

**IMPROVING SPEAKING SKILL BY USING TIME TOKEN ARREND'S
STRATEGY FOR TEENAGERS AT KARETAN**

A Thesis

*Submitted to fulfil one of the requirements to obtain an S.Pd. Degree in English
Language Education Study Program of the Faculty of Education and Teacher
Training of the State Islamic Institute of Palopo*



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By
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
2020**

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STRATEGY FOR TEENAGERS AT KARETAN**



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Thesis

*Submitted as Part of the Requirements for S.Pd. Degree in English Language
Education Study Program*

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2020


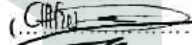


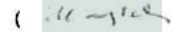
THESIS APPROVAL

This thesis entitled **“Improving Speaking Skill By Using Time Token Arrends Strategy For Teenagers At Karetan”** Which is Written by **Rosmiati** , **Reg. Number. 16.0202.0055**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Friday, 04th of December 2020 M**, coincided with **19th Rabi’ul Akhir 1442 H**, it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

Friday, 04th of December 2020

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This thesis is so far from being perfect, so the researcher invites criticisms and comments for this thesis. However, the researcher hopes that this thesis will be a reference and used for the improvement of English teaching and learning.

Palopo, September 2020



ROSMIATI

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ABSTRACT

Rosmiati, 2020, "Improving Speaking Skill By Using Time Token Arrends Strategy For Teenagers at Karetan". A Thesis. English Education Study Program Department in The State Islamic Institute (IAIN) Palopo. Supervised By: (I) Dr. Masruddin S.S., M.Hum And (II) Dr. Magfirah Thayyib, M.Hum.

One of the most important skills in learning English is speaking. The purpose of this study was to test whether the use of Time Token Arrends is effective in teaching speaking skills for teenagers at Karetan. Time Token Arrends is a strategy that can be used to teach speaking.

In this study and the researcher took eight beginner students from high school consisting of grades one and two as samples of all the teenagers as the population in Karetan. By using a pre-experimental research method and using a one group pre-test and post-test design.

The researcher obtained a score of three elements in teaching speaking skills during the research process; accuracy, fluency, and completeness by using tests, namely pre-test and post-test. In addition, researchers used pre-test and post-test to determine by using timing, student reactions and the ability to learn to communicate. The results of data analysis showed that the average post-test score (64.37) and the pre-test score (50.37). Therefore, it can be claimed that using time token arrends to improve the speaking skills of adolescents in Karetan can be improved by regulation. Most students are engaged, entertaining, and interested in learning to speak.

Key words: Speaking Skill, Time Token Arrends, Pre-Experimental.

CHAPTER I

INTRODUCTION

A. Background

In our life language is very important to us, and its function is for communication. Speaking is one skill in the language. It happens between two people, two groups, or even more. In learning to speak, many of the students find it difficult to say something and then lack of confidence.

Speaking skill is essential for success, but certainly not limited to one's professional aspirations. Many individuals are deadly afraid of public speaking; others are unable to form ideas into sentences and then convey those words in a convincing manner. In order for the teaching and learning process to run effectively and efficiently the teacher must be active and creative in designing classrooms and providing motivation to students in teaching speaking skills. Speaking can train students ability to communicate. Many learners are worried if they are going to make a mistake or if the people listening will not understand them.

Teaching speaking for teenagers can be challenging. The teenager is part of life 12 until 19. It is also known as adolescence. Some teenagers are too shy to speak much in class; others never shut up. Getting speaking in English and keeping

Them on task is not always easy, but we can nearly always find a way by experimenting with different techniques and activities.

In the pre-research, the researcher asked the students what is the difficulty to learn English especially for speaking skill, the students answered that their problem to speak English because of a lack of confidence, shy and to be silent. When they are asked about the result, they often experience a communication error. This pre-research is conducted in the classroom before the researcher shows the pre-test activity.

From the above problems, the researcher offers a solution in the form of a strategy to improve students' speaking abilities. One of the components that are important in learning and teaching speaking process is strategy. So, the students can understand the material quickly and enjoy the learning activities. According to him, teaching using this technique is very helpful to encourage students to speak English in general.

According to Arrends (2009:384) Time tokens are a strategy that can be applied in circumstances where the teacher gives each student multiple coupons of talk time of less than 30 seconds for each coupon. This strategy can be applied to each student or group to talk even though there are some who do not want to talk because they are embarrassed..

B. Problem Statement

Is the use of Time Token Arrends effective in teaching speaking skill for teenagers at Karetan?

C. The objective of the Research

The objective of the research is to find out whether the use of Time Token Arrends effective in teaching speaking skill for teenagers at Karetan.

D. Significances of the Research

The result of the research is expected to be useful information for the students and the teachers who will use time token strategy. The students also will be more active to speak English in the class using time token arrends. For teachers, can provide about how to get information and teach speaking skills and improve students' speaking skills. The next researcher can use this research as a reference in conducting a study on teaching speaking by using time token arrends.

E. Scope of the Research

The scope of this research is the implementation of Time Token Arrends strategy to improve students speaking ability (accuracy, fluency and comprehensibility) on the small group discussions.

F. Operational definition of Time Token Arrends

Time Token is one of the strategies developed by Arrends in 1998 that emphasizes collaboration and cooperation between students to exchange or overcome data and to solve the problem of dominant students or silent students by using a card in conversation. This strategy will help students achieve their skills and explain their friends' views and scoring activities.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are many kinds of research teaching speaking that have been done by some researchers. They used various methods, games and strategies to teach the student's speaking ability. Some of them are cited briefly below:

1. Rafida, "Improving Student Speaking Skills Using the Time Token Method for Second Year Students at Sman 5 Luwu". According to researchers, this method emphasizes student participation in the learning process because students can provide their views and speak more actively. In this study, using a pre-experimental approach with a sample size of 25 students. With a post-test score of 11.20 and a pre-test score of 5.88.¹
2. Septi Wulandari "The Effectiveness Of Using Time Token Arends (Tta) To Improve Students' Speaking Ability At The Tenth Grade Of Smk Ype Sawunggalih Kutoarjo In The Academic Year Of 2015/2016. The purpose of this research is to find out whether using Time Token Arend is effective or not to improve students speaking ability. In this research the researcher took 34 students of one class as sample. Based on the data of pre-test and post-test,

¹ Rafida, "Improving Students' Speaking Skill By Using Time Token Method At The Second Year Students' of SMAN 5 LUWU" (IAIN PALOPO, 2017).

we can see the result of the mean score of post-test is higher than the mean score of pre-test ($82.18 > 71.88$).²

3. Miftahul Khair “Improving Students’ Speaking Skill through Jigsaw Task at the Eight Grade of SMPN 9 Palopo”. Students taught using jigsaw assignments have better performance than students taught using non-jigsaw assignments is the aim of this study. The results of data analysis from 60 students showed that the mean posttest score of the experimental class (75.53) was higher than the average posttest score of the control class (55.97).³

All researchers are using a different strategies in their researches. According to Rafida, “Improving Students’ Speaking Skill By Using Time Token Method At The Second Year Students’ Of Sman 5 Luwu”. The researcher Uses Time Token Arrends strategy for teaching speaking skill on the discussion group.

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² Septi Wulandari, “*The Effectiveness Of Using Time Token Arends (Tta) To Improve Students ’ Speaking Ability At The Tenth Grade Of Smk Ype Sawunggalih Kutoarjo In The Academic Year Of 2015 / 2016*” (purwerejo Muhammadiyah, 2016).

³ Miftahul Khair, “*Improving Students’ Speaking Skill through Jigsaw Task at the Eight Grade of SMPN 9 Palopo*”(Thesis of IAIN Palopo.2020).” (IAIN PALOPO, 2018).

B. Speaking

1. The Concept of speaking

Speaking is one of the significant skills in English language skills. This counted in productive skills that enable the speaker to express ideas, feelings, or information verbally.⁴ Talking is a communication tool, in providing ideas or information. Byrne "states that (speaking) is a two-way process between speaker and listener". The narrator is expected to be able to provide an overview of the language to the audience or translate the message, in order to create positive goals.⁵

Widdowson said that "an act of communication through speaking is commonly performed in a face to face interaction occur as apart of dialogue or rather forms of verbal exchange". In order for the speaker and listener to appear to understand each other and to be successful in communication, they must know about sound creation, facial muscle movement, and the whole body.⁶

From the above description, Speaking is a skill acquired by practicing, and striving to produce any word little by little, persistently and seriously in order to speak well. In speaking, students are expected to provide ideas, or opinions to each other.

⁴ Jeremy Hammer, *"The Practice of English Language Teaching (England : Longman Group UK Limited, 199).Pp.52-53"* (n.d.).

⁵ Muhammad Muklas, *"Talking Chips Technique to Teach Speaking, STKIP Nurul Huda Sukaraja, Accessed on 21 January 2019, 21.34."* (STKIP Nurul Huda Sukaraja, n.d.).

⁶ H.G Widdowson, *"Teaching Language as Communication. Oxford:Oxford University Press"* (1985).

2. Element of speaking

In the speaking process, the teacher must pay attention to the students' pedagogical abilities because according to Harmer there are four elements that must be considered, namely pronunciation, vocabulary, grammar, and fluency. In order to obtain meaning in the sense of language usage, pronunciation is the development and interpretation of the signature sound of a specific language. Vocabulary implies the proper diction used in speech. Grammar is about how to organize a right word in a debate. Heaton provides the explanation for the students' ability to regulate the structure and discern acceptable grammatical forms from incorrect ones. Also the importance of grammar is to learn the correct way to improve language skills, both orally and in writing. The ability to speak fluently and correctly to meet professional needs can also be described as fluency.⁷

Effective communication according to Nunan is the ability to express the phonological characteristics of language comprehensively, mastery of tension, rhythm, intonation patterns, a reasonable level of fluency, transactional and interpersonal skills, and the ability to take short and long shifts to communicate.

Based on the views of the experts above, it can be inferred that the two statements address the same thing in different ways. But Nunan Indicate that effective communication is about the ability to communicate the phonological language. There are four elements found in speaking, according to Harmer,

⁷ Jeremy. Harmer, *"The Practice of English Language Teaching. Cambridge : Longman."* (2001).

including pronunciation, vocabulary, grammar and fluency. All of these elements are very important because everything is related to each other.

3. Assessment of Speaking

How we can evaluate the speaking abilities of students in the new language is a primary concern for teachers. In certain ways, speaking testing is not as simple as grammar or vocabulary testing.

Louma state that speech testing can be a very important problem in which individuals appear to communicate with native/non-native speakers on the basis of pronunciation.⁸

According to Nunan, the test assessment speaking criteria was developed to design and evaluate based on theory. There are grammar, accuracy, vocabulary, comprehension, fluency, pronunciation, and task.

1. Grammar

To avoid grammatical errors in speaking, as well as correct and accurate use of sentences by students.

2. Vocabulary

Choosing the right vocabulary influences someone in speaking.

3. Comprehension

Understanding what the person is saying will give a good response to a question.

⁸ Sari. Luoma, "Assessing Speaking. Cambridge: Cambri-Dge University Press." (Cambri-dge, 2004).

4. Fluency

Good pronunciation will create a good presentation so that listeners can easily give feedback on what they have heard.

5. Pronunciation

Pronunciation relates to how often we make mistakes, so the speaker needs to understand this.⁹

The standard of learning will increase as learners know and understand these concepts. The purpose of this learning is to foster a sense of mutual responsibility between teachers and students.¹⁰

In short, the conclusion is the assessment of speaking is very important to understand. Assessment of speaking will become important think to listeners because they can accept any information from the speaker and give the feedback to respond to what the speaker says.

C. Time Token Arends

1. Definition of Time Token Arends

Time token Arends is one of strategy cooperative learning approach. This strategy can help students accomplish their ability and display opinion and their friends' scoring mission, enabling students to learn about involvement. When having a conversation with their peers, many learners have difficulty sharing time. We use a group debate in this case; we may find influence of many students and

⁹ Yenny Rahmawati, and Ertin Ertin "Developing Assessment for Speaking," *IJEE (Indonesian Journal of English Education)* 1, no. 2 (2014): 199–210, <https://doi.org/10.15408/ijee.v1i2.1345>.

¹⁰ Arthur Hughes, "Testing for Language Teachers" (Cambridge, 2003).

dominate on the discussion group. Students are given the opportunity to express their opinions, so that no student dominates speaking, is shy, and is silent when learning activities take place.¹¹

There are some people who are dominant when speaking and some who are shy or afraid to express their opinions, and some even don't want to talk at all. In this lesson, the teacher gives a card in the form of a token for each student' where the number on the card is written 30 second of talk time. If the students use the token past the time, the students are no longer allowed to talk and join the discussion.

According to Fatmawati and Haryono, This strategy is aimed at equal group work opportunities, avoiding students dominating or being completely silent, and encouraging students to help each other in small groups. This strategy is very helpful for teachers in teaching speaking to students because, in this strategy, students are required to speak out opinions or their ideas.¹²

2. Steps for Using Time Token Arrends

There are five basic steps in learning time token arrends according to arrends in between as follows:

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¹¹ and Triyanto Septian Kurnianto, RetnoWinarnia, *"The Improvement of Speaking Ability Through the Use of Time Token Arrends and Multimedia,"* (Universitas 11 Maret : Surakarta, 2017).

¹² Widodo Iqbal Renanda Halsyar 1, *"The Effectiveness Of Cooperative Learning Model With Time Token Arrends Type With Respect To Increasing Of Students' Physics Concept Understanding And Communication Skill, International Conference On Mathematics, Science, And Education, Icmse"* (2015).

a). Preparation

The teacher enters the class and then the class leader invites all students to pray. Next, the teacher asks how he is while checking student absences. After that, the teacher divides the students into groups and then gives a coupon to each student where the coupon contains the number of times that will be used in speaking.

b). The objective target

The student should be prepared to recognize the subject of their presentation from the instructor and begin looking for the material.¹³

c). Opening and explanation of the meaning of problems

The real essence of this process is the participation of participants by physical, mental and emotional involvement. In this term, students are evaluated by asking and reacting to the question appropriately about how well they participate in the discussion and their contribution to improving the conversation.¹⁴

d). Objective phase

The objective phases is:

- a). Students must be understand, see, hear, read and remember what subjects they learned (in the form of facts and data).
- b). Students will apply what they have found so that they want to continue the discussion that has been done.

¹³ and friends Debbie Cole, *“Teaching Speaking and Listening, a Toolkit for a Practitioners, Portishead Press : Bristol, England”* (2007).

¹⁴ Eaton David, *“Writing and Speaking Booklet”* (Oxford, 2010).

e). Reflective phase

In this step, the teacher will explain what in fact, issues are being addressed in the debate. Students should search for the answer from the problems, the decision stage, an interpretative phase. In this process, the teacher provides inspiration and then ends the lesson.

3. Advantages for Using Time Token Arrends

Time token is one of strategy to teaching speaking. This strategy is very fitting for teaching students and not only for understanding what is taught, but also for supporting learning teammates. Students work through the task until the lesson is clearly understood by all the community members. Here are the benefits of time token arrends:

1. The students more active to speak English and to avoid students dominate or otherwise silence at all.
2. Increase student learning activities and also increase self-confidence in students.
3. Help the students active in the class.
4. The students can practice the students to speak their opinion.
5. Can give the energy of student memory.
6. All students appreciated the opinions of their friends and not only one student who dominated the discussion.
7. Students remember what they are sharing.

Some of the benefits of the time token approach according to Spencer Kagan and colleagues are: students practice listening activities, and are actively involved in class. Students should know what they are sharing and practice sharing knowledge.¹⁵

4. Disadvantages for Using Time Token Arrends

There are no strategy that have no drawbacks. In teaching speaking to high school students who use the time token strategy, find flaws. This strategy is difficult to apply if it involves many students because it makes it difficult for the teacher to monitor students in groups and takes a lot of time to involve all students in speaking activities.

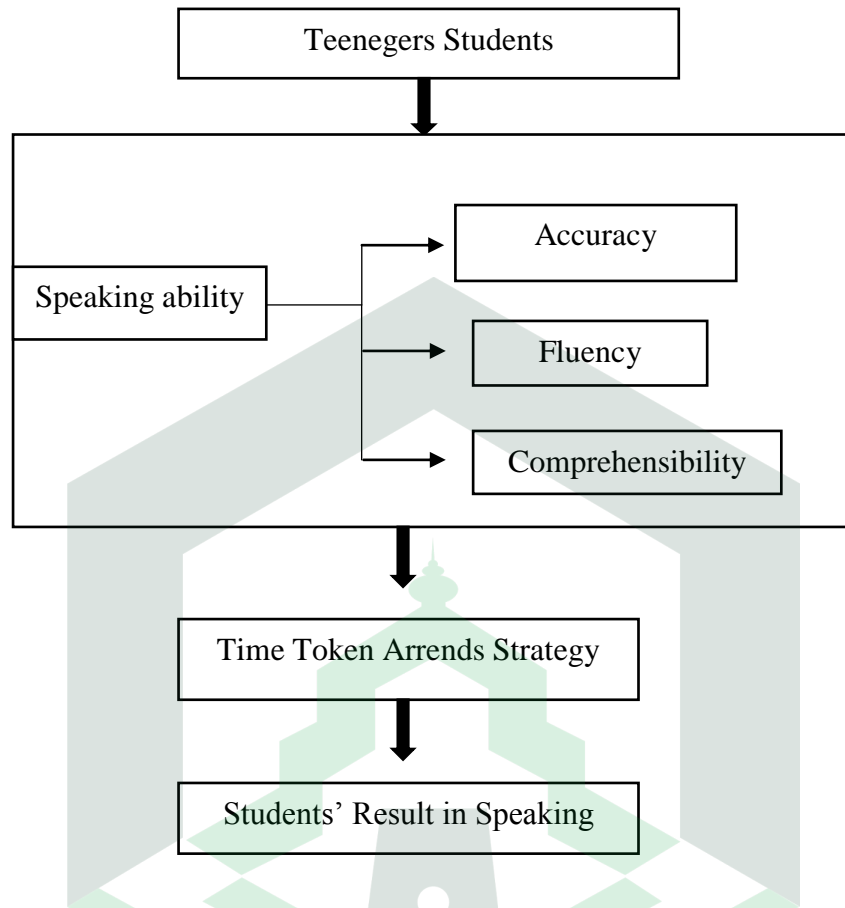
D. The Conceptual Framework

In communicating an opinion, thoughts, interpretation, and feeling by interactive conversation with other speakers of the language, speaking skills use language.

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¹⁵ and Indra Johari Riacy Bertty Parlian, Muhamad Kristiawan, “*The Effect Of Time Token Strategy Toward Students Speaking Skills At Science Class At High School 1 Pariaman*” (2016).

This is the conceptual framework of this research as follows:



E. Hypothesis

The hypothesis of this research there are:

- (Ha) = The use of time token arrends is effective to improve speaking skill for Teenagers.
- (Ho) = The use of time token arrends is not effective to improve speaking skill for Teenagers.

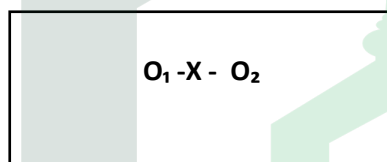
CHAPTER III

RESEARCH METHOD

A. Method and Design Research

This study aims to determine whether the use of time token arrengs is useful in teaching speaking skills for teenagers using pre-experimental methods.

The design of the study as shown below:



Where :

O_1 = Pre-test

X = Treatment

O_2 = Post – test

In this study consisted of pretest, treatment, and posttest. The pretest was intended to measure the learners' speaking skills before the treatment phase, while the posttest was intended to measure the learners' speaking skills after the treatment.

B. Variable of the Research

This writer used two variables namely:

- a. Independent variable is the time taken to answer
- b. The dependent variable is the student's speaking skill.

C. Population and Sample

1. Population

The population of this study was the teenagers at Karetan, age range from 16-18 years old.

2. Sample

There are eight teenagers as the sample. The writer uses purposive sampling because the writer determines the sample taken with specific considerations, namely that these teenagers are students and have a high willingness to learn, especially in English.

D. The Instrument of The Research

Speaking test

This test is given to teenagers to find out their ability to speak. Two tests are given pre-test and post-test. In this test, the researcher will provide pre-test for the student about describe their idol to know students speaking ability and each student has 3-5 minutes to express their ideas. The second test, post-test the researcher provides a test to describe their best friend. In this research, the writer used a tape recorder to record the teenagers' voices. If there was something unclear in the expression of opinions by teenagers, the writer could hear again through a tape recorder.

E. The Procedure for Collecting Data

The data collection followed the procedure:

1. pre-test

Before giving some information and explanation about time token arrengs the researcher gave pre-test for the student to describe their idol know students' speaking ability.

2. Treatment

In this treatment, there are five meetings in the class. The steps as follow:

The first treatment

- a. The researcher enters the class and after that all the students prepare to pray and continue by checking the student attendance list.
- b. The researcher explains about time token strategy in students.
- c. The researcher gave a coupon for each student, where that coupon has a point in conversing.
- d. researchers divided students into several groups.
- e. The researcher gave pictures about fruits for each group to identify the image and then come forward to explain the picture.
- f. The researcher gave the comment to the students after they finished their work. The other students can give a mention to their friends' performance and share their coupon back to the researcher.
- g. The researcher asks students that have used all their coupons cannot talk anymore. It means that the students only can talk when they still have the coupon.

- h. The researcher and students conclude the lesson.

The second treatment

- a. The researcher enters the class and after that all the students prepare to pray and continue by checking the student attendance list.
- b. The researcher explains about time token strategy in students.
- c. The researcher gave a coupon for each student, where that coupon has a point in conversing.
- d. The researchers divided students into several groups
- e. The researcher gave a picture of Bunga Citra Lestari for each group to identify the image and then come forward to explain the picture.
- f. The researcher gave the comment to the students after they finished their work. The other students can give a comment to their friends' performance and give their coupon back to the researcher.
- g. The researcher asks students that have used all their coupons cannot talk anymore. It means that the students only can talk when they still have the coupon.
- h. The researcher and students conclude the lesson.

The third treatment

- a. The researcher enters the class and after that all the students prepare to pray and continue by checking the student attendance list.
- b. The researcher explains about time token strategy in students.
- c. The researcher gave a coupon for each student, where that coupon has a point in conversing.

- d. The researcher divided the students into several groups.
- e. The researcher did not give a picture because the students describe their family.
- f. The researcher gave the comment to the students after they finished their work. The other students can give a comment to their friends' performance and give their coupon back to the researcher.
- g. The researcher asks students that have used all their coupons cannot talk anymore. It means that the students only can talk when they still have the coupon.
- h. The researcher and students conclude the lesson.

The forth treatment

- a. The researcher enters the class and after that all the students prepare to pray and continue by checking the student attendance list.
- b. The researcher explains about time token strategy in students.
- c. The researcher gave a coupon for each student, where that coupon has a point in conversing.
- d. The researcher divided the students into several groups.
- e. The researcher did not give a picture for students because the students describe their self.
- f. The researcher gave the comment to the students after they finished their work. The other students can give a comment to their friends' performance and give their coupon back to the researcher.

- g. The researcher will ask students that have used all their coupons cannot talk anymore. It means that the students only can talk when they still have the coupon.
- h. The researcher and students conclude the lesson.

The fifth treatment

- a. The researcher enters the class and after that all the students prepare to pray and continue by checking the student attendance list.
- b. The researcher explains about time token strategy in students.
- c. The researcher gave a coupon for each student, where that coupon has a point in conversing.
- d. The researcher divided the students into several groups.
- e. The researcher gave pictures of students a favorite place for a holiday.
- f. The researcher gave the comment to the students after they finished their work. The other students can give a comment to their friend's performance and give their coupon back to the researcher.
- g. The researcher asks students that have used all their coupons cannot talk anymore. It means that the students only can talk when they still have the coupon.
- h. The researcher and students conclude the lesson.

3. Post-test

In the post-test, the researcher does the same activities as in pre-test, the researcher and test the students' speaking one by one. The test describes their best friend and each student has 2-3 minutes to explain their ideas.

F. Techniques Of Data Analysis

Data that has gone through the pre-test, treatment, and post-test have been analyzed in the following stages:

1. Scoring the Students' Speaking

The assessment criteria are described by J.B. Heaton were followed by the researcher in analyzing the results which included accuracy, fluency, and comprehensibility.

The assessment of speaking

a. Accuracy

Classification	Rating	Criteria
Excellent	6	Pronunciation is affected by the mother tongue only slightly.
Very good	5	A few minor mistakes in grammar and lexicon, but most utterances are correct.
Good	4	The mother tongue was mildly influenced by pronunciation, but there was no significant phonological mistake.
Average	3	Only a few phonological errors significantly affected the pronunciation of the mother tongue. A variety of

		Grammatical and lexical errors, some of which contribute to ambiguity.
Poor	2	The pronunciation is an error which causes a communication breakdown. Multiple simple grammatical and lexical mistakes.
Very poor	1	Errors in pronunciation are severe, as well as many basic grammatical and lexical errors. No verification that all of the language skills were learned and incorporated in the case.

b. Fluency

Classification	Rating	Criteria
Excellent	6	Talk with a reasonably large variety of expressions without too big an effort. Check for words sometimes but just two unnatural pauses.
Very good	5	He has to make an effort at the moment to look for words. However, smooth execution on the whole and only a few unnatural pauses.
Good	4	Not too many unnatural delays occur. Relatively smooth distribution often. Occasionally fragmentary yet successful equal range speech in conveying the general sense.
Average	3	He has a lot of time to make an effort. The desired meaning often has to be researched. You almost give up making

		the time for effort. Expression of limited range.
Poor	2	As he studies for the desired meaning, long delays. Fragmentary delivery and stopping, occasionally.
Very poor	1	Full of unnatural, long. At the time, very stopping and fragmentary transmission gives up making a minimum range speech effort.

c. Comprehensibility¹⁶

Classification	Rating	Criteria
Excellent	6	Simple for the listener to the meaning of the speaker and general significance required very little interruptions or clarification.
Very good	5	For the sake of clarity, a few interruptions by the listener are required.
Good	4	It is quick to follow much of what the speaker is saying. His intention is often evident, but to help him express a message or communicate clearly, some interruptions are required.
Average	3	The audience cannot understand many more complex sentences. However, the audience can comprehend what he says.
Poor	2	The speaker only conveys sentences and short phases so with difficulty it must be understood by someone who is listening to the speaker.
Very poor	1	None of what is said can be understood at all. The speaker is unable to explain something he appears to have said, even

¹⁶ J. B. Heaton, "Writing English Language Test. (New York Longman)" (n.d.).

		though the listener makes a great effort or interrupts.
--	--	---

2. Classifying the Students' score

Based on the research above, the writer also lists the rating classifications used to provide the grades obtained by students. The following is in the classification scale rating:¹⁷

Classification	Scale	Grade
<i>Excellent</i>	<i>91-100</i>	<i>6</i>
<i>Very Good</i>	<i>81-90</i>	<i>5</i>
<i>Good</i>	<i>71-80</i>	<i>4</i>
<i>Fairly good</i>	<i>61-70</i>	<i>3</i>
<i>Poor</i>	<i>51-60</i>	<i>2</i>
<i>Very poor</i>	<i>Less than 50</i>	<i>1</i>

3. Calculating the students' score

The researcher using SPS to calculating the mean score and standard deviation.¹⁸

¹⁷ Daryanto, "Evaluasi Pendidikan, Jakarta PT:Rineka Cipta" (n.d.).

¹⁸ Nurmin Maulana. S, "Developing Students' Speaking Skill by Reposting News at the Thidr Semester English Students 'of STAIN PALOPO," 2014.

4. Determining the hypothesis acceptability

Besides, to know whether the pre-test and post-test, the researchers use the criteria of hypothesis acceptability, which is:

If $t_0 \geq t_1$ The rejected null hypothesis

If $t_0 < t_1$ Received null hypothesis



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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The outcome summary of statistically analyzed information is explained in this section. The standard deviation of student scores from the pre-test and post-test, is the classification of the mean student score. Includes student scores from pre-test and post-test.

1. The analysis of student's tests

- a. Pre-test

By using SPSS 20 the researcher can show that in the accuracy, fluency, and completeness presented in the table, the standard deviation of the mean scores.



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Table 4.1 The Score of Student's Speaking Skill in the Pre-test

No	Respondent	Three aspects of speaking assessment			Score of test
		Accuracy	Fluency	comprehensibility	
1	R1	2	2	2	51
2	R2	1	2	1	50
3	R3	1	1	2	50
4	R4	2	2	2	51
5	R5	1	1	2	50
6	R6	1	1	1	50
7	R7	1	1	1	50
8	R8	1	2	1	51
Total		10	12	12	403
		Mean score			50,37

There are three speaking skills used by researchers to present and tabulate students' speaking abilities one by one, namely accuracy, fluency, and comprehensibility.

1. Accuracy

SPSS 20 is used to calculate and determine the average score of students' accuracy in the pre-test.

Table 4.2 The Rate Percentage Score of Students Accuracy In Pre-Test

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	-	0%
Poor	2	2	25%
Less than 50	1	6	75%
Total		8	100%

Table 4.2 shows that experiment class in the pre-tests, especially in the accuracy of speech most of the students got fair to a poor score. There were six students (75%) got fair to very poor (less than 50) score. There were two students (25%) got a poor score.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	8	1,00	2,00	1,2500	,46291
Valid N (listwise)	8				

2. Fluency

The following is the student's average fluency score in the pre-test

Table 4.4 The Rate Percentage Score of Students Fluency In Pre-Test

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	-	0%
Poor	2	4	50%
Less than 50	1	4	50%
Total		8	100%

In the table it can be seen clearly that there are four students who got a bad category, and four students scored (less than 50) on the speaking fluency of the students in the test.

Table 4.5 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	8	1,00	2,00	1,5000	,53452
Valid N (listwise)	8				

There are 4 students who get the highest ilia and 4 students who get the lowest scores. The student fluency score on the pre-test was 1.5, and the standard deviation was 0.534.

3. Comprehensibility

The following is the student's comprehensibility score on the pre-test:

Table 4.6 The Rate Percentage Score of Students' Comprehensibility In Pre-Test

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	-	0%
Poor	2	4	50%
Less than 50	1	4	50%
Total		8	100%

The percentage of students talking about comprehensibility in the pre-test is listed in Table 4.6. There are no students with exceptional, very decent, good and average classifications. From the table there are four students earned a poor score and four students received a poor score (less than 50).

Table 4.7 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
comprehensibility	8	1,00	2,00	1,5000	,53452
Valid N (listwise)	8				

Table 4.7 can be seen that the standard deviation is 0.534 and the average score of students' understanding in the pre-test is 1.50.

b. Post-test

The following is a table of scores on the results of students' speaking ability on the post-test.

By using the time token arrends strategy, the researcher made a table for the percentage of students' speaking scores on the post-test.

Table 4.8 The Score of Students Post Test Result

No	Respondent	Three aspects of speaking assessment			Score of test
		Accuracy	Fluency	comprehensibility	
1	R1	4	4	4	51
2	R2	3	2	3	50
3	R3	3	2	3	50
4	R4	4	4	4	51
5	R5	2	3	3	50
6	R6	3	2	2	50
7	R7	2	2	2	50
8	R8	3	3	3	51
Total		24	22	24	515
		Mean score			64,37

On the other hand, the researcher graded the accuracy, fluency, and comprehensibility based on an English-speaking evaluation, and it was explained in the table.

1. Accuracy

The following is a descriptive statistic table on the post-test:

Table 4.9 The Rate Percentage Score Students Accuracy In Post Test

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	2	25%
Average	3	2	25%
Poor	2	4	50%
Less than 50	1	-	0%
Total		8	100%

It can be seen in the table above that (0%) students who scored very well, and no students who scored less than 50. So, students experienced an increase after treatment.

Table 4.10 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	8	2,00	4,00	3,0000	,75593
Valid N (listwise)	8				

In table 4.10 the highest score is 4 and the lowest score is 2 and the average score of students' accuracy on the post-test is 3.00 and a standard deviation of 0.755.

2. Fluency

The following is a descriptive statistic table of student fluency in the post-test:

Table 4.11 The Rate Percentage Score of Students Fluency In Post Test

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	2	25%
Average	3	4	50%
Poor	2	2	25%
Lest than 50	1	-	0%
Total		8	100%

In the table above, (25%) students got good categories, (50%) got average scores and (25%) got poor categories.

Table 4.12 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	8	2,00	4,00	2,7500	,88641
Valid N (listwise)	8				

886 is the standard deviation and 2.75 is the student mean grade where the highest score of the student is 4 and the lowest score is 2.

3. Comprehensibility

SPSS 20 was used to determine the average score of students' comprehensibility on the post-test in descriptive statistical tables.

Table 4.13 The Rate Percentage Score of Students Comprehensibility In Post Test.

Classification	Rating	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	2	25%
Average	3	4	50%
Poor	2	2	25%
Least than 50	1	-	0%
Total		8	100%

The table above shows (25%) who got the good category, (50%) who got the moderate category and (25%) who got the bad category on the speaking comprehension obtained by students on the post-test results.

Table 4.14 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	8	2,00	4,00	3,0000	,75593
Valid N (listwise)	8				

755 is the standar deviation comprehensibility in the post-test and the mean score is 3.00.

c. The comparison between pre-test and post-test

Below is a comparison between the overall mean score and standard deviation on the pre-test and post-test. As well as showing the average score of each speaking skill subject (accuracy, fluency, and comprehensibility) in the following table:

Table 4.15 The Mean Score And Standart Deviation of Pre-Test and Post-Test

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	8	,51755	,18298
	posttest	8	5,37022	1,89866

The paired sample statistic of pre-test and post-test above, the value of standard deviation in pre-test is ,517 and post-tets 5.3. It concludes that the students' score improved from 50,37 to 64,37.

Table 4.16 The Paired Samples Correlation of Pre-Test And Post-Test

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 pretest & posttest	8	,765	,027

765 is the student's score before and after treatment, this shows that using time token arrends before and after treatment has a very large relationship.

Table 4.17 The Paired Sample Test of Pre-Test and Post-Test

		Paired Differences				t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test – post-test	-14,0000	4,98569	1,76271	-18,16814	-9,83186	7,942	7	,000

From table 4.17, the paired sample test shows t_o (count) = 7.942 and (degree of freedom) = 7. While the t_t = 2.365, the degree of freedom (df) = 7, with the standard of significant = 5%.

$$7,942 > 2.365$$

With regard to it, the researchers ($t_o > t_t$) the t_{count} was higher than t_{table} . It was concluded that there was significant improvement in teaching speaking before using this strategy, and the researcher believed that using time token arrands in teaching speaking skill in teenagers.

B. Discussion

Based on the research that has been done in teaching speaking using time token arrends strategy with describing picture is effective in improving students' speaking skill. In the post-test, it can be seen the table before after giving continue treatment using time token arrends strategy.

After the researcher finished the pre-test, the researcher continued to give treatment to the students, at the first meeting, the students felt very difficult with the strategies that the researcher used. In the second meeting, students still experienced the same thing, but there were some students who had started to understand the strategy was using, and they started teaching their peers. In the third meeting, they already understood the strategy that the researcher was using, even though there were still some students who were sometimes confused by the strategy. At the next meeting, the students understood and enthusiastically waited for their turn to speak, and they began to make lots of expressions. At the last meeting, the students were very interested in the pictures that were given and also very enthusiastic waiting for their turn to talk because the pictures given were very familiar, and they often visited.

This research used time token arrends to teach speaking to improve the students speaking ability. It can be seen in the pre-test, the students' mean score is 50.37, and the score in the post-test is 64.37.

The analysis result of the research. As an addition, the researcher proves this research result by presented the example of students speaking:

a). Pre-test

In the pre-test, the researcher gave the students questions about an idol.

1. Do you have an idol?
2. Who is your idol?
3. Why you idolize him/her
4. How is your idol character?
5. How do you feel if you meet your idol?
6. What will you do if you meet your idol?
7. What will you say to him/ her
8. What will you give your idol if you meet him/ her

R1. : My name is Yulia Saswita, yes i heve idol and my idol is Litian. I like Litian because hansome, smart, good heart, cut. My idol character is good heart, smart, kin, and frinly. I feel so happy. I will give a big hug. Will you marry me. Kiss.

: / maɪ neɪm z yulia saswita |jes 'aɪ hæv |litian |'aɪ laɪk becose 'hænsəm |gʊd ha:t |kʌt |gʊd ha:t |hensom |sma:t |kɪn |frɪnli |'hæpi |gɪv ə bɪg hʌg eɪ hæŋ |,wi:l ju 'mæri mi: |kɪs |.

R2. : My name is Sri Muriata Basmin, yes I have an idol, and my idol is (long pause) Danish. I like it because hansome and my idol character is (long pause) humble. I feel so happy and i will selfie. I love you. Kiss.

: / maɪ neɪm z ,sri mutiara basmin |jes 'aɪ hæv |'deɪnɪʃ |hansome |'hʌmbəl |'hæpi|selfi |'aɪ 'lʌv ju |kɪs |.

R3. : My name is Asriani, yes I have an idol, and my idol is my mom. I like it because she is beautiful and my idol character is humble, friendly, kind. I feel so happy, and i will give a big hug. I love you. I will give a kiss.

: / maɪ neɪm z asriani |jes 'aɪ hæv /maɪ mʌm |bɪ'kɒz 'fi: z 'bju:təfl
| 'hʌmbəl |'frendli |kænd | 'aɪ fi:l 'səʊ 'hæpi | 'aɪ ,wi:l grɪ ə big hʌg
| 'aɪ 'lʌnju | 'aɪ ,wi:l grɪ ə kɪs |.

b). Post-test

In the post-test, the researcher gave the students a question about best friends.

1. Do you have a best friend?
2. Who is your best friend?
3. Why you want to be a best friend for him/her
4. How is your best friend character?
5. How do you feel if you meet your best friends?
6. What will you do if you meet your best friend?
7. What will you say to him/ her
8. What will you give your best friend if you meet him/ her

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R1. : My name is Nuraisyah, yes I have best friend. Banyak.....apa banyak... so many. Because they always good for me. My best friend character is humble, friendly, good. I feel very happy, and i will give a big heg. I will say i miss you and give a souvenir.

: / *mai neim z nuraisyah /banyak / /apa banyak | 'səʊ 'meni |bi 'kɒz*
'ðei 'ɔ:lweɪz gʊd fə mi: | 'hʌmbəl | 'frendli |gʊd | 'aɪ 'veri 'hæpi | 'aɪ
biɡ grɪvheg | 'aɪ mɪs ju /soffenɪr |.

R2. : my name is Firmawati, yes i have best friend. Ikkong, i like
 becose she is cut. She is short and humble. Am so happy. Fight. I
 miss you. There is no.

: *mai neim z firmawati |jes 'aɪ hæv |ikkong |becose 'fi: z kʌt | 'fi: ɪz*
ʃɔ:t ənd 'hʌmbəl |əəm 'səʊ 'hæpi |faɪt | 'aɪ mɪs ju |ðə ɪz nəʊ |.

R3 : My name is Rafika, yes i have bestfriend. Firma. Becouse she
 have muc money. Hammel and ker, kain. Happy.fight. i miss you.
 There is no.

: / *mai neim z rafika |jes 'aɪ hæv | 'fɜ:mə |because 'fi:*
hæv muc 'mʌni | 'hæməl ənd keə | 'keɪn | 'hæpi |faɪt | 'aɪ mɪs ju |ðə ɪz
nəʊ |.

The examples above show the development of two students who was
 becomes representantives for all sample. The explanation would be in three
 aspects in speaking.

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1. Accuracy

In this aspect, the three of the sample's accuracy explanation in speaking from pre-test data above, the sample's the serious grammatical errors influences by mother tongue is pronunciation, like: *"My name is Asriani, yes I have an idol, and my idol is my mom. I like it because she is beautiful and my idol character is humble, friendly, kind. Eeemm I feel so happy, and i will give a big hug. I love you. I will give a kiss"*. | *maɪ neɪm z asriani |jes 'aɪ hæv |maɪ mʌm |bɪ'kɒz 'fi: z 'bju:təfl |'hʌmbəl |'frendli |kænd |'aɪ fi:l 'səʊ 'hæpi |'aɪ ,wi:l grɪ ə bɪg hʌg |'aɪ 'lʌv ju |'aɪ ,wi:l grɪ ə kɪs |.*

In the post-test the accuracy of the sample had been develop, *yes I have, yulia, because she is my friend from child, talkative, so happy, a scream, libon, give a bit*. | *jes 'aɪ hæv |, yulia |, bɪ'kɒz 'fi: z maɪ 'frend frəm tʃaɪld |, 'tɔ:kətɪv |, 'səʊ 'hæpi |, ə skri:m |, libon |, grɪ ə bɪt |.*

2. Fluency

In the fluency aspect, it analyzed the effort of the sample in searching expression or word in speaking. From the data above, the sample did many pauses in pre-test like in *"Eeemm (long pause) I feel so happy"*. In this time sample did a long pause. It implies that in a long pause and constantly stopping delivery, the sample searched for the desired value.

In the post-test, there is no word "eeemm". It means fluency had been developed because it was better than in pre-test when the sample got a long pause.

3. Comprehensibility

In the comprehensibility aspect, it explains how simple for the listener to grasp the intention and general purpose of the speakers. From the data above, the listener could understand a lot what is said but must seek clarification when the speaker was spoken in longer sentences. For example in the statement “My name is Rafika, yes I have bestfriend. Firma. Because she have muc money. Hammel and ker, kain. Happy.fight. i miss you. There is no. : / *maɪ neɪm z rafɪkə |jes 'aɪ hæv |'fɜ:mə |because 'fi: həv muc 'mʌni |'hæməɪ ənd keə |'keɪn |'hæpi |faɪt |'aɪ mis ju |ðə ɪz nəʊ |.*

The results of the research that the researcher has done, the researcher found that students have experienced a significant increase. This is supported by theory Rafida, “Improving Students’ Speaking Skill By Using Time Token Method At The Second Year Students’ Of Sman 5 Luwu”. This approach is focuses more on the participation of students to express views on a topic so that students can express themselves more actively.¹⁹

After the research has done, the researcher found the strengths and weaknesses of the strategies that the researcher have in the classroom. The advantage of this strategy is to encourage students to be more active in speaking because they have to stick with the running time. If there are forty students in the class, the the way that can be done is by deviding students into eight groups,

¹⁹Rafida, “Improving Students’ Speaking Skill By Using Time Token Method At The Second Year Students’ Of Sman 5 Luwu” (Thesis of IAIN Palopo.2017).

where one group consists of five people. Then we give the students time to do their assignments simultaneously. The obstacle to this strategy is the students' low ability to speak so that it makes students repeat what their friends have said before.



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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Considering the study results and discussions, the writer concluded that the application of Time Token Arrends Strategy is effective to improve the teenagers' speaking skills. This could be seen in the average score which shows a significant increase. It is a significant deficiency between the learners' scores in the pretest and in the posttest, in the pre-test was 50,35 and the post-test was 64,37. This showed that the application of Time Token Arrends Strategies can improve teenagers' speaking skills.

B. Suggestion

The suggest the researchers' conclusion, the following parties are:

1. To the teacher

For the teacher try time token arrends strategies to improve teenagers speaking skills because this strategy has many benefits, including:

- a. Students are more willing to speak English and to avoid dominating or otherwise silencing students at all.
- b. Help the students active in the class.
- c. The students can practice the students to speak their opinion.

2. To students

To be able to speak well, teenagers must increase their vocabulary and learn their pronunciation and need practice speaking in English. Time Token Arrends strategy train teenagers to speak.

3. To others researchers

This research can be used this research as a reading source before researchers conduct research related to how to improve students' speaking skills.



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A

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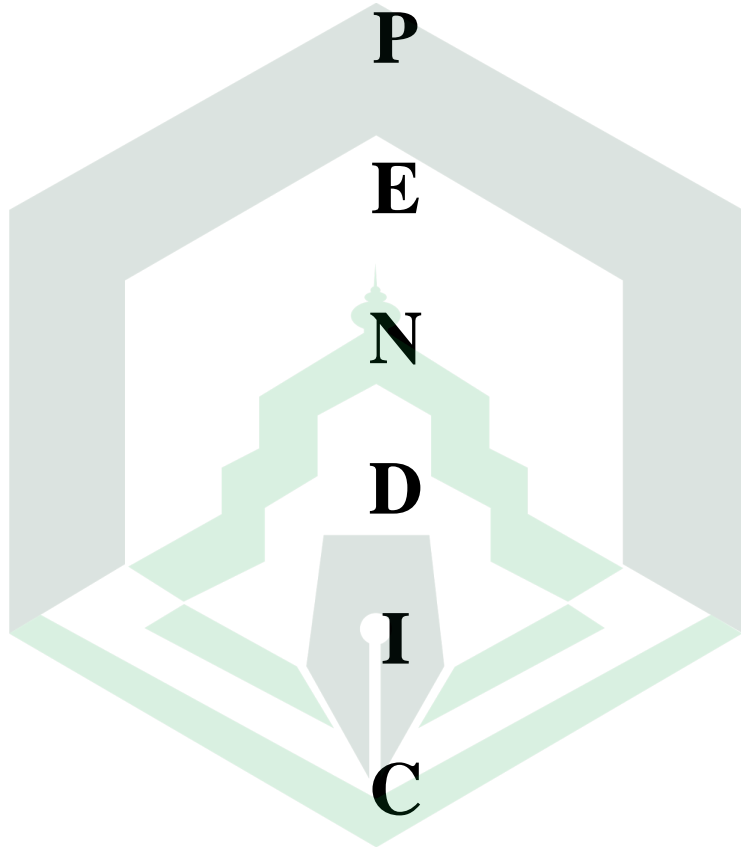
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D

I

C



IAIN PALOPO

S

LESSON PLAN

Mata Pelajaran : Bahasa Inggris
Materi Pokok : Descriptive text (describing people)
Alokasi Waktu : 12 Jam pelajaran @45 menit
Jumlah Pertemuan : 5 Pertemuan

A. Tujuan Pembelajaran

1. Siswa mampu mempresentasikan gambar yang telah diberikan dengan baik dan benar yang telah diberikan oleh peneliti.
2. Siswa diharapkan mampu memahami dan meneliti gambar dengan baik dan benar.
3. Siswa mampu meningkatkan mental dan antusias mereka dalam belajar dan berbicara di depan teman-temannya.

B. Materi pembelajaran

Materi yang di ajarkan peneliti yaitu mengenai descriptive text (describing picture) dimana peneliti menyediakan gambar untuk siswa lalu kemudian di teliti dan di telaah oleh siswa. Hal inidi lakukan karena pada pembelajaran menguunakan strategi ini, siswa di tuntut untuk lebih aktif dari pada guru.

C. Metode Pembelajaran

1. Strategi: mengamati, menanya, mengumpulkan informasi dan mengomunikasikan
2. Metode: Time Token Arrends

D. Langkah-langkah Pembelajaran

1. Pertemuan Pertama : 2JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Siswa, dengan bimbingan guru: <ul style="list-style-type: none">- mengucapkan salam dan tegur sapa- menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif- bertanya jawab tentang kabar siswa- menyebutkan tujuan pembelajaran- menyebutkan kegiatan belajar yang akan dilakukan	10'
Kegiatan Inti	<ul style="list-style-type: none">• Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru.	5'
	<ul style="list-style-type: none">• Guru menjelaskan mengenai strategi time token arrends kepada siswa.	10'
	<ul style="list-style-type: none">• Guru terlebih dahulu membagi siswa dalam beberapa grup yang terdiri dari 2-3orang.• Guru menyediakan beberapa gambar mengenai buah-buahan di setiap kelompok, lalu kemudian siswa mengidentifikasi gambar tersebut sesuai dengan teman kelompok mereka.	25'
	<ul style="list-style-type: none">• Setelah mengidentifikasi dan mengamati gambar setiap kelompok di persilahkan berdiri untuk menyampaikan hasil diskusi mereka.• Pada saat siswa menyampaikan hasil diskusinya, maka kelompok lain harus mendengarkan apa yang disampaikan oleh temannya.• Setiap siswa dalam tiap kelompok hanya bisa menggunakan waktu berbicara selama 1 menit, jika waktu sudah habis, maka siswa tersebut tidak di perbolehkan lagi untuk	15'

	berbicara.	
	<ul style="list-style-type: none"> • Setelah itu, guru menyimpulkan pelajaran pada hari ini. 	15'
Kegiatan Penutup	<p>Siswa, dengan bimbingan guru:</p> <ul style="list-style-type: none"> - mendapatkan umpan balik terhadap proses pembelajaran - membahas kesulitan dalam melakukan aktivitas pembelajaran - menyimpulkan proses dan hasil pembelajaran - menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya 	10'
2. Pertemuan Kedua : 2 JP		
Langkah Pembelajaran Kegiatan Pendahuluan	<p>Deskripsi</p> <p>Siswa, dengan bimbingan guru:</p> <ul style="list-style-type: none"> - mengucapkan salam dan tegur sapa - menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif - bertanya jawab tentang materi yang telah dipelajari dipertemuan sebelumnya - menyebutkan tujuan pembelajaran - menyebutkan kegiatan belajar yang akan dilakukan 	Alokasi Waktu
		10'
Kegiatan Inti	<p>Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru:</p> <ul style="list-style-type: none"> - Guru menjelaskan mengenai strategi time token arrends kepada siswa. - Guru terlebih dahulu membagi siswa dalam beberapa kelompok yang terdiri dari 2-3 orang. - Guru menyediakan beberapa gambar mengenai Bunga Citra Lestari di setiap kelompok, lalu kemudian siswa mengidentifikasi gambar tersebut sesuai dengan teman kelompok mereka. - Setelah mengidentifikasi dan mengamati gambar setiap kelompok di persilahkan berdiri untuk menyampaikan hasil diskusi mereka. 	70'

- Setiap siswa dalam tiap kelompok hanya bisa menggunakan waktu berbicara selama 1 menit, jika waktu sudah habis, maka siswa tersebut tidak di perbolehkan lagi untuk berbicara.
- Setelah itu, guru menyimpulkan pelajaran pada hari ini.

Kegiatan Penutup

Siswa, dengan bimbingan guru:

- mendapatkan umpan balik terhadap proses pembelajaran
- membahas kesulitan dalam melakukan aktivitas pembelajaran
- menyimpulkan proses dan hasil pembelajaran
- menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya

10'

3. Pertemuan Ketiga : 2JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Siswa, dengan bimbingan guru: <ul style="list-style-type: none"> - mengucapkan salam dan tegur sapa - menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif - mengulas kembali materi di pertemuan sebelumnya - menyebutkan tujuan pembelajaran - menyebutkan kegiatan belajar yang akan dilakukan 	10'
Kegiatan Inti	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru: <ul style="list-style-type: none"> - Guru menjelaskan mengenai strategi time token arrends kepada siswa. - Guru tidak lagi memberikan gambar pada siswa karena mereka berkata sangat kesulitan untuk mendapatkan kosa kata untuk mengeluarkan ide mereka. - Guru memberikan tema pada siswa mengenai 	70'

	<p>keluarga pada setiap siswa, lalu kemudian guru memberikan beberapa kata untuk mempermudah siswa untuk mendeskripsikan tentang keluarga mereka.</p> <ul style="list-style-type: none"> - Setiap siswa dalam tiap kelompok hanya bisa menggunakan waktu berbicara selama 1 menit, jika waktu sudah habis, maka siswa tersebut tidak di perbolehkan lagi untuk berbicara. - Setelah itu, guru menyimpulkan pelajaran pada hari ini. 	
Kegiatan Penutup	<p>Siswa, dengan bimbingan guru:</p> <ul style="list-style-type: none"> - mendapatkan umpan balik terhadap proses pembelajaran - membahas kesulitan dalam melakukan aktivitas pembelajaran - menyimpulkan proses dan hasil pembelajaran - menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya 	10'

4. Pertemuan Keempat : 2JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Siswa, dengan bimbingan guru:</p> <ul style="list-style-type: none"> - mengucapkan salam dan tegur sapa - menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif - mengulas kembali materi di pertemuan sebelumnya - menyebutkan tujuan pembelajaran - menyebutkan kegiatan belajar yang akan dilakukan 	10'
Kegiatan Inti	<p>Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru:</p> <ul style="list-style-type: none"> - Guru terlebih dahulu membagi siswa dalam beberapa kelompok yang terdiri dari 2-3 orang. 	70'

	<ul style="list-style-type: none"> - Guru tidak lagi memberikan gambar pada siswa karena mereka berkata sangat kesulitan untuk mendapatkan kosa kata untuk mengeluarkan ide mereka. - Guru memberikan tema pada siswa untuk mendeskripsikan diri mereka sendiri, lalu kemudian guru memberikan beberapa kata untuk mempermudah siswa untuk mendeskripsikan tentang diri mereka. - Setiap siswa dalam tiap kelompok hanya bisa menggunakan waktu berbicara selama 1 menit, jika waktu sudah habis, maka siswa tersebut tidak di perbolehkan lagi untuk berbicara. - Setelah itu, guru menyimpulkan pelajaran pada hari ini. 	
Kegiatan Penutup	<p>Siswa, dengan bimbingan guru:</p> <ul style="list-style-type: none"> - mendapatkan umpan balik terhadap proses pembelajaran - membahas kesulitan dalam melakukan aktivitas pembelajaran - menyimpulkan proses dan hasil pembelajaran - menyebutkan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya 	10'

5. Pertemuan Kelima : 2JP

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Siswa, dengan bimbingan guru:</p> <ul style="list-style-type: none"> - mengucapkan salam dan tegur sapa - menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif - mengulas kembali materi di pertemuan sebelumnya - menyebutkan tujuan pembelajaran - menyebutkan kegiatan belajar yang akan dilakukan 	10'
Kegiatan Inti	Selama proses pembelajaran di kelas, siswa	70'

	<p>berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru:</p> <ul style="list-style-type: none"> - Guru terlebih dahulu membagi siswa dalam beberapa kelompok yang terdiri dari 2-3 orang. - Guru tidak menyediakan gambar karena tema pada yang akan di berikan guru yaitu mendeskripsikan tempat favorit mereka saat berlibur. - Pada pertemuan terakhir ini siswa sangat antusias karena mereka bebas untuk membicarakan mengenai tema yang diberikan guru. - Setiap siswa dalam tiap kelompok hanya bisa menggunakan waktu berbicara selama 1 menit, jika waktu sudah habis, maka siswa tersebut tidak di perbolehkan lagi untuk berbicara. - Setelah itu, guru menyimpulkan pelajaran pada hari ini. 	
Kegiatan Penutup	<p>Siswa, dengan bimbingan guru:</p> <ul style="list-style-type: none"> - mendapatkan umpan balik terhadap proses pembelajaran - membahas kesulitan dalam melakukan aktivitas pembelajaran - menyimpulkan proses dan hasil pembelajaran 	10'

E. Sumber Belajar/Bahan Ajar/Alat

1. Sumber Belajar

- buku refensi yang relevan,
- Kamus

2. Media/Alat:

- Suara Guru
- Gambar
- Kartu
- Spidol
- Papan tulis

F. Penilaian

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pelafalan (Pronunciation)	Lafal dapat di pahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat focus dan kadang-kadang menimbulkan kesalahpahaman	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering	Hampir selalu keliru dalam pelafalan sehingga tidak dapat di mengerti
Tata Bahasa (Grammar)	Hampir tidak ada kekeliruan tata bahasa	Terjadi beberapa kekeliruan tata bahasa, tetapi tidak mempengaruhi arti	Banyak terjadi kekeliruan tata bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat percakapan	Tata bahasa sangat buruk sehingga percakapan sangat sulit di pahami
Kosakata (Vocabulary)	Kadang-kadang pelafalan tidak tepat dan mengharuskan penjelasan lebih lanjut karena kosakata yang tidak sesuai	Sering menggunakan kosakata yang tidak tepat sehingga dialognya menjadi terbatas karena kosakata yang terbatas	Menggunakan kosakata yang salah sehingga tidak dapat di pahami	Kosakata sangat terbatas sehingga tidak memungkinkan terjadinya dialog
Kelancaran (Fluency)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam selama dialog sehingga dialog tidak tercipta

Comprehension

Seluruh isi percakapan dapat di pahami meskipun sesekali ada pengulangan di bagian – bagian tertentu	Sebagian besar isi percakapan dapat dimngerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog yang di lakukan kecuali di bagian dialog umum dengan percakapan yang perlahan-lahan dan banyak pengulangan	Tidak dapat dipahami bahkan dalam bentuk dialog yang singkat sekalipun
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Palopo, September 2020

Researcher

ROSMIATI

NIM: 16 0202 0055

IAIN PALOPO

A. Pre-test

In the pre-test, the researcher gave the students a questions about idol.

1. Do you have an idol?
2. Who is your idol?
3. Why you idolize him / her
4. How is your idol character?
5. How do you feel if you meet your idol?
6. What will you do if you meet your idol?
7. What will you say to him/ her
8. What will you give your idol if you meet him/ her

B. Treatments

The first treatment

1. Can you describe all of about this picture?
2. Which one do you like to eat from this picture?





The second treatments

1. Can you describe about this picture?
2. What do you think about this picture?
3. Do you want to be like this picture?



The third treatments

1. Please describe about your family?
2. Start from your grandmother and grandfather, your mom and your dad, your sister and brother, your mother and father age, job, and everything about your family?



The forth treatments

1. Can you describe about yourself?
2. Start from your name, age, where do you school, yor favorite food and drink, your ambition and your hobby, and everything about yourself?



The fifth treatments

1. Can you describe your favorite place for holiday?
2. What is your feeling if you go to your favorite place?
3. Please describe what your best holiday that you have visited?



d. Post-test

IAIN PALOPO

In the post-test, the researcher gave the students a question about bestfriends.

1. Do you have a best friend?
2. Who is your best friend?
3. Why you want to be a best friend for him / her
4. How is your best friend character?
5. How do you feel if you meet your best friends?
6. What will you do if you meet your best friend?
7. What will you say to him/ her
8. What will you give your best friend if you meet him/ her

TABLE T

d.f.	TINGKAT SIGNIFIKANSI						
	20%	10%	5%	2%	1%	0,2%	0,1%
dua sisi	20%	10%	5%	2%	1%	0,2%	0,1%
satu sisi	10%	5%	2,5%	1%	0,5%	0,1%	0,05%
1	3,078	6,314	12,706	31,821	63,657	318,309	636,619
2	1,886	2,920	4,303	6,965	9,925	22,327	31,599
3	1,638	2,353	3,182	4,541	5,841	10,215	12,924
4	1,533	2,132	2,776	3,747	4,604	7,173	8,610
5	1,476	2,015	2,571	3,365	4,032	5,893	6,869
6	1,440	1,943	2,447	3,143	3,707	5,208	5,959
7	1,415	1,895	2,365	2,998	3,499	4,785	5,408
8	1,397	1,860	2,306	2,896	3,355	4,501	5,041
9	1,383	1,833	2,262	2,821	3,250	4,297	4,781
10	1,372	1,812	2,228	2,764	3,169	4,144	4,587
11	1,363	1,796	2,201	2,718	3,106	4,025	4,437
12	1,356	1,782	2,179	2,681	3,055	3,930	4,318
13	1,350	1,771	2,160	2,650	3,012	3,852	4,221
14	1,345	1,761	2,145	2,624	2,977	3,787	4,140
15	1,341	1,753	2,131	2,602	2,947	3,733	4,073
16	1,337	1,746	2,120	2,583	2,921	3,686	4,015
17	1,333	1,740	2,110	2,567	2,898	3,646	3,965
18	1,330	1,734	2,101	2,552	2,878	3,610	3,922
19	1,328	1,729	2,093	2,539	2,861	3,579	3,883
20	1,325	1,725	2,086	2,528	2,845	3,552	3,850
21	1,323	1,721	2,080	2,518	2,831	3,527	3,819
22	1,321	1,717	2,074	2,508	2,819	3,505	3,792
23	1,319	1,714	2,069	2,500	2,807	3,485	3,768
24	1,318	1,711	2,064	2,492	2,797	3,467	3,745
25	1,316	1,708	2,060	2,485	2,787	3,450	3,725
26	1,315	1,706	2,056	2,479	2,779	3,435	3,707

27	1,314	1,703	2,052	2,473	2,771	3,421	3,690
28	1,313	1,701	2,048	2,467	2,763	3,408	3,674
29	1,311	1,699	2,045	2,462	2,756	3,396	3,659
30	1,310	1,697	2,042	2,457	2,750	3,385	3,646
31	1,309	1,696	2,040	2,453	2,744	3,375	3,633
32	1,309	1,694	2,037	2,449	2,738	3,365	3,622
33	1,308	1,692	2,035	2,445	2,733	3,356	3,611
34	1,307	1,691	2,032	2,441	2,728	3,348	3,601
35	1,306	1,690	2,030	2,438	2,724	3,340	3,591
36	1,306	1,688	2,028	2,434	2,719	3,333	3,582
37	1,305	1,687	2,026	2,431	2,715	3,326	3,574
38	1,304	1,686	2,024	2,429	2,712	3,319	3,566
39	1,304	1,685	2,023	2,426	2,708	3,313	3,558
40	1,303	1,684	2,021	2,423	2,704	3,307	3,551
41	1,303	1,683	2,020	2,421	2,701	3,301	3,544
42	1,302	1,682	2,018	2,418	2,698	3,296	3,538
43	1,302	1,681	2,017	2,416	2,695	3,291	3,532
44	1,301	1,680	2,015	2,414	2,692	3,286	3,526
45	1,301	1,679	2,014	2,412	2,690	3,281	3,520
46	1,300	1,679	2,013	2,410	2,687	3,277	3,515
47	1,300	1,678	2,012	2,408	2,685	3,273	3,510
48	1,299	1,677	2,011	2,407	2,682	3,269	3,505
49	1,299	1,677	2,010	2,405	2,680	3,265	3,500
50	1,299	1,676	2,009	2,403	2,678	3,261	3,496
51	1,298	1,675	2,008	2,402	2,676	3,258	3,492
52	1,298	1,675	2,007	2,400	2,674	3,255	3,488
53	1,298	1,674	2,006	2,399	2,672	3,251	3,484
54	1,297	1,674	2,005	2,397	2,670	3,248	3,480
55	1,297	1,673	2,004	2,396	2,668	3,245	3,476
56	1,297	1,673	2,003	2,395	2,667	3,242	3,473
57	1,297	1,672	2,002	2,394	2,665	3,239	3,470

58	1,296	1,672	2,002	2,392	2,663	3,237	3,466
59	1,296	1,671	2,001	2,391	2,662	3,234	3,463
60	1,296	1,671	2,000	2,390	2,660	3,232	3,460
61	1,296	1,670	2,000	2,389	2,659	3,229	3,457
62	1,295	1,670	1,999	2,388	2,657	3,227	3,454
63	1,295	1,669	1,998	2,387	2,656	3,225	3,452
64	1,295	1,669	1,998	2,386	2,655	3,223	3,449
65	1,295	1,669	1,997	2,385	2,654	3,220	3,447
66	1,295	1,668	1,997	2,384	2,652	3,218	3,444
67	1,294	1,668	1,996	2,383	2,651	3,216	3,442
68	1,294	1,668	1,995	2,382	2,650	3,214	3,439
69	1,294	1,667	1,995	2,382	2,649	3,213	3,437
70	1,294	1,667	1,994	2,381	2,648	3,211	3,435
71	1,294	1,667	1,994	2,380	2,647	3,209	3,433
72	1,293	1,666	1,993	2,379	2,646	3,207	3,431
73	1,293	1,666	1,993	2,379	2,645	3,206	3,429
74	1,293	1,666	1,993	2,378	2,644	3,204	3,427
75	1,293	1,665	1,992	2,377	2,643	3,202	3,425
76	1,293	1,665	1,992	2,376	2,642	3,201	3,423
77	1,293	1,665	1,991	2,376	2,641	3,199	3,421
78	1,292	1,665	1,991	2,375	2,640	3,198	3,420
79	1,292	1,664	1,990	2,374	2,640	3,197	3,418
80	1,292	1,664	1,990	2,374	2,639	3,195	3,416
81	1,292	1,664	1,990	2,373	2,638	3,194	3,415
82	1,292	1,664	1,989	2,373	2,637	3,193	3,413
83	1,292	1,663	1,989	2,372	2,636	3,191	3,412
84	1,292	1,663	1,989	2,372	2,636	3,190	3,410
85	1,292	1,663	1,988	2,371	2,635	3,189	3,409
86	1,291	1,663	1,988	2,370	2,634	3,188	3,407
87	1,291	1,663	1,988	2,370	2,634	3,187	3,406
88	1,291	1,662	1,987	2,369	2,633	3,185	3,405

89	1,291	1,662	1,987	2,369	2,632	3,184	3,403
90	1,291	1,662	1,987	2,368	2,632	3,183	3,402
91	1,291	1,662	1,986	2,368	2,631	3,182	3,401
92	1,291	1,662	1,986	2,368	2,630	3,181	3,399
93	1,291	1,661	1,986	2,367	2,630	3,180	3,398
94	1,291	1,661	1,986	2,367	2,629	3,179	3,397
95	1,291	1,661	1,985	2,366	2,629	3,178	3,396
96	1,290	1,661	1,985	2,366	2,628	3,177	3,395
97	1,290	1,661	1,985	2,365	2,627	3,176	3,394
98	1,290	1,661	1,984	2,365	2,627	3,175	3,393
99	1,290	1,660	1,984	2,365	2,626	3,175	3,392
100	1,290	1,660	1,984	2,364	2,626	3,174	3,390



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DOCUMENTATION

1. PRE TEST



2. Giving treatment





3. Post-test





Pertemuan terakhir dengan siswa

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
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SURAT KETERANGAN

Yang bertanda tangan di bawah ini :

Nama : Amalia Yahya, SE., M.Hum
NIP : 19771013 200501 2 006
Jabatan : Ketua Program Studi Pendidikan Bahasa Inggris

menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan


Nama : Rosmiati
NIM : 1602020055
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat/ No. HP : 082393989658

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 08 Oktober 2020

Ketua Program Studi

a.n. Dekan
Wakil dekan I
Fakultas Tarbiyah dan Ilmu Keguruan


Munir Yusuf, S.Ag., M.Pd
NIP. 19740602 199903 1 003





PEMERINTAH KABUPATEN LUWU
KECAMATAN WALENRANG
DESA BARAMAMASE

SURAT KETERANGAN PENELITIAN

Nomor: 222/DB-KW/VI/2020

Yang bertanda tangan di bawah ini:

Nama : SYAMSUL, S,IP
Jabatan : Kepala Desa Baramamase
Alamat : Desa Baramamase Kec. Walenrang Kab. Luwu

Dengan ini menyatakan bahwa:

Nama : ROSMIATI
Tempat tanggal lahir : Mabonta, 20 Maret 1997
Jenis kelamin : Perempuan
Alamat : Desa Kalatiri, Dusun Wae Tuo, Kec Burau Kab. Luwu Timur
Pekerjaan : Pelajar/Mahasiswa
Nim : 16.0202.0055

Yang bersangkutan benar- benar mengadakan penelitian di Instansi kami Desa Baramamase sehubungan dengan penulisan skripsi yang berjudul " Improving Speaking Skill By Using Time Token Arrends For Teenagers At Karetan"

Demikian surat keterangan ini di berikan untuk di gunakan sebagaimana mestinya.

Baramamase, 25 Agustus 2020

Kepala Desa Baramamase


SYAMSUL, S.IP =

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Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya “Mata Kuliah Mahasiswa” sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Rosmiati

Nim : 16 0202 0055

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 09 Oktober 2020

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
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CURRICULUM VITAE



The researcher, Rosmiati was born on March 20th 1997 in Mabonta, Kecamatan Burau, Kabupaten Luwu Timur. She is the fifth child from two brothers and four sisters. Her father's name is Rahan and her mother's name is Haria. The researcher finished her study at SDN 112 Lemo graduated in 2010, and then she continued SMPN 3 Burau, she graduated in 2013. Next she kept going to her education at SMAN 1 Burau and graduated in 2016. She continued her study at the State Institute for Islamic Studies (IAIN) Palopo and taking English Language Education Study Program. She finished her study in 2021.

In the end of study at the State Institute for Islamic Studies (IAIN) Palopo, she wrote a thesis entitled “ **Improving Speaking Skill By Using Time Token Arrands Strategy For Teenagers At Karetan**”

IAIN PALOPO