THESIS APPROVAL

The thesis entitled "**Improving Students Speaking Skill Using Time Token Method At Second Year Students of SMAN 5 Luwu**" which is written by **RAFIDAH,** Reg. Number. 13.16.3.0067, English study program of Tarbiyah and Teacher Training Faculty the State Institute for Islamic studies Palopo. It has been examined and defended in **Munaqasyah Examination** session which is carried out on Monday, March 19th 2018. It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.
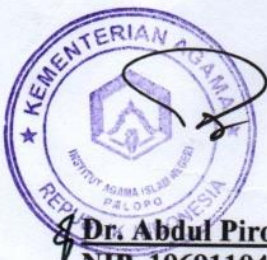
Palopo, March 19th 2018

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IMPROVING STUDENTS' SPEAKING SKILL BY USING TIME TOKEN METHOD AT THE SECOND YEAR STUDENTS' OF SMAN 5 LUWU

A THESIS

Submitted to the English Studylanguage of S1 Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Palopo in Partian Fulfillment of Requirement for S.Pd Degree in English Education

By

RAFIDAH

REG. NUM. 13.16.3.0067

ENGLISH STUDY PROGRAM TARBIYAH AND TEACHER TRAINING

FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES

(IAIN) PALOPO

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2017

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CHAPTER I

INTRODUCTION

A. Background

English is one of the language frenquently used by many people in the word. Therefore, it is considered as one internasional language. It is speaking in many purposes of people activities. So, English can be used and both formal and informal education either as second or foreign language.

The researcher choose this time token method because researcher consider very interesting to apply in the teaching speaking. It is rarely used in the classroom, itmakes the researchhe was challenged to use this method. This method learning time token aims to allow each member of the discussion group to get a deal to contribute in delivering their opinions and listen to other members.

Selection of this method is very good because the researcher consider this method more emphasis on the involvement of the student in the course of this learning, because this model is to express opinions about a problem of the topic so students can give their opinions and students more active in speaking.

Based on the results of field observations that researcher have done in SMAN 5 Luwu students still have problems to understand English learning because teacher do not explain or translate conversation, so the reason make researcher raised the title of " **Improving Student Speaking Skill By Using Time Token Method at second year students' of SMAN 5 Luwu to improve student speaking.**

B. Problem Stetaments

Related to the issues put in the background, the writer formulated research question as follows:Is time token effective to improve the student's speaking skill at SMAN 5 Luwu?

C. Objectives Of The Research

A object of the research is to determine the effect of the time token method to improve student speaking skill.

D. Singnificance Of The Research

From the results of this class action is expected to be useful for individuals and institutions below are:

1. For researchers, it can add to the experience in improving teacher competence as a candidate

2. For institutions which investigated, in order to make the model of cooperative learning time this token into one of the alternative and reference in improving student speech .

3. For those readers that can be input for all those who would do further research can be a reference material for those in need.

E. Scope of the Research

The scope of the research is limited to improving students' speaking skill using time token method. This researcher focuses to make students' ask or give them opinion on discussion group.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

many research have reported their study to explore teaching learning process, implementing various

1. Nur Faizah in her research "The Use Time Token Areands Method To Improve The Students Speaking Skill Of MA NU Mazra'atul Huda Karanganyar Demak In Academic Year 2014/2015" he states that, using time token method can improve students' speaking skill.[1]

2. Putri Ma Rifatual Nur Hasanah in her research "improving the eighth grade students' speaking ability using time token method at SMP Islam As Syuhada 45 Bondowoso in 2013/2014 academic years" she found that to find out the time token can improved students' speaking ability.[2]

Based on the previous above the second researcher want to conduct students speaking skill though time token method especially to improve students' speaking skill, so, the researcher want to improve speaking students the use time token method. Where, the researcher would like to focus on the researcher dealing with improving students' speaking skill by using time token method at second year students of SMAN 5 Luwu.

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[1]Nur Faizah, "The Use Time Token Areands Method To Improve The Students Speaking Skill Of Ma Nu Mazra'atul Huda Karanganyar Demak In Academic Year 2014/2015" (Muara Kudus University, 2015).

[2]Putri Ma Rifatual Nur Hasanah, " Improving The Eighth Grade Students' Speaking Ability Using Time Token Method At Smp Islam As Syuhada 45 Bondowoso In 2013/2014 Academic Years " (Muhammadiyah University Of Jember, 2014).

B. Theory Of Speaking

1. *Defenition Of Speaking*

Speaking is especially difficult for foreigh language learners,because oral communication requires the ability to use english appropriate in sosial interaction. Diversity in interaction involved not only verbal communication,but also part linguistic elements of speech such as pitch,stress and intonation.[3]

speaking is fundamentally an instrument act.[4]Speaking is used formany different purposes and each purpose involves different skill, for example the purpose maybe to make sosial contact with people to establish rapport or toengage in the harmless chitchat that occupies much of the time that spend with friends. People engage in discussion with someone on the other hand. The purpose maybe to seek or express opinion to persuade someone about something or clsrity information, in some situation people use speaking to give instructions or to get things done. People may use to describe things, to complain about people behaviors or to make polite request.[5]

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[3]Richard and renandya in www.scribd.com/doc/5981804/improving *students speaking through Drama,*accessed on Thursday 20 11 2012

[4]Herbert H.clark dan v clark,psychology and language,(Harcourt brace joranoviunited states of America,1997),p 223

[5]Jack c.Richard S and Willy.A Renandya.metodology in language teaching,(united Kingdom:Cambrige University Press 2002),p 2001

2. *Components of Speaking*

There are some components in mastering speaking as:

a. Pronunciation

One of our proud when we are able to speak English with good pronunciation. Elsjelyn finds the factors that influence the pronunciation of someone such as: sex, variety, mother tongue, privates, and attitude for pronunciation.

In English, there are two parts that should be mastered in language pronunciation. They are sound and stress.

1) Sound

Sound is word are made up of individual sound for example 'beat '= /b + I +t/. by changing one sound, we can change the word and its meaning.

2) Stress

Stress is the part of a word or phrase with has the greatest emphasis because the speaker increases the volume of changes the pitch of their voice. In English and other language, one or more of syllables in each content word stressed.

b. Appropriate

Appropriate is the ability to use the language correctly in communicating. According to Evelyn:

"There are rules of use without which the of the syntax are meaning fullness. If someone wants to use the language correctly he most considers some variables like sitting (situation) where and how someone speaks. Participant with whom he speak, purpose, channel (communication tolls) and topic".

3. *Element oof speaking*

The ability to speak fluenly presupposes not only knowledge of language features, but also ability to process information and language " on the spot".

a. Language features

Among the elements necessary for spoken production, are the following :

a) Connected speech : In connected speech, sound is modified assimilation omited, added of weekend. It is for this reason that we should involve students' in navities designed specially to improve their connected speech.

b) Expressive Devices : The use of device contribus to the ability to convey meaning. The allow the extra expression of emotion and intersity. Students should be able to develop at least some of sech supra segmental features and way if they are be fully effective communicators.

c) Lexis and Grammar : spontancous speech is marked is by the use of all number of common lexical phrases, especially in the performance of certain language function.

      d) Negotiation Language : effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

b. Metal/social processing

If part a speaker's productive ability involves the knowledge of language skills such as those discussed above.

      a) Language Processing : effective speakers need to able to process language own heads and put in into coherent order so that are not only comprehensible, but also convey the meaning that are intended .

      b) Intrecting with others : most speaking involves interaction with one or more participants. This means that effective speaking also involvesa good deal of listening and understanding of how the other participants are feelling, and a knowledge of how linguistically to take turns or allow others to do so.

      c) (On The Spot) information processing : quite apart from our response to others feelings we also need to be able to process information tell us the mint we get it. The teacher' task will be two fold: to given them (learners) confidence in

English and to equip them with hitherto unknown skill in either their own mother tongue or English.[6]

4. *Problem Speaking*

In a conversation there are many problems that make it difficult to be understood, the problem of speaking is:

1. Inhibition

   Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

2. Nothing to say

   Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

   Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not a tall.

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[6]. Jeremy Harmer, *The Practive Of English Language Teaching* (Ed. III:; England: Pearson Education Limited, 2001), P. 269

4. Mother tongue use

It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

In class where all.or a number of,the learner the same mother tongue,they may tend to used it because it is easier, it's feels unnatural to speak to one another in foreign language and because they feels less 'exposed'if they are speaking their mother tongue.If they are talking in a small group it can be quite difficut to getsome class-particuly the less disciplined or motivated ones-to keep to the target language.[7]

There are some characteristics can make speaking diffult as Brown demonstrates some characteristics ofspoken language can make oral performance easy as well as, in same case diffcult:

a. Clustering

Fluent speak is phrasal, not word by word. Learner can organize their output both. Cognitiveiy and physically though cllustering.

b. Redundancy

The speaker has an opportunity to make meaning clerest though the redundancy of languege, learners can capitalize on this feature of spoken language.

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[7]Penny Ur ,*A course language teaching.(*australia:Chambrige Universits Press,1996)p 121

c. Reduce forms

Contraction, elisions, reduced vowels , asts. All form special problem in teaching spoken English.

d. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest certain number of performance hesitations,pauses,backtrancing, and corrections

e. Colloquial language

Make sure your students reasonable well acquainted with the word. Idioms and phrases of colloquial language and those they get practice in producting these forms.

f. Rate of delivery

Another silent characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other atributed of fluency.

g. Interaction

Learning to produce moves of language in a vacuum wihtout inter locuter would rob speaking skill of is rides component the creativity of compensational negotiation.[8]

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[8]H. Douglas Brown, op. Cit. P. 270-271

5. How to Learn to Speak Language

Rivers states that we learn to speak a language by speaking. Others teachers persuade themselves that if they speak the new language exclusively in the classroom the students will, at home time, begin to speak it fluently too this is justified by the argument that be students now have to opportunity to learn speak a second or a third language as they learned their native as a child. This reasoning ignores the fact that little children learn to speak their language by continual patting for most their waking bouts, frequently using incorrect forms, that they continually being spoken to, often in specially adapted language, and uttering comprehensible speech enable to them to gain things for which they feel a great need. Students a new language will not learn to speak fluently merely by hearing speech in class, although this is most important familiarizing them with accepted forms and the flow of authentic speech, as well as for giving them practice in the receptive side of communication teachers will need to give their students may opportunities to practice speaking. They will need to use their imagination in devising situation which provokes the use of language in the expression of the students' own meaning. Even   the student has very limited resources on which to draw. From these early experiments with the language, students become aware of the extraordinary potentiality for tee ration of new earning that recombination and rearrangements of language elements provide.[9]

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[9]Wilga M. Rivers, *Teaching Forigen Language Skill, (Chicago : The University of Chicago Press 1981)*p ,188-189.

6. Communication and Interaction to Improve Speaking

For a lesson on speaking skill, one objective might be:

Student will practice short conversational exchange involving greetings and leave taking.

They will take part in classroom role-play activities involving social situation and will exchange greeting with other classmates and with the teacher. If you want to improve your speaking consider a simple sentence that you think is correct.

The student's discover the procces of analysis logically connect,apply, synthesize and evaluate information. This knowledge improves their communication skills and they become word perfect in the fine art of arguing assertively without aggression and also develop negotiating skills which is very important in the place of work and grasp the finer points of presentation and body language. Knowledge with logically connect is one way to improve the communication skills to find evaluate information.

Experts recommend humor to release endorphins. Trigger health, increase relaxation and alter brain chemicals in the direction of winning:

1. release endorphins into the brain so that oain can be reduced and people appear happily distracted from diffucult situation.

2.Trigger health by situmulating the immune system and connecting mind and body exchange in positive healthier ways.

3. Increase relaxation through added oxygen to the brain, better air echange and fuel deeper through or learning.

4. alter chemicls wihthin the brain inways that reduce stress, list emotions and contribute to and sustains a sense of well being.[10]

7. Enhancing Speking Performance

Speaking in front of a lange audience for many of us, is quite diffcult. It is okay to feel nervous in front of lange audience. However, you can over come the fear of public speaking completely by making presentations ona regular basis. This form of oral communication is very different from interpersonal communication. Here,you must speak precisely and present the topic in a concise manner. Holding the attention of listeners is he key to become a proficient public speaker.

To speak effectively learner need to have a reasonable command of the basic grammar of the target language and a working vocabulary, but language knowledge alone is not sufficient. They must also develop a range of skill in four key areas of speaking competence.

There are:

1) Phonological skill, produce accurate sound of the target language at the phonemic.

2) Speech funcion skill,use spoken perform communictive function ,suchrequest, demand, decline, explain, complain, encourage,beg, and directandagree.

3) Interaction management skill, manage face interaction by initiating, maintain, and closing conversation, regulating turn talking, changing topics andnegotiating meaning.

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[10]Munif,Chatif .*menjadi semua anak istimewa dan juara,* cet 1; Bandung :kaifa

4) Extend discourse organization skill, establish conventions to sturucture different types of spoken text.[11]

To teaching speaking we need activies for learners to practice speaking skill as well as develop their linguistic knowledge for various spoken genre. Fluency activities can help learners become confident speaking in the target language even though they do not always express their thoughts clearly and precisely for their listeners.

Teaching speaking involves drawing our students attention to its processes, skill and outcomes. It alsoinvolves providing support when they speak so that they speak so that they will not be overwhelmed by the demands of the task. Instead, they can focus on developing selected aspects of speaking competence each time they participate in speaking task.

8. *Characteristic of Successful Speaking Activity*

The are many ways that can be done to improve speacking are;

a. learners talka lot.As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious,but often most ime is taken upnwiht teaher talk or pauses.

b. participants in the classroom discussion is not dominan by minotory of talkative.

c. Motivasion is the energy change in a person characterized by the appearanceof "feeling" and preceded with the response to their destination.[12]

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[11]Willy A Renandya and Jeck C Richards, *teaching speaking in the Language Classroom,* RELC Portofolio series 15,p.4

d. Language is of an acceptable level. Learners express themselves in utterances that are relevant,easily comprehensible to each other, and of an acceptable level of language accuracy.[13]

9. Principles for Teaching Speaking

Speaking is an especially difficult for foreign language learners because effective oral communication requires the ability to use language appropriately in social interaction.

There are five principles for teaching as follows:

a. Be aware of differences between second language and foreign language learning context.

b. Give students practice with both fluency and accuracy.

c. Provide opportunities for the students to talk by using group or pair work, and limiting teacher talk.

d. Plan speaking tasks that involve guidance and meaning.

e. Design class activities that involve guidance and practice in both transactional and international speaking.

10. Assessing Speaking

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work-from a jotted down phrase to a formal

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[12]http://deryjamaluddin.page.tl/Motivasi-dalam-proses-belajar-dan-pembelajaran.htm, accessed

[13]Ibid p 120

essay is performance that ultimately is assessed by self, teacher and possibly other students'.

Brown states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

3. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like .

C. Time Token Method

Before we discuss about what it is and what it's like learning model time token we discuss in advance what the model of learning from the experts :

1. According to Nana Sudjana method of learning is one way to put teachers into contact with students during the course of teaching.[14]

2. M.Sobri Sutikno is a way of learning method show to present the subject matter is performed by educators for a process of learning on students in an effort to achieve the goal.[15]

1. Delivering the students led to changes in behavioral changes both intellectual, moral and social order to be able to live independently as individuals and social beings.

2. Formulation of capabilities expected of the students after a variety of learning experiences (at the end of instruction)

3. To achieve the National Education Goals, which reads " developing ability and character development and civilization dignified nation in the context of the intellectual life of the nation, aims to develop students' potentials to become a man of faith and fear of God Almighty, character,noble, healthy, knowledgeable,skilled,creative,independent, and become citizens which democratic and responsible .

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[14]Sudjana, Nana dan Ahmad Rivai. 2010. Media Pembelajaran.(Bandung : Sinar Baru Algensindo)p 76

[15] *M. sobri, Sutikno. Belajar dan pemebelajaran.2009.(Bandung: Prospect)p 88*

1. Defenition Of Time Token

Learning is closely related to learning and teaching. Learning, teaching and learning happen together. Learning can occur without teachers or without teaching and other formal learning activities. While teaching includes everything that teachers do in the classroom. Learning is a deliberate activity to modify the various conditions directed to achieve a goal that is the achievement of learning goals or curriculum. One of the processes of modifying conditions in the classroom is the teacher's skill in using the learning model. Learning model is a wrapper or a frame of application of an approach, methods, and learning techniques. The development of a learning model is intended to enable teachers to understand how students learn effectively, and that learning models that can be chosen and used should be appropriate to the situation and condition of the students, the materials, the facilities, and the teacher itself.

One of the best learning models for improving listening skills in Indonesian language learning is the time token model.[16]

According to Suherman (2009: 11) that "time token model is the model first used by Areds in 1998 to train and develop social skills so that students do not dominate the conversation or be silent at all".

Based on the above understanding, it is concluded that the time token model is a time sign teaching model that trains and develops social skills so that

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[16]*E Suherman. 2009. Model Belajar dan Pembelajaran Berorientasi Kompetensi Siswa. Educare; Jurnal Pendidikan dan Budaya.ISSN 1412-579x, (Online) http://educare.e-fkipunla.net, (diaksestanggal 30 Juni 2009).*

students do not dominate the conversation or stay silent at all because they are concentrating on listening to the conversation.

The important thing that must be considered by the teacher in learning the time token model is the determination of informative text. As a source of oral information, according to Bustanul "informative text exists in the following forms:

1) Text News

The text of the news, that is, the text containing information about the news or notification of a matter, delivered directly by the speaker or messenger or by radio and television. The language used in the news text is straight forward and decisive.

2) Text Lecture

The word lecture originally in Malay means nyinyir, talkative, fussy. The word is experiencing the development of meaning to be positive, is convey something in front of the crowd to add knowledge, experience or certain information.

3) Text Speech

The text of speech, which is the text of a person's conversation directly (face to face) in front of the crowd contains direction or policy about certain things. The success of a person in a speech is marked by the enthusiasm of the listener to hear the contents of his speech. A person, who speaks in a varied and vibrant tone,will make the listener also eager, and vice versa.

4) Opinion Text

Opinion means opinion, mind of establishment or view. The text of opinion is one that contains opinions, thoughts,views or views of a particular subject being warmly discussed in society. Opinions may also contain criticisms of the person or institution dealing with a particular matter. One's opinion about a thing can be viewed through lectures,speeches,interviews,talks,discussions or talk shows.

5) Procedural Text

Procedural text is a text that contains items or steps of specific activities in the form of easy instructions to follow. On television often aired the event to do something, for example the event makes cooking, health care events, steps taken in overcoming a problem and others.[17]

2. Learning Time Token

1. Teacher explains the purpose of learning / KD.

2. Master-class condition to carry out the discussion (cooperative learning).

Cooperative learning is itself learning appropriate to human nature as social beings full dependence with others, has a goal and a shared responsibility, assignments, and a sense of kinship. By utilizing the fact, cooperative learning groups, students are trained and accustomed to sharing knowledge, experience, duties and responsibilities. Learning activities by way of a group to work together to help each other to construct concepts, resolve the issue or the inquiry by members of a group of 4-5 students.

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[17]A., **Bustanul.2007**. *Hakikat Menyimak Teks Informatif*. Cetakan I. Jakarta: Universitas Terbuka.

3. Teachers give students assignments.

4. Teacher gives vouchers talk to within ± 30 seconds per coupon on each student.

5. Teacher asks students submit the coupon first before talking or making comments. Each appeared to speak to one coupon. Students can perform again after taking turns with other students. Students who have exhausted their coupons cannot talk anymore. Students who still hold the coupons have to talk to all the vouchers run out. And so on until all the children express an opinion.

6. The teacher gives a corresponding value of time spent on each student.[18]

3. Benefits of Time Token method

Time token learning method is one of the learning models that also apply the basic elements of cooperative learning. According to Wena, M. suggests the benefits that can be taken from the time token model are:

1) Develop social skills so that students do not dominate the conversation or be silent at all. Where in this learning, students are given the opportunity to speak or read informative texts, while others are not just listening but listening to the listening and writing important items from the delivery of the conversation or the reading of the informative text of their friends.

2) Positive dependence (positive interdependence), in this case the dependence in the achievement of learning objectives, dependence in completing the task, dependence of materials or learning resources, and role dependence.

3) Face to face interaction, where students learn not to be awkward and appear confident in front of the public, so as to be a provision in social interaction in the

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[18]http://ilmianissa.blogspot.co.id/2012/08/model-pembelajaran-time-token-arrends.html

future.

4) skills for interpersonal relationships, group or social skills that are intentionally taught (use of colligative / social skills). Where in small group learning, each member must learn and contribute his or her best ability to the success of the group.

D. Discussion

Understanding discussion is a form of brainstorming. The word "discussion" originally came from the Latin "discusium" or "discutio" meaning "brain storming". However, not all activities that are related to brainstorming can be called discussion. This is because, understanding the discussion is a form of process in exchanging thoughts that are orderly and directed. This means that there is a problem to be discussed and then used as a discussion material and there are results obtained from the discussion process. Discussion can be done in group form. Discussion activities have a purpose to gain an understanding, agreement, and joint decisions about a problem discussed. An important element of the discussion is a question and answer forum during the discussion process. Discussion is an interaction between 2 or more people. In general, the communication that occurs between them in the form of science or a basic knowledge that can ultimately provide a sense of good understanding. The following understanding of the discussion according to experts.[19]

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[19]https:// materi bahasa.com/materi-diskusi-bahasa-indonesia

1. *Understanding Discussion According to Experts*

    1) Hasibuan

Discussion is the vision of 2 or more individuals who are interacting verbally as well as with each other face to face and have goals that have been given by exchanging thoughts or maintaining.

    2) Moh. Uzer Usman

According to Moh. Uzer Usman argues that the notion of group discussion is a regular process and involves a group of people on an informal face in order to deal with interactions with various information or experiences, conclusions or solutions to solve a problem.

    3) Moh. Sun

Group discussion is a process in which students can get an opportunity to contribute to their own experience in solving a common problem. In this discussion also embedded the nature of responsibility and self-esteem.

2. **Elements Of Discussion**

    1) Moderator

Moderator is the person who has the task to manage the discussion with a fixed and disciplined according to the topic of discussion. Moderators also have the task to open and close the discussion.

    2) Speaker / Presenter Papers / Panelists

Speaker / Presenter Papers / Panelists are the person in charge of preparing papers, submitting papers, giving responses and people who master the topic of the issues discussed in the discussion.

3) Nodules

A nodule has a duty to record the course of the discussion into the form of notes. Nodules also have the task of assisting the moderator to record the various points of response, drawing a conclusion from the ongoing discussion and making discussion reports.

4) Participants

Participants are people who follow the discussion. Participants may ask a question or response to what has been submitted by the panelists. Questions or responses would be better submitted to the panel through a moderator.

3. *Kinds - Kinds of Discussion*

Here are the kinds of discussions:

1) Seminar

Understanding the seminar is a discussion that is used to seek consensus views in the face of problems that are formal, so that the pemrasaran prepare paper work or papers to be presented. Participants in the discussion were given the opportunity to respond or refute the submitted paper. At the end of the discussion, the moderator can convey his thoughts on the discussion.

Seminars will be effective if:

1) Availability of sufficient time to discuss a topic of the problem.

2) Problems that have been formulated clearly.

3) Participants or audiences who can be invited to logical thinking.

4) Problems require a systematic solution.

5) Problems to be solved thoroughly.

6) The existence of a trial leader who is quite skilled in using this method of   discussion.

7) Groups that are not too large so as to enable any audience or participants

to   take part to argue.

Strengths and weaknesses :

> Advantages:

1) Can generate logical thinking.

2) Pushing into a thorough analysis.

3) Have procedures that can be applied for various types of problems.

4) Can generate high concentration level to the participants.

5) Improving skills to recognize problems.

> Weaknesses:

1) It takes a lot of time.

2) Requires a fairly skilled leader.

3) It will be difficult to apply if the group is too big.

4) Require group members to learn the discussion first.

5) It may be necessary to proceed to another discussion or to come.

Examples: Expert or expert meetings to get an agreement on a problem at hand.

2) Workshop / Symposium

Understanding Workshop / symposium is one of the kinds of discussions

held to discuss about the infrastructure of a problem or subject matter.

Symposium will be effective if:

1) To express different aspects of a particular topic.

2) If the group of participants or audiences in large numbers.

3) If the group requires concise skills.

4) If there is a qualified speaker that is an expert in the field under discussion.

Strengths and weaknesses :

➢ Advantages:

1) Can be used on small or large groups.

2) Able to put forward information in large quantities and short.

3) A change of speaker that can add variety and highlight of the aspects that make the trial more interesting.

4) Can be planned well in advance.

➢ Weaknesses:

1) Lack of creativity and spontaneity, this is because the buffer or the discussant has been determined.

2) Less interaction between groups.

3) More emphasis on the subject.

4) More formal feel.

5) Personality of the speaker can be more emphasis to the material.

6) It is difficult to set the time.

7) Generally limit the opinion of the speaker.

8) Need more careful planning beforehand.

9) Tends to be overused.

For example: a meeting held to hear the opinions of experts on a problem in the field.

➢ Panel discussion

The definition of panel discussion is a discussion that is used to broaden the horizons of a problem that is warm and involves some experts who discipline science or profession to act as a speaker or author. Moderators can ask the panelists directly to dig their opinions. Discussion participants will be given the opportunity to ask questions, respond to, or dispute the opinion of the panelist that finally the moderator discussions can convey the main points of the discussion.

Panel discussions will be effective if:

1) Can to express different opinions.

2) Want to give a stimulus to the listener because there is a problem to be solved.

3) There is a panelist who can qualify.

4) The discussion is too broad to be discussed in a group.

5) Want to invite listeners to see "deeper" but do not want a verbal response.

6) There is a capable moderator and can to master all aspects and issues being discussed.

Strengths and weaknesses :

➢ Excess:

1) Can arouse the mind.

2) Can express different views.

3) Encourage deeper analysis.

➢ 4) Can use the experts to argue and the process of thinking that teach others.

➢ Weaknesses:

1) Easily get lost if an unskilled moderator.

2) More allows the panelist to be able to talk too much.

3) It does not allow the participants or the audience to speak.

4) More likely to be a short speech series in the event.

5) Requires careful preparation.

For example: a discussion organized by a group of people to discuss a topic of common concern to the participants, spectators (TV broadcasters) or listeners (radio broadcasts).

E. Expression Ask or Given Opinion

Opinion is including the words of opinion and argument/ reasons. Opinion dialogue is a dialog consists of two persons or more who have opinion each other's. It can use the expressions, such as in my opinion, in my view, I think etc. Argument dialogue is a dialog that states the arguments or reasons. It can use the words such as first, second etc. for arranging arguments.[20]

Asking opinion :

Formal :

➢ Have you got any comments on …..?

➢ Do you have any idea?

➢ Do you have any opinion on ……?

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[20]https://nurinuryani.wordpress.com/expressions/expressions-ii-senior-high-school-grade-xi/asking-giving-opinion/

- ➢ Would you give me your opinion on……….?
- ➢ What is your reaction to ……?
- ➢ What is your opinion about……….?
- ➢ What are you feeling about………….?
- ➢ What are your views on……….?
- ➢ Please give me your frank opinion?

Informal

- ➢ What do you think of…….?
- ➢ What do you think about………?
- ➢ What is your opinion?
- ➢ Why do they behave like that?
- ➢ Do you think it's going?
- ➢ How do you like?
- ➢ How was the trip?
- ➢ How do you think of Rena'sidea ?
- ➢ How do you feel about this diction?

Giving Opinion Formal :

- ➢ Personally believe …..
- ➢ Personally consider ….
- ➢ Personally think /feel ….
- ➢ Hold the opinion ….
- ➢ My own view of the matter is ……
- ➢ Well, personally …….

➢ If I had my view, I would …..

Informal

➢ I think I like it.

➢ Don't think I care for it.

➢ Think its good/nice/terrific……..

➢ Think that awful/not nice/terrible………

➢ Don't think much of it.

➢ Think that……..

➢ In my opinion, I would rather……….

➢ In my case …..

➢ What I'm more concerned with ….

➢ What I have in my mind is………

➢ The way I see is that…………

➢ No everyone will agree with me, but ….

➢ To my mind …..

➢ From my point of view ….

➢ If you ask me, I feel ….

➢ Absolutely ………

F. Conceptual Framework

speaking is to say that communicative is the exchange between people, knowledge, information, ideas, opinions, feelings so that should be a concept idea and follow, from what they will say, or can be called as a communication act through speaking generally appear in phase of interaction and agreement as part of a dialogue or rather a verbal exchange. There are several develop students' motivation to speech, one of them by using time token method.

Based on the statements above the researcher focuses on improving students' speaking skill by using time token method. Learning to discuss using time token method can make the students dominates a discussion group and can make the students speak even though within a specified time. In this research, the students' will be given pre-test by the researcher to know their basic ability on speaking before giving the treatment. After know students' basic ability in speaking, the researcher will be given some treatments as a process of learning speaking by using time token method. this process is expected to give improvement to the students' knowledge. After concluding both items, the researcher come to the last item namely giving post-test to know whether any significance developments to the students or the output after giving treatments.

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┌─────────────────────────────────┐
│    STUDENTS OF SMAN 5 LUWU       │
└─────────────────────────────────┘
                 ↓
┌─────────────────────────────────┐
│  TEACHING BY USING TIME TOKEN    │
│  METHOD                          │
└─────────────────────────────────┘
                 ↓
┌─────────────────────────────────┐
│  IMPROVING STUDENTS SPEAKING SKILL │
└─────────────────────────────────┘
      ↓         ↓         ↓        ↓
```

| Develop social skills | Positive dependence | Face to face interaction | Skill for interpersonal |
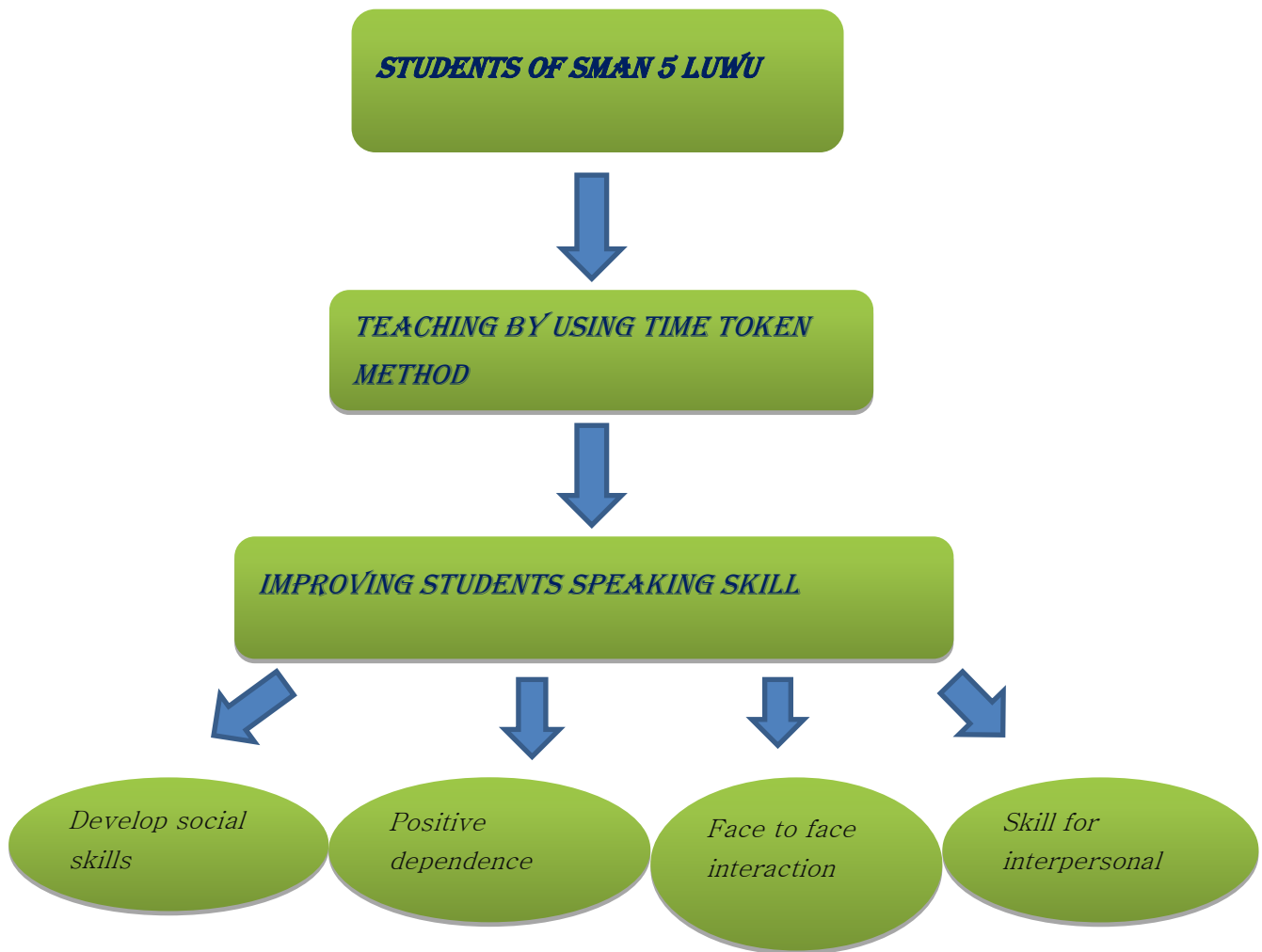
G. Hypothesis

There were to hypothesis of this research , they are :

- H_O ; There are no significant developments on the students' speaking skill at the second year students of SMAN 5 Luwu.

- H_I ; There is significant developments on students' speaking skill at the second year students'of SMAN 5 Luwu by using time token method.

CHAPTER III

METHOD OF THE RESEARCH

This chapter discusses about research design, instrument of the research and procedure of collecting data.
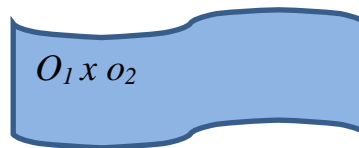
A. Method and Design

1. Method

This research applied a pre-experimental method aims to find out whether by dialect imitation to improve the students speaking skill.

2. Design

The method that used in this research was pre-experimental research method. The formula as follow:

$$O_1 \, x \, o_2$$

Where

O_1 = Pre-test

$\times$ = Treatment

O_2 = Post-test

B. Population and Sample

1. Population

In this case, the population is all of class XI of the students of SMAN 5 Luwu, there were 3 classes the total number of the 90 students'. eeach class consist of 30 studenets.

2.Sample

The researcher use purposive sampling technique. It chose XI IPS_1 class as sample. Since all of the students' at IPS_1. The class XI IPS_1 chosen because there is suitable the purpose of the researcher, the number of the sample is 25 students'.

C. Variables

the variable of research include dependent and independent variables.

1. Dependent variable , there are two variables:

   a) Students speaking throught time token method.

   b) The students interest throught time token method.

2. Independent Variable

The dependent variable is time token method.

D. Operational Definition of Variable

time token is learning method that aims to allow each member of the discussion group had the opportuning to contribute in delivery their opinions and listen to the views and ideas of other members.this method has model has a teaching social skill, as well as to avoid the students dominate the conversation of silence the student at all.

E. Instrument of the Research

In conducting this research, the researcher used some instrument in collecting data during the process of the research those instruments are:

1. Test   : In this case research used oral test to make sure and to find out students' speaking skill in the pre-test, treatment, and post-test by using explanation test.

a. Pre-test

   For the pre-test researcher ask students':

   ➢ Please explain "how does rain happen"?

   Example:

The phenomenon of rain is actually a water circle. The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. The water vapor then rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow until they are heavy and fall to the earth.

When the droplets fall to the earth, it is called rain. The rain can be in the form of water or snow. However, not all rain reaches the surface. Some evaporates while falling through dry air. This is called Virgo, a phenomenon which is often seen in hot, dry desert regions.

   ➢ characteristics to assess the best answer are:

   1) Students are able to explain in detail about how the rain happened

   2) Students are able to provide examples of various types of rain

      b. Post-test

To know that students' improve speaking researcher does post-test. On post-test students are asked by the researcher to explain the material presented by their own group

F. Procedur of Collecting Data

1. **Pre-Test**

    For now about students 'speaking ability. Researcher will be give pre-text to students' the pre-test is students will answer question from researcher about "how does rain happen"?

2. **Treatment**

➢ First treatment,

1. Researcher divided students into 5 groups. Each group consists of 5 students.

2. Researcher explain about time token method and time token card

3. Researcher gives each student's time token card.

4. Researcher explain about how to expression ask or given opinion.

5. Researcher asks every group to discussion the topic about "advantages and disadvantage of the internet.

6. Every group will presentation they discussion result after finished they discussion group open a session to ask or give them opinion for each group.

7. Leader group written the time speak students on students time token card whose ask or give opinion (to know the time leader use stopwatch).

➢ Second treatment,

1. Researcher asked students to discussion about "the impact of juvenile delinquency".

2. Researcher asked students' to presentation their discussion after finish their presentation group opened session ask or give opinion for each group.

3. Leader group written the time speak students' on students' time token card whose ask or give opinion.

4. Researcher asked students' to return their time token card if they have limit 1 minute to speak. Student who has reached that limit time can't ask or give opinion anymore and student who have not time limit will ask or give opinions again.

➢ Third treatment,

1. Researcher asked students to discussion about "the effects of consuming drugs".

2. Researcher asked students' to presentation their discussion after finish their presentation group opened session ask or give opinion for each group.

3. Leader group written the time speak students' on students' time token card whose ask or give opinion.

4. Researcher asked students' to return their time token card if they have limit 1 minute to speak. Student who has reached that limit time can't ask or give opinion anymore and student who have not time limit will ask or give opinions again.

> ➢ Last treatment,

1. Researcher asked students to discussion about "the impact of blue light for eyes".

2. Researcher asked students' to presentation their discussion after finish their presentation group opened session ask or give opinion for each group.

3. Leader group written the time speak students' on students' time token card whose ask or give opinion.

4. Researcher asked students' to return their time token card. If they reached of have not reached the time limit.

3. Post-test

After doing treatments, the researcher will give post-test to the students' to find out educational time token method is effective to upgrade the students' skill at second year students' of SMAN 5 Luwu. On this post-test researcher ask students' to explain some of the topic that their had discussion in indiviual basic.

G. Technique of Data Analysis

The scoring of the test can range from an impression mark to mark arrive at one the basis of a fairly detailed marking scheme (showing accurary of pronunciation, grammar , vacabulary ,appropriacy, fluency and case of speech). The following marking scheme using a 6 point scale) as follows:

Classification	Rating	Accuracy
Excellent	6	Pronunciation is only very slighty influenced by the mother tongue. Two or three minor grammatic or lexical.
Very good	5	Pronunciation is slighty influenced by mother. A few minor grammatical and lexicel errors but most

		utterances are correct.
Good	*4*	*Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.*
Average	*3*	*Pronunciation is influenced by the mother tougue but only a few serious phonological and lexical error, some of which causes confusion.*
Poor	*2*	*Pronunciation is influenced by the mother tougue wiht error causing a breakdown in commmunication. Many basic and grammatical error.*
Very poor	*1*	*Serious pronunciation error as well aas many basic grammatical and lexical errors. No evidence of having masterd any of the language skill and areas practiced in the course.*

	Rating	*Fluency*
Excellent	*6*	*Speaker without to great and effort wihta fairly wide range of expression. Searchers for words occasionally but not only one of two unnatural pauses.*
Very good	*5*	*Has be has made an effort and search for words. Nevertheless smooth delivery on the whole and only a few unnatural pauses.*
Good	*4*	*Although he has made an effort and search for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeds in conveying the general meaning. Fair range expression*
Average	*3*	*Has to meke an effort for much of the time. Often has to searchfor the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.*
Poor	*2*	*Long pauses while resaerher for the desired meaning. Frequently fragment and halting delivery and framentary. Range expression.*
Very poor	*1*	*Full of long unnatural pauses.very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expreeion.*

	Rating	*Comprehensibility*
Excellent	*6*	*Easy for listener to understand the spaeker intention and general meaning. Very few interruptions of clarification required.*

Very good	*5*	*The speaker intention and general meaning are fairy clear. A few interruptions by the listeners for the sake of clarifications are necessary.*
Good	*4*	*most of the speaker saysin easy to follow, his*
Average	*3*	*The listener can understand a lot of what is said, but he must constantly seek clarification.cannot understand many of the spaeker more complex or longer sentence.*
Poor	*2*	*Only small bits can be understand and than wiht considderable effort by someone who is used to listening to the speaker.*
Very poor	*1*	*Haldly anything of what is said can be understood.[21]*

Beside on technical of scoring thought seven scales above, the reseacher also makes rating classification to measure the students speaking ability. The following is rating scale classification:[22]

Classification	*Scale*	*Rating*
Excellent	*86-100*	*6*
Very good	*71-85*	*5*
Good	*56-70*	*4*
Fairly good	*41-55*	*3*
Poor	*26-40*	*2*
Very poor	*25*	*1*

Looking for mean score and standard deviation the researcher use SPSS 21. Criteria of hypothesis acceptability.[23]

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[21]J.B Heaton, *writing English Lenguage Test,* ed. 1:New year inc, 1998, p. 100

[22]Daryanto, Evaluasi Pendidikan, Jakarta PT:Rineka cipta,2007' P 211.

[23]Suharsimi Ariunto, *prosedur penelitian ,(cet .R Cipta, 1997), p, 156*

$t_{o \geq t_t}$:Reject null hypothesis

$t_{o < t_t}$:Receive null hypothesis

Using the formula bellow:

$$P = \frac{F}{N} \times 100$$

Where;

P   = The percentage from the students' respond

F   = the frequency

N   =Number of students'.[24]

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[24]Nurmin Maulana. S, *developing students' Speaking Skill by Reposting news at the Thidr Semester English Students 'of STAIN PALOPO(unpublished thesis, 2014),p.34.*

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explains about finding and discussion of the data of the research. This chapter describe about result of the research shows of the research the realities and comparing between theory and application in educational institution.

A. Finding of the research

The findings of the research are showed to describe the result of the data that analyzed statistically. It comprised of the students' score in pre-test, and post-test, classification percentage of the students 'score and the standard deviation of the students' pre-test and post-test.

1. The Analysis Students 'Speaking Score in Pre-test and post-test

a. Pre-test

In this section, the research shows the complete score of students' in speaking ability (accuracy, fluency, and comprehensibility) in pre-test, the mean score and standard deviation of students' speaking score in pre-test. The research presents them

Table 4.1
The score of students, speaking skill in pre-test

Respondent	The Score of Students' Speaking Skill in Pre—test			Total
	Accuracy	Fluency	Comprehensibility	
R1	2	2	1	5
R2	3	2	1	6
R3	1	2	1	4
R4	2	1	2	5
R5	2	2	2	6
R6	2	3	2	7
R7	1	3	2	6
R8	2	2	2	6
R9	2	2	1	5
R10	3	1	2	6
R11	2	2	2	6
R12	3	3	2	8
R13	2	3	3	8
R14	4	2	2	8
R15	3	1	2	6
R16	2	1	2	5
R17	3	2	1	6
R18	4	2	2	8
R19	2	2	2	6
R20	2	1	2	5
R21	3	2	1	6
R22	2	2	2	6
R23	1	2	1	5
R24	1	1	2	4
R25	2	1	1	4

N=25				*165*

Speaking skill is consists of three aspects, there are accuracy, fluency and comprehensibility. So in the section, the researcher would present and tabulates the mean score of the students' speaking ability one by one the following table.

1. Accuracy
Table 4.2
The score of students' accuracy in pre-test

Respondents	*Accuracy*
R1	*2*
R2	*3*
R3	*1*
R4	*2*
R5	*2*
R6	*2*
R7	*1*
R8	*2*
R9	*2*
R10	*3*
R11	*2*
R12	*3*
R13	*2*
R14	*4*
R15	*3*
R16	*2*
R17	*3*
R18	*4*
R19	*2*

R20	*2*
R21	*3*
R22	*2*
R23	*1*
R24	*1*
R25	*2*

For looking in the mean score of students' accuracy in the pre-test, the researcher calculates it by using SPSS21. The result was presents into descriptive statistic table as follow:

Table 4.3
The mean score of students'accurancy in pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	1.00	4.00	2.2800	.79162
Valid N (list wise)	25				

From the table 4.3, it shows that highest score of students were 4 and the lowest score was 1. Besides, it also indicates that the mean score of students' accuracy in the pre-test were 2.28 and the standard deviation was 0,791.

In other side, the researcher also had written the students 'score of accuracy before give treatment by using time token method and it presents through the table rate percentage scores. The table is shows as follow:

Table 4.4
The Rate Percentage Score of Students' Accuracy in pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	-
Very good	71-84	5	-	-
Good	56-70	4	2	8%
Average	41-55	3	6	24%
Poor	26-40	2	14	56%
Very poor	<25	1	3	12%
			25	100%

Based on the table 4.4 that indicates the students' score in accuracyof pre-test. It shows there none students' got excellent (0%) and very good (0%). Besides, there were 2 students' (8%) who got good and there were 6 (24%) who got average. There were 14(56%) who got poor and the last there were 3 (12%) who got very poor. Its means that the students speaking are low.

2. Fluency

Table 4.5
The sore of students' fluency in pre-test

Respondents	Fluency
R1	2
R2	2
R3	2
R4	1
R5	2
R6	3
R7	3
R8	2
R9	2

R10	1
R11	2
R12	3
R13	3
R14	2
R15	1
R16	1
R17	2
R18	2
R19	2
R20	1
R21	2
R22	2
R23	2
R24	1
R25	1

Looking in the mean score of students' accuracy in the pre-test, the researcher calculates it by using SPSS21. The result was presents into descriptive statistic table as follow:

Table 4.6
The Rate Percentage Score of Students' Accuracy in pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	1.00	3.00	1.8800	.66583
Valid N (list wise)	25				

The table shows that highest score of students were 3 and the lowest score was 1. Besides, it also indicates that the mean score of students' accuracy in the pre-test were 1.880 and the standard deviation was 0,665.

In other side, the researcher also had written the students 'score of accuracy before give treatment by using time token method and it presents through the table rate percentage scores. The table is shows as follow:

Table 4.7
The Rate Percentage Score of Students' fluency in pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	
Very good	71-84	5	-	
Good	56-70	4	-	
Average	41-55	3	4	16%
Poor	26-40	2	14	56%
Very poor	<25	1	7	28%
			25	100%

The table that indicates the students' score in fluency of pre-test. It shows that there was none of students of students got excellent (0%) and very good (0%). Besides, there were no students got good and there were 4(16%) students who get average. There were 14(56%) who got poor and the last there were 7(28%) students who got very poor.

3. comprehensibility

Table 4.8
The score of students 'Comprehensibility in pre-test

Respondents	Comprehensibility
R1	1
R2	1
R3	1
R4	2
R5	2
R6	2
R7	2
R8	2
R9	1
R10	2
R11	2
R12	2
R13	3
R14	2
R15	2
R16	2
R17	1
R18	2
R19	2
R20	2
R21	1
R22	2
R23	1
R24	2
R25	1

For looking in the mean score of students' accuracy in the pre-test, the researcher calculates it by using SPSS21. There suit was presents into descriptive statistic table as follow:

Table 4.9
The mean score of students' Comprehensibility in pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	1.00	3.00	1.7200	.54160
Valid N (list wise)	25				

From the table 4.9, it shows that highest score of students were 3 and the lowest score was 1. Besides, it also indicates that the mean score of students' accuracy in the pre-test were 1.72 and the standard deviation was 0,541.

In other side, the researcher also had written the students 'score of accuracy before give treatment by using time token method and it presents through the table rate percentage scores. The table are shows as follow:

Table 4.10
The Rate Percentage Score of Students' Accuracy in pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	-
Very good	71-84	5	-	-
Good	56-70	4	-	-
Average	41-55	3	1	4%
Poor	26-40	2	16	64%
Very poor	<25	1	8	32%
			25	100%

The table 4.10 that indicates that the students' score in comprehensibility of the pre-test. The table shows that there was none of the students (0%) got excellent, very good and good. Besides, there were 1(44%) who got average 11(64%) students' got poor and 8(32%) got very poor.

The data shows that to many student 'good poor and very poor on pre-test , it can be concluded that most students still had lowest to speak. To improve student speaking researcher doing treatment after pre-test. After doing treatment researcher doing post-test to know that time token can improve students' speaking skill.

   b. Post-test

In this area, the researcher made the rate percentage of students' score speaking ability in post-test. The result of students, score in post-test were presented in the table. The complete of the students' score speaking ability of accuracy, fluency, and comprehensibility in post-test were table as follow.

Table 4.11
The score of students, speaking skill in post-test

Respondent	The Score of Students' Speaking Skill in Post-test			Total
	Accuracy	Fluency	Comprehensibility	
R1	3	4	3	10
R2	3	3	3	9
R3	3	3	4	10
R4	3	3	3	9
R5	4	4	4	12
R6	4	4	3	11
R7	3	4	4	11

R8	4	3	3	10
R9	4	4	5	13
R10	4	4	4	12
R11	4	4	5	9
R12	4	4	5	13
R13	4	4	5	13
R14	3	4	3	10
R15	3	4	5	12
R16	4	4	5	13
R17	5	4	5	14
R18	4	4	4	12
R19	3	4	5	12
R20	3	4	5	12
R21	4	3	3	10
R22	4	3	3	10
R23	3	4	4	11
R24	3	4	4	11
R25	3	4	4	11
N=25				242

In the other, the researcher had classified based on English speaking assessments that consisted of accuracy, fluency, comprehensibility and it was presented though the table distribution frequency and percentage. It shows as follow:

1. Accuracy

Table 4.12
The score of students' accuracy in post-test

Respondents	Accuracy
R1	3
R2	3
R3	3
R4	3
R5	4
R6	4
R7	3
R8	4
R9	4
R10	4
R11	4
R12	4
R13	4
R14	3
R15	3
R16	4
R17	5
R18	4
R19	3
R20	3
R21	4
R22	4
R23	3
R24	3
R25	3

For looking in the mean score of students' accuracy in the pre-test, the researcher calculates it by using SPSS21. The result was presents into descriptive statistic table as follow:

Table 4.13
The Mean Score Of Students' Accuracy In Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	25	3.00	5.00	3.5600	.65064
Valid N (list wise)	25				

From the table 4.13, it shows that highest score of students were 5 and the lowest score was 3. Besides, it also indicates that the mean score of students' accuracy in the post-test were 3.56 and the standard deviation was 0,650.

In other side, the researcher also had written the students 'score of accuracy before give treatment by using time token method and it presents through the table rate percentage scores. The table is shows as follow:

Table 4.14
The Rate Percentage Score of Students' Accuracy in post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	-
Very good	71-84	5	1	4%
Good	56-70	4	12	48%
Average	41-55	3	12	48%
Poor	26-40	2	-	-

Very poor	<25	1	-	-
			25	100%

Based on the above, the percentage of students, accuracy score post-test indicates that there was none of the students (0%) got excellent. Besides, it also shows that there was 12(4%) good very good and there was 12(48%) of students got good. there were none students got poor and very poor. It means students speaking was upgrading after treatment.

2. Fluency

Table 4.15
The sore of students' fluency in post-test

Respondents	Fluency
R1	4
R2	3
R3	3
R4	3
R5	4
R6	4
R7	4
R8	3
R9	4
R10	4
R11	4
R12	4
R13	4
R14	4
R15	4
R16	4
R17	4

R18	*4*
R19	*4*
R20	*4*
R21	*3*
R22	*3*
R23	*4*
R24	*4*
R25	*4*

Looking in the mean score of students' accuracy in the pre-test, the researcher calculates it by using SPSS21. The result was presents into descriptive statistic table as follow:

Table 4.16
The Mean Score of Students 'Fluency in Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	25	3.00	4.00	3.7500	.43589
Valid N (list wise)	25				

The table shows that highest score of students were 4 and the lowest score was 3. Besides, it also indicates that the mean score of students' accuracy in the pre-test were 3.75 and the standard deviation was 0,435.

In other side, the researcher also had written the students 'score of accuracy before give treatment by using time token method and it presents through the table rate percentage scores. The table is shows as follow:

Table 4.17
The Rate Percentage Score of Students' fluency in post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	-
Very good	71-84	5	-	-
Good	56-70	4	19	76%
Average	41-55	3	6	24%
Poor	26-40	2	-	-
Very poor	<25	1	-	-
			25	100%

Based on table, the percentage of student fluency score in post-test indicates that there was none student got excellent and very good. Then there were 19(76%) students good and 6(24%) students got average. The last it shows that was none student got poor and very poor it means students speaking was upgrading after treatment

3. comprehensibility

Table 4.8
The score of students' Comprehensibility in post-test

Respondents	Comprehensibility
R1	3
R2	3
R3	4
R4	3
R5	4
R6	3
R7	4
R8	3
R9	5
R10	4
R11	5
R12	5
R13	5
R14	3
R15	5
R16	5
R17	5
R18	4
R19	5
R20	5
R21	3
R22	3
R23	4
R24	4
R25	4

For looking in the mean score of students' accuracy in the pre-test, the researcher calculates it by using SPSS21. The result was presents into descriptive statistic table as follow:

Table 4.19
The mean score of students' Comprehensibility in post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	3.00	5.00	4.0400	.84063
Valid N (list wise)	25				

From the table 4.19, it shows that highest score of students were 5 and the lowest score was 3. Besides, it also indicates that the mean score of students' accuracy in the pre-test were 4.04 and the standard deviation was 0,840.

In other side, the researcher also had written the students 'score of accuracy before give treatment by using time token method and it presents through the table rate percentage scores. The table is shows as follow:

Table 4.20
The Rate Percentage Score of Students' Comprehensibility in pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	-
Very good	71-84	5	9	-
Good	56-70	4	8	44%
Average	41-55	3	8	40%
Poor	26-40	2	-	12%
Very poor	<25	1	-	-
			25	100%

The table 4.10 that indicates that the students' score in comprehensibility of the post-test. The table shows that there was none of the students (0%) got excellent. But there were 9(36%) students got very good and 8 students got good, besides, there were 8 students good average none students' got poor or very poor. It mean the time token can improve students speaking no more student got poor or very poor like doing pre-test.

Besides showing about the mean score mean each subject of speaking skill (accuracy, fluency and comprehensibility) one by one, this researcher also would present the total mean and the standard deviation of pre-test and post-test, and then compare both of them. The result presents into descriptive statistic table as follows:

Table 4.21
The Mean Score and Standard Deviation of Pre-test and Post-test
Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	25	4.00	8.00	147.00	5.8800	.24028	1.20139
Posttest	25	9.00	14.00	280.00	11.2000	.28284	1.41421
Valid N (list wise)	23						

The table 4.21 indicates that the standard deviations in pre-test were 1.20 and in post-test 1.41. It also shows that mean score of the students' in pre-test is 5.88 and the mean score of the students' in post-test were 11.20 the result on the table shows that mean score of the post-test was higher than the mean score of students' pre-test. It concludes that using time token method to improve student speaking is effective in teaching.

To know the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of the research, the researcher used test analysis and calculates it by using SPSS21. The result could be shows in the table of paired sample statistic. Paired sample corrections, and paired sample test. It presents in following tables:

Table 4.22
The Paired Samples Statistic of Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	11.2174	23	1.47576	.30772
	Pretest	5.9130	23	1.23998	.25855

This table 4.22 sample statistic of pre-test and post-test above indicates that value of standard deviation in pre-test are 1.23 and 1.47 in post-test. Besides, the standard deviation error in pre-test was 0.25 and in post-test was 0.30. the table above also shows that mean score in pre-test were 5.91 and in post-test were 11.21.

Table 4.23
The Paired Sample Correlation of pre-test and post-test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	posttest & pretest	23	.284	.189

The table 4.23 paired samples correction of pre-test and post-test above presented the correlation of the students' ability before and after treatment was 0.28. it means that was significant correlation of student's ability in teaching speaking by using time token before and after treatment.

Table 4.24
The Paired Sample Test of Pre-Test and Post-Test
Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	posttest – pretest	5.30435	1.63581	.34109	4.59697	6.01173	15.551	22	.000

From the table sample test, the researcher got the data that t_o(concluded) = 15,551 and df (degree of freedom) = 22. According to the to the M.subana the value of t_t value of t_t is 2.074[25]. The standard of signification 00.5 with degree of freedom (df) is 22. Based on the result, the researcher concluded that t_0 (t_{count}) is higher than t_t(t_{table}), $t_0 > t_t$

$$15,551 > 2.074$$

Related to the result that ($t_0 > t_t$) the t_{count} is higher than t_{table}. It is concluded that there is a significant different in teaching reading before and after trough Time Token method . Because of that the researcher belives that the Time Token can improve students speaking skill of SMAN 5 Luwu.

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[25].M. Subana, et.al.,Sttistik Pendidikan. (cet. 1: Bandung : CV Pustaka setia, 2000)

For more crearly, it shows in the following table:

Table 4.25
Distribution of t (M. Subana)

Df	P (Level of Significance One Tailed Test)
	0.01	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.221
13	1.771	2.160	3.012	4.318
14	1.761	2.143	2.977	4.221
15	1.753	2.131	2.947	4.410
16	1.746	2.120	2.921	4.140
17	1.740	2.110	2.989	4.073
18	1.734	2.101	2.878	4.015
19	1.734	2.093	2.861	3.883
20	1.729	2.086	2.856	3.850
21	1.752	2.080	2.831	3.819
22	1.721	**2.074**	2.819	3.792
23	1.717	2.069	2.807	3.767
24	1.714	2.064	2.797	3.745
25	1.711	2.060	2.787	3.725

26	1.708	2.056	2.779	3.707
27	1.706	2.052	2.771	3.690
28	1.703	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.670	2.042	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373

B. Discussion

Based on the result of data analysis, the researcher find out that the us time token method to improve students speaking skill of SMAN 5 Luwu is effective. Where t_o is higher than t_t than t_t is 15,551> 2.074. It concluded that there is significant different in teaching speaking before and after Time Token Method.

The significant difference between experimental class from the score of students' of pre-test and post-test. The experimental class had the significant different improved after giving treatment, which was use Time Token method. The score in post-test was higher than in pre-test, where score in post-test is 11.20 and score in pre-test is 5.88.

The learning model Time Tokenis a learning model that aims to allow each member of the discussion group had the opportunity to contribute in delivering their opinions and listen to the views and ideas of other members. This model has a teaching structure that is well suited for

teachingsocial skills, as well as to avoid the students dominate the conversation or

silence the student at all.

Selection of appropriate materials for learning model Time Token is a material that is more emphasis on the delivery of student opinion in the

course of learning. This is because this model is more emphasis on students' activeness in expressing his opinion on an issue that appears.

By this principle that teacher should have a method how to make it happen. Using time token method can make students' speaking so no more students didn't speak because they have to limit the time to speak. Speaking test are :

a) pre-test

> Respondent 12 (R12)

Researcher   : what is your name ?

Respondent   : *em..my name is e...riska*

Researcher   : ok riska, how does rain happen ?.

Respondent   : *rain happen when the hot water in apa nh....river dan ocien emm..that cousen the evaport in the cloud it is no able to hmm... accomdate the water then there was rain.*

Criteria of score component:

1) Accury(3)   :pronounciation is influenced by the mother tougue but only a few serious phonological and lexical error, someof which causes confusion.

2) Fluency(3)   : has to make an effort for mushof the time. Often has to searcher for the desired meaning. Range of expression often limited. Example respondent say "emm" or "hmm".

3) Comprehensibility(2) : long pauses while researcher for the desiredmeaning. Frequently fragment and halting.delivery and framentary. Range expression.

➢ Respondent 14 (R14)

Researcher : what is your name ?.

Respondent: *my name is ramlah*

Resercher   : Ramlah, how does rain happen ?

Respondent : *first, the hot water of the sun evaporation of the earth....em second, formed clauds of water vapor rising from the earth tried, winds make into big clouds. Last,more and more clouds turn into gray, so the rain fell.*

Criteria of score component:

1) Accurancy   : pronunciation still moderately influenced by the mother tougue but no serious phonological errors. A few grammatical and lexical

errors but only one or two major errors causing confusion.

2) Fluency(2)   :Long pauses while resaerher for the desired meaning. Frequently fragment and halting delivery and framentary. Range expression.

3) Comprehensibility(2): Only small bits   can be understand and than wiht considderable effort by someone who is used to listening to the speaker.

b) post-test

Respondents18 (R18)

Researcher : based on material that already discussed please explain

one of them ?

respondents : *i will expain about the impict of bluelight for   eyes......disturl*

1) Accuracy(4)   : Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.

2) Fluency(4)   : Although he has made an effort and search for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeds in conveying the general meaning. Fair range expression

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents about conclusions and some suggestions related to the findings and the application of the research.

A. Conclusion

The result of this researcher shows that the used of Time Token is effective in improving students' speaking skill at the second year students' of SMAN 5 Luwu.

It was proved t_o (t_{count}) is hinger than t_{at} (t_{table}), $t_o > t_{at}$, 15,551 > 2,047. It mean $H_0 < H_1$ hypothesis null reject, there was a singnificant difference between students' improvement before and after giving treatment.

B. Suggestions

Successful in teaching did not depend on the lesson program only, but more important were how the teacher presented the lesson and using various methods to manage the class more lively and enjoyable. The method also helped the teacher and lecturer, and giving much opportunity for students to be active in teaching learning process. Regarding to the teaching speaking by using Time Token method, the researcher gave some suggestion for the teacher and the students as follow:

1)   For the lectures, teachers, and the next researcher that want to use using Time Token method in teaching speaking the teacher has to prepare discussion topic. So the students can enjoy practice speaking and the students will speak more because they have get motivation that is given by teacher.

2) Suggestion for the students, the students must have spirit to learning English, they should still be more active to speak in class and should have braveness to express their ideas and do not be shy or afraid to make grammatical error in speaking because they know to have a good speaking they have to always practice. Besides that, students have to bring English dictionary in every meeting.

Finally, the researcher realized that this thesis was far from being perfect and because of that; constructive critics and advice was really expected for the perfection of the thesis. The researcher hoped that the result of this research could be useful for the readers. It was hoped that the readers have more information about using Time Token method. This research could be one of the references for the next researcher activities to improve students speaking skills.

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