

**THE EFFECT OF USING TIME TOKENS METHOD TOWARD GRADE
VIII STUDENTS' PARTICIPATION IN LEARNING READING
AT SMP N 5 PADANG PANJANG**

Thesis

*Submitted as Partial Fulfillment of the Requirements to Obtain the Strata One
(S1) Degree*



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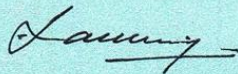
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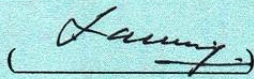
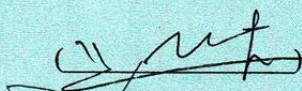
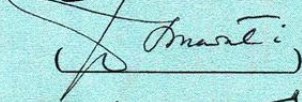
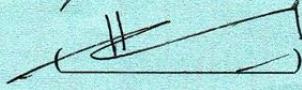
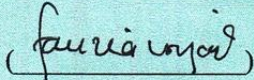
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ABSTRAK

Fortuna, Lisa Ayu. 2014. *“The Effect of Using Time Tokens Method toward Grade VIII Students’ Participation in Learning Reading at SMP N 5 Padang Panjang.”*

Partisipasi dan kontribusi siswa di dalam kegiatan pembelajaran sangatlah penting agar tujuan pembelajaran tercapai dan rencana program pembelajaran (RPP) bisa berjalan dengan efektif. Namun, peneliti menemukan beberapa masalah yang berhubungan dengan kurang atau sedikitnya siswa yang berpartisipasi di dalam proses pembelajaran Bahasa Inggris, khususnya dalam *reading skill*. Beberapa faktor yang menyebabkan sedikitnya siswa berpartisipasi di dalam pembelajaran *reading* adalah: 1) terdapat beberapa siswa yang pasif atau malu untuk mengungkapkan ide, pemikiran, atau menjawab pertanyaan, 2) terdapat siswa yang tidak mau untuk berpartisipasi, 3) terdapat beberapa siswa yang mendominasi interaksi ketika kegiatan pembelajaran, dan 4) guru yang terkadang tidak bisa memberikan kesempatan yang adil kepada semua siswa untuk berpartisipasi.

Tujuan dari penelitian eksperimen ini adalah untuk mengetahui pengaruh metode *Time Tokens* terhadap partisipasi siswa dalam pembelajaran *reading* di dalam mata pelajaran Bahasa Inggris. Adapun yang menjadi populasi dalam penelitian ini adalah seluruh siswa kelas VIII di SMP N 5 Padang Panjang. Setelah dilakukan teknik *cluster random sampling*, maka ditetapkan kelas VIII-6 dan VIII-7 sebagai kelas sampel, dimana kelas VIII-6 sebagai kelas eksperimen dan kelas VIII-7 sebagai kelas kontrol. Metode *Time tokens* diaplikasikan dalam pembelajaran *reading* pada teks *monolog*: teks *descriptive* dan *recount*.

Data didapatkan dari penilaian partisipasi siswa setiap kali menggunakan “*talking-cards*” selama tujuh kali pertemuan. Nilai rata-rata dari tujuh kali pertemuan tersebut dijadikan sebagai nilai *post-test*. Selanjutnya *post-test* yang telah dianalisa dibandingkan dengan *t-table* pada level significant 0.05. Dari perhitungan data tersebut, diperoleh hasil bahwa *t-obtained* pada *post-test* siswa kelas eksperimen adalah 8.83. Berdasarkan hasil analisa tersebut, ditemukan bahwa *t-obtained* pada *post-test* ($8.83 > t\text{-table } (2.45)$). Hal ini menunjukkan bahwa metode *Time tokens* memiliki pengaruh terhadap partisipasi siswa dalam pembelajaran *reading* (membaca) pada mata pelajaran Bahasa Inggris.

Kata kunci: partisipasi siswa, metode *Time tokens*, pembelajaran *reading*.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In teaching-learning activity, students' participation is really important because lesson goal will not be achieved without contribution and participation from the students in learning activity. According to Cieniewicz (2009: 5), participation is a crucial element for learning because students learn better and apprehend more when they are active participants. Davies and Pearse (2000: 12) also add that giving opportunities for learners to be active and participate in the classroom is important for successful teaching and learning activity, especially in teaching and learning language.

Participation is not only students' attendance in the class but it is notably students' contributions in learning activity, such as: offering or sharing ideas or opinions, giving comments, asking or answering questions, and giving contribution to group discussion. According to Murray and Lang (1997) in their journal, students' participation includes questions, comments, and contribution to small-group discussion.

Students are expected to be active by participating and contributing in learning activity, especially in learning reading in English class. According to Komiyama (2009: 32), reading is an important skill for English language learners because reading supports the development of overall proficiency and provides access to crucial information at work and in school. Due to the importance of students' participation and reading skill in learning English,

during the learning reading activity, it is expected that there are 'lively' interactions between teachers and students and also students with other students in order to achieve the lesson goal and also to improve students' skill in reading. However, not all of the students participate in learning reading. Some of the students are unwilling to speak or they hesitate to express their points of view, ideas or opinions especially when the teacher asks a volunteer's answer or opinion.

Based on preliminary observation at SMP N 5 Padang Panjang through interview to English teachers and some students, the writer found some factors that make student do not want to participate in learning activity, especially in learning reading in English class. First, students who are shy find difficulties in participating in the class or in group discussion because they are typically passive learners who just sit and listen in the class. Shy or passive learners will keep silent even they do not understand about the text or have opinion and ideas about the main idea of each paragraph of the text, and will only participate in learning if they are induced by the teacher. Knight (2009) in her journal states that shy students are unlikely to mention an opinion in a classroom.

Second, there are some students who are unwilling to participate in learning reading. Some students who are unwilling to participate feel afraid to make mistakes. These students hesitate to answer the questions of the text that is being read because they are afraid if they give incorrect answer or incorrect grammar. This problem is also mentioned by Bailey and Nunan in their book

(2005: 63); they say that students are fear to make mistakes and the derision they thought they would face as a result. Another reason that makes students are unwilling to participate is students' thought about there is no necessity to take part or interact in learning activity or discussion because the teachers do not 'force' them to participate.

Third, there are some students who participate too much and dominate the interaction and discussion so that other students cannot get a chance participating during learning reading in English class. This situation makes some student who do not get a chance to participate being not confidence because these students think that the dominant students will answer the teachers' questions and their contribution is not really needed. Weimer (2009: 7), in her journal, also talks about this problem and she states that when "dominance students take the pressure off everyone else" by answering what the teacher ask to them and it will make the other students who struggle to contribute in the class feel "woefully incompetent."

The last factor, sometimes teachers cannot manage which students have participated and which students have not. This condition makes participation not distributed equally among the students. From the observation, in certain classes, when some students feel they do not get same chance to answer questions or giving opinions than their friends, they tend to be silent or do not put their hand up when the teacher asks them in the next meeting. They feel that the teacher is not fair in giving opportunity to be active in learning activity because the teacher tends to ask certain students

(usually the dominance students) to answer the questions. Weimer (2009: 7) also mentions this problem in her journal, she states that the behavior of the teacher who often call on somebody else, but often that familiar hand is the only one in the air also presents sorts of problem.

Therefore, to make students who are shy and unwilling to participate want to contribute and participate, and to ensure balanced participation among students in order to increase students' participation in learning reading, teachers need to apply an appropriate method in learning activity. Time token method is one of the appropriate methods that can be used to increase students' participation through cooperative learning. Sugihartono in his journal (2011: 3) states that time tokens method is a type of cooperative learning strategy that is used to involve many students in learning activity and increase students' responsibility (contribution) individually in group work.

The purpose of Time tokens method is to give equal opportunity for students to participate and to be active, and to avoid passive learners and some dominant students dominate the interactions in learning activity. Arends (2007: 368) states that if the teacher has cooperative learning groups which contain a few students dominate the conversation and a few students are shy and never say anything, time tokens can help distribute participation more equitably. Through time token method, "every student is forced to express their point of views, opinions, or ideas about concepts/comprehensions with certain time limitation" (Ardianty, 2012). Bean and Peterson (2002: 6) also adds a strategy that can be used for shy students is using "card-systems"

where students who are reluctant to participate in class might be allowed to turn several cards bearing their responses posed during discussion.

Learning activity by using time tokens method is implemented by setting the class into cooperative learning and giving 'talking-cards' to each of the students and whenever the students speak: giving opinion, answering or asking questions whether in discussion activity (cooperative learning) or learning activity, they have to give one of their cards to the teacher. It means they have used one of their 'talking-cards.' When the students have no cards anymore, they will not be allowed to speak (giving opinion or asking questions) and they give opportunity to other students who still have cards to speak and use all their cards.

B. Identification of the Problem

Students' participation is not only attendance in the classroom but also contribute in learning activity. Turner and Patrick (2003: 1760) argue that there a number of ways that students can participate in learning activity, especially in learning reading in English class, including offering their ideas and thoughts spontaneously, volunteering to answer questions, answering questions when called on, demonstrating at the chalkboard, talking to peers or the teacher about tasks, and completing written work. Based on the background of the problem above, these kinds of participation are not shown in learning activity so that students' participation reduces.

Some students believe that attendance and participation are synonymous; as a result they feel there is no necessity to take part or interact in learning activity or discussion because the teacher does not emphasize them to participate. Meanwhile, other students dominate interaction in the class and tend to participate too much and others are too shy and afraid to speak out what their thought, ideas and opinions. Besides, the teachers themselves get difficulty to distribute the participation equally among the students. Therefore, giving the students equal chance to participate in learning activity by ‘bounding’ the dominance-students and ‘emphasizing’ the shy-or-silent students can increase students’ participation in learning activity.

C. Limitation of the Problem

Among many factors that influence students’ participation, the study will be limited to see the effect of *using time tokens* method distributing participations equitably among the students in order to increase students’ participation in learning reading through cooperative learning.

D. Formulation of the Problem

Referring to the background of the study above, the statement of the problem can be formulated as, “Does *time tokens* method affect participation of junior high school students in learning reading at SMP N 5 Padang Panjang?”

E. Purpose of the Research

The primary aim of this research is to find the effect of using time tokens method toward students' participation in learning reading through cooperative learning by junior high school students at SMP N 5 Padang Panjang.

F. Significance of the Research

This research theoretically contributes to the effectiveness using appropriate method in learning reading. It is expected that the result of this research will be beneficial to increase students' participation in learning reading through cooperative learning.

Practically, the result of this research is expected to give contribution in students' participation in learning reading through cooperative learning for junior high school students.

G. Definition of Key Terms.

Time Token method : is a method that is developed by Arends in 1998 and it is used to teach collaborative and social skills, to avoid passive learning dominance students in learning activity.

Students' participation : defined as contribution of junior high school students at SMP N 5 Padang Panjang in learning

activity including offering ideas and thoughts spontaneously, volunteering to answer or asking questions, answering questions when called on, demonstrating at the chalkboard, talking to peers or the teacher about tasks, and written work.

Learning reading : the process of acquiring the skills necessary for reading that is the ability to acquire meaning from written form of language by the junior high school students at SMP N 5 Padang Panjang.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Learning Activity in Language Classroom

Learning activity is an important and crucial activity in all schools or courses because this activity determines the success of a learning process and achievement of the lesson's goals. As an activity to develop and explore students' knowledge, both teachers and students are "involved in the process of continuing professional self-development" of the students in learning activity (Hedge, 2000). Through this activity, teachers develop, increase, and explore students' knowledge so they know, understand, and, furthermore, comprehend with the lesson.

According to Sendiko (2012: 27), learning activity is a process of interaction between teachers and learners in a studying-environment that is designed by the teachers to support and facilitate the learners to learn and experience a skill. In this activity, teachers help and facilitate the students in developing and producing knowledge through connecting their background knowledge with the lesson.

In language classroom, especially in English classroom, input and output process are important. Input is 'something' that is received by students whether language, message, meaning, or knowledge. Hedge (2000) states that learning is when learners receive input from messages which contain language above their existing background-knowledge and from which they can presume the meaning. Meanwhile, output is 'something' that is

production of learners after processing and understanding the meaning of input in oral or written form.

Achieving good input and input process in language classroom is based on interaction in the classroom where students' output isn't just in written form like other class but also in oral form. According to Hedge (2000: 13), she states that learners need to practice in producing *comprehensible output* (Swain 1985) using all the language resources they have already acquired. Furthermore, she says that getting feedback from the teacher and from other students in the classroom enables the learners to refine their knowledge of the language system. In short, interaction in the class helps learners to process and understand what they get from the teacher or other students (input) and then they reflect what they get and understand the meaning of what they get in written or oral form (output).

Through interaction in the classroom, teacher can 'push' students to activate their background knowledge and develop a new knowledge. According to Hedge (2000), being pushed to produce and create output requires learners to shade with their lack of knowledge. Learners will speak their ideas, ask for other examples, or even argue with other students based on their background knowledge in order to make they more understand.

In short, learning activity in the classroom, especially in language classroom is not aside from the process of input and output and also processing the input where interaction between teacher-students and also students-other students are also involved to make the activity giving good

impact in developing students' knowledge. And from the explanation above, learning activity really depend on students' participation because self-development of the students won't achieve without their intercession.

B. Learning Reading for Junior High School Students

Reading is making meaning from print. According to Anderson and Nunan (2008: 2), reading is a process of making meaning and combining information from a text and readers' own background knowledge to build meaning. They also add that the readers' background knowledge integrates with the text to create the meaning in order to achieve the goal of reading that is comprehension.

Herrera et al (2010: 28) states that reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). She also mentions that reading is a process of language acquisition, of communication, and of sharing information and ideas.

According to Browning (2003:1), reading is an all-important skill that is needed by the students in order to understand the vast knowledge. Komiyama (2009: 32) also adds in her journal that reading is an important skill for English language learners because reading supports the development of overall proficiency and provides access to crucial information at work and in school. Iwai (2010: 1) also states that reading is a complex activity that has goal to construct text meaning based on visually encoded information.

Furthermore, reading is also thought in English class formal schools in Indonesia, including in junior high school. According to *Kurikulum KTSP 2006* (Education Unit Level Curriculum), competence standard in reading skill for junior high school, especially for grade VIII is understanding the meaning of functional and essay written text in the form of descriptive and recount texts that are related to surrounding environments. Furthermore, the basic competences in reading skill for junior high school, especially for grade VIII are, first, reading aloud simple short functional and essay written text in the form of descriptive and recount texts that are related to surrounding environments with acceptable pronunciations, tensions, and intonations. The second is responding simple short functional written texts correctly, fluently and acceptably that are related with surrounding environments. The last is responding accurately, fluently, and acceptably the meaning and the rhetoric steps in simple short essay texts that are related to surrounding environments in the form of descriptive and recount texts.

Based on the *Kurikulum KTSP 2006*, students are expected to be able to read aloud recount texts with acceptable and correct pronunciation and intonation, and be able to identify the information, generic structure, and also language features of the texts in the end of the lesson, that is called lesson goal. In achieving the lesson goal of teaching and learning reading for junior high school students, there are some activities that are going to be done in learning activity.

Alatis et al (2004), Debat (2006: 11-14), Seymour and Walsh (2006: 49-52), and Anderson and Nunan (2008: 31-43) state that there are some activities which useful for particular steps of reading lesson for junior high school students. First, at the beginning of learning activity (pre-reading activity), teachers have to activate students background knowledge in order to make students comprehension of the text and aware of the type of text and the purpose(s) for reading. In activating students' background knowledge, the students are asked questions about the topic of the text to stimulate interest in the reading topic.

Second, preview is one of the activities in pre-reading. According to Debat (2006: 12) in her journal, in previewing activity, students look at titles, headings, and pictures, and read the first few paragraphs and the last paragraph, skimming to find the theme or main idea and eliciting related prior knowledge, reviewing vocabulary or grammatical structures. Previewing can help students understand what the text is about by activating their formal and content schemata and making them familiar with the topic before they begin reading in earnest. Third, practice is an activity at the during/while-reading. Anderson and Nunan (2008: 44) state that practice in reading means doing lot of intensive reading, such as repeated reading, class-paced reading, or self-paced reading, completing exercise and tasks, building vocabulary skills, and summarizing information and record their reactions and opinions.

The last is evaluation which is at the post-reading. According to Seymour and Walsh (2006:52), there are some types of evaluation activities; teacher assessment of students' performance on class activities, assignments, quizzes, tests, etc, students' peer or self-assessment, and teacher self-evaluation. Following Alatis et al (2006), evaluation is important to see and determine that the students did well during the course.

Besides the good implementation of the activities above, in teaching reading for junior high school students, teachers have to consider the two basic approaches that are used for teaching reading. According to Anderson and Nunan (2008: 8), there are two basic approaches in teaching reading that are intensive reading and extensive reading. They state that intensive reading is the teaching of reading skills, vocabulary, and phonological instruction, while extensive reading is focused on enjoyment and learning new information.

In short, to achieve the lesson goal of teaching and learning reading for junior high school students, there are four activities that are going to be done in learning activity; activating students' background knowledge, preview, practice, and evaluation. Besides the activities the basic approaches in reading are also considered that are intensive reading and extensive reading.

C. Students' Participation in Learning Reading

1. Definition of Students' Participation in Learning Activity

Students' participation is not only attendance in the classroom but also contribute in learning activity. Turner and Patrick (2003: 1760) argue that there a number of ways that students can participate in learning activity including offering their ideas and thoughts spontaneously, volunteering to answer questions, answering questions when called on, demonstrating at the chalkboard, talking to peers or the teacher asking about tasks, and completing written work. In addition, according to Murray and Lang (1997) in their journal, students' participation includes questions, comments, contribution to small-group discussion.

Students' participation can occur when students give ideas, ask questions, "write answers, solve problems, read along, manipulate materials, or perform some other task during instruction" (Emmer and Evertson, 2009). This kind of participation can be arranged effectively in discussion or cooperative learning. According to Bonwell and Eison in their journal about "Active Learning" (1991) state that discussion in class is one of the most common strategies promoting active learning, where students participate actively in learning activity, with good reason.

As mentioned before, students' participation is really important in learning activity in achieving lesson's goal and developing students' knowledge by giving ideas, asking a question or contributing to a discussion as Calderon's statement (2012: 7), well-articulated rules and procedures that

are negotiated with students are a critical aspect of classroom management, affecting not only the behavior of students but also their academic achievement. Furthermore, learners' participation can make learning activity more 'lively' because, following Weimer's statement (2002), the students are engaged and involved with the course and its content so there is energy about the class, a kind of enthusiasm.

By exchanging information or ideas among students and teachers to participate in learning activity, it will create live-atmosphere in the classroom. Yang and Cheung (2003: 1) also state that in a meaningful task where students are asked to exchange information among themselves in small groups and/or with the teacher has benefit: the whole class actively participates in a task at the same time and students can then compare their findings when the task is over.

2. Students' Participation in Learning Reading

As mentioned before, students' participation is really important in learning activity. Students' participation helps in achieving lesson's goal and developing students' knowledge by giving ideas or opinions, asking a question, answering questions, and giving responds. This is included in learning reading where students' participation is important and required.

In learning reading, especially in junior high school, students' participation also involves giving ideas or opinions, answering questions, and giving responds. In giving ideas or opinions, students can participate by

offering their thought from their background knowledge about the title, or the first sentence in each paragraph. Brown (1994: 87) states that pre-reading discussion activity involves introducing the topic and preparing students for the text. Kitao (1996) adds that in pre-reading activities, the teachers have to ask the students reading the title, headings, and first line of the paragraph to unleash the knowledge of the students about the passage (as cited in Browning, 2003).

In giving responds, students can participate by mentioning the information that they get from the text, the topic of the text, or the main ideas of each paragraph of the text that is being read. Pardo (2004) argues that reading is a process of readers interacting and constructing meaning from text, implementing the use of prior knowledge (top-down), and the information found in the text (bottom-up) (as cited in Closs, 2006: 2). In addition, besides understanding the text, the students also completing the tasks, that are given, which are following the text.

Finally, students can answer questions by answering the tasks or exercises that are following the text. Correia (2008: 16) states that most of the frequent types in reading comprehension exercises and tasks include multiple choices items, true-false statements, and vocabulary work of the type that require students to determine a synonym or antonym for the words given.

In addition, according to Indonesian education curriculum, English is foreign language. Therefore, the use of L1 (*Bahasa Indonesia*) in L2 class (English class) is allowed to help the students, especially for junior high

school students who are beginner in learning English, to help the students understanding the lesson. According to Mahmoud (2006: 29), other instances when the use of the L1 (first language) may be useful include explaining the meanings of unfamiliar words and expressions, clearing up difficult grammatical issues, teaching pronunciation, explaining reading strategies, and giving instructions for tasks. The use of L1 in participation by the students is also allowed, especially for junior high school students, to encourage them to participate.

In short, students' participation in learning reading for junior high school includes, first, giving ideas or opinions by offering their thought from their background knowledge about the title, or the first sentence in each paragraph. The second is giving responds by mentioning the information that they get from the text, the topic of the text, or the main ideas of each paragraph of the text that is being read. And the last is answering questions by answering the tasks or exercises that are following the text.

3. Assessing Students' Participation

Participation or students' participation is an important thing in learning activity because it involves in achieving lesson's goal. According to Weimer (2009: 12), participation is the most common method faculty use to get students involved and active in their learning.

Therefore, students' participation is also important to be assessed or graded. Marshall (2004: 1), in his journal, states that the reasons of assessing

participation include encouraging students to prepare for class and to do the background reading, encouraging students to think and reflect on issues and problem, fostering the development of communication skill, encouraging social interaction and the sharing of ideas, and the last, developing group and team skills. Vines and Skinner (2013: 1), in their journal, also add that when students' participation is being assessed or graded, the students adjust to be well prepared for active class participation.

There are some ways to assess students' participation and one of the ways is by using rubric. Chapnick (2009: 14) states that he developed a rubric that could provide the students a clear sense for class discussion in creating "learners-centered." He did a research by using the rubric in learning reading. According to Vines and Skinner (2013: 3), in designing an assessment for classroom participation is by developing an assessment rubric and marking criteria that explicitly demonstrates to students the expectations of the assessment.

There are some points that have to be considered in designing the criteria of the rubric that be used to assess students participation. Following Marshal (2004: 2), there are some points in making the criteria of assessing students' performance in class that are making sure that the assessment is fair to everyone and specifying the qualities for assessing the in-class performance of students. According to Chapnick (2009: 14), playing active role in discussions, volunteering opinions or ideas, asking questions, and responding

comments are important parts in evaluating students' performance in class participation.

In short, students' participation is also important to be assessed or graded and one of several ways to assess the participation of students is by using rubric. In designing the criteria of the participation rubric, there are some points that have to be considered: 1) making sure the assessment is fair to every student, 2) specifying the qualities for assessing the in-class performance of students, 3) evaluating students' performance based on playing active role, volunteering opinions or ideas, asking questions, and responding comments.

D. Using Time Tokens Method in Learning Reading

1. Definition of Time Tokens Methods

According to Kumaravadivelu (2006:83-84), method is central to any language teaching enterprise that has two different elements that are method as proposed by theorist and method as practiced by teacher. He adds that method refers to established methods conceptualized and constructed by experts in the field and methodology refers to what practicing teachers actually do in the classroom in order to achieve their stated or unstated teaching objectives.

Time tokens method is invented by Richard I. Arends, Professor of Educational and Dean at Central Connecticut State University, in 1998. This method is appropriate used in cooperative learning groups in giving

chance more equitably to each student in groups. “If the teacher has cooperative learning groups in which a few people dominate the conversation and a few are shy and never say anything, time tokens can help distribute participation more equitably” (Arends, 2007: 368).

The purpose of *Time tokens* method is to give opportunity to shy-learners participating in discussion and decrease dominance-learners who dominate the discussion because “it is uncommon to find a few learners who seem get more than their “fair share” of the talk time” (Bailey and Nunan, 2005). According to Sendiko (2012: 28), time tokens method is purposed to give opportunity to each student, especially in discussion or group work, giving contributions, opinions, ideas and information and listening other students’ ideas. Furthermore, time token method allows students become active learners. Following Yuanita’s statement (2010), students are accustomed to share information, experiences, assignments, and responsibilities (as cited in Fatmawati, 2011: 24)

In addition, Sugihartono in his journal (2011: 3) states that time tokens method is a type of cooperative learning strategy that is used to involve many students in learning activity and increase students’ responsibility (contribution) individually in group work. Ardianti (2012: 2), in her journal, also states that by using *Time tokens* method, the students are emphasized to offer their thought or ideas in limited-time. In short, by using *Time tokens* method, every student has responsible to participate and contribute in learning activity.

According to Wiyarsi (2010: 2), *Time tokens* method is a method that increases the active learners and gives equal opportunity in participating in learning activity. Furthermore, Wahyuni (2012: 2) states that *Time tokens* method through cooperative learning is purposed to give opportunity to every students in group work giving contribution and listening to other students' thought. She also adds that the *Time tokens* method is appropriate to improve social-skill of the students and to avoid the dominant and passive learners.

To conclude, time tokens is a method that is invented by Arends and is purposed to give opportunity to each students participating in learning activity, especially in discussion. Besides, the method can help distribute participation more equitably so can increase students' participation and make shy-learners become active learners by exchanging information, ideas, opinions, and experiences in order to solve problem in discussion or group work.

2. Implementation of Time Tokens Method in Learning Activity

Following Arends (2007: 368), the originally application of time tokens method is given tokens that are worth ten to fifteen seconds of talk time to each student. Every student who has used up the designated time must give up a token to a student who monitors the interaction in discussion. A student can say nothing if he or she has already used up all

of the tokens that are given and for students who still have the tokens they have necessities to participate in the discussion.

According to Suprijono (2009: 133), the steps of implementation Time Tokens method in learning activity are , first, setting the class to group work (cooperative learning). Then, each student is given ‘talking-cards’ and every card is limited from 20-30 seconds to talk. Every student will be marked according to the time that they use. After the students speak, they have to give their ‘talking-card’ that is one card in each ‘talking’ or participation. The students who have used all their cards are not allowed to speak or participate and the students who still have the cards have to participate until they use all their cards.

Tukiran (2011: 119) explains the five steps in applying the *Time tokens* method in learning activity (as cited in Valentina, 2012: 4). First, the teachers explain about the lesson goal to the students at the beginning of the lesson. Second, the teachers set the class into cooperative learning. Third, every student in the class is given some ‘talking-cards’ that will be used to participate. Fourth, when the students use the ‘talking- cards’, they have to give the card to the teacher. For the students who still have the card are allowed to participate and for the students who have no card are not allowed to participate. The last, at the end of the lesson, the teachers give feedback about the students’ achievement in learning activity.

3. Using Time Tokens Method through Cooperative Learning

“Cooperative learning is a form of instruction in which students are organized into groups to complete assignments and projects collaboratively, to assist each other, to solve problems to share materials and to participate in discussion” (Emmer and Evertson, 2009). In addition, Richards and Rodgers (2001: 192) state that cooperative learning is a teaching approach that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. In short, cooperative learning is an approach that is used in learning activity and organized by groups of students in order to solve problem, share ideas and materials, and complete tasks.

Students’ involvement and participation increase through cooperative learning that make them independent learners in groups work. The increasing of students’ participation in cooperative learning by exchanging information and ideas has been defined as follows:

“Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups...” (Olsen and Kagan, 1992:8; Richards and Rodgers, 2001)

According to Arends (2007: 365-368), to help students cooperate requires teachers to teach important social and group skills and one of the skills is participation skills. However, not all of the students can participate or cooperate in learning activity or group work. Arends (2007: 367) also adds that whereas some students dominate group activity; other

students will be unwilling or unable to participate, and sometimes there are some shy students who avoid group work.

According to Weimer (2009: 7) in her journal, students who dominate the interaction in learning or group activity are usually those who like to answer when no one else will, who ask for clarification when they are confused, who respond to other students' opinion, and they are typically bright student which, according to researchers, 5 percents of students in the class. In the other hand, Arends (2007: 367) state that shy students find difficult to participate in group activity and usually they are bright students who may to work alone. Swope (2009: 6) also adds that when some students often dominate discussion, other students just listen, observe, or daydream. These students are unwilling to participate in learning or group activity.

Making sure that unwilling and shy students get involve by participating in learning or group activity and dominance students can be tolerant and cooperate with them, using time tokens method through cooperative learning is one the methods that is appropriate that used in learning activity. According to Arends (2007: 368), Time tokens and high talker are special activities that teach the students participation skills. Freeman (2011) also adds that the principle of cooperative learning is to encourage students to think not competitively and individualistically, but rather cooperatively and in terms of the group.

The implementation of Time Tokens method in cooperative learning by using “talking-cards” can distribute participation equally to all the students and can encourage them to participate. Kurtis J. Swope (2009: 6) has done a study by using card during classroom discussion. Even the steps of the method, *Roll and Dice*, are not similar with Time tokens method but the main way is same that is using cards to encourage students participate in learning and group activity. Swope finds the advantages of using cards toward students: 1) it provides a convenient avenue to delimit student who participates too frequently; 2) it removes the awkwardness associated with intentionally calling on inattentive students; 3) it generates a sense of anticipation and attention because any student can be called upon at any time; 4) it provides a convenient method of calling on somebody when nobody seems willing to volunteer an answer; and 5) it generates greater variety in student responses.

In short, the implementation of Time tokens method through cooperative learning by using “talking cards,” can help the teacher to distribute participation equally among the students, create team work among dominance, shy, and the students who are unwilling to participate in solving problem, and give chance to all students to prepare themselves to participate because they have to use all their cards.

E. Student's roles and Teacher's roles in Time Tokens Method Implementation through Cooperative Learning

1. Students' Roles in Time Tokens Implementation through Cooperative Learning

In cooperative learning where the Time Tokens method is implemented in learning activity especially in learning reading, students have important and big roles which are as active learners, problem solvers, informants, and also good partners in social interactions. Emmer and Evertson (2009: 117) divide the roles of students in cooperative learning into five kinds:

- a) In group work, learners have to contribute into the final group product. With contributing by giving ideas or information and asking questions in order to solve the problem in group work, students become active learners not in cooperative learning but also in learning activity generally.
- b) Every student has responsible contributing a unique component to the groups' product. Student can be a problem solver by contributing in group's product which is completed several tasks that given to them. As a problem solver, every student in groups will be an independent and responsible learner. Following Weimer (2002: 102-103) statement, she state that self-regulated learners are aware when they know facts or possess a skill and when they do not. Self-regulated students proactively seek out information when needed and

take steps to master it and students will start assuming more responsibility for their learning once we start making them accountable for their actions.

- c) In a group discussion, students work together to prepare information for the other members in the group. By exchanging information in group discussion make students as informants in their group.
- d) In pairs, students help each other as drill partners. While exchanging information, solving problem and giving ideas, students learn how to be a good member of a social group and a good partner for their group-mates.
- e) Every student in a group will be assigned to ensure that each of them makes contribution to the group's activity.

In short, students' roles in cooperative learning are giving contribution to solve group tasks including solving problem, exchanging information and being good partner for other members of the group.

2. Teacher's Roles in Time Tokens Method Implementation through Cooperative Learning

While students have particular roles in cooperative learning where the Time Tokens method is implemented in learning activity especially in learning reading, teachers also get roles as facilitator, monitor, and interventionist. These roles make learning activity by using cooperative learning more effective. Ayers (1986) says that good teachers know when

to hang back and be silent, when to watch and wonder at what is taking place all around them (as cited in Weimer, 2002: 75).

As facilitators, teachers help and facilitate students and groups work if they find trouble by directing them into problem solving and giving feedback toward their ideas. Harel (1992:169) states that during group works, the teacher interacts, teaches, refocuses, questions, clarifies, supports, expands, celebrates, emphasizes (as cited in Richards and Rodgers, 2001: 199). Depending on what problems evolve, the following supportive behaviors are utilized. Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its own problems, extending activity, encouraging thinking, managing conflict, observing students, and supplying resources.

Another teacher's role in cooperative learning is as a monitor which is really important because teacher observes, scans and assess the work of students and group. According to Emmer and Evertson (2009: 118), they state that in monitoring teachers walk among the groups, scanning the rest of the class over the time. They add that goals for monitoring include keeping track of individual performance and growth in academic areas, group skills, and individual behaviors.

Beside as facilitator and monitor, teacher is also as interventionist who gives solution to individual students or group that can't get along with other students in groups and have inappropriate behaviors for work in group. Teachers can "give those students a longer time out or sent to

work alone for a longer time if they don't respond to milder interventions, and facilitate a solution include asking students to identify the problem and suggest alternatives, asking for reactions and comments, and calling for the group to select an and try a different approach” (Emmer and Evertson, 2009: 120)

F. Review of Related Studies

In order to support this research, there are some studies on the use of time tokens method in learning activity that have been conducted by several researchers. However, none of the previous studies use the *time tokens* method in language learning, especially in learning English. Wiyarsi (2010) in her journal entitled “Implementation of Cooperative Learning Type Time Tokens to Increase the Students Activity and Interest Learning on General Chemistry,” time tokens is used to increase interest learning of students. She states that the lack of interest learning of students are indicated with less students responding or participating actively in learning activity when the lecturer is giving the lesson. She also adds that the use of time tokens in cooperative learning is to increase students' participation in order to increase their interest learning. Furthermore, the main purpose of this method is to distribute participation equally among the students so it is expected that all of the students get equal participation and involvement which affects in students' understanding. As a final point, Wiyarsi concluded that the use of time tokens in learning general chemistry can increase students' activity

(quantity and quality), interest learning and outcomes of students. She also suggested that using cooperative method type time tokens in learning activity can be combined with other methods in order to get good result and achievement of students.

Ardianti (2012) also has done the research about using time tokens method in learning activity. In her journal, entitled “*Peran Media Animasi dengan Metode Pembelajaran Time Token terhadap Aktivitas dan Hasil Belajar*” (“The Role of Media Animation with Time Tokens Method toward Activities and Learning Outcomes”), the purpose of her research is to evaluate the influence of media animation, time tokens method, and students’ interaction toward activities and learning outcome. The research takes place in SMP N 1 Sluke Rembang in learning organization of living things. On her primary observation, learning process in Biology class which involves students’ participation and interaction cannot be achieved because many students are unwilling to ask when they are given opportunity to ask. This makes the students become passive learner. The result of her research is time tokens method influences better than usual discussion (without applying time tokens method) toward activities and learning outcomes of students. Furthermore, the interaction between the media animation and the time tokens method gives better result and achievement of students in learning organization of living things.

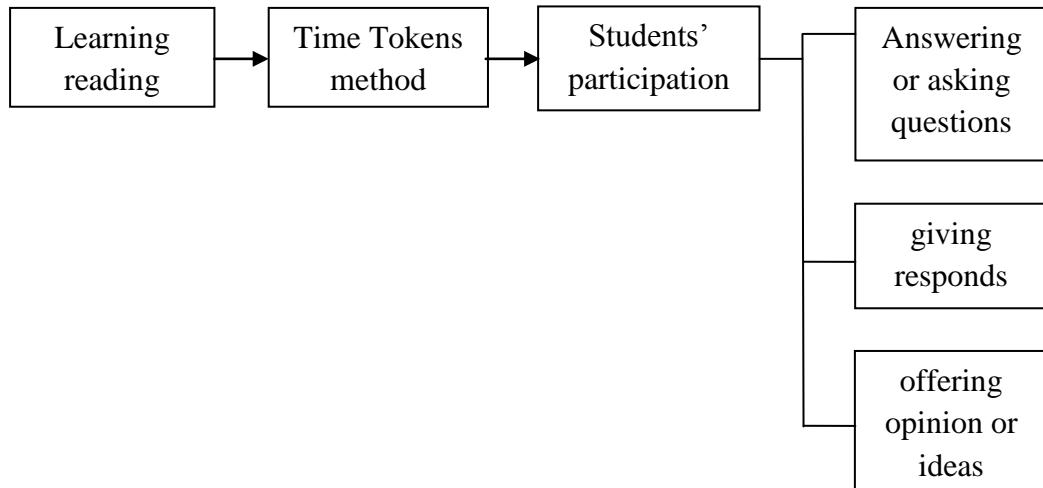
Based on the findings listed above, there are several researchers that have been done related to the using of time tokens method in learning

activity. Even though the two researchers above researched in different subject; Chemistry and Biology, but they focus on increasing students' interest learning, participation and interaction in learning activity in order to increase their learning outcomes and achievement. Therefore, this research will be done to see the effect of using time tokens method in learning English toward students' participation.

G. Conceptual Framework

This study will investigate the effect of using Time Tokens method toward students' participation in learning English. The first stage is to divide students into groups. Then, teacher gives every member of the groups 'talking-cards' that is used to interact in discussion including asking, answering questions, or offering opinion or ideas. After that, groups are given a task: listen to a text or read a text, and then discuss and try to understand the text. Next stage is all the groups discussing and answer the questions related to the text and teacher taking the card whenever the students use it to participate and when a student uses up all the 'talking-cards,' then he or she can say nothing more. And for students who still have the cards have necessities to join the discussion until they spend all the cards. Finally, the contribution of time tokens method toward students' participation in learning activity can be seen. The clear description of this description of this research is drawn by this following figure:

Figure 1: Conceptual Framework



H. Hypothesis

H_1 : Time tokens method produces significant effect towards students' participation in learning English.

H_0 : Time tokens method does not produce significant effect towards students participation in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As mentioned in Chapter I, the purpose of this research was to find out whether using *time tokens method* in learning activity through cooperative produces significant effect toward students' participation in learning English at SMP N 5 Padang Pajang grade VIII. The *time tokens method* is applied in learning monologue texts, descriptive text and recount text, in reading skill. The data obtained in this research through accumulating students' participation score in seven meetings. The mean score of students' participation score in the experimental class were 65.34 while the mean score of the students' participation score in control class were 24.34.

Based on the hypothesis test, the hypothesis H_1 , "Time tokens method produces significant effect towards students' participation in learning English," is accepted. While the hypothesis H_0 , "Time tokens method does not produce significant effect towards students participation in learning English," is rejected. The hypothesis test is concluded by calculating t_{value} of the data and the result showed that t_{value} is greater than t_{table} ($8.83 > 2.45$).

From the data processing, questionnaire, and observation during the research, the *time tokens* method producing significant effect toward students' participation in learning English, especially in learning reading were indicated by ,first, equitable distribution of participation among the students. From the data of 'Students' participation score' (see appendix 1, page 70), the

data showed that at least every student in experimental class participated once and more than 50% of all the students participated two times in every meeting.

Second indication was the students being motivated to participate and some students who are unwilling participating were ‘emphasized’ indirectly to participate in learning activity. From the questionnaire that was given to the students in experimental class (table 11, page 59), the data showed that 93.3% of the students (28 students) in experimental class were motivated to participate in learning English that used ‘talking-cards’ (*time tokens* method).

The last indication was more participation-opportunity occurred in learning activity. From the data of the number of participation that occurred in every meeting in experimental and control class (table 10, page 58) the number of participation that occurred in experimental class was 49.28 times in average, while the number of participation that occurred in control class was 32.87 times in average.

B. Suggestion

Based on the research findings, discussions, and limitation of the research, the researcher gives numbers of suggestions:

For the teachers and the next researchers are expected to accumulate the opportunity of participation and the use of ‘talking-cards’ in one meeting effectively so that all of the students can participate equitably in learning

activity. Furthermore, try to apply the *time tokens method* in other skill, such as listening skill or speaking skill and also in learning other monolog texts.

For the teachers and also the next researcher is suggested to communicate the new strategy clearly to the students in order to create effective teaching and learning process, for example the grade system of participation. Besides, motivate them to participate in learning process actively to get effective result, and manage the class by having well preparation before teaching.

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