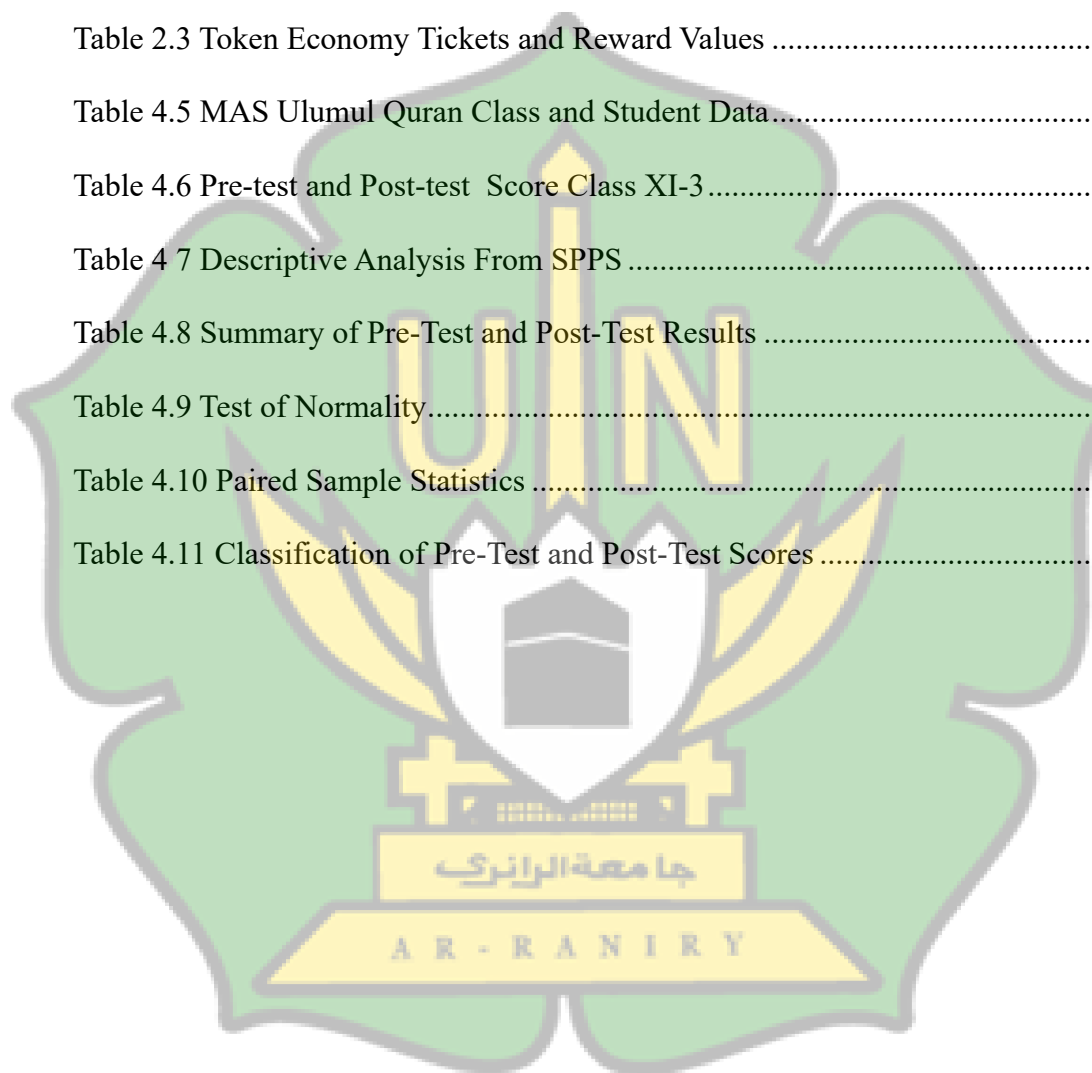
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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, outlines the research questions and aims, and discusses the research benefits. It also defines key research terminologies used throughout the study.

A. Background of Study

English became a global language due to the impact of globalization, making it one of the most widely spoken languages in the world (Chen et al., 2019). Therefore, globalization highlighted the importance of learning English, with vocabulary being a crucial aspect of language acquisition. Vocabulary was essential for students to develop communicative and linguistic skills, enabling individuals to improve their speaking, writing, reading, and listening abilities. In this context, vocabulary learning outcomes referred to the measurable results of students' ability to acquire and use vocabulary effectively in communication and academic tasks.

A strong vocabulary acquired early on contributed to the development of overall language proficiency, cognitive skills, and comprehension (Rudge et al., 2022). Vocabulary learning outcomes were closely tied to the effectiveness of teaching strategies and students' motivation during the learning process. In primary education, where language development was at a critical stage, effective teaching methods for vocabulary provided a solid foundation for future academic success (Carrier & Grifenhagen, 2020). Moreover, vocabulary learning outcome was a fundamental aspect of language learning that supported effective communication

and application of the language in both academic and real-life settings (Rizki et al., 2024).

Teachers played a vital role in supporting students to achieve better vocabulary learning outcomes by using a range of engaging and adaptive methods. However, certain students, particularly those with language difficulties or limited skills, still struggled to expand their vocabulary, even with guided assistance (McLeod et al., 2018). In Indonesia, English vocabulary mastery remained weak, leading to learning outcomes based on experts. For instance, senior high school students in Indonesia exhibited a low level of vocabulary mastery compared to the expectations of the national curriculum. According to Faisal (2019), senior high schools expected students to master the first 3,000 words. However, research showed that senior high school students only achieved 72% mastery of the first 1,000 words, 54% of the second 1,000 words, and 49% of the third 1,000 words after graduation.

Additionally, a study by Dunifa (2023) in Sulawesi revealed that among 642 senior high school students across various majors, 107 students reported inadequate vocabulary for simple conversations, and 75 students stated their vocabulary was limited to basic necessities like time, food, transportation, and family. Furthermore, 143 students admitted their limited and inaccurate vocabulary hindered their ability to describe social and professional topics. Meanwhile, 122 students believed they had sufficient vocabulary to discuss complex social issues, and 66 students considered their vocabulary extensive and accurate for handling challenging topics.

This gap in vocabulary learning outcomes indicated that most students failed to meet the vocabulary proficiency standards required to comprehend texts in national examinations. One significant challenge in vocabulary learning outcomes was the lack of motivation among students. Many students viewed English as irrelevant to their daily lives, leading to reduced enthusiasm for vocabulary learning (Rizki et al., 2024). Motivation often acted as a stimulus that evoked human actions, enthusiasm, voluntarism, and goals (Yu, 2023). When students held positive motivation, they engaged in English vocabulary learning voluntarily, which helped them expand their range of English vocabulary. Conversely, when students negatively assessed the learning situation, they became poorly motivated to engage in vocabulary learning, leading to poor performance in learning outcomes and lower scores in vocabulary tests (Yu, 2023).

To resolve the lack of motivation, teachers have been adapted and played a crucial role in the success of the learning process, particularly in enhancing vocabulary mastery. Token economy was a behavior modification technique designed to alter behavior by providing tokens as reinforcement when the desired behavior was exhibited (Kazdin, 1977). Tokens could be exchanged for rewards based on the total tokens earned, thus increasing students' motivation to achieve specific goals (Prima & Lestari, 2019).

According to Zlomke and Zlomke (2003, as cited in Amalo & Widiastuti, 2020), token economy modified and strengthened desired behaviors. Additionally, Handayani & Hidayah (2014, as cited in Amalo & Widiastuti, 2020) demonstrated that this technique effectively reduced aggressive behavior in children. Other

studies also highlighted the benefits of token economy in educational and therapeutic contexts. Pramitha and Putra (2018) concluded that effective instruction combined with a token economy significantly reduced hyperactive behavior in children.

Additionally, Carnett et al. (2014, as cited in Amalo & Widiastuti, 2020) revealed that interest-based token economy techniques were effective in decreasing challenging behaviors in autistic children during learning activities. Riyati (2017) concluded that there was a significant correlation between reinforcement and discipline in children, while stated that positive reinforcement effectively enhanced students' self-confidence. However, not all studies yielded consistent results. For instance, Sudaryanti (2015, as cited in Amalo & Widiastuti, 2020) found that using a token economy was ineffective in modifying mocking behaviors among sixth-grade students. This finding highlighted the importance of proper design and implementation to ensure the success of this technique.

Based on various previous studies, token economy had significant potential in increasing motivation, engagement, and positive behaviors among students. This technique was relevant for application in vocabulary learning to create an interactive and dynamic learning environment. By focusing on implementing token economy in classroom activities, this study was conducted at MAS Ulumul Qur'an, where there was a strong emphasis on improving vocabulary learning outcomes as a critical vision of the boarding school. Based on the mission of MAS Ulumul Qur'an, language development was prioritized with innovative techniques and effective classroom management. To enhance classroom activities, MAS Ulumul

Qur'an adopted token economy that emphasized student motivation as a crucial element for improving vocabulary learning outcomes, particularly among eleventh-grade students. Specifically, the research focused on how motivational techniques called token economy, such as rewards or incentives, influenced vocabulary learning outcomes, which were measured using pretests and post-tests. This study was carried out over a specific period in alignment with the academic schedule of MAS Ulumul Qur'an.

B. Research Questions

To investigate this issue, the researcher attempted to explore:

1. Does a token economy technique significantly improve the vocabulary learning outcomes of eleventh-grade students at MAS Ulumul Qur'an?

2. What challenges might teachers and students face when implementing the token economy technique in vocabulary learning?

C. Research Aims

Based on the research questions mentioned above, the objectives of this research were:

1. To evaluate the impact of the token economy technique in improving the vocabulary learning outcomes of eleventh-grade students at MAS Ulumul Qur'an.

2. To identify the challenges that might have been faced by teachers and students during the implementation of the token economy technique in vocabulary learning.

F. Research Benefits

This research provides benefits for schools, teachers, and students:

1. For Schools

This research provided insights that helped MAS Ulumul Qur'an enhance the quality of its educational strategies, particularly in English language learning.

2. For Teachers

It offered practical recommendations for teachers on integrating token economy techniques into their teaching practices to improve student motivation and vocabulary mastery.

3. For Students

It supported the development of student vocabulary outcomes and fostered a more engaging and motivational learning experience.

G. Research Terminologies

This section defines key terms used in the study to ensure clarity and consistency:

1. Token Economy Techniques

Kazdin (1977) defined token economy as a reinforcement technique in which students earn 'tokens' upon successfully completing a task. These tokens serve as a form of reinforcement to increase or modify specific behaviors. In this research, token economy is a technique for modifying student behavior to encourage vocabulary learning. It uses tokens in the form of block toys as

reinforcement for vocabulary learning outcomes. These block toys can be exchanged for rewards such as stationery and snacks.

2. Vocabulary Learning Outcomes

This refers to the measurable improvements in both the quantity and usage of vocabulary by students. This enhancement is assessed through pre-tests, post-tests, and targeted vocabulary-related interventions utilizing the token economy technique. In this research, vocabulary learning outcomes refer to the vocabulary provided by students during the intervention utilizing the token economy technique.