
Implementation of the Time Token Arends Learning Model in Speaking Skills in Class V of Elementary Schools

Ari Suriani^{1*}, Zikra Hanum², Elfia Sukma³, M. Habibi⁴, Chandra⁵

^{1*,2,3,4,5}Faculty of Education, Universitas Negeri Padang, West Sumatra, Indonesia

arisuriani@fip.unp.ac.id, zikrahanum@gmail.com, elfiasukma@fip.unp.ac.id,
habibie91@fip.unp.ac.id, chandra@fip.unp.ac.id

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Abstract

The aim of this research is to find out how the Time Token Arends learning model is implemented in speaking skills in elementary schools. This research uses a qualitative approach and qualitative descriptive research methods. This observation was carried out in an elementary school with a class V representative population of 20 students and consisting of 11 female students and 9 male students. The instruments used in the research are divided into 3 parts, namely; observation guide, interview guide and documentation study. The results of this research show that the learning process that has been used so far has been implemented well and smoothly. The Time Token Arends learning model in the learning process in elementary schools is carried out by forming groups, giving group assignments in the form of questions, and all groups are directed to participate in group activities (discussions).

Keywords – Implementation; Time Token Arends; Speaking Skills .



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1. Introduction

Education is an important part of human life. Education plays an important role in human development because it is a means for humans to continue to develop and survive. One type of education in Indonesia is basic education. Elementary schools are social institutional units appointed by the community to provide basic education on a permanent basis or are given special functions. Education is a process of gaining knowledge, knowledge and experience carried out by someone in formal and non-formal institutions, for example schools and institutions in which there is an educational process (Pasaribu & Mashuri, 2019). Education is a teaching and learning process carried out by individuals with individuals, individuals with groups, and groups with groups which aims to broaden students' horizons and thinking patterns regarding the scope of education.

In the aspect of language skills, there are several aspects of language skills, one of which is speaking skills. Speaking skills in Indonesian can help every student improve their ability to communicate effectively and efficiently. To achieve this, students need to speak in a learning style both in terms of pronunciation and word order. To achieve speaking proficiency while studying, teachers can use effective speaking teaching methods to improve students' knowledge.

Speaking skills play an important role in giving and receiving information and improving the lives of modern society (Firmansyah, 2018). Speaking activities which are part of language skills are very important both in the world of education and everyday life (Darmuki & Hariyadi, 2019). Therefore, everyone should have good speaking skills.

Speaking is the ability to communicate by speaking (Setyonegoro, 2013). Speaking is also called a second language activity and is used by humans in everyday life after listening. Speaking is the ability to pronounce sounds or words, express and express ideas, thoughts and feelings (Tarigan in Wuryaningtyas, 2015).

Learning speaking skills is important for teaching because speaking skills can help students improve their thinking, reading, writing and listening skills. This thinking ability trains students to process, reflect and simplify other people's thoughts, feelings and ideas verbally (Suriani, A. et al., 2021). The importance of knowing speaking skills for elementary school students. It is also important for students to know speaking skills so they can improve their thinking, reading, writing and listening skills. (Wardiyah, 2019).

By using the learning model used by teachers, it is hoped that they can help students get information, ideas, skills, ways of thinking and expressing ideas. A learning model is a pattern used as a guide in planning learning in class and tutorials.

Learning Model according to Sugiyono (2016), states that a learning model is an approach specifically designed to support student learning processes related to well-structured declarative knowledge and procedural knowledge that can be taught with a gradual activity pattern, step by step.

Based on the description above, it can be concluded that a learning model is a pattern specifically designed to support the learning process and is used as a learning guide, with the aim of ensuring that the learning process runs smoothly and is structured systematically or sequentially.

The learning model used in this research is the Time Token Arends learning model. According to Lestari (2018), the Time Token Arends Model can improve student learning by providing opportunities for students to contribute individually during learning and also overcome gender barriers that often arise during group discussions. This learning model is very suitable for students who actively talk in class and for students who are always silent. This model can encourage learning to act, so this model is very suitable for teaching people to speak and/or express their thoughts without feeling uncomfortable or afraid.

Arends' Time Token model uses a 30 second speaking coupon which contains approximately 30 seconds of time to convey his opinion to his friend during a discussion. This is useful so that all students can convey their ideas

according to the coupon design and at the same time. Time Token Arends is a model that can be used to teach social skills, to avoid students dominating the conversation or students remaining completely silent (Suciana, 2018). The Time Token Arends learning model is a learning model that aims to provide discussion group members with the opportunity to make their contributions and listen to the views and thoughts of other members.

This model has a teaching structure that is very suitable for teaching speaking skills. The Time Token Arends learning model is a learning model used with the aim of making students actively talk. In discussion learning, Time Token Arends are used so that students actively ask questions in discussions. By limiting speaking time, for example 30 seconds, it is hoped that students will get a fair chance to speak. In the Time Token Arends learning model, students are taught to interact, participate and socialize with each other using talking coupons so that learning is not boring, can train students' self-confidence, train students' memory, and be more effective and more quickly understood.

The Time Token Arends learning model is a cooperative learning model. The Time Token Arends model is a structure that can be used to teach social skills, to avoid students dominating the conversation or students remaining completely silent, an effective step is to use the Time Token Arends learning model. Because, by setting speaking times and giving each student the opportunity to speak, it will create regularity for students to speak or express opinions (Yanti et al, 2022). By applying Time Token Arends learning, the teacher ensures that all group members have mastered the learning material that has been given, then students carry out tests on the material provided and they have to do it themselves without the help of other students (Widyastuti, 2015).

Based on the opinions of these experts, it can be concluded that the Time Token Arends learning model is a learning model that aims to provide each member of the discussion group with the opportunity to contribute in expressing their opinions and listening to the views and thoughts of other members, while Time Token Arends is an activity that uses boundaries. Talking time uses 30

second talk coupons so that learning is not boring, can train students' self-confidence, train students' memory, and be more effective and quicker to understand.

The Time Token Arends learning model is a learning model used with the aim of making students actively talk. In discussion learning, the Time Token Arends learning model is used so that students actively ask questions in learning. By limiting speaking time to, for example, 30 seconds, it is hoped that students will get a fair chance to speak.

The benefits of the Time Token Arends learning model are explained as follows: avoiding the domination of students who are good at speaking or not speaking at all, helping students to be active in learning activities, improving students' ability to communicate (speaking aspect), teaching students to respect other people's opinions. On the other hand, it doesn't require a lot of learning media.

Based on the description above, it can be concluded that the Time Token Arends model is an activity that prioritizes simple communication skills. The aim of this activity is to train students to speak in front of the class, train students in asking questions and answer questions and train their memory and increase students' confidence in expressing their opinions.

Based on previous observations, it is stated that regarding the learning method approach used by teachers in the learning process, most teachers seem to tend to use the approach that is often used, namely the conventional learning approach with its core strength in the use of the lecture method. Problems are also found when the learning carried out is only centered on the teacher (teacher center). In the Indonesian language learning carried out, the teacher was seen to be more active than the students. The teacher delivers material or stories in a monologue without giving many opportunities for students to participate, such as asking questions and inviting students to discuss and make presentations. Students' speaking abilities are still relatively low, because students' abilities in intonation or other aspects of speaking are still not fluent. Most students are still

not fluent when speaking in front of the class. Still hesitant, stiff and stammering when expressing their thoughts or ideas. The courage to speak in front of other students is still lacking. Many students are still shy and lack confidence in expressing their opinions. Apart from that, students' difficulties in putting together words when speaking also causes students to have problems in expressing their opinions, so researchers are looking for information regarding the learning model that has been used so far and whether the Time Token Arends learning model has been used and how it is implemented.

From the description above, the researcher will conduct research with the title "Implementation of the Time Token Arends learning model in speaking skills in elementary schools". Therefore, the author is interested in finding information about the learning model applied in elementary schools and the implementation of the Time Token Arends learning model.

The formulation of the problem in this research is how to implement the Time Token Arends learning model in speaking skills in elementary schools with the aim of finding out the implementation of the Time Token Arends learning model in speaking skills in elementary schools.

Relevant research is the research results of Rahayu, Basuki and Anggraini (2023) with the results of this research that speaking skills can be improved through the use of the Time Token Arends model with a classical completion percentage of 83.8%.

2. Method

This research uses a qualitative approach. The method used is a descriptive method. Place of research in elementary schools. The research subjects were the entire class V, totaling 20 students, consisting of 11 girls and 9 boys. The instruments are divided into 3, namely: observation guidelines, interview guidelines, and documentation studies. The data collection technique uses triangulation techniques.

3. Result and Discussion

This model has a teaching structure that is very suitable for teaching speaking skills. The Time Token Arends learning model is a learning model used with the aim of making students actively talk. In discussion learning, Time Token Arends are used so that students actively ask questions in discussions.

The results of speaking skills for fifth grade elementary school students using the Time Token Arends learning model are as follows.

Table 1. The results of speaking skills for fifth grade elementary school students

No.	Student's Name	Aspects of Speaking Skills that are assessed						Amount	Mean	Information
		Linguistic Aspect			Non-Linguistic Aspects					
		Pronunciation	Grammar	Intonation	Smoothness	Understanding	Courage			
1	ARK	3	3	4	3	3	4	20	83.34	T
2	COR	3	4	4	3	4	4	22	91.67	T
3	EM	4	4	4	4	4	4	24	100	T
4	FA	3	3	3	3	4	4	20	83.34	T
5	FF	4	4	4	4	4	4	24	100	T
6	KSA	4	4	4	4	4	4	24	100	T
7	KA	4	3	4	4	4	4	23	95.58	T
8	LN	4	4	4	4	4	4	24	100	T
9	LA	4	4	4	4	4	4	24	100	T
10	MBS	4	4	4	4	4	4	24	100	T
11	MI	3	3	3	3	3	3	18	75	T
12	PBY	3	3	4	3	4	4	21	87.5	T
13	RA	3	3	4	3	4	4	21	87.5	T
14	FAR	4	4	4	4	4	4	24	100	T
15	ANA	4	4	4	4	4	4	24	100	T
16	WJ	4	4	4	4	4	4	24	100	T
17	ZH	4	4	4	4	4	4	24	100	T
18	RA	4	4	4	3	4	4	23	95.58	T
19	MW	3	3	3	3	3	4	19	79.16	T
20	AMZPA	3	3	4	3	3	4	20	83.34	T
Amount		62	61	61	55	65	68	372	1862.01	

Mean	3.1	3.05	3.05	2.75	3.25	3.4	= 93.10
Tuntas (T) 20 Siswa							

In the table of speaking skills results for fifth grade elementary school students using the Time Token Arends learning model, it can be seen that there are linguistic and non-linguistic aspects, from a linguistic perspective there are aspects of pronunciation, intonation and grammar and while for non-linguistic aspects there are courage, fluency and understanding. In terms of pronunciation, out of 20 students, 8 students were in the good category and 12 students were in the very good category. This shows that the average student is very good at the pronunciation aspect. In terms of grammar, there are 8 students who are in the good category, and 12 students who are in the very good category. In terms of intonation, there are 3 students who are in the good category and 17 students who are in the very good category.

In terms of fluency, out of 20 students, there are 9 students who are in the good category and 11 students who are in the very good category. In terms of courage, there is 1 student who is in the good category and 19 students who are in the very good category. And in terms of understanding, 4 students are in the good category and 16 students are in the very good category. So the average speaking skill of fifth grade elementary school students using the Time Token Arends learning model is 93.10% with all students achieving completeness.

Researchers conducted online interviews and documentation to complete the data to make it more accurate. After finding some desired data, both from interviews and documentation, the researcher will describe all the data obtained in the research process. In this research, the researcher wants to know how the learning process has been used and wants to know the implementation of the Time Token Arends learning model in speaking skills in fifth grade elementary school students.

- a. The learning process that has been used by fifth grade elementary school students

1) The learning process carried out until now

Based on the results of the interview, the learning process that has been used so far is very good and suitable, because it can enable students to improve their speaking skills, be brave in expressing their opinions, students become confident when sharing information with their friends.

2) Advantages of the Learning Model that has been used so far.

Based on this discussion, the advantage of the learning process that has been used so far is that this model is more student-centered, provides opportunities for all students to be actively involved and encourages students to provide opportunities for all students to be actively involved and encourages students to communicate freely with each other. students increase initiative and participation and grow students' interest and confidence in communicating in their own way.

b. Implementation of the Time Token Arends Learning Model

1) Understanding the Time Token Arends Learning Model

The understanding of the learning model from the interview results is that Time Token is a type of cooperative learning. Students are conditioned in study groups, which in this learning teach social skills to prevent students from dominating conversations or prevent students from remaining completely silent in discussions. The teacher provides learning material and then students work in their respective groups to ensure that all group members have mastered the learning material provided. Then students carry out tests on the material provided and they have to do it themselves without the help of other students. Time Token Arends is one model that can be used to teach social skills, to avoid students dominating the conversation or students being completely silent.

2) Characteristics of the Time Token Arends Learning Model

The characteristics of the time token arends learning model are based on the results of interviews that learning using time token arends is intended so that students can learn in small groups so they can have a

social spirit, share and actively participate in learning. Group learning itself will be conducive if there is diversity in aspects of academic ability so that later students can absorb the material with the help of friends who are more knowledgeable.

3) Arends Objectives of the Time Token Arends Learning Model

The aim of the Time Token Arends Learning Model from the interview results is that the Time Token Arends model is an activity that prioritizes simple communication skills. The aim of this activity is to train students to speak in front of the class, train students in question and answer questions and train their memory and increase students' confidence in expressing their opinions.

4) Advantages and Weaknesses of the Time Token Arends Learning Model

Interview results

The advantages and disadvantages of the Time Token Arends learning model are the advantages of the Time Token Arends type cooperative learning model which can activate students, and teachers are assisted in managing teaching and learning activities so that they are effective and meaningful so that they can train students to be able to respect other people's opinions, can train students to be able to speak without fear so that they can develop students' courage and avoid being lazy about speaking because students hold speaking coupons in learning activities.

Meanwhile, the weaknesses or deficiencies in this time token arena learning model are that not all subjects can be used in this model and there are only a small number of students in the process because this learning model requires a lot of time so that each student can talk about their own opinions, can It was concluded that it cannot be done in all subjects and cannot be done by classes with many students, it takes a lot of time to do it, and it only dominates passive students so that the teacher's attention is only on passive students.

4. Conclusion

The conclusion of the research is that the Time Token Arends learning model has previously been used in the learning process, but students and teaching staff or teachers do not know the name of the learning model, but teachers have their own name for the learning model, even though the teacher plays an important role in a learning process, they still know what it is. benefits and objectives of the Time Token Arends learning mode.

The Time Token Arends learning model is only used once or twice in meetings, the rest uses a frequently used learning model, because according to the teacher concerned, the learning model that has often been used so far is very suitable and in accordance with the learning for the teacher and students.

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