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DEVELOPMENT OF COOPERATIVE LEARNING MODELS WITH THE "TIME TOKEN" TO INFLUENCE ON THE ENGLISH SPEAKING ABILITY OF WASHLIYANI HIGH SCHOOL STUDENTS

Shabrina[1], Harianto[2], Ahmad Laut Hasibuan[3], Azhary Tambusai[4], Asnawi[5]

Universitas Muslim Nusantara Al-Washliyah, Indonesia
[1] shabrinaaulia@umnaw.ac.id, [2] hariantoii@umnaw.ac.id, [3] ahmadlauthsb@umnaw.ac.id,
[4] azharytambusai@umnaw.ac.id, [5] asnawi@umnaw.ac.id

Abstract

The research objective was to know the effectiveness of the cooperative learning model with time token method on the English language proficiency of Washliyani Middle School students compared to previous teaching methods. This research was quantitative with experimental research design. In this research, the writer uses a quantitative data analysis technique. The quantitative data of this research was analyzed by using statistical method. According to the result of the research of the Wilcoxon test conducted by the researchers, it was found that the significance values for the control and treatment groups were 0.002 and 0.000, respectively. These values were lower than the α value of 0.05, indicating that both teaching methods employed in the control and treatment class had a significant impact on improving students' speaking ability. N-Gain Effectiveness Index indicated that the time token method demonstrated a 63.56% effectiveness rate in improving students' speaking ability. This categorization falls under the range considered "moderately effective" for enhancing students' speaking skills.

Keywords: Time-Token; Coorperative Learning; Effectiveness

INTRODUCTION

Teachers need to have a thorough understanding of teaching models in order to effectively enhance learning outcomes. In their application, these teaching models should be tailored to students' needs, as each teaching model comes with distinct objectives, principles, and primary emphases (Isjoni, 2010:49).The teaching model essentially represents a form of learning that is outlined from start to finish and is presented in a distinct manner by the teacher. Therefore, a teaching model can be interpreted as a unit of instruction that contains procedures and technical steps to be taken in approaching the goals of the teaching and learning process, thus achieving effectiveness through alignment with time, place, and subject matter.

The word "cooperative," which refers to working together cooperatively and mutually supporting one another as a group or team, is where the term "cooperative learning" originates (Isjoni, 2010:22). As Etin pointed out, Hamid Hasan says that cooperation is working together to accomplish common goals. In cooperative learning, each student works toward goals that will benefit the group as a whole. Therefore, small groups are used in education as part of cooperative learning, enabling students to collaborate to maximize both their own and their peers' learning (Solihatin, 2007:4).

Within a cooperative learning environment, students are divided into small groups of four to six peers who share the same grade level but differ in terms of ability, gender, race and ethnicity, and level of support for one another. Encouraging all students to actively participate in the learning process and activities is the main reason for creating these groups. As part of these groups, their job is to help other members of the group gain learning competency and to master

the material that the teacher has provided (Trianto, 2005:7).According to Roger and David Johnson, cited by Agus Suprijono, the cooperative learning model needs to have five components in order to get the best possible outcomes. (1) Individual Accountability, (2) Positive Interdependence, (3) Promotive Interaction, (4) Member-to-Member Communication, and (5) Group Processing are these elements (Suprijono, 2009:45).

According to Isjoni, Haris states There are four fundamental abilities in language acquisition that fall into the categories of encoding and decoding processes. Speaking and writing are examples of encoding processes, in which we use linguistic forms to express our ideas, thoughts, or feelings. However, as they entail receiving spoken or written messages, reading and listening are regarded as decoding activities. All four of these abilities must be mastered by pupils in order to become fluent in English (Isjoni, 2010:19).It's true that students frequently had difficulty speaking, especially when it came to their performance.Many pupils were afraid to voice their opinions because they felt pressured by their peers. As a result, many were reluctant to express their ideas in class because they were afraid of making mistakes. Effective speaking instruction requires engaging exercises. Lessons can occasionally become boring and uninteresting for pupils if engaging tactics aren't used to present the content.

Therefore, it is essential that educators teach their pupils how to speak so they can interact with people in a productive manner. This is in line with Richard's stated educational objective, which is to improve pupils' communication skills and their ability to express themselves verbally. It is often known that cooperative learning is an extremely successful method of instruction for foreign or second language learners. In addition, the cooperative learning approach incorporates a number of strategies, each of which has special benefits and efficiency in advancing students' language learning. Time Token Arends (TTA), created by Arends in 1998, is one such method (Richards, 2005:22).One of the innovative learning models that can be used to improve student activity and learning outcomes in english lessons is the cooperative learning model tipetime token(Noviasari, 2022). English teachers need to be creative in order to provide a variety of classroom communication activities that encourage students to talk and to utilize the language in an active and productive way when teaching speaking English. Teachers need to understand that students are accustomed to limiting their speech in the classroom, both in terms of quantity and frequency. Additionally, the pupils lack confidence in their ability to express themselves and their views to others. Furthermore, the environment and circumstances in the classroom continue to be less conducive to typical active speech. The students that are engaged will always have the upper hand. In other words, the instructors primarily pay attention to who is involved(Ulfa, 2018)

During the learning process, students actively participate in cooperative activities with this method, helping each other to understand the material. The main method of the Time Token exercise is giving a coupon to every student in the group so they can talk about the subject. Students are not allowed to take part in any more talks after they have used up all of their coupons (Richards, 2005:25).According to Suyatno, the time token approach is applied to teach and build social skills so that pupils don't dominate or stay silent throughout class. The time token method typically goes through the following steps of implementation:

1. Classroom Preparation: The teacher conditions the class to participate in the activity. This may involve explaining the rules and purpose of the activity to the students.
2. Distribution of Conversation Coupons: Each student is provided with conversation coupons that have a predetermined duration. These coupons represent the amount of time they are allowed to speak during the activity.
3. Speaking Based on the Coupon: Students engage in conversations (not reading) based on the content of their coupons. They are encouraged to actively participate in discussions during this time.

4. Returning Coupons: Once the allocated time on their coupons is over, students return the coupons to the teacher or a designated person.
5. Repeat: The process is repeated, allowing each student multiple opportunities to speak during the activity (Suyatno, 2009:76).

As far as we are aware, there have already been attempts to improve pupils' language ability using this approach. Numerous studies—possibly hundreds—have been done on the application of this time token method to language learning. Muhammad Kristiawan's research on "The Effect of Time Token Technique Toward Students Speaking Skill at Science Class at High School 1 Parlaman" contains several examples of these studies. It has been demonstrated that using this strategy can help pupils become more confident speakers in class. It was evident that the Time Token technique had a major impact on the speaking abilities of the students (Kristiawan, dkk, 2016:22).

Further research was done by Daulay Hamidah et al. Their study is titled "Students' Speaking Skill through Cooperative Learning Strategy: Time Token Arends". They claimed that the students' speaking skills improved and became adept from the first meeting to the next after using time tokens (Daulay, dkk, 2018:388). In another assertion, Rosmawati makes the following in her research on "Improving Speaking Sikll By Using Time Tokens Arrends Strategy For Teenagers At Karetan": "using time token arrends to improve the speaking skill of adolescent in Karetan could be improved by regulation" (Rosmiati, 2020:12).Based on the findings of the aforementioned research as well as the literature review, Washliyani Middle School attempted to incorporate the time token technique and the learning model into language instruction activities.One aspect of learning that is under the teacher's control is the method; this means that the teacher has complete control over how to carry out the learning objectives and select the most appropriate method to do so. An inappropriate method can lead to coercion, monotony, and improper delivery of the material; on the other hand, if the learner chooses to complete the learning activities independently, the teacher will need to assist them as a facilitator in the learning process(Herianto, 2021).

However, the results observed in the field contradicted the claims made by previous research. Based on the researcher's observations, it was found that the effectiveness of implementing this method did not align with the claims from previous studies. This can be substantiated by the students' low level of engagement in English conversations, a persistently low interest in learning English, and consistently low scores on pretests.

METHOD

Experimental research design is to enable researcher to estimate the effect of an experimental treatment. The research can be done in the laboratory, in the class and in the field. In this study, the experimental research is done in the class with taking students as population. A researcher chooses the design to determine the validity of conclusions can be drawn from the study. According to Prasetyo (2008 : 160) there are many kinds of experimental research design that is Classical experimental design, Pre experimental design and Quasi experimental and special design. In this study, the researcher uses experimental research with quantitative approach. The researcher wants to know the effectiveness of the cooperative learning model with time token method on the English language proficiency of Washliyani Middle School students compared to previous teaching methods. he impact is assessed by providing a specific treatment. The effectiveness will be know the significant differences between the students who are taught using cooperative learning model with time token method and those are taught using previous teaching method.

RESULTS AND DISCUSSION

Results

At this stage, the researcher and collaborating teacher conducted observations to collect initial data for each class. The results of these observations were to be used as a reference for evaluation in the next stage. The results of these observations also determined which class would be the control class and which would be the treatment class, where the class with the highest average score would be the control and the class with the lowest average score would be the treatment class.The N-gain analysis revealed that the average improvement in speaking skills for students in the control group was 12.90%, while the average improvement in the experimental group was 63.56%.In contrast to the students in the experimental class, where the highest point increase was 11 points and the lowest change showed an increase of 3 points (this can be seen in the development graph below). The researcher attributes the observed differences in speaking ability development between the two classes to the distinct methods and approaches employed.In the experimental class, the learning objectives were more clearly defined, and the strategies for achieving those objectives (in this case, improving students' speaking ability) were more detailed and well-evaluated.Additionally, the time token method indirectly compelled students to speak in English, providing them with opportunities to practice pronouncing English words and phrases.This phenomenon could be attributed to the implementation of the time-token method, which indirectly compelled students to engage in English conversations. As a result, the pronunciation experiences gained by each student served as an effective means of enhancing their speaking ability.

Discussion

a. The Influence

To assess the impact of the teaching methods employed in this study, the researchers employed the paired-samples t-test. One of the prerequisites for conducting a paired-samples t-test is that the data must demonstrate a normal distribution. After conducting a normality test on the data collected by the researchers, it was found that the data did not exhibit a normal distribution. Consequently, the researchers employed the non-parametric Wilcoxon signed-rank test as an alternative. The results of the Wilcoxon test conducted by the researchers are presented below.

Table 1. Wilcoxon Test

Test Statistics[a]

	Post_Control - Pre_Control	Post_Treatment - Pre_Treatment
Z	-3.025[b]	-3.937[b]
Asymp. Sig. (2-tailed)	.002	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the Wilcoxon test conducted by the researchers, it was found that the significance values for the control and treatment groups were 0.002 and 0.000, respectively. These values were lower than the α value of 0.05, indicating that both teaching methods employed in the control and treatment class had a significant impact on improving students' speaking ability.

Table 2. Rank Table of Wilcoxon Test

Ranks

		N	Mean Rank	Sum of Ranks
Post_Control - Pre_Control	Negative Ranks	0[a]	.00	.00
	Positive Ranks	11[b]	6.00	66.00
	Ties	9[c]		
	Total	20		
Post_Treatment - Pre_Treatment	Negative Ranks	0[d]	.00	.00
	Positive Ranks	20[e]	10.50	210.00
	Ties	0[f]		
	Total	20		

The rank table above shows that the treatment group's mean rank value for positive ranks was 10.50, but the control group's mean rank value was 6.00 for the same ranks. This shows that students in the treatment group experienced an average gain in speaking ability of 10.50, compared to an average rise of 6.00 for those in the control group. This argument leads to the conclusion that the treatment group had a greater impact on students' speaking skill improvement than the control group.The researcher can determine that the hypothesis put out in the research has been accepted based on the study's findings. This suggests that the alternative hypothesis (H1) is accepted and the null hypothesis (H01) is rejected.

b. The Effectiveness

With the aid of the SPSS program, the researcher used the N-gain formula to address the second study hypothesis about the efficacy of the applied strategy.The research appendix has full statistics, but the N-gain analysis showed that the experimental group's mean percentage was 63.56% and the control group's mean percentage was 12.90%. A mean percentage below 40% denotes an inefficient approach, while a mean percentage between 56% and 75% denotes a moderately effective strategy, given the categorical criteria set forth by Jariyah et al. (2022:113).

Based on these criteria, it can be concluded that the method implemented in the control group (class 7A) proved ineffective in enhancing the speaking skills of SMP Washliyani students. Conversely, the time token method employed in the experimental group (class 7B) demonstrated moderate effectiveness in improving the speaking skills of SMP Washliyani students.Based on the study's findings, the researcher might say that the research's hypothesis has been accepted. This suggests that the alternative hypothesis (H2) is accepted and the null hypothesis (H02) is rejected.

CONCLUSION

1. The Wilcoxon Signed-Rank Test revealed that group-based learning using the time token method significantly enhanced students' average speaking ability development by 10.50. This improvement surpassed the average speaking ability development of 6.00 achieved through the conventional method.
2. The N-Gain Effectiveness Index indicated that the time token method demonstrated a 63.56% effectiveness rate in improving students' speaking ability. This categorization falls under the range considered "moderately effective" for enhancing students' speaking skills.

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