IMPROVING STUDENTS' SPEAKING SKILLS THROUGH COOPERATIVE LEARNING WITH TIME TOKEN ARENDS TYPE AT THE FIRST GRADE OF MAS AMALIYAH SUNGGAL IN ACADEMIC YEAR 2017-2018

SKRIPSI

Submitted to Faculty of Tarbiyah and Teachers Training UIN- SU Medan as a Partial Fulfillment of the Requirement for the (Degree of Sarjana Pendidikan) S-1 Program

By:

ZAHRINA ULFA
NIM: 34.14.1.020

DEPARTEMENT OF ENGLISH EDUCATION

TARBIYAH AND TEACHER TRAINING FACULTY

THE STATE ISLAMIC UNIVERSITY OF

NORTH SUMATERA

2018

IMPROVING STUDENTS' SPEAKING SKILLS THROUGH COOPERATIVE

LEARNING WITH TIME TOKEN ARENDS TYPE AT THE FIRST GRADE

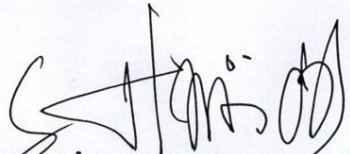# OF MAS AMALIYAH SUNGGAL IN ACADEMIC YEAR 2017-2018

SKRIPSI

Submitted to Faculty of Tarbiyah and Teachers Training UIN- SU Medan as a Partial Fulfillment of the Requirement for the (Degree of Sarjana Pendidikan) S-1 Program

By:

ZAHRINA ULFA
NIM: 34.14.1.020

Adviser I

Adviser II

25/6/2018
ACC

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 197506222003122002

Maryati Salmiah, S.Pd, M.Hum
NIP. 198205012009012012

DEPARTEMENT OF ENGLISH EDUCATION

TARBIYAH AND TEACHER TRAINING FACULTY

THE STATE ISLAMIC UNIVERSITY OF

NORTH SUMATERA

2018

Nomor	: Istimewa	Medan, 29 Juni 2018

Nomor   : Istimewa

Lamp   : -

Perihal   : Skripsi

Medan, 29 Juni 2018

Kepada Yth:

Bapak Dekan Fak. Ilmu

Tarbiyah dan Keguruan UIN
Sumatera Utara

di

Medan

Assalamu'alaikum Wr. Wb

Dengan Hormat,

Setelah membaca, meneliti, mengoreksi dan mengadakan perbaikan seperlunya terhadap skripsi saudari:

Nama   : **Zahrina Ulfa**

Nim   : **34141020**

Jurusan   : **Pendidikan Bahasa Inggris**

Judul Skripsi : **Improving Students' Speaking Skills Through Cooperative Learning With Time Token Token Arends Type at the First Grade of MAS. Amaliyah Sunggal in Academic Year 2017-2018**

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqosah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Wa'alaikumsalam Wr.Wb

Advisor I

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 197506222003122002

Advisor II

Maryati Salmiah, S.Pd, M.Hum
NIP. 198205012009012012

SURAT PENGESAHAN

Skripsi yang berjudul : "**Improving Students' Speaking Skills through Cooperative Learning with Time Token Arends Type at the First Grade of MAS Amaliyah Sunggal in Academic Year 2017-2018**" oleh **Zahrina Ulfa**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

04 Juli 2018 M
20 Syawal 1439 H

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan

Ketua   Sekretaris

Dr. Sholihatul Hamidah Daulay, M.Hum   **Maryati Salmiah, S.Pd., M.Hum**
NIP. 19750622 200312 2 002   **NIP. 19820501 200901 2 012**

Anggota Penguji

1. **Dr. Sholihatul Hamidah Daulay, M.Hum**   2. **Maryati Salmiah, S.Pd., M.Hum**
   NIP. 19750622 200312 2 002   **NIP. 19820501 200901 2 012**

3. **Dra. Retno Sayekti, M.Lis**   4. **Dr. Didik Santoso, M.Pd**
   NIP. 19691228 19503 2 002   **NIP. 19660616 199403 1 006**

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Dr. Amiruddin Siahaan, M.Pd
NIP. 19601006 199403 1 002

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Zahrina Ulfa

Nim : 34141020

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : Improving Students' Speaking Skills through Cooperative Learning with Time Token Arends Type at the First Grade of MAS Amaliyah Sunggal in Academic Year 2017-2018

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

Medan, 29 Juni 2018
Yang membuat pernyataan

Zahrina Ulfa
Nim: 34141020

ABSTRACT

Name : **Zahrina Ulfa**
NIM : **34.14.1.020**
Faculty : **Tarbiyah and Teachers Training**
Advisor I : **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum**
Advisor II : **Maryati Salmiah, S.Pd, M.Hum**
Tittle : **Improving Students' Speaking Skills Through Cooperative Learning With Time Token Arends Type At The First Grade Of MAS Amaliyah Sunggal In Academic Year 2017-2018**

Improving Students' Speaking Skills Through Cooperative Learning With Time Token Arends Type At The First Grade Of MAS Amaliyah Sunggal In Academic Year 2017-2018

Skripsi, Medan : Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, Medan 2018.

Keywords: Time Token Arends, Students' Speaking Skills

This research aimed to improve the students' speaking skills in English lesson by using cooperative learning with time token Arends type. This research was conducted by using Classroom Action Research (CAR). The subject of this research was the first grade (X-IPA III) of MAS Amaliyah Sunggal in academic year 2017-2018 which consisted of 40 students. The objective of this research was to improve students' speaking skills in English Lesson by using cooperative learning with time token Arends type. This research was conducted in two cycles which each cycle consisted of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data. The result of this research showed that there was improvement on students' speaking skills. The mean of pre-test was 58.3. The mean of post-test 1 was 68.65. The mean of post-test 2 was 76.1. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-Test, the students who got point >75 were 5 students (12.05%). In the post-test of cycle 1 students who got point >75 were 19 students (47.5%). The post-test of cycle 2, students who got point >75 were 35 students (87.5%). In other words, the students' skills in speaking improved and became well in the first meeting to the next meeting.

ACKNOWLEDGEMENT

In the name of Allah, the beneficent, and the Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this thesis can be finished accordingly. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers.

The written of this thesis entitled "Improving Students' Speaking Skill through Cooperative Learning with Time Token Arends Type at The First Grade of MAS Amaliyah Sunggal in Academic Year 2017-2018". This thesis is written to fulfill one requirement to obtain the bachelor degree at Department of English Education of Faculty Tarbiyah Science and Teachers Training State Islamic University of North Sumatera.

Finishing of writing this thesis is actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this thesis has finally been written. Then, I would like to thank Allah SWT for The Blessing given to me so that the writing of this thesis has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

1. A profound gratitude is directed to My beloved parents Zufri Idris and Zainab, BA who always give me support, advice, motivation, help, goodness, care, and all of things that I need to finish my study.

2. Dr. Amiruddin Siahaan, as the Dean of Faculty of Tarbiyah Scince and Teachers Training State Islamic University of North Sumatera.

3. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum as the head of English Department.

4. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum as the first advisor who has guidance, dedication, and support during writing this thesis.

5. Maryati Salmiah, S.Pd, M. Hum as the second advisor who has guidance, dedication, and support during writing this thesis.

6. All the lectures in English Department for teaching Precious knowledge, sharing philosophy of life, and giving wonderful study experience.

7. The principal of MAS. Amaliyah Sunggal Jufri Efendi, English teacher Ahmad Japar, S.Pd, and all of the students X-IPA III who helped the writer during the research.

8. My Beloved Brother Mhd. Chairul Abdi and all of my family for their moral, support, patient, and ptayer.

9. My Bripda Raja Doli Nagogo Siregar who always give me support, care and advice to finish my study.

10. My best friends in SW, Asthia Enita Pasa, Roziana Anggreni, Yusnaini, Wulan Dwi Harpani, Nurul Izzati, Ula Syaknbina, and Ayu Rizki, who always pray, support, and entertain me when I felt down.

11. All of my family in the same struggle PBI-4 stambuk 2014, thank you so much for your motivation until the end of present day.

Finally, it is obviously that this skripsi is not perfect yet either in content or grammar, etc. So that the suggestion or critical from the reader for the better of this skripsi is hoped. I hope this skripsi can be useful to all of people.

Medan,   Juni 2018

Zahrina Ulfa

Nim. 34141020

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter consisted of six sections, they were background of the research, statements of the research, questions of the research, purposes of the research, significances of the research, and limitations of the research. Further the explanation about introduction:

A. Background of the Research

Speaking is an interaction process between speaker and listener. Speaking as an exchange of thoughts and ideas about one or more topic between two or more speakers.[1] Speaking need to be able to progress language on their own heads, to involve a good deal of listening, and to understand of how the other participants feeling. In this situation, Tarigan said that the main point of speaking is for communicating. We have to convey thinking and feeling effectively and the speaker must understand the meaning to be communicated, in order to make other people understand with what they are talking about.[2]

In according to speak, there are two types of speaking, monologue and dialogue.[3] Monologue is when one speaker uses spoken language for any length of time, as in speech, readings, and news broadcasts. One person doing all the talking.

---

[1] Greene, S, 1963, *Commmunicating Naturally in Second Langage*, New York: Cambridge University, P.91

[2] Henry Guntur Tarigan, 1981, *Berbicara Sebagai Suatu Ketrampilan Berbahasa*, Bandung: Angkasa, P.15

[3] Harmer, 2001, *The Practice of English Language Teaching,* Longman: Pearson Education Limitation, P. 269-271.

While dialogue involves two or more speakers and can be subdivided into those exchanges to promote social relationships (interpersonal) and to convey propositional or factual information (transactional). In this case, participants may have a good deal of sharing knowledge or background information.

Speaking is important skills in English language teaching to be mastered in school. Through speaking, students can express their ideas, feelings, and desires to others. If the students can speak English fluently, it can help them easy to communicate and easy to explore their ideas. Speaking English well also helps students to access up-to-date information in fields including science, technology and health.[4]

Speaking has often been dealt with in a similar way in language teaching. Explaining things to students is the instructional strategy used most often by teachers at all levels. Evidence collected over several decades shows that, as teachers, we talk a lot.[5] A common argument among language teachers who are dealing with conversation courses is that the students do not talk at all.

One way to tackle this problem is to find the root of the problems and start from there. If the problem is cultural, it is unusual for students to talk with a loud voice in class, or if students feel really shy about talking in front of other students, then one way to go about breaking this cultural barrier is to create and to establish your own classroom culture where speaking out loud in English is the norm[6].

---

[4] Richards, J.C, 2008, *Teaching Listening and Speaking: From Theory to Practice,* Cambridge: Cambridge University Press, P.19
[5] Richard I. Arends and Ann Kilcher, 2010, *Teaching for Student Learning*, Taylor & Francis e-Library, P.163
[6] Taher Bahrani and Rahmatollah Soltani, 2012, *Journal of Education and Practice*, Islamic Azad University: Iran, 2222-1735, P.2

Teachers are considered more as facilitators than commanders of every classroom activities.

In teaching English for speaking skills, English teachers must be creative to design many communication activities in the classroom that urge the students to speak and to motivate the students to use the language actively and productively. For this, teachers have to be aware that the students are used to inhibit in the way of how many times and how much time they speak in the classroom. The students also do not know what to speak and how they communicate their ideas to others. In addition, the situation and condition in the classroom is still less in normal active speaking. Domination will always go to the active students. That is to say that the teachers mostly focus on who is active.

In the process of teaching speaking, the teacher usually assigns the students to memorize dialogues. The teacher asks the students to read the dialogues then memorize it before it is practiced in front of the class. So, old way to memorize words is not efficient and effective for the students' to increase their speking skills. Teacher has to be concerned with the students speaking skills using interesting way. Therefore, the process of teaching and learning has not been conducted successfully because students can't develop their ideas and their opinions by memorizing dialogues.

During speaking activities, the teachers need to play a number of different roles. Harmer points out three roles of teachers in teaching speaking. The first role of teacher is as a prompter. Students are sometimes confused and can't think of what to say. The teacher as a prompter has a rule to help students by offering

discrete suggestions. It can be done supportively without disrupting the discussion.

Second is teacher as a participant. Teacher should be a good animator when teacher asks the students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. The teachers also may participate in discussions or role-plays themselves to help the activity along, ensure continuing students' engagement, or maintain creative atmosphere. The third is teacher is as a feedback provider. Feedback provider is a vital that the teacher allows the students to assess what they have done. However, it is important to think about possibility that over correction may inhibit the students in the middle of a speaking activity.[7]

According to Harmer, it can sometimes easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level. However, he added that it will be difficult for the teacher to make the students to speak if they are reluctant to speak, the topic chosen is not appropriate, the organization of teaching plan is at fault, and if there is an unpredicted event happened. Therefore, the roles of the teachers are used essentialy.[8]

Based on the teacher's assumption in MAS Amaliyah Sunggal, there were some factors accounting for the reluctance of the students to speak up in the class. They were low proficiency in English (20%), fear of mistake (18%), teachers'

---

[7] Jeremy Harmer, 2007, *The Practice of English Language Teaching*, Pearson Longman Ert, P.347-348

[8] Ibid, P. 345

intolerance of silent (25%), uneven allocation of turns (20%), and teachers' language in put (17%).

Low proficiency in English was related to the competence of the students in speaking. There were some indicators which show that the students did not speak accurately. First, in language teaching class, students rarely answer the questions given by the teacher orally. This was caused by the students that did not know how to speak and how to communicate their ideas. Second, students spoke with a lot of pauses. Third, they got difficulties to find the appropriate words to create sentence or expression. This was caused by the teachers just aks the students to memorize the dialogue than to speak it in pairs. So that the students still can't develop their ideas. Fourth, dealing with the vocabulary mastery, for instance when the teacher asked the meaning of seldom, never, several of them could not answer them. Fifth, in grammatical item. When the teacher explained recount text, she just asks the past form of the words bring, and think, without giving more exercise to the students.

Teachers' intolerance of silent were that the teacher just keep silent even the students are sleeping, talking with friends, and going outside the class. The teacher just keep silent event the students were not expressing themselves to speak. So that, students were less of ideas because they are lack of practice to speak. Next, fear of mistakes were caused by the students' lack of vocabularies, students' lack of knowledge about the topic, students' lack of ideas, and students' lack of self confidence.

Uneven allocation of turns meant that the time for the students to speak was not fair. Some of the students speak too long and some of them didn't speak. This

was caused by the teacher just asked the best students to speak. Uneven allocation of turn also meant that the teacher just keep talk a lot. So, the turn of students to speak was just a little. The last was teacher language input. This was include to the students' motivation to the students. The teacher should gave the advice, motivation, and the purpose for learning the topic to the students.

Based on the teacher's assumption in the preliminary study at MAS Amaliyah Sunggal, there were more than 65% of the students who do not want to speak in English. The major factor that inhibit the student in speaking were students low proficiency in English, fear of mistakes, teachers' intolerance in silent, uneven allocation of turns, and teachers' language input. This can be proven from the students' average score is 69,01, which the average score did not reach the minimum score that was stipulated by the school which is 75,00. The students' average score is still low. Therefore, the teacher should increase the students' skills in speaking.

To solve the problems, the researcher used cooperative learning in teaching speaking. There are several types of cooperative learning, such as jigsaw, group investigation, team assisted individualization, and time token Arends.

The researcher choosed one type of cooperative learning above to apply it in English class and to improve students' speaking skills. Therefore, the reseacher choosed cooperative learning with time token Arends type. The reason why the researcher wanted to conduct a study by using cooperative learning with time token Arends type was because it could improve the courage of the students to talk in the class actively. Cooperative learning with time token Arends type helped the students to distribute their participations orderly. Each students given

some tokens which contain of time allocation to talk. If the students did not have token, the students could not talk anymore. This made other students who still have token, have to talk.

The use of cooperative learning with time token Arends type was expected to be able to increase students' interest toward the subject. Later on, this interest affected to the students in understanding materials, so that students have bravery to convey their opinions, and students speaking skills improved.

Based on the descriptions above, the title of this research was "Improving Students' Speaking Skills Through Cooperative Learning With Time Token Arends Type at the First Grade of MAS. Amaliyah Sunggal in Academic Year 2017-2018".

B. Statements of the Research

Based on the background of the research above, the statements can be identified as follows:

1. Students did not want to speak English, because they were low profiency in English, and feared of mistakes.

2. Students' speaking skills was low because the teacher's learning activity in teaching speaking was still conventionally, teachers gave intolerance to the silent students, teachers lacked of language in put, and teachers gave uneven allocation of turns.

C. Questions of the Research

Based on the background of the research above, the questions of the research were formulated as follow:

1. Can cooperative learning with time token Arends type improve the students' speaking skills?

2. How does cooperative learning with time token Arends type improve the students' speaking skills?

3. Why does cooperative learning with time token Arends type improve the students' speaking skills?

D. Purposes of the Research

Based on the questions of the research above, the purposes of the research were formulated as follows:

1. To identify whether time token Arends can improve the students' speaking skills.

2. To describe how does time token Arends improve the students' speaking skills.

3. To investigate why does time token Arends improve the students' speaking skills.

E. Significances of the Research

The finding of the research are expected to have both theoretical and practical significances.

1. Theoretically

a. It is useful for the reader, to add reference or to give alternative way in teaching and learning speaking.

b. It is providing some information for the further researcher in applying this cooperative learning with time token Arends type especially in speaking skills.

2. Practically

a. It is useful for students by teacher's help to develop their speaking skills in learning English.

b. It is useful for English teacher in order to apply cooperative learning with time token Arends type in the classroom especially in teaching speaking skill.

F. Limitation of the Research

There are many cooperative learning that can be used to improve students' speaking skills. In this research, cooperative learning with time token Arends type was choosen to improve students' speaking skills.

CHAPTER II

REVIEW OF LITERATURE

There were two sections that will be discussed in this chapter. For the first section was theoretical framework that consisted of speaking, cooperative learning, and time token Arends. While the second section was conceptual framework.

A. Theoretical Framework

In conducting a research, theories are needed to explain some concept in the research concern. This is considered the important ideas of conveyed. The concepts which are used must be clarified in order to have the same perspective of implementation in the field. In other word, the following is considered important to discuss for clarifying the concept used or being discussed, so that the readers get the point clearly.

1. Speaking

Nature of speaking, types of speaking, concept of teaching speaking, students' speaking skills, and assessment in speaking were will be discussed in this section.

a. Nature of Speaking

Speaking is at the heart of second language learning[9]. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts[10]. It means that the effectiveness of speaking

---

[9] Egan.K.B, 1999, *Speaking: Journal a Critical Skill and Challenge*, vol.16 No.3, P.277

[10] A.L. Chaney, 1998, *Teaching Oral Communication, Boston*: Allyn and Bacon, P.13

need to be able to process language in their own heads, to involve a good deal of listening, to understand of how the other participants are feeling, and to know of how linguistics take turn or allows others to do so.

Speaking is a skill that must be mastered by the students. If speaking skills can be mastered well, students will be able to communicate for a variety of purposes well too. Through speaking activities, students can express desires, information, thoughts, ideas, persuade, convince, persuade and entertain communication view is.[11]

Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to make the learners able to use the target language to communicate.

In learning English, the main goal is to able to speak well. Speaking skill is believed as important aspect to be success in English Speaking. The success of learning English can be seen and measured from their performance in speaking and how well they present their English in communication.

We are as a humans can only dig our potential in speaking. Allah SWT also Says in Q.S Al-Mujadila: 9

---

[11] Agus Darmuki, M. Andayani, Joko nurkamto, and Kundharu saddhono, 2016, *International Journal of Languages' Education and Teaching*, 2198 –4999, P.3

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا تَنَٰجَيْتُمْ فَلَا تَتَنَٰجَوْاْ بِٱلْإِثْمِ وَٱلْعُدْوَٰنِ وَمَعْصِيَتِ ٱلرَّسُولِ وَتَنَٰجَوْاْ بِٱلْبِرِّ وَٱلتَّقْوَىٰ وَٱتَّقُواْ ٱللَّهَ ٱلَّذِىٓ إِلَيْهِ تُحْشَرُونَ ﴿٩﴾

The meaning : O, you who believe! When you hold secret counsel, do it not for sin and wrong-doing, and disobidience towards the Messenger (Muhammad SAW), but do it for Al-Birr (rightteousness) and Taqwa (virtues and piety); and Fear Alah unto Whom you shall be gathered[12].

In this verse, Allah SWT Exhorts to the Believers, do not talk about making of sin, hostility and disobedience to the Messenger. Allah SWT told us to talk about making a virtue and piety. Then it can be inferred that Islam teaches us to speak with someone with a good road and with a gentle word. We must speak politely to others, because we know speech generally has one of three basic purposes: to inform, to persuade, or to entertain[13]. So, we should inform the good things to others, persuade people to the right way, and entertain someone when he has a disaster. If someone do this in the commucation in his daily life, we can conclude that he must be a good speaker.

Speaking is the verbal use of language to communicate with others[14]. Speaking is the skills that the learners will be judged upon most in a real-life situation. Speaking is an important part of everyday interaction. Most often the

---

[12] Muhammad Taqi'uddin Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an English Translation of the Meanings and Commentary,* King Fadh Complex: Madinah, P. 747

[13] John. A. Kline, 1989, *Speaking Effectively, A Guide for air Force Speakers*, Air University Press: Alabama, P.3

[14] Glenn Fulcher, 2003, *Teaching Second Language Speaking*, New York: Pearson Longman, P.24

first impression of a person is based on his/her ability to speak even he/she speaks fluently or comprehensibly. Thus, the teachers have a responsibility to prepare the learners as much as possible to be able to speak English in a real-life situation.

Based on the explanation above, Allah SWT says in Q.S Thaha: 44

فَقُولَا لَهُ قَوْلًا لَّيِّنًا لَّعَلَّهُۥ يَتَذَكَّرُ أَوْ يَخْشَىٰ ﴿٤٤﴾
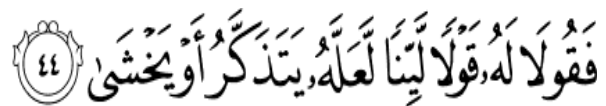
Meaning: "And speak to him mildly, perhaps he may accept admonition or fear (Allah) "[15]

Only two ways to bring a man to the right way, they are to convince him by argument or admonition and to warn him of the consequences of deviation.

Fortunately, we cannot read each others' minds. So, if we want to allow someone to access of what we are thinking, we must provide them with clues that they can perceive. Language is a system that connects thoughts, which can not be heard, seen, or touched, with sounds, letters, manual signs, or tactile symbols .In this way, one person's private ideas may be communicated to another person[16] .If someone want to express their feelings, they should speak. So, speaking is telling something to other people.

Many definitions about speaking have been proposed by language. Speaking derives from the word "Speak". According to Oxford dictionary, "Speak" means

---

[15] Ibid., P. 417
[16] Gerald P. Delahunty and James J Garvey, 2010, *The English Language from Sound to Sense,* The WAC Clearinghouse, Fort Collins : Colorado, P. 5

say things, talk, be able to use a language, make a speech, express ideas, feelings, etc.[17] Speaking is the verbal use of language to communicate with other[18].

In additional, Hughes explain that speaking is interactive and according to accomplish pragmatic goals through interactive discourse with other speaker of language.[19]

Speaking also explains in the Q.S Ar-Rahman: 3-4

$$خَلَقَ ٱلْإِنسَـٰنَ ۝٣$$

$$عَلَّمَهُ ٱلْبَيَانَ ۝٤$$

The meaning : He created man (3)

He taught him eloquent speech (4).[20]

Q.S Ar-Rahman above says that Allah SWT who created man and taught the humans are good at talking. This means, our speaking ability comes from God Almighty.

Speaking is the ability of human being to deliver the message to the listener by a good way in the some context, and the listener understand about the message. Speaking ability is described as the ability to express oneself in life situations, or the ability to express sequence in ideas fluently.

---

[17] Martin H. Manser, 1995, *Oxford Learner's Pocket Dictionary*, NewYork: Oxford University Press, P.398

[18] Fulcher, 2003, *Testing Language Second Language Speaking*, Sydney: Longman, P.79

[19] Dewi Hughes, 2007, *Public Speaking*, Jakarta: Gramedia Widiasarana, P.57

[20] Muhammad Taqi'uddin Al-Hilali and Muhammad Muhsin Khan, op, cit., P. 728

عَنْ أَنَسِ ابْنِ مَالِكٍ ﷺ قَالَ : قَالَ رَسُوْلُ اللّهِ ﷺ طَلَبُ الْعِلْمِ فَرِيْضَةٌ عَلَى كُلِّ مُسْلِمٍ
(رواه ابن ماجه)

From Anas ibn Malik r.a, says, Rasulullah SAW says, "Demanding that knowledge is a duty for every Muslim". (H.R. Ibn Majah).

Ease and success of life both in the world and in the Hereafter can be achieved by a human through science. Science will not be easy to obtain, except in some ways and strategies that must be passed. Then, we will not get knowledge unless after fulfilling five conditions, namely: intelligence, effort, sincerity, sufficient supplies, and proximity to the teacher in a long time. This is important to know by people who want to learn. To achieve a success, we should have a spirit and should be close, familiar, and respectful to the teacher for his knowledge.

From the discussion above, the researcher tried to make speaking activities more effective for students in learning English by determining the strategy which is appropriate and effective to teach speaking. The researcher tried to use cooperative learning with time token Arends type in teaching speaking. The researcher used cooperative learning with time token Arends type in order to improve the students speaking skills, as an effort to make the students able to use English to communicate.

b. Types of Speaking

Types of speaking will be devided into two types, namely monologue and dialogue[21]. This types of speaking will be shown in the following figure:

Figure 2.1 Types of Speaking
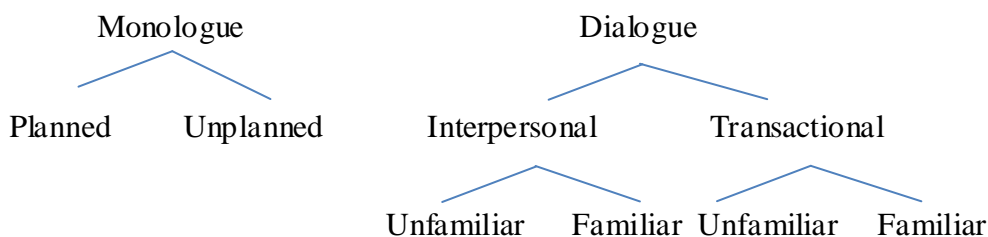
In monologues, speaker uses spoken language for any length of time, as in speeches, lectures, readings, and news broadcasts. The hearer must process long stretches of speech without interruption. The speech will go on whether or not the hearer comprehends. Planned, as opposed to unplanned, monologues differ considerably in their discourse structures. Planned monologues (such as speeches and other pre-written material) usually manifest little redundancy and relatively difficult to comprehend. Unplanned monologues (impromptu lectures and long "stories" in conversations, for example) exhibit more redundancy.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and to convey propositional or factual information (transactional). In each case, participants may have a good deal of sharing knowledge (background information, schemata). The familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines. In conversations

---

[21] Brown, H. Douglas, 2000, *Teaching by Principles: An Interactive Approach to Language Pedagogy, fourth edition,* San Francisco: Longman, P. 251

between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When references are not explicit, misunderstandings can easily follow.

c. Concept of Teaching Speaking

Speaking is actually an ability to convey messages through spoken language. Therefore, the activities of teaching speaking required good planning of teaching to improve speaking skills that are described with steps, such as[22]:

1. To unite speaking activities into the curriculum.

2. To organize speaking activities in the syllabus

3. To hold a class discussion

4. To assess the speaking activities

5. To provide assessment criteria.

Speaking is the most important and essential skill. English teaching and learning have the goal of focusing students, so that the students are able to use English for communication and to use English as a tool for furthering their studies.

There are three stages in teaching speaking. Those stages are introduction the new language, practice, and communicative activity. Firstly, introduction new language means that the teacher tries to introduce the language which is used in teaching speaking. Secondly, the next stage that teacher will do is giving an exercise and practice to students. Thirdly, the stage is about communicative activity means that teacher must notice the students' activity in speaking. In fact,

---

[22] Scott Thornbury, 2001, *How to Teach Speaking*, Tanpa Kota: Longman, p.122

the teacher hopes that the students will be success in speaking activity, so that the

teacher tries hard to teach speaking well. [23]

---

[23] J Harmer, 1987, *The Practice of English Language Teaching*, Longman Handbooks for Language Teacher, New York: Longman Inc.

Teaching speaking is to teach ESL learners to;

1. Produce English speech sound pattern.

2. Use word and sentence stress, intination patterns, and the rhythm of the second language.

3. Select appropriate words and sentences acording to the proper social setting, audience, situation, and subject matter.

4. Organize their thoughts in a meaningful and logical sequence.

5. Use language as a means of expressing values and judgments.

6. Use the language quickly and confidently with a few unnatural pauses, which is called by fluency.

d. Students' Speaking Skills

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule, there are three functions of speaking. Three parts version of Brown and Yule's framework are talk as interaction, talk as transaction, and talk as performance. Each of these speech activities is quite distinct in term of form and function and requiresdifferent teaching approaches.[24]

Speaking as interaction refers to the interaction which serves a primarily social function, speaking as performance refers to public speaking. It is talk which transmits information before and audience such as public announcements and speeches, and speaking as transaction refers to situation where the focus is on the

---

[24] Jack C. Richards, 2008, *Teaching Listening and Speaking; From Theory to Practice,* New York: Cambridge University Press, P. 21

message about what is said or achieved in order to make people understood clearly and accurately[25].

Speaking is the productive skill in which students utter words and sentences for specific purposes to convey certain messages using the appropriate grammatical rules, vocabulary and score of formality with the atmosphere of confidence and comfort.

Speaking skill ensures that language learners should be able to communicate actively in a target language. Thus, one's eloquence in using a target orally is greatly determined by how well he or she learns speaking. Students often encounter many problems. Lack of confidence and being afraid of maing mistakes are two of the greatest psycological barriers that hold the learners back from advancing in their study. Students tend to have fears before larger groups. This happens especially in a culture that people tend to use other people's weakness as a laughing matter.

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown, those aspects are pronunciation, fluency, vocabulary, and accuracy.[26]

1. Pronunciation

Pronunciation is the way a certain sound or sounds are produced. It covers they way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear

---

[25] Jack C. Richards, 2006, Communicative Language Teaching Today, Cambrigde: Cambridge University Press, P.23

[26] Brown, H. Douglas, 2001, Teaching by Principles: An Interactive Approach to Language Pedagogy. San Francisco: Longman, P. 168

message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

2. Fluency

Fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically.

3. Vocabulary

Vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

4. Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary. The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

e. **Asessment in Speaking**

Assessment is the process of documentating, usually in measurable terms, knowledge, skills, attitudes, and beliefs. Assessment is formative when teachers use it to check on the progress of their students, to see how far they have mastered what they should have learned, and then use this information to modify their future teaching plans. Such assessment can also be the basis for feedback to the students.[27]

---

[27] Arthur Hughes, 2003, *Testing for Language Teachers*, Cambridge University Press: United Kingdom. P.5

Assessment as part of classroom activities is a fundamental process required to promote learning and ultimately achievement. Learners need to know and understand the following before learning:

1. What is the aim of the learning ?

2. Why do they need to learn it ?

3. Where are they in terms of achieving the aim ?

4. How can they achieve the aim ?

When learners know and understand these principles, the quality of learning will improve. Sharing this information with learners will promote ownership of the learning aims and a sense of shared responsibility between the teacher and learner to achieve those aims. Improving learners' confidence and self-esteem reflects positively in learners' work and their motivation is improved.[28]

The goal of classsroom assessment is to enhance students to learn. Instructors use a variety of methods in the classroom to get the feedback about student learning in terms. There are five catagories of speaking assessment adapted from FSI proficiency rating, namely, accent, grammar, vocabulary, fluency, and comprehension.[29] Each category is rated on six-point scale. The highest score possibly acquired is 100 if a student gets the highest point in each catagory. There are four levels in the scale: Superior, Advanced, Intermediate and Novice.[30]

---

[28] Cheril Jones, 2005, *Assessment for Learning*, Newnorth Ltd: London. P.4
[29] Arthur Hughes, op. Cit., P.131
[30] Luma Sari, 2004, *Assesing Speaking*, Cambridge University Press: United Kingdom. P.62

Table 2.1 Proficiency Description

Proficiency Description	1	2	3	4	5	6
Accent	0	1	2	3	4	5
Grammar	6	12	18	24	30	36
Vocabulary	2	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total	16	35	50	67	87	100

1. Accent

a. Pronunciation frequently unintelligible (0)

b. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repletion (2)

c. "Foreign accent" reuires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary (3)

d. Marked "foreign accent" and occasional mispronunciations that to do not interfere with misunderstanding (4)

e. No conspicuous mispronunciations, but would not be take for a native speaker (5)

f. Native pronunciation, with no trace of "foreign accent" (6)

2. Grammar

a. Grammar almost entirely inappropriate or inaccurate, except in stock phrases (6)

b. Constant errors showing control of very few controversial micro skills or major pattern, and frequently preventing communication (12)

c. Frequents errors showing inappropriate use of some conversational micro skillls or some major patterns uncontrolled, and using causing occasional irritation and misunderstanding (18)

d. Occasional errors showing imperfect control of some conversation micro skills or some patterns, but no mistakes that causes misunderstanding (24)

e. Few errors with no pattern of failure (30)

f. No more than two errors during the presentation (36)

3. Vocabulary

a. Vocabulary limited to minimum courtesy requirements (2)

b. Vocabulary limited to basic personal areas and very fmiliar topics (autobiographic information, personal expression,etc) (8)

c. Word choice sometimes inaccurate (12)

d. Vocabulary adequate, to discuss special interest and nay non-technical subject with some circumlocutions (16)

e. Vocabulary broad, precise and adequate to cope with various topic (20)

f. Vocabulary apparently as accurate and expensive as that of educated native speaker (24)

4. Fluency

a. Speech is so halting and fragmentary that conversation is virtual impossible (2)

b. Speech is very slow and uneven, except for short or routine sentences; frequently punctuated by silence or long pause (4)

c. Speech is frequently hesitatant or jerky; sentence may be left uncompleted (6)

d. Speech is occasionally hesitant, with some unevennes caused by rephrasing and grouping for words (8)

e. Speech is effortiess and smooth but percceptible nonnative in speed and evenness (10)

f. Speech on all general topics as effortless and smooth as native speaker (12)

5. Comprehension

a. Understand too little to respond the topic (4)

b. Understand only slow, very simple speech on topics of general interest; requires constant repetition and rephrasing (8)

c. Understand careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing (12)

d. Understand quite well normal educated speech directed to him, but requires occasinal repetition or rephrasing (15)

e. Understand everything in normal educated conversation, except for every colloquial or low frequently items or exceptionally rapud or slurred speech (19)

f. Understand everything in informal and colloquial speech to be expected an educated native speaker (23)

There are four levels in the scale: Superior, Advanced, Intermediate and Novice, that will be explained as follows:

Superior   : 75-100

Advanced   : 65-74

Intermediate   : 50-64

Novice   : 10-49

2. Cooperative Learning

In the mid-1960s, cooperative learning was relatively unknown and largely ignored by educators. Elementary, secondary, and university teaching was dominated by competitive and individualistic learning. Cultural resistance to cooperative learning was based on social Darwinism, with its premise that students must be taught to survive in a "dog-eat-dog" world, and the myth of "rugged individualism" underlying the use of individualistic learning. While competition dominated educational thought, it was being challenged by individualistic learning largely based on B. F. Skinner's work on programmed learning and behavioral modification. Educational practices and thought, however, have changed.[31]

Cooperative learning is now an accepted and often the preferred instructional procedure at all levels of education. Cooperative learning is presently used in schools and universities in every part of the world, in every subject area, and with every age student. It is difficult to find a text on instructional methods, a teacher's journal, or instructional materials that do not discuss cooperative learning. Materials on cooperative learning have been translated into dozens of languages.

---

[31] Adrian F. Ashman, 2008, *The Teacher's Role in Implementing Cooperative Learning in the Classroom*, Springer; New York. P.10

Cooperative learning is one of the success stories of both psychology and education.

Cooperative learning is a teaching strategy that requires small student groups to work interdependently on learning activities in order to achieve and receive group rewards or recognition. cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others[32]. It follows that everyone participated more actively in the groups.[33]

Cooperative learning is inherently multi-modal because we look at the facial expressions, body language, and gestures of those with whom we interact (visual cortex); we decode their words (Wernicke's area) and tone of voice (amygdala); we encode our own thoughts into words (Broca's area); we evaluate what they say and assimilate and accommodate their information and conceptual framework (pre-frontal cortex).[34]

Most researchers agree that to be truly cooperative, learning should consist of key elements and two of these are particularly vital[35]:

1. Positive interdependence – (We sink or swim together)

This requires each pupil in a small group to contribute to the learning of the group. Pupils are required to work in a way so that each group member needs the others to complete the task. It is a feeling of 'one for all and all for one.

---

[32] Jolliffe, Wendy, 2007, *Cooperative Learning in The Classroom: Putting into practice,* Paul Chapman Publishing:London, P. 3

[33] Sharan Shlomo and Shachar hana, 1998, *Language and Learning in the Cooperative* Classroom, Springer-Verlag New York Inc. P. 126

[34] Spencer Kagan and miguel Kagan, 2009, Kagan *Cooperative Learning*, Kagan Publishing: San Clemente, P.4.11

[35] Jolliffe Wendy, 2007, *Cooperative Learning in The Classroom: Putting into practice,* Paul Chapman Publishing: London, P. 3

2. Individual accountability – (No Hitchhiking!)

This means that each member of the group is accountable for completing his or her part of the work. It is important that no one can 'hitchhike' on the work of others. It requires each pupil in the group to develop a sense of personal responsibility to learn and to help the rest of the group to learn also.

In collaborative learning environments, students should be responsible for the governance and evaluation of their group[36]. Ideally, teachers are trained to take their existing lessons and restructure them to be cooperative. Any lesson in any subject area for any age student can be done cooperatively[37]. There are three types of cooperative learning ; formal, informal, and cooperative base groups[38]:

1. Formal cooperative learning groups: these last from one lesson to a few weeks and need to consist of the following to work effectively:

a. Team-building activities to establish team identify and cohesion

b. Specific teamwork skills highlighted each lesson and/or week

c. Teacher monitoring and support for task and teamwork skills

d. Evaluation of learning and teamwork by pupils and teacher.

2. Informal cooperative learning groups: these last from a few minutes to a whole lesson and usually consist of 'turn to your partner' discussion or think/pair/share and can be extended from pairs to fours or eights (often termed 'snowballing').

---

[36] Robyn M Gillies and Adrian F ashman, 2005, *Co-operative Learning*, Taylor and Francis e-Library : London and New York, P. 71

[37] Adrian F. Ashman, 2008, *The Teacher's Role in Implementing Cooperative Learning in the Classroom,* Springer; New York, P.26

[38] Jolliffe Wendy, Op. Cit., P. 43

3. Cooperative base groups: these usually last for a term or a school year and consist of heterogeneous cooperative learning groups with stable membership to build on support and encouragement to each other. The elements described in formal cooperative learning groups above will need to be incorporated and built on.

After knowing about types of cooperative learning, we should know the character of cooperative learning. Cooperative learning lessons can be characterized by the following features[39]:

1. Students work in teams to master learning goals.

2. Teams are made up of high-, average-, and low-achieving students.

3. Whenever possible, teams include a racial, cultural, and gender mix.

4. Reward systems are oriented to the group as well as the individual.

Cooperative learning has been one of the most researched teaching models. It is not possible to summarize all the research on cooperative learning here, but the following sections provide brief summaries of the model's effects on three types of learner outcomes: Cooperative behavior, tolerance of diversity, and academic achievement[40].

1. Effects on Cooperative Behavior

Yet, many youth and adults alike lack effective social skills. This situation is evidenced by how often minor disagreements between individuals can lead to violent acts and by how often people express dissatisfaction when asked to work

---

[39] Richard. I. Arends, 2012, *Learning to Teach*, Ninth edition, The McGraw-Hill Companies: United States, P.361
[40] Ibid., 361

in cooperative situations. Cooperative learning promotes cooperation because it values and promotes the development of interpersonal intelligence.

2. Effects on Tolerance for Diversity

Cooperative learning presents opportunities for students of varying backgrounds and conditions to work interdependently on common tasks and, through the use of cooperative reward structures, to learn to appreciate one another. Cooperative learning is wider tolerance and acceptance of people who are different by virtue of their race, culture, social class, or ability. Therefore, All cooperative learning methods are based on social psychological research.[41]

3. Effects on Academic Achievement

Although cooperative learning encompasses a variety of social objectives, it also aims at improving student performance on important academic tasks.Its supporters believe that the model's cooperative reward structure raises the value students place on academic learning and changes the norms associated with achievement.

3. Time Token Arends

Arends said in Al-ta'lim journal that time token is cooperative learning model where the students' do cooperative activities and help each other in understanding particular topic.[42]

---

[41] Robert Slavin and Friends, 1985, *Learning to Cooperate, Cooperating to learn*, Springer Science Business Media: New York, P.6

[42] Riaci Bertty Parlian, Muhamad Kristiawan, and Indra Johari, 2016, *The Effect Of Time Token Technique Toward Students Speaking Skills At Science Class At High School 1 Pariaman*, 2355789, P.24

Time token can help the students to achieve speaking skills. Time Token Arends learning model is one small example of the application of democratic learning in school. Democratic learning process is a learning process that puts students as subjects. This model is used to train and develop that social skill student does not dominate talk or silent absolutely. This is a teaching model that can be used for teaching student to achieve their skill and showing opinion and scoring task of their friends. This model planned that the student should speak and get social with each other.[43]

a. **Definition of Time Token Arends**

Time token Arends is an aspect of cooperative learning approach. Time token Arends makes students learn about participation. Many students have difficulty in sharing time to talk with their friends when they are having a discussion. In a group discussion, we can find several students control and dominate the discussion. They do not give a chance to other students to express their opinion. So that, there is no students who dominate to speak, there is no students who is shy, and only keep silence in learning activity.[44]

If the teacher has cooperative learning groups in which a few people dominate the conversation and a few are shy and never say anything, time tokens can help distribute participation more equitably. Each student is given several

---

[43] Retno Fentari and Syaifudin Latif ,2016, *The Influence Of Using Time Token Method Toward Speaking Ability At The Students' Of Smp N 1   Batanghari Academicyear 2014/2015,* 977244248DD3, P. 120

[44] Septian Kurnianto, RetnoWinarnia, and Triyanto, 2017, *The Improvement of Speaking Ability Through the use of Time Token Arends and Multimedia*, Universitas 11 Maret : Surakarta, 2349-7157, P. 15

tokens that are worth ten or fifteen seconds of talk time. A student monitors interaction and asks talkers to give up a token whenever they have used up the designated time. When a student uses up all of his or her tokens, then he or she can say nothing more. This, of course, necessitates that those still holding tokens join the discussion.[45]

According to Fatmawati and Haryono, in Arends 2008, in International Conference on Mathematics, Science, and Education 2015 (ICMSE 2015), Time Token is one participate skill in cooperative learning aimed at equal group work opportunity, to avoid student dominate or otherwise silence at all, and encourage students to help each other in small groups.[46]

Time token Arends can help the teachers to make the students active and give their participation orderly. Each students in a small group is given some tokens which consist of time to talk and to express their ideas and their opinion. One of the students can see the time and give a sign if one of them has finished their time. If the students have used off their token, they can not talk anymore. This situation makes the students who still have token must talk and join the discussion.

Times token Arends mampu mendorong siswa peserta belajar untuk meningkatkan inisiatif dan partisipasinya. Siswa yang pasif sekalipun diharuskan mengambil peran secara aktif, baik untuk menggali pengetahuan/belajar dari teman lain maupun dalam memberikan penilaian terhadap apa yang telah ditampilkan oleh temannya Kebiasaan untuk saling mendengarkan, berbagi,

---

[45] Richard. I. Arends, 2012, *Learning to Teach*, Ninth edition, The McGraw-Hill Companies: United States, P. 384

[46] Iqbal Renanda Halsyar 1, Widodo, 2015, *The Effectiveness Of Cooperative Learning Model With Time Token Arends Type With Respect To Increasing Of Students' Physics Concept Understanding And Communication Skill, International Conference On Mathematics, Science, And Education*, Icmse, P.10

memberikan masukan dan keterbukaan terhadap kritik inilah yang sebaiknya harus terus ditumbuhkan dalam kegiatan belajar mengajar.[47]

Times token Arends is able to encourage students to learn and to improve their initiative and participation. Passive students are required to take an active role, either to explore knowledge and learning from other friends or in assessing what has been shown by his friend. The habit of listening to each other, sharing, giving input and openness to this criticism should be continuously grown in teaching and learning activities.

b.   Purpose for Using Cooperative Learning with Time Token Arends Type

Berdasarkan Slavin di Jurdik Kimia UNY, mengemukakan bahwa ada Tiga konsep sentral yang menjadi karakteristik pembelajaran kooperatif, yaitu penghargaan kelompok, pertanggungjawaban individu, dan kesempatan yang sama untuk berhasil.[48]

Based on Slavin in Jurdik Kimia UNY, suggests that there are three central concepts that characterize cooperative learning, namely group awards, individual accountability, and equal opportunity to success. Each of these steps will be explained as follows:

1.   Group Awards

Students will accept their friends in different culture, different race, and different knowledge. Cooperative in time token Arends type will give the

---

[47] Agus Nano Basuki, S.S, 2009, *Menjadikan Siswa Sebagai Subyek Dalam Kegiatan Belajar Melalui Model Pembelajaran Take And Give Dan Time Token Arends,* Yogyakarta.

[48] Jurdik Kimia UNY, 2010, *Implementation of Cooperative Learning Type Time Token to Increase the Students' Activity and Interest Learning on General Chemistry, Prosiding Seminar Nasional Kimia dan Pendidikan Kimia*, 978-979-98117-7-6.

opportunity for students from various background and condition to work together. Students will appreciate each other.

2. Individual Accountability

Students will have responsibility to talk and to express their opinion.

3. Equal opportunity to success

Using time token Arends for avoiding students dominate speaking in the class, and avoiding students' silent absolutely in the class.[49] Therefore, students will have equal opportunity to success in English Speaking.

c. Steps for Using Cooperative Learning with Time Token Arends Type

Arends stated that the lesson in time token Arends in cooperative learning follow involving steps:

1. Preparation

Before coming in the classroom the teacher takes coupon as a means of convert to be allotted by students, where that coupon have the point in conversing. Then, if Lesson clock started at first clock, customarily all our student invite to pray. After finishing the prayer, teacher salutes and asks the students' news. Afterwards teachers checks the absent of the students and devides the students become several groups.

2. Defining objective target

Learners should have already identified the topic of their presentation and start to search the content.[50]

---

[49] Retno Fentari and Syaifudin Latif ,2016, *The Influence Of Using Time Token Method Toward Speaking Ability At The Students' Of Smp N 1 Batanghari Academic year 2014/2015,* 2442 – 482, P. 120

3. Opening And clarification of problem context.

Real crux of this phase is taking part of involvement participants, either through physical, mind and emotion. In this term, students are assessed on how well they take part in the conversation, and their contribution to develop the conversation by asking and responding to the question appropriately.[51]

4. Objective phase

Question raised by mediator in phase objective is:

a. What is the participant known, seen, heard, read or remembered of concerning topic studied (in the form of fact and data).

b. What have been experienced of participant and relevant with the topic (when, what occurence, and where), because by the experience, students will feel interesting to follow the discussion conducted and student will submit what becoming experience which have been experienced of.

5. Reflective phase

This phase will progressively clarify what in fact problems which is being discussed in discussion.

6. Interpretative phase

Students can look for the solution from problems.

7. Decisional phase

In this phase, the teacher invite or motivate the students.

8. Confirmation And closing

Teacher and students conclude the lesson.

---

[50] Debbie Cole, and friends, 2007, *Teaching Speaking and Listening, a toolkit for a practitioners*, Portishead Press : Bristol, England, P.233

[51] Eaton David, 2010, *Writing and Speaking Booklet*, Oxford University Press, P. 20

d. Procedures for Using Cooperative Learning with Time Token Arends Type

Procedur Time Token Arends:[52]

1. Kondisikan kelas untuk melaksanakan diskusi.

2. Tiap peserta didik diberi kupon berbicara dengan waktu 30 detik. Tiap peserta didik diberi sejumlah nilai sesuai waktu yang digunakan.

3. Bila telah selesai bicara, kupon yang dipegang peserta didik diserahkan.

4. Peserta didik yang telah habis kupon nya tidak diperbolehkan untuk berbicara lagi.

Procedures of Time Token Arends

1. Conduct the class to carry out the discussion.

2. Each learner is given a talking coupon with a time of 30 seconds. Each learner is assigned a number of values according to the time that the learners used.

3. When learners have finished talking, the coupons hold by the learners are submitted.

4. Students who have exhausted their coupons are not allowed to speak anymore.

Good speaking activities can and should be highly motivating. If all of the students are participating fully – and if the teacher has set up the activity properly, and then can give sympathetic and useful feedback – they will get tremendous

---

[52] H. Darmadi, Budi Utama, 2017, *Pengembangan model metode pembelajaran dalam dinamika belajar siswa,* Jogjakarta, P.58

satisfaction from it. Many speaking tasks (role - playing, discussion, problem-solving, etc) are intrinsically enjoyable in themselves[53]. And time token is one of the strategy that can make the students enjoy in learning speaking.

e. Advantages for Using Cooperative Learning with Time Token Arends Type

Time token is a successful teaching strategy. Each member of a team is responsible, not only for learning what is taught but also for helping teammates for learning. Students work through the assignment until all the members of the group understand the lesson clearly.

There are some benefits of Time Token Strategy, they are as follows:

1. Improving activity learn the student and achievement academic of them.

2. Improving energy of student memory.

3. Improving student satisfaction empirically learn.

4. Assisting student in developing skill communicate verbally.

5. Developing skill of social student.

6. Improving to feel the self confidence student.

7. Assisting to improve the positive relation between student.

---

[53] Jeremy Harmer, 1998, How to Teach English : *An Introduction to Practice of English Language Teaching,* Longman : Malaysia, P.88

Spencer Kagan and his associates at Kagan Publishing and Proffesional Development found some benefits of Time token Strategy, they are:;

1. Students are actively involved in the lesson.

2. Students make personal connection with the curriculumn.

3. Stdents remember what they are sharing.

4. Students practice sharing information.

5. Students develop oral communication skills.

6. Students practice to be active in listening.

7. Not only one students dominate the discussion, but also all of the students learn to appreciate their friends' opinion.

f. Disadvantages for Using Cooperative Learning with Time Token Arends Type

There are no strategies that have no disadvantages. There is a weakness of using time token strategy in teaching speaking for Senior High School students. The strategy is difficult to apply effectively in the classroom which contains too many students, because it makes the teacher difficult to controll the students in the group, it consumes much time to make all of the students participating in speaking activity, and it makes the teacher and the students difficult to arrange the chairs that used in the discussion.

B. Conceptual Framework

Speaking is the cognitive, linguistics, and psychomotor skills to use language in expressing opinion, ideas, perception, and feeling through interactive discourse with others speaker of language. The main goal of teaching speaking is oral

fluency in expressing something intelligibly, reasonably, and accurately. Beside that, the main goal of teaching speaking is to enable the students to speak and interpret the message that occur in the communication process. But in reality, there are many students who can not achieve these goals, even most of the students have learned English for years. They still have difficulties in speaking.

In teaching learning process of speaking, many students speak hesitatingly, inactive, and even choose to be silent. There are so many passive students in the class. They feel nervous, shy, and difficult to pronounce the word correctly. Sometimes, even the students have sit in the group, not all of the students participate in their group discussion. They have ideas in their mind, but they feel it is really hard to speak it out, because some of students controll and dominate the group discussion. They do not give chance to others to express their opinion.

In line with the situation, the researcher choosed one of the cooperative learning to improve the students' speaking achievement. In this study, the researcher used cooperative learning with time token Arends type as one of cooperative learning activities which can help teacher to organize small groups in classroom. In cooperative learning with time token Arends type, the teacher takes part to explain a little about the material and the competence that will be reached to lead the group in discussion. Finally, the teacher gives some evaluation and suggestion for the process and the result of teaching and learning process.

Cooperative learning with time token Arends type helps the students to share their participation orderly and work together to do the task. In cooperative learning with time token Arends type, the students will be active in discussion. The students will be easier to remember what they have shared in discussion. The

students not only learn how to express their opinion and their idea, but also the students learn to appreciate their friends' opinion and their friends' idea. As a result, the students enjoy the teaching and learning process because time token activities make the students be active and interactive.

Based on the explanation above, it is expected that cooperative learning with time token Arends type in teaching speaking significantly improve students' speaking skills.

Conceptual framework of this research can be seen as figure follows:

Figure 2.2 Conceptual Framework
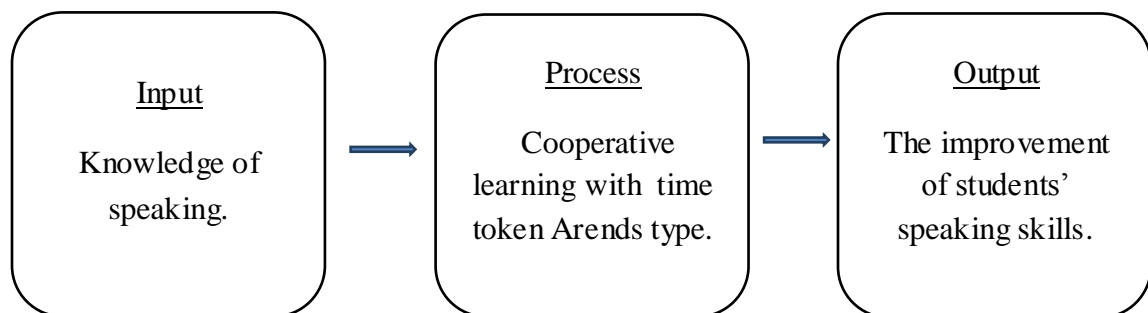
In the figure above, input, process, and output were briefly clarified in the following:

1) Input   : it refers to knowledge of speaking.

2) Process   : it refers to cooperative learning with time token Arends type activities.

3) Output   : it refers to the improvement on students speaking skills.

CHAPTER III

RESEARCH METHODOLOGY

Research design, research setting and subject, data collection, data analysis, research procedures, and trustworthiness were will be discussed in this chapter.

A. Research Design

This study belongs to Classroom Action Research (CAR). Classroom action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learningpractice, that focus on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies for solving problem which usereal action and develop capabilities to detect and solve the problem.[54]

This research was conducted in the cycle to solve the problems discovered in teaching and learning process. In one cycle, consisted of four phases, there were planning, acting, observing, and reflecting. The researcher made planning for many purposes, such as to prepare the action. There were several things that needed to prepare in planning, for example was lesson plan. The second step was action that the researcher did it based on the planning. The third step was observation that was done at the same time as the action being done. This observation did by the collaborator who acts as the observer. Based on the observation, the researcher made the fourth step which was a reflection. The researcher did a reflection to evaluate the result of the action.

---

[54] M. Djuanaidi Ghory, 2008, *Penelitian Tindakan Kelas*, Malang: UIN Malang press, P.8

Quantitative data and qualitative data were used in this research. These data were used to find out the answers of the problems. Tests were applied to get quantitative data. In contrast, some ways such as observation sheet was implemented to get qualitative data.

B. Research Setting and Subject

This classroom action research was conducted at Private Islamic Senior High School Amaliyah at Jl. Tani Asli, Tj. Gusta, Sunggal, Deli Serdang regency. This action research was carried out in May 2018.

The population of this research was from the first grade of MAS Amaliyah that consisted of four parallel classes (X-IPA I, X-IPA II, X-IPA III, and X-IPS I). Each class consisted of 40 students, so the total population of this research was 160 students.

To select the sample, the researcher used cluster sampling technique. By this technique, the writer choosed one class which was X-IPA III where took randomly. So, the subject of this research was X-IPA III that consisted of 40 students with 14 males and 26 females students.

C. Data Collection

In this research, the data was collected in quantitative and qualitative.

1. Quantitative Data

Quantitative data is broadly used to describe what can be counted or measured. The researcher collected quantitative data in the form of students' score during speaking tests which consist of pre-test and post-test.

a. Test

There were two tests that was given to the students. The tests were pre-test and post-test. Pre-test was conducted before the implementation of the actions and it was used to measure students' speaking skills at first. Meanwhile, post-test was conducted after the implementation of the actions or after doing treatment. The complete data can be seen in appendix 2, 3 and 4.

2. Qualitative Data

Qualitative data was used to describe data which are not enable to be counted. Qualitative is empirical research where the data are not in the form of numbers.[55] Therefore, observation sheet, diary notes, and documentation were used in this research. The explanation about those kinds of data will be explained as below:

a. Observation Sheet

Observation sheet consisted of the activities that was applied in this research. The checklist was taken to check whether the researcher applied or not of the activities. The observation sheet can be seen in appendix 5 and 6.

---

[55]Punch, K, 1998, *Introduction to Social Research: Quantitative and Qualitative Approaches*, London: Sage, P. 4

b. Diary Notes

Diary notes was needed to researcher to write what happen in the action when teaching and learning process. Diary notes contained to the researcher's personal evaluation about the class, the progress of the project, and the result of the research. Furthermore, it consisted of everything that will be happened during teaching and learning process. Diary notes can be seen in appendix 7.

c. Documentation

Documentation provided data in the form of photographs. The photographs were collected by using camera. It was used to take a picture of the students and the teacher while teaching and learning process. It supported the main data of this study. Documentation can be seen in appendix 16.

D. Data Analysis

Data analysis is an effort which is done by the teacher and the researcher to embrace the data accurately.[56] This study was applied in quantitative and qualitative data. Quantitative data was used to analyze the score of students' speaking skills, while the qualitative data was used to describe the situation during teaching and learning process. By applying this data, it could assumed to get the satisfying result of the improving speaking skills through action learning.

Qualitative data was analyzed from the observation sheet, diary notes, and documentation. These were used to describe the improvement of students' speaking skills. Meanwhile, Quantitative data was used to collect and to analyze

---

[56] Igak Wadani and kuswaya, 2001, *Penelitian Tindakan Kelas*, Jakarta: Bumi Akasara, P.18

by computing the score of speaking test. Also it was used to see the improvement of students' speaking skills.

To know the mean of the students' score for each c ycle, the researcher applied the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X = Mean of the students' score

$\sum x$ = Total of score

N   = Number of the students

To categorize the number of compentence students, the following formula was applied:

$$p = \frac{R}{T} \times 100\%$$

Where:

P   = The percentage of those who get the point 75

R   = The number of students' who get the point up to 75

T   = The total number of the students

E. Research Procedure

Classroom Action Research (CAR) using Kemmis and Taggart design consists of four phases, they are planning, acting, observing, and reflecting. After doing four phases called one cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problem yet. Therefore, it was necessary to continue to the second cycle in line it in the same concept of the first cycle. But, before doing the first cycle, the researcher gave pre-test to the students to know the students' skills in English speaking, and gave post-test after treatment to know the progress of the students. Here the explanation above:

1. Pre-test

Pre-test was given to the students to know the students' ability in speaking. The researcher did pre-test in a first meeting and it was done in one meeting. Pre-test was speaking test given to the students before treatment. Each students came in front of the class and faced the teacher. Researcher asked the students five questions and the students must answer the question in two minutes. By asking one question, at least, the researcher knew the students' problem in speaking skills. See appendix 2.

After doing pre-test, teacher started doing the cycle I, there were:

2. Cycle I

a. Planning Phase

A planning phase was done after identifying and diagnosing students' speaking problems occurred in the class that proven by pre-test. Furthermore in this phase the planning was divided into two types. Those were general planning and specific planning.

The general planning is aimed at organizing whole aspects referred to classroom action research (CAR). Meanwhile the specific planning is aimed at organizing the plan related to cycle-to-cycle. Organizing planning was formed into lesson plan based on the current syllabus. The lesson plan was prepared to be implemented in MAS Amaliyah at the 1st grade (X-IPA III).

The concept of planning were:

1. Preparing lesson plans for four meetings. See appendix 1

2. Preparing pre-test. See appendix 2

3. Preparing post-test. See appendix 3 and 4

4. Preparing observation sheet. See appendix 5 and 6

5. Preparing diary notes. See appendix 7

6. Preparing camera for documentation. See appendix 16

b. Acting Phase

The acting phase in the principle was a realization from an act which has been planned, such as the learning type that was used, the material or topic that was taught and others. There were four meetings in the action in two cycles. Acting phase was where the researcher and the teacher collaborated to carry out the planned action.

Therefore, in acting phase, the teacher did an action as like in lesson plan. See appendix 1.

c. Observing Phase

The researcher observed the steps of this classroom action research by direct observation in the classroom using observation sheet, diary notes, and documentation. The researcher made observation sheet, made diary notes in every

meeting, and attached some pictures that was taken in the classroom during the activities as a prove of the research. See appendix 5, 6, 7, and 16.

d. Reflecting Phase

The writer analyzed the data and made a reflection of the actions.

3. Post-test

Post-test was the last procedure in this study. It was given to the students after treatment. Post-test was conducted to find out the students skills and their progress. It was used to know the result of treatment and also it was used to know weather there is an improvement or not.

Students was asked to come in front of the class and faced the researcher. Students was given five questions that they must answer it. Each students had 2 minutes to answer the question. See appendix 3 and 4.

F. Trustworthiness

Trustworthiness refers as validity and reliability for quantitative studies. However, there are four kinds of trustworthiness in qualitative studies. Credible, transferable, confirmable, and dependable. Trustworthiness is all about establishing these four things.

In this research, the researcher used credibility to establish the trustworthiness. Credibility refers to how confident the qualitative researcher is in the truth of the research study's findings. This boils down to the question of "How do you know that your findings are true and accurate?".

The researcher used triangulation to show the research study's findings were credible. Triangulation validates the data and the research by cross verifying the same information.

There are four kinds of triangulation, they are source triangulation, method triangulation, researcher triangulation, and theory triangulation. In this research, researcher used source triangulation. **Data source triangulation** is using evidence from different types of data sources, such as primary and secondary research or interviews, documents, public records, photographs and observations.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consisted of two sections, they were research finding and discussion. The findings of the research presented the description of the data collected through test, observation sheet, diary notes, and documentation. While discussion consisted of the result of the research. Further the explanation about the findings and the discussion:

A. Research Findings

The data of this study were qualitative data and quantitative data. Qualitative data was taken from observation sheet, diary notes, and documentation. While quantitative data was taken from mean of students' score in some tests. This research was conducted in X-IPA III class with 40 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pre-test and post-test conducted in four meetings, and the second cycle including post-test was conducted in three meetings. So, there were seven meetings in this research.

1. The Data

There were two kinds of data in this research. The first data was quantitative data, and the second data was qualitative data.

a. **Quantitative Data**

Quantitative data was taken from the result of the tests given by the researcher in the class, which was carried out in two cycles that consisted of seven meetings.

The test was given to the students in the form of pre-test, post-test of cycle I, and post-test of cycle II. The result of the students' score could be seen in the following tables.

Table 4.1 Quantitative Data

No	The Initials of The Students	Score		
		Cycle I		Cycle II
		Pre-Test	Post-Test I	Post-Test II
1	AP	53	67	67
2	AV	56	77	77
3	APR	56	60	74
4	AS	60	75	75
5	KA	56	64	75
6	LD	61	77	79
7	AF	67	79	83
8	ADA	66	75	77
9	AFH	75	75	77
10	DS	66	75	75
11	DA	53	60	75
12	DAD	51	56	60
13	DW	60	77	79
14	EDK	60	75	75
15	ESM	53	67	77
16	GAP	51	60	75
17	J	53	64	75
18	KN	53	67	79
19	LA	75	77	83
20	MS	53	52	75
21	MFS	57	73	77
22	GR	51	64	75
23	MRP	53	67	77
24	MR	67	75	75
25	MJ	60	75	77

26	NA	51	60	75
27	AI	53	64	77
28	PR	53	75	75
29	PS	53	75	77
30	REP	51	60	73
31	RF	51	53	75
32	SA	60	75	79
33	SKH	75	77	83
34	SR	75	77	77
35	TA	75	79	83
36	T	53	59	73
37	WR	63	75	77
38	WO	51	64	77
39	YC	51	60	75
40	IS	51	60	75
Total $\sum$X		2332	2746	3044
The mean score		58.3	68.65	76.1

b. Qualitative Data

The qualitative data were collected by using observation sheet, diary notes, and documentation.

1. Observation Sheet

Observation sheet was used to observe all the condition that happened during teaching and learning process. It was filed by the English teacher as the observer. It was focused on the situation of teching learning process such as cooperative learning with time token Arends type was applied, students' activities and behavior, students' speaking skills, and the interaction between teacher and students.

Researcher did all the activities that written in the observation sheet except one thing. Researcher didn't give the motivation to the students before learning. While others, such as researcher started the lesson by greeting and saying prayer, researcher checked the students' attendance list, and researcher divided the

students into eight groups were did by the researcher. This can be proven by the "yes" checklist given by the English teacher in the observation sheet (See appendix 5).

Besides that, students also did the activities written in observation sheet such as students listened to the researcher's explanation, students sat in their group discussion, and students answered the questions given by the researcher. There were three activities that the students didn't do it. The students was still not confident to speak in English, the students was still not express their ideas clearly and the students didn't feel motivated to speak in English (this was because the researcher didn't give the motivation to the students before learning). Also this can be proven by the "yes and no" checklist given by the English teacher (See appendix 5).

From the result of the observation sheet that conducted in the first cycle, it can be concluded that teaching learning process was still not running well because the students still not confident to speak in English and the students still not express their ideas clearly. Therefore, cooperative learning with time token Arends type didn't improve students' speaking skills in the first cycle.

In two cycle, researcher and the students did all of the activities written in observation sheet such as the researcher motivated the students and the students felt motivated, also the students respected and gave their attention to the researcher. In this cycle, there were some improvements to the students. The students already felt confident to speak in English and the students could express their ideas clearly. This can be proven by "yes" checklist given by the English teacher (see appendix 6). Therefore, cycle two was better than cycle one.

From the result of observation sheet that conducted in two cycle, it can be concluded that teaching learning process was run well and cooperative learning with time token Arends type created a good learning environment. Therefore, students could active and enjoy the class. The situation of teaching learning process was comfort, lively and enjoyable. Observation sheet can be seen in appendix 5 and 6.

2. Diary Notes

Diary note was written by the researcher during conducting the research in each meetings. The researcher did the first cycle in two meetings. First meeting on Monday, May 14th 2018 and the second meeting on Tuesday, May 15th 2018. In the first meeting of cycle one, the students were not really active. There were some students made noisy in the classroom and disturbed their friends. In this meeting, the students, were still not confident to express their opinion. While the second meeting of cycle one, half of the students already active and enjoyed the class, but half of the students still afraid to give their ideas and reluctant to say their opinion. The students were interested but the situation of classroom was still crowded.

In two cycle, the researcher did it two meetings that on Thursday, May 24th 2018 and on Friday, May 25th 2018. In the first meeting of cycle two, researcher motivated the students to speak in English. Therefore, almost of the students seemed active in the class and enjoyed the discussion. While the second meeting in the cycle two, seemed that the students speaking skills was improved. The students enjoyed the discussion, the students expressed their opinion, the students

were more active and serious than before and the class was quiet and peace. Diary not can be seen in Appendix 7

3. Documentation

In this research, camera was used to collect all the data. Camera used to take a picture of the students and the researcher while teaching and learning process. Documentation can be see in Appendix 16.

2. Data Analysis

There were two kinds of data analysis in this research. The first was data analysis for quantitative data, and the second was data analysis for qualitative data.

a. Quantitative Data

The researcher gave test in the end of each cycle. It has been found that the means of students' score were increasing from pre-test until post-test. The data was explained in the following table:

Table 4.2 The Result of Students' Speaking Skills in English lesson

(Pre-Test)

No	Initial Name	Pre-Test	
		Score	**Successful Criteria (>75)**
1	AP	53	Unsuccessful
2	AV	56	Unsuccessful
3	APR	56	Unsuccessful
4	AS	60	Unsuccessful
5	KA	56	Unsuccessful
6	LD	61	Unsuccessful
7	AF	67	Unsuccessful
8	ADA	66	Unsuccessful
9	AFH	75	**Successful**
10	DS	66	Unsuccessful
11	DA	53	Unsuccessful
12	DAD	51	Unsuccessful
13	DW	60	Unsuccessful

14	EDK	60	Unsuccessful
15	ESM	53	Unsuccessful
16	GAP	51	Unsuccessful
17	J	53	Unsuccessful
18	KN	53	Unsuccessful
19	LA	75	**Successful**
20	MS	53	Unsuccessful
21	MFS	57	Unsuccessful
22	GR	51	Unsuccessful
23	MRP	53	Unsuccessful
24	MR	67	Unsuccessful
25	MJ	60	Unsuccessful
26	NA	51	Unsuccessful
27	AI	53	Unsuccessful
28	PR	53	Unsuccessful
29	PS	53	Unsuccessful
30	REP	51	Unsuccessful
31	RF	51	Unsuccessful
32	SA	60	Unsuccessful
33	SKH	75	**Successful**
34	SR	75	**Successful**
35	TA	75	**Successful**
36	T	53	Unsuccessful
37	WR	63	Unsuccessful
38	WO	51	Unsuccessful
39	YC	51	Unsuccessful
40	IS	51	Unsuccessful
Total $\sum X$		**2332**	
The mean score		**58.3**	

From the table of pre-test, the total score of students was 2332 and the number of students who took the test was 40 students, so the students' mean was:

$$X = \frac{\sum x}{N}$$

$$X = \frac{2332}{40}$$

$$X = 58.3$$

From the table above, students' speaking skill in English lesson was still very low. The mean of students was 58.3. To know the students who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} \text{ x } 100 \text{ \%}$$

$$P_1 = \frac{5}{40} \text{ x } 100 \text{ \%} = 12{,}05 \text{ \% and,}$$

$$P_2 = \frac{35}{40} \text{ x } 100 \text{ \%} = 87{,}05 \text{ \%}$$

Table 4. 3 Distribution on Students' Speaking skill in English Lesson for Pre-Test

Criteria		Total Students	Precentage
P1	Passed	5	12,05 %
P2	Failed	35	87,05 %
TOTAL		40	100 %

From the table analysis above, the students' speaking skills in English lesson was still low. From the criteria above, 5 students got successful score or it was only 12.05%. In other side, 35 students got unsuccessful score or it was 87.05%. It could be concluded that the students' speaking skills in English lesson was still low. Then post-test continued in cycle I. In the post-test of the cycle I, the data analysis can be seen in followed below:

Table 4.4 The Result of Students' Speaking Skills in English lesson
(Post-Test Cycle I)

No	Initial Name	Post-Test (Cycle I)	
		Score	Successful Criteria (>75)
1	AP	67	Unsuccessful
2	AV	77	**Successful**
3	APR	60	Unsuccessful
4	AS	75	**Successful**
5	KA	64	Unsuccessful
6	LD	77	**Successful**
7	AF	79	**Successful**
8	ADA	75	**Successful**
9	AFH	75	**Successful**
10	DS	75	**Successful**
11	DA	60	Unsuccessful
12	DAD	56	Unsuccessful
13	DW	77	**Successful**
14	EDK	75	**Successful**
15	ESM	67	Unsuccessful
16	GAP	60	Unsuccessful
17	J	64	Unsuccessful
18	KN	67	Unsuccessful
19	LA	77	**Successful**
20	MS	52	Unsuccessful
21	MFS	73	**Successful**
22	GR	64	Unsuccessful
23	MRP	67	Unsuccessful
24	MR	75	**Successful**
25	MJ	75	**Successful**
26	NA	60	Unsuccessful
27	AI	64	Unsuccessful
28	PR	75	**Successful**
29	PS	75	**Successful**
30	REP	60	Unsuccessful
31	RF	53	Unsuccessful
32	SA	75	**Successful**
33	SKH	77	**Successful**
34	SR	77	**Successful**
35	TA	79	**Successful**
36	T	59	Unsuccessful
37	WR	75	**Successful**
38	WO	64	Unsuccessful
39	YC	60	Unsuccessful
40	IS	60	Unsuccessful
Total ∑X		**2746**	

The mean score	68.65

From the table of pre-test, the total of students' score of was 2746, and the number of students who took the test was 40 students, so the students' mean was:

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{2746}{40}$$

$$X = 68.65$$

From the analysis above, students' speaking skills in English lesson got increasing, but didn't reach the criteria of success which is 75. The mean of students was 68.65. The number of students' who were competent in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \text{ x } 100 \text{ \%}$$

$$P_1 = \frac{19}{40} \text{ x } 100 \text{ \%} = 47.5 \text{ \% and,}$$

$$P_2 = \frac{21}{40} \text{ x } 100 \text{ \%} = 52.5 \text{ \%}$$

Table 4. 5 Distribution on Students' Speaking skills in English Lesson for

Post-Test (Cycle I)

Criteria		Total Students	Precentage
P1	Passed	19	47.5 %
P2	Failed	21	52.5 %
TOTAL		40	100 %

The mean of students were 68.65. 19 students got successful or it was 47.5%. On the other side 21 students got failed score or it was 52.5%. Post-test in cycle I is categorized unsuccess. The result of standard of success criteria (SKM) minimum was >75 score.

Based on the result of the students' speaking skills in the cycle 1, there was an increasing of students' mean score from the students' speaking skills on the pre-test to the students' speaking skills on post-test for the first cycle. It was from pre-test, the mean of the students were 58.3 and increased to the post test in cycle 1 which was 68.65. From 5 students who passed the standard of success criteria to 19 students. It means that there was 17.75% the improvement of mean score. The improvement percentage derived from the formula:

$$P = \frac{y1 - y}{y} \times 100\%$$

$$P = \frac{68.65 - 58.3}{58.3} \times 100\%$$

$$P = \frac{10.35}{58.3} \times 100\%$$

$$= 17.75\%$$

Based on the explanation above, the students' speaking skills in English lesson was classified unsuccessful, so cycle II is needed to increase the score of students in speaking skills, the following analysis for cycle II is:

Table 4.6 The Result of Students' Speaking Skill in English lesson

(Post-Test Cycle II)

No	Initial Name	Post-Test (Cycle II)	
		Score	Successful Criteria (>75)
1	AP	67	Unsuccessful
2	AV	77	**Successful**
3	APR	74	Unsuccessful
4	AS	75	**Successful**
5	KA	75	**Successful**
6	LD	79	**Successful**
7	AF	83	**Successful**
8	ADA	77	**Successful**
9	AFH	77	**Successful**
10	DS	75	**Successful**
11	DA	75	**Successful**
12	DAD	60	Unsuccessful
13	DW	79	**Successful**
14	EDK	75	**Successful**
15	ESM	77	**Successful**
16	GAP	75	**Successful**
17	J	75	**Successful**
18	KN	79	**Successful**
19	LA	83	**Successful**
20	MS	75	**Successful**
21	MFS	77	**Successful**
22	GR	75	**Successful**
23	MRP	77	**Successful**
24	MR	75	**Successful**
25	MJ	77	**Successful**
26	NA	75	**Successful**
27	AI	77	**Successful**
28	PR	75	**Successful**
29	PS	77	**Successful**
30	REP	73	Unsuccessful
31	RF	75	**Successful**
32	SA	79	**Successful**
33	SKH	83	**Successful**
34	SR	77	**Successful**
35	TA	83	**Successful**

36	T	73	Unsuccessful
37	WR	77	**Successful**
38	WO	77	**Successful**
39	YC	75	**Successful**
40	IS	75	**Successful**
Total ∑X		3044	
The mean score		76.1	

From the table above, the students' speaking skills in English lesson was increased and improved through cooperative learning with Time Token Arends type. The standard of maximum criteria was achieved with mean 76.1 that will be explained as follow:

$$X = \frac{\sum x}{N}$$

$$X = \frac{3044}{40}$$

$$X = 76.1$$

From the analysis above, students' speaking skills in English lesson has increased. The mean of students was 76.1, and the number of students' who were competent in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{35}{40} \times 100\% = 87.5\% \text{ and,}$$

$$P_2 = \frac{5}{40} \times 100\% = 12.5\%$$

Table 4. 7 Distribution on Students' Speaking skills in English Lesson for

Post-Test (Cycle II)

Criteria		Total Students	Precentage
P1	Passed	35	87.5 %
P2	Failed	5	12.5 %
TOTAL		40	100 %

From the table analysis above, the students' speaking skills in English lesson have increased. The mean of the students was 76.1, from the criteria of 35 students got success score or it was 87.5%. In the other side 5 students got failed score or it was 12.5%. From the explanation above, it could be concluded that the students' speaking skills through cooperative learning with time token Arends types was increased. So, Post-test cycle II was categorized success.

The calculation of the improvement percentage is gained from the following formula:

$$P = \frac{y1 - y}{y} \times 100\%$$

$$P = \frac{76.1 - 68.65}{68.65} \times 100\%$$

$$P = \frac{7.45}{58.3} \times 100\%$$

$$= 12.77\%$$

From the explanation above, the students' speaking skills were classified in superior level while doing action research on cycle II. So, the students' speaking skills was improved through cooperative learning with time token Arends type.

Table 4.8 Data Analysis of the students' score in Pre-Test, Post-Test,

on the first cycle and the second Cycle

No	The Initials of The Students	Cycle I				Cycle II	
		Pre-Test	Criteria Passed (>75)	Post-Test I	Criteria Passed (>75)	Post-Test II	Criteria Passed (>75)
1	AP	53	Unsuccessful	67	Unsuccessful	67	Unsuccessful
2	AV	56	Unsuccessful	77	**Successful**	77	**Successful**
3	APR	56	Unsuccessful	60	Unsuccessful	74	Unsuccessful
4	AS	60	Unsuccessful	75	**Successful**	75	**Successful**
5	KA	56	Unsuccessful	64	Unsuccessful	75	**Successful**
6	LD	61	Unsuccessful	77	**Successful**	79	**Successful**
7	AF	67	Unsuccessful	79	**Successful**	83	**Successful**
8	ADA	66	Unsuccessful	75	**Successful**	77	**Successful**
9	AFH	75	**Successful**	75	**Successful**	77	**Successful**
10	DS	66	Unsuccessful	75	**Successful**	75	**Successful**
11	DA	53	Unsuccessful	60	Unsuccessful	75	**Successful**
12	DAD	51	Unsuccessful	56	Unsuccessful	60	Unsuccessful
13	DW	60	Unsuccessful	77	**Successful**	79	**Successful**
14	EDK	60	Unsuccessful	75	**Successful**	75	**Successful**
15	ESM	53	Unsuccessful	67	Unsuccessful	77	**Successful**
16	GAP	51	Unsuccessful	60	Unsuccessful	75	**Successful**
17	J	53	Unsuccessful	64	Unsuccessful	75	**Successful**
18	KN	53	Unsuccessful	67	Unsuccessful	79	**Successful**
19	LA	75	**Successful**	77	**Successful**	83	**Successful**
20	MS	53	Unsuccessful	52	Unsuccessful	75	**Successful**
21	MFS	57	Unsuccessful	73	**Successful**	77	**Successful**
22	GR	51	Unsuccessful	64	Unsuccessful	75	**Successful**
23	MRP	53	Unsuccessful	67	Unsuccessful	77	**Successful**
24	MR	67	Unsuccessful	75	**Successful**	75	**Successful**
25	MJ	60	Unsuccessful	75	**Successful**	77	**Successful**
26	NA	51	Unsuccessful	60	Unsuccessful	75	**Successful**
27	AI	53	Unsuccessful	64	Unsuccessful	77	**Successful**
28	PR	53	Unsuccessful	75	**Successful**	75	**Successful**
29	PS	53	Unsuccessful	75	**Successful**	77	**Successful**
30	REP	51	Unsuccessful	60	Unsuccessful	73	Unsuccessful
31	RF	51	Unsuccessful	53	Unsuccessful	75	**Successful**
32	SA	60	Unsuccessful	75	**Successful**	79	**Successful**
33	SKH	75	**Successful**	77	**Successful**	83	**Successful**
34	SR	75	**Successful**	77	**Successful**	77	**Successful**
35	TA	75	**Successful**	79	**Successful**	83	**Successful**

36	T	53	Unsuccessful	59	Unsuccessful	73	Unsuccessful
37	WR	63	Unsuccessful	75	**Successful**	77	**Successful**
38	WO	51	Unsuccessful	64	Unsuccessful	77	**Successful**
39	YC	51	Unsuccessful	60	Unsuccessful	75	**Successful**
40	IS	51	Unsuccessful	60	Unsuccessful	75	**Successful**
Total ∑X		2332		2746		3044	
The mean score		58.3		68.65		76.1	

For pre-test, only 5 students who passed the minimum score which was 75 and 35 students was failed. The result for the answer of their speaking test mostly 53. For their accent (3), they spoke with marked "foreign accent" and occasional mispronunciations that didn't interfere with misunderstanding. For example in two students were REP that said "The intonation is so Hight", it should be "The intonation is so High" and RP that said "Lov your self" for "Love you self"".

While their grammar (18), they have frequents errors showing inappropriate use of some major patterns uncontrolled, and made some misunderstanding. For example was AV who said "When performance my friends", and it should be "When I see my friends' performance.

Next, dealing with their vocabularies (12), sometimes they used inaccurate word selection. For example was NA who said "The song is slow, sweet, easy to remember". The word sweet should we change to other word. For example was "The song is slow, nice, and easy to remember"

Another was dealing with their fluency (8) and comprehension (12). Most of the students were spoke hesitantly with some unevennes caused by rephrasing and grouping for words. The students repeat the words or sentences until three times. For example was WO that said "Because, ehh lagunya, lagunya, the song enak didengar, sad song". She repeated the word song.

For post-test cycle I, there were some improvements to the students in speaking skills. When they gave a speaking test for post-test I, they could answered and spoke better than pre-test. The students who passed the criteria of minimum score was 19 students and 21 students was failed. Therefore, mostly of the students got score 75 which was 12 students and others students got score 60, 64, 67, 77, and 79.

Dealing with their accent (4), they didn't have mispronunciation anymore, but they didn't speak as native speaker. For the example was LA who said "The song is great, the intonation is slow, and the meaning of the song is good". No mispronunciation anymore in accent.

While grammar (24), most of the students didn't have mistakes that caused to misunderstanding. The example was TA who said "Last year i like that song". That sentence didn't have misunderstanding, even it should be "i like that song last year".

The students vocabularies (20) were getting better than before in pre-test. They had broad vocabulary. For example was TA who said "The song tells about mother, how sipirit our mother in this life, i love my mother so much."

The last was dealing with fluency (8) and comprehension (19). Students understood everything and students undertood the questions given by the teacher, but when they want to spoke it up, they repeated the words or the sentence. The example was SR said that "I like Justin Bieber song because, because i like the meaning of the song, and, and i like the intonation".

The last was post-test cycle II. The students improved their skills in speaking. Students spoke better than before. 35 students were passed the criteria of minimum score, and 5 students were failed. 14 students got score 75, while others got score 67, 73, 77, 74, 79, and 83. Therefore, students' accent could be understood, few errors in students' grammar, students vocabularies were broad, no repeating words or sentences, and students could answered the question given by the researcher clearly.

Based on the result of the data analysis and the transcriptions above, showed that there was an improvement on the students' skills in speaking. It was showed from the mean, modus, and students score who passed the criteria of minimum score. The mean in pre-test was 58.3, the mean of post-test in the first cycle was 68.65, and the mean of post-test in the second cycle was 76.1. The mean of students' skills in speaking increased on pre-test, post-test in cycle I and post-test in cycle II.

Table 4.9 The Result of Students' Score for Pre-Test, Post-Test I, and Post

Test II

Meeting		The Students' Who Got Score ≥ 75	Percentage
Pre-test	1	5	12.05%
Post-test I	IV	19	47.5%
Post-test II	VII	35	87.5%

The result showed the increasing of students' score from the pre-test to post-test II. In the pre-test, there was only 12.05 % (5 students) who got point >75. In the post-test I there was 47.5 % (21 students) who got point >75. It means that there was increasing 35.45 %, while post-test in cycle II, there was 87.5 % (35 students) who got point >75. The increasing was about 52.05 % and the total increasing of students' score from pre-test until post-test II was 87.5 %. It can be concluded that cooperative learning with time token Arends type worked effectively and efficiently in helping students' speaking skills at the first grade of MAS. Amaliyah sunggal, and this learning has applied successfully and able to increased students' speaking skills.

b. Qualitative Data

There were two cycles that applied in this research.

1) First Cycle

There are four steps in one cycle that will be explained as follow;

a) Planning

In this phase, the researcher made a planning for the action based upon the problems faced by students toward speaking skills. In this case, the researcher arranged a lesson plan based on the teaching material (See appendix 1). The researcher also prepared the questions for pre-test (See appendix 2), post-test I (See appendix 3), and post-test II (See appendix 4), prepared observation sheet in two cycles (see appendix 5 and 6), prepared form of diary notes (See appendix 7), prepared speaking assessment for pre-test, post-test I, and post-test II (See appendix 9, 10, and 11) prepared form for documentation (See appendix 12), and prepared form for transcription (See appendix 13,14, and 15) to collect the data to know whether there were some students' improvement in speaking skills.

b) Acting

The action of the cycle I was done from May 11st until 24th 2018. In the first meeting, before involving the students to learn using cooperative learning with time token Arends type, the researcher acts as teacher and she done based on the lesson plan before. First, the researcher started the lesson by greeting and saying a prayer. The researcher checked the students' attendance and asked the students' condition. The researcher warmed up the students by giving some questions related to the topic that discussed for the first meeting, and researcher introduced the topic that will be learned.

Researcher divided the students into eight groups that each group consisted of five students. Students listened to the researcher's explanation and identified the material given by the researcher. Students also listened to the model of pronunciation in each words while researcher explained the lesson.

One of the students in each group came in front of the class and chose the topic given by researcher. Each student started the discussion. Each student has seven minutes to speak in their group discussion. The students were not allowed to speak anymore if they have used the token. Researcher controlled the discussion while the students discussed in a group discussion. Two students in each group have two minutes to speak to conclude the lesson and the result of their topic in a group discussion. In the end of the class, the researcher gave feedback to the students, gave a conclusion, and ended the lesson by saying prayer.

In the second meeting, the researcher also did an action based on lesson plan for the second meeting. Researcher started the lesson by saying prayer, warmed up the students, explained the material for the second meeting, and divided the students to eight groups. The students discussed in a group discussion and spoke one by one with a fair time, researcher controlled the discussion, the students and the teacher concluded the lesson, and the researcher ended the class by giving feedback and saying prayer.

In the same way, the observer observed teaching and learning process. The observer found that there was one thing that the researcher didn't did it. It was giving motivation to the students. And three things that the students didn't did it (See appendix 5). Students didn't feel motivated because the teacher didn't give motivation, students didn't feel confident to speak in English, and students couldn't express their ideas clearly. However, the students still afraid to speak in English

Observer also took a picture as a documentation. Documentation was needed as prove of the research.

c) Observing

In this phase, the researcher tried to notice all of the activities in the physical classroom activity. It might be about the teacher's performance, students' responses and students' participation during teaching and learning process using cooperative learning with time token Arends type.

In the first meeting, teaching learning process was not run too well. The researcher felt difficult to control the class while discussion because of many students in the class (40 students). This make several students made noisy and several students disturbed their friends. Therefore, the researcher tried to do the best in teaching.

There were two things in lesson plan that researcher didn't do it and one thing that the students didn't do it. First, the researcher didn't give motivation to the students, the researcher couldn't control the class effectively, and the students didn't speak based on time that given by the researcher. However, this was the first meeting and the researcher will improve it in the next meeting.

Second meeting was so much better than the first meeting. The researcher repaired all of the deficiencies and mistakes that happened in the first meeting and there were still some students who made noisy in the classroom.

The class was on the second floor and near from the street. So the voice from the street was too disturb. A lot of vehicles passing by on the side streets of the class. Nevertheless, students tried to stay focused in following the lesson.

Besides that, while giving pre-test and post-test in this cycle, the researcher lacking a lot of time. There were 90 minutes in one meeting and the total of students were 40. Each students has time 2 minutes to speak. So that, it needed 80 minutes. The students were too slow to come in front of the class that could take too much time. The researcher tried to use the time well in the next cycle.

Therefore, it was found that the students got difficulties in speaking. Some students were serious in the class but there were some students who still noise and disturbed their friends. Observation was done carefully because the researcher also used observation sheet. It was used to know the activities of the researcher and the activities of the students.

d) Reflecting

While teaching and learning process for the first meeting, there were three things that the researcher didn't do it based on lesson plan. First, the researcher didn't give the motivation to the students before learning and this made the students didn't feel motivated. Second, in the lesson plan (whilst teaching, practice) written that the researcher controlled the class while discussion by walking around the class and giving the attention to the students. But this was not running well.

There were 40 students in the class and have 8 groups while discussion. This make the researcher difficult to control the class because of many students in the class. As a result, the class became noisy because lack of control given by the researcher. Third, in practice, written that each students has 7 minutes to speak. But many students didn't speak in 7 minutes. They just speak 4 until 5 minutes.

The researcher tried to repair all of the activities that the researcher didn't do it in the first meeting. The researcher gave motivation to the students before learning and the researcher controlled the class carefully although not too maximal. But, the condition and the situation in the classroom while discussion has improved than the first meeting. Besides that, half of the students spoke in 4 until 5 minutes, and half of them spoke in 6 until 7 minutes. There were some improvements to the researcher and the students in the second meeting. However, the researcher continued to improve and to correct all of the errors that exist in cycle 1.

Next, dealing with the students speaking score. Based on the result of post-test I, they were only 19 students or 47.5 % who passed minimum score. Therefore, researcher tried to correct the action in cycle II in order 52.5% of students in the class could pass the minimum score. Instead, the researcher and the teacher felt satisfied enough because their efforts to improve students' speaking skills had been improved proven by students' mean score in post-test I (68.65) was higher than the mean score of pre-test (58.3), although not all the targets accomplished yet. Beside of that, the students seemed to accept the material easily by using cooperative learning with time token Arends type. From the reflecting phase above, there must be more efforts to improve students' speaking skills by using cooperative learning with time token Arends type and these efforts was done in the next lesson plan of cycle two.

2) Second Cycle

After doing first cycle, researcher continued to the second cycle.

a) Planning

In the first cycle, the improvements of the students speaking skills did not achieve the maximum passing grade. This might be caused by the difficulty of the topic. The topic in the first cycle is giving opinion. This topic needed more explanation from the students. This made them have limited answer. Therefore, the researcher provided different topic. The topic was about stating agreement and disagreement. This topic was easier than giving opinion, because it just needed short answer. (See appendix 1).

The researcher also prepared the questions for post-test II (See appendix 4), prepared observation sheet (see appendix 6), prepared form of diary notes (See appendix 7), prepared speaking assessment for post-test II (See appendix 12), prepared form for documentation (See appendix 16), and prepared form for transcription (See appendix 15) to collect the data to know whether there were some students' improvement in speaking skills.

b) Acting

The action of cycle two was done on May 25th until 31st 2018. In this meeting, the teacher asked the students' difficulties in using cooperative learning with time token Arends type and tried to emphasize some aspects that have not been done yet in the first cycle. The procedures of this cooperative learning with time token Arends type were same with the first cycle. The researcher did teaching and learning process based on lesson plan. Researcher tried to do the best thing in teaching students and motivating them to increase their speaking skills.

In pre-teaching for the first and second meeting, teacher started the lesson by greeting and saying prayer, checked the students' attendance list, warmed up the students by giving questions related to the topic, motivated the students, *introduced* the topic. Besides that, whilst teaching consisted of divided the students into eight groups, students listened to the teacher's explanation, and students listened to the model of pronunciation, students came to the front to take the paper of the topic, students started to discuss, each student has seven minutes to speak, teacher and students concluded the lesson, etc. While post teaching consisted of giving feedback, concluding the lesson, and saying prayer.

Therefore, teaching and learning process in two meetings of the second cycle was running well. There were no students who made noisy except one or two students. Most of the students listened to the explanation. Researcher found that the students were confident to speak in English, and the students expressed their ideas clearly in a group discussion.

In acting of the first cycle, while the observer observed teaching learning process based on observation sheet, there was one thing that the teacher didn't do it. It was giving motivation to the students before learning. And three things that the students didn't do it, there were students didn't feel motivated, students didn't feel confident to speak in English, and students couldn't express their ideas clearly. However, researcher tried to fix all the mistakes in cycle one.

In cycle two, researcher gave the motivation to the students before learning. The researcher told that the students should spoke English in the class. Researcher told that the students didn't have to afraid to speak in English. Students listened to

the researcher. After giving motivation to the students, researcher found that students spoke in English.

Besides that, while teaching and learning process, the observer observed the researcher and the students using observation sheet. The observer made a checklist "yes or no" in the observation sheet based on the activity that the researcher and the students did in the class. However, observer found that all the activities in observation sheet was done in the class. The researcher and the students did all the activities in the observation sheet and in lesson plan (See appendix 7). Based on the observation sheet that the observer has observed, it seems that the researcher and the students fixed all the mistakes in cycle I. Observer also took a picture as a documentation and as an evidence that this research was done.

Besides observation sheet and documentation, researcher also noted all the activities that happened in the class using diary notes. Researcher wrote all the activities that happened in the class. Based on diary notes in two cycle, the students were active in the class and enjoyed the discussion. The students were confident to speak in English. It can be concluded that teaching and learning process was succeed. The students speaking skills was improved through cooperative learning with time token Arends type.

c) **Observing**

In this phase, the researcher tried to notice all of the activities in the physical classroom activity. It might be about the researcher's performance, students' response and students' participation during teaching and learning process using cooperative learning with time token Arends type. Researcher was very careful in

this phase because the students were more active and serious than the first cycle. Most of the students were very enthusiastic to follow the instruction. Researcher also saw they did not have any problems in doing their test.

In cycle I, the researcher felt difficult to control the class because of many students in the class. But in cycle two, the researcher could handle this problem. Researcher told to the students that the researcher would told to headmaster if the students made noisy in the class. By listening this sentence, students didn't make noisy in the class.

There were two things in lesson plan that the researcher didn't do it, and one thing that the students didn't do it in the first cycle. Researcher didn't give motivation to the students, researcher didn't control the class effectively, and the students didn't speak based on the time that given by the researcher.

However, the researcher repaired all the mistakes in the first cycle. Researcher prepared herself before coming to the class. Researcher giving motivation to the students before learning, and researcher controlled the class effectively. This was caused by researcher gave the warning to the noisy students.

The students also spoke in a group discussion without reducing the time. The students spoke seven minutes alternately. However, all the mistakes in the first cycle, didn't happen in the second cycle. Researcher and students fixed all the mistakes in the first cycle without causing any new problems.

All the lesson plan was done by the researcher and the students, all the activities in observation sheet also was done by the researcher and the students. In post-test cycle II, almost of the students could answer the question given by the researcher. The condition and situation in the class also better than the first cycle.

Students were active in the class and enjoyed the lesson. While giving post-test for the second cycle, researcher called the name of the students and called the name after her friends in order to make the time suitable with the allocation of time. Therefore, post-test cycle I didn't have too much time to spend.

However, the researcher observed the result of cycle II. Most of the students respond the researcher actively. Furthermore, the teaching learning process is done very well. The researcher felt satisfied because the students have significant improvement from the score they get from pre-test, post-test 1, and post-test 2. After achieving the target of research where the mean of the students was 76.1, the researcher decided to stop the Classroom Action Research because it had already succeeded.

d) Reflecting

In this second cycle, the researcher and the students didn't make the new mistakes. The researcher and the students fixed and repaired all the mistakes that they made in the first cycle.

In acting for the first cycle, the researcher didn't do one thing in observation sheet, while the students didn't do three things. Students didn't give motivation to the students and the students didn't feel motivated because the researcher didn't give motivation to the students, the students didn't feel confident to speak in English, and the students couldn't express their ideas clearly.

However, the researcher and the students fixed all of these problems in the second cycle. The researcher prepared herself before coming to the class. The researcher read lesson plan until five times before coming to the class. Researcher also read observation sheet until three times in order didn't make the same

mistakes. As a result, all of the activities in lesson plan and in observation sheet did by the researcher. While the students, feel confident to speak in English and could express their opinion clearly because the students feel motivated by the researcher. The students also enjoyed teaching and learning process using cooperative learning with time token Arends type.

In observing for the first cycle, the researcher felt difficult to control the class because of many students in the class. But in the second cycle, researcher tried to do the best things. Researcher made herself became active in the class and made herself became friendly to the students.

In lesson plan for the first cycle, the researcher didn't give motivation to the students, the researcher didn't control the class effectively, and the students didn't speak based on the time given by the researcher. The researcher also fixed these problems. Same with the explanation before, the researcher read the lesson plan until five times in order didn't make the same mistakes and corrected the mistakes.

In the class, the researcher gave motivation to the students, researcher made herself became active in the class and made herself became friendly to the students, and the students tried to speak in seven minutes because the students already enjoyed the discussion and teaching learning process.

Based on the explanation above, and supported by the students' score in post-test II, the researcher decided to stop the research because students speaking skills was improved from pre-test, post-test I, and post-test II. As a result, cooperative learning with time token Arends type could improve students speaking skills.

B. Discussion

This research was conducted to find out the improvement on the students' speaking skills in English lesson by using cooperative learning with time token Arends type.

The research that has been done by the researcher indicated that cooperative learning with time token Arends type could improve students speaking skills. It could be seen from the tables that showed us the improvement on students' score from pre-test, post-test I, and post-test II.

The result of this research indicated that there was an improvement on the students' speaking skills by using cooperative learning with time token Arends type. The mean of second cycle was 76.1. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-test, the students who got point >75 were 5 students (12.05%). In the post-test of cycle I, students who got point >70 were 19 students (47.5%). The post-test of cycle II, students who got point >75 were 35 students (87.5%). In other words, the students' skills in speaking improved and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support research findings beside the quantitative data. The qualitative data was organized from the observation sheet, diary notes, and documentation. All of these data indicated that the students gave their attitude and responses during teaching-learning process.

In the first cycle, there were one thing that the researcher didn't do it and three things that the students didn't do it. The researcher didn't give motivation to the students, the students didn't feel motivated from the researcher, the students

didn't feel confidents to speak in English, and the students couldn't express their ideas clearly.

In the second cycle, the researcher fixed all the mistakes in the first cycle without making the new mistakes. Researcher read the observation sheet before coming to the class five times in order didn't make the same mistakes. Researcher gave motivation to the students, and researcher made herself became friendly to the students. So that, the students feel comfortable with the researcher and enjoyed the class. The students felt confident to speak in English and expressed their ideas.

In lesson plan for the first cycle, the researcher also didn't give motivation to the students, the researcher didn't control the class effectively, and the students didn't speak based on the time given by the researcher. Same with the explanation before, the researcher read the lesson plan until five times in order didn't make the same mistakes and corrected the mistakes. The researcher asked the students condition and asked about their hobby to warm up the students. In order to make the researcher and the students became near as a friend. As a result, the students became active in the class.

The students also spoke in a group discussion without reducing the time. The students spoke seven minutes alternately. However, all the mistakes in the first cycle, didn't happen in the second cycle. Researcher and students fixed all the mistakes in the first cycle without causing any new problems. All the lesson plan was done by the researcher and the students, and all the activities in observation sheet also was done by the researcher and the students.

Besides that, based on diary notes, students were more active day by day. Even the first meeting the students were so noisy, but in the next meeting the students didn't made the class noisy anymore. This was because the researcher and the students were become a friend. So that, the students enjoyed the class.

There were also many students in the class. In X IPA III, there were 40 students in the class. It made the teacher and the researcher difficult to control the students in the class. Based on journal written by Tatang M. Amirin, Wiwik Wijayanti, and Cepi Safruddin Abd. Jabar said that "there were will be effective to learn if the maximum students in the class consisted of 32 students.[57]

This journal also supported by journal Husni El Hilali that said "in the classroom, the teacher carries out two main activities: teaching and classroom management activities".[58] So, teacher should controll the class effectively in order to make learning process effective.

Therefore, based on the result of the quantitative and qualitative data, it can be concluded that students' speaking skills was improved through cooperative learning with time token Arends type at the first grade of MAS. Amaliyah Sunggal.

---

[54] Tatang M. Amirin, Wiwik Wijayanti, Dan Cepi Safruddin Abd. Jabar, 2016, *Kondisi Insani Dan Material Sekolah Menengah Negeri "Pilihan Kedua" Di Kota Yogyakarta,* Yogyakarta, Jurnal Penelitian Ilmu Pendidikan, Volume 9, Nomor 1, Maret 2016, P.1

55 Husni El Hilali, 2012, *Pentingnya pengelolaan kelas dalam pembelajaran*, Edu-Bio, Vol 3, Tahun 2012.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The chapter consisted of two sections. The first section dealt with the conclusion of the research, and the second section dealt with suggestions.

A. Conclusions

The research was conducted to solve the problems related to speaking skills through cooperative learning with time token Arends type. By conducting this research, it was found that:

1. In analyzing the students' speaking skills using cooperative learning with time token Arends type, the writer calculated the students' score in pre-test and post-test. The result of the data analysis showed the students' speaking skills using time token Arends. In pre-test, the mean of the students' score was 58.3, in post-test cycle I, the mean of the students' score was 68.65, and in post-test cycle II, the mean of the students' score was 76,1. The students' score in speaking test was getting higher from pre-test until post-test. In other words, the students' speaking skills improved and became well in the first meeting to the next meeting. It means that using cooperative learning with time token Arends type can improve the students' speaking skills.

2. The students were more active and participated in the teaching-learning process in speaking using cooperative learning with time token Arends type. Through cooperative learning with time token Arends type, the students could learn how to express their ideas clearly and how to speak English actively and confidently.

Each students given some tokens which contain of time allocation to talk. If the students did not have token, the students could not talk anymore. This made other students who still have token, have to talk. There will no domination students in speaking because every students have time to talk.

3. Cooperative learning with time token Arends type can improve the students' speaking skills because the students must speak and must express their ideas in the class by using the token given by the researcher alternately.

B. Suggestions

After conducting the research, the researcher gave several suggestions for English teacher, students, and other researchers.

1. For English teacher

It is suggested to English teacher, especially in the speaking activities, to build a comfortable atmosphere and encourage the students to speak English. Teacher also needs to apply activities which make the students confident to speak English. In the activities which work on fluency, teacher should let the students to speak even they have mistakes without any interruption (i.e. giving feedback or correction).

2. For the students

Students need to be aware of their own needs and find additional materials from any sources. To be a fluent speaker, students should attempt to get more confidence and do not have to be afraid of making mistakes.

3. For other researchers

   It is suggested for other researchers who will conduct the similar research to improve and to explore other kinds of teaching speaking strategies. If they will use cooperative learning with time token Arends type to improve students' speaking skills, it is suggested to control the class carefully, because cooperative learning with time token Arends type was difficult to apply in the class that has many students.

REFERENCES

Arends. I. Richard, Ann Kilcher. 2010. *Teaching for Student Learning*. Taylor & Francis e-Library.

Arthur Hughes, 2003, *Testing for Language Teachers*, Cambridge University Press: United Kingdom.

Ashman Adrian F. 2008. *The Teacher's Role in Implementing Cooperative Learning in the Classroom*. Springer; New York.

Bahrani Tahir, Rahmatollah Soltani. 2012. *Journal of Education and Practice*. Islamic Azad University: Iran, 2222-1735

Bailey Kathleen, Nunan David. 2005. *Practical English language Teaching*. Cambridge: University Press.

Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman.

Chaney A.L. 1998. *Teaching Oral Communication*. Boston: Allyn and Bacon.

Cheril Jones. 2005. *Assessment for Learning*. Newnorth Ltd: London.

Cole, Debbie. and friends. 2007. *Teaching Speaking and Listening, a toolkit for a practitioners*. Portishead Press : Bristol, England.

David, Eaton. 2010. *Writing and Speaking Booklet*. Oxford University Press.

Darmuki Agus, Dkk. 2016. *International Journal of Languages' Education and Teaching*. 2198 –4999.

Delahunty P. Gerald, and James J Garvey. 2010. *The English Language from Sound to Sense*. The WAC Clearinghouse, Fort Collins : Colorado

Freeman, Diane Larsen, Marti Anderson. 2011. *Techniques and Principles in Language Teaching*. Oxford University Press.

Fulcher. 2003. *Testing Language Second Language Speaking*.Sydney: Longman.

G, Fulcher. 2003. *Testing Language Second Language Speaking*. Sydney: Longman.

Glenn Fulcher. 2003. *Teaching Second Language Speaking*. New York: Pearson-Longman.

Harmer J. 1987. *The Practice of English Language Teaching, Longman Handbooks for Language Teacher*. New York: Longman Inc.

Harmer, Jeremy. 1998. *How to Teach English : An Introduction to Practice of English Language Teaching*, Longman : Malaysia.

Hughes Arthur. 2003. *Testing for Language Teachers*. Cambridge University Press: United Kingdom.

Hughes, Dewi. 2007. *Public Speaking*. Jakarta: Gramedia Widiasarana.

Jolliffe Wendy. 2007. *Cooperative Learning in The Classroom: Putting into practic.* Paul Chapman Publishing: London.

Kagan Spence, Miguel Kagan. 2009. *Kagan Cooperative Learning*. Kagan Publishing: San Clemente.

Kline, A John. 1989. *Speaking Effectively, A Guide for air Force Speakers*. Air University Press: Alabama.

Kurnianto Septian, dkk. 2014. *The Improvement of Speaking Ability Through the use of Time Token Arends and Multimedia.* Universitas Sebelas Maret : Surakarta. 2349-7157.

Lado Robert. 1961. *Language Testing the Constraction and Use of Foreign Language Test*. Britain: Longman.

Manser H Martin. 1995. *Oxford Learner's Pocket Dictionary*. NewYork : Oxford University Press.

Maxom, M, 2009. *Teaching English as a Foreign Language for Dummies*. West Sussex: John Willey.

Nunan David., Kathleen Bailey. 2003. *Practical English Language Teaching*. New York: Mc Graw-Hill Companies.

Nurokhma. 2009. *Elicitation Technique Used in Teaching Speaking*. Yogyakarta: Unpublished Thesis.

Peter, Watkins. 2007. *Learning to Teach English : A Practical Introduction for New Teachers.* England : Viva Books Private Limited.

Punch, K. 1998. *Introduction to Social Research: Quantitatie and Qualitative Approache.* London: Sage.

Ramayulis, 2013. *Profesi dan Etika Keguruan.* Jakarta: Kalam Mulia.

Richard. I. Arends. 2012. *Learning to Teach. Ninth Edition.* The Mc Graw-Hill Companies: United States.

Robyn M Gillies, Adrian F ashman. 2005. *Co-operative Learning*. Taylor and Francis e-Library : London and New York.

Sari, Luoma. 2004. *Assesing Speaking*. Cambridge University Press: United Kingdom.

Shlomo Sharan and, Shachar hana. 1998. *Language and Learning in the Cooperative* Classroom. Springer-Verlag New York Inc.

Slavin Robert, and Friends. 1985. *Learning to Cooperate, Cooperating to learn*. Springer Science Business Media: New York.

Taqi'uddin, Muhammad, etc. *The Noble Qur'an English Translation of the Meanings and Commentary*. King Fadh Complex: Madinah.

Thornbury Scott. 2001. *How to Teach Speaking*. Tanpa Kota: Longman.

APPENDIX 1

LESSON PLAN

School   **: MAS. Amaliyah**

Class/Semester   **: X-IPA III/ 2**

Subject/Skill   **: English/ Speaking**

Topic   **: Expressions**

Time Duration   **: 2 x 45 minutes**

Meeting   **: 1stmeeting**

Standard Competency   **:**

Expressing meaning in transactional and interpersonal conversations in the context and applying it on the conversation in daily life.

Basic Competency   **:**

Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of daily life and involving expressions of thanking, praising, and congratulating accurately, fluently and acceptably.

Indicators   **:**

Students are able to:

1. Identify the expressions of thanking, praising, and congratulating.

2. Have accurate pronunciation in using the expressions of thanking, praising, and congratulating.

3. Have accurate intonation in using the expressions of thanking, praising, and congratulating.

4. Use the expressions of thanking, praising, and congratulating based on the situation.

5. Solve the problem in a group discussion using the sentences for thanking, praising, and congratulating.

6. Do a discussion using time token arends.

Learning Objectives   :

By the end of the lesson, the students are able to express the meaning and to say the sentences for thanking, praising, and congratulating accurately, fluently and acceptably. Also students can ask/give opinion with appropriate utterances.

Source   :

Utami Widiati, Zuliati Rohmah, and Furaidah. 2014. Bahasa Inggris. Surabaya: Pusat Kurikulum dan Perbukuan Kementerian Pendidikan dan Kebudayaan.

Mudul Pengayaan Bahasa Inggris, Bp CV Bina Pustaka.

Media   :

Dictionary, papers, time token.

Materials :

Compliment

- Compliment is an expression that we show or say to express or give praise. Some people use compliments to "better up" somebody or to flatter in order to increase good will

Expression		response	
	I think your dress is very nice.		Thank you but really isn't anything special.
	I just love your eyes		Thank you. Yours is even nicer.
	This pasta very delicious.		I'm glad you like it.

Example dialogue

- Aiden : Tiffany, This is dress for you. I made it by myself .
- Tiffany : That's a beautiful dress! You are really a talented tailor.
- Aiden : I'm glad you like it.

Gratitude

- Gratitude is an expression that we show or say to express grateful feeling to other people. When speaking English, you say "thanks" very often. Please say "thank you" when people give you something, help you do something, wish you something and give you a compliment, etc.

Expressions	Situations
• Nice, your explanation is really amazing.	• Your friends' explanations is very good and clear.
• Great, you have a good idea!	• Your friend has a good ideas.
• Your statement is awful.	• You really understand to your friends' explanation.
• I really understand to your explanation.	• You give a compliment to someone on their appearance.
• You did very good!	• You say nice thing about your friends' dress.
• Amazing!	
• What a nice dress!	• Your colleague is very fashionable and well dress.
• You look great!	
• You are looking glamorous!	
• Congratulations!	• Your friend has just passed an important exam.
• Well, Done!	
• That you very much for your	• Your brother have got an award.

compliment!	• You give response to your friend compliment/congratulation.	

Topic to discuss in a group discussion :

1. Music

2. Sports

3. Cold drink

4. Family

5. Clash of clans

6. School

7. Collage

8. Friends

Strategy   :

1. Cooperative learning with time token Arends type

Learning Activities   :

No	Activities	Duration
1	PRE-TEACHING 1. Teacher starts the lesson by greeting and saying a prayer. 2. Teacher checks the students' attendance and asks the students' condition.	15 minutes

		3. The teacher warms up the students, such us giving the students some questions about the topic that will be discussed in the class. 4. Teacher motivates the students for learning seriously. 5. Teacher introduces the topic of what they are going to learn today.	
2		WHILST TEACHING Presentation 1. Teacher divides the students to eight groups that one group consists of 5 students. 2. Students listen to the teacher's explanation about giving and asking opinion. 3. Students identify the expressions by answering some questions related to the teacher's explanation. 4. Students identify other ways to ask and give opinion. 5. Students listen to the model of pronunciation and repeating. Practice 1. One of the student in each group come in front of the class and chooses one topic through a paper that the teacher has prepared.	70 minutes

	2. Students open the paper in their group and start to discuss it.	
	3. Each students have 7 minutes to speak with their turns in a group discussion.	
	4. Students start to discuss the topic in a group discussion.	
	5. Teacher controls the students by walking around the class.	
	6. The students who have used up the time may not to speak again.	
	7. 2 students in each group conclude the discussion. Each student has time to speak in 1 minute.	
	Production	
	Students use expressing for giving and asking opinion through the discussion.	
3	POST-TEACHING 1. Teacher gives feedback. 2. Students and teacher take a conclusion of what they are learning today. 3. Teacher ends the lesson by saying a prayer.	5 minutes

Assessment   :

1. Form   : Oral production

2. Techniques   : Group discussion

3. Rubric :

Proficiency Description	1	2	3	4	5	6
Accent	0	1	2	3	4	5
Grammar	6	12	18	24	30	36
Vocabulary	2	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total	16	35	50	67	87	100

Medan, May 14th 2018

Approved by,

Head & Master   English teacher   Researcher

of MAS. Amaliyah

Jufri Effendi, S.Pd.I., M.Pd   Ahmad Japar, S.Pd   Zahrina Ulfa

NIP. 197206012007011041   NIM. 34141020

LESSON PLAN

School : MAS. Amaliyah

Class/Semester : X-IPA III/ 2

Subject/Skill : English/ Speaking

Topic :Asking for / Giving an opinion

Time Duration : 2 x 45 minutes

Meeting : 2nd meeting

Standard Competency :

Expressing meaning in a transactional and interpersonal in the context of daily life and applying it on the conversation in daily life.

Basic Competency :

Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of daily life and involving expressions of asking for opinion and giving opinion accurately, fluently and acceptably.

Indicators :

Students are able to :

1. Identify the expressions of asking for opinion and giving opinion.

2. Have accurate pronunciation in using the expressions of asking for opinion and giving opinion.

3. Have accurate intonation in using the expressions of asking for opinion and giving opinion.

4. Use the expressions of asking for opinion and giving opinion based on the situation.

5. Solve the problem in a group discussion using the sentences for asking and giving opinion.

6. Do a discussion using time token Arends.

Learning Objectives   :

By the end of the lesson, the students are able to express the meaning of asking/ giving opinion accurately, fluently and acceptably. Also students can ask/give opinion with appropriate utterances.

Source   :

Utami Widiati, Zuliati Rohmah, and Furaidah. 2014. Bahasa Inggris. Surabaya: Pusat Kurikulum dan Perbukuan Kementerian Pendidikan dan Kebudayaan.

Mudul Pengayaan Bahasa Inggris, Bp CV Bina Pustaka

Media   :

Dictionary, papers, time token

Materials :

Asking for an opinion	Giving an opinion
• Would you give me your opinion on……..? • Have you get any comments on…….. • Do you have any opinion on ……..? • What is your opinion about……..? • What are you feeling about……..? • What are you views on……..? • What do you think of……..? • What do you think about……..? • What is your opinion? • What is your comment on……..?	• In my opinion, I would rather…….. • From my point of view…….. • What I have in my mind is…….. • I believe…….. • I don't think I care for it. • I thinks it is Good/ nice/ terrific…….. • I think that is awful/ not nice/ terrible…….. • I think that…….. • I think I like it.

Adjectives	Pronunciation	Antonym
Helpful	/'help.fəl/	Useless
Interesting	/'in. tris tiŋ/	Bored
Dangerous	/'dein. dəar.əs/	Safe
Pleasant	/'plez. ənt/	Unpleasant

Crowded	/ˈkrau.did/	Lonely
Allowed	/ˈəlaud/	Forbidden
Beautiful	/ˈbjuː.tifəl/	Ugly
Valuable	/ˈvæl.ju.bl/	Worthless
Complicated	/ˈko.m.pli.ke.tid/	Easy
Satisfying	/ˈsætis.fai.iŋ/	Disappointed

Topic to discuss in a group discussion :

1. Junk food.

2. Traffic jam.

3. K-pop.

4. Globalization.

5. Sinetron in Indonesia.

6. Learning English language.

7. Examination.

8. Mobile-legends.

Strategy   **:**

1. Cooperative learning with time token Arends type

Learning Activities **:**

No	Activities	Duration
1	PRE-TEACHING 1. Teacher starts the lesson by greeting and saying a prayer. 2. Teacher checks the students' attendance and asks the students' condition. 3. The teacher warms up the students, such us giving the students some questions about the topic that will be discussed in the class. 4. Teacher motivates the students for learning seriously. 5. Teacher introduces the topic of what they are going to learn today.	15 minutes
2	WHILST TEACHING Presentation 1. Teacher divides the students to eight groups that one group consists of 5 students. 2. Teacher explain about the topic giving and asking opinion. 3. Students listen to the teacher's explanation about giving and asking opinion. 4. Students identify the expressions by answering	70 minutes

some questions related to the teacher's explanation.

5. Students identify other ways to ask and give opinion.

6. Students listen to the model of pronunciation and repeating.

Practice

1. One of the student in each group come in front of the class and chooses one topic through a paper that the teacher has prepared.

2. Students open the paper in their group and start to discuss it.

3. Each students have 7 minutes to speak with their turns in a group discussion.

4. Students start to discuss the topic in a group discussion.

5. Teacher controls the students by walking around the class.

6. The students who have used up the time may not to speak again.

7. 3 students in each group conclude the result of their discussion in their group. Each student has time to speak in 1 minute.

	Production 1. Students use expressing for giving and asking opinion through the discussion.	
3	POST-TEACHING 1. Teacher gives feedback. 2. Students and teacher take a conclusion of what they are learning today. 3. Teacher ends the lesson by saying a prayer.	5 minutes

Assessment :

1. Form : Oral production

2. Rubric :

Proficiency Description	1	2	3	4	5	6
Accent	0	1	2	3	4	5
Grammar	6	12	18	24	30	36
Vocabulary	2	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total	16	35	50	67	87	100

Medan, May 15th 2018

Approved by,

Head & Master   English teacher   Researcher

of MAS. Amaliyah

Jufri Effendi, S.Pd.I., M.Pd   Ahmad Japar, S.Pd   Zahrina Ulfa

NIP. 197206012007011041   NIM. 34141020

LESSON PLAN

School   : MAS. Amaliyah

Class/Semester   : X-IPA III/ 2

Subject/Skill   : English/ Speaking

Topic   : Expressions (Suggestions)

Time Duration   : 2 x 45 minutes

Meeting   : 3rd meeting

Standard Competency   :

Expressing meaning in transactional and interpersonal conversations in the context and applying it on the conversation in daily life.

Basic Competence   :

Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of daily life and involving expressions of thanking, praising, and congratulatingaccurately, fluently and acceptably.

Indicators   :

Students are able to:

1. Identify the expressions of suggestions.

2. Have accurate pronunciation in using the expressions of suggestions.

3. Have accurate intonation in using the expressions of suggestions.

4. Use the expressions of suggestions.

5. Solve the problem in a group discussion using the sentences for suggestion

6. Do a discussion using time token arends.

Learning Objectives   :

By the end of the lesson, the students are able to express the meaning and to say the sentences for suggestions accurately, fluently and acceptably. Also students can give suggestions with appropriate utterances.

Source   :

Utami Widiati, Zuliati Rohmah, and Furaidah. 2014. Bahasa Inggris. Surabaya: Pusat Kurikulum dan Perbukuan Kementerian Pendidikan dan Kebudayaan.

Mudul Pengayaan Bahasa Inggris, Bp CV Bina Pustaka.

Media   :
Dictionary, papers, and time token

Materials   :
A. Explanation and example of giving and responding suggestions and intructions

1. Explanation about giving and responding suggestions such as :

Giving Suggestions:

- I'd like to suggest that ...

- I suggest that ...

- Why don't you ...

- How about ...

- Maybe you could …

- What about going to ...

Responding to suggestion:

- Yes, you are right.

- That sounds like a good suggestion.

- That's good idea.

- As you wish, sir.

2. Explanation about giving and responding instructions such as :

Giving Instruction:

- Could you do this ...

- Do this ...

- You must ...

- Can you ...

- Don't ...

Responding to Instruction:

- Yes, sir.

- Ok, I will.

- Not at all.

B. Example :

- Giving suggestion   : I suggest that you have to join with our company because our company is urgently needed some employer.

- Responding suggestion   : That's a good idea. I will try and send my CV soon.

Topic to discuss in a group discussion   :

1. Job

2. Army

3. Policy

4. Doctor

5. Teacher

6. Nurse

7. Pilot

8. Engineer

Strategy   :

1. Cooperative learning with time token Arends type.

Learning Activities   :

No	Activities	Duration
1	PRE-TEACHING 1. Teacher starts the lesson by greeting and saying a prayer. 2. Teacher checks the students' attendance and asks the students' condition. 3. The teacher warms up the students, such us giving the students some questions about the topic that will be discussed in the class. 4. Teacher motivates the students for learning	15 minutes

		seriously.	
		5. Teacher introduces the topic of what they are going to learn today.	
2		WHILST TEACHING Presentation 1. Teacher divides the students to eight groups that one group consists of 5 students. 2. Students listen to the teacher's explanation about giving and asking for suggestions. 3. Students identify the expressions by answering some questions related to the teacher's explanation. 4. Students identify other ways to ask and give opinion. 5. Students listen to the model of pronunciation and repeating. Practice 1. One of the student in each group come in front of the class and chooses one topic through a paper that the teacher has prepared. 2. Students open the paper in their group and start to discuss it. 3. Each students have 7 minutes to speak with their turns in a group discussion.	70 minutes

	4. Students start to discuss the topic in a group discussion. 5. Teacher controls the students by walking around the class. 6. The students who have used up the time may not to speak again. 7. 2 students in each group conclude the discussion. Each student has time to speak in 1 minute. Production Students use expressing for giving and asking opinion through the discussion.	
3	POST-TEACHING 1. Teacher gives feedback. 2. Students and teacher take a conclusion of what they are learning today. 3. Teacher ends the lesson by saying a prayer.	5 minutes

Assessment :

1. Form : Oral production

2. Techniques : Group discussion

3. Rubric   :

Proficiency Description	1	2	3	4	5	6
Accent	0	1	2	3	4	5
Grammar	6	12	18	24	30	36
Vocabulary	2	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total	16	35	50	67	87	100

Medan, May 25th 2018

Approved by,

Head & Master   English teacher   Researcher

of MAS. Amaliyah

Jufri Effendi, S.Pd.I., M.Pd   Ahmad Japar, S.Pd   Zahrina Ulfa

NIP. 197206012007011041   NIM. 34141020

LESSON PLAN

School   : MAS. Amaliyah

Class/Semester   : X-IPA III/ 2

Subject/Skill   : English/ Speaking

Topic   : Agreeing and Disagreeing

Time Duration   : 2 x 45 minutes

Meeting   : 4th meeting

Standard Competency   :

Expressing meaning in transactional and interpersonal conversations in the context and applying it on the conversation in daily life.

Basic Competence   :

Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of daily life and involving expressions of thanking, praising, and congratulatingaccurately, fluently and acceptably.

Indicators   :

Students are able to:

1. Identify the expressions of agreeing and disagreeing.

2. Have accurate pronunciation in using the expressions of agreeing and disagreeing.

3. Have accurate intonation in using the expressions of agreeing and disagreeing.

4. Use the expressions of agreeing and disagreeing.

5. Solve the problem in a group discussion using the sentences of agreeing and disagreeing..

6. Do a discussion using time token arends.

Learning Objectives   :

By the end of the lesson, the students are able to express the meaning and to say the sentences for agreeing and disagreeing accurately, fluently and acceptably. Also students can communicate using agreeing and disagreeing expressing with appropriate utterances.

Source   :

Utami Widiati, Zuliati Rohmah, and Furaidah. 2014. Bahasa Inggris. Surabaya: Pusat Kurikulum dan Perbukuan Kementerian Pendidikan dan Kebudayaan.

Mudul Pengayaan Bahasa Inggris, Bp CV Bina Pustaka.

Media   :

Dictionary, papers, and time token.

Materials :

Agreeing	Disagreeing
I do agree with you	I beg to differ
I totally agree	I don't know about that
I agree with you	I'm sorry, but I don't agree
I could't agree more	I'm afraid, I can't agree with you
I partly agree with you, but…..	I don't see it that way
You're right	I disagree with you
Exactly	I don't think so
Absolutely	I don't agree with you
Sure	I totally disagree
Why not?	That's not right

Topic to discuss in a group discussion:

Lesson

1. Math

2. Biologi

3. English language

4. Indonesian language

5. Religion

6. Physic

7. Chemistry

8. Arabic Language

Strategy :

1. Cooperative learning with time token Arends type

Learning Activities :

No	Activities	Duration
1	PRE-TEACHING 1. Teacher starts the lesson by greeting and saying a prayer. 2. Teacher checks the students' attendance and asks the students' condition. 3. The teacher warms up the students, such us giving the students some questions about the topic that will be discussed in the class. 4. Teacher motivates the students for learning seriously. 5. Teacher introduces the topic of what they are going to learn today.	15 minutes
2	WHILST TEACHING Presentation 1. Teacher divides the students to eight groups that one group consists of 5 students. 2. Students listen to the teacher's explanation about giving and asking for suggestions. 3. Students identify the expressions by answering	70 minutes

some questions related to the teacher's explanation.

4. Students identify other ways to ask and give opinion.

5. Students listen to the model of pronunciation and repeating.

Practice

1. One of the student in each group come in front of the class and chooses one topic through a paper that the teacher has prepared.

2. Students open the paper in their group and start to discuss it.

3. Each students have 7 minutes to speak with their turns in a group discussion.

4. Students start to discuss the topic in a group discussion.

5. Teacher controls the students by walking around the class.

6. The students who have used up the time may not to speak again.

7. 3 students in each group conclude the discussion. Each student has time to speak in 1 minute.

	Production Students use expressing for giving and asking opinion through the discussion.	
3	POST-TEACHING 1. Teacher gives feedback. 2. Students and teacher take a conclusion of what they are learning today. 3. Teacher ends the lesson by saying a prayer.	5 minutes

Assessment :

1. Form : Oral production
2. Techniques : Group discussion
3. Rubric :

Proficiency Description	1	2	3	4	5	6
Accent	0	1	2	3	4	5
Grammar	6	12	18	24	30	36
Vocabulary	2	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total	16	35	50	67	87	100

Medan, May 30th 2018

Approved by,

Head & Master   English teacher   Researcher

of MAS. Amaliyah

Jufri Effendi, S.Pd.I., M.Pd   Ahmad Japar, S.Pd   Zahrina Ulfa

NIP. 197206012007011041   NIM. 34141020

APPENDIX 2

<div align="center">

PRE-TEST

</div>

Class   `   **: X IPA-III**

Number of Students : 40

Day / Date   **:**

---

1. What is your favorite song?

2. Who is the singer?

3. When do you like that song?

4. Why do you like that song?

5. How is the song?

TENTATIVE ANSWER

Pre-Test

1. What is your favorite song?

    My favorite song is Never Say Never.

2. Who is the singer?

    The singer is Justin Bieber.

3. Where does the song take place?

    This song took place in our daily life.

4. When do you like that song?

    I like this song since I was in Senior High school

5. Why do you like that song?

    I like this song because this song told about spirit. This song also told that we

    must never say never.

6. How is the song?

    The song is good, the intonation of this song is not slow and not too fast, this

    song has a rap in the middle of the song, and the meaning of this song is

    about spirit that we should keep fighting and should keep our spirit.

APPENDIX 3

POST-TEST

(Cycle 1)

Class   `   **: X IPA-III**

Number of Students : 40

Day / Date   **:**

1. What is your favorite song?

2. Who is the singer?

3. When do you like that song?

4. Why do you like that song?

5. How is the song?

TENTATIVE ANSWER

<u>**Post-Test (Cycle 1)**</u>

1. What is your favorite song?

   My favorite song is Never Say Never.

2. Who is the singer?

   The singer is Justin Bieber.

3. Where does the song take place?

   This song took place in our daily life.

4. When do you like that song?

   I like this song since I was in Senior High school

5. Why do you like that song?

   I like this song because this song told about spirit. This song also told that we

   must never say never.

6. How is the song?

   The song is good, the intonation of this song is not slow and not too fast, this

   song has a rap in the middle of the song, and the meaning of this song is

   about spirit that we should keep fighting and should keep our spirit.

APPENDIX 4

POST-TEST

(Cycle 2)

Class `   : X IPA-III

Number of Students : 40

Day / Date   :

1. What is your favorite song?

2. Who is the singer?

3. When do you like that song?

4. Why do you like that song?

5. How is the song?

TENTATIVE ANSWER

Post-Test (Cycle 2)

1. What is your favorite song?

    My favorite song is Never Say Never.

2. Who is the singer?

    The singer is Justin Bieber.

3. Where does the song take place?

    This song took place in our daily life.

4. When do you like that song?

    I like this song since I was in Senior High school

5. Why do you like that song?

    I like this song because this song told about spirit. This song also told that we must never say never.

6. How is the song?

    The song is good, the intonation of this song is not slow and not too fast, this song has a rap in the middle of the song, and the meaning of this song is about spirit that we should keep fighting and should keep our spirit.

APPENDIX 5

OBSERVATION SHEET

(CYCLE 1)

PANDUAN PENGAMATAN PELAKSANAAN TINDAKAN KELAS

The Implementation of "Time Token" as a Strategy in Improving Students'

Speaking Skills

(A Classroom Action Research in the First Grade on MAS Amaliyah)

Class   :   X-IPA III

Date   :   May, 15th 2018

Berilah tanda checklist (√) pada "Ya" atau "Tidak"

NO	ASPECTS		Teacher		Students	
	Teacher	**Students**	**Yes**	**No**	**Yes**	**No**
	Pre-Teaching					
1	Teacher starts the lesson by greeting and saying a prayer.	Students answer greeting from the teacher and saying a prayer.	√		√	
2	Teacher checks the students' attendance and asks the students' condition.	Students answer the students' attendance from the teacher and saying their conditions to the teacher.	√		√	

3	Teacher warms up the students, such us giving the students some questions about the topic that will be discussed in the class.	Students answer the questions given by the teacher spiritly.	√		√	
4	Teacher motivates the students for learning seriously.	Students feel motivated and excited to learn seriously.		√		√
5	Teacher introduces the topic of what they are going to learn today.	Students listen to the introduction of the subject that provided by the teacher	√		√	
Whilst Teaching						
6	Teacher divides the students into eight groups.	Students sit in their groups	√		√	
7	Teacher explains about the topic that they learn it	Students listen to the teacher's explanation seriously.	√		√	
8	Teacher asks the	Students identify the	√		√	

	students some questions related to the teacher's explanation.	expressions by answering some questions related to the teacher's explanation.				
9	Teacher pronounces the words and the sentences related to the topic.	Students listen to the model of pronunciation and repeat it.	√		√	
10	Teacher asks one of the student in each group to come in front of the class and chooses one topic through a paper that the teacher has prepared.	One of the student in each group come in front of the class and chooses one topic through a paper that the teacher has prepared.	√		√	
11	Teacher asks the students to open the paper in their group and start to discuss it.	Students open the paper in their group and start to discuss it.	√		√	
12	Teacher asks the students to discuss the topic in a group discussion.	Students start to discuss the topic in a group discussion. Also students like the topic given by teacher.	√		√	

13	Teacher controls the students by walking around the class.	Students discuss the topic seriously.	√		√	
14	Teacher gives the attention to the students.	Students feel confident to speak in English	√			√
15	Teacher asks the students to conclude the lesson in the end of study.	Students in each group conclude the result of their discussion in the end of study, and students can express their ideas clearly using cooperative learning with time token Arends type	√			√
Post Teaching						
16	Teacher gives feedback.	Students get the feedback from the teacher, and students feel motivated learning speaking using cooperative learning with time token Arends type	√		√	

| 17 | Teacher takes a conclusion of what they are learning today. | Students take a conclusion of what they are learning today and students understand about the topic that they have learned. | √ | | √ | |
| 18 | Teacher ends the lesson and saying a prayer. | Students feel that time token Arends is good to apply in speaking class. Students saying prayer | √ | | √ | |

English Teacher   Researcher

(Ahmad Japar, S.Pd)   (Zahrina Ulfa)

Nim. 34.14.1.020

APPENDIX 6

OBSERVATION SHEET

(CYCLE 2)

PANDUAN PENGAMATAN PELAKSANAAN TINDAKAN KELAS

The Implementation of "Time Token" as a Strategy in Improving Students'

Speaking Skills

(A Classroom Action Research in the First Grade on MAS Amaliyah)

Class : X-IPA III

Date   : May, 31st 2018

Berilah tanda checklist (√) pada "Ya" atau "Tidak"

NO	ASPECTS		Teacher		Students	
	Teacher	**Students**	**Yes**	**No**	**Yes**	**No**
	Pre-Teaching					
1	Teacher starts the lesson by greeting and saying a prayer.	Students answer greeting from the teacher and saying a prayer.	√		√	
2	Teacher checks the students' attendance and asks the students' condition.	Students answer the students' attendance from the teacher and saying their conditions to the teacher.	√		√	

3	Teacher warms up the students, such us giving the students some questions about the topic that will be discussed in the class.	Students answer the questions given by the teacher spiritly.	√		√	
4	Teacher motivates the students for learning seriously.	Students feel motivated and excited to learn seriously.	√		√	
5	Teacher introduces the topic of what they are going to learn today.	Students listen to the introduction of the subject that provided by the teacher	√		√	
Whilst Teaching						
6	Teacher divides the students into eight groups.	Students sit in their groups	√		√	
7	Teacher explains about the topic that they learn it	Students listen to the teacher's explanation seriously.	√		√	
8	Teacher asks the	Students identify the	√		√	

	students some questions related to the teacher's explanation.	expressions by answering some questions related to the teacher's explanation.				
9	Teacher pronounces the words and the sentences related to the topic.	Students listen to the model of pronunciation and repeat it.	√		√	
10	Teacher asks one of the student in each group to come in front of the class and chooses one topic through a paper that the teacher has prepared.	One of the student in each group come in front of the class and chooses one topic through a paper that the teacher has prepared.	√		√	
11	Teacher asks the students to open the paper in their group and start to discuss it.	Students open the paper in their group and start to discuss it.	√		√	
12	Teacher asks the students to discuss the topic in a group discussion.	Students start to discuss the topic in a group discussion. Also students like the topic given by teacher.	√		√	

13	Teacher controls the students by walking around the class.	Students discuss the topic seriously.	√		√	
14	Teacher gives the attention to the students.	Students feel confident to speak in English	√		√	
15	Teacher asks the students to conclude the lesson in the end of study.	Students in each group conclude the result of their discussion in the end of study, and students can express their ideas clearly using cooperative learning with time token Arends type.	√		√	
Post Teaching						
16	Teacher gives feedback.	Students get the feedback from the teacher, and students feel motivated learning speaking using cooperative learning with time token Arends type.	√		√	

| 17 | Teacher takes a conclusion of what they are learning today. | Students take a conclusion of what they are learning today and students understand about the topic that they have learned. | √ | | √ | |
| 18 | Teacher ends the lesson and saying a prayer. | Students feel that time token Arends is good to apply in speaking class. Students saying prayer | √ | | √ | |

English Teacher   Researcher

(Ahmad Japar, S.Pd)   (Zahrina Ulfa)

Nim. 34.14.1.020

APPENDIX 7

DIARY NOTES

First Meeting (Friday, May 11ˢᵗ 2018)

The first meeting of the research was pre-test. The researcher gave the students pre-test to know how far their capability in English especially speaking. The researcher gave them the questions. The students seemed very difficult to answer the questions. Some of them just kept silent, but other students just tried their best to answer the questions seriously. Most of them did not know how to speak although they had an idea. It could be seen from their face and expression. They looked confused and bored. So, it could be concluded that the students still had difficulties in speaking.

Second Meeting (Monday, May 14ᵗʰ 2018)

In the second meeting, the researcher conducted cycle 1. This meeting was done based on the lesson plan. The researcher explained the material and wrote it on the whiteboard. The students were taught about expressions of gratitude and compliment by using time token Arends. After giving the explanation, the researcher divided the students into five groups. The students discussed the topic given by the researcher in a group discussion. In a group discussion, the students were no really active. There were some students made noisy in the classroom and disturbed their friends. In this meeting, the students still not confident to express their opinion.

Third Meeting (Tuesday, May 15th 2018)

In this meeting, the researcher explained the material based on the lesson plan. The students was divided into eight groups. They discussed about the topic given by the researcher. The students were still afraid to give idea and reluctant to say their opinion. Only some students enjoyed and active in a discussion.

Fourth Meeting (Thursday, May 24th 2018)

The researcher was conducting the cycle 1 test. The researcher motivated the students to speak actively and give the students speaking test to take their score in speaking test. Researcher gave the students five questions related to the song. In this test, some students seemed active to share their ideas, and some of them still ashamed to speak up.

Fifth Meeting (Friday, May 25th 2018)

This meeting was cycle 2 phase. The researcher decided to continue the research because there were no significant improvement from the cycle 1 test. The researcher could decide to continue until the next cycle based on the result through the action collected in several instruments, such as observation sheet, diary notes, and speaking test. Teacher motivated the students so speak confidently in the class. As usual, teacher did the class based on lesson plan that has been prepared. In this fifth meeting, seemed that almost of the students can speak in the class actively and confidently. Therefore, the students enjoyed the discussion.

Sixth Meeting (Wednesday, May 30th 2018)

This was the last meeting of cycle 2 before the test. The researcher motivated the students to express their opinion. In this last meeting, the researcher changed the topic and had the students shape their seat same as before. The researcher tried her best effort in teaching. In this last meeting, teaching-learning process was very conductive, live, and active. The students were more active and serious than before. Action learning strategy successfully worked in helping students' skills in speaking. It was effective and applicable. Based on the reflection of the cycle II, this research could be stopped because students' speaking skills had been increased.

Seventh Meeting (Thursday, May, 31st 2018)

This is the last meeting of the research, the students' answer the questions given by the teacher related to their favorite song. Eventually, based on diary notes, observation sheet, and speaking test, it was found that most of the students enjoyed the learning process by using time token Arends. The students felt enjoy in learning using time token Arends. It could be concluded that there was an improvement of the students in speaking skills. Thus, this research finished in this cycle.

APPENDIX 8

Proficiency Descriptions (Arthur Hughes, 2003)

No	Elements	Proficiency Descriptions		Points
1	Accent	g.	Pronunciation frequently unintelligible.	0
		h.	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repletion.	1
		i.	"Foreign accent" reuires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	2
		j.	Marked "foreign accent" and occasional mispronunciations that to do not interfere with misunderstanding.	3
		k.	No conspicuous mispronunciations, but would not be take for a native speaker.	4
		l.	Native pronunciation, with no trace of "foreign accent"	5
2	Grammar	g.	Grammar almost entirely inappropriate or inaccurate, except in stock phrases.	6
		h.	Constant errors showing control of very few controversial micro skills or major pattern, and frequently preventing communication.	12
		i.	Frequents errors showing inappropriate use of some conversational micro skillls or some major patterns uncontrolled, and using causing occasional irritation and misunderstanding.	18
		j.	Occasional errors showing imperfect control of some conversation micro skills or some patterns, but no mistakes that causes misunderstanding.	24
		k.	Few errors with no pattern of failure.	30

		l.	No more than two errors during the presentation.	36
3	Vocabulary	g.	Vocabulary limited to minimum courtesy requirements.	2
		h.	Vocabulary limited to basic personal areas and very fmiliar topics (autobiographic information, personal expression,etc).	8
		i.	Word choice sometimes inaccurate.	12
		j.	Vocabulary adequate, to discuss special interest and nay non-technical subject with some circumlocutions.	16
		k.	Vocabulary broad, precise and adequate to cope with various topic.	20
		l.	Vocabulary apparently as accurate and expensive as that of educated native speaker.	24
4	Fluency	g.	Speech is so halting and fragmentary that conversation is virtual impossible.	2
		h.	Speech is very slow and uneven, except for short or routine sentences; frequently punctuated by silence or long pause.	4
		i.	Speech is frequently hesitatant or jerky; sentence may be left uncompleted.	6
		j.	Speech is occasionally hesitant, with some unevennes caused by rephrasing and grouping for words.	8
		k.	Speech is effortiess and smooth but percceptible nonnative in speed and eveness.	10
		l.	Speech on all general topics as effortless and smooth as native speaker.	12
5	Comprehension	a.	Understand too little to respond the topic.	4
		b.	Understand only slow, very simple speech on topics of general interest; requires constant repetition and	8

		rephrasing.	
		c. Understand careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing.	12
		d. Understand quite well normal educated speech directed to him, but requires occasinal repetition or rephrasing.	15
		e. Understand everything in normal educated conversation, except for every colloquial or low frequently items or exceptionally rapud or slurred speech.	19
		f. Understand everything in informal and colloquial speech to be expected an educated native speaker.	23

Weighting Table

Proficiency Description	1	2	3	4	5	6
Accent	0	1	2	3	4	5
Grammar	6	12	18	24	30	36
Vocabulary	2	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total	16	35	50	67	87	100

APPENDIX 9

STUDENTS' ATTENDANCE LIST DURING RESEARCH

NO	Students' Name	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6	Meeting 7
1	AP	√	√	√	√	√	√	√
2	AV	√	√	√	√	√	√	√
3	APR	√	√	√	√	√	√	√
4	AS	√	√	√	√	√	√	√
5	KA	√	√	√	√	√	√	√
6	LD	√	-	√	√	√	√	√
7	AF	√	√	√	√	√	√	√
8	ADA	√	√	√	√	-	√	√
9	AF	√	√	√	√	√	√	√
10	DS	√	√	√	√	√	√	√
11	DA	√	√	√	√	√	√	√
12	DAD	√	√	√	√	√	√	√
13	DW	√	√	√	√	√	√	√
14	EDK	√	√	√	√	√	√	√
15	ESM	√	√	√	√	√	√	√
16	GAP	√	√	√	√	√	√	√
17	J	√	√	√	√	√	√	√
18	KN	√	√	√	√	√	-	√
19	LA	√	√	√	√	√	√	√
20	MS	√	√	√	√	√	√	√
21	MFS	√	√	√	√	√	√	√
22	GR	√	√	-	√	√	√	√
23	MRP	√	√	√	√	√	√	√
24	MR	√	√	√	√	√	√	√
25	MJ	√	√	√	√	√	√	√
26	NA	√	√	√	√	√	√	√
27	AI	√	√	√	√	√	√	√
28	PR	√	√	√	√	√	√	√
29	PS	√	√	√	√	√	√	√
30	REP	√	√	√	√	√	-	√
31	RF	√	√	√	√	√	√	√
32	SA	√	√	√	√	√	√	√
33	SKH	√	√	√	√	√	√	√
34	SR	√	√	√	√	√	√	√
35	TA	√	√	√	√	√	√	√
36	T	√	√	√	√	√	√	√
37	WR	√	√	√	√	√	√	√
38	WO	√	-	√	√	√	√	√
39	YC	√	√	√	√	√	√	√
40	IS	√	√	√	√	√	√	√

APPENDIX 10

SPEAKING ASSESSMENT

PRE-TEST

No	Nama	Proficiency Description					Total
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Ade Pratiwi	3	18	12	8	12	53
2	Adelia Vista	2	18	16	8	12	56
3	Agung Pratama	2	18	16	8	12	56
4	Ajeng Sri	3	18	16	8	15	60
5	Khiria Agustina	2	18	16	8	12	56
6	Lisa Damayanti	4	18	6	8	15	61
7	Aqila Fadya	4	24	16	8	15	67
8	Ayunda Dwi Aliffia	3	24	16	8	15	66
9	Azrul Fahrizal	4	24	20	8	19	75
10	Dandi Safrika	3	24	16	8	15	66
11	Dedek Apriyana	3	18	12	8	12	53
12	Dimas Aditya	3	18	12	6	12	51
13	Dilla Wulandari	3	18	16	8	15	60
14	Eka Dwi Kartini	3	18	16	8	15	60
15	Elly Sri Mardiyani	3	18	12	8	12	53
16	Gusti Adelia Putri	3	18	12	6	12	51

17	Jihad	3	18	12	8	12	53
18	Khailafa Nurul	3	18	12	8	12	53
19	Lia Alhasanah	4	24	20	8	19	75
20	Mega Shafira	3	18	12	8	12	53
21	Meli Febri Silvia	3	18	16	8	12	57
22	Gilang R	3	18	12	6	12	51
23	M. Rendy Prayoga	3	18	12	8	12	53
24	M. Rizky	4	24	16	8	15	67
25	M. Jepri	3	18	16	8	15	60
26	Nadya Azizah	3	18	12	6	12	51
27	Ade Iskandar	3	18	12	8	12	53
28	Pitri Ramadani	3	18	12	8	12	53
29	Putri Syarani	3	18	12	8	12	53
30	Rintan Eka Putri	3	12	8	6	12	51
31	Rio Febriyan	3	18	12	6	12	51
32	Saparul Azemi	3	18	12	6	15	60
33	Siti Khoirunnisa	4	24	20	8	19	75
34	Suci Rahmayani	4	24	20	8	19	75
35	Tasya Armila	4	24	20	8	19	75
36	Triani	3	18	12	8	12	53
37	Wanda Ramadan	3	24	16	8	12	63
38	Wulandari Oktavia	3	18	12	6	12	51
39	Yudi Chandra	3	18	12	6	12	51
40	Isnaini Sahara	3	18	12	6	12	51

APPENDIX 11

SPEAKING ASSESSMENT

POST-TEST (Cycle 1)

No	Nama	Proficiency Description					Total
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Ade Pratiwi	3	18	12	6	12	67
2	Adelia Vista	4	24	20	10	19	77
3	Agung Pratama	3	18	16	8	15	60
4	Ajeng Sri	4	24	20	8	19	75
5	Khiria Agustina	3	18	16	12	15	64
6	Lisa Damayanti	4	24	20	10	19	77
7	Aqila Fadya	4	24	20	12	19	79
8	Ayunda Dwi Aliffia	4	24	20	8	19	75
9	Azrul Fahrizal	4	24	20	8	19	75
10	Dandi Safrika	4	24	20	8	19	75
11	Dedek Apriyana	3	18	16	8	15	60
12	Dimas Aditya	2	18	16	8	12	56
13	Dilla Wulandari	4	24	20	10	19	77
14	Eka Dwi Kartini	4	24	20	8	19	75
15	Elly Sri Mardiyani	4	24	16	8	15	67
16	Gusti Adelia Putri	3	18	16	8	15	60

17	Jihad	3	18	8	8	15	64
18	Khailafa Nurul	4	24	16	8	15	67
19	Lia Alhasanah	4	24	20	10	19	77
20	Mega Shafira	3	18	18	8	15	52
21	Meli Febri Silvia	4	23	20	8	18	73
22	Gilang R	3	18	16	12	15	64
23	M. Rendy Prayoga	4	24	16	8	15	67
24	M. Rizky	4	24	20	8	19	75
25	M. Jepri	4	24	20	8	19	75
26	Nadya Azizah	3	18	16	8	15	60
27	Ade Iskandar	3	18	16	12	15	64
28	Pitri Ramadani	4	24	20	8	19	75
29	Putri Syarani	4	24	20	8	19	75
30	Rintan Eka Putri	3	18	16	8	15	60
31	Rio Febriyan	3	18	12	8	12	53
32	Saparul Azemi	4	24	20	8	19	75
33	Siti Khoirunnisa	4	24	20	10	19	77
34	Suci Rahmayani	4	24	20	10	19	77
35	Tasya Armila	4	24	20	12	19	79
36	Triani	3	24	16	10	15	59
37	Wanda Ramadan	4	24	20	8	19	75
38	Wulandari Oktavia	3	18	16	12	15	64
39	Yudi Chandra	3	18	16	8	15	60
40	Isnaini Sahara	3	18	16	8	15	60

APPENDIX 12

SPEAKING ASSESSMENT

POST-TEST (Cycle 2)

No	Nama	Proficiency Description					Total
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Ade Pratiwi	4	24	16	8	15	67
2	Adelia Vista	4	24	20	10	19	77
3	Agung Pratama	3	24	20	8	18	74
4	Ajeng Sri	3	24	20	8	19	75
5	Khiria Agustina	4	24	20	8	19	75
6	Lisa Damayanti	4	24	20	12	19	79
7	Aqila Fadya	4	30	20	10	19	83
8	Ayunda Dwi Aliffia	4	24	20	10	19	77
9	Azrul Fahrizal	4	24	20	10	19	77
10	Dandi Safrika	4	24	20	8	19	75
11	Dedek Apriyana	4	24	20	8	19	75
12	Dimas Aditya	3	18	16	8	15	60
13	Dilla Wulandari	4	24	20	12	19	79
14	Eka Dwi Kartini	4	24	20	8	19	75
15	Elly Sri Mardiyani	4	24	20	8	19	75
16	Gusti Adelia Putri	4	24	20	10	19	77

17	Jihad	4	24	20	8	19	75
18	Khailafa Nurul	4	24	20	12	19	79
19	Lia Alhasanah	4	30	20	10	19	83
20	Mega Shafira	4	24	20	8	19	75
21	Meli Febri Silvia	4	24	20	10	19	77
22	Gilang R	4	24	20	10	15	75
23	M. Rendy Prayoga	4	24	20	10	19	77
24	M. Rizky	4	24	20	8	19	75
25	M. Jepri	4	24	20	10	19	77
26	Nadya Azizah	4	24	20	8	19	75
27	Ade Iskandar	4	24	20	10	19	77
28	Pitri Ramadani	4	24	20	8	19	75
29	Putri Syarani	4	24	20	10	19	77
30	Rintan Eka Putri	4	23	20	8	18	73
31	Rio Febriyan	4	24	20	8	19	75
32	Saparul Azemi	4	4	20	12	19	79
33	Siti Khoirunnisa	4	30	20	10	19	83
34	Suci Rahmayani	4	24	20	10	19	77
35	Tasya Armila	4	30	20	10	19	83
36	Triani	4	24	20	8	18	73
37	Wanda Ramadan	3	18	16	12	15	77
38	Wulandari Oktavia	4	24	20	10	19	77
39	Yudi Chandra	4	24	20	8	19	75
40	Isnaini Sahara	4	24	20	8	19	75

APPENDIX 13

DOCUMENTATION

APPENDIX 14

TRANSCRIPTION

PRE-TEST

A. Researcher
B. Student (Rendi Prayoga)
   a. What is your name?
   b. My name is Rendi Prayoga
   a. Where do you live?
   b. I live street mencirim desa paya geli
   a. What is your favorite song?
   b. I favorite song mmmm... love your self
   a. Who is the singer?
   b. Justin Bieber
   a. When do you like that song?
   b. Mmm karna, waktu tahun 2017
   a. Why do you like that song?
   b. Enak aja di dengar gitu miss, slow
   a. How is the song?
   b. My mama dont like you....., saya pikir bagus.
A. Reseacher
B. Student (Rintan Eka Putri)
   a. What is your name?
   b. My name is rintan eka putri
   a. Where do you live?
   b. I live in binjai
   a. What is your favorite song?
   b. Emm favorite, my favorite song is perfect
   a. Who is the singer?
   b. Singer em forget, ed sheeran
   a. When do you like that song?
   b. Emm, pertama kali dengar teman nyanyi
   a. Why do you like that song?
   b. Because em ya i like gitu aja
   a. How is the song?
   b. The voice is good, intonation is high

A. Researcher
B. Student (Gusti Adelia)
   a. What is your name?
   b. My name is Gusti Adelia Putri
   a. Where do you live?
   b. My live is, eh i at .... em jalan Stasiun kereta api

    a. What is your favorite song?

    b. Favorite song is how long

    a. Who is the singer?

    b. Singer mmnnhh is charlie puth

    a. When do you like that song? Kapan suka ?

    b. Baru-baru aja

    a. Why do you like that song

    b. Karena, because santai gitu lagu nya, mmmm

    a. How is the song? Lagu nya gimana?

    b. Enak gitu di dengar

A. Researcher

B. Student (Adelia Vista)

    a. What is your name?

    b. My name is Adelia Vista

    a. Where do you live?

    b. I live at street Klambir V

    a. What is your favorite song?

    b. My favorite song is .... bintang kehidupan

    a. Who is the singer?

    b. Emhhh Nike ardila

    a. When do you like that song?

    b. Because, karena, because the song oh the song is about arti kehidupan kita

    a. When do you like that song?

    b. Ketika, when mmm my friends performance in the stage

    a. How is the song?

    b. The song is good, nice, yes.

A. Researcher

B. Student (Yudi Chandra)

    a. What is your name?

    b. My name is Yudi Chandara

    a. Where do you live?

    b. Ehh gak tau ... jalan tani asli ni kak

    a. What is your favorite song?

    b. My song is Ya Aasyiqal Mustafa

    a. Who is the singer?

    b. I don't know

    a. When do you like that song?

    b. Kapan, kapan, kapan, ya minggu lalu

    a. Why do you like that sng?

    b. Because.................. yes... good, udah kak.

    a. How is the song?

    b. ....

APPENDIX 15

TRANSCRIPTION

POST-TEST (CYCLE I)

A. Researcher
B. Student (Rendi Prayoga)
  a. What is your name?
  b. My name is Rendi Prayoga
  a. How are you?
  b. Fine, thank you
  a. What is your favorite song?
  b. My favorite song is the middle
  a. Who is the singer?
  b. The singer is Zedd
  a. When do you like that song?
  b. Two weeks ago
  a. Why do you like that song?
  b. The intonation of the song is slow, and i like the singer
  a. How is the song?
  b. The song is nice and good

A. Researcher
B. Student (Rintan Eka Putri)
  a. What is your name?
  b. Rintan Eka Putri
  a. How are you?
  b. Good, thaks
  a. What is your favorite song?
  b. My favorite song is Unfaithful
  a. Who is the singer?
  b. Rihanna
  a. When do you like that song?
  b. When i in junior high school
  a. Why do you like that song?
  b. Because the song is good, tell about love
  a. How is the song?
  b. The song tell about love and tell about who unfaithful friends

A. Researcher
B. Student (Gusti Adelia Putri)
  a. What is your name?
  b. My name is Gusti Adelia Putri
  a. How are you?

b. I'm fine thank you

a. What is your favorite song?

b. Rohman ya Rohman

a. Who is the singer?

b. The singer is Nisa Sabyan

a. When do you like that song?

b. Last week

a. Why do you like that song?

b. Because song is slow

a. How is the song?

b. The song is tenang, nice to listen

A. Researcher
B. Student (Adelia Vista)

a. What is your name?

b. My name is Adelia Vista

a. How are you?

b. I'm fine, thanks

a. What is your favorite song?

b. My favorite song is Ya Habibal Qalbi

a. Who is the singer?

b. The singer is Nisa Sabyan

a. When do you like that song?

b. I like that sing since my first hear that song

a. Why do you like that song?

b. Because the song tells about God, and make us happy

a. How is the song?

b. The song is really good, because can make us love to God

A. Researcher
B. Student (Yudi Chandra)

a. What is your name?

b. Yudi Chandra

a. How are you?

b. Fine

a. What is your favorite song?

b. Baby

a. Who is the singer?

b. Justin Bieber

a. When do you like that song?

b. From Junior High School

a. Why do you like that song?

b. Because i like that song, i like lyrics song

a. How is the song?

b. The song is nice and good, and make me happy

APPENDIX 16

TRANSCRIPTION

POST-TEST (CYCLE II)

A. Researcher
B. Student (Rendy Prayoga)
 a. What is your name?
 b. My name is Rendy Prayoga
 a. How are you?
 b. I'm fine thank you
 a. What is your favorite song?
 b. My favorite song is emm I'm yours
 a. Who is the singer?
 b. The singer is Jason Marz
 a. When do you like that song?
 b. Mmm, i like the song since i was in junior high school
 a. Why do you like that song?
 b. Because the song is nice and easy to remember
 a. How is the song?
 b. The song is good, tell about love

A. Researcher
B. Student (Rintan Eka Putri)
 a. What is your name?
 b. My name is Rintan Eka Putri
 a. How are you?
 b. I'm fine
 a. What is your favorite song?
 b. Mmm, My favorite song is My heart will go on
 a. Who is the singer?
 b. The singer Celine Dion
 a. When do you like that song?
 b. Long time ago
 a. Why do you like that song?
 b. Because i like the movie, titanic movie
 a. How is the song?
 b. The song is slow song
A. Researcher
B. Student (Gusti Adelia)
 a. What is your name?
 b. Eee, my name is Gusti Adelia
 a. How are you?
 b. I'm fine thank you

     a. What is your favorite song?

     b. My favorite song is Fire work

     a. Who is the singer?

     b. The singer is Katty Pery

     a. When do you like that song?

     b. When i in Junior High School

     a. Why do you like that song?

     b. Because this is a good song and make ,,, aa spirit

     a. How is the song?

     b. The song is good, mm and intonation is fast

A. Researcher

B. Student (Adelia Vista)

     a. What is your name?

     b. My name is Adelia Vista

     a. How are you?

     b. I'm fine, thank you

     a. What is your favorite song?

     b. My favorite song is Ya Habibal Qalbi

     a. Who is the singer?

     b. Nisa Sabyan

     a. When do you like that song?

     b. I like the song since i see my my friend sing the song

     a. Why do you like that song?

     b. Because the song is nice and about Nabi

     a. How is the song?

     b. The song is nice to listen

A. Researcher

B. Student (Yudi Chandra)

     a. What is your name?

     b. My name is Yudi Chandra

     a. How are you?

     b. I'm fine thank you, how about you?

     a. I'm fine too thanks you, Yudi, what is your favorite song?

     b. My favorite song is Attention

     a. Who is the singer?

     b. The singer is Charlie Puth

     a. When do you like that song?

     b. Ee, yesterday

     a. Why do you like that song?

     b. Because the song is nice and arti the song is good

     a. How is the song?

     b. The song about someone want attention