

**THE INFLUENCE OF TIME TOKEN ARENDS METHOD TO  
IMPROVE STUDENTS' ENGLISH SPEAKING SKILL AT  
TENTH GRADE OF MA AL QODIRI JEMBER IN 2020/2021  
ACADEMIC YEAR**

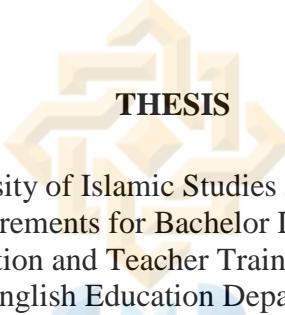


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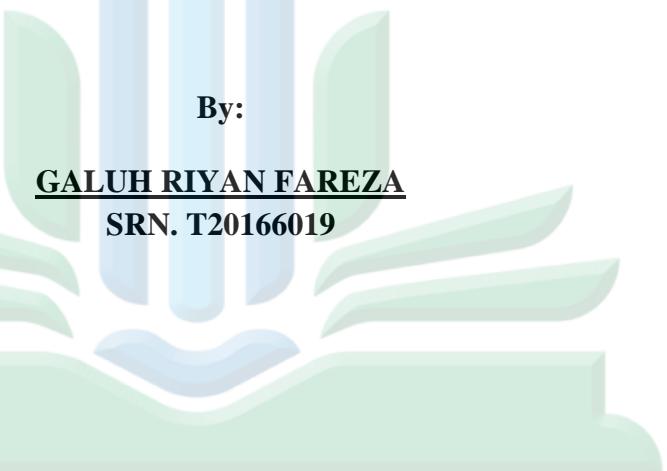
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ACADEMIC YEAR**



**THESIS**

Presented to State University of Islamic Studies Jember in partial fulfillment of  
the requirements for Bachelor Degree (S.Pd)  
Education and Teacher Training Faculty  
English Education Department



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**THESIS**

It has been examined and approved by the board of examiners in partial fulfillments of the requirements for the bachelor degree of education (S.Pd)

Education and Teacher Training Faculty  
English Education Department

Day: Thursday

Date: 24<sup>th</sup> of June 2021

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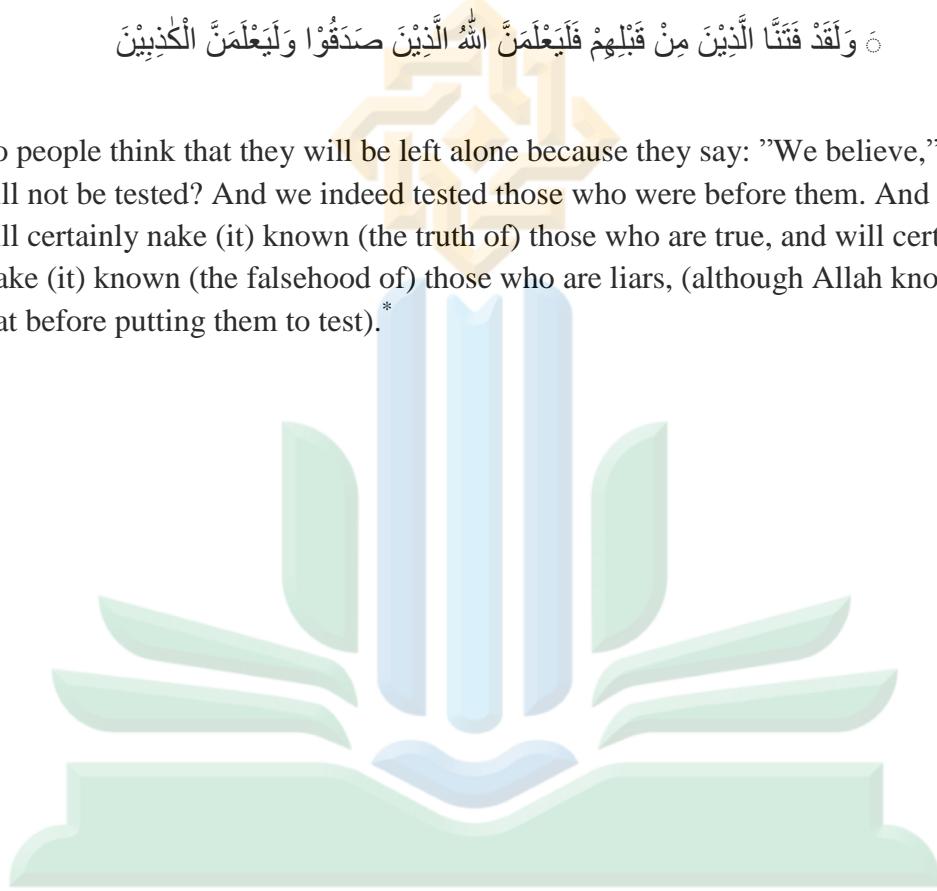
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Approved by Dean of Faculty of Tarbiyah and Teacher Training



## MOTTO

أَحَسِبَ النَّاسُ أَنْ يُتْرَكُوا أَنْ يَقُولُوا أَمْنًا وَهُمْ لَا يُفْتَنُونَ  
وَلَقَدْ فَتَنَّا الَّذِينَ مِنْ قَبْلِهِمْ فَلَيَعْلَمَنَّ اللَّهُ الَّذِينَ صَدَقُوا وَلَيَعْلَمَنَّ الْكُاذِبُونَ

Do people think that they will be left alone because they say: "We believe," and will not be tested? And we indeed tested those who were before them. And Allah will certainly make (it) known (the truth of) those who are true, and will certainly make (it) known (the falsehood of) those who are liars, (although Allah knows all that before putting them to test).\*



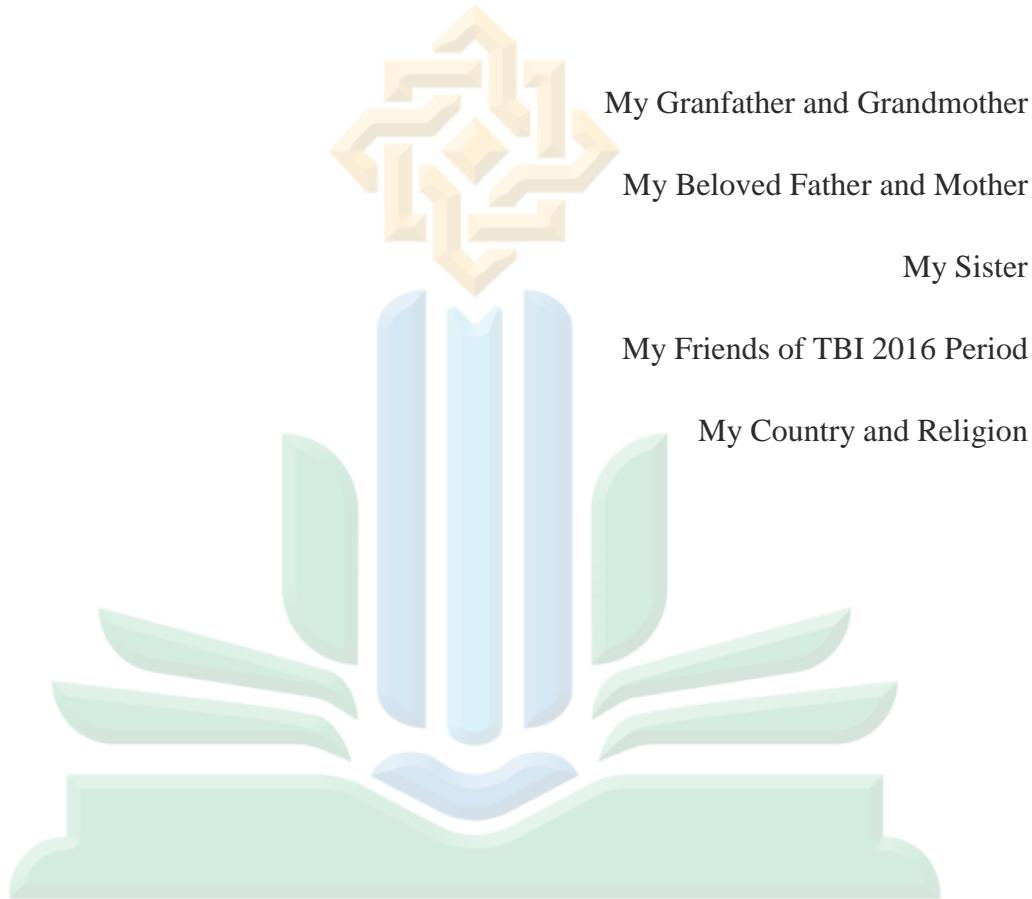
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<sup>\*</sup>Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an English Translation of the meanings and commentary* (Medina Dar-us Salam Publications, 1996), 529.

## **DEDICATION**

This undergraduate thesis is most respectfully dedicated to:



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## **ACKNOWLEDGEMENT**

AlhamdulillahiRabbil'alamin, is the perfect word the researcher can say to express the gratitude to Allah SWT who gives the researcher strength, guide, bless, and ability in finishing this thesis. This thesis is written in partial fulfillment of requirements to acquire Sarjana Pendidikan Degree in English Education Program, Faculty of Education and Teacher Training, State University of Islamic Studies of Jember.

On this occasion, the researcher realizes that this thesis could not be completed without the help and guidance from others. Therefore, the researcher appreciates greatly to those who have given valuable suggestion and guidance in completing this thesis, particularly the researcher would like to thank to:

1. Prof. Babun Suharto, S.E, M.M as a Rector of State University of Islamic Studies of Jember.
2. Dr. Hj. Mukni'ah, M.Pd. I as the Dean of Faculty of Education and Teacher Training.
3. Asy'ari, M.Pd. I as the Head of English Department.
4. Aminullah, M.Pd as my thesis advisor. Thanks for giving me continuous guidance as well as motivation and your patience during the writing of my final project.
5. The lectures of English Education Program in State University of Islamic Studies of Jember.

6. H. Helmi Emha, S.Pd.I as the headmaster of MA Al Qodiri Jember
7. Siska Wahidayani, S.Pd. as my collaborator who gave me support and help in conducting this undergraduate thesis in MA Al Qodiri Jember
8. The big family of MA Al Qodiri Jember who have given me great assistance to make this research possible to be conducted.
9. My special thanks is for my parents and my friends that have supported and motivated me during doing this undergraduate thesis.

The researcher is aware that the thesis is far from being perfect, so that the researcher invites criticisms and suggestions for this thesis. However, there is a little hope that this thesis will be reference to fulfill library and used for the improvement of English teaching and learning, especially in English Education Program in State University of Islamic Studies of Jember.

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Jember, June 24<sup>th</sup> 2021

Researcher

## ABSTRACT

Galuh Riyan Fareza, 2021: The Influence of Time Token Arends Method to Improve Students' English Speaking Skill at Tenth Grade of MA Al Qodiri in 2020/2021 Academic Year

**Keywords :** Time Token Arends Method, English Speaking Skill

In the classroom, surely there are active and passive students. The active students tend to dominate and give much contribution in teaching and learning process rather than passive students. This condition makes the class becomes boring for sure. So that there is a big possibility that English lesson will not be accepted well by the students. One of the most considerable method that deal with the challenge above is time token arends method. Because time token arends method has purpose to make every single students to be active in terms of English speaking practice.

The research questions in this thesis are: 1) Is there any influence of time token arends method in improving students' English speaking skill at tenth grade of MA Al Qodiri Jember? 2) How effective the influence of time token arends method to improve students' English speaking skill at tenth grade of MA Al Qodiri Jember?

To identify the problems above, this research uses quantitative approach and experimental research design. Thus, there are experimental and control class that is going to be researched. The instrument of data collection uses a test, there are pre-test and post test. The data analysis of this research is t-test of paired sample test (two samples related) through SPSS 16 version. The purpose is to test whether alternative hypothesis is accepted or vice versa.

Based on the data analysis, it found that t-count was 5,869 and df was 24. Looking at the significant level (5%), t-table is 2,06. It means t-count was higher than t-table. In this case, alternative hypotheses ( $H_a$ ) was accepted and null hypotheses was rejected. It can be concluded that there was influence of time token arends method in improving students' English speaking skill.

Based on the data of pre-test and post-test in both experimental and control class, the result of mean score of post-test was higher than the main score of pre-test ( $71.20 > 63.76$ ) and ( $81.68 > 77.95$ ). Besides, the correlation of data both experimental and control class was 0.905 and 0.792. It showed that there was significant correlation on each variables. Thus, time token arends method was effective in improving students's English speaking skill at tenth grade of MA Al Qodiri Jember 2020/2021 in academic year.

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## **Declaration of Authorship**

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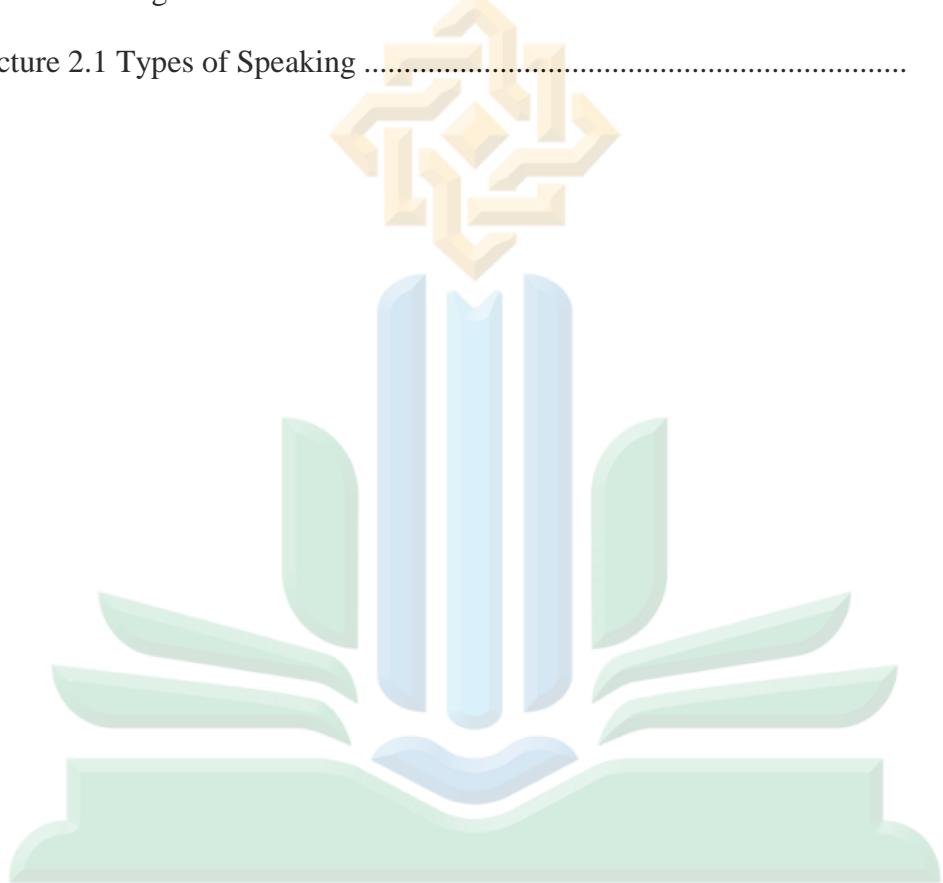
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## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents the discussion that is divided into nine sections. They are research background, research questions, research objective, research benefits, the scope of research, operational definitions, research assumption, hypotheses, and systematical discussion.

#### **A. Research Background**

Recently, improving students' English speaking skill has got much attention in research world. Many college students are interested in researching it. The reason is speaking skill is the most difficult. It is because students who have much vocabularies and good grammar aren't sure able to speak English well, both monologue or dialogue. Besides, when student speak English with their friends directly, there is no much time to prepare, edit, and think such as writing. It shows us how important students' speaking skill to be researched.

Instead of difficult, speaking is important skill to be mastered in the school. Through speaking, students can express their ideas, feelings, and desires to others. Speaking English well helps students to access up-to-date information in fields including science, technology, and health.<sup>2</sup> Therefore, the students can't ignore how important the existence of English is.

As a matter of fact, the existence of English isn't fully needed by majority of students in Indonesia. They need English just for certain

<sup>2</sup> Richards, J.C, *Teaching Listening and Speaking: From Theory to Practice* (Cambridge: Cambridge University Press, 2008), 19.

neccessity such as requirement of passing national exam, studying abroad, and applying for a job. This condition makes the existence of English doesn't become first option or priority to be learned in the school. For instance, after the students' accept English speaking lesson in the class, they will speak their mother tongue out of the class. In this case, English is not applicable in students' daily life.

Truthfully, The students don't speak English in their daily life. It is because English is not their mother tongue. Besides, the students' environment doesn't support them to speak English in public. The proof is today we hardly see students speak English in some places such as road, school environment, market, and so on. Therefore it makes students' desire to learn and speak English in certain places is nothing.

In Indonesia, The students have opportunity to learn English speaking in the school. The activity of teaching and learning English speaking is done in the class. The teacher explained the materials in front of the class and the students give feedback to the teacher. Hopefully, the students are able to improve their English understanding about how to speak English well. In fact, students are quite difficult to improve their speaking skill cause they are accustomed to use their native language rather than English in the school. Now students are more and more difficult to improve their English speaking skill because the impact of covid 19 pandemic.

Because of covid 19 pandemic, now the students are learning English

WhatsApp, Telegram, Zoom Meeting, and others. This condition makes the teacher faces much difficulty to teach English speaking to the students effectively and efficiently. The teacher must choose an appropriate method to teach them English. If not, the English lesson will not be accepted well by the students. Considering teaching them English in the school is difficult, moreover teaching them English in social media application is more and more difficult. Because there is no supervision directly from the teacher.

As the impact of covid 19 pandemic, all schools in Jember are off temporary. This becomes problem for the researcher to conduct a research in the school. The option is only two, changing research location or waiting for schools are active. Fortunately, from many schools which are off in Jember, MA Al Qodiri is one of the school which is running teaching and learning process in the school. Thus, the researcher changed research location from SMAN Jenggawah to MA Al Qodiri Jember.

Before conducting research in MA Al Qodiri Jember, The researcher asked the agreement to the English teacher whether the researcher's research title was accepted or vice versa. Apparently, the research tittle was accepted by the English teacher. Then, the English teacher decided the researcher to do research in tenth grade of science department. The reasons are the classes were easy to be handled and there were some previous researchers did a research in that classes before the current researcher. Hopefully, there would be good adaptation between the researcher and the students.

After the research title was accepted, the English teacher allowed the researcher to follow teaching and learning process in the class directly. The purpose was in order the researcher could observe both condition of the class and the students' English understanding before deciding which the experimental and control class is.

In MA Al Qodiri Jember, the tenth grade of science department consists of two classes only, they are X IPA 1 and X IPA 2. The researcher came in that classes to observe students' English understanding. The students' English understanding was included English components and English skills. Based on the observation in the classes, the students' English understanding of X IPA 2 was better than X IPA 1. In X IPA 1, it found that students lacked of vocabulary, the grammar was not bad enough, and the pronunciation was good enough. Ironically, in the evaluation sheet of English teacher, the cognitive score of X IPA 2 was lower than X IPA 1. It was one of the research's gap that was interesting to be investigated. The evaluation sheet of English teacher

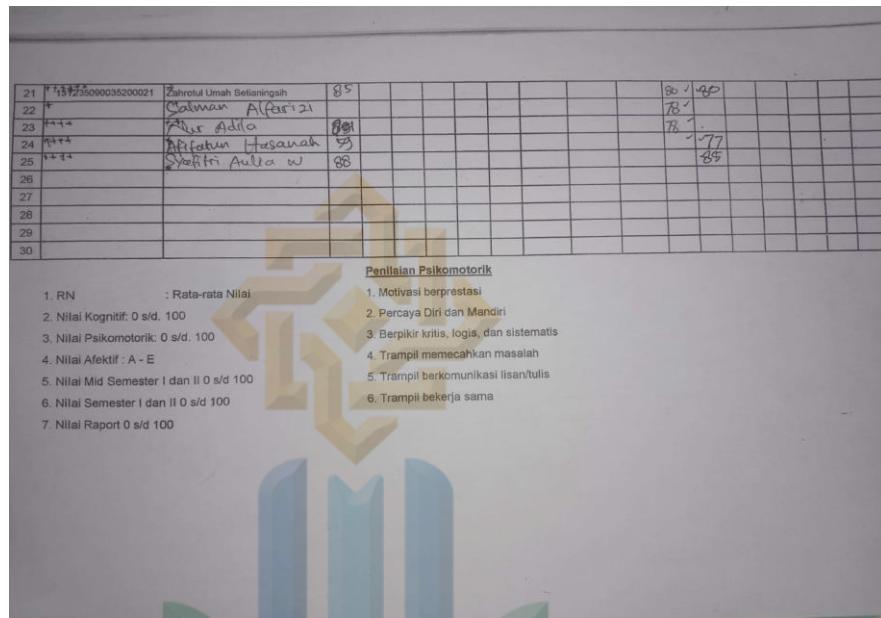
are as follow:

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**Picture 1.1**

English Evaluation Sheet of X IPA 1

NO	INDUK	NAMA SISWA	KOGNITIF						NILAI IMD SEMESTER 1	NILAI BEMESTER 1	NILAI RAPORT	Tugas/ Kuis / Psikomotorik						AFIKTIF	KETERANGAN
			1	2	3	4	5	6				1	2	3	4	5	6		
TANGGAL																			
1	14131230000003520001	Afin Nur Hasnah	53	70	70	70	70	70	70	70	70	70	70	70	70	70	70		
2	14131230000003520002	Zulfiti Maghfira Ramadani	51	70	70	70	70	70	70	70	70	70	70	70	70	70	70		
3	14131230000003520003	Aura Nur Fitriqah	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77		
4	14131230000003520004	Ishni Dewi Firdausyah	78	78	78	78	78	78	78	78	78	78	78	78	78	78	78		
5	14131230000003520005	Pewi Roslina Adilawiyah	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55		
6	14131230000003520006	Yanisa Arifatuzz Zahra	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51		
7	14131230000003520007	Kochipul Aisyah	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70		
8	14131230000003520008	Khinali Fitria Utta	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68		
9	14131230000003520009	Meyang Irian Komara	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95		
10	14131230000003520010	Moh. Firman	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65		
11	14131230000003520011	Muhib Rahman Alfarizi	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70		
12	14131230000003520012	Nurul Huda	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67		
13	14131230000003520013	Rova Adiyatul Faize	61	61	61	61	61	61	61	61	61	61	61	61	61	61	61		
14	14131230000003520014	Reinal Hidayah	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60		
15	14131230000003520015	Civi Oktavianti	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65		
16	14131230000003520016	Puri Soffiqun Nabila	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75		
17	14131230000003520017	Siti Fatimatus Zahro	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60		
18	14131230000003520018	Titi Wahyuni	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70		
19	14131230000003520019	Viviana Azzahrrah Firdausi	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71		
20	14131230000003520020	Widhatuz Zahrah	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68		



**Picture 1.2**  
English Evaluation Sheet of X IPA 2

PENILAIAN HASIL BELAJAR SISWA MADRASAH ALIYAH AL-QODIRI JEMBER TAHUN PELAJARAN 2020/2021											
NO	INDUK	NAMA SISWA	KOGNITIF						Tugas/ Kuis / Psikomotorik	AFEKTIF	KETERANGAN
			1	2	3	4	5	6			
<b>TANGGAL</b>											
1	131235090035200022	Afnizal Afandyanto	78						80	80	
2	131235090035200023	Ahmad Zaki Antoni	71						83	-	
3	131235090035200024	Ardian Syaputra	70						100	-	
4	131235090035200025	Fathinda Nur Laely	73						100	83	
5	131235090035200026	Hilman Nur Alyza	64						80	-	
6	131235090035200027	Hilatus Salama	65						80	83	
7	131235090035200028	Itham Ahmad Nawawi	53						100	80	
8	131235090035200029	Itham Arifin	70						-	-	
9	131235090035200030	Inayah Nur Aini	70						100	83	
10	131235090035200031	Jazirah Abdillah Saifri	61						-	80	
11	131235090035200032	Kommunit Ash	70						100	80	
12	131235090035200033	Mariananda Aditya	70						90	-	
13	131235090035200034	Muh Haji Kumiswara	70						100	80	
14	131235090035200035	Nurul Lailatun Naimah	64						-	83	
15	131235090035200036	Rike Nur Saffira	53						90	80	
16	131235090035200037	Robit Hilman	64						88	80	
17	131235090035200038	Rohil Baladi Amin	77						-	80	
18	131235090035200039	Shofiq Wilde Ansang	70						85	80	
19	131235090035200040	Zulfa Saisabila Azizah	61						80	80	
20											

Looking at the evaluation sheet of English teacher of MA Al Qodiri

Jember above, there are two evaluation. They are cognitive and psychomotoric evaluation. In cognitive evaluation, the English teacher gave the students

spoken tests. The first spoken test was about self introduction and the second was about English dialogue. When the researcher compared the students' psychomotoric evaluation, X IPA 2 was better than X IPA 1. On the contrary, when the researcher compared students' cognitive evaluation, X IPA 1 was better than X IPA 2. But still, cause the dependent variable of this research is students' English speaking skill, so the researcher chose X IPA 1 as experimental class and X IPA 2 was as control class.

Another observation, it found that the condition of the classes were quite boring. The English teacher came in the classes did not bring an appropriate method at that time. She just explained the material for a while, then asked the students to do oral assignment in pairs for about 45 minutes. After the students finished their oral assignment, they performed in front of the class. Then, the English teacher gave them evaluation on evaluation sheet. During the students did their assignment, the condition of the class was passive for sure. This condition made the students did not enjoy following the teaching and learning process in the class. It was because the subject centre was not the students, instead of the English teacher. Therefore, the English teacher should choose a method that can makes all the students become active in teaching and learning process, in order the condition of the class isn't boring anymore.

In the classroom, surely there are active and passive students. The active students tend to dominate and give much contribution in teaching and

calm till the end of teaching and learning process. This condition makes the class becomes boring for sure. So that there is big possibility the English lesson will not be accepted well by the students. This is a challenge for the researcher to choose an appropriate method that can solve the problem above. Therefore, the English teachers need a method that make all the students have the same opportunity to be active in the classroom.

One of the most considerable method that deal with the challenge above is time token arends method. Because time token arends method has purpose to make every single students to be active in terms of English speaking practice. Time token is a method that can be applied in the condition when there are some students dominate the class and some other are shy and never say anything. This method helps the teacher to make all students become active by giving them coupons of time that are more or less 30 seconds of talk time for each coupons. Unfortunately, this method is not able to be implemented in the class which has too many students.

Fortunately, time token arends method is appropriate to be implemented in MA Al Qodiri Jember considering the amount of students per class aren't more than 25 students. It will make the English teacher effortless while preparing and implementing the lesson plan in the class. Moreover, the implementation or procedure of time token arends method is quite simple. Surely, the students can follow the running of teaching and learning activity in the classroom. Based on explanation above, the thesis is done entitled *The Influence of Time Token Arends Method to Improve Students' English*.

***Speaking Skill at Tenth Grade of MA Al Qodiri in Academic Year 2020-2021***

**B. Research Questions**

1. Is there any influence of time token arends method in improving students' English speaking skill at tenth grade of MA Al Qodiri Jember?
2. How effective the influence of time token arends method to improve students' English speaking skill at tenth grade of MA Al Qodiri Jember?

**C. Research Objectives**

1. To know whether time token arends method gives influence in improving students' English speaking skill at tenth grade of MA Al Qodiri Jember.
2. To know how effective the influence of time token arends method to improve students' English speaking skill at tenth grade of MA Al Qodiri Jember.

**D. Research Benefits**

1. Theoretically

This research is able to become additional reference for college students and society. Besides, it can be optional reference for people who will conduct a research with the same variables after all. Probably they want to examine time token arends method to improve speaking skill with the different research approach and design from the current researcher.

## 2. Practically

### a. For students

Students have the same opportunity to be active in the classroom. Furthermore, it gives a chance for the passive students to speak up and share their ideas in the classroom. They may not be shy, unconfident, and suchlike. Cause the condition of the class is active, the class doesn't become boring anymore. Thus, the students can follow the teaching and learning process well in the classroom.

### b. For teachers

This research will be a guidance for the teachers especially at MA Al Qodiri Jember. This research is also useful for the teacher as spy to observe the development of English speaking skill on the students. Besides, the teachers can implement the method to make students become active in other lesson instead of English someday.

### c. For school

This research will be saved in the school library, so that the teachers and the students can read it . The result of this research will be a new knowledge especially for English teachers in teaching students' English speaking skill.

### d. For researcher and other researchers

This research will be a new knowledge and precious experience for the researcher during becoming college student. For other

will conduct a research with the same variables as current researcher.

Hopefully, the can find new findings that is different from this research. So that, their researchs are better than this research.

## E. The Scope of Research

### 1. Research Variable

Etimologically, the word “variable” is derived from English *variable* which means change or dinamic phenomenon.<sup>3</sup> Terminologically, the variables are the object of the research, or what is the the focus of the research.<sup>4</sup> The existence of variables is important for the researcher before taking the conclusion of the hypotheses.

#### a. Independent variable

Independent variable is the cause. It has role to influence or give an effect against the dependent variable. The indipendent variable of this research is time token arends method.

#### b. Dependent variable

Dependent variable is the effect of the existence of independent variable. In other words, the dependennet variable gets the influence from independent variable. The dependent variable of this research is students' English speaking skill.

### 2. Variable Indicators

a. The indicators of time token arends method are: (1) The objective of time token arends method is accomplished. (2) The introduction of

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<sup>3</sup> Anas Sudijono, *Pengantar Statistika Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2012), 36

<sup>4</sup> Suharismi Arikunto, *Prosedur Pendekatan Suatu Penelitian Praktek* (Jakarta: Rineka Cipta, 2002), 118.

time token arends method get much attention from the students. (3)

The students show enthusiasm and interest of time token arends method in teaching learning process. (4) The students follow the instruction from the teacher well toward time token arends method. (5) the students are able to perform time token arends method well.

- b. The indicators of students' English speaking skill are (1) The students' pronunciation is clear and comprehensible. (2) The students' grammar is correct and doesn't prevent understanding. (3) The students maintain eye contact when speak in front of their friends. (4) The students' rate of speech is not fast and slow.(5) The students use body language well.

## F. Operational Definitions

### 1. Time Token Arends Method

Time token is a method that can be applied in situation if there are some people dominate the conversation and some other are shy and never say anything. Time token method can help the teacher to distribute participation more equitably by giving each student several coupons of time that are more less 30 seconds of talk time for each coupon.<sup>5</sup> By the existence of the coupons, all the students have the same opportunity to speak and give their ideas in the classroom. So that there will not be passive students anymore. Cause the subject centre is not the teacher, instead of the students.

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<sup>5</sup> Richard Arends, *Learning to Teach* (New York:McGraw-Hill, 2012), 384.

## 2. Speaking Skill

Speaking skill is the verbal use of language to communicate with others.<sup>6</sup> On one hand, through speaking students can get information from other people. On the other hand, students also can share their ideas and give information to other people. Thus, it makes speaking skill becomes important to be mastered by the students. As Maria Dakowska said that speaking is considered to be the most fundamental skill and its development alone is to guarantee transfer to the other skill.<sup>7</sup>

## G. Research Assumption

In the research, assumption is very much needed to be formulated clearly before going to collect data. The reason why the researcher has to give assumption are:<sup>8</sup>

1. There is strong base for any problem which is investigated.
2. To make clear variable that become attention.
3. Determining and formulating hypothesis.

Looking at the previous researches that had been found by the researcher, all the researchers who used time token arends method was used for improving the students' English speaking skill. In other words, none of the previous researchers implemented time token arends method to improve

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<sup>6</sup> Glenn Flutcher, *Teaching English as a Foreign Language (TEFL)* (Britain: Pearson Education Limited, 2003), 23.

<sup>7</sup> Maria Dakowska, *Teaching English as a Foreign Language* (Warzawa: Wydawnictwo Naukowe Pwn, 2005), 231.

English skills instead of speaking skill. The result showed that time token arends method was able to improve students' English speaking skill. In this case, the researcher is sure that this research is able to improve students' English speaking skill as well. Therefore the research assumption of this research is time token arends method is able to improve students' speaking skill.

## H. Hypotheses

Hypotheses is a temporary answer against research questions, in which they have been stated in form of statement. It said temporary because the answer which is given based on relevant theory, it doesn't base on the fact which is got through data collection.<sup>9</sup> The hypothesis in this thesis is:

1. Ho : There is no influence of time token arends method in improving students' english speaking skill at tenth grade of MA Al Qodiri Jember.
2. Ha : There is influence of time token arends method in improving students' english speaking skill at tenth grade of MA Al Qodiri Jember.

## I. Systematical Discussion

Systematical discussion contains the description of the thesis from the introductory chapter to the closing. It is used to make the reader easily understand about the content of this thesis. There are five systematical discussion in this thesis:

Chapter I is the introduction that presents research background, research questions, research objectives, research benefits, the scope of

<sup>9</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung:Alfabeta, 2012), 96.

research, operational definition, research assumption, hypothesis, and systematical discussion. Here, the researcher essentially outlines what the thesis is about. The researcher presents the reason why the researcher chose the title. Besides, the researcher presents the problems that refers to the research title and shows the uniqueness of the research variables which are going to be researched.

Chapter II is literature review. It consists of previous research and theoretical studies. In this chapter, the researcher presents several previous researches that are relevant to the current research. Then, it presents the theory that is regarding the research variables

Chapter III is research method. In this chapter, the researcher presents the approach and kinds of the research. Afterward, the researcher describes the population and sample of the research. Then, the researcher presents the technique and instrument of data collection. The last, the researcher presents data analysis.

Chapter IV is research findings and discussion. In this chapter, the researcher presents the overview of the research object. Afterward, the researcher presents the data presentation of research. Then, the researcher presents the data analysis and hypotheses testing. The last, the researcher presents the discussion of research.

Chapter V is conclusion and suggestion. The conclusion is written to summarize the whole of research discussion which is related to the questions

and objectives of research. While , the suggestion is written based on research findings, discussion, and the conclusion of the research.



# UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R

## CHAPTER II

### RELATED LITERATURE REVIEW

#### A. Previous Research

There are five researches related to this research:

1. This research entitled "The Implementation of Time Token Arends Method to Improve Students' Speaking Skills of The Tenth Grade Students of SMK Saraswati Salatiga in 2015/2016 Academic Year" the objectives of this research are (1) to describe the implementation of time token arends to improve students' speaking skill. (2) to describe that time token arends method increases the students' speaking skills. (3) to describe that time token arends method significantly improve the students' speaking skill. The type of this research is classroom action research. This research findings showed that the implementation of time token arends significantly improve students' speaking skills.
  
2. The second previous research entitled "The Use of Time Token Arends (TTA) Technique to Improve Students Speaking Skill of Class XI C of MA NU Mazro'atul Huda Karanganyar Demak in Academic Year 2014/2015". The objective of this research is to find out whether Time Token Arends (TTA) technique can improve speaking skill of class XI C of MA NU Mazro'atul Huda Karanganyar Demak in the academic year 2014/2015. This study is a Classroom Action Research (CAR). The result

of the research showed that there were some improvements in students' speaking narrative text .

3. The third previous research entitled "Using Time Token Arends to Improve Speaking Ability to The Second Year Students of SMA Negeri 1 Lilirilau Soppeng". The objective of the research was to find out whether Time Token Arends is effective to improve english speaking ability of students and students' interest in speaking english. The research design of this research is quantitative pre-experimental design with pre-test and post-test design.. Based on the findings, the researcher concluded that the second year students of SMA Negeri 1 Lilirilau Soppeng could develop their speaking using Time Token Arends.
4. The fourth previous research entitled "The Effectiveness of Using Time Token Arends (TTA) to Improve Students' Speaking Ability at The Tenth Grade of SMK YPE Sawunggalih Kutoarjo In The Academic Year of 2015/2016". The type of research is quantitative research with an experimental method. The researcher used one group pretest-posttest design. Based on the data of pre-test and post-test, the result of mean score of post-test was higher the main score of pre-test ( $82.18 > 71.88$ ) besides the result of computation showed that t-table is higher than t-value, that was  $-1,997 > 11.932$ . The conclusion is Time Token Arends Method is efective to improve students' speaking ability Ability at The Tenth Grade of SMK YPE Sawunggalih Kutoarjo In The Academic Year of

5. The fifth previous research entitled “Improving Students’ Speaking Skills Through Cooperative Learning with Time Token Arends Type at The First Grade of MAS Amaliah Sunggal in Academic Year 2017-2018”. The research was conducted by using Classroom Action Research (CAR). it was conducted in two cycles which each cycles consisted of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data. In the pre-test, the students who got point  $>75$  were five students (12.5%). 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%). The conclusion was the students’ speaking skill improved in the first to the next meeting.

**Table 2.1**

The similarities and the differences of five previous researches and this research are presented in the following table:

No	Research Title	Similarities	Differences
1	Ismiatul Faizah “The Implementation of Time Token Arends Method to Improve Students’ Speaking Skills Of The Tenth Grade Students’ Of SMK Saraswati Salatiga in 2015/2016 Academic Year”	The independent variable is time token arends method. And the dependent variable is speaking skill.	The research approach is CAR. Besides, the data collection method are test, observation, interview, and documentation
2	Nur Faizah “The Use Of Time Token Arends (TTA) Technique to Improve Students Speaking Skill of Class XI C of MA NU Mazro’atul Huda Karanganyar Demak in Academic Year 2014/2015”	Both independent and dependent variables are same.	The research approach is CAR. And the genre of the research is narrative.

No	Research Title	Similarities	Differences
3	Asmiati “Using Time Token Arends to Improve Speaking Ability to The Srcond Year Students of SMA Negeri 1 Lilirilau Soppeng”	Both independent and dependent variable are same. The research approach is quantitative	The research design is pre-experimental design. Instead of test, the research instrument uses questionner
4	Septi Wulandari “The Effectiveness of Using Time Token Arends (TTA) to Improve Students' Speaking Ability at The Tenth Grade of SMK YPE Sawunggalih Kutoarjo In The Academic Year of 2015/2016”	Both independent and dependent variable are same. The research approach is quantitative. The kinds of research is experimental research. the data collection method is test only.	The research design is one group pretest-posttest design. Thus, the researcher just choose only experimental class. There is no control class in this research.
5	Zahrina Ulfa “Improving Students' Speaking Skills Through Cooperative Learning with Time Token Arends Type at The First Grade of MAS Amaliah Sunggal in Academic Year 2017-2018”	The independent variable is time token arends method. And the dependent variable is speaking skill.	The research approach is CAR.

Based on the presentation of the five previous researches above, the current researcher can find the research gap after analyzing them. The

research result after giving treatment by using time token arends method. Then, by seeing the research result, they can conclude and state that alternative hypothesis is accepted. Nevertheless, they couldn't prove whether time token arends method could improve speaking skill in the class which did not receive treatment. Thus, the current research attempt to answer that question through quasi experimental design. The design that was hardly used by other researchers whom having the same dependent and independent variable such as this current research. This design helps the current researcher a lot to answer whether time token arends method can improve speaking skill in both of classes which receive treatment and doesn't.

## B. Theoretical Studies

### 1. Speaking

#### a. The Definition of Speaking

Speaking is a “complex mental process” because, as Levelt

(1989) points out, it involves four separate sub-processes: conceptualisation; formulation; articulation and self monitoring.

*Conceptualisation* involves generating the content the speaker wishes

to express; *formulation* entails selecting the language to express the content generated and organise it according to the norms of a particular genre; *articulation* is the physical production of the sounds required to

encode the message. And while all this is going on, the speaker has to *self-monitor* the process to ensure that s/he is producing the intended

message. In most situations, all these processes have to be carried out spontaneously and quickly to maintain the attention and comprehension of the interlocutor.<sup>10</sup>

Speaking is so much a part of daily life that we have it for granted. The average person produces tens of thousands of words a day, although some people-like auctioneers or politicians-may produce even more than that. So natural and integral are speaking that we forget how we once struggled to achieve this ability-until, that is we have to learn how to do it all over again in a foreign language.<sup>11</sup>

Based on the explanation above, it concluded that speaking is complex mental process which is expressing themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed.

### b. The Aspects of Speaking

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.<sup>12</sup>

#### 1) Pronunciation

#### J E M B E R

Pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language

<sup>10</sup> Maryam Azarnoosh, *Issues in Materials Development* (Rotterdam, Netherland: Sense Publisher, 2016), 84.

<sup>11</sup> Scott Thornbury, *How to Teach Speaking* (New York: Pearson Longman, 2000), 1. [digilib.uinkhas.ac.id](http://digilib.uinkhas.ac.id)

<sup>12</sup> Douglas Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy* (San Francisco, California: Longman, 2001), 168.

when they speak. To make a successful communication happens, the speakers need to be able to deliver clear 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 speakers 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

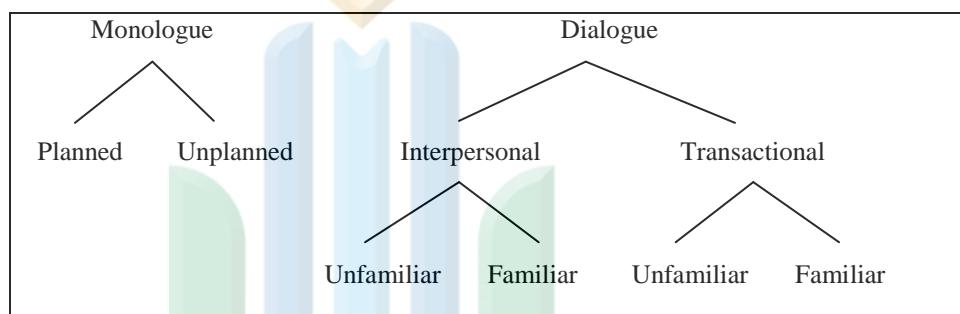
Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary. The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

### c. The Types of Speaking

Types of speaking will be divided into two types, namely monologue and dialogue.<sup>13</sup> This types of speaking skill will be shown in the following figure:

**Picture 2.1**

Types of Speaking



In monologues, when one speaker uses spoken language for any

length of time, as in speeches, lectures, readings, news, broadcast, and the like, the hearer must process long stretches of speech without interruption - the stream of speech will go on whether or not the hearer

comprehends. Planned, as opposed to unplanned, monologues differ considerably in their discourse structure. 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 "story" in conversation, for example) exhibit more redundancy which makes for ease in comprehension.

<sup>13</sup> Douglas Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy* (San Francisco, California: Longman, 2000), 251.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information, schemata). Therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implication, and other meanings hidden between the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstandings can easily follow.

#### d. Assessment of Speaking Skill

##### 1) Types of Speaking Performance Assesment

According to Brown, there are five basic types of speaking

performance assessment:<sup>14</sup>

###### a) Imitative

Imitative is type of speaking performance is the ability to simply parrot back (imitate) a word or phrases or possibly sentence. We are interested only in what is traditionally labeled “pronunciation”, no inference is made about the test taker’s ability to understand or convey meaning or to participate in an

<sup>14</sup> Douglas Brown, *Language Assessment Principles and Classroom Practice* (San Fransisco, California:Longman, 2004), 141-142.

interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

b) Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements, intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.

c) Responsive

Responsive assessment tasks include interaction and test comprehension but at somewhat limited level of very short conversation, standard greetings and small talks, simple requests and comments, and the like. The stimulus is almost always a

spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts:

A. Mary: Excuse me, do you have the time?

Doug: Yeah. Nine-fifteen

B. T: What is the most urgent environmental problem today?

S: I would say massive deforestation.

C. Jeff : Hey, Stef, how's it going?

Stef : Not bad, and yourself?

Jeff : I am good.

Stef : Cool. Okay, gotta go.

#### d) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction,

which sometimes includes multiple exchanges and/or multiple

participants. Interaction can take two forms of transactional

language, which has the purpose of exchanging specific

information or interpersonal exchanges, which has the purpose

of maintaining social relationships. (in the three dialogues cited

above, A and B were transactional, and C was interpersonal).

In interpersonal exchanges, oral production can become

pragmatically complex with the need to speak in a casual

register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

e) Extensive (monologue)

Extensive oral production task include speeches, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

## 2) Types of Spoken Test in Assessing Students' Speaking Ability

Thornbury said that there some types of spoken test in assessing students' speaking ability, as following:<sup>15</sup>

a) Interview

The class can be set some writing or reading task (or even the written component of the examination) while individuals are called out, one by one for their interview.

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<sup>15</sup>Scott Thornbury, *How To Teach Speaking* (New York: Pearson Longman, 2000), 125.

**b) Live Monologue**

The candidate prepares and presents a short talk on preselected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interview.

**c) Recorded Monologue**

Learners can take turn to record their talking. The advantage of recorded test is that the assessment can be done after the event, the result can be triangulated- that is, other examiners can rate the recording and their ratings can be compared to ensure standardization.

**d) Role-Play**

Most students will be used to doing at least simple role-plays in the class, so the same format can be used for testing.

The other role can be played either by a tester or another student, but again, the influence of the interlocutor is hard to control. Situations grounded in everyday reality are best. They might involve using data that has been provided in advance.

**e) Collaborative Task and Discussion**

These are similar to role-plays except that the learners are not required to assume a role but simply to be themselves. For example, two candidates might be set the task of choosing

between selections a job of applicants on the basis of their CV's or the relevant theme.

From the explanation above, it can be concluded that to assess speaking ability, the teacher can uses five types of spoken test. They are interview, live monologue, recorded monologue, role-play, and collaborative task and discussion.

### 3) Testing Oral Ability

An example of this in oral testing is the American FSI (Foreign Service Institute). There are ratings which is represented in a six-point scale for each of the following: accent, grammar, vocabulary, fluency, and comprehension. These ratings are then weighted and totalled. The resultant score is then looked up in a table which converts scores into the holistically described level. The weightings and the conversion tables are based on research which revealed a very high level of agreement between holistic and analytical scoring. The proficiency description of the six-point scale described below:<sup>16</sup>

#### a. Accent

- (1) Pronunciation frequently unintelligible
- (2) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repletion.

(3) “foreign accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

(4) Marked “foreign accent” and occasional mispronunciation that to do not interfere with misunderstanding.

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

(6) Native pronunciation, with no trace of “foreign accent”.

b. Grammar

a. Grammar almost entirely inaccurate except in stock phrases.

b. Constant errors showing control of very few major patterns and frequently preventing communication

c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

d. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.

e. Few errors, with no patterns of failure.

f. No more than two errors during the interview.

c. Vocabulary

(1) Vocabulary inadequate for even the simplest conversation.

(2) Vocabulary limited to basic personal and survival areas

(3) Choice of words sometimes inaccurate, limitations of

vocabulary prevent discussion of some common professional

and social topics.

(4) Professional vocabulary adequate to discuss special

interest; general vocabulary permits discussion of any non-

technical subject with some circumlocutions.

(5) Professional vocabulary broad and precise; general

vocabulary adequate to cope with complex practical

problems and varied social situations.

(6) Vocabulary apparently as accurate and extensive as that of

an educated native speaker.

#### d. Fluency

(1) Speech is so halting and fragmentary that conversation is

virtually impossible.

(2) Speech is very slow and uneven except for short or routine

sentences.

(3) Speech is frequently hesitant and jerky; sentences may be

felt uncompleted.

(4) Speech is occasionally hesitant, with some unevenness

caused by rephrasing and groping for words.

(5) Speech is effortless and smooth, but perceptively non-

native in speed and evenness.

(6) Speech on all professional and general topics as effortless and smooth as a native speaker's.

e. Comprehension

(1) Understands too little for the simplest type of conversation.

(2) Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.

(3) Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

(4) Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.

(5) Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.

(6) Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

**Table 2.2**  
Weighting Table

Language Proficiency	1	2	3	4	5	6	(A)
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
					Total		

The total of the weighted scores is then looked up in the following table, which converts it into a rating on a scale 0-4+. The ratings have function to represent the students' score. The purpose is to classify the students' English speaking skill based on their score. Thus, the researcher easily know the students' English speaking skill by looking the students' score at the conversion table. The conversion table is as follow:

**Table 2.3**  
Conversion Table

Score	Rating	Score	Rating	Score	Rating
16-25	0+	43-52	2	73-82	3+
26-32	1	53-62	2+	83-92	4
33-42	1+	63-72	3	93-99	4+

## 2. Time Token Arends Method

### a. Definition of Time Token Arends Method

Time Token is one of learning methods developed by Arends in

1998 which emphasize on communication and cooperation between

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students in sharing or solving information. Furthermore, it solves the

problem of dominant students or passive students in teaching and learning process by using a card.<sup>17</sup>

This model is used for training and developing social skill of the students, in order they don't dominate discussion or be quiet all. The teacher gives a number of speaking card by more or less 30 seconds per card on each student. Before speaking, the student hand the card over the teacher. Every single speaking performance is just one card. The students who have used up the cards can't talk anymore. the students who still holding the cards must speak till all the cards completed.<sup>18</sup>

According to Arends, time token is a method that can be applied in situation if there are some people dominate the conversation and some other are shy and never say anything. Time token method can help the teacher to distribute participation more equitably by giving each student several coupons of time that are more less 30

seconds of talk time or each coupon.<sup>19</sup>

From the explanation above, the researcher conclude that time token arends is a method which makes the students become active in the class. So that teaching and learning process in the class becomes interesting.

<sup>17</sup> Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran* (Yogyakarta:Pustaka Pelajar, 2013), 239.

<sup>18</sup> Muhammad Fathurrohman, *Mengenal Lebih Dekat Pendekatan dan Model Pembelajaran* has.ac.id (Yogyakarta: Kalimedia, 2018), 206.

<sup>19</sup> Richard Arends, *Learning to Teach* (New York:McGraw-Hill, 2012), 384.

b. The Implementation of Time Token Arends Method

The implementation of time token arends method is mentioned below:<sup>20</sup>

- 1) The teacher explains the purpose of learning/KD.
- 2) The teacher manages the class to do classical discussion.
- 3) The teacher gives task to the students.
- 4) The teacher gives some of talking coupon for about 30 second every coupon to every students.
- 5) The student gives his or her coupon to the teacher before they speak in front of the class. Every performance is one coupon of talk. The students can perform again after taking turns with other students. The students who finished all coupon do not speak anymore. The students who still have the coupon must speak until the coupon finished. And so on till all students have spoken and finished all their coupons of talk.
- 6) The teacher gives a number of grades according to the time each student spends.

c. The Advantages and Disadvantages of Time Token Arends Method

The advantages and disadvantages of time token arends method mentioned below:<sup>21</sup>

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<sup>20</sup> Muhammad Fathurrohman, Mengenal Lebih Dekat Pendekatan dan Model Pembelajaran (Yogyakarta: Kalimedia, 2018), 206.

<sup>21</sup> Ibid., 207.

a. The Advantages of Time Token Arends Method

- 1) Supporting the students to improve initiative and their participation.
- 2) The students don't dominate the discussion or be quiet at all.
- 3) The students to be active in learning activity.
- 4) Improving the students' ability in communication (spoken aspect).
- 5) Training the students to express their opinion.
- 6) Instilling a habit to the students to listen to each other, sharing, giving suggestion and openness to criticism.
- 7) Teaching the students to respect opinion of other people.
- 8) The teacher get the role to ask the students to look for the solution together against problem which is faced.
- 9) It doesn't require much learning media.

b. The Disadvantages of Time Token Arends Method

- 1) It can only be used for certain subjects only.
- 2) It can't be used in a classroom that has too many students.
- 3) It takes a lot of time for preparation and in the learning process, because all students must speak one by one according to the number of coupons given.
- 4) Active students can't dominate in learning activity.

## CHAPTER III

### RESEARCH METHOD

This chapter presents the research method applied in this research study that will apply in this research. It covers: approach and kinds of research, population and sample, technique and instrument of data collection, and data analysis.

#### A. Approach and Kinds of Research

The approach of this research was quantitative. It is approach which is based on the philosophy of positivism and used for investigating certain population or sample. Sampling technique which is used randomly is common. Data collection method uses research instrument. Data analysis is quantitative/statistics. The purpose is to test hypothesis which has been fixed.<sup>22</sup>

The kind of this research was experimental research. Experimental research is a research method which is used to look for the influence of certain

treatment.<sup>23</sup> For example *The Influence of Time Token Arends Method to Improve Students' English Speaking Skill at MA Al Qodiri Jember in 2020/2021 Academic Year.*

There are four kinds of experimental research. They are pre-experimental design, true experimental design, factorial design, and quasi

<sup>22</sup> Sugiyono, in *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2012), 13.

<sup>23</sup> Ibid., 11-12.

experimental design. In this research, the researcher used quasi experimental design.

This experimental design is a development of true experimental design, which is difficult to be done. This design has a control group, but can't fully work control external variables which influence the experiment. Regardless, this design is better than pre-experimental design, quasi experimental design is used because difficult to get control group which is used for research.<sup>24</sup>

Quasi experimental design consists of time series design and nonequivalent control group design. In this research, the researcher used nonequivalent control group design. In this design there are two groups which is not choosed randomly. This design is nearly same with pretest-posttest control group design. The difference is in pretest-posttest control group design, two groups is choosed randomly.

## B. Population and Sample

### 1. Population

Population is the whole object of the research which consists of human, things, animal, plant, phenomena, test scores, or event as source of data represent certain characteristic in a research.<sup>25</sup> In this research, the population was the tenth grade of MA Al Qodiri Jember. It consists of four classes divided into science and social department. Science department

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<sup>24</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung:Alfabeta, 2012), [114.b.uinkhas.ac.id](http://114.b.uinkhas.ac.id) [digilib.uinkhas.ac.id](http://digilib.uinkhas.ac.id) [digilib.uinkhas.ac.id](http://digilib.uinkhas.ac.id) [digilib.uinkhas.ac.id](http://digilib.uinkhas.ac.id)

<sup>25</sup> Subana, Moersetyo Rahadi, Sudrajat, *Statistik Pendidikan* (Bandung:Pustaka Setia, 2015), 24.

consists of two classes and social department consists of two classes. The amount of the students are 80 students.

## 2. Sample

Sample is part of amount and characteristic which is had by the population. In determining a sample, it must been done through a way called as sampling technique. It consists of probability sampling and nonprobability sampling. Probability sampling is technique that gives the same opportunity for every single element of population to be choosed as part of sample.<sup>26</sup> Whereas nonprobability sampling is technique that doesn't give the same opportunity for every singgle element of population to be choosed as part of sample.<sup>27</sup>

In this research, the researcher used nonprobability sampling namely sampling purposive. Sampling purposive is sampling technique which is determined through certain consideration.<sup>28</sup> In other source, explained that sampling purposive is sample which is choosed carefully so that relevant to the research design.<sup>29</sup>

The English teacher decided the researcher to do research in tenth grade of science department. The reasons are the classes were easy to be handled and there were some previous researchers did a research in that classes before the current researcher. Hopefully, there would be good adaptation between the researcher and the students.

<sup>26</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung:Alfabeta, 2012), 120.

<sup>27</sup> Ibid.,122.[digilib.uinkhas.ac.id](http://digilib.uinkhas.ac.id) [digilib.uinkhas.ac.id](http://digilib.uinkhas.ac.id) [digilib.uinkhas.ac.id](http://digilib.uinkhas.ac.id) [digilib.uinkhas.ac.id](http://digilib.uinkhas.ac.id) [digilib.uinkhas.ac.id](http://digilib.uinkhas.ac.id)

<sup>28</sup> Ibid., 124.

<sup>29</sup> Nasution, *Metode Research (Penelitian Ilmiah)* (Jakarta:Bumi Aksara, 2011), 98.

### C. Technique and Instrument of Data Collection

In collecting data, the researcher used a test. A test, in simple terms is a method of measuring a person's ability, knowledge, or performance in a given domain<sup>30</sup>. The objective of this test was to measure the students' English speaking skill supported by the `scoring or weighting table of Arthur Hughes.

In this research, the test consists of pre-test and post-test. The pre-test was done in both experimental and control class. This pre-test attempted to know the mean score of speaking skill in both classes before getting treatment of time token arends method. Then, the post-test was given to know whether independent variable could truly effect the dependent variable.

The design of this research was quasi experimental design of non-equivalent control group design, so that the class which got treatment was only experimental class. The pre-test that was given about describing something (animal, people, places, etc) orally. The post test was given in both experimental and control class. The post test was given in experimental class to know whether there was improvement of students' English speaking skill after getting treatment. Whereas, the post test which was given in control class to make sure whether time token arends method was truly able to effect or improve students' English speaking skill. To simplify the readers, the researcher gives the paradigm below.<sup>31</sup>

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<sup>30</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (California: Longman, 2003), 3.

<sup>31</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung:Alfabeta, 2012), 223.

Group	Pre-test	Treatment	Post-test
Experimental class	O <sub>1</sub>	X	O <sub>2</sub>
Control class	O <sub>3</sub>	-	O <sub>4</sub>

O<sub>1</sub> & O<sub>3</sub> = Two groups which are observed by pre-test to know their English speaking skill at the beginning.

O<sub>2</sub> = Students' English speaking skill after following the lesson through time token arends method.

O<sub>4</sub> = Students' English speaking skill of control group which is not given the lesson through time token arends method.

X = Treatment. The first group as an experimental group is given treatment, namely learning through time token arends method. The second group is control group, a learning that doesn't use time token arends method. The influence teaching and learning by time token arends method is O<sub>2</sub> – O<sub>4</sub>.

In testing oral ability, the researcher used scoring rubric of Arthur Hughes.

It was done to measure and evaluate the speaking skill of students. In this scoring rubric, there are five language proficiencies which are evaluated. They are accent, grammar, vocabulary, fluency, and comprehension. Each language proficiency has six-point scale. Each scale has the description and score which represents students' speaking skill. To make clear, the researcher put the description of the six-point scale below:

#### a. Accent

- (1) Pronunciation frequently unintelligible

- (2) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repletion.
- (3) “foreign accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
- (4) Marked “foreign accent” and occasional mispronunciation that do not interfere with misunderstanding.
- (5) No conspicuous mispronunciations, but would not be taken for a native speaker.
- (6) Native pronunciation, with no trace of “foreign accent”.

#### b. Grammar

- (1) Grammar almost entirely inaccurate except in stock phrases.
- (2) Constant errors showing control of very few major patterns and frequently preventing communication
- (3) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- (4) Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
- (5) Few errors, with no patterns of failure.
- (6) No more than two errors during the interview.

#### c. Vocabulary

- (1) Vocabulary inadequate for even the simplest conversation.

- (2) Vocabulary limited to basic personal and survival areas (time, food, lib.uinkhas.ac.id)

transportation, family, etc).

- (3) Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- (4) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
- (5) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
- (6) Vocabulary apparently as accurate and extensive as that of an educated native speaker.

#### d. Fluency

- (1) Speech is so halting and fragmentary that conversation is virtually impossible.
- (2) Speech is very slow and uneven except for short or routine sentences.
- (3) Speech is frequently hesitant and jerky; sentences may be felt uncompleted.
- (4) Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
- (5) Speech is effortless and smooth, but perceptively non-native in speed and evenness.
- (6) Speech on all professional and general topics as effortless and smooth as a native speaker's.

e. Comprehension

- (1) Understands too little for the simplest type of conversation.
- (2) Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
- (3) Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
- (4) Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
- (5) Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
- (6) Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

When time token arends method was implemented in the class, the students came forward to describe a word inside the coupon orally. Then, the researcher matching or comparing between the students' speaking skill in the class and the description of each six-point scale have mentioned. Afterward, from the first to the sixth scales, the researcher just filled one scale in each language proficiency. For instance, the scale of student's accent is one, the scale of student's grammar is four, and so on. After filling the scales in evaluation sheet, the researcher changed those scales into a score based on the weighting table. The weighting table as

**Table 3.1**  
Weighting Table

Language Proficiency	1	2	3	4	5	6	(A)
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
					Total		

The researcher changed the scales of each language proficiency which had been filled in evaluation sheet into a score based on the weighting table above. Here, the researcher got five scores which represented the language proficiency of the students. Afterward, the researcher totaled those five scores to get actual score. Then, the researcher determined the actual score of the students into rating on a scale 0 – 4+. The researcher determined the actual score of the students based on the conversion table. The conversion table is as follow:

**Table 3. 2**  
Conversion Table

Score	Rating	Score	Rating	Score	Rating
16-25	0+	43-52	2	73-82	3+
26-32	1	53-62	2+	83-92	4
33-42	1+	63-72	3	93-99	4+

The ratings in the conversion table have function to represent the students' score. The purpose is to classify the students' English speaking skill based on their score. Thus, the researcher easily know the students' English speaking skill by looking at the conversion table.

## D. Data Analysis

In this research, the researcher used t-test of paired sample test (two samples related) through SPSS 16 version. It was appropriate to be used in experimental research cause there was a treatment in this research. Paired sample t-test analyses consists of three paired analyses, they are paired samples statistics, paired samples correlations, and paired samples test.

The first paired is paired samples statistic. It presents the comparison of mean score between pre-test and post-test. By looking at the result of data in paired sample statistic, the researcher could give the temporary conclusion whether independent variable was able to effect dependent variable or vice versa. By knowing the mean score, it was useful for the researcher before answering the hypotheses.

The second paired is paired samples correlation. It presents how much correlation between independent and dependent variable. When the correlation is nearly one, thus the variables can be fixed that there is correlation on each variables. But if the correlation is under 0,5, there is no correlation between the research variables.

The last is paired samples test. It presents two important information. They are degree of freedom and t-count. After knowing t-count, the researcher can compare t-count and t-table to test the hypotheses. T-table is seen from the degree of freedom. If t-count is higher than t-table, so the alternative hypotheses is accepted. On the contrary, if t-count is lower than t-table, the

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter presents the overview of the research object, presentation of data, data analysis, hypothesis testing and discussion.

#### A. Overview of The Research Object

This research was done in tenth grade of MA Al Qodiri Jember. The tenth grade is divided into two department, they are social and science department. The researcher got the opportunity to do the research in X IPA 1 and X IPA 2. In this research, the researcher chose X IPA 1 as experimental class and X IPA 2 as control class.

In pre-test, both experimental and control class got the same material. The material was about *Describing a Tourist Attraction* and *Describing a Tourist Destination*. The material was appropriate considering the genre of this research was descriptive. Unfortunately, the material was only describing place. It would be better if the material was about describing everything around the students. It would make students easily collect information about it.

Therefore, the researcher begged to English teacher to modify the material. Finally, the material was modified to be *Descriptive Adjective in Descriptive Text.*

The researcher did pre-test on November 9<sup>th</sup> 2020. The first pre-test was done in control class. When the pre-test was going to begin, the researcher got problems. Many students went home, followed organization in the school, and the English teacher did not inform them to bring dictionary. This situation

made the researcher canceled the pre-test in control class. In experimental class, from 25 students, only seven students who attended the class. After negotiating with English teacher, the researcher did pre-test in experimental class at that time. The teacher asked the researcher to do pre-test for twice in experimental class after all.

On November 11<sup>th</sup> 2020, the researcher did pre-test in control and experimental class. In the pre-test, the researcher classified the students to describe place, people, animal, and things. First, the students wrote the description on their book. Afterward, they came in front of the class without bringing their book. They described in front of the class as able as they could. The evaluation was done based on the proficiency description of six point scale of Arthur Hughes.

The researcher did treatment in experimental class for three times. At the beginning, the researcher had plan to do treatment for twice. The plan had changed since the lesson time in MA Al Qodiri was decreased from one hour twenty minutes into one hour.

In the first treatment, the researcher added the material about common adjective which is commonly used to describe something. The purpose was enriching students' vocabulary. Afterward, the researcher divided the students into some groups. Each groups consisted of three students. Here the researcher ran time token arends method by giving each groups nine coupons of talk. In other words, one student got three coupons of talk. A coupon must be

described for about 30 seconds. After the students finished all their coupons, the researcher gave correction about their performance.

In the second treatment, the researcher added material about simple present tense. It was done to train the students' grammar understanding before facing the post-test. Afterward, the researcher gave the students a waarming up. They had to write on the adjective table that had been prepared by the researcher on the white board. Then the researcher ran time token arends method in the class.

In the last treatment, the researcher asked the students to observe a descriptive text which had been distributed by the researcher. Then, the researcher asked them to circle the adjectives on the text. The next activity was warming up as the second treatment. The last, the researcher ran time token arend method. In the last treatment, the researcher observed that the students were confident in English speaking practice in front of the class.

The post-test was held on November 21<sup>st</sup> 2020. In the post-test, the researcher gave a gift as encouragement for students. The researcher used time token arends method in both experimental and control class, but in different way from the treatment. In the treatment, the students came forward to describe coupons one by one, but in the post-test the students described three coupons at once. The content of each coupons were various. They were animals, fruits, things, people, place, food, etc. Each coupons had 30 seconds of talk time.

A number of problem that were faced by the researcher during conducting research in MA Al Qodiri. Firstly, there is no LCD Projector in the class. Secondly, the students are not allowed to bring mobile phone. Thirdly, lesson time was decreased from one hour twenty minutes into one hour. Thus, it made the researcher had to be carefully during conducting a research in MA Al Qodiri Jember.

In the evaluation section, the researcher assessed students' speaking skill by using weighting table which adapted from *Testing for Language Teachers* of Arthur Hughes. There were five speaking aspects that were assessed. They were accent, grammar, vocabulary, fluency, and comprehension.

## B. The Presentation of Data

In this section, the researcher presents the students' English speaking score of pre-test and post-test both experimental and control class. The researcher assessed students' score by using weighting table which adapted on *Testing for Language Teachers of Arthur Hughes*. The students' score is presented in form of tables below.

### 1. Students' Speaking Score of The Pre-Test

#### a. Experimental Class

In this section, the researcher presents the data of the pre-test in experimental class before being taught by time token arends method.

The criteria of success is 75. The researcher has already chosen X

IPA1 as the experimental class. The class consists of 25 students. The students' speaking score in the pre-test as follows:

**Table 4.1**  
Weighting Table of Pre-test

No.	Subject	Language Proficiency					Total
		Accent	Grammar	Vocab	Fluency	Comprehension	
1	ANH	4	4	4	3	5	67
2	AMR	3	4	4	4	5	69
3	ANF	4	5	5	4	5	79
4	DDF	3	4	3	3	4	59
5	DRA	4	4	4	5	5	71
6	KAZ	3	4	5	4	5	73
7	KA	4	4	4	4	4	65
8	KFU	3	3	3	3	3	50
9	MIK	5	5	4	5	5	78
10	MF	3	3	3	3	3	50
11	MSA	3	3	3	4	3	52
12	NHR	5	5	5	5	6	86
13	NAF	3	4	5	5	5	75
14	NH	4	5	5	5	5	81
15	OO	4	4	4	4	5	69
16	PSN	3	3	2	3	2	42
17	SFZ	3	3	2	3	3	46
18	SW	2	3	2	2	4	46
19	VAF	3	3	3	4	4	55
20	WZ	2	3	3	2	3	47
21	ZUS	4	5	5	5	5	81
22	SA	2	3	3	3	3	49
23	HAH	2	2	3	2	3	41
24	NA	4	4	5	5	5	75
25	SAW	5	6	5	5	5	88

Based on the table above, we know that students who pass criteria

of success are eight students. The maximum score is 88 and the minimum score is 41. In this case, we know from the score that the

speaking ability of students in experimental class was not good enough.

**Table 4.2**  
Conversion Table of Pre-test

No.	Subject	Score	Rating
1	ANH	67	3
2	AMR	69	3
3	ANF	79	3+
4	DDF	59	2+
5	DRA	71	3+
6	KAZ	73	3+
7	KA	65	3
8	KFU	50	2
9	MIK	78	3+
10	MF	50	2
11	MSA	52	2
12	NHR	86	4
13	NAF	75	3+
14	NH	81	3+
15	OO	69	3
16	PSN	42	1+
17	SFZ	46	2
18	SW	46	2
19	VAF	55	2+
20	WZ	47	2
21	ZUS	81	3+
22	SA	49	2
23	HAH	41	1+
24	NA	75	3+
25	SAW	88	4

Based on the conversion table above, we know that only two student who get the 4 rating , and the rests are lower than 4. Then,

are 2 students with 1+ rating. By looking at the table, the researcher know that the students' English speaking skill was good enough.

### b. Control Class

In this section, the researcher presents the data of the pre-test in control class before being taught by time token arends method. The criteria of success is 75. The researcher has already chosen X IPA 2 as the control class. The class consists of 19 students. The students' speaking score in the pre-test as follows:

**Table 4.3**  
Weighting Table of Pre-test

No.	Subject	Language Proficiency					Total
		Accent	Grammar	Vocab	Fluency	Comprehension	
1	AA	4	5	6	5	6	89
2	AZA	4	5	6	5	5	85
3	AS	4	5	5	5	6	85
4	FNL	4	5	4	4	5	75
5	HNA	4	4	4	3	5	67
6	HS	4	5	5	5	6	85
7	IAN	4	5	4	4	5	75
8	IA	5	5	6	5	6	90
9	INA	4	4	4	5	5	75
10	LAS	5	5	4	5	5	82
11	LA	5	4	3	3	5	68
12	MA	3	3	4	3	4	57
13	MHK	4	4	4	4	5	69
14	NLN	4	5	5	4	5	79
15	RNS	5	6	6	6	5	94
16	RH	4	5	4	5	6	81
17	RBA	4	5	4	4	5	75
18	SWA	4	5	5	4	5	79
19	ZSA	4	4	4	4	5	69

Based on the data above we know that students who pass the criteria of success are fourteen students. The maximum score is 94 and

the minimum score is 57. In his case, we know that students' speaking skill in control class was very good.

**Table 4.4**

Convesion Table of Pre-test

No.	Subject	Score	Rating
1	AA	89	4
2	AZA	85	4
3	AS	85	4
4	FNL	75	3+
5	HNA	67	3
6	HS	85	4
7	IAN	75	3
8	IA	90	4
9	INA	75	3
10	LAS	82	3+
11	LA	68	3
12	MA	57	2+
13	MHK	69	3
14	NLN	79	3+
15	RNS	94	4+
16	RH	81	3+
17	RBA	75	3+
18	SWA	79	3+
19	ZSA	69	3

Based on the conversion table above, the students who get 4+ rating is only one student. And the students who get 4 rating are five students. The lowest rating was 2+, and only one students who got it.

Looking at the ratings of the students, the students' English speaking skill in control class was good.

## 2. Students' Speaking Score of The Post-Test

### a. Experimental Class

This section showed up the data post-test in the experimental class after being taught by time token arends method. The data was obtained from the speaking test orally in front of the class. The score are as follows:

**Table 4.5**  
Weighting Table of Post-test

No.	Subject	Language Proficiency					Total
		Accent	Grammar	Vocab	Fluency	Comprehension	
1	ANH	4	4	5	4	5	73
2	AMR	4	5	5	5	5	81
3	ANF	4	5	5	5	5	81
4	DDF	4	4	4	4	5	69
5	DRA	4	5	4	5	5	77
6	KAZ	4	4	4	4	4	65
7	KA	4	4	5	5	5	75
8	KFU	3	4	4	4	5	69
9	MIK	5	5	5	5	6	86
10	MF	4	4	3	3	4	59
11	MSA	3	3	3	3	4	53
12	NHR	5	6	6	5	5	92
13	NAF	4	4	5	5	5	75
14	NH	5	5	5	5	5	82
15	OO	4	4	5	4	5	73
16	PSN	3	4	3	3	4	59
17	SFZ	3	3	3	3	3	50
18	SW	2	3	3	3	4	68
19	VAF	3	4	4	3	4	62
20	WZ	2	3	4	4	4	60
21	ZUS	4	5	5	5	6	85
22	SA	3	3	4	3	4	57
23	HAH	3	3	3	3	3	50
24	NA	4	5	5	5	5	81
25	SAW	5	6	6	6	6	94

Based on the data above we know that students who pass criteria of success are eleven students. The maximum score is 94 and the minimum score is 50. From the table we also know that students' score has improved. Even though not 70% students who pass criteria of success. At least, their score is better from the pre-test.

**Table 4.6**

Conversion Table of Post -test

No.	Subject	Score	Rating
1	ANH	73	3+
2	AMR	81	3+
3	ANF	81	3+
4	DDF	69	3
5	DRA	77	3+
6	KAZ	65	3
7	KA	75	3+
8	KFU	69	3
9	MIK	86	4
10	MF	59	2+
11	MSA	53	2+
12	NHR	92	4
13	NAF	75	3+
14	NH	82	3+
15	OO	73	3+
16	PSN	59	2+
17	SFZ	50	2
18	SW	68	3
19	VAF	62	3
20	WZ	60	2+
21	ZUS	85	3+
22	SA	57	2+
23	HAH	50	2
24	NA	81	3+
25	SAW	94	4+

Based on the table, we know that the students' rating in post-test is better than pre-test. There is one student who gets 4+ rating. Then two students get 4 rating. Besides, there are ten students who get 3+ rating. It shows us that there was influence of the independent variable in improving students' English speaking skill. Furthermore after getting treatment, the students' English speaking skill was good.

#### b. Control Class

In this part, the researcher presents the data of the post-test. In the post-test, the researcher ran time token arends method. The scores are as follow:

**Table 4.7**  
Weighting table of post-test

No.	Subject	Language Proficiency					Total
		Accent	Grammar	Vocab	Fluency	Comprehension	
1	AA	5	6	6	5	5	92
2	AZA	4	6	6	5	5	91
3	AS	5	5	6	5	5	86
4	FNL	4	5	5	5	5	81
5	HNA	4	5	5	4	5	79
6	HS	4	5	5	5	5	81
7	IAN	3	5	4	4	5	75
8	IA	5	6	6	5	6	96
9	INA	4	5	5	5	5	81
10	LAS	5	5	6	5	5	86
11	LA	5	5	5	4	6	85
12	MA	3	4	4	4	4	65
13	MHK	4	5	5	4	5	79
14	NLN	4	5	5	4	5	79
15	RNS	5	6	6	5	5	92
16	RH	4	5	4	4	5	75
17	RBA	4	5	5	5	5	81
18	SWA	4	5	5	4	5	79
19	ZSA	4	4	4	4	5	69

Based on the data above we know that students who pass the criteria of success are seventeen students. It's different from pre-test in which there are fourteen students who pass the criteria of success. The maximum score is 96 and the minimum score is 65. In this case, we know that time token arends method is able to improve students' speaking skill.

**Table 4.8**

Conversion Table of Post-test

No.	Subject	Score	Rating
1	AA	92	4
2	AZA	91	4
3	AS	86	4
4	FNL	81	3+
5	HNA	79	3+
6	HS	81	3+
7	IAN	75	3+
8	IA	96	4+
9	INA	81	3+
10	LAS	86	4
11	LA	85	4
12	MA	65	3
13	MHK	79	3+
14	NLN	79	3+
15	RNS	92	4
16	RH	75	3+
17	RBA	81	3+
18	SWA	79	3+
19	ZSA	69	3

Based on the conversion table above, we know that some

students had experienced the improvement of English speaking skill.

rating. It shows us that independent variable can effect dependent variable.

### C. Data Analysis and Hypotheses Testing

#### 1. Data Analysis

In this research, the researcher tries to analyze data through paired sample T-test using SPSS 16 version. Paired sample T-test was done to know the students' speaking skill before and after being taught by time token arends method. In this case, we wil know how effective time token arends method in improving students' speaking skill. The researcher provided the table list of the score in the pre-test and post-test of the experimental class and the control class, as follow:

**Table 4.9**  
The data of Two Classes Studied

<b>No</b>	<b>Experimental Class</b>		<b>Control Class</b>	
	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Pre-Test</b>	<b>Post-Test</b>
1	67	73	89	92
2	69	81	85	91
3	79	81	85	86
4	59	69	75	81
5	71	77	67	79
6	73	65	85	81
7	65	75	75	75
8	50	69	90	96
9	78	86	75	81
10	50	59	82	86
11	52	53	68	85
12	86	96	57	65
13	75	75	69	79
14	81	82	79	79
15	69	73	96	92
16	42	59	81	75

17	46	50	75	81
18	46	68	79	79
19	55	62	69	69
20	47	60		
21	81	85		
22	49	57		
23	41	50		
24	75	81		
25	88	94		

The table above is the result of the students in experimental and control class. It shows us the different score each students in pre-test and post-test both in experimental and control class. There are students who experience the improvement of speaking skill and vice versa.

The table above has function as a general view for the researcher to take temporary conclusion before going to paired sample t-test analysis. Paired sample t-test analyses consists of three paired, they are paired samples statistics, paired samples correlations, and paired samples test.

The analysis of the data in the table above is as follow:

a. Experimental class

1) Paired samples statistics

**Table 4.10  
Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	71.20	25	12.936	2.587
	Pretest	63.76	25	14.870	2.974

Based on the data above, The post-test of experimental class

experiences significant difference from pre-test results. In pre-test students' mean score is 63,76 and in the post-test is 71,20. This

result can be interpreted that there is influence of the use of tome token arends method on students' speaking ability in MA Al Qodiri Jember.

## 2) Paired Samples Correlations

**Table 4.11**  
**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 posttest & pretest	25	.905	.000

Based on the data above, the correlation is 0,905. It means there is significant correlation between dependent and independent variable. Because of ratio of correlation is counted from 0 to 1. The more aprroaching 1, the more correlating the variables, and vice versa. And the correlation in the table above shows 0,905 or nearly approaching. Thus, it can be concluded that the variables in this research are correlated.

## 3) Paired Samples Test

**Table 4.12**  
**Paired Samples Test**

	Paired Differences						T	Df	Sig. (2-tailed)			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference								
				Lower	Upper							
Pair 1 posttest & pretest	7.440	6.338	1.268	4.824	10.056	5.869	24	.000				

Based on the data above, we know that t-count is 5,869 and df is 24. Based on the significant level (5%), t-table is 2,06.<sup>32</sup> It means t-count is higher than t-table. In this case, it can be concluded that time token arends method is effective in improving students' speaking skill in experimental class.

b. Control class

1) Paired Samples Statistics

**Table 4.13**  
**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	81.68	19	7.860	1.803
	Pretest	77.95	19	9.495	2.178

Based on the data above, we know the mean score in pre-test is 77,95 and mean score in post-test i 81,68. In this case, we can take conclusion that time token arends method gives improvement on students' English speaking skill.

2) Paired Samples Correlations

**Table 4.14**  
**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Posttest & Pretest	19	.792	.000

<sup>32</sup> Anas, Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta:PT Raja Grafindo Persada, 2012), hal. 404.

Seeing the ratio of correlation, the correlation above shows 0,792. It means there is correlation in each variables. Eventhough corelation is not as much as experimental class which approaching 1. The most important thing is the correlation above is not lower than 0,5.

### 3) Paired Samples Test

**Table 4.15  
Paired Samples Test**

	Paired Differences						T	Df	Sig. (2-tailed)			
	Mean	Std. Deviation	Std. Mean	Error	95% Confidence Interval of the Difference							
					Lower	Upper						
Pair 1 Posttest Pretest	-3.737	5.801	1.331	.941	6.533	2.808	18	.012				

Based on the data above, we know that t-count is 2,808.

Besides, df is 18. Based on the significant level (5%), t-table is

2,10.<sup>33</sup> It means t-count is more than t-table. In this case, it can be

concluded that time token arends method is effective in improving students' speaking skill in controll class.

## 2. Hypothesis Testing

- a. If t-count is higher than t-table, the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. It can be said that there is

<sup>33</sup> Anas, Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta:PT Raja Grafindo Persada, 2012), hal. 404.

influence of time token arends method in improving students' speaking skill at tenth grade of MA Al Qodiri Jember.

- b. If t-count is lower than t-table, the alternative hypothesis ( $H_a$ ) is rejected and null hypothesis ( $H_0$ ) is accepted. It can be said that there is no influence of time token arends method in improving students' speaking skill at tenth grade of MA Al Qodiri Jember.

Based on the data on table 4.10, t-count is 5,869 and t-table is 2,06.

In this case, t-count is higher than t-table. Thus, hypothesis alternative ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. It means there is influence of time token arends method in improving students' speaking skill at tenth grade of Ma Al Qodiri Jember 2020/2021 academic year.

#### **D. Discussion**

This research was done to know how was the effect of time token arends method in improving students' speaking skill at tenth grade of MA Al Qodiri Jember in 2020/2021 academic year. In the end, after doing data analysis, it was found that time token arends method is effective in improving students' speaking skill at tenth grade of MA Al Qodiri Jember in 2020/2021 academic year.

Based on comparison between pre-test and post-test in experimental class, there was different mean score which was significant enough to say that time token arends method was effective in improving students' speaking skill. In pre-test, students' mean score was 63,76 and in post-test was 71,20. It indicated that there was influence of time token arends method in improving

students' speaking skill at tenth grade of MA Al Qodiri Jember in 2020/2021 academic year.

Looking at data correlation in experimental class, the correlation was 0,905. It makes the researcher believe that the data was truly correlated well. In other words, there was significant correlation between dependent and independent variable in this research.

Based on paired samples test analysis in experimental class, it found that t-count was 5,869 and df was 24. Looking at the significant level (5%), t-table was 2,06. It means t-count was higher than t-table. In this case, alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. It can be said that there was influence of time token arends method in improving students' speaking skill at tenth grade of MA Al Qodiri Jember. Nevertheless, the researcher was not sure enough that alternative hypothesis ( $H_a$ ) was accepted. Therefore, the researcher needs a proof or validation of data. The validation of data was taken in control class. The researcher needed to know whether the data in experimental class was valid or not.

Based on findings in control class, it was found that there was significant difference before and after being taught by time token arends method. For instance, there was different mean score in pre-test and post-test. In pre-test, the mean score was 77,95 and in post-test was 81,68. Indirectly, it proved that time token arends method was effective to improve students' speaking skill at tenth grade of MA Al Qodiri Jember.

Looking at paired samples correlations and paired samples test analysis in control class, it made the researcher believe that the data of research was valid. In paired samples correlation analysis, the correlation was 0,792. It means there was correlation between dependent and independent variable. In paired samples test analysis, t-count was 2,808 and t-table was 2,10. It means t-count was higher than t-table. By knowing t-count is higher than t-table both in experimental and control class, it could be concluded that alternative hypothesis ( $H_a$ ) was accepted. Therefore it could be said that time token arends method is effective in improving students' speaking skill at tenth grsade of MA Al Qodiri Jember.

Based on the researcher's experience during conducting research in MA Al Qodiri Jember, the researcher found that time token arends method gave implication for the students. Not only improving students' speaking skill, but also improving the confident level of the students in speaking practice. Eventhough there was grammatical errors and mispronunciation, the students were confident in speaking practice. It was because of the effect of time token arends method. This method doesn't give students oppurtunity to be silent during treatmet process in the class.

The factor that made confident level of students increased was because the activity that was done in treatment continuously. The activity was the students came foward to speak english for three times. So that it would create habit or even new theory. The more students speak English, the more they have good confidence. It reminds the researcher about theory of behaviorism.

in which there are stimulus and response. The stimulus was the students came forward to speak English and the response was confident level of students.

The researcher believe not all students who are passive was bad in English speaking practice. Based on findings, the passive students were good in English speaking practice. They were just unconfident, or perhaps the teacher never pay attention to them. So that they choose to be silent during teaching and learning process.

Based on the researchers' observation, in the pre-test, students were still shy or unconfident, the students' rate of speech is too fast, and the students did not maintained eye contact and used body language well. It was because students lacked of vocabulary and confidence. But in the post-test, students were able to speak English more than one minute and the students' rate of speech was appropriate. Besides, they used body language and maintained eye contact well. It means there was improvement in students' speaking skill and their confidence.

Another implication is the improvement of students' vocabulary. By coming forward to speak English, it forced them to memorize vocabulary. In the treatment, the researcher used the same coupons. Sometimes the students got the same word to be described. In second performance, the researcher knew that their vocabulary is better than the first performance.

Based on the findings, the students' grammar is better than before (in pre-test). In post test, some students' grammar was incorrect but did not prevent understanding. At least, the researcher understood what they meant.

As a whole, there is improvement on their grammar. By implementing time token arends method in long term, it will make the students; grammar will be better and better.

During implementing time token arends method, the students did not train their speaking skill only, but also their writing, reading and listening skill. Some of students who were not ready coming foward used to write down on piece of paper first. Afterward, they corrected their hand writing by reading it. They corected whether there was grammatical errors, words errors or others. After they finished correcting their hand writing, they came foward to describe something they got on their coupon of talks (time token). By describing orally, it gave chances for other students to train their listening skill. Unconsciously, the activity of students above train or even give good influence on their four skills. Therefore, the researcher was not too shocked after knowing that alternative hypothesis ( $H_a$ ) of this research was accepted. Thus, it can be concluded that there is influence of time token arends method in improving students' speaking skill at tenth grade of MA Al Qodiri Jember in 2020/2021 academic year.

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## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two points. The first point is the conclusions and the second is suggestion of the research.

#### A. Conclusions

Based on data analysis in experimental class, the mean score in post-test was 71,20. That mean score was higher than pre-test. Then, the correlation is 0,905. It makes the researcher believe that the data was truly correlated well. The last, it found that t-count is 5,869 and df is 24. Looking at the significant level (5%), t-table is 2,06. It means t-count is higher than t-table. In this case, alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. It can be concluded that there is influence of time token arends method in improving students' speaking skill at tenth grade of MA Al Qodiri Jember.

Based on discussion of the research, time token arends method gives

some implication for the students. The first is the improvement of students' speaking skill. The second is the students more confident in English speaking practice. The third is the students have much vocabularies than before. The last, the students' grammar is better than before.

## B. Suggestions

After conducting the research, the suggestion are addressed to english teacher, students, and future researchers.

### 1. For English teacher

In the purpose of improving students' speaking skill, the English teachers should facilitate the students to reach that purpose with the right method. Time token arends method is one of the answer. But the researcher's suggestion for English teacher who want to try the method, they should look for appropriate media, strategy and technique to support the method as second layer. For example, there is gift or punishment. It is done in order the method is more interesting and hopefully students like it.

In teaching and learning process, the teacher should give the same opportunity for the students. In order to avoid domination of active students. It doesn't mean students who are passive is not as good as active students. Thus, giving the same opportunity is the best way especially in English speaking practice.

### 2. For future researcher

Time token arends method is difficult to be applied in the class that has too many students. Therefore it is suggested for future researchers who will conduct the similar research to control the class and time teaching carefully. If not, the method will not run well. Unless, they choose the class that doesn't have too many students. It will make the future

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States that thesis entitled "The Influence of Time Token Arends Mrthod to Improve Students' English Speaking Skill at Ten<sup>th</sup> Grade of MA Al Qodiri Jember in 2020/2021 Academic Year" is truly my original work. It doesn't incorporate any material previously written or published by another person except those indicated in quotation and bibliography. Do to the fact; I am the only person responsible for the thesis if there is any objection or claim from other.

Jember, June 24<sup>th</sup> 2021

Writer

  
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Appendix 1

Tittle	Variable	Sub Variable	Indicator	Source of data	Research Method	General Question
<b>THE INFLUENCE OF TIME TOKEN ARENDS METHOD TO IMPROVE STUDENT'S ENGLISH SPEAKING SKILL AT TENTH GEADE OF MA AL QODIRI JEMBER IN 2020/2021 ACADEMIC YEAR</b>	Time Token Arends Method	1. Definition of Time Token Arends Method 2. The Implementation of Time Token Arends Method 3. The Advantages and Disadvantages of Time Token Arends Method	1. The objective of the method is accomplished. 2. The introduction of the method get much attention from the students. 3. The students show enthusiasm and interest of the method. 4. The students follow the instruction from the teacher well. 5. The students are able to perform the method well.	1. Primary Data a. Head master of MA Al Qodiri Jember b. English teacher of MA Al qodiri Jember c. The tenth grade of MA Al qodiri Jember	1. Approach and kinds of research a. Quantitative b. Experimental Research 2. Data collection method a. Pre-test b. Post-test 3. Data analysis technique : a. T-test (SPSS)	1. Is there any influence of Time Token Arends Method in Improving students' english speaking skill at tenth grade of MA Alqodiri Jember? 2. How effective the influence of time token arends method to improve students' english speaking skill at tenth grade of MA Al Qodiri Jember?
	Student's English Speaking Skill	1. The Definition of Speaking 2. The Aspect of Speaking 3. The Types of Speaking 4. Assessment of Speaking Skill	1. The students' pronunciation is clear and comprehensible. 2. The students' grammar is correct and doesn't prevent understanding. 3. The students maintain eye contact when speak in front of class. 4. The students' rate of speech is appropriate. 5. The students use body language well.	2. Secondary Data a. Students' rapport b. Students' english score c. Students' english speaking score		

## Appendix 2

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Nama Sekolah</b>	:	MA AL QODIRI JEMBER
<b>Mata Pelajaran</b>	:	Bahasa Inggris (Pre-test)
<b>Kelas/Semester</b>	:	X/I
<b>Alokasi Waktu</b>	:	2 jam pelajaran / 1 x pertemuan

#### A. Kompetensi Inti

- KI 1** Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2** Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3** Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## B. Kompetensi Dasar

- 3.4** Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek, dan sederhana, sesuai dengan konteks penggunaannya.
- 4.4** Teks Deskriptif
- 4.4.1** Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.
- 4.4.2** Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

## C. Indikator Pencapaian Kompetensi

- 1.1.1** : Mengungkapkan rasa syukur atas kesempatan dalam belajar bahasa Inggris
- 1.1.2** : Berdoa sebelum dan sesudah pembelajaran
- 2.2.1** : Menunjukkan perilaku yang jujur dan disiplin dalam mengikuti kegiatan pembelajaran Bahasa Inggris di dalam kelas.
- 2.2.2** : Mengimplementasikan sikap percaya diri, santun, responsive, dan pro-aktif selama mengikuti kegiatan pembelajaran Bahasa Inggris di dalam kelas.
- 3.4.1** : Menyimak dan membaca teks deskriptif sederhana tentang tempat wisata atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.
- 3.4.2** : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif tentang tempat wisata atau bangunan bersejarah.
- 3.4.3** : Menjelaskan isi teks deskriptif tentang tempat wisata atau bangunan bersejarah dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaannya.

- 4.4.1** : Mendeskripsikan tempat wisata atau bangunan bersejarah dengan lisan dan tertulis.
- 4.4.2** : Menganalisis deskripsi dengan alat, seperti tabel, mind map, kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata atau bangunan lain.
- 4.4.3** : Mempresentasikan hasil analisis teks deskriptif secara lisan.

#### D. Tujuan Pembelajaran

1. Peserta didik mengenal teks deskriptif tentang tempat wisata atau bangunan bersejarah.
2. Peserta didik mampu membaca teks deskriptif tentang tempat wisata atau bangunan bersejarah dengan intonasi, pelafalan, dan tekanan kata yang benar.
3. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif tentang tempat wisata atau bangunan bersejarah.
4. Peserta didik mampu menjelaskan isi teks deskriptif tentang tempat wisata atau bangunan bersejarah dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaannya.
5. Peserta didik mampu mendeskripsikan tempat wisata atau bangunan bersejarah dengan lisan dan tertulis.
6. Peserta didik mampu menganalisis deskripsi dengan alat, seperti tabel, mind map, kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata atau bangunan lain.
7. Peserta didik mampu mempresentasikan hasil analisis teks deskriptif secara lisan.

#### E. Materi Pembelajaran

Materi Pokok : Deskriptif Adjective dalam teks deskriptif

- Fungsi sosial Mendeskripsikan dan memberitahu gambaran spesifik tentang benda, tempat, orang,dll.
- Struktur teks
  - a. Identification (pengenalan)
  - b. Description (penggambaran)

- Unsur kebahasaan
  - a. Menggunakan subjek yang spesifik
  - b. Menggunakan banyak kata sifat dan kata keterangan
  - c. Menggunakan simple present tense
  - d. Menggunakan kata-kata deskriptif
  - e. Terkadang menggunakan degree of comparison
  
- Topik Mendeskripsikan benda, orang, tempat, dll.

## F. Media Alat dan Sumber Belajar

- 1) Media/Alat
  - White board and board marker
  - Adjective Table
  
- 2) Sumber Belajar
  - Buku LKS Siswa kelas X bahasa Inggris.

## G. Metode Pembelajaran

- |                       |                           |
|-----------------------|---------------------------|
| 1) Pendekatan         | : Saintifik               |
| 2) Model Pembelajaran | : Discovery Learning      |
| 3) Metode             | : Tanya jawab dan Ceramah |

## H. Metode Pembelajaran

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## I. Kegiatan Pembelajaran

### 1. Pertemuan 1 (2 Jam)

LANGKAH PEMBELAJARAN	AKTIFITAS PEMBELAJARAN	WAKTU
<b>Pre- Activity</b>	<ol style="list-style-type: none"> <li>1. Guru membuka pembelajaran dengan memberi salam, kemudian dilanjutkan dengan membaca doa dan selanjutnya memeriksa daftar hadir peserta didik.</li> <li>2. Menanyakan kabar peserta didik.</li> <li>3. Melakukan ice breaking guna memantapkan kesiapan belajar peserta didik.</li> <li>4. Guru menyampaikan kompetensi dasar dan indikator pencapaian kompetensi yang hendak dicapai.</li> <li>5. Guru menyampaikan apersepsi pada materi yang telah dipelajari sebelumnya.</li> </ol>	10'
<b>Whilst – Activity</b>		
Observing (Stimulation)	<ol style="list-style-type: none"> <li>1. Mengamati teks “a puppy”</li> <li>2. Menemukan <i>descriptive adjective</i> pada teks tersebut.</li> <li>3. Mencari tenses yang digunakan dalam kedua teks tersebut.</li> <li>4. Guru mendeskripsikan sesuatu. Murid mengamati.</li> </ol>	5'
Questioning (Problem Statement)	<ol style="list-style-type: none"> <li>1. Bertanya tentang <i>descriptive adjective</i> yang terdapat pada teks.</li> <li>2. Bertanya mengenai tenses yang digunakan dalam teks tersebut.</li> </ol>	5'
Experimenting/ exploring (data collection)	<ol style="list-style-type: none"> <li>1. Mengidentifikasi <i>descriptive adjective</i> (definisi dan jenis-jenisnya)</li> <li>2. Mengidentifikasi simple present tense (kalimat nominal)</li> </ol>	10'
Associating (Data Processing)	<ol style="list-style-type: none"> <li>1. Menulis dan mencoba menggambarkan kata dalam tabel yang disediakan oleh guru secara</li> </ol>	15'

<b>Creating and communicating</b>  <b>Post-Activity</b>	<p>bergantian dan urut.</p> <p>2. Mencocokkan descriptive adjective dengan kata yang tertera dalam tabel.</p> <p>1. Mendeskripsikan sesuatu sesuai tema yang didapatkan secara tulis.</p> <p>2. Mendeskripsikan sesuatu sesuai tema yang didapatkan secara lisan.</p> <p>1. Guru menyampaikan feedback atau evaluasi mengenai penampilan masing-masing kelompok.</p> <p>2. Memberi kesimpulan terkait pelajaran dan kegiatan yang telah dipelajari.</p> <p>3. Memberi motivasi membangun kepada peserta didik.</p> <p>4. Menutup pelajaran dengan membaca doa, kemudian diakhiri dengan salam.</p>	40'	10'
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## 2. Penilaian

### a. Sikap Percaya diri

- Instrumen: Self -Assessment (Penilaian diri sendiri)

No	Pernyataan	TP	KD	SR	SL
1	Saya ragu-ragu berbicara bahasa Inggris				
2	Saya malu berbicara bahasa Inggris				
3	Saya takut salah berbicara bahasa Inggris				
4	Saya takut dimarahi kalau salah dalam berbahasa Inggris				

- Never (TP) = 4
- Sometimes (KD) = 3
- Often (SR) = 2
- Always (SL) = 1

### b. Ketrampilan

#### - Weighting Table of Speaking

Language Proficiency	1	2	3	4	5	6	(A)
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
						Total	

#### - Scoring Rubric of Speaking

No.	Name	Language Proficiency					Total
		Accent	Grammar	Vocab	Fluency	Comprehension	
1							
2							
3							

#### - Conversion Table

**Table 3.2**  
Conversion Table

Score	Rating	Score	Rating	Score	Rating
16-25	0+	43-52	2	73-82	3+
26-32	1	53-62	2+	83-92	4
33-42	1+	63-72	3	93-99	4+

- Analytical Scoring Rubric of Speaking

Language Proficiency	Scale	Description
<b>Accent</b>	1 2 3 4 5 6	<p>Pronunciation frequently unintelligible</p> <p>Frequent gross errors and a very heavy accent make understanding difficult, require frequent repletion.</p> <p>“foreign accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.</p> <p>Marked “foreign accent” and occasional mispronunciation that do not interfere with understanding.</p> <p>No conspicuous mispronunciations, but would not be taken for a native speaker.</p> <p>Native pronunciation, with no trace of “foreign accent”.</p>
<b>Grammar</b>	1 2	<p>Grammar almost entirely inaccurate except in stock phrases.</p> <p>Constant errors showing control of very few major patterns and frequently preventing communication</p>

	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
	4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
	5	Few errors, with no patterns of failure.
	6	No more than two errors during the interview.
<b>Vocab</b>	1	Vocabulary inadequate for even the simplest conversation. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
	2	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
	3	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
	4	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical
	5	

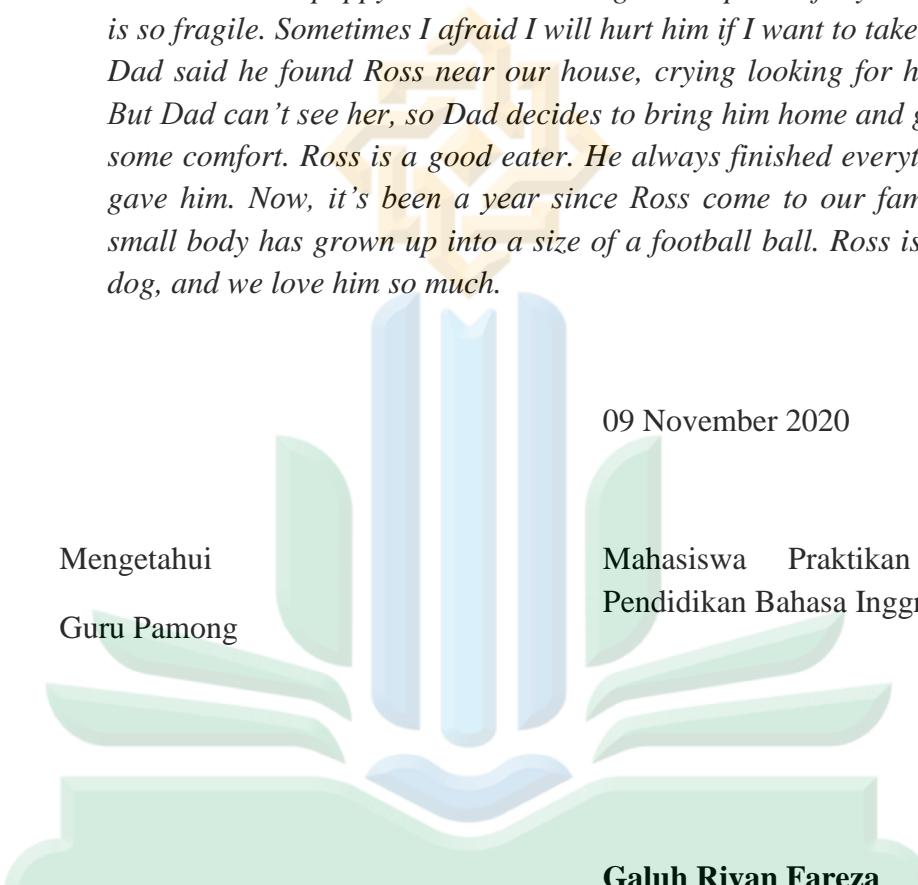
	<b>6</b>	<p>problems and varied social situations.</p> <p>Vocabulary apparently as accurate and extensive as that of an educated native speaker.</p>
<b>Fluency</b>	<b>1</b>	Speech is so halting and fragmentary that conversation is virtually impossible.
	<b>2</b>	Speech is very slow and uneven except for short or routine sentences.
	<b>3</b>	Speech is frequently hesitant and jerky; sentences may be felt uncompleted.
	<b>4</b>	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
	<b>5</b>	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
	<b>6</b>	Speech on all professional and general topics as effortless and smooth as a native speaker's.

<b>Comprehension</b>	<b>1</b>	Understands too little for the simplest type of conversation.
	<b>2</b>	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
	<b>3</b>	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
	<b>4</b>	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
	<b>5</b>	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
	<b>6</b>	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

### 3. Lembar Kerja/ Worksheet

#### *A Puppy*

*Ross is a small puppy. His size is as big as the palm of my hand. Ross is so fragile. Sometimes I afraid I will hurt him if I want to take him up. Dad said he found Ross near our house, crying looking for his mom. But Dad can't see her, so Dad decides to bring him home and give him some comfort. Ross is a good eater. He always finished everything we gave him. Now, it's been a year since Ross come to our family. His small body has grown up into a size of a football ball. Ross is a good dog, and we love him so much.*



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Nama Sekolah</b>	:	MA AL QODIRI JEMBER
<b>Mata Pelajaran</b>	:	Bahasa Inggris (Treatment)
<b>Kelas/Semester</b>	:	X/I
<b>Alokasi Waktu</b>	:	2 jam pelajaran / 3 x pertemuan

### A. Kompetensi Inti

- KI 1** Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2** Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergauluan dunia.
- KI 3** Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## B. Kompetensi Dasar

- 3.4** Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek, dan sederhana, sesuai dengan konteks penggunaannya.

- 4.4** Teks Deskriptif

- 4.4.1** Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.

- 4.4.2** Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

## C. Indikator Pencapaian Kompetensi

- 1.1.1** : Mengungkapkan rasa syukur atas kesempatan dalam belajar bahasa Inggris

- 1.1.2** : Berdoa sebelum dan sesudah pembelajaran

- 2.2.1** : Menunjukkan perilaku yang jujur dan disiplin dalam mengikuti kegiatan pembelajaran Bahasa Inggris di dalam kelas.

- 2.2.2** : Mengimplementasikan sikap percaya diri, santun, responsive, dan pro-aktif selama mengikuti kegiatan pembelajaran Bahasa Inggris di dalam kelas.

- 3.4.1** : Menyimak dan membaca teks deskriptif sederhana tentang tempat wisata atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.

- 3.4.2** : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif tentang tempat wisata atau bangunan bersejarah.

- 3.4.3** : Menjelaskan isi teks deskriptif tentang tempat wisata atau bangunan bersejarah dengan memperhatikan fungsi sosial, struktur, dan unsur

kebahasaannya.

**4.4.1** : Mendeskripsikan tempat wisata atau bangunan bersejarah dengan lisan dan tertulis.

**4.4.2** : Menganalisis deskripsi dengan alat, seperti tabel, mind map, kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata atau bangunan lain.

**4.4.3** : Mempresentasikan hasil analisis teks deskriptif secara lisan.

## D. Tujuan Pembelajaran

1. Peserta didik mengenal teks deskriptif tentang tempat wisata atau bangunan bersejarah.
2. Peserta didik mampu membaca teks deskriptif tentang tempat wisata atau bangunan bersejarah dengan intonasi, pelafalan, dan tekanan kata yang benar.
3. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif tentang tempat wisata atau bangunan bersejarah.
4. Peserta didik mampu menjelaskan isi teks deskriptif tentang tempat wisata atau bangunan bersejarah dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaannya.
5. Peserta didik mampu mendeskripsikan tempat wisata atau bangunan bersejarah dengan lisan dan tertulis.
6. Peserta didik mampu menganalisis deskripsi dengan alat, seperti tabel, mind map, kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata atau bangunan lain.
7. Peserta didik mampu mempresentasikan hasil analisis teks deskriptif secara lisan.

## E. Materi Pembelajaran

Materi Pokok : Deskriptif Adjective dalam teks deskriptif

- Fungsi sosial Mendeskripsikan dan memberitahu gambaran spesifik tentang benda, tempat, orang,dll.

- Struktur teks
  - a. Identification (pengenalan)
  - b. Description (penggambaran)
  
- Unsur kebahasaan
  - a. Menggunakan subjek yang spesifik
  - b. Menggunakan banyak kata sifat dan kata keterangan
  - c. Menggunakan simple present tense
  - d. Menggunakan kata-kata deskriptif
  - e. Terkadang menggunakan degree of comparison
  
- Topik Mendeskripsikan benda, orang, tempat, dll.

## F. Media Alat dan Sumber Belajar

- 1) Media/Alat
  - White board and board marker
  - Adjective Table
  - Coupons
  
- 2) Sumber Belajar
  - Buku LKS Siswa kelas X bahasa Inggris.
  - English Dictionary and Pocket Dictionary



## H. Kegiatan Pembelajaran

### 3. Pertemuan 1 (2 Jam)

LANGKAH PEMBELAJARAN	AKTIFITAS PEMBELAJARAN	WAKTU
<b>Pre- Activity</b>	<ol style="list-style-type: none"> <li>1. Guru membuka pembelajaran dengan memberi salam, kemudian dilanjutkan dengan membaca doa dan selanjutnya memeriksa daftar hadir peserta didik.</li> <li>2. Menanyakan kabar peserta didik.</li> <li>3. Melakukan ice breaking guna memantapkan kesiapan belajar peserta didik.</li> <li>4. Guru menyampaikan kompetensi dasar dan indikator pencapaian kompetensi yang hendak dicapai.</li> <li>5. Guru menyampaikan persepsi pada materi yang telah dipelajari sebelumnya.</li> </ol>	10'
<b>Whilst – Activity</b>		
Observing (Stimulation)	<ol style="list-style-type: none"> <li>1. Mengamati teks “a puppy”</li> <li>2. Menemukan <i>descriptive adjective</i> pada teks tersebut.</li> <li>3. Mencari tenses yang digunakan dalam kedua teks tersebut.</li> <li>4. Guru mendeskripsikan sesuatu. Murid mengamati.</li> </ol>	5'
Questioning (Problem Statement)	<ol style="list-style-type: none"> <li>1. Bertanya tentang <i>descriptive adjective</i> yang terdapat pada teks.</li> <li>2. Bertanya mengenai tenses yang</li> </ol>	5'

		digunakan dalam teks tersebut.	
Experimenting/ exploring (data collection)		1. Mengidentifikasi descriptive adjective (definisi dan jenis-jenisnya) 2. Mengidentifikasi simple present tense (kalimat nominal)	10'
Associating Processing (Data)		1. Menulis dan mencoba menggambarkan kata dalam tabel yang disediakan oleh guru secara bergantian dan urut. 2. Mencocokkan descriptive adjective dengan kata yang tertera dalam tabel.	15'
Creating and communicating		1. Mendeskripsikan sesuatu sesuai kupon yang didapat 2. Mendeskripsikan sesuatu sesuai kupon yang didapatkan secara lisan.	40'
<b>Post-Activity</b>		1. Guru menyampaikan feedback atau evaluasi mengenai penampilan masing-masing peserta didik. 2. Memberi kesimpulan terkait pelajaran dan kegiatan yang telah dipelajari. 3. Memberi motivasi membangun kepada peserta didik. 4. Menutup pelajaran dengan membaca doa, kemudian diakhiri dengan salam.	10'

### 3. Pertemuan 2 (2 jam)

LANGKAH PEMBELAJARAN	AKTIFITAS PEMBELAJARAN	WAKTU
<b>Pre- Activity</b>	<p>1. Guru membuka pembelajaran dengan memberi salam, kemudian dilanjutkan dengan membaca doa dan selanjutnya memeriksa daftar hadir peserta didik.</p> <p>2. Menanyakan kabar peserta didik.</p> <p>3. Melakukan ice breaking guna memantapkan kesiapan belajar peserta didik.</p> <p>4. Guru menyampaikan kompetensi dasar dan indikator pencapaian kompetensi yang hendak dicapai.</p> <p>5. Guru menyampaikan apersepsi pada materi yang telah dipelajari sebelumnya.</p>	10'
<b>Whilst – Activity</b>		
<b>Observing (Stimulation)</b>	<p>1. Mengamati kosa kata yang diberikan guru di papan tulis</p> <p>2. Melafatkan kosakata tersebut dengan pelafatan yang benar.</p> <p>3. Mencari tenses yang digunakan dalam kedua teks tersebut.</p> <p>4. Guru mendeskripsikan sesuatu menggunakan kosa kata yang ada di papan tulis. Murid mengamati.</p>	5'

<p>Questioning (Problem Statement)</p>	<ol style="list-style-type: none"> <li>1. Bertanya tentang <i>adjective</i> yang diberikan guru.</li> </ol>	<p>5'</p>
<p>Experimenting/ exploring (data collection)</p>	<ol style="list-style-type: none"> <li>1. Mengidentifikasi descriptive adjective (definisi dan jenis-jenisnya)</li> <li>2. Mengidentifikasi simple present tense (kalimat nominal)</li> </ol>	<p>10'</p>
<p>Associating (Data Processing)</p>	<ol style="list-style-type: none"> <li>1. Menulis dan mencoba menggambarkan kata dalam tabel yang disediakan oleh guru secara bergantian dan urut.</li> <li>2. Membuat sebuah deskripsi menggunakan kosa kata yang ada di depan papan tulis.</li> </ol>	<p>15'</p>
<p>Creating and communicating</p>	<ol style="list-style-type: none"> <li>1. Membagi Peserta didik ke dalam beberapa kelompok. Satu kelompok terdiri dari tiga sampai empat orang.</li> <li>2. Mendeskripsikan sesuatu sesuai kupon yang didapat secara tulis terlebih dahulu.</li> <li>3. Mendeskripsikan sesuatu sesuai kupon yang didapatkan secara lisan.</li> </ol>	<p>40'</p>

<b>Post-Activity</b>	<ol style="list-style-type: none"> <li>1. Guru menyampaikan feedback atau evaluasi mengenai penampilan masing-masing peserta didik</li> <li>2. Memberi kesimpulan terkait pelajaran dan kegiatan yang telah dipelajari.</li> <li>3. Memberi motivasi membangun kepada peserta didik.</li> <li>4. Menutup pelajaran dengan membaca doa, kemudian diakhiri dengan salam.</li> </ol>	10'
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### 3. Pertemuan 3 ( 2 jam pelajaran)

<b>LANGKAH PEMBELAJARAN</b>	<b>AKTIFITAS PEMBELAJARAN</b>	<b>WAKTU</b>
<b>Pre- Activity</b>	<ol style="list-style-type: none"> <li>1. Guru membuka pembelajaran dengan memberi salam, kemudian dilanjutkan dengan membaca doa dan selanjutnya memeriksa daftar hadir peserta didik.</li> <li>2. Menanyakan kabar peserta didik.</li> <li>3. Melakukan ice breaking guna memantapkan kesiapan belajar peserta didik.</li> <li>4. Guru menyampaikan kompetensi dasar dan indikator pencapaian kompetensi yang hendak dicapai.</li> <li>5. Guru menyampaikan apersepsi pada materi yang telah dipelajari sebelumnya.</li> </ol>	10'

Whilist – Activity		
Observing (Stimulation)	<ol style="list-style-type: none"> <li>1. Mengamati teks “my best friends Ernesto”</li> <li>2. Menemukan <i>descriptive adjective</i> pada teks tersebut.</li> <li>3. Mencari simple present tenses yang digunakan dalam kedua teks tersebut.</li> <li>4. Guru mendeskripsikan sesuatu. Murid mengamati.</li> </ol>	5'
Questioning (Problem Statement)	<ol style="list-style-type: none"> <li>1. Bertanya tentang <i>descriptive adjective</i> yang terdapat pada teks.</li> <li>2. Bertanya mengenai tenses yang digunakan dalam teks tersebut.</li> </ol>	5'
Experimenting/ exploring (data collection)	<ol style="list-style-type: none"> <li>1. Mengidentifikasi <i>descriptive adjective</i> (definisi dan jenis-jenisnya)</li> <li>2. Mengidentifikasi simple present tense (kalimat nominal dan verbal)</li> </ol>	10'
Associating (Data Processing)	<ol style="list-style-type: none"> <li>1. Menulis dan mencoba menggambarkan kata dalam tabel yang disediakan oleh guru secara bergantian dan urut.</li> <li>2. Mencocokkan <i>descriptive adjective</i> dengan kata yang tertera dalam tabel.</li> <li>3. Mencoba menyusun kalimat simple presen tense dengan benar secara lisan.</li> </ol>	15'
Creating and communicating	<ol style="list-style-type: none"> <li>1. Mendeskripsikan sesuatu sesuai kupon yang didapat.</li> <li>2. Mendeskripsikan sesuatu sesuai kupon yang didapatkan secara lisan.</li> </ol>	40'

<b>Post-Activity</b>	<ol style="list-style-type: none"> <li>1. Guru menyampaikan feedback atau evaluasi mengenai penampilan masing-masing peserta didik</li> <li>2. Memberi kesimpulan terkait pelajaran dan kegiatan yang telah dipelajari.</li> <li>3. Memberi motivasi membangun kepada peserta didik.</li> <li>4. Menutup pelajaran dengan membaca doa, kemudian diakhiri dengan salam.</li> </ol>	10'
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## I. Penilaian

### a. Sikap Percaya diri

- Instrumen: Self -Assessment (Penilaian diri sendiri)

No	Pernyataan	TP	KD	SR	SL
1	Saya ragu-ragu berbicara bahasa Inggris				
2	Saya malu berbicara bahasa Inggris				
3	Saya takut salah berbicara bahasa Inggris				
4	Saya takut dimarahi kalau salah dalam berbahasa Inggris				

- Never (TP) = 4
- Sometimes (KD) = 3
- Often (SR) = 2
- Always (SL) = 1

**b. Ketrampilan**  
**- Weighting Table**

Language Proficiency	1	2	3	4	5	6	(A)
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Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
					Total		

**- Scoring Rubric of Speaking**

No.	Name	Language Proficiency					Total
		Accent	Grammar	Vocab	Fluency	Comprehension	
1							
2							
3							

**- Conversion Table**

**Table 3.2**  
 Conversion Table

Score	Rating	Score	Rating	Score	Rating
16-25	0+	43-52	2	73-82	3+
26-32	1	53-62	2+	83-92	4
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- Analytical Scoring Rubric of Speaking

Language Proficiency	Scale	Description
<b>Accent</b>	1 2 3 4 5 6	<p>Pronunciation frequently unintelligible</p> <p>Frequent gross errors and a very heavy accent make understanding difficult, require frequent repletion.</p> <p>“foreign accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.</p> <p>Marked “foreign accent” and occasional mispronunciation that do not interfere with understanding.</p> <p>No conspicuous mispronunciations, but would not be taken for a native speaker.</p> <p>Native pronunciation, with no trace of “foreign accent”.</p>
<b>Grammar</b>	1 2	<p>Grammar almost entirely inaccurate except in stock phrases.</p> <p>Constant errors showing control of very few major patterns and frequently preventing communication</p>

	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
	4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
	5	Few errors, with no patterns of failure.
	6	No more than two errors during the interview.
<b>Vocab</b>	1	Vocabulary inadequate for even the simplest conversation. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
	2	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
	3	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
	4	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical
	5	

	<b>6</b>	problems and varied social situations.  Vocabulary apparently as accurate and extensive as that of an educated native speaker.
<b>Fluency</b>	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <b>6</b>	Speech is so halting and fragmentary that conversation is virtually impossible.  Speech is very slow and uneven except for short or routine sentences.  Speech is frequently hesitant and jerky; sentences may be felt uncompleted.  Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.  Speech is effortless and smooth, but perceptively non-native in speed and evenness.  Speech on all professional and general topics as effortless and smooth as a native speaker's.

<b>Comprehension</b>	<b>1</b>	Understands too little for the simplest type of conversation.
	<b>2</b>	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
	<b>3</b>	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
	<b>4</b>	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
	<b>5</b>	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
	<b>6</b>	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

## J. Lembar Kerja/ Worksheet

### *My Best Friend, Ernesto*

*My best friend is Ernesto and he is my classmate. We go to school together.*

*Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.*

*He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.*

*Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.*

*He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.*

11 November 2020

Mengetahui

Guru Pamong

Mahasiswa Praktikan Prodi  
Pendidikan Bahasa Inggris

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
Siska Wahidayani S.Pd  
Galuh Ryan Fareza  
(T20166019)  
J E M B E R

## Appendix 3

## PICTURES OF RESEARCH



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

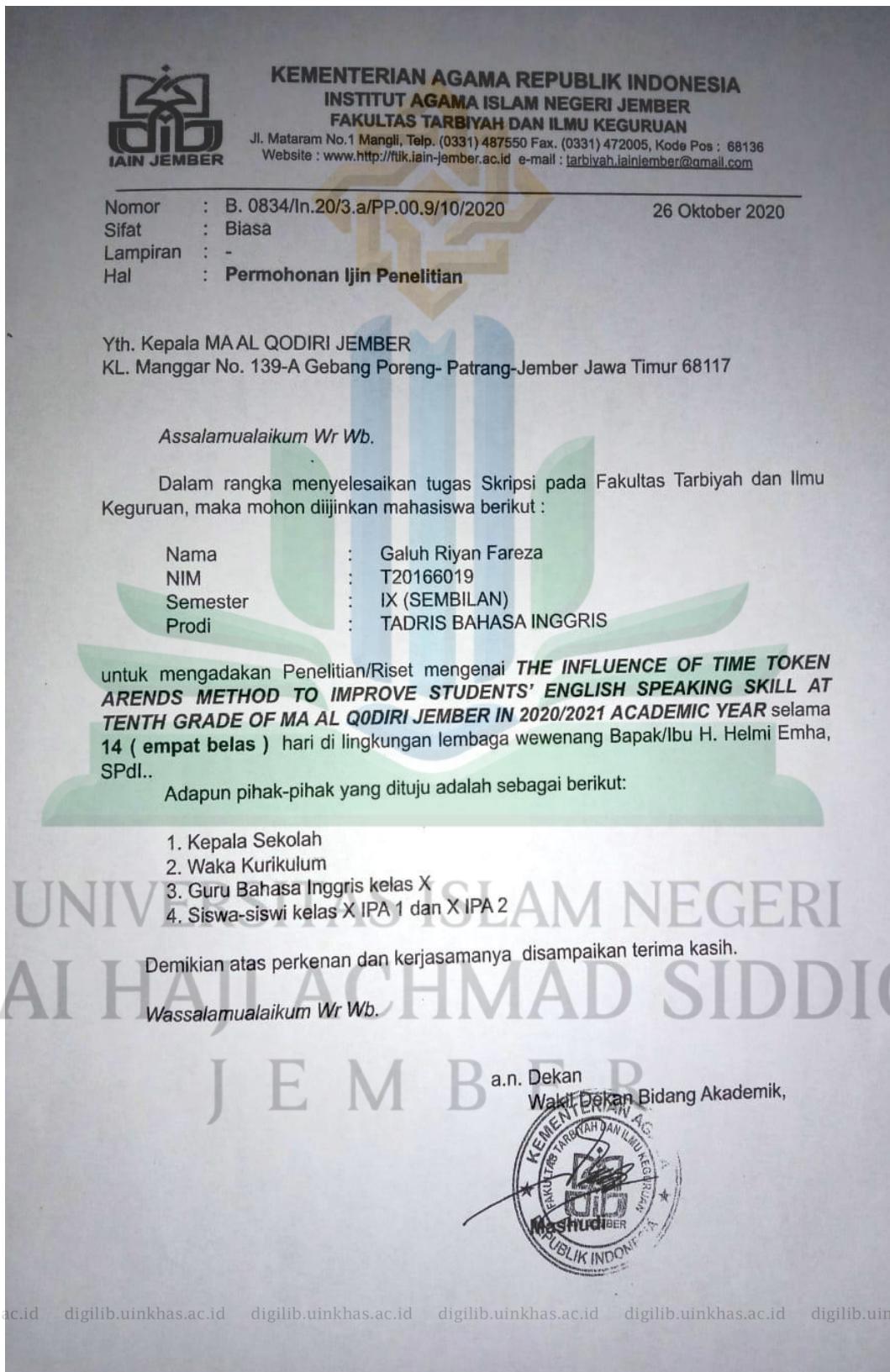


UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

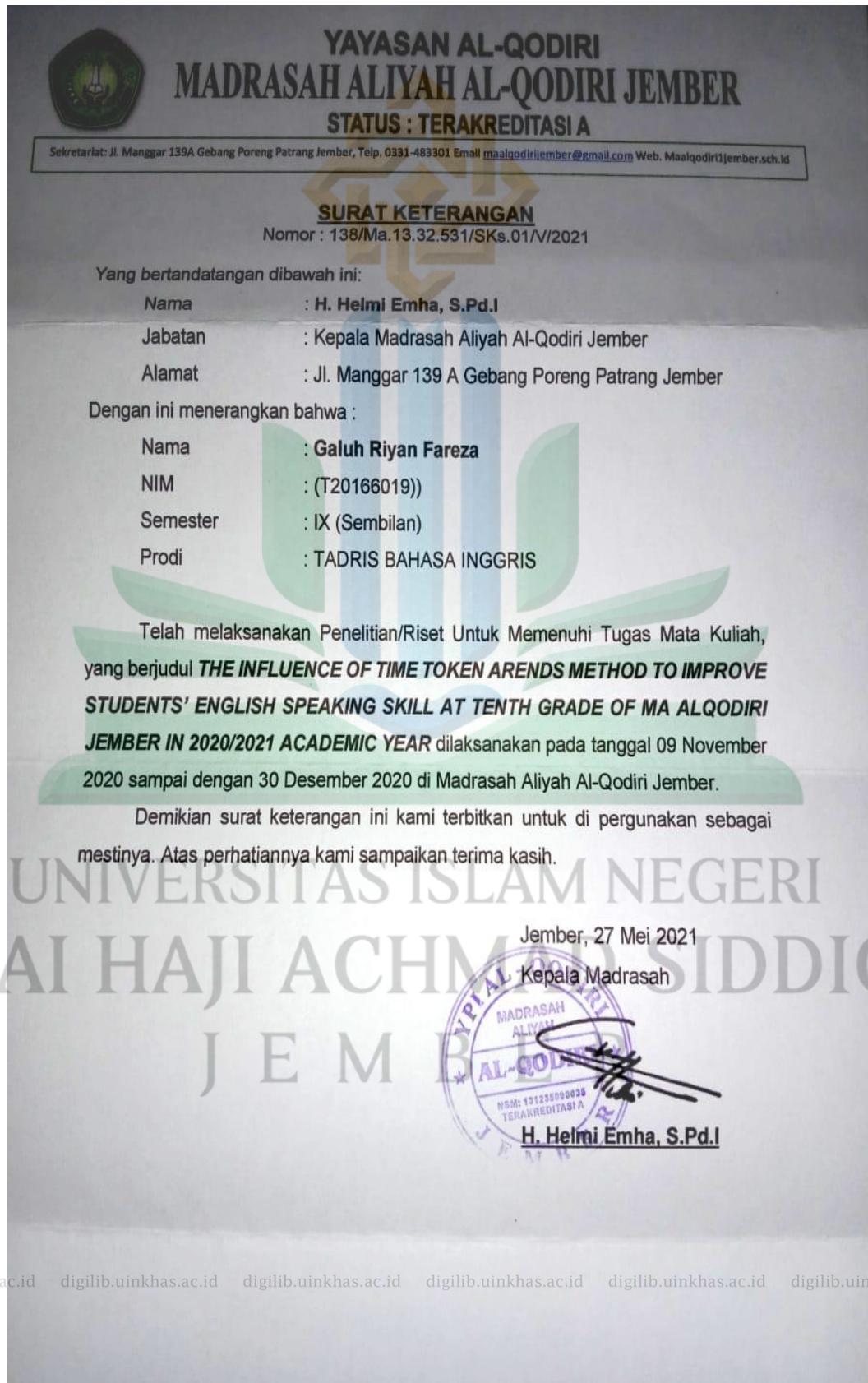


UNIVERSITAS ISLAM NEGERI  
KIAI HAFIDZ ACHMAD SIDDIQ  
AJEMBER

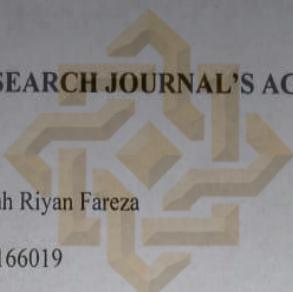
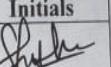
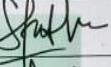
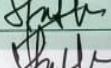
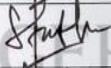
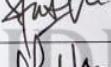
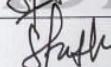
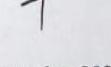
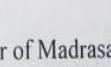
## Appendix 4



## Appendix 5



## Appendix 6

RESEARCH JOURNAL'S ACTIVITIES			
			
Name	: Galuh Riyana Fareza		
NIM	: T20166019		
Title	: The Influence of Time Token Arends Method to Improve Students' Speaking Skill at Tenth Grade of MA Al Qodiri Jember in 2020/2021 Academic Year		
Location	: MA Al Qodiri Jember		
No	Day/Date	Activity	Initials
1	Sunday, 27 <sup>th</sup> September 2020	Asking the agreement of English teacher about appropriateness of research title.	
2	Monday, 5 <sup>th</sup> October 2020	Observing the classroom activity at tenth grade of MA Al Qodiri (X IPA 1 and X IPA 2).	
3	Monday, 2 <sup>nd</sup> November 2020	The researcher gives a research permit to the school and consult about lesson plan with the English teacher.	
4	Monday, 9 <sup>th</sup> November 2020	The researcher applies the action of pre-test (first meeting).	
5	Wednesday, 11 <sup>th</sup> November 2020	The researcher applies the action of second pre-test (second meeting).	
6	Saturday, 14 <sup>th</sup> November 2020	The researcher applies the action of treatment (third meeting).	
7	Monday, 16 <sup>th</sup> November 2020	The researcher applies the action of second treatment (fourth meeting).	
8	Wednesday, 18 <sup>st</sup> November 2020	The researcher applies the action of third treatment (fifth meeting).	
9	Saturday, 21 <sup>st</sup> November 2020	The researcher applies the action of post-test (sixth meeting).	
10	Monday, 30 <sup>th</sup>	The researcher asks for a letter of researcher finishing	

Jember, 30<sup>th</sup> November 2020



The Head Master of Madrasah  
AL-QODIRI \*

NSM: 151235250035  
TERAKREDITASI

H. Helmi Emha, S.Pd.I.

## Appendix 7

### Researcher's Biodata



#### Personal Information

- Full Name : Galuh Riyan Fareza
- NIM : T20166019
- Gender : Male
- Place, Date of Birth : Jember, June 8<sup>th</sup> 1998
- Address : The Street of Nusa Indah VII Patrang  
Jember

- Religion : Islam
- Department/ Major Course : Language Education/ English Department
- Email Address : [galuhriyan35@gmail.com](mailto:galuhriyan35@gmail.com)

#### Educational Background

- |           |                                  |
|-----------|----------------------------------|
| 2002-2004 | : TK Abbasiyah 1 Patrang, Jember |
| 2004-2010 | : SDN Jember Lor 4               |
| 2010-2013 | : Mts N 2 Jember                 |