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The Effect of Time Token Strategy on Students Reading Comprehension

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Abstrak

Penelitian eksperimen ini di lakukan di SMP IT bangkinang. penelitian ini di lakukan untuk mengetahui pengaruh Time token strategy terhadap kepemahaman membaca siswa. Metodologi penelitian ini menggnakan desain quasy eksperimen. Sampel penelitian ini adalah siswa yang berasal dari kelas VIII F sebagai kelas kontrol dan VIII E sebagai kelas eksperimen. Kelas eksperimen terdiri dari 30 siswa dan kelas kontrol terdiri dari 30 siswa. Penelitian ini menggunakan teknik purposive sampling yang mana peneliti memilih kategori kelas yang akan di teliti. Instrumen yang digunakan dalam penelitian ini adalah reading comprehension tes yang terdiri dari 20 butir soal pilihan ganda. Data dianalisis dengan menggunakan program SPSS 16. Berdasarkan analisis data penelitian, nilai rata-rata siswa pada pre-test adalah 70.50 dan 87.83 pada post-test. Analisis data menunjukkan signifikansi (2-tailed) 0.000<0.05 yang berarti Ha diterima. Dapat disimpulkan bahwa terdapat pengaruh Time token strategy terhadap kepemahaman membaca siswa kelas VIII SMP IT Bangkinang.
Kata kunci: *Pemahaman Membaca, quasy-Experimental, Strategi Time Token*

Abstract

This experimental research was carried out at SMP IT Bangkinang. This research was conducted to determine the effect of the Time token strategy on students' reading comprehension. This research methodology uses a quasi-experimental design. The sample for this research was students from class VIII F as the control class and VIII E as the experimental class. The experimental class consists of 30 students and the control class consists of 30 students. This study used a purposive sampling technique in which the researcher chose the class category to be examined. The instrument used in this research was a reading comprehension test which consisted of 20 multiple choice questions. Data were analyzed using the SPSS 16 program. Based on research data analysis, the average student score on the pre-test was 70.50 and 87.83 on the post-test. Data analysis shows significance (2-tailed) 0.000<0.05, which means Ha is accepted. It can be concluded that there is an influence of the Time token strategy on the reading comprehension of class VIII SMP IT Bangkinang students.

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INTRODUCTION

In daily activities, reading is a form of activity that provides opportunities for readers to gain more meaning from what is written. Readers can interpret reading information by adding other information that is already known. Accordig to (Resky & Abdullah, 2022) English, Reading is a skill that plays an important role in life, not only in terms of education, but is also very important in social life, reading skills must be number one in learning English. According to Kalayo, in Khairiah (2012) says that reading is important because it helps us learn new things and check if what we already know is true. We can also use reading to question what the author is saying. After reading, it's simple for the reader to pick which text they want.

Reading is an important language skill for people studying English, as are speaking, listening and writing. It helps to understand what is written in the text and learn new things from reading. Brassel in Lubis (2019) stated that reading refers to the ability to comprehend or make meaning from the written text.

Students need to learn how to read well. The students will learn new things by reading. They can understand what they read well because it helps them understand the information they want. If they haven't, they will find it hard to understand the message in the text. Reading is not just about reading smoothly, but also about understanding what the writer is trying to say. They need to understand what the text means in order to understand the passage.

According to Woolley (2011), reading comprehension is a process of making meaning from a text. According (Education & Training, 2023b). Therefore, it is more important to be able to gain a thorough understanding of what will be explained in the text. Ihsan et al (2021) states that reading comprehension is a skill that can deal with a text, its meaning, and what the reader already knows. therefore, the purpose of the instructions. However, the aim of the instructions is to help the reader understand the text. Reading comprehension can involve two people as readers and writers. The reading comprehension process triggers reading skills to be able to know words.

From the research description at SMP IT Bangkinang, the author found that many students had difficulty in obtaining detailed information from texts due to lack of vocabulary, unclear pronunciation, lack of concentration, unable to understand reading and not finding

moral values in narrative texts, so it is necessary to look for strategies in text learning in class to overcome the problems encountered by these students.

METHOD

This research looked at the differences between the experimental group (X) and the control group (Y). The control group was a class that did not use the time token strategy to study reading comprehension. Students who learn using the time token strategy are called the experimental group. This research examines two groups of students from different classes. One group did the experiment and the other group did not. The quasi-experimental design formula is described as:

Table 3. 1

Design of the Reasearch

Group	Pre-Test	Variable	Post-test
Experimental (G1)	T1	X	T2
Control (G2)	T1	Y	T2

Research Design
Notes
G1 : Group 1 (experimental group)
G2 : Group 2 (control group)
T_1 : Pre-test
T_2 : Post-test
X : Treatment by using time token strategy
Y : Treatment by using learning book

This research takes two classes to be used as research. This research uses two classes as experimental and control groups. For the experimental class, researchers provided treatment in the form of a Time token strategy. Researchers provide treatment to students and then give them a reading test. The test was given to determine indicators of students' reading comprehension after learning using the Time token strategy. For the control lesson, as it were the pretest and posttest were given.

The technique of Collecting Data

This study involved the participation of class VIII students of SMPS IT Bangkinang in learning reading skills through the time token strategy technique. The data was obtained by collecting the reading test results.

Test

In this research, researchers will use tests for their research. This is a reading test given at the end of the lesson to class VIII students at SMPS IT Bangkinang after they have learned reading skills using the time token strategy technique. Scores are obtained through tests by reading indicators. A reading test is used to see how well the instrument is working. Before the instrument is used, it needs to be tested on students who are not part of the research. Experiments are conducted to see whether research tools are good enough to use. Research tools are checked by testing whether they are accurate and reliable.

The Technique of Analyze Data

According to (sugiono, 2012), data analysis is the process of searching and compiling, organizing and carefully studying information collected from interviews and other sources. This can help understand it better and share your discoveries with others. In quantitative research, data correlation research design looks at the relationship between two or more variables.

In data analysis, researchers analyze data using statistical methods and pre-test and post-test scores from the experimental class and control class groups, the author will use comparative techniques. Researchers will compare the results to see what happens

in different groups. Researchers used the t-test to see whether there was a significant difference in students' reading comprehension scores using the time token strategy. Before analyzing the data, normality distribution and independent sample hypothesis testing (T-Test) to calculate test data, researchers used the SPSS statistics program version 16 for Windows 10.

1. Normality Test

   With the normality test, it is determined whether the sample collected are normally distributed or not. The normal distribution in statistical research is one of the important assumptions before the ttest can be carried out later. In this study, researchers will use SPPS 16 for windows 10 with kolmogrov alpha. The significant level used is 0.05. If the significant level is > 0.05, then the data is normally distributed. Conversely, if the significant level is <0.05, then the data is not normally distributed.

2. Hypothesis (T-Test)

   The Independent sample test help us see if there is a difference in the means of two separate groups. The basic requirement for an independent sample test is that the data is normally distributed. Aims to determine whether the two groups tested have the same avarange value or not significantly the same. The data must come from different groups, the data type is numeric, the data scale is interval or ratio, the data is normally distributed and the variance between the two sample groups must be the same.

   Here researchers tested students before and after teaching using the Time token strategy. The test results compare the reading scores of students in two different classes to see whether there is a significant difference in the reading comprehension scores of students from the experimental class and the large control class. So, the researchers used an independent sample-test in SPSS 16 for Windows to analyze the data.

   a. **Scoring the students correct answer of pre-tes and post-test by using this formula :**

      Students' score = $\frac{The\ number\ of\ student's correct\ answer}{total\ number\ of\ items}$ x 100

Table 3. 2 Score Answer

Question Number	Score per item
1-20	5
Total Score Maksimum	100

If the answer is correct researcher gave 3, if it is not correct researcher gave 0 while the total score is 100.

b. The percentage of increasing achievement used the following formula:

$$P = \frac{X2-X1}{X1} \text{ X } 100\ \%$$

Where:
P = Percentage
X2 = Average score of post-tests
X1 = Average score of pre-tests

c. The formula will be used in finding out the difference between students' score in Pre-Test and in Post-Test

$$t = \frac{\bar{D}}{\sqrt{\sum D^2 \frac{\frac{(\sum D)}{N}^2}{N(N-1)}}}$$

Notes:
t = score of computation
$\bar{D}$ = average difference between pre – test and post – test
$\sum D^2$ = different scores squared, then summed
$(\sum D)2$ = Subject of sample

d. **The criteria for the hypothesis testing are as follows:**

Table 3. 3 Hypothesis Testing

Comparison	Hypothesis	
	H0	Ha
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table shows that (1) when the t-test value is less than the t-table value, the null hypothesis is true and the alternative hypothesis is false, and (2) when the t-test value is greater than the t-table value, the null hypothesis is false and the alternative hypothesis is true.

The Data Analysis and Result of Research

1. Descriptive Statistical Analysis Using the Time Token Strategy

Information about how well students' reading comprehension was using a strategy called time tokens was obtained from the pre-test and post-test of class VIII in two groups, namely, the experimental class and the control class, namely the pre-test and post-test with the number of students in class VIII E. This was done before and after the strategy was used. The experimental group consisted of 30 students. In Control Class VIII F the number of students is 30 people. This method is used in class meetings. The information is in the table below:

Table 4. 1
The Descriptive Statistic in Pretest and Posttest Experimental and Control Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pre-test ekperimen	30	30	60	1230	41.00	7.812
post-test eksperimen	30	80	95	2635	87.83	6.114
pre-test control	30	30	60	1190	39.67	6.557
post-test control	30	60	85	2115	70.50	7.114
Valid N (listwise)	30					

Based on Table 4.1 above, it can be concluded that the number of students who took part in the experimental class was 30, in the pretest the minimum score was 30 and the maximum score was 60, the score for all students was 1230, the average score was 41.00, then the standard deviation result for the pretest is 7.812. For the posttest score the number of students who took part was 30, in the posttest the minimum score was 80 and the maximum score was 95, the total score of 2635, students' average score was 87.83. Then the standard deviation result for the post-test is 6.114.

it can be concluded that the number of students who took part in the control class was 30, in the pretest the minimum score was 30 and the maximum score was 60, the score for all students was 1190, the average score was 39,67, then the standard deviation result for the pretest is 6,687. For the posttest score the number of students who took part was 30, in the posttest the minimum score was 60 and the maximum score was 85, the total score of 2115 students' average score was 70,50. Then the standard deviation result for the post-test is 7,114.

Table 4. 2
The Analyzed Statistics in Pre-test and post-test experimental class and control class

Statistics

		pre-test ekperimen	post-test eksperimen	pre-test control	post-test control
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		41.00	87.83	39.67	70.50
Median		40.00	90.00	40.00	70.00
Mode		40	80[a]	40	70
Std. Deviation		7.812	6.114	6.557	7.114
Variance		61.034	37.385	42.989	50.603
Range		30	15	30	25
Minimum		30	80	30	60
Maximum		60	95	60	85
Sum		1230	2635	1190	2115

From table 4.2 above, the descriptive statistics were analyzed in the experimental class and control class using SPSS version 16. The researcher found that the average results in the pre-test experimental class were 41,00 and 87,83 in the post-test. The median result in the pre-test was 40,00 and the post-test was 90,00 and the mode result in the pre-test was 40 and post-test was 80. Then, the standard deviation result in the pre-test was 7,812, and the post-test was 6.114. Then the variance result in the pretest was 61.034 and the post-test was 37.385. The range of results for the pre-test was 30, and for the post-test was 15. The minimum score for the pre-test was 30, and for the post-test was 80.

The maximum score for the pre-test was 60, and the post-test was 95, the total score for the pre-test was 1230, and the post-test was 2635.

Found that the average results in the pre-test control class were 39,67and 70,50 in the post-test. The median result in the pre-test was 40.00 and the post-test was 70,00 and the mode result in the pre-test was 40 and post-test was 70. Then, the standard deviation result in the pre-test was 6.557, and the post-test was 7.114 Then the variance result in the pretest was 42.989 and the post-test was 50.603. The range of results for the pre-test was 30, and for the post-test was 25. The minimum score for the pre-test was 30, and for the post-test was 60. The maximum score for the pre-test was 60, and the post-test was 85, the total score for the pre-test was 1190, and the post-test was 2.115.

1. **The Data Analysis**

a. **The Categorization of Experimental Class Pre-Test Score**

The pre-test in the experimental group was to see how well students reading comprehension before the researchers gave treatment. Research finds that students have different reading abilities. The experimental group had different scores in terms of reading. In the "fair" category there are 7 students who are at that level, and 21 students who are in the "poor" category. and the material is made for students in the very poor category 1 student.

In the form of percentages, the results for the "Fair" category were 23.3 %,for the "poor" category was 70.0%, and for the “very poor” category was 3.3% Most students' reading comprehension on this score is at a excelent level.

Table 4. 3 The Categorization of Experimental Class Pre-Test Score Pretest Experimental

Pretest Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	7	23.3	23.3	26.7
	Poor	21	70.0	70.0	96.7
	Very poor	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

b. **The Categorization of Experimental Class Post-Test Score**

Post-test is when we check how well students understand what they read after being in the experimental class. Usually, the score is higher than the pre-test score. Based on the students' test scores after the test, it seemed like their reading scores had improved. We collected information about how well students in the experimental class could read using certain methods. The results showed that 21 students got a score of "excellent" and 9 students got a score of "very good".

As a percentage, the results show that the "excellent" category is 70,0% and the "very good" category is 30,0%. Based on the data above, it can be seen that for students' reading comprehension in the experimental class posttest scores were mostly at the excellent level, this indicates an increase in student scores after treatment using the Time token strategy.

Table 4. 4 The Categorization of Experimental Class Post-Test ScorePosttest Experimental

Postest Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	21	70.0	70.0	70.0
	Very good	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

c. **The Categorization of Control Class Pre-Test Score**

The pre-test for the experimental group aims to determine students' reading comprehension scores before the researcher gives treatment. The results showed that students had different reading levels based on the experimental group's reading scores from the formula obtained with frequency, for the fair 7 students, for the poor category produced 22 student.

In the form of percentages, the results for the “fair” category 23.3%, for the "poor" category was 73,3%,. Most students' reading comprehension on this score is at a poor level.

Table 4. 5 The Categorization of Control Class Pre-Test Score
Pretest Reading Comprehension Control Class
Pretest Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	7	23.3	23.3	26.7
	Poor	22	73.3	73.3	100.0
	Total	30	100.0	100.0	

d. **The Categorization of Control Class Post-Test Score**

Post-test is when we see how well students in the experimental class read after receiving help. Usually the score is higher than the score before the exam. Based on students' test results after learning, their reading scores increased. Information about how well students in the experimental class could read was collected using a formula. The results of the research showed that 2 students received a "very good" rating, 7 students received a "fair" rating, 9 students received a "good" rating, and 8 students received a "very good" rating.

As a percentage, the results show that the "excellent" category is 6.7%. the “fair” category is 23.3% “good” category is 30.0% and the "very good" category is 26.7%. Based on the data above, it can be seen that for students' reading comprehension in the experimental class posttest scores were mostly at the excellent level, this indicates an increase in student scores after treatment using the Time token strategy.

Table 4. 6

The Categorization of Control Class Post-Test Score

Posttest control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excelent	2	6.7	6.7	6.7
	Fair	7	23.3	23.3	43.3
	Good	9	30.0	30.0	73.3
	Very good	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

e. **The Frequency of Category of Pre-test and post-test Score in Experiment Class**

Table 4. 7
The Frequency of Category of Pre-test Score in Experiment Class

Frequency pre-test experimental class
Pretes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	6	20.0	20.0	20.0
	35	1	3.3	3.3	23.3
	40	14	46.7	46.7	70.0
	45	2	6.7	6.7	76.7
	50	5	16.7	16.7	93.3
	55	1	3.3	3.3	96.7
	60	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table above, it could see that 6 students get a scoring of 30 with a precentage of 20.0%, there were 1 students get a scoring of 35 with a precentage of 3.3%, there is 14 students who gets a scoring category of 40 with a percentage of 46.7 %, there were 2 students who get a scoring category of 45 with a precentage of 6.7%, there is 5 student who get a scoring category 50 with

precentsge of 16.7%. there were 1 student who get a scoring category of 55 with a precentage of 3.3%, there were 1 student who get a scoring category of 60 with a precentage of 3.3%,

Table 4. 8
The Frequency of Category of Post-test Score in Experiment Class
Posttest experimental class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	9	30.0	30.0	30.0
	85	4	13.3	13.3	43.3
	90	8	26.7	26.7	70.0
	95	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Based on the table above, it could see that 9 students get a scoring of 80 with a precentage of 30.3%, there were 4 students get a scoring of 85 with a precentage of 13.3%, there is 8 students who gets a scoring category of 90 with a percentage of 26.7%, there were 9 students who get a scoring category of 95 with a precentage of 30,0%.

Table 4. 9
The Frequency of Category of Pre-test and post-test Score in Control Class

frequency of category of pre-test control class Pretest control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	6	20.0	20.0	20.0
	35	1	3.3	3.3	23.3
	40	16	53.3	53.3	76.7
	45	5	16.7	16.7	93.3
	50	1	3.3	3.3	96.7
	60	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table above, it could see that 6 students get a scoring of 30 with a precentage of 20.0%, there were 1 students get a scoring of 35 with a precentage of 3.3%, there is 16 students who gets a scoring category of 40 with a percentage of 53.3%, there were 5 students who get a scoring category of 45 with a precentage of 16.7%, there were 1 students who get a scoring category of 50 with a percentage 3.3%. last, there were 1 students who get a scoring category of 60 with a percentage 3.3%.

Table 4.10
The Frequency of Category of Post-test Score in Control Class

Frequenc

Pos-test control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	4	13.3	13.3	13.3
	65	7	23.3	23.3	36.7
	70	9	30.0	30.0	66.7
	75	5	16.7	16.7	83.3
	80	3	10.0	10.0	93.3
	85	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on the table above, it could see that 4 students get a scoring of 60 with a precentage of 13.3%, there were 7 students get a scoring of 65 with a precentage of 23.3%, there is 9 students who gets a scoring category of 70 with a percentage of 30.3%, there were 5 students who get a scoring category of 75 with a precentage of 16.7%, last, there were 3 students who get a scoring category of 80 with a percentage 10.0%,. last, there were 2 students who get a scoring category of 85 with a percentage 6.7%.

Based on the research results, students in the experimental group got a total score of 2635 on the post-test. There are 30 students in the group. The best score is 95, and the worst score is 80. The average score after the test in the experimental class is 87. 83 This means that students are good at understanding what they read after using the Time token strategy to study.

At the same time, the control class got a total score of 2115 after the test, and there were 30 students in the class. The best score is 85, and the worst score is 60. In the

control group, the average score after the test is 70. 50 This means that students' reading comprehension without being taught to use the time token strategy is in the fair category.

This research aims to find out how the use of different reading strategies affects students' understanding of what they read. This is how well the time token strategy works in teaching students how to understand what they read. Researchers used the t test, the t test results were sig 0.000<0.05. and the results show a significant difference. So, it is the students who are affected. The experimental group and control group showed big changes after receiving treatment compared to before. In addition, the post-test showed greater improvement compared to the pre-test. It can be said that the use of the time token strategy in class VIII SMPT IT Bangkinang has had a good influence.

Time token strategy is a strategy that attracts students' attention in class, so that students become more active in participating in class, especially in reading comprehension activities, in reading texts. Apart from that, the time token strategy makes the learning experience fun, because in learning activities students learn while playing. They can be creative and relaxed without any pressure. Apart from that, the time token strategy will also be used very effectively to help facilitate the emergence of students' ideas and imagination in writing essays.

Time token strategy can improve students' reading comprehension skills. Some students can read recount text better by using the time token strategy. Better reading includes ideas, organization, vocabulary, and correct spelling. However, in the process of reading comprehension, students must pay attention to mechanics (spelling, punctuation and capital letters), because in mechanical reading comprehension it is very important to know whether a sentence is a statement or a question. Apart from that, students enjoy interacting with other students, because in groups they can discuss and exchange ideas together.

conclusion

This research tested new ideas with class VIII students at SMP IT Bangkinang in October 2023, in the 2023/2024 academic year. This research wants to find out whether using the time token strategy helps students understand what they read better. After

looking at the data and talking about it, we can see that using the time token strategy has a big impact on how well students understand what they read.

A. Suggestion

After the researcher knows about the study, they want to give guidance to students, English teachers, and other researchers.

1. For the Teacher

Teachers are expected to be more creative in providing learning media or strategies to students to increase student interest so that they are more focused and active in the teaching and learning process, especially in reading comprehension skills. They must be able to understand students' needs in learning in class so that they are more interested. Teachers can use time strategies. tokens in the learning process because based on research results, using the time token strategy in the learning process can make it easier for students to understand reading texts and students will be more interested in the learning process.

2. For the Students

For students during the teaching and learning process, students are expected to be more active in the process of reading activities and begin to increase their interest in reading comprehension.

3. For the Other Recearcher

It is hoped that this research can help future researchers in conducting research on reading comprehension, especially in the use of time token strategies.

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