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*Research Article*

# Accelerating Students' Speaking Skills Through Time Token Technique

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## Abstract
The utilization of the time token strategy to enhance students' speaking proficiency was the primary focus of this investigation. The researcher adopted an experimental approach, using a pretest and posttest control group design, to overcome the problem students face in acquiring and developing their speaking skills. An English-speaking test was developed as a research tool to gather the necessary data for this investigation. The speaking criteria from Brown (2004) were employed to evaluate the test outcomes. Consequently, certain statistical methods (t-test) proposed by Sudjana (2002) were employed to quantify the enhancement in students' speaking skills between the pretest and posttest for the experimental and control groups. The empirical evidence suggests that the t-score (8.7) surpasses the t-table value (1.68). This finding implies a significant enhancement in the students' speaking skills within the experimental group, after the pedagogical application of the time token methodology, complemented with descriptive text. This denotes that the time token strategy is effective in the pedagogical process and can be considered an alternative technique for teachers to facilitate instruction of speaking skills within the context of English as a foreign language classroom.

## Keywords
time token; descriptive text; speaking skill

## Introduction
Within English learning, the fundamental skills learners need to acquire are listening, speaking, reading, and writing. Among these, speaking skills are crucial skills that learners of English as a foreign language (EFL) are expected to master proficiently. Teaching speaking in the EFL context in the emancipated learning curriculum is essentially to make students accustomed to learning and speaking English as the introduction to international communication. Komariah (2011) argued that the pedagogical objective of English instruction in Indonesia is to facilitate learners' ability to communicate effectively in spoken

and written language forms at a predetermined proficiency level. Learners are expected to exhibit communicative performance and linguistic competence in the target language. Indeed, a significant proportion of learners lack the requisite proficiency to effectively articulate in English within the classroom setting. This observation is corroborated by Hayes (2012), who asserts that "many students do not have a good ability to talk in the target language" (p.20).

English emerged as a critical subject in the curriculum, becoming compulsory and taught from secondary to high school. Consequently, the teachers face an arduous challenge in ensuring their students attain high proficiency in English as a foreign language, with particular emphasis on the ability to converse in the language within and beyond the classroom environment. Numerous studies have highlighted the significance of student engagement in the successful acquisition of the English language (Azhar, 2013; 2022; Ginting, 2021; Huong, 2022). Meaningful interaction during classroom sessions is a key factor in promoting student engagement, which is considered vital for language acquisition (Badie, 2020). Furthermore, Mashharawi (2006 in Jondeya, 2011) emphasizes the importance of verbal communication in human interaction in the English language, underscoring the need for instruction and practice of speaking skills in the language classroom.

Based on the writer's preliminary study conducted on August 27-28$^{th,}$ 2023 at SMPN 2 Susoh, Aceh Barat Daya the second grade, through a series of semi-structured interviews with ten students, it was found that the students encountered some challenges in learning English as a foreign language. First, the students' vocabulary in English is limited, hindering their ability to articulate their thoughts. This constraint also impedes the learners from achieving fluency in English. Second, the students often hesitate to speak English in front of teachers and classmates due to fear of making mistakes. Also, the student has low confidence to speak and take part in teaching speaking. Third, the problem that students face with the skill of speaking is that they have limited time to practice and only practice their English at school. In other words, the students only speak English at school, especially in English subjects, and do not use English anymore outside of school.

The time token strategy has proven highly effective in enhancing students' communication skills, learning activities, and participatory behavior across various educational settings. According to recent studies conducted by Hussen & Pangaribuan (2023), Susatyo (2021), Rahayu & Nindiati (2020), and Aziz and Ratmanida (2014), this strategy has been particularly successful in improving students' speaking skills, promoting respectful communication, increasing participation, and enhancing achievement in speaking. Rahayu and Nindiati (2020) discovered that the Time Token learning model positively impacted student learning outcomes in social studies. Susatyo (2021) found that the time token strategy was especially effective in improving students' communicative competence in an English language learning context. These findings suggest that the time token strategy is an invaluable tool for improving students' communication skills and participation in the classroom. These studies underscore the importance of time tokens in language learning and the need to consider cultural factors in their use and interpretation. This research will employ the Time Token strategy's benefits within an English class, concentrating on enhancing the speaking abilities of second-year students at SMPN 2 Susoh in Aceh Barat Daya.

Time token is an activity of learning that plays with talking time, in which the student works with another student in a group and is given talking time as a tool to speak during the teaching process. Ceranic (2009) states that using talk tokens to teach speaking skills to students can provide more equity among students when they speak English so that all students will contribute or participate in the learning process. This technique is useful to make all students participate in the learning process, practice their English, and give them opportunities to speak to share their feelings, opinions, and ideas about the material given by using talking time. The time token technique is useful to avoid student domination in teaching speaking

English and to help shy students participate by using talking time. Arends (2004) supported that time tokens are a great technique for handling the domination of students and shy students in conversation and providing student participation during the speaking activity. Lehoski and Vander (2013) added that the time token technique allows students to participate in the teaching-learning process by using the instructional time given by the teacher so the students can get the opportunity to practice their speaking skills.

**Understanding of The Time Token Technique**

The time token technique, developed by Arends (2004), is one of the numerous active learning strategies within the cooperative learning methodology. In the time token technique, students are taught to think, communicate, socialize, and participate with other students in the class, and they also learn to share the time to express their opinions. Through the application of skills in socialization, participation, communication, and sharing times, students can learn actively, take responsibility, and develop their creativity. Arends (2004, p. 374) states that the time token technique is a special activity that can improve students' participation in speaking skills.

Students frequently show shortcomings in collaborative and participatory skills in pedagogical activities focused on spoken language. This implies that they encounter challenges in engaging in group tasks due to their reluctance to articulate in English in the presence of their peers, compounded by their apprehension of committing grammatical and phonetic errors during their verbal expressions. As a result, it makes them uncooperative in the lesson, focusing on speaking skills. Ceranic (2009) urged the teacher to give opportunities for all students to practice their English in front of their friends and to collaborate with other students; in the way, implementation of talk tokens or talking time in teaching speaking skills, which is any student in the class expected could be asked to contribute in the learning process. He added that "this technique helps shy students that may not wish to share their opinion in whole class, but they will be able to do this more confidently because they have to do it by using talk time already given by the teacher" (2009, p. 72).

In the other case, students occasionally encounter challenges in equitably distributing time and resources in speaking activities. They may attempt to monopolize the discourse (with contributions predominantly from a single individual) during group activities involving English communication. It can be solved through the time token technique as outlined by Abbott and Godinho (2011), "this activity (by using time token) provides a good strategy for making students conscious of the need to share the talk time between group members in their group or another group" (p. 11). In other words, the application of the time token technique will increase the student's awareness that each group member should be given an equal opportunity to express their ideas and opinions in teaching speaking, which is then effective for an individual student to dominate the class (Cary, 2008). In summary, this strategy manipulates the allocation of speaking duration, wherein each learner is granted a designated time slot as a mechanism for verbal expression.

The Time Token Technique is applied by necessitating learners to forfeit a token as a method of monitoring the depletion of their designated talking time, following which they are prohibited from further verbal contributions. This strategy guarantees balanced participatory prospects for all students. Arends (2009) argued that the Time Token Technique, a pedagogical strategy within the cooperative learning framework, can cultivate students' interpersonal skills and facilitate equitable participation in the speaking process. Moreover, this technique exemplifies the application of democratic learning principles in the classroom, signifying that all students are entitled to contribute and engage in spoken language instruction. In conclusion, by allocating talk tokens to students as a speaking tool, the Time Token Technique fosters learner engagement in dialogues, enhancing oral fluency within real-life contexts and providing valuable practice in speaking skills (Longman, 2006).

Time token strategies in the classroom begin with the teacher clearly explaining the learning objectives for basic competencies. Classical discussions are then encouraged within the class, followed by the assignment of tasks to students. To ensure equal participation, the teacher distributes a predetermined number of coupons to students before speaking or commenting occurs. Each time students speak, they must use one coupon and take turns with their classmates. Once a student runs out of coupons, they may not speak again. Students who still have coupons may continue to speak until all coupons have been used. This process continues until every student has had an opportunity to speak. Finally, the teacher assigns values based on the amount of time each student has spoken, ensuring fairness and equal participation for all.

One of the important preparations the teacher should make before initiating the time token technique is allocating the time to all groups for their designated time contribution for talking (Borich, 2007). When the time token activities are finished, the remaining time must be divided among individual group presentations and a whole class discussion to get all students involved. This is viewed as an effort to engage all students to speak and use the language they have learned from their teacher (Harmer, 2001). The process requires practical engagement to facilitate the learning of the students in the real-world context; therefore, a proficient teacher should implement suitable strategies to ensure the active involvement of all learners in the articulation of English language instruction.

Subroto (2002) viewed the technique of time token as productive in learning because the teacher develops how the students learn to get, manage, use, and communicate everything they have learned while teaching speaking. It also makes the student active in studying for potential cognitive, affective, and psychomotor skills to be developed.

Time tokens are suitable for increasing students' motivation and social skills and avoiding dominating or shy students during speaking class. Cory (2008) said that this technique forces students to give their comments and keep talking to practice the material to avoid domination of students' speaking; this technique also considers opportunities for all students' involvement and social skill interventions. Stronge (2007) further affirmed this by stating that effective classroom managers are completely prepared and keep their students actively involved in the teaching and learning process. The time token technique is, however, a suitable strategy to achieve the purposes mentioned earlier. Given the documented benefits of time token techniques in augmenting the communicative competence of language learners, as proposed by existing literature, this study seeks to extend the exploration of this technique's application within the context of an English classroom at the junior high school level. The objective is to ascertain its efficacy in enhancing the oral language proficiency of the students. The purpose of this study was to investigate the effects of implementing the time token technique on the speaking skills of second-year junior high school students. Specifically, the research aimed to explore the extent to which this instructional strategy could enhance their oral communication abilities. Therefore, the study is driven by the following research questions:

- How does time token technique improve students' speaking skill?

## Method

This study employs a true experimental design, utilizing a pre-test and post-test control group design. The design comprises two groups: the experimental class and the control class. The experimental class receives the treatment from the researcher, while the other class does not receive any treatment (Sugiyono, 2012). In this study, the word experiment means finding out the effect of the independent variable on the dependent variable. The variables in this research are students' speaking skills and cooperative learning with the time token technique. The Independent variable of this research is time token, whereas the dependent variable is speaking skills. The experimental treatment for this research is

to find out how to improve students' speaking skills through cooperative learning by using the time token technique in the learning process. The method used by the writer to collect the data is a set of tests. This test gathers the data needed to deal with numbers and anything measurable. The writer uses statistics, tables, and graphs to present the results of this study.

In this methodology, an initial evaluation, termed the pre-test, is conducted before initiating the intervention. Thus, two assessments are implemented: the pre-test and the subsequent post-test. The author contrasts the outcomes of the pre-test and post-test of learners in the experimental group, who were instructed utilizing the time token technique, with those of the control group, who were educated using the direct method by the school teacher. This comparison is undertaken to ascertain the learners' English-speaking skills enhancement.

This study was conducted in SMPN 2 Susoh, Aceh Barat Daya. The population of this study is the students in second grade. There are four classes (19 students of VIII-1, 20 students of VIII-2, 19 students of VIII-3, and 22 students of VIII-4) in these grades; the number of students is 80. The writer used two classes as the sample. In this research sample, this study was 19 students VIII-1 as the experimental class and 19 students VIII-3 as the control class. They were selected by using random sampling. The researcher used random sampling because, as Creswell (2003) stated, everyone included in the population has the same possibility of being selected as a sample. Furthermore, the oral test was used by the writer to elicit data related to students' speaking skills. From the discussion with the writer, the teacher suggested that the questions and material consist of information about descriptive text with the themes of describing people, places, fruits, and animals. The sample of the test was taken from the internet, and the learning material was taken from the book "When English Ring A Bell" related to the descriptive text. For the reliability of the test, the writer gave oral tests for both classes as a pilot study at different times before this research was conducted.

The writer conducted this research in five meetings. The pre-test was administered on the first day of the meeting, and the post-test was on the last day in the experimental and control classes at different times. On the other hand, the treatment for the control class, using the time token technique, was delivered for three meetings after the pretest and a post-test.

The writer used the criteria of the speaking aspect proposed by Brown (2004) to analyze and score the results of students' speaking skills. The maximum score is 5, and the minimum is 1 for each component. Statistical procedures were also used to analyze the result of the test which adopted from Sudjana (2002), as follows:

**The range (R)**

The purpose of the range is to know the lowest and highest scores of speaking skills through the application of the time token technique**.**

R = the highest score – the lowest score

**The amount of class interval (K)**

K= 1 + (3,3) log n

Remarks:

K =The total of class interval

N = equal number of students

**The length of interval class score**

$$P = \frac{R}{K}$$

Remarks:
P = Length of interval score of class
R = Range score
k = Interval score of class

**The mean**

To find out the average score of all respondents on the speaking test, the writer used the Sudjana formula (2002). As follows:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

**The standard deviation**

The researcher used this formula of Sudjana (2002) to find out the standard deviation, as follows:

$$S_a^2 = \sqrt{\frac{n\sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}}$$

Where,
S = Standard deviation
And the formula of standard deviation (the combination of variance) is:

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

**t- score**

To find out whether the differences between the pre-test and post-test is significant and to prove the hypothesis, the researcher used the statistical procedures of Sudjana (2002, p. 242) to determine the t-score, as follows:

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{S\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Remark:
t = Significance comparative coefficient
$x_1$ = Mean score of class experimental class
$\overline{x_2}$ = Mean score of class in control class
S = Combination of the two-standard deviation
$n_1$ = The number of students of experimental class
$n_2$ = The number of students in control class

The researcher compared the t-score with the t-table to interpret the significance of the t-score and the researcher also must find the degrees of freedom by using:

df= (n1+n2-2)

Remarks:
df = Degrees of freedom
n1 = Samples of the first variable
n2 = Samples of the second variable

Finally, to examine the hypothesis, the researcher compared the result to the limit score in the measurement table of t-scores based on Sudjana (2002):

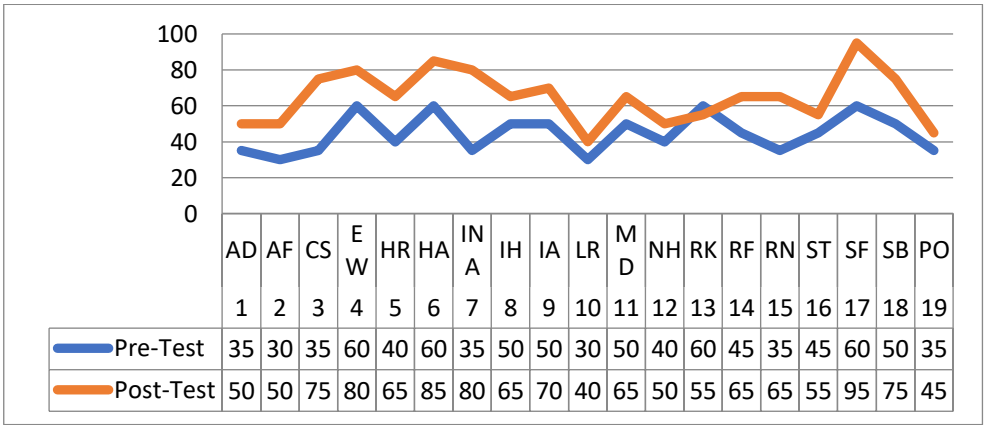
1. If the result of the research is higher than or as high as the limit score in the t-score measurement table, it means that the difference is significant and the hypothesis is accepted.

2. If the result of the research is lower than the limit score in the t-score measurement table, it means that the difference is not significant and the hypothesis is rejected.

## Results

The study was conducted at SMPN 2 Susoh, Aceh Barat Daya. The experiment started on October 30th, 2023 and finished on November 7th, 2023. This research had five meetings for the VIII-1 group as the experimental class (consisting of pre-test, treatment, and post-test) and for the VIII-3 group as the control class (consisting of pre-test and post-test).

The result of students' pre-test and post-test scores for the experimental class will be presented on the following chart and tables below:




| | AD | AF | CS | EW | HR | HA | INA | IH | IA | LR | MD | NH | RK | RF | RN | ST | SF | SB | PO |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Pre-Test | 35 | 30 | 35 | 60 | 40 | 60 | 35 | 50 | 50 | 30 | 50 | 40 | 60 | 45 | 35 | 45 | 60 | 50 | 35 |
| Post-Test | 50 | 50 | 75 | 80 | 65 | 85 | 80 | 65 | 70 | 40 | 65 | 50 | 55 | 65 | 65 | 55 | 95 | 75 | 45 |

*Figure 1. The Result of Students' Pre-Test and Post-Test Scores of EC*

From the line above, we can see that the number of students in the experimental class is 19. The highest score on the pre-test for the experimental class is 60, while the lowest score for the pre-test is 30. Furthermore, for the post-test, the highest score is 95, and the lowest is 40.

The specification score of frequency distribution for the pre-test in the experimental class can be seen as follows:

- Range (R) = 60 – 30
  = 30
- The Amount of Class Interval (K) = 1 + 3.3 log 19
  = 1 + 3.3 (1.28)
  = 1 + 4.224
  =5.224 ≈ 5 / 6
- Length of Class Interval (P) $= \frac{30}{5.224}$
  = 5.743 ≈ 5 / 6
- $\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{828{,}5}{19} = 43.60526 \approx 43.61$

*Table 1. The Table of Distribution of Pre-test for EC*

| Score | $f_i$ | $x_i$ | $x_i^2$ | $f_i x_i$ | $f_i x_i^2$ |
|---|---|---|---|---|---|
| 25 - 30 | 2 | 27.5 | 756.25 | 55 | 3025 |
| 31 - 36 | 5 | 33.5 | 1122.25 | 167.5 | 28056.25 |
| 37 - 42 | 2 | 39.5 | 1560.25 | 79 | 6241 |
| 43 - 48 | 2 | 45.5 | 2070.25 | 91 | 8281 |
| 49 - 54 | 4 | 51.5 | 2652.25 | 206 | 42436 |
| 55 - 60 | 4 | 57.5 | 3306.25 | 230 | 52900 |
| Total | 19 | | | 828.5 | 140939.3 |

- $S_a^2 = \sqrt{\frac{n\sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}}$

$= \frac{19\,(140939.3) - (828.5)^2}{19(19-1)}$

$= \frac{(2677846) - (686412.3)}{342}$

$= \frac{1991434}{342}$

$= 5822.905$

$S_a = \sqrt{5822.905} = 76.3079616 \approx 76.31$

Based on the calculation above shows that the mean score of the pre-test in the experimental class $\bar{x}$= (43.61), $Sa^2$= (5822.905), and $S_a$ = (76.31).

Meanwhile, the specification score of frequency distribution for the post-test in the experimental class can be seen as follows.

- Range (R) = 95 – 40
  = 55
- The Amount of Class Interval (K) = 1 + 3.3 log 19
  = 1 + 3.3 (1.28)
  = 1 + 4.224
  =5.224 ≈ 5 / 6
- Length of Class Interval (P) $= \frac{55}{5.224}$
  = 10.5283308 ≈ 10 / 11

*Table 2. The Table of Distribution of Post-test for EC*

| Score | $f_i$ | $x_i$ | $x_i^2$ | $f_i x_i$ | $f_i x_i^2$ |
|---|---|---|---|---|---|
| 30– 40 | 1 | 35 | 1225 | 35 | 1225 |
| 41 – 51 | 3 | 46 | 2116 | 138 | 19044 |
| 52– 62 | 3 | 57 | 3249 | 171 | 29241 |
| 63–73 | 6 | 68 | 4624 | 408 | 166464 |
| 74–84 | 4 | 79 | 6241 | 316 | 99856 |
| 85 –95 | 2 | 90 | 8100 | 180 | 32400 |
| Total | 19 | | | 1248 | 348230 |

- $\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{1248}{19}$ = 65.68421 ≈ 65.68
- $S_a^2 = \sqrt{\frac{n\sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}}$

$= \frac{19\,(348230\,) - (1248)^2}{19(19-1)}$

$= \frac{(6616370) - (1557504)}{342}$

$= \frac{5058866}{342}$

= 14792.01

$S_a = \sqrt{14792.01}$ = 121.622407 ≈ 121.62

Based on the calculation above, it can be concluded that the mean of post-test in the experimental class $\bar{x}$= (65.68), $Sa^2$= (14792.01), and $S_a$ = (121.62). The score clearly showed that the mean score of pre-test in the experimental class is 43.61 and; after taught by using time token technique, the mean score of student's post-test in experimental class is (65.68). It can be seen, that in the post-test, students' scores have increased about 22.07.

On the other hand, the result of students' pre-test and post-test scores for control class will be presented in Figure 2. From the line in the figure, we can see that the amounts of students in control class are 19 students. The highest score on the pre-test for the control class is 60, while the lowest score for the pre-test is 30. Furthermore, for the post-test, the highest score is 60, and the lowest is 30.

The specification score of frequency distribution for the pre-test in the control class can be seen as follows:

- Range (R) = 60 – 30
  = 30

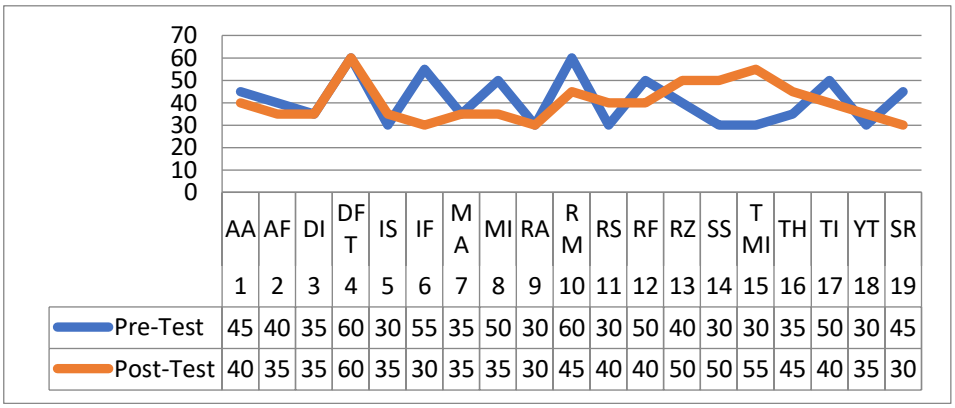



*Figure 2. The Result Student's Pre-Test and Post-Test Scores of CC*

- The Amount of Class Interval (K) = 1 + 3.3 log 19

  = 1 + 3.3 (1.28)
  = 1 + 4,224
  =5.224 ≈ 5 / 6

- Length of Class Interval (P) $= \frac{30}{5{,}224}$

  = 5.74272588 ≈ 5 / 6

*Table 3. The Table of Distribution of Pre-test for CC*

| Score | $f_i$ | $x_i$ | $x_i^2$ | $f_i x_i$ | $f_i x_i^2$ |
|---|---|---|---|---|---|
| 25 – 30 | 6 | 27.5 | 756.25 | 165 | 27225 |
| 31 – 36 | 3 | 33.5 | 1122.25 | 100.5 | 10100.25 |
| 37 – 42 | 2 | 39.5 | 1560.25 | 79 | 6241 |
| 43 – 48 | 2 | 45.5 | 2070.25 | 91 | 8281 |
| 49 – 54 | 3 | 51.5 | 2652.25 | 154.5 | 23870.25 |
| 55 – 60 | 3 | 57.5 | 3306.25 | 172.5 | 297536.25 |
| Total | 19 | | | 762.5 | 105473.8 |

- $\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{762.5}{19} = 40.13158 \approx 40.13$

- $S_a^2 = \sqrt{\frac{n\sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}}$

$$= \frac{19\,(105473{,}8\,) - (762{,}5)^2}{19(19-1)}$$

$$= \frac{(2004001) - (581406{,}3)}{342}$$

$$= \frac{1422595}{342}$$

*Table 3. The Table of Distribution of Post-test for CC*

| Score | $f_i$ | $x_i$ | $x_i^2$ | $f_i\ x_i$ | $f_i\ x_i^2$ |
|---|---|---|---|---|---|
| 25 – 30 | 3 | 27.5 | 756.25 | 82.5 | 6806.25 |
| 31 – 36 | 6 | 33.5 | 1122.25 | 201 | 40401 |
| 37 – 42 | 4 | 39.5 | 1560.25 | 158 | 24964 |
| 43 – 48 | 2 | 45.5 | 2070.25 | 91 | 8281 |
| 49 – 54 | 2 | 51.5 | 2652.25 | 103 | 10609 |
| 55 – 60 | 2 | 57.5 | 3306.25 | 115 | 13225 |
| Total | | | | 750.5 | 104286.3 |

- $\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{750.5}{19} = 39.5 \approx 40$
- $S_a^2 = \sqrt{\frac{n\sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}}$

$$= \frac{19\,(104286{,}3\,) - (750{,}5)^2}{19(19-1)}$$

$$= \frac{(1981439) - (563250{,}3)}{342}$$

$$= \frac{1418189}{342}$$

$$= 4146.75$$

$S_a = \sqrt{4146.75} = 64.3952638 \approx 64.40$

The calculation above showed that the mean of the post-test in the control class $\bar{x}$= (39.5), $Sa^2$= (4146.75), and $S_a$ = (64.40).

It is clearly shown that the mean pre-test score in the control class is 40.13 and the mean score of the student's post-test in the control class is 39.5. it can be seen that students' scores have not increased in the post-test because of only 0.63-point difference.

The researcher used the formula of t-score to make the data analysis reliable. According to Sudjana (2005) the criteria of testing is rejected if null hypothesis (Ho) $t > t_{1-\alpha}$ and alternative hypothesis (Ha) is accepted. To determine degrees of freedom, the writer used (n1 + n2 – 2) and level significant $\alpha = 0.05$. Looking at the result of post-test from both classes (EC and CC), it is then concluded that the mean score of the experimental class is $\bar{x} = (65.68)$, variance $S_a^2$= (14792.01), while the mean score of the post-test in control class $\bar{x} = (39.5)$, variance $S_a^2$= (4146.75). Then, the calculation of standard deviation can be seen and concluded as follows Sudjana (2002):

- $s^2 = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}}$

$$= \frac{(19-1)14792,01+(19-1)4146,75}{19+19-2}$$

$$= \frac{(18)(14792,01)+(18)(4146,75)}{36}$$

$$= \frac{(266256,18)+(74641,5)}{36}$$

$$= \frac{340897.68}{36} = 9469,38$$

$$S = \sqrt{9469.38} = 97,310739 \approx 97.31$$

After getting standard combination, the writer used statistical formula to prove the hypothesis, as follow:

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{S\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

$$= \frac{65,68-39,5}{\sqrt{97.31\left(\frac{1}{19}+\frac{1}{19}\right)}}$$

$$= \frac{65,68-39,5}{\sqrt{97.31\left(\frac{2}{19}\right)}}$$

$$= \frac{26,18}{\sqrt{97.31\ (0.10526316)}}$$

$$= \frac{26,18}{\sqrt{10.2431581}}$$

$$= \frac{26,18}{3.20049342} = 8.1799887 \approx 8.2$$

By applying degree of significant α = 0.05 and the degree of freedom df = (n1 + n2 + 2) = 19 + 19 – 2 = 36, from table distribution was obtained $t_{(0.95)\,(35)} = 1.68$.If t-score equal or higher than critical t-score or t, in this case, it is obtained at 8.2> 1.68, so the null hypothesis is rejected and the alternative hypothesis is accepted. It can be concluded that the use of the time token technique improves students' speaking skills in the experimental classes.

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## Discussion

After collecting and analyzing all the data from the experimental and control groups by using the statistical formulas, it is necessary to discuss the result of the study. The writer found that both the experimental and control groups demonstrated equivalent speaking skills achievements before applying the time token technique. Following the implementation of the time token technique, the experimental class demonstrated a notable enhancement in their speaking skills. A comparative analysis of the pre-test and post-test results from the experimental and control classes revealed a significant increase in the speaking skill scores for the experimental class. Upon examination of the data analysis results, it was observed that both classes exhibited comparable scores in the pre-test, with the maximum score being 60 and the minimum score being 30. However, a significant disparity was noted in the post-test results. In the experimental class, the highest score escalated to 95, while the lowest score also increased, reaching 40. In contrast, the control class did not improve, with the highest and lowest scores remaining consistent at 60 and 30 respectively, as observed in the pre-test. This indicates that there was no observable improvement in the speaking skills within the control group.

In addition, the mean score of students for each aspect in the experimental class after being taught by using time tokens was also improved. Students' mean score for the experimental class is 65.68, whereas

the mean score of students for the control class that was not taught by using the time token technique in teaching speaking is 39.5. Based on the hypothesis's statement of Sudjana (2005), by using a t-test on the level of significant a = 0,05 and degree of freedom = 36, $t_{count} > t_{table}$ which is 8.7> 1.68, it then can be concluded there is an improvement among students who were taught by using time token technique with students who were not taught by using time token technique.

In this discussion, the writer would like to elaborate on the difficulty students face in speaking skills. This is based on the pre-test scores that the student had done before; the writer found that the student faced difficulties in three aspects such as grammar, pronunciation, and vocabulary. Besides these three aspects, the students also faced difficulty in self-confidence which affected their fluency when they talked.

Generally, students in both the experimental and control classes had low confidence in speaking English in the pre-test. There were so many factors that made them not feel confident to speak in front of the class. For example, students were afraid of making mistakes while they spoke, and a few of them said that they felt strange to use English language words because, based on their confessions they seldom use English during the teaching process. Meanwhile, these factors influence the students' ability in speaking skills. After the writer gave treatment three times for students in the experimental class, the result showed some significant improvement in student scores in each speaking aspect.

The students in the experimental class improved their vocabulary, pronunciation, grammar, and fluency (including their self-confidence). The students seemed better in terms of comprehension to identify the picture; then they described it by the picture information. Thus, the students also increased in vocabulary and pronunciation. They avoided using similar words in describing the picture, and they became selective and careful to choose the words that were suitable for the picture. Also, the students could pronounce the word while speaking up. Regarding grammar, the students were more aware of subject-verb agreement. However, there was occurred a few students still made errors in grammar and pronunciation in the post-test. Not all students improved in those parts because few students should learn it first. The learners cannot acquire grammar and pronunciation in such a short period. The learners need more time to learn grammar and pronounce English words well.

Surprisingly, the self-confidence of the learners improved quite significantly in the post-test. All students took part in giving their ideas to describe the picture, and they were no longer shy or afraid to speak about the picture in front of the class. The students also did not feel forced to present their description of the picture in front of the class by using talking tokens. They seemed enthusiastic, and active and enjoyed the process of the post-test. Meanwhile, there was no significant improvement in each speaking aspect for the students' post-test scores in the control class.

## Conclusion

Based on the results of the study, in brief, the writer concludes that the use of the time token technique can improve the speaking skill of student SMPN 3 Susoh Aceh Barat Daya in the experimental class, and the time token technique is effective in making all students contribute and participate in teaching speaking activity. Besides, this technique also avoided dominating students to speak up in class, and all students got a chance to participate in making them practice their speaking skills in front of their friends and teachers. Furthermore, the time token technique motivated students to speak and made the learning process interesting and enjoyable during teaching and learning activities. This was proven by the improvement in the mean scores of students' pre-test scores in the experimental class, which was 43.61, and the mean scores of students' post-test scores were 65.68. It means that teaching speaking skills using the time token technique works better in helping students achieve speaking skills in experimental classes.

However, the time token technique was also having weakness during the treatment. This technique needs more time to apply, as well as the teacher's patience in facing students' shy attitude and self-confidence to speak up in front of the class by using talking time.

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