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Improving Students' Speaking Ability Using Time Token Arends in the Eleventh Grade of SMAN 1 Mataram

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Abstract
Speaking, as a critical component of language acquisition, is often hindered by factors such as low confidence, limited vocabulary, and reluctance to use English in class. This research investigates the effectiveness of the Time Token Arends (TTA) cooperative learning strategy in enhancing the speaking ability of eleventh-grade students at SMAN 1 Mataram. Through Classroom Action Research (CAR), this study was conducted over two cycles involving 21 students. The instruments used included speaking tests, observations, and questionnaires, with the speaking tests focusing on pronunciation, grammar, vocabulary, and fluency. The results demonstrated a significant improvement in students' speaking performance—from a pre-test average of 52.14 to a post-test cycle I average of 71.42 and finally to 82.61 in cycle II. Additionally, 95.23% of students achieved the minimum mastery criterion after the second cycle. The findings suggest that TTA is an effective and engaging strategy to boost students' speaking fluency and confidence. The research implies valuable insights for teachers seeking innovative methods to encourage active language use and equitable participation in speaking activities.

Keywords
Time Token Arends, speaking skill, classroom action research

INTRODUCTION

Education is vital in human lives since it provides quality, competence, and knowledge, eliminating ignorance. Four language skills should be offered to support students' English abilities in learning English (i.e., listening, speaking, reading, and writing). Speaking is considered the most significant among the language skills. It is defined as an interactive process of meaning construction through producing, receiving, and processing information (Burns, 1997; Goh & Burns, 2012). Although considered to be the most challenging skill, speaking is considered to be the core language skill that students must master (Yule, 2023). In addition, although speaking is a productive skill that can be observed directly and empirically, such observation lacks reliability and validity because it is always influenced by individuals' listening ability (Brown, 2004).

Additionally, Rao (2018) emphasizes the importance of speaking for several reasons. First, it encourages students to become active learners by giving them meaningful content to articulate. Second, it enables interaction and communication with others. Third, it allows students to express their ideas, thoughts, feelings, and opinions verbally. Nevertheless, several challenges exist in speaking instruction. Students often struggle to verbalize their thoughts due to limited vocabulary, lack fluency, exhibit low self-confidence when using English in speaking activities, and feel excessive shyness about speaking English in front of their friends. One of the researchers also found the abovementioned phenomenon during his observations of students learning English in Class at SMAN 1 Mataram in 2023. There were five problems related to the speaking activities. According to Ur (2012), there are four issues with speaking activities. They are reluctance to speak in English in the classroom, finding things to say, low participation and use of the first language (L1). First, students did not dare to speak up or were afraid of making mistakes. Second, there were no ideas on how to start speaking. Third, most students lacked the confidence to share their ideas or give arguments during the teaching process. Fourth, the students rarely practiced their English to communicate with classmates; alternatively, they preferred speaking Indonesian rather than English. Lastly, the students had low motivation to speak English. The researcher then thinks it is necessary to find an innovation in teaching techniques to solve the abovementioned problems. One of the best techniques that can be applied is Time Token Arends (TTA). Elliot Aronson and his colleagues at the University of Texas discovered the Time Token Arends, which were later developed by Slavin from Hopkins University.

According to Aronson (1961) and Arends (2015), Time Token Arends is a method used in the Cooperative Learning style. Cooperative Learning is a fundamental component of all learning approaches that encourage active participation in the classroom. As a result, cooperative learning requires students to collaborate, work together, and participate in all classroom learning activities. Time Token is a technique that can be implemented in class where discussion is dominated by few students. This model is effective to train and develop students' collaboration skills, and avoid the domination of a few students in classroom discussions. It can also be used to encourage students to show their opinions/ideas, give peer feedback, and develop their speaking skill.

Basically, this model creates opportunities for every student to obtain a chance to speak and to interact socially with one another; therefore, the Time Token Arends model is often characterized as a form of social and participatory learning. By using one-minute speaking tokens for each student, every learner is guaranteed an opportunity to speak, engage in inclusive dialogue, and prevent imbalance and domination in classroom conversations (Busro, 2016).

The term time token is derived from the word "time," which means "time or duration," and "token," which means "symbol or sign" (Asnita & Khair, 2020). This term refers to a learning model that employs time markers or the implementation of time limits during speaking activities. In its

implementation, each student is given a time limit to speak. This approach can encourage students' active participation, promote effective time management in speaking, and create a structured learning environment while still allowing space for the natural development of speaking skills.

Based on the explanation above, this study then examines how effective the Time Token Arends model is in improving students' speaking ability under the title *"Improving Students' Speaking Ability by Using Time Token Arends of SMAN 1 Mataram"* in the eleventh grade.

RESEARCH METHOD

The research design was Classroom Action Research (CAR) method. CAR is an approach used to identify the most effective teaching strategies for enhancing student learning within one's own classroom; however, every teaching context is distinct, shaped by differences in subject matter, grade level, students' abilities and learning preferences, the teacher's competencies and instructional approaches, and numerous other variables (McKeachie, 1999). The study in this research employed both quantitative and qualitative data to identify the problem. According to Kemmis & Mc Taggart (2002), there are four steps in CAR (Figure 1)

(1) planning,
(2) actions,
(3) observation, and
(4) reflection

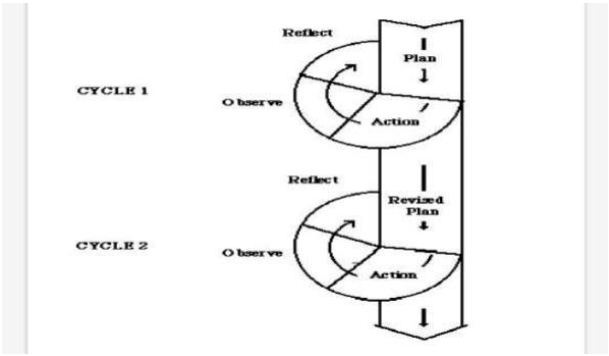

Figure 1. Kemmis & Mc Taggart Design

The data were collected from students' scores in a given speaking activity. The data collecting procedure was as follows. First, speaking test was conducted to determine students' speaking ability. This test was in two types (i.e., pre-test and post-test). The researchers compiled a lesson plans where the materials were in accordance with the TTA technique (i.e., recount texts). After each cycle, a speaking test was given effects of the treatment on students' speaking performance.

The researcher explained each phase as an explanation below to make them clear about the planning in each cycle and each phase.

1. **Planning**
   In the planning step, the researchers prepared the learning scenarios by collaborating with the English teacher. This planning also included the preparation of the research instruments; the interview guidelines before and after the implementation, and tests.
2. **Acting and Observing**
   The lesson planning was followed by implementing the action and conducting the observation. The researchers acted as a teacher in giving the treatment and observing when activity is conducted. Information and knowledge about affixes as Word Structure Strategy was delivered and explained in this phase. The researchers observed the students' activity using the field notes. While the English teacher acted as an observer conducting the observations using an observation sheet.
3. **Reflecting**
   Data was compared to the criteria of action success and the research question in this process. The observation was the instrument to discover the result of using affixes as word structure strategies in this class. Post-test was used to help in this phase. The result of the instruments was discussed attentively by the teacher and the observer. If the result of the first cycle achieved the criteria, then the research will be stopped. Conversely, if the result does not achieve the criteria, the second cycle of Classroom Action Research will be conducted.

To find significant results on students' speaking ability, the researcher conducted several speaking tests which results are assessed based on four classifications of English-speaking ability assessments (i.e., pronunciation, grammar, vocabulary and fluency). Based on Harris (1984) to make the researcher described all classifications as follows.

1. Pronunciation

Classification	Score	Criteria
Excellent	5	Speech is produced by a native English speaker.
Good	4	Speech is clear and easy to understand, despite minor errors.
Average	3	Speech exhibits pronunciation issues that reduce clarity and cause occasional misunderstanding.
Poor	2	Speech is difficult to understand and frequently requires repetition.
Very Poor	1	Speech is severely impaired and nearly incomprehensible.

2. Grammar

Classification	Score	Criteria
Excellent	5	Demonstrates only minor errors in grammar and word order.
Good	4	Contains some grammar or word order errors, but meaning remains clear.
Average	3	Exhibits frequent grammatical errors and word order issues that occasionally obscure meaning.
Poor	2	Shows numerous grammatical and syntactic errors that significantly impede comprehension.
Very poor	1	Contains excessive language pattern errors, rendering speech incomprehensible.

3. Vocabulary

Classification	Score	Criteria
Excellent	5	Demonstrates a wide and varied range of vocabulary.
Good	4	Occasionally uses imprecise vocabulary, but meaning remains largely clear.
Average	3	Frequently selects inappropriate or incorrect words, affecting clarity.
Poor	2	Exhibits severely limited vocabulary, which hinders comprehension.
Very poor	1	Shows minimal vocabulary control, often relying on repetitive word choices.

4. Fluency

Classification	Score	Criteria
Excellent	5	Demonstrates fluency and ease of speech comparable to that of a native speaker.
Good	4	Exhibits slight hesitation or disruption due to minor language difficulties.
Average	3	Shows developing fluency that is generally clear and readily understood by listeners.
Poor	2	Displays noticeable pauses and moments of silence due to uncertainty or searching for words.
Very poor	1	Manifests frequent stuttering and breakdowns in speech flow, significantly impeding listener comprehension.

To find out the student's average score in each cycle the formula was used (Arikunto, 2010).

$$X = \frac{\sum x}{\sum n} \text{ x } 100\%$$

X = Mean
x = Individual score
N = Number of students

To calculate the test results, the following score percentage was used(Hamalik, 1989).

$$S = \frac{R}{N} \, x \, 100\%$$

S = The value to be sought or expected
R = Total score of items or questions answered correctly
N = The maximum ideal score of the test in question

Furthermore, to get the percentage of classes that meet the Minimal Mastery Criterion (*KKM*), score 75 (seventy-five), the following formula was used (Sudijono, 2009).

$$\text{P} = \frac{\text{F}}{\text{N}} \text{ x } 100\%$$

P = Rate the percentage that gets 75 points
F = The number of correct scores get the point up to 75
N = Total number of the students

After getting the average student score per cycle, the results of the increase or decrease in student scores from pre-test to post-test in cycle 1 and cycle 2 were analysed uding the following formula.

$$\text{P} = \frac{\text{y1} - \text{y}}{\text{y}} \text{ x } 100\%$$

P = The percentage of student improvement identification results
y = Pre-test result
y1 = Post-Test I

$$\text{P} = \frac{\text{y2} - \text{y}}{\text{y}} \text{ x } 100\%$$

P = The percentage of student improvement identification results
y^1 = Pre-test
y^2 = Post-Test II

RESULT AND DISCUSSION

This classroom action research is conducted in two cycles in accordance with a preset theory. Two acts make up each cycle. Each activity in the teaching and learning process takes 90 minutes (2 x 45'). The guidelines for doing action research in the classroom are divided into four phases. Planning, acting, observing, and reflecting are all part of it.

The First Cycle of Classroom Action Research

a. Planning

Initially, the researcher formulate two forms of action plan to be implemented in each research cycle. Subsequently, the researcher designed the lesson plan (RPP) in accordance with the implementation of the Time Token Arends (TTA) approach, with an emphasis on recount text instruction. Then, the researcher prepared relevant instructional media to support the teaching and learning process in the classroom. The researcher also developed observation sheets to record activities and events occurring during the learning process. In the final phase, the researcher prepared Posttest 1 as an instrument to obtain data on the improvement of students' scores after the implementation of the action.

b. Acting

The Cycle 1 was implemented on Wednesday, May 14, 2025. The teaching and learning process was conducted by the researcher based on the lesson plan. First, the researcher clearly explained the TTA technique. Second, students were divided into five groups and each group was given a different biography text to analyze and identify its structural components collaboratively. Third, each student reconstructed a brief narrative based on the biography discussed, using their own words. Fourth, students took turns presenting their stories orally in front of the class, using a TTA card.

c. Observing

The researcher in this phase monitored and recorded all classroom activities. A structured observation checklist was used to document the implementation of the TTA technique. The first observation took place on Thursday, May 15, 2025. This phase also functioned as a pre-test, during which the researcher observed students and classroom conditions before the implementation of the TTA.

d. Reflecting

At this phase, the researcher drew conclusions based on the actions that had been implemented in Cycle 1. Students' improvement was assessed by comparing Posttest 1 scores with the pretest results and by analyzing observational data on students' behavior. To enhance learning outcomes in Cycle 2,

the researcher refined the instructional actions. The criteria for the success of the action were met if 80% of the students achieved a minimum score of 75 (Minimum Competency Standard, or *KKM*).

Table 1. Description of Student Score Data in Pre-Test Cycle I

No	Initials of Name	Pre-Test	Criteria Passed (>75)
1	MSA	45	Unsuccessful
2	HNPA	40	Unsuccessful
3	FAB	50	Unsuccessful
4	SPSD	55	Unsuccessful
5	YND	45	Unsuccessful
6	NAE	55	Unsuccessful
7	WF	35	Unsuccessful
8	PYG	45	Unsuccessful
9	TTEG	55	Unsuccessful
10	SZH	60	Unsuccessful
11	PBAH	55	Unsuccessful
12	ZL	75	**Successful**
13	SGRM	40	Unsuccessful
14	AND	45	Unsuccessful
15	SLN	35	Unsuccessful
16	AN	50	Unsuccessful
17	NFHP	45	Unsuccessful
18	NFR	75	**Successful**
19	DMR	60	Unsuccessful
20	HNS	55	Unsuccessful
21	DBU	75	**Successful**
Total ∑X		1095	
The mean score		52.14	

Based on the results of the students' pre-test, only three students (14%) met the Minimum Standard Criteria of 75. In the pre-test, the researcher identified several student difficulties, such as confusion in expressing their ideas orally. This issue was evident from the pre-test scores, as 18 students obtained scores below 75. This indicates that students' speaking ability was still low, necessitating improvement through the implementation of the Time Token Arends (TTA) method.

Table 2. Description of Student Score Data in Post Test Cycle I

No	Initials of Name	Post-Test	Criteria Passed (>75)
1	MSA	65	Unsuccessful
2	HNPA	60	Unsuccessful
3	FAB	75	**Successful**
4	SPSD	75	**Successful**
5	YND	70	Unsuccessful
6	NAE	75	**Successful**
7	WF	60	Unsuccessful
8	PYG	60	Unsuccessful
9	TTEG	75	**Successful**
10	SZH	75	**Successful**
11	PBAH	75	**Successful**
12	ZL	85	**Successful**
13	SGRM	65	Unsuccessful
14	AND	65	Unsuccessful
15	SLN	55	Unsuccessful
16	AN	75	**Successful**
17	NFHP	60	Unsuccessful
18	NFR	90	**Successful**
19	DMR	80	**Successful**
20	HNS	75	**Successful**
21	DBU	85	**Successful**
Total ∑X		1500	
The mean score		71.42	

Table 3. Description of Student Speaking Skills using the TTA technique for the Post-Test (Cycle I)

	Criteria	Total Students	Percentage
P1	Passed	12	57.14%
P2	Failed	9	42.85%
	TOTAL	21	100%

The results of students' speaking skills showed an improvement following the implementation of Cycle 1. The average score from the pre-test served as a baseline for enhancing students' speaking performance in the post-test of Cycle 1. Specifically, the mean score increased from 52.14 in the pre-test to 71.42 in the post-test of Cycle 1, reflecting an average improvement of 19.28 points.

The Second Cycle of Classroom Action Research

Since the students' learning achievement in the post-test results in Cycle 1was not achieved, that is 80% of students got minimum score 75, it can be said that this research was not finished and needed to continue to the next cycle.

a. Planning

In Cycle 2, the researcher modified the instructional approach by developing a new lesson plan that continued to focus on recount texts while maintaining the use of the Time Token Arends (TTA) technique. Essentially, Cycle 2 followed the same structure as Cycle 1; however, it was repeated to verify whether the TTA approach consistently enhanced student learning outcomes. In this cycle, the researcher incorporated questions designed to promote critical thinking and selected engaging instructional materials to sustain student interest and prevent disengagement.

b. Acting

The first action of Cycle 2 was implemented on Friday, May 16, 2025. During this session, the researcher assigned tasks aimed at increasing student participation and activity. The second action of Cycle 2 took place on Wednesday, May 21, 2025, during which the teaching and learning process utilized a video containing biographical recount text. In this activity, students first listened to a biographical text presented in the video. The video featured a recount text with certain segments omitted; students were then required to fill in the missing parts based on their comprehension.

c. Observing

The first observation of Cycle 2 was conducted on Friday, May 23, 2025. During this phase, the researcher monitored both student performance and behavioral responses while the TTA technique was being applied. The second observation occurred on Wednesday, May 28, 2025. This observation focused on the implementation of the second action, which mirrored the prior procedure: the application of TTA in the context of biographical texts, specifically through the gap-filling activity.

d. Reflecting

The overall findings from the two cycles indicated that Cycle 2 yielded greater improvement compared to Cycle 1. Consequently, the results of Posttest 2 met the predetermined success criterion—namely, that at least 80% of students achieved a score of 75 or higher, fulfilling the Minimum Competency Standard (KKM). The observed increase in student scores was deemed sufficient, leading the researcher to conclude that no further cycles or interventions were necessary.

Table 4. Description of Student Score Data in Post Test Cycle II

No	Initials of Name	Post-Test	Criteria Passed (>75)
1	MSA	80	**Successful**
2	HNPA	75	**Successful**
3	FAB	80	**Successful**
4	SPSD	85	**Successful**
5	YND	80	**Successful**
6	NAE	85	**Successful**
7	WF	70	Unsuccessful
8	PYG	80	**Successful**
9	TTEG	85	**Successful**
10	SZH	95	**Successful**
11	PBAH	85	**Successful**
12	ZL	90	**Successful**
13	SGRM	80	**Successful**
14	AND	75	**Successful**
15	SLN	75	**Successful**
16	AN	85	**Successful**
17	NFHP	80	**Successful**
18	NFR	95	**Successful**
19	DMR	80	**Successful**
20	HNS	85	**Successful**
21	DBU	90	**Successful**
Total ∑X		1735	
The mean score		82.61	

Table 5. Description of Student Speaking Skills using the TTA technique for the Post-Test (Cycle II)

	Criteria	Total Students	Percentage
P1	Passed	20	95.23%
P2	Failed	1	4.76%
	TOTAL	21	100%

The findings presented in the table above indicate a significant improvement in students' English speaking skills. In Cycle 2, the students obtained an average score of 82.61, with 95.23% of the 20 participants having achieved or exceeded the predetermined success criteria. Only one student (4.76%) scored below the threshold. Based on these results, it can be concluded that the implementation of cooperative learning using the Time Token Arends (TTA) technique effectively improved students' speaking ability. In other words, the application of TTA in this context was considered successful.

Discussions

The findings indicate that the research treatment significantly improved students' speaking skills. This improvement is evidenced by the data presented in the table, which illustrate a gradual increase in students' scores from the pre-test to Post-test I and Post-test II across two cycles. Specifically, in the pre-test, only three students (14.28%) achieved scores above 75. This number increased to 12 students (57.14%) in Post-test I of Cycle I and continued to rise to 20 students (82.61%) in Post-test II of Cycle II. These findings confirm that following the implementation of the Time Token Arends (TTA) technique, eleventh-grade students at SMA Negeri 1 Mataram demonstrated a very significant improvement in their speaking skills.

Moreover, the observational results during the learning process indicated that most students paid attention and were actively engaged throughout the lesson. Kurniawan (2022) states that students' learning outcomes are the result of the interaction between categorical actions and guided instructional actions. Similarly, Widayanti et al. (2022) emphasize that learning outcomes reflect the competencies developed by students through their learning experiences. Based on Kurniawan's (2022) perspective, the researcher concludes that the success of teaching or training encompasses not only cognitive achievement but also progress in the affective and psychomotor domains.

Several factors may influence students' learning outcomes, which can be categorized as follows:

a. Internal factors, such as physical condition, psychological state, and fatigue;
b. External factors, including family, school, and community influences.

This is also in accordance with what Fentari & Darmawan's (2016) study which has proven the effectiveness of using TTA in improving students' speaking abilities. Students' speaking score using Time Token method is higher than the students score of speaking ability using the regular method.

Not only that, the results of this research are also in line with Daulay et al. (2019) study in that students are more active and involved in the teaching-learning process of speaking using cooperative learning with time token Arends type. The students' score in the speaking test was higher in the post-test compared to that of the pre-test. In other words, the students' speaking skills improved from the first to the second meeting. It means that using cooperative learning with TTA type can improve students' speaking skills.

CONCLUSION

The results of students' speaking performance using the Time Token Arends (TTA) technique were analyzed by comparing their scores on the pre-test and post-tests. The data show that students' speaking ability improved markedly after the implementation of TTA: the mean score increased from 52.14 in the pre-test to 71.42 in Post-test I and further rose to 82.61 in Post-test II. This indicates that the application of the TTA technique effectively enhanced students' speaking skills. Several factors contributed to the success of this study, including students' high interest in English lessons and their active participation during the learning process, particularly in working with recount texts using the Time Token Arends (TTA) approach, which led to a significant improvement in their speaking performance.

While this study confirms that the Time Token Arends (TTA) technique is effective in enhancing students' speaking skills in recount text contexts, future research should compare the efficacy with other cooperative learning strategies, test its long-term, and explore its applicability across different text

types, proficiency levels, and learning environments. Additionally, mixed-methods designs including interviews, observations, or reflective journals could offer deeper understanding of how TTA influences affective factors such as motivation, anxiety, and peer interaction in diverse Indonesian classrooms.

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