



APPLYING TIME TOKEN MODEL TOWARD STUDENTS' VOCABULARY SKILL**PuPut Puspito Rini¹ dan Reni Raudhatul Munawaroh²**¹ Sekolah Tinggi Keguruan dan Ilmu Pendidikan Banten² Sekolah Tinggi Keguruan dan Ilmu Pendidikan BantenPenulis Korespondensi: pprini@gmail.com¹, dan renimunawaroh@gmail.com²

Artikel:

Token model toward student's vocabulary skill

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ABSTRACT

In this research, the researchers found a problem, that is the weakness of students in English, for example in vocabulary, Memorizing vocabulary that is usually done is always memorizing in a conventional way, so it is easy to forget and difficult to memorize. That's a big problem for memorizing vocabulary, especially for conversation. Based on the formulation of the research above, the objective of the research were formulated to identify whether time token Arends can improve the students' vocabulary skills.

The research that the researcher do here is a study literature, using a qualitative approach. In collecting the required data, the researcher uses books as primary data and previous theses and journals for secondary data, while in the discussion using the time token method, which is a method that is expected to be able to make students active in learning.

According to references, the time token model can increase students' interest in speaking English through vocabulary, and students are active in expressing their opinions.

Keyword: *Vocabulary Skill, Time Token Model***INTRODUCTION**

The kinds of language is oral, written, and gesture form. It must be acknowledged, that the most often used in communication is oral form in the classroom. It is not easy for the teachers to guide students to speak English since the students are not expressing them selves to speak, but they need an active interaction. English recently plays an important role in

international life. Indonesia is a developing country that gets involved in the aspect of international life and it cannot be denied that the mastery of English is quite necessary for Indonesian people now days.

Vocabulary learning is one of the most important factors that foreign language learners encounter during the process of learning a foreign language.

Vocabulary learning used to be a neglected aspect of language learning. In recent years, however, interest in this area has grown enormously. Language teachers have been keen in searching for effective approaches to enhance vocabulary learning. Vocabulary learning is more important than familiarity with the form and meaning of a word.

Time Token Arends is Time Token Arends is one of a little example from the democratic learning in school. Democratic learning is the learning process put students as a subject. They must change to more positive. From can not to can, from not understand to understand, from not know to know. In other world they always active.

From the background of the study written above, the researcher identifies problems as below:

1. How does cooperative learning with time token Arends type improve the students' vocabulary skills?
2. How do students respond to the application of the time token model?
3. How is the spirit of the students after using the time token model?

There are many cooperative learning that can be used to improve students' vocabulary skills. In this research, cooperative learning with time token Arends type was chosen to improve students' vocabulary skills.

Based on of the explanation of English teaching and learning problem that has been mentioned in the identification of the Problem and based on the focus of the study, the problem is formulated as follows: How to improve the vocabulary students' skill trough time token method?

Based on the formulation of the research above, the objective of the research were formulated as follows, To identify whether time token Arends can

improve the students' vocabulary skills.

THEORITICAL FRAME WORK

As mentioned above, the students should master vocabulary. Vocabulary is one of basic elements in mastering English, because if students cannot master in vocabulary the students automatically will not obtain the four of skills of English, such as listening, reading, speaking, and writing. In obtaining the four skills of English the teacher must use an effective technique in teaching vocabulary. It is also essential for students to learn English but they often face difficulties in learning vocabulary. It is because the teaching learning process is monotonous.

Therefore, it is not surprising that the students face difficulties in mastery vocabulary. Students know that vocabulary development is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning vocabulary. For students, remember new word is hard because word is slippery things. The teacher should be creative and up to date for giving new word. They can do anything they want to improve their vocabulary mastery.

Vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word are:

- 1) the meaning of the word
- 2) the written form of the word
- 3) the spoken form of the word
- 4) the grammatical behavior of the word
- 5) the collocations of the word
- 6) the register of the word
- 7) the associations of the word
- 8) the frequency of the word

Based on above description, the researcher thinks that time tokens make it easy for students to improve their vocabulary,

because time tokens provide an opportunity for all students who are in the class to express their opinions or get an opportunity to speak, or maybe even require it.

Time token is also a learning model that is not boring so that makes students active in learning, it's just that the time token model is limited by time coupons, so for students who are accustomed to being active cannot exceed the coupons that have been given by the teacher.

Procedure of Time Token Model:

1. The teacher explains the learning objectives.
2. The teacher conditions the class to carry out the discussion.
3. The teacher gives assignments to students.
4. The teacher gives a number of coupons to students.
5. The teacher asks students to submit coupons first before speaking or commenting. each time speaking one coupon, for students who have finished the coupon may not talk anymore, students who still hold the coupon must talk until the coupon runs out. and so on until all children express their opinions.
6. The teacher gives a number of values according to the time spent by each student.

METHOD

Research Methodology

According Suarifqi Diantama, Literature study is carried out by studying and reviewing books that are related to the problem under study to obtain materials or sources of information about the problem under study. This technique is used not only to complement and strengthen the researcher's foundation in conducting research but also to complement the results of research that researchers do.

This technique is done by collecting various sources and literature books relating to the problem being studied. By studying

books relating to research, researchers are expected to be able to obtain data theoretically to support research.

According to Sukardi there are no definite limits on how many book should be used as a reference, but there are instructions that give direction that the more books and source of information support the exploration of literature study the better and ,more beneficial for researcher.

According Sugiyono, stated that literature is a record of events that have passed in the form writing, pictures, or monumental works from those used in social methodologies to trace one's data.

According Sugiyono, Qualitative research method ia a research method based on the philosophy of postpositivism or enterpretif, used to examine the condition of natural objects, where researchers are as key instruments, data collection techniques are carried out in triangulation (combined observation, interviews, documentation), data obtained tend to qualitative data, data analysis, inductive / qualitative, and qualitative research results are to understand meaning, uniqueness, construct phenomena, and find hypotheses.post positivism or enter pretif, used to examine the condition of natural objects, where researchers are as key instruments, data collection techniques are carried out in triangulation. (Sugiyono. 2017)

Technique of Collecting The Data

1. Primary Data

Primary data is data that is used as the main reference in this study. Sources used as primary data are:

a. Book Source

The book is used from 2010 until now. The book's Sources are used as follows:

- 1) Kasihani K.E. Suyanto. (2015). *English For Young Learner*. Jakarta: Bumi Aksara.
- 2) Sutrisno Hani. 2012. *Vocabulary for Daily Conversation*. Jakarta: Kawah Media.

- 3) Lewis Norman, *Word Power Made Easy, New York: Anchor Book*
- 4) Aris Shoimin. (2014). *68 Model Pembelajaran Inovatif 2013*. Yogyakarta: Ar-Ruzz
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2. Secondary Data

Secondary data is data that comes from other parties and has been processed. The data is usually obtained from previous research documents or also called available data. Secondary data used in this study are:

- a. Other scientific paper (script, thesis)
- b. Journals

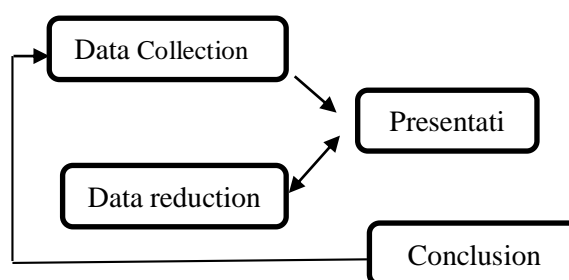
Because of current situation with COVID-19, the campus suggests us to use literature study with data collecting, to avoid any virus spread among us.

Data Analyzing Technique

Qualitative approach is one form of approach in research that is widely used, especially in social research. This research allows researchers to conduct a comprehensive and comprehensive study

related to the research problem. Miles and Huberman, suggest that "with qualitative data we can follow and understand the flow of events chronologically, assess cause and effect within the local people's minds, and

Data analysis techniques used in research with models from (Miles and Huberman) consisting of three stages, including data reduction, data presentation and drawing conclusions / verification that can be seen through the following picture:



The first stage is data collection or data collection, the main activity in each study is to collect data in quantitative research data collection in general using a questionnaire or close test, the data obtained is quantitative data the data is then analyzed with statistics, in qualitative research data collection by observation, interviews and documentation or a combination of the three (triangulation). data collection is carried out for days so that the data obtained will be a lot, in the initial stages the researcher explores in general the social situation or object under study all that is seen and heard is all recorded, thus the researcher will obtain very much and very data varies.

The second stage is the data reduction or data reduction, the data obtained from the field is quite a lot for that it needs to be recorded carefully and in detail. As it has been pointed out the longer the spaciousness of the researcher, the amount of data will be more complex and complex.

The third step, Data display or data presentation, after the data has been reduced, the next step is to display the data, if in the form of a qualitative research this

data presentation is carried out in the form of pictograms pie chart charts and the like through the presentation of the data, the organized data are arranged in a relationship pattern so that it will be easily understood.

The fourth stage is conclusion drawing or verification, the fourth step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification, the initial conclusions submitted are still temporary and will change if no strong evidence is found that supports the following stages of data collection , but if the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, the conclusions raised are credible conclusions.

RESULTS AND DISCUSSION

This research was conducted to know the result of applying time token model toward students vocabulary skill. In this chapter was given the explanation about the title of research from various resources.

According to references, the time token model can increase students' interest in speaking English through vocabulary, and students are active in expressing their opinions.

1. *Improving Students' Vocabulary Mastery By Using Fly Swatter Game In The First Grade Of Mts Persatuan Amal Bakti (Pab) 1 Helvetia*: The observation was done for the last time. The activity of students was observed and it showed that the condition of class was very well after implementing fly swatter game, there were fewer the students who didn't understand how to play this game, all of

the students become actively to the activity given by teacher so the atmosphere of class make the students interested to follow the lesson. The students could compare and recognize kind of noun, verb, adjective, an adverb. Having checked the students' vocabulary mastery by giving the test, it was found the students' score showed the increasing. Based on the observation and the result of their test, the students could use fly swatter game as their media in memorizing and retaining their vocabulary. It can be concluded that the students could improve their vocabulary mastery by using fly swatter game.

2. *The students' speaking ability using time token Arends at the second year students of SMA Negeri 1 Lilirilau Soppeng*. From all the data above, it could be seen that time token Arends technique was effective to be used in learning teaching process. This was supported by Rahman, research that studying speaking through oral communicative activities was suitable to be applied in the classroom.

The Time Token Learning Method is very appropriate for learning structures that can be used to teach social skills, to avoid students dominating speech or students being completely silent.

The time token learning method is a learning method used in order for students to actively speak. In discussion learning, time tokens are used so that students actively ask questions in discussion. By limiting the speaking time for example 30 seconds, it is expected that students will get a fair chance to speak.

CLOSING

Conclusion

Based on the overall description of the results of the research that has been done,

the researcher can conclude the research results as follows:

1. There is an increase when using the time token model in the teaching and learning process because it can make the learning atmosphere feel more effective, it can arouse students' enthusiasm to have the courage to express opinions and share information with other friends in discussing learning materials.
2. It is proven by the use of the time token model for teaching and learning activities to run effectively because it can reduce problems found in the class and the time token model can find out the characteristics of students.
3. It turns out that after it was concluded from various research sources that the results of learning using the time token model were very useful in fostering student understanding of the material provided by the teacher. As Holbert expressed that 70% of students will understand a material if students discuss and write the material. and students have broad insight, improve the ability to think in solving problems, improve students' skills in speech and class becomes more conducive.

Suggestions

Based on the results of this study, the suggestions that the researchers convey, include:

1. For Teachers
 - a. Every teacher learning should make new innovations in using the model when learning takes place, just as teachers do not only use the lecture method, which causes student enthusiasm to learn less. Using a variety of models will create effective and fun learning.

- b. Every teacher should be able to create creative learning models, which can increase students' understanding of the content being taught and also create fun learning.
- c. Every lesson, the teacher should provide a different learning model than usual to motivate and arouse students' enthusiasm for learning.

2. For Further Research

To further researchers, in conducting research using this learning method or model on material with different situations and conditions, it is hoped that later a better, more complete and quality writing will be born.

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