Application Of Time Token Type Cooperative Learning Method In Improving The Ability To Write Poetry (Classroom Action Research)

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ARTICLE INFO

ABSTRACT

This research aims to improve student learning outcomes in understanding poetry, namely through the Time Token Type method. The important role in improving students' ability to write poetry has become the main focus in replacing traditional teaching methods that have been going on for a long time. This research uses a classroom action research (PTK) approach, which includes descriptive analysis to motivate activity levels and achievement of learning outcomes by calculating average scores and percentages. In this research, the instruments used were observation sheets and tests. The learning process uses a time token type cooperative method which focuses more on understanding analysis and studying poetry. This method can also be applied by focusing on psychological aspects. The source of this research consisted of 30 students with 14 male students and 16 female students as part of the research sample. Based on the results of the research and discussion carried out, the researcher can conclude the following: it can be seen that the results of the implementation of classroom action (PTK) in cycle I are considered not successful and not in accordance with what was expected, that is, they have not reached the maximum level of learning completeness, so Efforts were made to improve learning in the second cycle and after the improvement efforts were made in this research, the results were significant changes, namely students' abilities were increasing, they were better at learning using the Time Token Type method. Based on the results of research in the pre-cycle, they got a percentage score of 36.66%, then learning In cycle I there was a change, namely getting a percentage score of 63.33% and in cycle II again there was a very significant increase, namely to 83.33%. The following can be described as several improvements in learning using the Time Token Type cooperative learning method as follows: 1). Students have a higher interest in reading poetry. 2). students' ability to write poetry becomes higher. 3). The interactive and communicative influence in learning on students becomes higher. 4). It is hoped that students' ability to create examples of poetry will increase, in this way it is hoped that this research will become literature or a reference to encourage experts in making policies to improve the quality of student learning, with several alternative learning models that refer to educational factors, namely cognitive, affective and psychomotor, especially the emphasis on student attitudes and behavior values, will be better

1. Introduction

One form of actualization in increasing a lecturer's competence in learning is if he can use a teaching model that is considered appropriate in the learning process. This also fosters and increases enthusiasm for learning through educational interactions. Lecturers must be careful in choosing a learning model and designing learning programs and strategies, so that the learning they do becomes fun, interesting, exciting, current and functional for students. The choice of learning model by the lecturer has a very essential impact in increasing the percentage of student learning. The learning model carried out by the lecturer will provide enthusiasm to students according to the lecturer's way and style in delivering teaching material, so that learning objectives can be achieved optimally, but in practice , lecturers must remember that there is no learning model that is considered the most appropriate in the learning process, for that reason all situations and conditions when teaching. Therefore, in choosing the right learning model, lecturers must pay attention to the condition of the students, the nature of the teaching materials, the media facilities available, and the condition of the lecturers themselves. Ahmad Fawaid and Ateila Mirza (2011.2 85).

A learning model is a conceptual framework in learning chosen by lecturers, which contains learning strategies and systematically writes down procedures for organizing learning experiences to achieve certain learning goals and functions as a guide for learning designers and for teachers in planning and implementing teaching and learning activities. There is one learning model that is considered appropriate in teaching poetry, namely the Time Token type cooperative learning model which etymologically has the meaning: "Time" comes from English, namely "Time" which means "time" and "Token" which means "to talk", So the meaning of the meaning of "Time Token" is an opportunity to speak. Apart from this opinion, there are also those who say that this learning method is called Time Token, which is the name of a figure who socialized it at that time, namely Arends in 1998. This learning model has advantages and disadvantages in understanding writing poetry so that researchers are interested in conducting research whose aim is to attract interest and excite students in learning to write poetry. Indeed, not too much research has been carried out by previous researchers so the researcher is trying to contribute ideas in this research to improve students' ability to write poetry, so that in the learning process students do not rely too much on the lecturer's understanding, but can add confidence and the ability to think for themselves to be able to develop their abilities.A learning model is a conceptual framework for learning chosen by lecturers, which contains learning strategies and systematically writes down procedures for organizing learning experiences to achieve certain learning goals and functions as a guide for learning designers and for teachers in planning and implementing teaching and learning activities. One learning model that is considered appropriate in teaching poetry is a learning model that has advantages and disadvantages in understanding writing poetry so that researchers are interested in conducting research whose aim is to attract interest and excite students in learning to write poetry. Indeed, not too much research has been carried out by researchers. previous research so that the research seeks to contribute ideas in this research in order to improve students' ability to write poetry, so that in the learning process students do not rely too much on understanding from the lecturer, but can increase their own confidence and ability to think, can develop their own activities and creativity to express ideas and helping students themselves to respond to others and empowering other students to be more responsible in learning. This learning model will be able to improve students' academic achievement as well as their ability to understand writing poetry. The time token type learning model can also develop students' ability to test their own ideas and understanding and can improve abstract learning abilities into real ones (Arends 2008.). AThere are fundamental elements that can be agreed upon, which are contained in the time token type learning model, as follows: Students must have the perception that "Sink or swim together" are the basic principles of Time Token Type cooperative learning according to Siregar and Nara. (2011 :114), there are indeed many learning models that can be used to learn to write poetry of very various types, including the Time Token Type, NHT, TGT, JIGSAW, TPS, THAI, and so on. One learning model that has become the center of attention and is interesting to research is the time token type. Through this learning model the implementation of interaction and communication occurs and there is a reciprocal relationship between lecturers and students so that it has a significant impact, however if the learning conditions are lecturer-centred it causes deep boredom and saturation for students in the learning environment, which in the end is less formative. enthusiastic attitude in students so that they tend to get bored and lack understanding of the material being taught. This is one of the problems that causes students to become unhappy and uninterested in learning to write poetry. Students are very passive and difficult to engage actively

and interactively. There are even some students who try to avoid studying Indonesian language and literature, especially discussing poetry, so that the percentage of learning achieved by students is not optimal.One solution that can be used to overcome this problem is to develop learning methods or learning strategies that are considered to be able to motivate and stimulate enthusiasm for learning for students with creative and innovative learning models that can create a fun learning atmosphere so that it will be able to help students in understand the subject matter in writing poetry.The time token type cooperative learning model would be more appropriate for teaching poetry writing and discussing study analysis and structure in poetry. This learning model is carried out by lecturers to teach students according to their unique learning methods and styles so that learning objectives can be achieved optimally. In practice, lecturers must remember that there is no best learning method. Apart from the method that is suitable and appropriate to use according to the situation and conditions at that time, therefore, lecturers in choosing the right learning model must pay attention to students' conditions, the nature of the teaching materials, facilities. -available media, and the condition of the lecturer himself Sugandi (2004.:85).

The learning model contains a conceptual framework that writes systematic procedures for organizing learning experiences to achieve goals, and functions as a domain for learning designers and for teachers in planning and implementing learning activities. There is one learning model that is considered appropriate in teaching poetry writing, namely the TypeTtime Token cooperative learning model. This learning model has advantages and disadvantages in learning to understand poetry writing. Therefore, researchers feel interested in conducting research whose aim is to attract interest and excite students in learning to understand poetry. . Therefore, the researcher seeks to contribute and contribute ideas in this research in order to improve students' ability to write poetry. So that in the learning process students do not depend too much on their understanding of the lecturer, but can increase their confidence in their own ability to think, develop their own activities and creativity to express ideas and ideas and help students to respond to other people, empower students to be more responsible in learning, improve academic achievement and ability. in understanding poetry, apart from that it can also develop students' abilities to test their own ideas and understanding and can improve students' abilities and make abstract learning abilities real (Arends 2008). Through this learning model, interaction and communication as well as reciprocal relationships between lecturers and students will have a positive impact.

The Time Token Type cooperative learning model was originally introduced by Arends in 1998. Arends (in Huda, 2013: 239) states that the Time Token Type cooperative learning model is a small example of the application of democratic learning which places students as subjects, students as points. main concern. In learning so that students are always actively and communicatively involved. In learning, the lecturer only acts as a mediator inviting students to find joint solutions to the problems encountered according to Widodo in Shoimin (2014.:216). The time token type cooperative learning model is very appropriate for studying and analyzing the structure in writing poetry. This is to avoid students who dominate too much in learning or students who just remain silent in learning, this is also supported by Huda's statement (2013.:239) which states that the time token type cooperative learning model is used to train and develop poetry writing skills in which students are actively interactive and communicative in learning but do not dominate the learning or the students are not just completely silent. The method is that the lecturer gives a number of coupons as a simulation so that students motivated to speak interactively and communicatively with 60 seconds per coupon for each student. One coupon is for a one-time opportunity for students to be communicative and interactive, while those who still hold the coupon must use it until all the coupons are used up to be used in speaking using the time token type cooperative learning method. In writing poetry, it is hoped that it can help the lecturer and make it easier Students carry out learning to write poetry in groups. This statement is in line with Slavin's (2005) opinion that time token type cooperative learning refers to various kinds of learning methods where students work together in the form of small groups or discussion groups to help each other learn to write poetry. time token type cooperative learning model: Students are expected to be able to help each other discuss and argue, to hone the skills and knowledge they master at that time and close the social gap in their respective backgrounds. One of the studies studied in this lesson is writing poetry. Waluyo (2005) says that poetry is a literary work with condensed language, prepared and rhymed with coherent sounds and figurative (imaginative) word choices. Poetry is a literary work with language that is shorter, more concise and meaningful, the connotation of the activity is absolutely determined by creativity through the expression of one's feelings so that words are created that produce an

illusion of imagination that is arranged and arranged beautifully.There are several learning steps taken in writing poetry by applying the time token type cooperative method, including: (1). Before learning begins, the lecturer conveys the topic and learning objectives that will be discussed according to the SAP that has been prepared (2). provide apperception first and encourage students and create a pleasant atmosphere. (3). The lecturer measures students' abilities by conducting questions and answers to find out the extent of their ability to understand writing poetry (4). The lecturer assigns students to pay attention to examples of poetry in the module, namely the poem "aku" by Chairil Anwar which will be discussed next. (5). The lecturer explained to the students how to write good poetry and how to express their imagination in poetry. (6). The lecturer gave the students an assignment to make examples of poetry. (7). Students form discussion groups which are divided into small groups of 4 to 5 people. (8). students discuss, are expected to exchange ideas and exchange opinions and work together with other friends to choose words that are considered appropriate in writing poetry so that they form a coherent series of words in each stanza. (9). Students are allowed to leave the room to look for a place that can be used as inspiration to write poetry. (10).The lecturer checks the results of the students' work and evaluates them by visiting each discussion group. (11). The lecturer selects student work results that are considered good to be assessed in accordance with the researcher's rules. and (12). The lesson ends with a conclusion made by the lecturer together with the students. The advantage of teaching poetry using this learning model is as stated by Majid (2013: 174) that time token type cooperative learning prioritizes cooperation to achieve learning goals by means of students learning and working in small groups collaboratively, whose members consist of from 4 to 5 people with a heterogeneous group structure, agrees with this statement, according to Slavin as quoted by Isjoni (2014:12). Time token type cooperative is a learning model where students learn and work in small groups collaboratively whose members are 4 up to 5 people with a heterogeneous group structure, while Sanjaya in Effendi et al (2013) also added that time token type cooperative learning is a learning model that uses a grouping/small team system, namely 4 to 5 people who have different racial or ethnic academic backgrounds. (heterogeneous). This research is an activity carried out by a lecturer in cooperative learning by using cards to talk. according to Shoimin (2014: 2016),Time token type cooperative learning is a type of cooperative learning where students are formed into study groups which in learning teach active speaking but to avoid students who are hyperactive and dominate the conversation or avoid students who are passive or silent in discussions as quoted by Huda (2013: 239) time token type learning strategy is a small example of the application of democratic learning on campus. The various problems above require appropriate solutions so that learning targets can be achieved well, one step that can be taken is to use the time token type cooperative learning method.DIn terms of learning methods, students are required to be able to be more active in expressing their opinions in learning but must also be able to listen to the opinions of their friends in discussions. All students must be active in this learning and can foster courage and motivation for shy students. The uniqueness of the time token type cooperative learning model is that it is a cooperative learning model designed to influence student interaction patterns in improving academic results in understanding poetry. This learning model is aAn alternative to teaching poetry which aims to avoid excessive lecturer explanations or dominating students in this learning model requires students to help each other communicatively and interactively in small groups. Arends (2004). The time token type cooperative learning model is a learning model that aims to provide each member of the discussion group with the opportunity to contribute in expressing their opinions and listening to the views and thoughts of other members. This learning model has a teaching structure that is very suitable for teaching poetry, as well as To avoid students dominating conversations or other hyperactive students, the following time token type cooperative learning model is carried out with certain steps. Huda (2013: 240) as follows:

The steps for the time token type cooperative learning model are:

1. The lecturer explains the learning objectives in accordance with the Syllabus and SAP

2. Lecturers condition to form discussion groups and carry them out in the form of discussions (time token type cooperative)

3. The lecturer gives students assignments for simulation, namely by givinga number of coupons as media or evidence to encourage people to talk or be interactive in communicating with each student taking approximately 60 seconds per coupon.

4. The lecturer asks students to submit the coupon first as proof before interactively speaking or making comments.

5. In the learning practice, every time you appear to speak, you must show proof of a coupon, and you can appear again after taking turns with other students.

6. Students whose vouchers have run out cannot speak again because they must give other students the opportunity to speak.

7. Students who still hold coupons must use them until they run out and take advantage of the opportunity to speak, and so on until all students are given the opportunity and must use them to be interactive and speak.

8. Lecturers give assessments to students according to the time provided by implementing the time token type learning model so that it can increase student participation and initiative to be active in the learning process

Students do not dominate learning, but lecturers still control the classroom and the learning process and lecturers can also classify learning outcomes into three domains or (realms), namely the Cognitive domain, which pays attention to the development of intellectual capabilities and skills, the Psychomotor domain, which relates to manipulative activities and skills. Motor then the Affective or Attitude domain is related to the development of feelings, attitudes, values and emotions being studied (Hayati, B Johni Azmi, Easmiwerti. (2015) The time token type cooperative learning model certainly has advantages and disadvantages as stated by Shoimin (2014:17) that the weakness of this learning involves more students in the process of studying the material covered in a lesson and checking their understanding of the content of the lesson, of course it takes a long time. Meanwhile, the advantage of this learning is that it is very appropriate to use for learning poetry understanding because the discussion is more in-depth, in line with This opinion is also supported by the opinion of Agus Suprijono who said that the advantages of this learning method are:

1. All students actively provide opinions in learning activities.

2. Students are trained to read books first before discussing to express opinions and to grow and train courage for students who are shy and have difficulty speaking.

3. All students get the same time to talk so that there will be no domination of talk in the discussion

4. Meanwhile, the shortcomings of the time token type cooperative learning model as described by (Arends 2008) are:

5. The application of the time token type model is only for certain subjects with a relatively small number of students because this learning model requires quite a lot of time so that each student is given the opportunity to be interactive and talk about their opinions.

6. The selection of material that is suitable for the time token type cooperative learning model is discussing poetry understanding material because this material places greater emphasis on conveying students' opinions and being active in expressing their opinions.

This deficiency was also explained by Agus Suprijono. (2011:11), who says that:

Lecturers have to prepare so many questions, while making questionsit is not easy and students only have a few opinions so it will be difficult to express their opinions because the time given is limited.

From some of the research results described above, it seems that there are several studies that are considered relevant and can be used as references for conducting further research, such as the results of research conducted by (Ranabumi. 2018) showing that the time token type cooperative learning method with the help of media coupons in learning simulations so that students want to talk, interact and communicate will be able to inspire students to learn to write poetry. then the time token type method was also explained by Andriyani (2016) Safitri (2013) research by Inchsani et al. (2014), Hidayati & Indihadi (2018) and Paida (2017), Melasariyanti et al. (2019: 56-57),This research takes new steps in its use, both in terms of learning steps and the use of learning media through coupon media for discussion learning simulations. Previously, this learning model had been studied by several researchers whose research results were relevant. Meanwhile, the novelty of this research is the improvement in learning outcomes for writing poetry through the time token type learning model

(Arends 2008). In this research the author uses references or literature from several studies which are considered relevant to previous research, including: research conducted by Fitri Hendra Dewi, (2018) with the title "The effect of using the time token type cooperative learning model on the poetry writing skills of fifth grade students SDN Tegal Gede 01 Jember". The research results show that the time token type cooperative learning model can improve the poetry writing skills of fifth grade students at SDN Tegal Gede 01 Jember.Also supported by several previous researchers, namely Oktorahadi, et al., (2013) research on the influence of the time token type cooperative learning model and environmental learning resources to improve poetry writing skills in class V of SDN 4 Sukomulyo. The results of this research show that the use of the time token type cooperative learning model and environmental learning resources can improve poetry writing skills in class V students at SDN 4 Sukomulyo. then also research conducted by Qomariah, (2011) with research entitled "Improving the ability to write pantun using the time token type cooperative learning model for class IV students at SDN 1 Platar Tahunan, Jepara" and concluded that the time token type cooperative learning model can improve writing ability rhymes from fourth grade students at SDN 1 Platar. This conclusion is based on the value of writing rhymes. In cycle 1 there was an increase in cycle II. This is also supported by research conducted by Beby, (2009) with the title "efforts to increase student learning motivation through the time token type cooperative learning model. Based on the research results, the conclusion is that there are significant differences between student learning outcomes taught using the time token type cooperative learning model and those taught using the conventional method. Furthermore, research conducted by Safety Dwi Ernawati Prasetyo, Yuli Kurniawan and Ubaidillah, (2019) with the title "Effectiveness of the time token type method. (Arends). and Mind Mapping in writing expository texts "the results of this research show that the time token type learning method (Arends) is more effective than the Mind Mapping method on learning outcomes for writing expository texts in class X students of SMA Negeri 1 Wanasari (Dwi Ernawati et al, 2019) .Referring to several studies that are considered relevant above, the researcher formulated the problem in this research, namely: How can learning to write poetry improve through the application of the time token type method for students at Singaperbangsa University Karawang to make it better? Because the aim of this research is to describe improving learning methods, the hope is After conducting this classroom action research, the researcher provided input for poetry teachers in improving their poetry writing skills.

From several research results described above, it can be concluded that student learning outcomes will be influenced by the right learning model so that they become active, creative and innovative, and student learning outcomes will be better. The application of this learning model not only increases student learning motivation but also abilities increase. This means that there is a significant influence in learning to write poetry on students in implementing this learning model.

2. Method

The method applied in this research is classroom action research (PTK) which involves descriptive analysis to measure the average maximum learning activity score. Meanwhile, quantitative analysis is used to listen to learning outcomes in writing poetry. The process of carrying out this research consists of two cycles, namely cycle I and cycle II which are carried out sequentially through group discussions using coupon media as a tool for simulating interactive speaking. The material studied is a poetry manuscript that has been prepared previously as a medium for discussion. The method used in this learning aims to improve students' ability to develop critical thinking skills through efforts to solve challenges presented in poetry examples. The main focus is on analyzing or studying contexts that are relevant to students. Apart from that, the discussion can also focus on psychological aspects and stages of individual student development such as:

1. Students' ability to recite poetry well according to the provisions.

2. Students' ability to analyze and study the intrinsic and extrinsic elements in a poem

3. students' ability to express opinions in discussions

4. students' ability to interact with lecturers and with students.

5. Students' ability to collaborate with fellow students.

Learning to understand poetry through the time token type cooperative method can be done by making examples of poetry whose expression is looking at writers using media such as videos or radio recordings or even using simpler approaches such as posters or pictures featuring literary experts. This can be material for discussion in small groups. The time token type approach is a learning method that teaches students to understand and analyze the concepts of poetry they study. The learning strategy applied in this method aims to prepare students efficiently. In understanding poetry by studying, analyzing and then discussing it. The time token type method is important to study and understand because it is not enough to just look at the definition of the concept, but more than that it must be seen from the concept primarily and in more depth from its physical properties, namely by focusing students' attention on the time token type approach. This learning model is expected to be used. The time token type method will inspire students to achieve a deeper understanding of the material being taught. In accordance with research conducted by Buehl (as cited in Paida. 2017), there are several advantages in using this method, namely first, this method allows students to start their understanding from an initial definition which is then used as a basis for developing their understanding of more complex and in-depth concept. Both methods involve students in the discovery process and encourage them to progressively build concepts through experiences with time token types. these three methods present contrastive concepts.

The following is the implementation of poetry learning using the time token type method, the steps are as follows: First, each group has the opportunity to read the poetry they have discussed, the other groups then provide comments on the first group's performance after that the lecturer will explain the poetry material according to learning objectives. Both lecturers will provide additional material on more specific concepts of writing poetry, with the aim of encouraging students to test the hypotheses they make and understand the new concepts needed. The three lecturers asked students to work together in discussion groups to formulate their concept of time token types. After that, each group was asked to present the results of their work and hold discussions together so that each student could provide feedback. This research involved 30 students from the Indonesian language and literature education study program at Singaperbangsa University Karawang as research subjects. In this study there were 12 male students and 18 female students. Lecturers make efforts to increase motivation in learning to write poetry by using the time token type method. This research was carried out in odd semesters, starting from May to June 2023 in accordance with the lecture schedule that has been determined. During this research period the researcher conducted field observations and asked for permission from the campus to carry out research until the completion of this class action. The procedure applied in this research is classroom action research (PTK) which is carried out collaboratively between lecturers and researchers. In their function, lecturers act as observers, while researchers serve as designers and practitioners. Lecturers are involved throughout the implementation planning, observation and reflection stages.

In carrying out this classroom action research, the spiral model adopted from Kemnis and Taggart was used. This model consists of several action cycles in the learning process. According to Kemnis Mc. Taggarrt, & Nixon (2014: 18), this spiral model involves the following steps: 1). Make a change. 2). Act and observe the process and its consequences 3). Reflect on the process. 4). re-plan. 5). Act and observe again. and 6) Reflect and repeat the initial activities, as illustrated below.

2.1 PTK Planning Flow
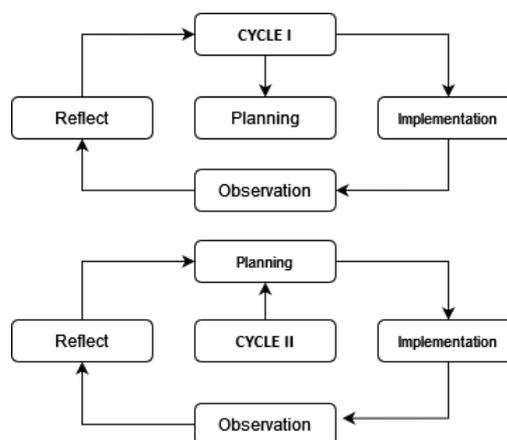
Implementation of Classroom Action Research (PTK)

The steps for learning to write poetry through PTK which will be carried out at the meeting include: (1) Lecturer Opens the lesson by making the class conducive first: (2) Lecturer provides reference questions to trigger students' enthusiasm for taking part in the lesson. 3. The lecturer asks one of the students to randomly read out the poetry he has written in point (4). The lecturer continues the lesson by delivering material about the steps for making poetry. (5). The lecturer conducts questions and answers to students regarding the material that has been presented, then students are asked to determine ideas or thoughts for creating a poem. (6). The lecturer reminded the students again about the stages in writing poetry by asking one of the students to read the poetry he had written. The lecturer went around checking the discussion group to check the students' work while providing input. (8). The lecturer also continues to remind students to carry out discussions correctly, then students are asked to collect the results of the discussions they have made. and students who have completed their assignments are given applause. Another discussion group as reinforcement and motivation for learning. The lesson ends with reflection from the lecturer in the form of reinforcement (9). The lecturer closed the day's lesson by greeting the students.

Below we present the results of students' learning to write poetry using the time token type cooperative learning model as follows:

Table 1.   Results of Learning Implementation Before and After Cycle I and Cycle II

No.	Aspects of Achieving Learning Outcomes	Cycle		
		Pre-action	Cycle I	Cycle II
1.	Students who get pre-cycle, cycle I and II grades	36.7%	65.38 %	83.33.%
2.	Student understanding level 65%-85%	11 People	17 people	25 People
3.	Average value	48.05	65.8	71.55.
4.	Classical completeness	44 %	65.8 %	85 %

Based on the data listed in the table above, it can be explained that before entering the first cycle, namely at the pre-cycle stage, only around 36.66% of the total students, or in other words, only 11 out of 30 students managed to reach the level of learning completion, meanwhile approximately - Approximately 9 students failed to achieve the expected level of learning completion. Apart from that, the average score obtained by students at this stage is still far from the minimum score needed to achieve completion, which is only around 65.8%. The conclusion from this data is that more intensive efforts need to be made to improve learning in poetry writing skills using the time token type method. Next, the researcher made improvements by carrying out learning cycle 1. Improvements did occur in several indicators that had been determined compared to the initial survey of the students. cycle. However. In cycle 1, only 17 students out of 30 students or around 65.38% had completed it while the remaining 13 students or around 63.33% were still far from the minimum completion limit which had been set as a minimum completion value of 65 based on the results of observations of the process and The results of learning to write poetry can provide an overview of the achievement of indicators in the implementation of learning starting from cycle I and cycle II. It can be described that the activeness of students during apperception in cycle II who were interested and motivated when participating in learning activities experienced a very significant increase in the implementation of the learning process to write poetry by implementing time token type cooperative learning. In cycle II this went smoothly. The obstacles experienced during cycle I were resolved well. Therefore, researchers carried out cycle II to improve the learning outcomes process. In cycle I. after improvement efforts were made in cycle II, there was an increase in learning improvements, student activity and poetry writing skills became better. namely 25 students out of 30 students or around 83.33%, there has been a significant change while 5 students or 11.53% still have not experienced an increase. In cycle II, students seemed serious in carrying out their assignments both in groups and individually and students also seemed more enthusiastic when participating in learning, paying more attention or more focused when learning activities took place in cycle II, students looked more active in responding to lecturer and student stimulation. more communicative and innovative (asking/responding)

Answer/and respond). Student activity in poetry writing learning activities increased from 65.38% in cycle I and to 83.33% in cycle II. From the implementation of cycle II, the lecturer has succeeded in overcoming the weaknesses contained in cycle I. Apart from that, the lecturer has also

succeeded in implementing time token type learning to overcome problems that occur in learning to write poetry. This is shown by the achievement of indicators that have been set by researchers and lecturers. The following are indicators of achievement of research objectives, including the following: The sequence of implementing actions at the first meeting is: (1). Lecturer opens the lesson and gives an apperception to raise enthusiasm for students, creates a pleasant atmosphere by greeting students and providing entertainment to students. (2). The lecturer provides apperception by conducting questions and answers to students regarding last week's material and the material that will be taught (3). the lecturer conveys the learning objectives. (4). The lecturer explains material about writing poetry.

Based on the definitions above, it can be concluded that the time token type cooperative learning model is an appropriate learning model used to teach, train and develop speaking skills through interactive and communicative means in learning to write poetry through group discussions.

Below, the researcher will describe the results of the percentage of student achievement in learning to understand poetry, including:

Table 2.   Percentage of achievement of learning improvement

No	Mark	Number Of Students Pre Cycle		Number Of Cycle I Students		Number Of Students Cycle Ii	
		Tun Bag	Not Complete	Complete	No Complete	Tun Bag	No Complete
1	100						
2	95		-			2	
3	90			1		3	
4	85			5		6	
5	80	1		5		6	
6	75	5		4		5	
7	70	3	3	2	3	3	
8	65	2	5		8		
9	60		4		2		
10	55		5		-		2
11	50		2		-		3
	Number Of Students Complete	11	19	17	13	25	5
	Amount %	36.7%	63.33.%	65.38%	43.3%	83.33 %	16.66%
	Total Number Of Students	30		30		30	

Based on the data in the table, it can be concluded that in the early stages of pre-cycle I, only 36.7% of students succeeded in achieving the desired level of poetry writing ability with an average score of around 65.8. The number of students who succeeded in reaching this level of ability was 11 people, while the maximum number of students who had not yet experienced complete learning was 63.33% or around 19 students out of a total of 30 students. However, after efforts to improve learning through cycle I, there has been an increase in learning improvement, namely to: 65.38% or around 17 students who have completed their studies, a maximum of 30 students, while 13 others have not experienced any changes. Next, the researcher did

Improving learning by carrying out cycle 2 results in improvements very significant learning, namely: 83.33% with an average score of 71.5 and student learning completeness, namely 25 students out of 30 students, while only 5 students have not experienced maximum learning completeness or around 16.66% of the total number of students as many as 30 people. Thus it can be concluded that there is a very significant influence on learning using the time token type method starting from the implementation of the pre-cycle cycle I, and cycle II, there has been an increase in improvements in poetry learning using the token type method. The following describes the implementation of learning through cycle I and cycle II as below

2.2 CYCLE I

Planning

1. The lecturer identifies the main material to be taught according to the syllabus which includes the topic of poetry writing.

2 Design a learning implementation plan (RPP) for the material to be delivered.

3 Prepare learning materials and tools such as paper coupons for simulation purposes.

4 Make an observation sheet to monitor student participation and documentation during the research process.

Implementation of Actions

The activities carried out at this stage are carrying out the learning plan that has been prepared which consists of the following steps:

1. Lecturers carry out learning objectives (competency standards to be achieved in the material to be taught in accordance with the Curriculum.
2. The lecturer organizes discussion groups with 5 members in each group in both cycle 1 and cycle II groups. The group formation process is carried out carefully in a random manner to find out all the abilities of each student.
3. The lecturer first provides an explanation of the material that will be presented and then carries out a question and answer session to provide students' level of understanding and competency.
4. Starting the application of the time token type method with students by asking students to compose a simple poem which will then be discussed.
5. Each group held a small discussion to discuss the poetry they had written which was then discussed together with the group.
6. Representatives from each discussion group came forward to present together the results of the discussion group.
7. The lecturer provides reinforcement to students and provides conclusions from the discussion results so that students better understand the material that will be presented.
8. Researchers and lecturers assess the results of student discussions.

Observation
1. Lecturers collaborate with researchers to observe student activities and observe their level of success in writing poetry.

2. Lecturers actively monitor the development of discussions during the learning process.

3. Lecturers observe collaboration and communication between students in groups.

4. Lecturers supervise student participation during learning.

5. The researcher discusses with the lecturer to discuss potential weaknesses and deficienciesPossibleoccurs in every discussion group

Reflection
1. Assess the results of observations in order to formulate initial conclusions regarding the learning that has occurred in the first and second stages.

2. evaluate and review the learning outcomes in the first stage with the aim of improving the implementation of the second stage.

2.3 CYCLE II

In general, all learning activities carried out in the second stage are very similar to those carried out in the first stage, but the difference lies in the improvements implemented in the second stage, especially based on the reflection results obtained from the first stage. After conducting research and evaluating and understanding the data, these steps are an effort to process the data into information that can be understood and is useful in solving problems, especially problems related to research. The data analysis methods used in this research include:

1. In this research, qualitative analysis is used to provide an overview of the development of student learning by applying the time token type learning method. This information was obtained through observation and interviews.

2. Meanwhile, quantitative analysis is used to demonstrate student learning achievements in writing poetry by utilizing learning methods.

In this study, descriptive analysis was used to find the average value and percentage of learning outcomes for writing poetry as well as observing student learning activities regarding the application of the time token type learning method. This data collection was carried out using an observation sheet to calculate the percentage and average value of student activity as a whole. .

The calculation of the percentage of student learning activities is described in the following formula:

Percentage (%) = $\frac{N}{n} \times 100 \%$

information:

n   = Amount entire score

N   = Amount scores obtained by students

%   = Percentage level achieved

Indicators of success in student learning activity levels are as follows:

Score > 85%: student learning activities are very good. 65% < Score < 85 %: Student learning activities are good.

45% < Score < 65 %: Student learning activities are sufficient. Score < 44%   :

 Student learning activities are lacking.68.

Completeness of classical learning = $\frac{M}{m} \times 100 \%$. Information:

M= Total number of students

m= Total score of individual learning outcomes

%= Percentage level achieved

To determine students' ability to write poetry, researchers used a method, namely by calculating the average classical learning completion score.

The formula and criteria used are as follows:
a. Individual Completeness
Each student is said to have completed their studies (individual completion if the student's answer proposal is correct$\geq$65% of students complete their studies (classical completion) if they are in that class$\geq$ 85% of students have completed their studies

b. Classical Completeness
Student learning outcome data can be used to assess the achievement of learning mastery in a lactic context through descriptive percentage analysis using the following formula:

Completeness of classical learning = $\frac{M}{m} \times 100 \%$.

Information:

M= Total number of students

m= Total score of individual learning outcomes

%= Percentage level achieved

To determine whether classical learning completeness is achieved or not, there are several indicators of success that must be met. first, the average score obtained must exceed the KKM score (minimum class pass) and at least 85% of the total number of students must get a score of more than 65. In addition, there are three indicators of success in classroom action research that need to be achieved:

a. there was an increase in student learning activities reaching 85%

b. achieved 85% learning completeness

c. achieving a minimum average student score of 65

C. Cooperative Learning Method

The learning process and collaboration between lecturers and students to achieve learning goals and objectives is the way to achieve educational goals and objectives. So, the lecturer's reasons or reasoning for choosing or applying a method in teaching and learning (the instructional process is Hamalik (Oemar Hamalik 2006: 12).

1. This method is appropriate to the subject matter that will be applied in order to better achieve instructional goals and objectives.
2. This method becomes a student activity in learning and increases achievement or enthusiasm for learning.
3. This method clarifies the basis, framework, content and objectives of the subject matter, so thatUnderstandingstudents become clearer

Time token type cooperative learning is a learning system that provides students with the opportunity to work together on structured tasks. This learning can also be called mutual cooperation learning because in its implementation it prioritizes togetherness. In time token type cooperative learning, it is not just group learning but can build the value of togetherness and interaction between fellow students and lecturers. There are basic elements of cooperative learning that differentiate it from simply forming discussion groups. implementing cooperative learning correctly and procedurally can lead to more effective classroom management (Anita Lie, 2004.:28-29) whereas according to Slavin (2010.:4) time token type cooperative learning is learning carried out in groups, students in one class made into small groups consisting of 4 to 5 students to understand the concepts given by the lecturer, in the implementation of this learning students are set to become small groups by paying attention to the differences and diversity of members in each group as a forum for students to work together and solving a problem in discussion through social interaction with peers by giving other students the opportunity to learn something well at the same time as a resource for other friends (Slavin 2010: 10-11).

From the opinions above, it can be concluded that time token type cooperative learning is learning that provides broad opportunities for students to work together in learning to achieve learning goals, apart from that (Suyatno, 2009: 510). Says that the time token method is one of the cooperative learning methods in which students are trained and accustomed to sharing knowledge, experience, tasks and responsibilities, helping each other and practicing interaction, communication and socialization because cooperation in discussions is a picture or miniature of social life, because in its implementation, students learn to be aware of each other's strengths and weaknesses. It can be concluded that the time token type learning method in its implementation places more emphasis on students being able to express opinions or answer questions asked according to their abilities so that no student dominates the conversation more than other students. smarter.

3. Results and Discussion

According to Tri Anni (2002: 4) "learning outcomes are changes in a person's behavior that are obtained after experiencing learning activities." Meanwhile, H. Nashar (2004: 77) says that "A person can be said to have learned if a change has occurred within him, However, not all changes can occur. according to M, Dalyono (2007: 55-60) "The success or failure of a person in learning is caused by two factors, namely: internal factors and external factors." Learning results from Bloom's Taxonomy (in Catharina Tri Anni 2006. 27-12) broadly divide them into three domains, namely the Cognitive domain, Affective domain, and Psychomotor domain.

3.1. Cognitive Domain.

RCognitive abilities are related to a person's intellectual abilities. Cognitive learning outcomes can involve students in thinking processes such as remembering, understanding, applying, analyzing, synthesizing and evaluating.

3.2. RAffective child

RAffective behavior is related to a person's abilities regarding attitudes, feelings, values and emotional levels. The levels of this aspect start from the simple to the complex level, namely acceptance, capture, assessment of organization and characteristics.

3.3. Ppsychomotor domain.

RPsychomotor skills are related to abilities involving a person's body or muscle movements in carrying out activities. The levels in this aspect are reflex movements, skills in basic movements, perceptual abilities, abilities in the physical field, skill movements ranging from simple skills to the most complex skills.

Based on the explanation from the experts above, the researcher will carry out learning steps in this research which consist of two cycles, namely cycle I and cycle II, including:

a. Cycle 1 Planning

By referring to observations of learning achievement at the initial stage as mentioned above, the researcher has designed a learning improvement strategy for the first stage (cycle 1)

b. Implementation of Cycle I

In the initial stage of cycle 1, the lecturer makes learning improvements using the SAP guide or RPP that has been prepared previously. After receiving the explanation, students were then divided into several discussion groups taking into account the diverse characteristics of each group. Each group was given the task of producing a simple poem through group discussion. After completing the assignment, each group was given the opportunity to discuss and discuss the poetry they had written. As the final stage of the learning process, the lecturer reflects and improves the learning process that has taken place, as well as guiding students in formulating conclusions from that day's learning activities. Apart from that, lecturers also evaluate understanding of the material that has been presented to students. The aim of these steps is to measure the extent to which the time token type learning method can improve students' poetry writing abilities. The results of the ability to write poetry achieved by students after implementing the time token type learning method showed a significant increase as shown in the following histogram which illustrates the results of observations.

Fig. 1. Histogram of Improving Poetry Writing Ability

Increasing the ability to write poetry
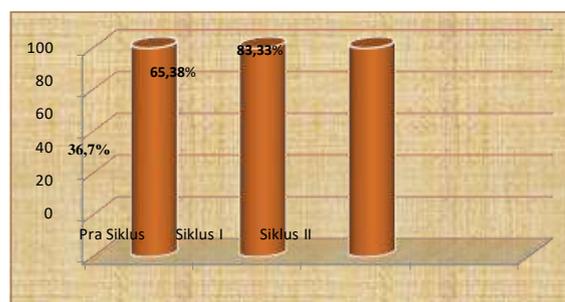
Time Token Type Model

Based on the histogram data presented, it can be identified that before reaching cycle 1 or the pre-cycle stage, only 36.7% or as many as 11 students out of a total of 30 students managed to reach the level of completeness in learning. On the other hand, around 63.33% or 19 other students had not yet reached level of learning completeness. With the improvement efforts in cycle I, there was a significant change where around 65.38% or 17 students out of a total of 30 students managed to reach the completion level. However, around 43.3% or 13 other students still have not experienced significant changes in achieving learning completion. Therefore, researchers assume the need to make further improvements in this learning process, considering that the results obtained are still considered inadequate, with the average student score still far from the minimum completeness score. namely only reaching 65.38, then the learning process continued with cycle II which resulted in very significant changes, by achieving a learning completion level of around 83 33% or as many as 25 students out of a total of 30 students. However, there are 5 other students who have not reached the maximum level of learning completion, around 16.66%. The conclusion from this data shows that further efforts are needed on the part of lecturers to improve the quality of learning poetry writing skills by implementing the time token type cooperative method

The following can be illustrated through a table of research results on the achievement of improvements in learning to write poetry as below:

Table 3.	Description of the percentage of improvement achievement
Pre Cycle	**Children who scored less than the KKM were 19 students (63.33%)** **There are 11 students who have reached the KKM (36.7%)** **Cycle 1**
Cycle 1	Children who scored less than the KKM were 13 students (43.33%) There are 17 students who have reached the KKM (65.38%)
Cycle II	Children who scored less than the KKM were 5 students (16.66%) There are 25 students who have reached the KKM (83.33%)
Pre Cycle	Children who scored less than the KKM were 19 students (63.33%) There are 11 students who have reached the KKM (36.7%) Cycle 1
Cycle 1	Children who scored less than the KKM were 13 students (43.33%) There are 17 students who have reached the KKM (65.38%)
Cycle II	Children who scored less than the KKM were 5 students (16.66%) There are 25 students who have reached the KKM (83.33%)

Time Token Type Learning Method

Based on the data in the table above, it can be concluded that in the first cycle students demonstrated the ability to write poetry with a completion rate of 63.33%, with an average score of 65.8, and the number of students who achieved success was 11 people. However, after improvements were made in the learning process in cycle II there was a very significant improvement. point In cycle II the level of completion increased to 83.33% with an average score reaching 71.55 and the number of students who achieved completeness was 25 people. Thus, it can be concluded that there is a better improvement in poetry learning using the time token type method from pre-cycle to cycle I and cycle II

c. Cycle 1 Reflection

Based on the results of observations on the observation sheet during the first cycle of applying the Token tank type method in learning to write poetry, it was seen that there was an increase in both learning activities and the ability to write poetry compared to the initial conditions before the action was carried out. The results of observations in this research explain that the time token type learning method is effective in improving the ability to write poetry in the first cycle when compared with conditions before the research. Initially only 36.66% of students achieved completion in the ability to write poetry but in the first cycle, this figure increased to 63.33% (11 students) recording an increase of 26.6%. In addition, the average individual achievement also increased from 48.5% in pre-cycle conditions to 65.8%. Even though they have reached the KKM mark, this achievement is still at the lowest threshold in improving students' poetry writing abilities, especially at the group discussion stage in implementing the time token type method. Students are now more courageous in proposing their ideas during discussions, and at the group presentation stage, Several students also began to be active in expressing their opinions regarding the poetry they wrote.

From observations of the implementation of learning in cycle I, there are several aspects that need to be considered, including: It can be seen that some students are still not proficient in communicating using appropriate and correct Indonesian

1. Several groups of students still do not fully meet the criteria set by researchers in writing poetry. and tend to deviate from the material being taught

2. There are several students who still have difficulty understanding the contents of the poetry they have composed themselves.

3. In terms of active participation, some students need more intensive guidance in discussion groups so that they can be more communicative and more easily absorb the lesson material.

d. Planning Cycle II

In the second cycle stage, learning actions begin by improving learning scenarios by researchers in consultation with lecturers. This improvement aims to place more emphasis on the mentoring aspect during the implementation of the time token type method. where students will discuss to formulate the poetry they will present. as was the case with the first cycle. In this second cycle, learning preparation begins with preparing (SAP) or learning implementation plans (RPP) using the steps of the time token type learning method and preparing other learning tools as well as preparing evaluation and observation sheets.

e. Implementation of Cycle II

In the second stage of implementing improvements to the teaching and learning process, the teachers utilized the learning administration system (SAP) which followed the learning plan guidelines that had been prepared previously. After presenting the material to be discussed, the learning objectives in the field of poetry and explaining the learning methods that will be used, students are then divided into discussion groups taking into account their various backgrounds. Each discussion group was asked to give the task of creating a simple example of poetry based on the theme of their respective stories by discussing within their own group. Then. After the poem was completed, the lecturer gave a number of paper coupons to each group to carry out a discussion simulation as the final step in the learning process. After that, the lecturer provides reflection and guidance to students to formulate conclusions and learning activities for that day. Students are given an assessment according to minimum learning completion standards. namely 65 and classical learning completeness which is determined to be more than 85%. In addition, students must achieve an average score above 65. The results of the poetry writing ability assessment in cycle II show an average score of 71.55% with 25 students or 83, 33% of them achieved study completion but there were 5 students or around 16.66%, who had not achieved study completion.

f. Cycle II Reflection

Based on the explanation of the results of observations in the second cycle, it is clear that the students' ability to write poetry has increased significantly through the application of the time token type learning method. this shows positive changes and a better understanding of poetry. In this second cycle, it can be observed that student learning progress has reached a learning completeness level of 83.33% or around 25 out of 30 students have reached the maximum learning completeness level. The average value obtained by is around 71.55%.The increase in the ability to write poetry is of course inseparable from the increase in student learning activities which also experienced a significant increase. The courage of the students in voicing their opinions during group discussions to apply the time token type learning method was interesting. The point is that students seem more courageous in putting forward ideas for asking questions, or providing answers to questions from colleagues or other groups. Overall, the results of observations in cycle II produced several important notes as follows:

1. Student group discussions took place smoothly and communicatively.
2. Students have developed the habit of writing poetry using formal language
3. Student groups engage in more active discussions and communicate.
4. There are no students who are passive or don't speak at all
5. Students who have difficulty speaking receive intensive guidance in group discussions, so that their learning participation becomes more even.
6. When students are involved in group discussions to apply the time token type learning method, it can be seen that they show an extraordinary level of courage. Students appear braver in conveying their thoughts, asking questions, or providing answers in interactions with friends or other group members. Overall, the results of observations in cycle II of this learning produced several important notes.

Discussion

The application of the time token type learning method has been proven to increase the level of participation and ability to write poetry for students enrolled in the Indonesian education and language study program at Singaperbangsa University, Karawang. Evidence of this is the increase in student enthusiasm and involvement in the learning process, which was observed significantly from cycle I to cycle II. Concretely, it can be seen that the average student score has increased from 48.5 at the start of the research to 56.3 in the first cycle, and then reached 71.55 in the second cycle. The success of the Time Token type method in learning to write poetry can largely be attributed to careful planning and differentiated learning that focuses on students. The importance of this is reflected in students' mastery of the physical elements of poetry as stated by Waluyo (2005), including typography, diction, imagery, concrete words, figurative language and figures of speech, the majority of students have succeeded in mastering these elements well. . However, through reflection, some students still show shortcomings in choosing impressive and figurative diction, as

well as simple typography. Therefore, special efforts are needed to provide students with a deeper understanding in aspects of writing such as diction, typography, and figurative language."

4. Conclusion

The Time Token type learning method in learning provides opportunities for students to carry out group discussions to work together with other students. Apart from that, this learning can help students to improve their speaking skills and build an attitude of cooperation between one student and another. In discussion groups. This learning method provides a positive atmosphere for students, because it can provide the opportunity to be interactive and communicative with each other in a pleasant atmosphere. Students feel more encouraged to learn and think and provide positive mutual dependence between students and lecturers.

Based on the research and observations that have been carried out, it can be concluded that the application of the time token type cooperative learning method has a significant impact in improving poetry writing skills and provides substantial changes in improving the abilities of students in the Indonesian language education study program at Singaperbangsa University Karawang. This is proven by an increase in the ability to write poetry from the initial or pre-cycle level of 36.66% in cycle I to 63.33%, representing an increase of 26.6%. then, in cycle II, this ability continued to increase to 83.33%, an increase of 26.7%. increasing the ability to write poetry in cycle II is considered to have exceeded the success indicators in this research, namely reaching 85%. If we look at the evaluation of the poetry writing test on students before the research began, their average initial score was 48.5. This value increased to 56.3 in cycle I stage, then rose again to 71.55. In cycle II stage. With this achievement having exceeded the initial individual completion target set at more than 80, this research can be considered a success. It is hoped that the results of this research will be of benefit to Indonesian language teachers, because this method has been proven to improve students' ability to write poetry.

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