INTEGRATING TIME TOKEN WITH STRIP STORY TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT IN TEACHING EXPLANATION TEXT

A Thesis

By

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ABSTRACT

INTEGRATING TIME TOKEN WITH STRIP STORY TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT IN TEACHING EXPLANATION TEXT

By

NUR INDAH TIKA HASWURI

The objectives of the present study are (1) to investigate the significant difference of students' speaking achievement after being taught through integrating time token with strip story and original time token, (2) to find out how the students' perception about implementation integrating time token with strip story ,and also (3) to find out which aspect improved the most after being taught through time token with strip story and original time token. To answer the aforementioned research questions, a quantitative true experimental; control group pretest – posttest design was employed. The samples of the research were two classes and each of which consist of 25 students in the grade of eleventh of SMA Taruna Gajahmada Metro in academic 2023/ 2024. The instruments of the research were speaking test and a perception questionnaire. The research used independent t-test as data analysis of the research. The result of the first research question showed that the p alpha value (significance level) at Sig 2 tailed (0.000) was lower than 0.05. Thus, it can be inferred that there was significant difference on students' speaking achievement between those who were taught through the integrating time token with strip story and the original time token.

The second research question was that following the implementation of the plan, 38.43% of students strongly agreed, 36.20% agreed, 24.79 students were neutral, 0.41% disagreed, and and 0.17 students severely disagreed. By computing the rating scale of the agreement (positive), neutral, and disagreement (negative) level, the Likert Scale was utilized to evaluate the students' degree .According to the results, students' overall agreement level was 72% of 100%. As a result, the students' opinions about the implementation of the integrating time token with strip story were generally positive (agree and highly agree). And the last research question was what aspect improved after being taught by using time token with strip story .The score showed that the aspect which improved the most was fluency and for the control class was comprehention. In conclusion, this research showed that by using integrating time token with strip story can improve students' speaking achievement in teaching explanation text.

Keywords: Speaking Achievement, Time token, Strip Story, Explanation Text

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Nur Indah Tika Haswuri

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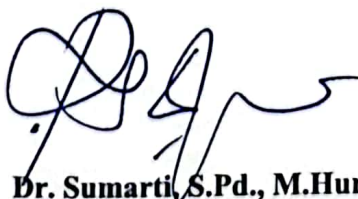
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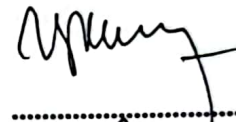
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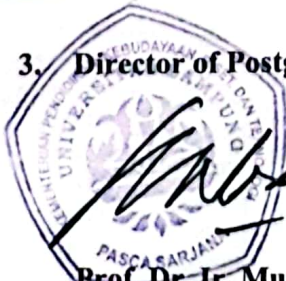   2. **Prof. Bambang Setiyadi, M.A., Ph.D.**

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LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya:

1. Tesis dengan judul *"Integrating Time token with Strip story to Improve Students' Speaking Achievement in Teaching Explanation Text"* adalah benar hasil karya saya sendiri dan tidak melakukan penjiplakan dan penguripan atas karya penulis lain dengan tidak sesuai dengan etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut *plagiarism*.

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Atas pernyataan ini, apabila dikemudian hari teryata ditemukan adanya ketidak benaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

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CURRICULUM VITAE

The writer, Nur Indah Tika Haswuri was born in Metro on April 14th, 1987. She is the last child of Wagiman and Kartilah (alm). She has Eight siblings in her family. She has a husband and two children. Her husband's name is Irham Nugroho, S.Pd. Her first child is a boy. His name is Faiz Adhyasta Nugroho. He is 10 years old. He is the fourth grade of Elementry School. Her second child is a girl. Her name is Faiza Qanithalia Nugroho. She is the first grade of Elementry School.

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DEDICATION

This thesis is whole heartedly dedicated to:

My Husband and My Kids

My Big Family of Bapak Wagiman

My Friends in SMA TARUNA GAJAHMADA

My Best Friends Simbok Bangsa

My friends of MPBI 2022

MOTTO

If you can dream, you can do it

Walt Disney

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The writer would like to express profound gratitude to the people who have helped the writer in undertaking this thesis.

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Bandar Lampung, 20 Mei 2024
The Researcher

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I. INTRODUCTION

In this chapter discusses some important parts such as the background of the problem, the research question, the research objectives, the research scopes, the definition of terms, the expected product specification, and development assumptions.

1.1 Background of the research

Language is a tool for individuals to communicate with one another. People can exchange their thoughts, facts, and feelings through communication. Learners of English must acquire four language skills. They include listening,speaking, reading, and writing. Speaking and writing are viewed as productive skills, whereas listening and reading are considered receptive skills.

In Learning English, speaking is very important skill for students as a tool to communicate and share idea. But, they have many difficulties to speak up and show their idea by using their own words. According to Hosni (2014), linguistic challenges, using one's mother tongue, and inhibition are the three main speaking challenges that students face. Students struggle to communicate in English because they lack the appropriate grammar and vocabulary. They also struggle with sentence structure, which causes them to use their native speech. Students also consider speaking blunders in front of their classmates to be

extremely embarrassing, which leads them to refrain from speaking in order to avoid such circumstances.

Richards and Renandya (2002) stated that speaking is one of the elements of communication. Based on the statements above, speaking is the way to communicate that uses a list of words to transfer the purposes of speaking. However, in reality, many people still underestimate speaking skills. It is because something in mind can not be clearly pronounced and conveyed to the listener. Rusli as cited in Dewi (2020) states that most people think that speaking is easy but there are still many people who have not mastered speaking skills. Thus, paying attention to the speaking skill is important. Speaking skills can be acquired and mastered through practice and a lot of exercises. SMA Taruna Gajahmada is a senior high school in Metro which still has low ability in speaking ability.Many students still got difficulties in learning english such as; limited of the vocabulary, difficulty in sharing the ideas, and also not all students can be actived in learning process.

Because of the reasons above, the researcher is interested to use the teaching technique to solve the students' problem. The researcher uses time token technique to teach the students in the classroom. The word time token derives from time and token. Time is a fraction or unit of time. Time refers to portion or measure of time. While token means sign, evidence, or mark of something. A time signal or time limit characterizes the cooperative learning method known as "Time Token." The time constraint is intended to inspire and motivate students to

explore their thoughts and express them. This method can be used to improve social skills or prevent students from dominating other students' silence.

Students discuss with their group and take a coupon for each student. And a student has one minute to talk as a result. In teaching learning process, the researcher also needs the material that will help the learning process. This material is suitable with the students' material in the eleventh grade of Senior High School. It is explanation text. According to Hyland (2008), an explanation is a writing that describes how something works or how something happens. That means that it is necessary to explain the why and how of a phenomenon's formation. Therefore, a work that describes how natural, social, scientific, and cultural things develop.

The previous research showed that Time token technique can improve students' speaking skill. It showed about the mean score in post-test was 71 higher than the mean score in pre- test 55.5, the value of sig. of $0.000 < 0.05$, means there is a significant difference between the pretest and post-test. It also showed that there was limitation of Time token technique in teaching speaking. The students felt difficult to show their idea in improving their speaking ability. Many students got limitation to speak up. That's why the process of learning is become not effective. Based on the consideration above, the researcher is interested to integrate with another technique. And this technique is strip story from Communicative Language Teaching. Strip story is a sequence of picture which help the students to explore their idea.

By utilizing realia to describe visuals, this strategy aids in the development of the Speaking skill. It also significantly utilizes visual cues to communicate ideas. Picture od sequences can be used by students to show their idea. It is essential to make use of the prior vocabulary and get the students ready for the new grammar and vocabulary. Students participate in a group project, the teacher then hands them the coupon which the picture behind it. This practice is crucial for developing the learner's creativity, imagination, and speaking abilities. Richards J. C (2006) advises the teacher to develop and deliver an oral presentation when utilizing the Picture Strip Stories technique in a way that encourages active participation from the students.

This research integrates between time token technique and strip story technique. In this integrating will use the coupon number and the picture is behind it. The researcher hopes that after use this integration, the result of the research will improve than the previous. Therefore, by considering these above aspects, the researcher is interested to conduct this research. It knows about is there any significant difference in students' speaking achievement after being tought through Time token techique and strip story technique in teaching explanation text, what aspect will improve and also how is the students respond in the classroom.

1.2 Research Questions

From the problem background above, the research questions are formulated as follows:

a. Is there any significant difference students' speaking achivement after being taught through Integrating Time token with Strip story and Original Time token?

b. How is the students' perception after being taught through Time token with Strip story?

c. Which aspect of speaking that improved the most after being taught through Integrating Time token with Strip story and Original Time token?

1.3 Research Objectives

The researcher determines the research objectives as follows:

a. To get the information about is there any significant difference of students' speaking achivement after being taught through Integrating Time token with Strip story and Original Time token.

b. To know how is the students' perception after being taught through Time token technique with Strip story technique.

c. To investigate which aspect in speaking that improved the most after being taught through Integrating Time token with Strip story and Original Time token.

1.4 Research Scopes

This research has the scopes to explain informations about the research. The research focuses on integrating Time token technique and Strip story technique can improve students' speaking achivement in teaching Explanation Text at XI IPA 1 which consist of 25 students.

1.5   Definition of Terms

The research defines a number of terms to provide a clear path for performing the research. Here are the definitions of terms that the researcher serves:

a. Explanation text is a writing text that describes how something works or how something happens.

b. The word Time token derives from time and token. Time is a fraction or unit of time. Time refers to portion or measure of time. While token means sign, evidence, or mark of something.

c. Strip story helps to develop the speaking skill through describing pictures using realia; moreover, it relies heavily on visual aids to convey ideas. Learners can tell stories using picture sequences. It is mandatory to activate the previous vocabulary and prepare them for the new vocabulary and grammar structures.

d. Speaking is one of the four language skills which are interpreted as an expression of idea, opinion, or message with oral language.

e. The product development in the research has the specifications as follow:

1. This research integrate Time token technique with Strip story in Communicative Language Teaching for students of SMA TARUNA GAJAHMADA METRO at the eleventh grade. The students discuss with their friends and show in front of the class one by one.

2. The research will help the students explore their idea. The teachers will integrate it with strip story by giving a sequence of picture that show the process of natural phenomenon.

3. The teacher gives them a card for each students. After they discuss, the students explain the strip story.The students will explore their idea and speak up by looking at the picture behind it. They are given one minute for each students.

4. The material in the product refers to the core competencies and basic competencies of SMA TARUNA GAJAHMADA at the Eleventh grade of science.

II. LITERATURE REVIEW

In this chapter explains about the definition, and also the theories which support the research.

2.1. Teaching Speaking

Speaking is the ability to pronounce an articulated sound to express feeling or communicate each other. However, in reality, many people still underestimate speaking skills. It is because something in mind cannot be clearly pronounced and conveyed to the listener. As the opinion expressed by Rusli (2019) states that most people think that speaking is easy but there are still many people who have not mastered speaking skills. Thus, paying attention to the speaking skill is important. Speaking skills can be acquired and mastered through practice and a lot of exercises. The problem is on children's confidence because they are afraid to stand in front of many people Kerta as cited in Dewi (2019). Some children are just silent, sweating cold, and forgetting everything when they are speaking in front of people, as well as they are reluctant to express their opinions or even ask questions. As a result, children's speaking ability is still low. As stated Yenidar as cited by Dewi (2019), low speaking skills of students are due to a lack of self-confidence and student's motivation in speaking activities that cause students afraid and embarrassed to express their opinions.

2.2 Aspect of Speaking

Harris (1994) stated that there are five components of language that influence speaking ability. They are pronunciation, grammar, vocabulary, fluency and also comprehension.

a. Pronunciation

Hornby (1995) pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language. As what Hornby said above pronunciation is very important because it can influence the meaning of the word. If speaker pronounce it with inappropriate pronunciation the meaning will be different.

b. Grammar

Mastering grammar knowledge will help one in speaking English, because he will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance. In other word, grammar is important role to master the spoken of the language.

c. Vocabulary

Mastering vocabulary is first step to speaking English, if we don't master vocabulary we cannot utterance what is our purpose.

d. Fluency

In speaking, we must speak fluency because listeners are able to response what we say. Say that fluency became a goal for speaking courses and this could be developed through the use of information and other tasks that required learners to attempt real communication, despite limited proficiency in English.

e. Comprehension

In speaking, comprehension is needed if not misunderstanding will happen between speaker and listener and the communication cannot run well. On the other hand, there are still some components of speaking which are also important. Additionally, the definition of speaking ability is provided below. One of the abilities students need to develop in order to learn English is speaking. It is a type of useful skill. Speaking has been described in a variety of ways by professionals.

Speaking is the capacity to communicate with people using language as a tool, claims Setyonegoro (2013) as cited in Dewi et al (2019). It is translated into words and sounds made by the utterance, together with any accompanying gestures or bodily movements. Here, the students will explore their ability to show their idea into their sounds. Teacher will give students the opportunity to speak up one by one. Students must be able to explain their picture series of explanation text which given by the teacher.

2.3 Time Token Technique

To avoid students taking over the conversation or being absolutely silent, time token learning models are a great fit for learning frameworks that can be utilized to teach social skills. This instruction welcomes kids to participate, develop their public speaking skills, and feel free to voice their thoughts.

To prevent students from monopolizing the conversation or remaining quiet during talks, cooperative learning strategies like time tokens promote speaking skills. Each group of students works on mastering the content the teacher has presented. Students then complete their tests independently of one another.

Time Token Arends is one of the democratic studies that can be used in schools. The subjects in this learning process are the students. They must go through a change for the better. Which not be able to speaking to be good in speaking, which does not comprehend into understanding, and which does not know into knowledge. Additionally, the process of learning is given particular focus. When challenges are encountered, the teacher can encourage the student to hunt for a solution because they are always actively entangled.

The teacher must devise and implement a suitable method to address the issue with the students' speaking engagement. Time token is tactics that can be used when certain people dominate the discourse and others are shy and never speak up, according to Arends (2009) giving each student a number of time coupons with a maximum of 60 seconds or 30 second of discussion time will help the teacher distribute participation more fairly. The students may have the same opportunity to speak in the classroom.

2.4 Strip Story Technique

Giving a small group a strip story is one of the various teaching-learning activities that may be carried out with image strip stories, according to Freeman (2000). This exercise is an illustration of how a strip of sequence can be used as a communicative tool to carry out a problem-solving assignment. They can be set up such that students collaborate or share knowledge to find a solution. Students can practice negotiating meaning by doing this. A picture strip, to put it simply, is a collection of images in a predetermined order that may be read.

According to Freeman (2000) many teaching-learning activities can be done with picture strip stories; one of them is by giving a small group a strip story. Based on the statement above, the researcher believes that strip story can help the students to explore their ideas. Here, the students will explain the sequence of pictures and explain orally. It will make the students more confidence and easy to get the ideas.

2.5 Explanation Text

To describe how and why something occurs in the world, an explanation is written. Instead of possessions, it is about actions. The process of building and storing our knowledge depends on explanations. This style of writing is frequently used in technical and scientific contexts.

Kosasih as cited Reni et al (2018) "explanatory text is a text that explains or explains about natural or social processes or phenomena." Sani (2014) further asserts that "explanatory writing is a sort of text that explains scientifically how

natural phenomena and technology arise, for instance: how and why did something happen**?.** The researcher chooses this text because it is a good text which can help the students get more informations about the natural or social phenomena in this world. The researcher thinks that it will very beneficial for the students to learn about social and also the world.

2.6 Teaching Explanation Text Through Time Token Technique

In the teaching learning English, the teacher needs the technique to deliver the materials for the learner. There are four skills in learning English as foreign language. They are speaking, listening, reading and also writing. in teaching speaking, the students more active to practice their ability about pronunciation, intonation, showing their ideas and also expression. Speaking is one of difficult thing for the students to learn it. Freeman in Risnadedi (2001) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers. That's why we also need technique to help the teacher to deliver the material.

In this research, the researcher will do the research about the use of time token technique to teach Explanation text for the Eleventh Grade of SMA TARUNA GAJAHMADA school. Based on the researcher experienced when teaching explanation text, the researcher found many difficulties especially in speaking skill. The students were difficult to share their idea and also only few students active in the learning process. It makes the researcher think to give the technique

to help solving this problem. To avoid students taking over the conversation or being absolutely silent, time token learning models are a great fit for learning frameworks that can be utilized to teach social skills. The researcher hopes that after use this technique will help the students to more active to speak up in the classroom.

2.7 Teaching Explanation Text Through Time Token with Strip Story

Beside of the students activation in the classroom, the difficulty in teaching explanation text was the difficulty to explore the idea. In time token technique, the students took a coupon for each students. It will help the students' activation to speak up in the classroom. But, the students still feel difficult to explore their knowledge or idea about the topic discussion. So here, the researcher is interested to integrate time token technique with another technique to solve the problems. This technique was Strip story. According to Freeman (2000) many teaching-learning activities can be done with picture strip stories; one of them is by giving a small group a strip story.

According to Vernon as cited Slamet, et al (2023) "using picture strip stories in teaching has advantages ". Some advantages of using picture strip stories in teaching-learning processes are: - They are inexpensive and widely available. - They provide common experiences for an entire group. - The visual details make it possible to study the subject clearly. - They offered a stimulus to further study

because research shows that visual evidence is a powerful tool. - They helped to

focus attention and to develop critical judgment. - They were easily manipulated.

2.8 Procedures of Teaching Explanation Text By Integrating Time Token Technique With Strip Story Technique

The research procedure by integrating time token technique and strip story

technique in teaching explanation text:

NO	STEPS
	PRE – ACTIVITY
1	Teacher gave the video about explanation and ask the students to watch it.
2	Teacher divided the class into 5 groups.
	PRE TEST
3	Teacher asked the students to explain about topic which they choosed.
4	Teacher gave coupon number and ask them to explain it without strip story behind it.
5	Teacher gave the coupon for each students and also the topic with strip story behind the coupon. Teacher asked the students to explain the strip story of explanation text on it. Students got one minute opportunity to speak up showing their idea about the topic and also based on the strip story behind the coupon
	POST TEST
6	Teacher asked the students to explain about the topic .

2.9 Advantage And Distadvantage in Teaching by Integrating Time Token Technique with Strip Stories Technique Teaching

The Advantages and Disadvantages of Using Picture Strip Stories . According to Vernon, et.al (1980) "using picture strip stories in teaching has advantages and disadvantages". Some advantages of using picture strip stories in teaching-learning processes are: - They are inexpensive and widely available. - They provide common experiences for an entire group. - The visual details make it possible to study the subject clearly. - They offer a stimulus to further study because research shows that visual evidence is a powerful tool. - They help to focus attention and to develop critical judgment. - They are easily manipulated. Besides these advantages, some disadvantages of picture strip stories when used in teaching and learning speaking are set out below (Vernon, et al: 1980,): - Students pay more attention to the picture than to the material to be learned. - It takes time and money to provide attractive pictures. - Small, unclear pictures may cause problems in the teaching-learning process since the students may misunderstand the pictures. - The classroom can become noisy when the students all work in groups at once.

2.10 Theoretical Assumption

In teaching speaking, there were some techniques. Speaking is one of difficult skill to be comprehen by the students. They must explore their idea by oral and try to make people understand with what they are saying. Students needed to consider the five aspects of pronounciation, grammar, vocabulary, fluency and comprehension.

There were so many techniques in teaching speaking. Teacher must be able to choose a good technique to teach speaking. The teacher also should give a good treatment for students so they can improve their ability especially in speaking.in teaching speaking, there are so many diffficulties to activate students activity in the classroom. Not all students can join the speaking activity in the classroom. And also, many students feel difficulty to explore their idea if without any preparation before. So here, teacher will give integrating time token technique and strip story technique to teach speaking in the classroom. The procedure of integrating is by giving the coupon which contained with the strip story behind it.Through integrating time token technique and strip story technique to teach explanation text, the teacher hoped that it able to help the students to be easily to explore their idea and also make the students more active in the classroom.

2.11 Hypotesis

The Hypotesis of the research questions:

H0.1   : There is no significant difference in improvement of students' speaking achivement of Explanation text after being taught through integrating time token with Strip story and original time token.

H1.1   : There is a significant difference in improvement of students' speaking achivement of Explanation text after being taught through integrating time token with Strip story and original time token.

And for the last research questions, the hypotesis was:

H0.2 : There is no significant difference in students' perception of Explanation text after being taught through integrating time token with Strip story and original time token.

H1.2: There is a significant difference in students' perception of Explanation text after being taught through integrating time token with Strip story and original time tok

III. RESEARCH METHODOLOGY

This chapter discusses about the research methods which consists of design, population and sample, data variable, data collection, research procedures, validity and reliability, data analysis, and hypothesis testing. The methods that will be discussed are:

3.1. Design

The study used a quantitative true experimental pretest-posttest design with a control group. Two groups were needed an experimental group and a control group. Before the treatments, a pretest was given to both groups to gauge their starting performance. At the conclusion of the various treatments, each group was given a posttest. The efficiency of the treatment was assessed by comparing the pretest and posttest results according to Gay, et al (2012). The control class used time token in teaching learning and the integrating time token with strip story was applied to the experimental class. Both groups took the pretest prior to therapy, and both groups took the posttest following treatment to determine the effectiveness.

Table 3.1 Research Design

Group/ Class	Pretest	Treatments	Posttest
G1	T_1	X1	T_2
G2	T_1	X2	T_2

Where:

G1	: XI IPA 1 Experimental Class	T_1	:Speaking pretest
G2	: XI IPA 2Control Class	T_2	: Speaking posttest
X 1	: Time token		
X 2	: Integrating Time token with strip story		

(Gay et al, 2012: 267)

3.2. Population and Sample

Individuals who are the research's target population comprise the population, and individuals who serve as a sample are those who represent the population's data according to Setiyadi (2006). All of the Eleventh grade of Science students at SMA Taruna Gajahmada makes up the research population. The eleventh grade comprises fifty students who were divided into two classes. There are consisted of twenty five students for each class. The researcher determined the research sample by using purposive sampling.

3.3. Variables

In order to assess the influence of the treatments in this research, variable was defined as dependent and independent variables. Independent variable was major variable that a researcher hopes to investigate; the dependent variable was the

variable that the researcher observed and measured to determine the improvement of the independent variable according to Hatch and Farhady (1982). These were the variables:

X: The integrating of time token with strip stories in explanation text was as independent variable.

Y: The students' speaking achievement was as a dependent variable.

3.4. Data Collection Instruments

The researcher used research instruments to figure out whether the objective of the research has been achieved or not. In order to gain data on the research, the researcher uses some instruments to gain the data.

3.4.1 Speaking Test

Speaking test was administrated in order to see the students' speaking achievement. The tests are administrated two times, pre-test and post-test. The pre-test conducted in the first meeting and post-test conducted after the treatments. The topic was explanation text. Each test was conducted within sixty minutes. The purpose of the pre-test was to find out the students' speaking ability in the first step before the treatment was given. Moreover, the purpose of the post-test was to find out whether there is any significant difference after the students received the treatments.

3.4.2 Questionaire

In data collection technique, the researcher used questionaire to help get the information to answer the research questions about what's students' perception about teaching explanation by integrating time token with strip story and also the research objectives. The perception questionnaire was modified based on works by Yoshepine, et al (2018) a few changes were done in order to answer the research topic. Ten perceptual statements about speaking achievement using integrating Time token with Strip story. The students' perceptions were gauged using the Likert scale. A person's or a group's attitude, opinion, and perception can be gauged using the Likert Scale Sugiyono (2013). Participants answered the questions by choosing one of five options: 1 (strongly disagree), 4 (agree), 3 (neutral), 2 (highly agree), and 5 (very agree). Additional information supporting the application of the integrating together in speaking achievement was derived from the students' perception results.

3.5 Data Collecting Technique

In this research, the researcher collected the data by using some techniques below:

1. Administering the pretest

The pre-test was administered to the students before the treatment of teaching speaking time token and integrating time token with strip story. It was conducted to know the students' speaking achievement before treatment. In answering the question, the students have 60 seconds to explain for each student. The minimum

score was 36 and the maximum score was 44 for the control group, while the minimum score was 36 and the maximum score was 44 for the experimental class.

2. Administering the posttest

The post test was administered to the students both in the control group and experimental group after the treatment of teaching speaking by using time token and integrating time token with strip story. The form, time, and the material in the post test were the same as the pre-test. The minimum score was 68 and the maximum score was 80 for the control group. The minimum score was 76 and the maximum score was 88 for the experimental class

3. Providing the questionnaire

The questionnaire was distributed to the students, right after the treatments in order to know the students' perception about the integrating time token with strip story. The Likert Scale was used to assess the level of agreement and the disagreement of the students toward the integrating time token with strip story. It was proven from the result of the Likert Scale perception questionnaire which was 72% out of 100% of students shared positive perceptions (agree and strongly agree).

3.6. Try-Out of the Instruments

In this research, to prove whether the items of the tests are good or not as speaking test items, those items must be tried out first. A test would be said to have a good quality if it meets the validity, reliability, level difficulty, discrimination power, normality, and homogeneity. The try-out test was

administered to twenty five students of The XI IPA 1 at SMA TARUNA GAJAHMADA.

3.6.1. Validity of the Speaking test

Validity refers to the extent to which the results of the procedure serve the uses for which they are intended Hatch and Farhady (1982). Meanwhile, Heaton (1991) defines the validity of the test as the extent to which it measures what is supposed to be measure and nothing else. In short, in this research, the items of the test should provide a true measure of speaking skills that is intended to measure. To obtain the validity of the test, the researcher considered the construct and the content validity as the basic type of validity Hatch and Farhady (1982).

3.6.2 Content Validity

The degree to which a test assesses a representative sample of the subject matter content is known as content validity. Content validity does not only focus on how a test looks; it also considers how adequate the sample is in Hatch and Farhady (1982). A representative sample of the course should be included in the exam items that are derived from the materials that the students have been taught Heaton (1988). Whether the test is sufficiently broad and representative for the test is the focus of content validity. The provided material must be appropriate for the curriculum in order to maintain content validity in Setiyadi (2005).

3.6.3 Construct Validity

Construct validity is the scientific value or suitability of a measurement; a measure must be created in accordance with real-world observations in order to be considered valid in Thorndike & Dinnel (2002). In addition, the exam possesses construct validity, meaning it may measure particular attributes in line with a theory of language learning and behavior according to Heaton (1991).

3.7 Reliability of The Data

According to Setiyadi (2006) the reliability of the test is an instrument can be believed to be used as instrument for collecting data because it has been good. It means that the test has some average result when it is tested to different occasion and the condition is the same as before.

The researcher uses inter-rater reliability. Inter-rater reliability in accounted from the two rows of score which is gotten from two correctors. In inter-rater reliability, the scoring can be done equally. Where, the students" speaking performance can be evaluated equally by two correctors. Because the test is corrected by two correctors, generally the result of reliability test can be reliable. **(See Table 1)**

Symmetric Measures		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	-,171	,143	-1,171	,242
N of Valid Cases		25			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					

3.8 Validity of the questionnaire

In assessing the questionnaire validity, the researcher applied two kinds of validity in order to enhance the validity of questionnaire namely; content and construct validity).

a. Content validity deals with how well the items of the questionnaire measure the area of perception. The items of the questionnaires represented the aspects of the perception that is going to be assessed. In order to enhance the content validity of the questionnaire, the questionnaire was adapted from Demirici (2007) and Yoshepine, et al (2018).

b. Construct Validity deals with the theory applied in the items. It means that the items of the questionnaire should actually measure the certain characteristics of perception. The researcher used inter rater-validity to check the construct validity of the questionnaire Setiadi (2006). The researcher consulted to some experts in order to gain their opinions about the instruments, and whether the items are match or not to assess the perception in form of inter-rater judgment of closed-ended question. The raters were the master on EFL teaching, namely: Anwar Hadi Irawan, S.Pd. M.A., and Eko Noprianto, M.Pd.(**see table 8)**

3.8.1 Reliability of the Questionnaire

To examine the questionnaire's reliability, it had been tested by using Cronbach's Alpha Test through SPSS 16. The criteria of questionnaire reliability is as follow:

1. If the value of Cronbach Alpha is more than 0.60 (> 0.60),
   then the questionnaire is reliable or consistent

2. If the value of Cronbach Alpha is less than 0.60 (> 0.60),
   then the questionnaire is said not be reliable or inconsistent (**see
   table 11**)

Sujarweni (2014)

3.9. Data Analysis

In order to get the results of the research question, the researcher used the quantitative data analysis. The researcher used the test which are pretest and posttest as the instruments, the data using some steps as follows:

1. Scoring the pre-test and post-test by using inter-raters.

2. Tabulating the results of the tests and calculating the means of pre-test and the post-test, to generate and examine the data, SPSS 23 is utilized, a statistical program.

3. Composing a discussion regarding to the result.

4. Drawing conclusion from the tabulated results of the test is given. The result of statistical computerized system independent sample T-test in SPSS 23 will be used to build the conclusion.

Meanwhile, this research is intended to find out whether the data were normally distributed or not by using normality test SPSS. *One-Sample Kolmogorov Smirnov Formula* was used by the researcher to analyze the normality of the data. The hypotheses of the normality test are:

H_0 : The distribution of the data is normal

H_1 : The distribution of the data is not normal.

The level on the significance is 0.05. H_0 is accepted if the result of the normality test is higher than 0.05 (sign > 0.05).

3.10. Hypothesis Testing

Setiyadi (2006) says that data analysis is the process of organizing the data in order to gain regularity of the pattern and form of the research. To find the difference in speaking achievement between the students who were taught by original time token and integrating time token with strip story, the researcher followed some steps below:

1. Tabulating the scores of the speaking test

2. Analyzing the tabulated data.

The means of the pre-test and post-test were carefully determined, then calculated through independent t-test. In this research, some analyses were also done by the researcher involving the analysis of the following steps:

a. The normality and homogeneity test.

b. The N-Gain means of the pretest and posttest and the total N-Gain mean of the speaking aspects

3. Making interpretation, inference, or conclusion

The researcher inferred the difference in speaking achievement between students who were taught through the time token and integrating time token with strip story result of the independent group t-test.

3.11. Normality Test

Before using the independent group t-test to analyze the data, the researcher calculated the value of the normality and homogeneity tests. The normality distribution test is a test to measure whether our data have a normal distribution. To find out the normality, the researcher used Kolmogorov Smirnov of SPSS 16.00. The data are normally distributed if the alpha level is higher than 0.05 ($p>0.05$.The Kolmogorov Smirnov alpha (p) value was 0.121. the alpha value is higher than 0.05 so the data were normally distributed.).**(See table 2)**

IV. RESULT AND DISCUSSION

This chapter goes into more detail on a few topics pertaining to the research findings and therapies. The research's statistical findings, the process of teaching and learning, the outcome of testing hypotheses, the enhancement of students' Speaking achievement, the improvement of speaking achievement , and the students' perception of the integrating time token with strip story.

4.1 The Teaching Learning process

In this research the researcher used two classes as the sample of the research. They were experimental class and control class. In this research, the researcher gave the different treatment.

4.1.1 The Teaching Learning in Experimental Class

In the process of teaching learning in Experimental class XI IPA 1 consisted of three meetings. In the first meeting, The teacher did the pretest to know the students' competence before doing the treatment. In the first step of the process was dividing the class into many groups. The students were divided into many groups which consist of five students. The teacher gave them the coupon number which included the topic inside, the strip story behind it and asked them to explain it one by one in one minute.

In the second meeting, the teacher gave the video about the explanation text. What is explanation text, and many examples of the text. After that, the teacher asked them to discuss with their friends. They discussed what was the topic about and tried to design what would they talk. By using the sequences of picture or strip story would help the students to explore their ideas, words and make a good explanation based the sequences of the picture on it. In the teaching learning process, the students looked more active and also more powerful to discuss with their friends related about the topic and also the sequences of picture.

At the last meeting, the teacher gave the coupon for each students and asked them to discuss with their group. After discussed it, the students explained the sequence of picture of strip story one by one. In one minute, the students explained it by their own words**.**

And the score improved than the pretest. And the data shown at the table below:

Table 4.1.1 Pretest – Posttest Experimental class

Descriptives				Statistic	Std. Error
	EXPERIMENTAL			Statistic	Std. Error
Speaking	Pretest Experimental	Mean		41,4400	,37452
		95% Confidence Interval for Mean	Lower Bound	40,6670	
			Upper Bound	42,2130	
		5% Trimmed Mean		41,5778	
		Median		42,0000	
		Variance		3,507	
		Std. Deviation		1,87261	
		Minimum		36,00	
		Maximum		44,00	
		Range		8,00	
		Interquartile Range		2,00	
		Skewness		-1,036	,464
		Kurtosis		1,872	,902
	Posttest	Mean		81,2800	,66212

	Experimental	95% Confidence Interval for Mean	Lower Bound	79,9135	
			Upper Bound	82,6465	
		5% Trimmed Mean		81,2000	
		Median		80,0000	
		Variance		10,960	
		Std. Deviation		3,31059	
		Minimum		76,00	
		Maximum		88,00	
		Range		12,00	
		Interquartile Range		4,00	
		Skewness		,331	,464
		Kurtosis		-,127	,902

In teaching learning in experimental class, They got difficulties to express their idea. They were limited in their pronunciation, fluency, grammar, vocabulary and also the comprehension. They were looked so confused to explain it. There were many students got 36 score and 44 for the best score for the pretest.

In experimental class, the researcher used time token with strip story to improve students' speaking achievement in teaching explanation text. In teaching learning process, the students only got one minute to speak up and explain the topic. They explained the strip story or picture sequences one by one. Based on the number which they got. For example the students who got the coupon about the process of rain. They were given one minute to speak up by using the sequence of picture on it. Started from the first process of the rain, evaporation and continued by the other students who would continue the next step until finished the process. The students got the fair time. It was one minute for every student.

The teaching learning by integrating time token with strip story would help the students' speaking process more active and more confident.

4.1.2 The Teaching Learning in Control Class

The teaching learning in control class consisted of three meetings. The process of teaching learning in control class was started by taking a pretest at the first meeting. The test was given without any treatment before. In control class, the researcher used time token technique original to teach explanation text.

The teacher divided the class into many groups which consist of five students. They took a coupon number for each student and try to explain the topic which they got. In 60 seconds the students must explain briefly. Without any samples or picture to guide them. All students spoke English one by one based on the sequences from the coupon number.

At the second meeting, the teacher gave the video about the explanation text about definition and also example of explanation text. After watched the video, the teacher asked the students many questions related about it. At the third meeting, the teacher gave the coupon number for each students. They explained the topic one by one in one minute for each students.

The result of the test showed that the students still got difficulties to show their ideas and also they were limited in their all aspects in speaking. Such as the pronunciation, vocabulary, grammar, fluency and also comprehension. Their score

of the pretest and also posttest didn't get significant improvement. The minimum score was 38 and the maximum was 44. And the mean was 40,88. The most difficult things for the students were finding the idea and sequences of the topic. In control class, there was no picture on the coupon. So they were hard to find an idea what the sequence of the topic.

4.2 The Pretest's Statistical Results

The preliminary statistical measurements that were carried out in the experimental class and the control class, including the results of the pretest in the experimental class, the pretest in the control class, and the homogeneity test are reported in the statistical results.

4.2.1 The Results of the Pretest in Experimental Class

In the first meeting of the research, the researcher gave the pretest for the students by giving them the speaking test. They had to explained the topic by in 60 seconds by using the coupon with strip story. And the result was shown at the table below.

Table 4.2.1 Pretest Experimental Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental Class	25	36,00	44,00	41,4400	1,87261
Valid N (listwise)	25				

This test was taken in Tuesday, December 5th 2023 at XI Ipa 1 class which consist of 25 students. This test took by giving the students speaking test to explain the topic, without any treatments before. The students divided into many groups which consist of 5 students. They choosed one topic of earthquake, flood, volcano eruption or rain and discussed it. After they discussed it, they explained

by using their own words. The test focused on the speaking aspect. They are pronunciation, grammar, vocabulary, fluency and also comprehention. The result of the test showed that the minimum score of the student was 36 and the maximal score was 44. They got the difficulties to explore the idea. Most of students got difficulties in exploring the idea and also vocabularies.

4.2.2 The result of the Pretest in Control Class

In the first meeting of the research, the researcher gave the pretest for the students by giving them the speaking test. They had to explained the topic by in 60 seconds by using the coupon with strip story. And the result was shown at the table below.

Table 4.2.2 Pretest in Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Control Class	25	38,00	44,00	40,8800	1,64114
Valid N (listwise)	25				

This test was taken at Wednesday 6th December 2023 at XI Ipa 2 class which consist of twenty five students. The test was taken without any treatment before. The speaking test was taken by asking them to explain the topic which was given by teacher. The topic consisted of flood, earthquake, rain, volcano eruption. The test got 38 as minimum score and 44 as the maximal score. It had 40, 88 for the mean of score.

4.2.3 The Result of Post Test in Experimental Class

The posttest on Tuesday, 19 December 2023 in experimental class showed that the score increased. The table showed that the score of posttest in experimental

class was 76 in minimum and 88 for maximum score. It got the improvement of the score before.

Table 4.2.3 Posttest in Experimental Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Experimental	25	76,00	88,00	81,2800	3,31059
Valid N (listwise)	25				

4.2.4 The Result of Posttest in Control Class

The posttest in control class shown in table below:

Table 4.2.4 Posttest in Control Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Control	25	70,00	80,00	75,2800	2,93712
Valid N (listwise)	25				

The result of posttest in control class showed that there was an improvement of speaking achievement. The score of post test showed that the minimum score was 70 and the maximum score was 80. The mean of the test was 75,2800. It showed that there was improvement score from pretest to posttest. In control class, the teaching learning used time token original which used the coupon number without picture sequence or strip story.

4.3 The Normality of Test in Experimental Class and Control Class

To know about the normality of the test, the researcher showed in the table below:

Table 4.3 The Normality of Test in Experimental Class and Control Class

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student's Achievement Pre-Test Experimental (MNHT)		.083	32	.200*	.980	32	.799
	Post-Test Experimental (MNHT) Pre-Test Control (ConNHT)	.126	32	.200*	.906	32	.009
		.094	32	.200*	.952	32	.166
	Post-Test Control (ConNHT)	.095	32	.200*	.981	32	.815

It was claimed that good data should have a normal distribution. A normalcy distribution test determines if the collected data have a normal distribution or not. The researcher employed SPSS 16.00's Kolmogorov Smirnov to determine normalcy. When the alpha level is greater than 0.05, it indicates that the data is normally distributed and may be assessed using parametric testing techniques like the T-test and Pearson product moment. The Sig. column of the table above clearly shows that the alpha value (significance level) of Kolmogorov Smirnov is 0.2 while the Shapiro Walk alpha value is 0.799, 0.09, 0.166, and 0.812 are higher than 0.05, so that the data of the pretest and posttest were normal and appropriate to be measured by using Independent T-test.

4.4. Homogenity Test

Table 4.4 Homogeneity test

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
PRETEST	Based on Mean	,008	1	48	,931
	Based on Median	,000	1	48	1,000
	Based on Median and with adjusted df	,000	1	47,718	1,000
	Based on trimmed mean	,005	1	48	,945
POSTTEST	Based on Mean	,103	1	48	,750
	Based on Median	,063	1	48	,803
	Based on Median and with adjusted df	,063	1	46,970	,803
	Based on trimmed mean	,097	1	48	,757
NGAIN	Based on Mean	,009	1	48	,925
	Based on Median	,013	1	48	,909
	Based on Median and with adjusted df	,013	1	40,188	,909
	Based on trimmed mean	,001	1	48	,970

The variance of the data was homogenous because the *p* alpha or the significance level values are higher than 0.05, it indicated that the students of the experimental class and control class had the same ability and were homogenous so that the two classes were matched to be compared or taken as the subpopulation or samples of the research.

4.5. The Improvement of Speaking Achievement after Integrating Time token with Strip Story

In addition to the students' engagement in the classroom, one of the challenges in teaching explanation text was getting the students to explore the concept. The students took a voucher for each student using the time token technique. The

students'' motivation to speak up in class would increase as a result. Students still find it challenging to develop their ideas or knowledge regarding the topic of debate, nevertheless. In order to tackle the challenges, the researcher was interested in combining the time token technique with another method. Strip story was the method used for this. Giving a small group a picture strip is one of the numerous teaching-learning activities that can be carried out with picture strip stories, according to Freeman (2000). According to Vernon et. al (1980) "using picture strip stories in teaching has advantages ". Some advantages of using picture strip stories in teaching-learning processes are: - They were inexpensive and widely available. - They provided common experiences for an entire group. - The visual details made it possible to study the subject clearly. - They offered a stimulus to further study because research shows that visual evidence is a powerful tool.

They helped to focus attention and to develop critical judgment. - They were easily manipulated.

Table 4.5 Descriptive Statistic
Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experimental	25	41,44	1,873	,375
	Control	25	40,88	1,641	,328
Posttest	Experimental	25	81,28	3,311	,662
	Control	25	75,28	2,937	,587

Table 4.5 Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	,103	,750	6,779	48	,000	6,0000	,8851	4,2203	7,7797
	Equal variances not assumed			6,779	47,328	,000	6,0000	,8851	4,2197	7,7803

The result of computation above shows that the *p* alpha value (significance level) at Sig 2 tailed (0.000) is lower than 0.05 and t-observed or t ratio (6,779) is higher than t table (2.000) at df (48) (degree of freedom). It means H[1] alternate hypothesis was accepted and H[0] null hypothesis was rejected.

Thus, it can be inferred that there was significant difference on students' speaking achievement between those who were taught through the integrating time token with strip story and the original time token.

4.6 The N- Gain Mean Comparison of Experimental and Control Class

To Answer the research question, the researcher showed the table below. It showed N Gain Mean in Experimental and also control class.

Table 4.6. N Gain Mean Comparison between Experimental and Control Class

	Descriptives			Statistic	Std. Error
	CLASS				
NGain_persen	EXPERIMENTAL	Mean		67,9653	1,18337
		95% Confidence Interval for Mean	Lower Bound	65,5229	
			Upper Bound	70,4076	
		5% Trimmed Mean		67,8336	
		Median		67,7419	
		Variance		35,009	
		Std. Deviation		5,91686	
		Minimum		57,14	
		Maximum		81,25	
		Range		24,11	
		Interquartile Range		6,90	
		Skewness		,307	,464
		Kurtosis		,170	,902
	CONTROL	Mean		58,1413	1,04362
		95% Confidence Interval for Mean	Lower Bound	55,9874	
			Upper Bound	60,2952	
		5% Trimmed Mean		58,1966	
		Median		57,1429	
		Variance		27,228	
		Std. Deviation		5,21808	
		Minimum		48,28	
		Maximum		66,67	
		Range		18,39	
		Interquartile Range		9,13	
		Skewness		,025	,464
		Kurtosis		-,902	,902

Finding the result of the first research question, the result of comparison N Gain between experimental and control class above showed that there was significant difference between Integrating time token with strip story and Original time

token. In the control class the mean of the score was only 58,1413 score. And the experimental class's mean was 67,9653. The mean's score was showed that there was significant difference.

4.7 The Students' Perception in Teaching Explanation Text through Time token with Strip Story

The questionnaire was conducted to show students' interest scores before using Integrating Time token with Strip story. Based on the result, it can be described that in first statement with a total of 25 respondents, the number of answers was on three scale with a result of 47% percent and had undecided interpretation. In the second statement with the same number of respondents, the number of answers were on two scale with a result of 57% percent and had disagree interpretation. In the third statement with the same number of respondents, the number of answers were on three scale with a result of 47% percent and had undecided interpretation. Next in the fourth statement, the number of answers were on three scale with a result of 60% percent and had undecided interpretation. In the fifth, the sixth, and the seventh statements with a total of 25 respondents, the number of answers were on three scale with a results of 43%, 50%, and 43% percent. All of them had undecided interpretation. In the eighth statement, the number of answers were on two scale with a result of 50% percent and had disagree interpretation. While in the ninth and the tenth statements, the number of answers were on four scale with the results of 60% and 67% percent that had agree interpretation.

4.7.1 The Result of the Questionnaire after Using Time token with Strip story

The questionnaire was conducted to show students' interest scores after using Time token with strip story.Based on the result, it can be illustrated that in the first to the eighth statements with a total of 25 respondents the number of answers were in the fourth category with the results of 57%, 70%, 57%, 53%, 53%, 53%, 60%, and 53% percent. All of them had agreed interpretation. Furthermore, in the ninth and the tenth statements, the number of answers were in the fifth category with the same result of 60% percent who interpreted strongly agree.

Table 4.7.2 The Result of the Questionnaire in the Experimental Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviati on
n_Gain	25	.20	.88	.7220	.20522
ngain_percent	25	20.00	87.50	72.2032	20.52174
Valid N (listwise)	25				

The table above showed the average of n-gain and n-gain percent scores in the experimental class. The *mean* of n-gain score is 0.7220. It is less than 0.70 then the category obtained is high. Furthermore, the mean of n-gain percent is 72.2032. Based on the effectiveness category, the n-gain score in the form of a percentage value is less than 76%, so the category is effective enough. It can be concluded that the use of method or treatment in the experimental class is effective enough.

Students's perception in speaking achievement by time token were obtain through the questionaire showed that found many difficulties in teaching learning. They felt bored and difficult to find the ideas to explore the topic. The perception

between original time token and integrating showed that there was significant different in their perceptions. The students who taught by integrating time token with strip story were more active and had a good respons than original time token. The researcher analyzed and identified the students' perception by using the adopted indicators of the students' perception during classroom interactions as stated by Demirichi (2007). The researcher used the Likert Scale. The statements were responded by the participants by selecting one out of the four options: 5 (strongly agree), 4 (agree), 3 (Neutral), 2 (disagree), and 1 (strongly disagree).

The data of the students' perception toward speaking achievement by integrating time token with strip story were obtained through the questionaire in the experimental class. There were also 10 items of questionnaire to see the students' perception after the treatment. By computing the rating scale of the agreement (positive), neutral, and disagreement (negative) level, the Likert Scale was utilized to evaluate the students' degree of agreement and disagreement toward the integrating time token with strip story collectively according to Sugiyono (2013). As a result, the students' opinions about the implementation of the integrating time token with strip story were generally positive (agree and highly agree).

4.8 The Improvement of Students' Speaking Aspect in Control Class by Original Time token

There were some improvements of the speaking aspects in control class. This class used original time token in teaching learning. The result of teaching learning by using original time token showed that the improvement students' aspect was in

content. To measure what aspect which improved the most , the researcher used Paired sample t- test.

Time is a fraction or unit of time. Time refers to portion or measure of time. While token means sign, evidence, or mark of something (Hornby, 1973). A time signal or time limit characterizes the cooperative learning method known as "Time Token." The time constraint was intended to inspire and motivate students to explore their thoughts and express them. This method can be used to improve social skills or prevent students from dominating other students' silence. In the process of this teaching learning, the students had the time to discuss with their group. They were given the time to explore about the topic. That's why the most improvement aspect in control class was comprehension. It showed significant improvement than the other aspects. It was shown in table below:

Table 4.8 Paired Sample T- Test in Control Class

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Pronunciation	2,160	25	,3742	,0748
	Post Pronunciation	4,000	25	,0000	,0000
Pair 2	Pre Grammar	2,080	25	,2769	,0554
	Post Grammar	3,400	25	,5000	,1000
Pair 3	Pre Vocabulary	1,760	25	,4359	,0872
	Post Vocabulary	4,280	25	,6137	,1227
Pair 4	Pre Fluency	2,240	25	,4359	,0872
	Post Fluency	3,280	25	,4583	,0917
Pair 5	Pre Comprehension	2,000	25	,0000	,0000
	Post Comprehension	4,840	25	,3742	,0748

4.9 The Improvement of Students' Speaking Aspect in Experimental Class by Integrating Time Token with Strip Story.

There were some improvements of the students' speaking aspects in the experimental class which are taught by using integrating time token with strip story and the control class which was taught by using the original Time token. However, the result of the p a i r e d sample t-test showed that the integrating time token with strip story improved the students' speaking fluency aspect than original time token. It indicates that the choice of teaching technique is one of the essential factors which affect the students' speaking achievement. According to Freeman (2000) many teaching-learning activities can be done with picture strip stories; one of them was by giving a small group a strip story.Based on the statement above, the researcher believes that strip story can help the students to explore their ideas. Finding the research questions, the researcher showed the table below to answer about what was aspect improved the most in this research.

Table 4.9 Paired Sample T-test in Experimental Class

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Pronunciation	2,000	25	,0000	,0000
	Post Pronunciation	3,640	25	,4899	,0980
Pair 2	Pre Grammar	1,960	25	,3512	,0702
	Post Grammar	3,680	25	,4761	,0952
Pair 3	Pre Vocabulary	2,040	25	,3512	,0702
	Post Vocabulary	4,240	25	,5228	,1046
Pair 4	Pre Fluency	2,120	25	,3317	,0663
	Post Fluency	4,800	25	,4082	,0816
Pair 5	Pre Comprehension	2,240	25	,4359	,0872
	Post Comprehension	4,000	25	,6455	,1291

Table 4.9.1 The Comparison Between Experimental and Control Class

Aspect of Speaking	EXPERIMENTAL		CONTROL	
	Improvement	Sig	Improvement	Sig
Pronunciation	-1,6400	,000	-1,8400	,000
Grammar	-1,7200	,000	-1,3200	,000
Vocabulary	-2,2000	,000	-2,5200	,000
Fluency	-2,6800	,000	-1,0400	,000
Comprehension	-1,7600	,000	-2,8400	,000

Finding the third research question, the researcher used the data above. It showed the significant improvement aspects after being taught by integrating of time token with strip story. The speaking aspects are pronunciation, grammar, vocabulary, fluency and also comprehension. The score showed about the most significant improvement was fluency, vocabulary, comprehension, grammar and the last was pronunciation. It showed that fluency was significant improved better than the other aspect. According to the table above, teaching by using Time token with strip story can help the students to speak more fluently.

4.10 The Discussion

Speaking was the ability to pronounce an articulated sound to express feeling or communicate each other. However, in reality, many people still underestimate speaking skills. It was because something in mind cannot be clearly pronounced and conveyed to the listener. As the opinion expressed by Rusli (2019) stated that most people think that speaking was easy but there were still many people who have not mastered speaking skills. Thus, paying attention to the speaking skill was important. Speaking skills could be acquired and mastered through practice and a lot of exercises. The problem was on children's confidence because they were

afraid to stand in front of many people. Some children were just silent, sweating cold, and forgetting everything when they were speaking in front of people, as well as they were reluctant to express their opinions or even ask questions. As a result, children's speaking ability was still low.

Harris, D.P (1969) stated that there are five components of language that influence speaking ability. There were pronunciation, grammar, vocabulary, fluency and also comprehension. To enhance the students' speaking achievement, the researcher divided the class into two classes. The first class was experimental class and the second was control class. In experimental class, the researcher used integrating time token with strip story as the technique and the control class used original time token.

In the control class, the researcher divided the class into many discussion groups. The teaching learning consisted of three meetings. In the first meeting, the researcher gave the pretest for students. After gave the test, the researcher showed the video about explanation text. The video was about the explanation of what is explanation text and what's the social function of explanation text. After watched the video, the students had to discussed with the group. In a group discussion consisted of 5 students. Before the discussion begun, the researcher asked them to take the coupon number.

Coupon number or time token had the function to make all the students can participate. All students took one coupon for each student. They discussed with the group and talk about the topic which they got. To avoid students taking over

the conversation or being absolutely silent, time token learning models are a great fit for learning frameworks that can be utilized to teach social skills according to Widodo (2009). This instruction welcomes students to participate, develop their public speaking skills, and feel free to voice their thoughts.

After few minutes, the teacher asked them to speak one by one. In control class, there were only coupon and topic (Without picture sequences on it). They tried to explain based on their understanding related about the topic in explanation text. Almost all students felt difficult to share the idea. In the control class , students pretest score was 36 as the minimum score and 44 as the highest score. At the second meeting, the students discussed with their group related about the topic. Here, the students began more confident to speak up and try to share their idea about the topic. And at the end of the meeting the students got the post test. The posttest's score was 80 for the highest score and 70 was the lowest score. It showed that the score was increased than before.

Nevertheless,in the experimental class had the different treatments in teaching learning. Teaching learning in experimental group used integrating time token with strip story. Giving a small group a strip story was one of the various teaching-learning activities that may be carried out with image strip stories, according to Freeman (2000). This exercise was an illustration of how a strip of sequence can be used as a communicative tool to carry out a problem-solving assignment. They could be set up such that students collaborate or share knowledge to find a solution. Students could practice negotiating meaning by

doing this. A picture strip, to put it simply, was a collection of images in a predetermined order that may be read.

In the first meeting, the students did the pretest. The result of pretest in experimental class was 36 for the minimum score and 44 was the maximum score. The students got the difficulties to speak up and share their ideas. In the second meeting the teacher asked the students to take the coupon with strip story behind it. The coupon had the sequence picture behind. By using the strip story the researcher believed that it can help the students to explore their ideas related about the topic. Sani (2014) further asserts that "explanatory writing is a sort of text that explains scientifically how natural phenomena and technology arise, for instance: how and why did something happen**?.** This text told about how natural phenomena and technology raised. In integrating time token with strip story, the researcher got the significant improvement for the speaking achievement. There were many aspects which improved after being taught by using this technique. The score in posttest was 76 for the minimum score and 88 was the maximum score. In teaching learning by integrating time token with strip story got the fluency as the highest aspect in speaking achievement and comprehension was the highest aspect in original time token.

The result of computation showed that the p alpha value (significance level) at Sig 2 tailed (0.000) is lower than 0.05 and t-observed or t ratio (6,779) is higher than t table (2.000) at df (48) (degree of freedom). It means H^1 alternate hypothesis was accepted and H^0 null hypothesis was rejected. Thus, it can be inferred that there

was significant difference on students' speaking achievement between those who were taught through the integrating time token with strip story and the original of time token.

For the second research question about how was the students' perception of the teaching after being taught with time token with strip story showed that The *mean* of n-gain score is 0.7220. It is less than 0.70 then the category obtained is high. Furthermore, the mean of n-gain percent is 72.2032. Based on the effectiveness category, the n-gain score in the form of a percentage value is less than 76%, so the category is effective enough. By computing the rating scale of the agreement (positive), neutral, and disagreement (negative) level, the Likert Scale was utilized to evaluate the students' degree of agreement and disagreement toward the integrating time token with strip story according to Sugiyono (2013). As a result, the students' opinions about the implementation of the integrating time token with strip story were generally positive (agree and highly agree).

Finding the result of third research question, the data showed that the fluency was the highest for the speaking aspect. It improved 69 score from pretest to posttest. . It showed that the significant improvement aspects after implementing integration of time token with strip story. The speaking aspects are pronunciation, grammar, vocabulary, fluency and also comprehension. The score showed that the most significant improvement was fluency, comprehension, vocabulary, grammar and the last was pronunciation. The pretest score showed that the score of fluency was

53 and post test score was 100 from 25 students. It was 69 score improve from pretest to posttest. It shows that there was significant improvement better than the other aspect. The score of comprehension in pretest showed 56 and post test showed 120. It improved 64 score from pretest to posttest. It showed that Comprehension was the second aspect which can improve after integrating time token with strip story. After that the next position aspect which improves was vocabulary. Grammar was the next position and the last was pronunciation.

According to the result, the improvement of fluency wasthe most significant improved than the others.

V. CONCLUSION AND SUGGESTIONS

This chapter is the final chapter where presents the conclusion of the research findings and suggestions for the English Teachers who want to try to implement the integration time token with strip story to improve students' achievement in teaching Explanation text.

5.1 Conclusion

The objectives of the research were to find a significant difference of students' speaking ability after being taught by integrating time token with strip story technique and original time token, to find out the aspect of speaking which affected the most after being taught by using the integration of time token with strip story technique, and also to reveal the students' perception towards the implementation of the integration of time token with strip story technique.

Based on the research, it can be concluded that the result of Independent t - test indicates that the integration of time token with strip story technique improves the students' speaking achievement in teaching explanation text, since there is significant difference of students' speaking score from pretest and posttest. And for the students' perception, the students feel positive and agree about teaching by integrating time token with strip story. For the last research question, the

experimental class showed that fluency was the highest aspect and in control class was comprehension as the most improved aspect.

5.2 Suggestion

Some recommendations and ideas are made to the English teacher and future researchers in reference to the findings and conclusion above.

5.2.1 For Teachers of English

To English teacher, it can help the learning process of teaching explanation text. By integrating time token with strip story, the teacher can make all students participate actively in the classroom.

5.2.2 For Researcher

This study can serve as a useful resource for future speaking research on speaking comprehension accomplishment. It is advised to include not just explanation texts but also texts from other genres, including report, descriptive, and so forth. Additionally, especially in offline classes, the integrating time token with strip story was working in tandem with other productive and receptive abilities including speaking, writing, and listening.

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