AN UNDERGRADUATE THESIS

THE USE TIME TOKEN ARENDS TO IMPROVE STUDENTS SPEAKING ABILITY AT EIGHT GRADERS OF JUNIOR HIGH SCHOOL NEGERI 1 PUNGGUR

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2021 M

THE USE TIME TOKEN ARENDS TO IMPROVE STUDENTS SPEAKING ABILITY AT EIGHT GRADERS OF JUNIOR HIGH SCHOOL NEGERI 1 PUNGGUR

presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd.)

in English Education Departement

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Assalamualaikum Wr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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JudulSkripsi : THE USE TIME TOKEN ARENDS TO IMPROVE STUDENTS SPEAKING ABILITY AT EIGHT GRADERS OF JUNIOR HIGH SCHOOL NEGERI 1PUNGGUR

Sudah kami setujui dan dapat dimunaqosahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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To:
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training inorder to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb.

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APPROVALPAGE

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RATIFICATION PAGE
No. B-2961/In.28-1/D/PP.00-9/07/2021

An Undergraduate thesis entitled: THE USE TIME TOKEN ARENDS TO IMPROVE STUDENTS SPEAKING ABILITY AT EIGHT GRADERS OF JUNIOR HIGH SCHOOL NEGERI 1 PUNGGUR, written by Trismadhari, Students Number 1601070128, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, 08th July 2021 at 08.00-10.00, a.m.

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THE USE TIME TOKEN ARENDS TO IMPROVE STUDENTS SPEAKING ABILITY AT EIGHT GRADERS OF JUNIOR HIGH SCHOOL NEGERI 1 PUNGGUR

By:

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This aim of this research to know whether the use of Time Token Arends method can improve The Students speaking ability in English learning.

The kind of this research was a classroom action research (CAR). The research was conducted in two cycles, and each cycle consisted of planning, acting, observing, and reflecting. The object of this research was the students speaking ability. In collecting the data, the researcher used test, observation, and documentation. This research was conducted with one of the English Teachers of Junior High School Negeri 1 Punggur.

The result of this research shows that Time Token Arends Method had a positive role in improving the speaking ability among The eight graders of Junior High School 1 Punggur. It can be proved by the students average score from pre-test to post-test. The average score in pre-test was 57,25 and in the post-test, a test was 69,26 became 77,25. It can be inferred that using Time Token Arends method can improve speaking ability of the eight graders of Junior High School 1 Punggur.

Keywords : (Time Token Arends Method, Speaking ability, classroom action research)

ABSTRAK

PENGGUNAAN METODE TIME TOKEN ARENDS DALAM MENINGKATKAN KEMAMPUAN BERBICARA PADA SISWA KELAS DELAPAN SMP NEGERI 1 PUNGGUR

Oleh :
TRISMADHARI

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Metode Time Token Arends dapat meningkatkan kemampuan berbicara siswa dalam pembelajaran Bahasa Inggris.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK). Penelitian ini dilakukan dalam dua siklus, dan setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Objek penelitian ini adalah kemampuan menulis teks deskriptif. Dalam mengumpulkan data, peneliti menggunakan tes, observasi, dan dokumentasi. Penelitian ini dilakukan dengan salah satu guru bahasa inggris SMP N 1 Punggur.

Hasil penelitian menunjukan bahwa Metode Time Token Arends memberikan peran positif dalam meningkatkan kemampuan berbicara diantara delapan siswa SMP Negeri 1 Punggur. Hal ini dapat dibuktikan dengan nilai rata-rata siswa dari pre-test hingga post-test. Skor rata-rata dalam pre-test adalah 57,25, dan dalam post-test adalah 69,66 menjadi 77,25. Ini dapat disimpulkan bahwa menggunakan Metode Time Token Arends dapat meningkatkan kemampuan berbicara siswa.

Kata kunci : (Metode time token arends, kemampuan berbicara, penelitian tindakan kelas)

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

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State that this undergraduate thesis is originality the result other writer's research, in exception of certain part which are excepted from the bibliographies mentioned.

Punggur, 01 Juli 2021

The Writer

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam datar pustaka.

Punggur, 01 Juli 2021

Penulis

TRISMADHARI
NPM. 1601070128

MOTTO

Surah Al-kahfi

مَا شَآءَ ٱللَّهُ لَا قُوَّةَ إِلَّا بِٱللَّهِۚ

“What Allāh willed [has occurred]; there is no power except in Allāh?”. (Q.S. Al-Kahfi : Ayat 3

“believe in yourself, you are braver than you think, more talented than you know, and capable of more than you imagine,”

(Roy T. Bennett)

ACKNOWLEDGEMENTS

In the name of Allah, the most gracious, the most merciful praise it to Allah, the lord of the worlds whom his mercy and blessings, none of these would be possible. The researcher is very grateful for the chances he has given her to accomplish an undergraduate thesis

This undergraduate thesis is presented as a partial fulfillment the requirement of the degree of Sarjana Pendidikan (S.Pd) in English Education Department entitled: "The Using Time Token Arends to Improve Students Speaking Ability at Eight Graders of Junior High School Negeri 1 Punggur".

The researcher cannot stand alone, there were many persons who contributed their meaningful hands in accomplishing her undergraduate thesis that researcher could not mention one by one, her big thanks to:

1. Dr. Hj. Siti Nurjanah, M.Ag. PIA, as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Head of Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
4. Dr. Kuryani, M.Pd. as the first advisor who given the researcher, advice and suggestion for this undergraduate thesis.
5. Trisnadinillah Harya, M.Pd as the second advisor thanks you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
6. All lecturers of the English Education Department of IAIN Metro Lampung who have given their thought and shared their experience to the researcher.
7. Headmaster, Teacher, Staff of the SMP N 1 Punggur who gives permission to the researcher conduct the research in this school.
8. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

Finally the researcher welcomes any suggestion and critic for the improvement this undergraduated thesis and hopefully this paper can contribute something to the betterment of English teaching and learning in general and useful for her and all the readers. It is Allah who bestows success and guides to the Right Path.

Punggur, 01 Juli 2021

Writer

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CHAPTER I

INTRODUCTION

A. Background of The Study

English is used to communicate with other people from different country and to read some literatures from the other country. There are four components of English skill, namely reading, listening, writing, and speaking. Speaking is the most important skills to be mastered. It success it measure in terms of the ability to carry out conversation in an interactive process of constructing meaning that involves producing, receiving, and processing information.

Mastering speaking skill is very significant because people can carry out conversation with others. In the speaking classroom the learner should work as much as possible on their own, talk to another directly and think medium of the teacher. Based on the explanation above, English instructors must have hard responsibility as they are demanded to have teaching strategies in order to solve the problems faced by the students in learning English.

Time Token Arends method was introduced by Arends. Time Token Arends method is a cooperative learning model used to develop the skills of participation of learners. It is used to promote students' social skill to avoid the active students dominate the class while the passive students quiet. It means that, by using Time Token Arends, there will be

time of talking which have been set and the chance for each student to speak.

Considering to the important of time token arends for the students to master, it is very important for the teacher to apply the best way to make the students using time token arends in their daily life. Activity is one way that is used by the teacher in teaching learning process. There are many activities that could be used to teach or to improve students speaking ability. One of them is by using time token arends. Time token arends is a sample of how the language is used as the activity to over learns the speak English.

A pra survey has been done on March 05, 2020 at Junior High School N 1 Punggur there are many in students speaking problems. First, it related to the condition of the students who are difficult to express their ideas for speaking English. Second, the students are afraid to make a mistake in speaking English. Third, the students have a feeling of lack of confidence in speaking English. Ideal English classroom should be enjoyable and learning methods of technique should be fun, so students fell enjoy during teaching learning process. In school curriculum, English becomes on of subject in national examination. Thus, students must study hard about speaking is an important element in English learning.

Another students speaking problem there is the students score is low, it can be seen in the following table.

Table 1
The Pra Survey Data of Students Speaking Score
at SMP Negeri 1 Punggur

No	Score	Categories	Frequency	Percentage
1	>75	Complete	4	20%
2	<75	Incomplete	16	80%
Total			20 persons	100%

Source: The English teachers who teaches in SMP N 1 Punggur.

Based on the data and table above, we can be seen that there are 16 students have incomplete categories (<75%) with percentages 20% and 4 students have complete categories (>75%) with percentages 80%. So, based on data of pra survey at the eight graders of SMP N 1 Punggur, the writer found that the students still face many problems in speaking like difficult to express their ideas for speaking English, afraid of being wrong to speak English, and have a feeling of lack of confidence in speaking English.

The writer assumes that by using time token arends, it would be easier for the students to understand the material. It is an alternative activity in teaching English. So that the students would not get bored in learning process and hopeful, they could speak better. Therefore, the writer want to conduct a research entitled: "**The Use Time Token Arends to Improve Students Speaking Ability at Eight Grades of Junior High School Negeri 1 Punggur."**

B. Problem Identification

Based on the background above, some problems are identified as follows:

1. The students afraid to make a mistake in speaking English.
2. The students have a feeling of lack of confidence in speaking English.
3. The students have difficult to express their ideas for speaking English.
4. The students have low skill in English, especially in speaking ability.

C. Problem Limitation

After identifying the problem, the writer limited the students have difficult to express their ideas for speaking English. The effort in limited this problem is complement by the application of a teaching method called the time token arends method. Therefore, the title of this study is "The Use Time Token Arends to Improve Students Speaking Ability at Eight Grades of Junior High School Negeri 1 Punggur."

D. Problem Formulation

Based on the problem above, the writer formulates the problem as follow: "can the Time token arends improve students speaking ability at Eight Graders of SMP N 1 Punggur.

E. Objective of The Study

Based on the problem formulation above, the aims of this research is to find out whether the Time token arends can improve the students speaking ability at eight graders of SMP Negeri 1 Punggur.

F. Benefits of The study

This research is expected to be useful students, teachers, and the other writer. The benefits of this research include:

a. For the students

This research as contribution significantly to improving students' speaking ability. In addition, by using time token arends method the students to be more confident and enjoy in learning process of speaking

b. For the teacher

This research as an inspiration for teachers in choosing and applying the right method in teaching of speaking. With the use time token arends method the teacher will find it easier to condition students to be more focused in the learning process. In addition, in the application of the time token arend method can help teachers to reduce saturation in the learning process of speaking.

c. For the Other writer

This research can be an inspiration for other writer in the same research but different context.

G. Prior Research

There are three prior research that the researcher took related to this study. The first is Septi Wulandari under the title "The Effectiveness of Using Time Token Arends to Improve Students Speaking Ability at The Tenth Grade of SMK YPE Sawunggalih Kutoarjo". Researcher conducted

in June 2016. Based on the result of the study, it can be concluded that the researh focuses on the identifying the effectiveness of using time token arends to improve students speaking ability at the tenth grade of SMK YPE Sawunggalih Kutoarjo. This study aims to investigate the strategies of Time Token Arends (as adapted from Arend, 1998) and the advantages of using the Time Token Arends . This study employed a quantitative research with an experimental method.[1]

The second is Zahrina Ulfa with the title "Improving Students' Skills Through Cooperative Learning With Time Token Arends Type at The First Grade of Mas Amaliyah Sunggal". Researchers conducted on June, 29, 2018. Based on the the result of the study, researchers can conclude that this research aimed to improve the students' speaking skills in English lesson by using cooperative leaning with time token arends type. This research was conducted by using Classroom Action Research (CAR).[2]

The third prior research was carried out by Asmiati A. with the title "Using Time Tokend Arends to Improve Speaking Ability to the Second Year Students of SMA Negeri 1 Lilirilau Soppeng". Researcher conducted on February, 1, 2010. Based on the result of the study, it can be concluded that the researh focuses on the using time tokend arends to improve

[1] Wulandari. Septi, *The Effectiveness of Using Tme Token Arends to Improve Students Speaking ability at Tenth Grade SMK YPE Sawung Galih*, (Kutoarjo: Purworejo Muhammadiyah University, Thesis, 2016)

[2] Ulfa. Zahrina, *Improving Students Speaking Skill Through Cooperative Learning With Time Token Arends Type At The First grades of Mas Amaliyah Sunggal*, (Sumatera, The State Islamic University, Skripsi, 2018)

speaking ability of SMA Negeri 1 Lilirilau Soppeng. Based on the result of this study The researcher used purposive sampling technique.[3]

Based on the research above, there are similarities and differences between the previous research and this research. The similarity between the previous research and this research is equally analyzing about time token arends and speaking. Furthermore, the differences between the previous research and this research is the research sample. In the first previous research, the sample research is the 34 students at the tenth grade of SMK YPE Sawunggalih Kutoarjo. In the second prior research, the sample of research is the 40 students at the first grade of MAS Amaliyah Sunggal. In the third previous research, the sample of research is the 30 students at the second year of SMA N 1 Liliriau Sopeng.

[3] A. Asmiati, *Using Time Token Arends To Improve Speaking Ability to the Second Year Students of SMA Negeri 1 LiLiriau*, (Sopeng, Alaudin State Islamic University, Thesis, 2010)

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Ability

1. The Definition of Speaking Ability

Speaking is productive skill in oral world.[4] According David Numan, mastering part of speaking means the single most important dimesion of studying a second language and success in term of the competence to carry out a conversation in the language.[5]

According to Scott, speaking is so much part of daily life that is taken for granted: an average person produces tens of thousands of words a day.[6] Meanwhile, Douglas said that speaking is productive skill that can be directly and empirically observed by the accuracy and effectiveness an oral production tests.[7]

On the oder hand, Bron an Yule stated that speaking is depending on the complexity of the information to be

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[4] Marriam Bashir,et. Al "*factor effecting students*" *English Speaking SkillBritishJornal of art and sciences* ISSBN: 2046-9578, volume 2, No 1. (2011): 5

[5] David Nunan, *Language Teaching Methodology A taxt for teachers*, (Sydney Prentice Hall, 1991), P.39

[6] Scott Thornbury, *How To Teach Speaking*, (San Fransisco State University, tt), p.1

[7] H. Douglas Brown, *language assesement: Principle and Classroom Practices*, (California: Longman, 2003), p. 140

communicated; however the speaker sometimes finds it difficult to clarify what they want to say.[8]

According to Harris, states the ability to speech a foreign language is the most pressed skill, because someone who can speech a language will also be able to understand it.[9] Ability for basically mean that you have the potensial to do something.

In addition, Webster defined that ability as quality or state of being able, especially: physical, mental, or legal power to perform, competence in doing, natural aptitude or acquired proficiency.[10]

Based on the statement above, it can be concluded that speaking ability is the ability to useful activity in which one person need to use and to communicate each other. Speaking ability itself can be stated as the ability to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

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[8] Dedi Efrizal, *improving students' Speaking through Communicative Language Teaching*

[9] Harris, *Testing English as a Second Language*, (New York: McGraw-Hill Companies Inc)

[10] Webster, *Encyclopedia Dictionary Cambridge dictionary of the English Language*, (New York: Portland)

a. Elements of Speaking

Base on Harmer, the ability to speak fluently requires not only a knowledge of language features, but also the ability to process information and language.[11]

1) Language Features necessary

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

a) Connected Speech

In connected speech speakers of english need to be able not only to prudece the individual phonems of English but also to use fluent connected speech. In connected speech are modified (assimiliation), omitted (elisien), added or weakned.

b) Expressive Devices

Native speakers of English vhange the pitch and stress particular and von-verbal (Paralinguistic). It means that someone who speaks suitable with they are feeling (especially in face to face interaction).

c) Lexical and grammar

Automatically speech is marked by the use of a number common lexical phrases, especially in the performance of certain language function.

[11] Jeremy Harmer, *The Practice of English Langage Teaching*, (Britannia: Pearson Longman, 2007), p.269

d) Negotiation language

Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

2) Mental / Social Processing

If part of a speaker's productive ability involves the knowledge of language skill such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates.

a) Language Processing

In language processing, effective speakers need to able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comperhensible, but also convey the meanings that are intended. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

b) Interacting with other

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feelings, and a

knowledge of how linguistically to take turns or allow other to do so.

c) Information processing

Quite a part form our response to other' fellings, we need also to be able to process the information they take us the moment we get it. The longer it takes for 'the penny to drop' the less effective we are as instant communicators. However, it should be remember that this instant reponse is very culture-specific, and is not prized by speaker in many other language communities.

In line with these elements, the writer conclude that speaker who want to say anything has to consider two things; first, the language such as; how to modify the sound and how to use of appropriate expression. Second, people also know how to arrange words into the right order. Therefore, the intended message are sent.

In this case, people not only hope to be understood by someone else, but also they have to understand of what participants are feeling. Here, people are persued to know when they have to take turn on the conversation and to allow the others to do so.

b. Fuctions of Speaking

According Brown and Yule's in Jack C. Richards, there are three part version fuction of speaking, such as:

1) Talk as Interaction

According, Born and Ylue in Jack C. Richards, in this situation, people used either casual or more formal language on the circumstance and their nature has been well describe. For example:

When people meet with other people, there are conversation or interaction with other.

2) Talk as Transaction

In this type, situation focus on what is said or done. The situation to give information or message to making people understood and how they respect or interact social with other people.

3) Talk as Performance

There are three type of talk or speaking as performance, such as:

a) Public Talk

Public Talk is the process or art of performing a presentation focused around and individual directly speaking to alive audience in a

structure, deliberated manner in order to inform, or influence them.

b) Public Announcement

Public announcement is the process of performing to giving information about something in round of audience.

c) Speeches

Speech is the vocalized form human communication. According, Fransella in Christopher Turk, if we to improve speaking in speech, we must first become more awere of our selves, our motivations, behaviour patterns and likely mistake.[12] Second, we must be awere of the audience's psychology, and their reactions to the speaker faults and omissions.

c. Speaking Situation

There are three kinds of speaking situations in which we find ourselves.[13]

1) Interactive

Usually interactive speaking situation can do such as: face-to-face conversation or telephone call. So that,

[12] Christoper Turk, *Effective Speaking Communication in Speech*, (British:Spoon press, 2003), p 5

[13] Marriam Bashir et. Al, "*Factor Effecting*", p 38

we are can alternately listening and speaking moment with conversation patner.

2) Partially Interactive

In this situation, we can speak use few interaction with conversation patner, such as when we giving a speech to audience. When we speech in front of audience. We can know if the audience understood or not from the expression on their face, or their body language.

3) Non-Interactive

In non-interactive situation, do not interaction between speaker and audience, for example: speaker speech or radio broadcast.

d. Purpose of Speaking

There are some purpose of speaking, such as:

1) Informative

Its goal is that the listeners understand something that the same way that the speaker understand the subject.

2) Invitational

The invitation element is hence an invitation to listeners in agreement or evaluation of some sort.

3) Dispotional

Dispotional speaking is more persuasive in intent than invitational in that it seek to agreement on an attitude, value or belief.

4) Actuation

Actuation seeks to get people to act, to perform in some way.

e. Speaking Difficulty

Since English is a foreign language in our country, most students especilly junior high school students are not familiar with it. Kavin Hetrakul also said that they use english more frequent outside the class. This case brings a problem that make junior high school students have difficulties to communicate in English.

There are many problems when someone would speak in english as foreign language among others are:

1) The environtment does not support the students to speak English frequently.
2) They were unconfident and nervous when the teachers were asking them.
3) Most students are very easy to get confused with English Grammar.

4) The students have difficulties in producing the righ sentences because the students grammar mastery is weak.

5) Often feel not sure with that she/he speaks.[14]

2. The Concept of Speaking Ability

a. The Definition of Speaking Ability

Speaking is one of the four skills that play a significant role in mastering English. The people learning speaking deal not only with their cognitive basis to learn the forms of language but also deal with some internal psychological materials that effect people in learning process.

In addition, related to speaking ability, Tarigan states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a messsage. Lado says that points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.[15]

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[14] Kavin Hetrakul, "*The Second Language*", http/eserver.org, On january, 28 2016

[15] Sri Endang Kusmaryati, *A journal: Improving English Speaking Ability Through Classroom Discussion For Students' of MA NU Banat Kudus In the Academic Year 2008/2009*. (Jawa Tengah: Fakultas FKIP Universitas Muria Kudus, 2009, p.4.

Communicating in English is indicated to be able to speak English fluently. It is reasonable because people know someone's ability in English based on his/her performance. Their oral performance in English indicates wheter they have good ability in English or not. Moreover, Nunan as cited by Nanda Don Narius states that the ability to function in another language is generally characterized in terms of being able to speak that language. In other words, speaking ability is an instrument to measure whether someone has or does not have English proficiency as the foreign language.[16]

From many definitions explained above, speaking ability is defined as the novice level student's ability to express themselves orally, coherently, fluently, and appropriately in a given meaninngful context both in transactionaland interactional purposed using correct pronunciation, grammar and vocabulary.

b. Kinds of Speaking Abilities

With the obvious connection between listening and speaking, six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom.

[16] Nanda and Don Narius, *"Improving The Student's Speaking Ability Through Western Song at Junior High School"*, (Universitas Negeri Padang: Jornal of English Language Teaching), Vol. 1 No. 1/September 2012, Series B, p.12.

1) Imitative

Imitative is a very limited portion of classroom speaking time may legitimately be spent generating human ‘tape recorder’ speech, where, for example , learners practice an intonation contour or try to pinpoint a certain vowel sound.

2) Intensive

Intensive is intensive speaking goes one step beyond imitative to included any speaking ability that is designed to practice some phonological or grammatical aspect of language.

3) Responsive

Responsive is a good deal of student speech in the classroom is responsive short reppies to teacher or student-initiated question or comment.

4) Transactional (dialogue)

Transactional (dialogue) is transactional language, carried out for the purpose of conveying or exchanging specific information.

5) Interpersonal (dialogue)

Interpersonal (dialogue) is the other form ofconversation mentioned in the previous chapter was interpersonal dialogue.

6) Extensive (monogue)[17]

Extensive (monogue)is students at intermediate to advanced levels are called on to give extended monologues innthe form of oral reports, summaries.

c. Testing of Speaking

To test speaking skill, there are abilities belongs to speaking skill. According to Weir, he classified into five analytic speaking criteria as follows:

Table 2
Analytic Speaking Criteria[18]

Aspect	category	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate word/expressions.
	3 (good)	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although she/he may need an occasional promt.
	2 (adequate)	Speech is slow and hesitant, mantains speech in a passive manner and needs regular prompts.
	1 (fair)	The students speak so little that no 'fluent' speech can be said to occur.
Pronounciation	4 (excellent)	Occasional errors of pronounciation a few inconsistencies of rhytm,

[17] H. Douglass Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition*. (San Fransisco: State University, 2001), p.270-273.

[18] Weir, *language testing and validation,* (United States: Palgrave Macmillan, 2005), p. 195-196.

		intonation, and pronounciation but comprehension is not impeded.
	3 (good)	Rhytm intonation and pronounciation require more careful listening.
	2 (adequate)	Comprehension suffers due to frequent errors in rhytm, intonation, and pronounciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few inappropricy.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacies.
	2 (adequate)	Limited use of vocabulary with frequent inappropriacies.
	1 (fair)	Inappropriate and inadeqaute vocabulary.
Grammatical Accuracy	4 (excellent)	Very few grammantical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentence.
Interactional Strategies	4 (excellent)	Interacts efectively and readily participaties and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.

	2 (adequate)	Interaction in effective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

d. **The Diffulties of Speaking Ability**

According to Brown, suggests some causes that make speaking difficult as follows:

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Form

Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who don’t learn colloquial contractions can sometimes develope a stilted, bookish quality of speaking that in turn stigmatizes them.

4) Ability Variables

One of the advantages of spoken language is that the process of thingking as you speak allows you to

manifest a certain number of performance hesitation, pauses, backtracking, and correlations. Learners can actually be taught how to pause and hesitate. For example, in english our ‘thingking time’ is not silent; we insert certain “fillters” such as ub, um, well, you, you know, I mean, like, etc. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure your students are reasonabl well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your task in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency is one of the teacher tasks in teaching spoken English.

7) Stress, Rhytm, and Intonation

This is the most important characteristic of English pronunciation, as would be explained below.

8) Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.[19]

B. The Concept of Time Token Arends

1. The Definition of Time Token Arends

a. The Definition of Time Token Arends

Time token is one of the learning methods developed by Arends in 1998 which emphasize on communication and cooperation between students in sharing or solving information and to solve the problem of dominant students or silent students in conversation by using a card. Students are given with cards by the teacher and each card has time and students‟ job on it. In this case, students are asked to present their work in front of the class by using that card. Students are not allowed to expand their time of presentation since it has been given précised time on the card.

According to Arends time token is a method that can be applied in situation if there are some people dominate the

[19] Brown H.D. *Teaching by Principles: An Interactive Approach to Language Pendagogy*. (San Fransisco: Addison Wesley Longman, Inc. 2001), p.270-271.

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. This method used to exercise and develop students‟ skill so the students are not dominating or even just silent in conversation.[20] It means that time token arends can give the students the same opportunity to speak in the classroom.

b. Advantages and Disadvantages of using Time Token Arends

Huda said that there are some advantages and disadvantages of using time token arends, as following:

1) Advantages of using Time Token Arends

a) Give motivated for students increased participated in their speaking.

b) Avoid dominated active students speaking in the class and other student silence in the class.

c) Help the students‟ active in the learning.

d) Increased students‟ ability in speaking in the class.

e) Practice the students to speak their opinion.

f) To teach students for appreciate about different opinion in the class.

g) Not need many media in this learning.

[20] Arends, Richard, *Learning to Teach* (United States: McGraw Hill)

2) Disadvantages of using Time Token Arends

a) Just can use in the certainly subject studies.

b) Need many time to this method.

c) Cannot apply in the large class.

c. Procedure Using Time Token Arends

Time token arends has many steps to be done for making this method easier. According to Huda, there are some procedure of time token arends, they are:

a) Pre-Teaching Activity

At the beginning of the lesson, the teacher explains about time token method and distributes the coupons of time to every student. The teacher explains that one of the coupons has value as more less 30 seconds. So that every student has 60 seconds of time to speak. After the teacher has finished explaining about the method, she/ he can starts pre-teaching activity, the teacher does brainstorming activity that can activate the students‟ background knowledge.

b) Whilst Teaching

1) Exploration activity: in exploration activity, the teacher builds the students knowledge by gives them the examples of descriptive text. The teacher asks the students to describe about person.

2) Elaboration activity: in elaboration activity, the teacher gives 2 coupons of talk to each student. The students delivered descriptive text about person with time token arends method. If the students have participated in speaking activity, the students have to give the coupons back to the teacher.

c) Confirmation activity

in confirmation activity, the teacher gives the comment to the students after they finished their work. The other students can give comment to their friends performance and gives their coupon back to the teacher.

d) Post- Teaching Activity

in post- teaching activity, the teacher gives feedback to the students toward the process and learning achievement, it can be giving reward to the students that have spent the coupons. Then the teacher concludes or summarizes the lesson together with the students. From this activity we can find the purpose of time token method in teaching speaking.[21]

Based on the explanation above, it can be conclude that procedure of time token arends conducted in four

[21] Aziz, Auliatisny and Ratmanid, *Using a Time Token Strategy to Increase Students' Participation in Speaking for Junior High School* ISSN: 2302-3198, Volume. 2, No. 2, Serie A.

phases. Starting from pre-teaching activity, whilst teaching, confirmation activity, and post-teaching activity.

C. Action Hypothesis

Based on the frame theory, the researcher formulates the action hypothesis as follows:

By The Use Time Token Arends can be Improved Students Speaking Ability at Eight Grades of Junior High School Negeri 1 Punggur."

CHAPTER III

RESEARCH METHOD

A. The Variabel & Operational Definition of Variables

The object in this research include 2 variables, they are independent variable and dependent variable. Independent is the variable which selected, manipulated, and measure by the writer. Two variables can be explained as follow:

1. Independent Variable (X)

   Independent variable is the variable which selected, manipulated, and measured by the writer. Independent variable of this research is the use of Time Token Arend as a method which can be defined as tool to help student's speaking ability and their learning activity. This variable will be measured by observation. To observe this variable the writer will use observation sheet. The indicators of this variable are:

   a) The Indicators of Time Token Arends

      1) The students are able to take advantage of time token arends to be more active in the learning process.

      2) The students are motivated to achieve their initiative and participation.

      3) The students do not dominate talk or silent absolutely.

2. Dependent Variable (Y)

The dependent variable of this research is the variable which is observe to determine the effect of the independent variable. The dependent variable of this research is student's speaking ability. To measure speaking ability of students, the writer will conduct the speaking test in the form of oral test. The students are show their ideas for speak english to answer the test. The indicators of speaking ability in this variable are:

1) The students are able to achieve students' ability in communication.
2) The students are able to express their opinions orally.

B. Setting and Subject of Study

1. Setting of the study

The writer was conducted at the eight grade of Junior High School 1 Punggur which located on Jalan Pendidikan No. 2 Tanggulangin, Punggur, Kabupaten Lampung Tengah.

2. Subject of the Study

The subject of this research was the eight grade students of Junior High School 1 Punggur in the academic year 2020/2021. There are eight class and classroom action research is choosing class VIII (6) which consists of 31 students. The writer chooses this class,

because it has lowest English ability, especially speaking ability. They also have low interest in English learning.

C. Object of the Study

The object of the study is the use time token arends to improve students speaking ability at eight grades of junior high school negeri 1 punggur in the academic year of 2020/2021.

D. Procedure of the Classroom Action Research

The research method used in this study is classroom action research (CAR). According to Singh, action research is a research method which is aimed for improving and modifying the working system of a classroom in the school or institution.[22] Meanwhile, cresswell assumed that action research provides the opportunity for educators or teachers to reflect their own practices.[23] From quotation above, it can be inferred that action research emphasizes on the reflection and improvement teaching and learning process in the classroom.

In other word, Ary, et.al, state that action research is practical tools to solve the problem experienced by people in their professional lives.[24] Jean also assumed that action research is a name given to a particular way

[22] Yogest Kumar Singh, *Fundamental of research metodhlgy and statistic*, (New delhi: New age International Pulisher, 2006), p. 261

[23] John Creswell, Educational Research: Planning, constructing, and evaluating Qualitative and Quantitative Research, (Boston: Pearson Education, 2012), p.577

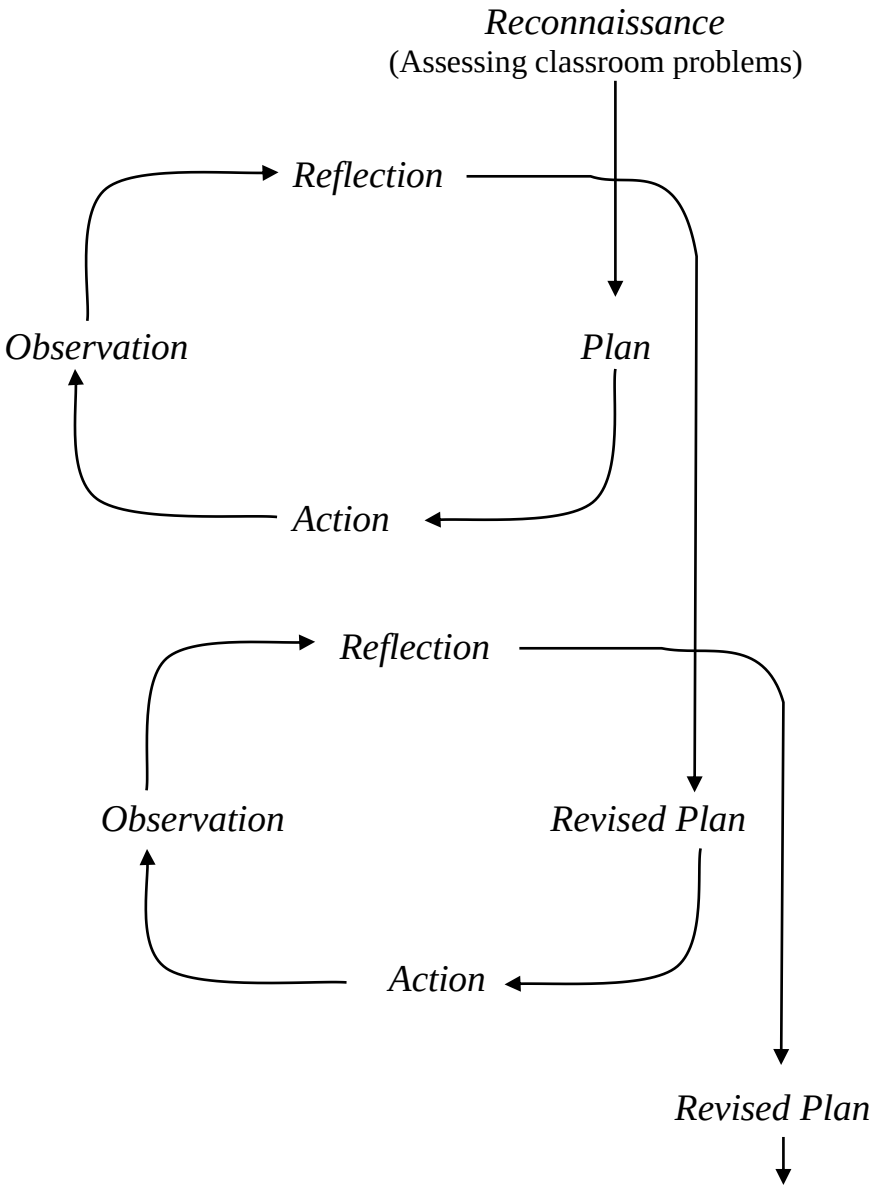
[24] Donald Ary, et.al, *Introductin to Researc in Education*, (belmont: Cengage Learning, 2010), p. 516

of researching your own learning.[25] It mean that action research is a practical way of looking for at your practice in order to check whether it is as your feel it should be.

From some definitions above can be infered that classroom action research is a systematic process of identify problem in learning and teaching process to solve the problem by develop the strategy and use the appropriate way in learning and teaching process in the class. Basically action research consists of four aspects as follows:

[25] Jean McNiff and Jach Whitehead, *Action Research: Principles and practices*, second edition, (London and New York: Routledge Falmer;2002), p. 15

Figure 1
The Action Research Spiral



Kemmis, S., McTaggert, R. (1988)

The figure describes the sequence of the research that is planning, acting, observing, and reflecting that implemented in each cycle. The assumption is the determined target in the first cycle cannot be achieved, so it will probbly be continue.

There are two cycle in figure. in the first figure describes the steps of the research that is preparation of the study as followed by planning, acting, observing, and reflecting that is implemented in each cycle. If the first cycle cannot be achieved, so it will be continued in the next cycle that has same phase with the first cycle.

The writer use collaborative action research so that it needs to collaborator another participant which is English teacher to help the writer in the research. There are some models in action classroom research, but the writer will use Kemmis and MC Taggart as research design. Meanwhile, according to Kemmis and MC Taggart as cited by Anne Burns state the action research occurs through a dynamic and complementary process which consists of four essential moments: planning, action, observation, and reflection.[26]

In this classroom action research will be conducted in two cycle they are following:

[26] Anne Burns, *Collaborative Action Research for English language teacer*. (Cambrige: Cambrige Unversity Press, 1999), p.32

1. Cycle 1

In this research, the writer will teach a Descriptive Text in teaching and learning process by using Time Token Arends Method. In this cycle, the writer will be conducted four steps such as; planning, acting, observing, and reflecting. Here the explanation of them.

a. Planning

In this steps, the witer planned in things will teach to the students. Planning is the first steps in each activity. Planning is one of to achieve criteria of success in passing grade. Planning has to be the orientation in learning process. The planning will be reference in doing action. Here is step the writer can make in planning:

1) The writer prepared the lesson plan about the material to include in teaching procedure.
2) The writer prepared learning resource for students.
3) The writer determined the technique that will be applied in acting. In this case, the writer use time token arends method to improve speaking ability.
4) The writer prepared observation format and also evaluation format to evaluate the students activity after teaching and learning process.

5) The writer and the collaborator designed the criteria of success.

b. Acting

In the second phases, the writer and the collabrate to implement the action that has been arranged in planning phase. In this phase the writer will decide to take action as a teacher who implements the determined time token arends method in teaching and learning process. Meanwhile, the collaborator will be the observe the activity of teaching and learning process in the classroom. Those activities as follows:

1. Pre Teaching Activities

a) The teacher and students prayed together.

b) The teacher asked the student's condition.

c) The teacher checked the student's attendance list.

d) The teacher explained the purpose of study about the material.

2. While Teaching Process

a) The teacher was give explanation about the material.

b) The teacher explained about the method to the students that the method is a way to help them in learning process.

c) The teacher checked whether students bring dictionary or not. This lesson is English, so the students can use a dictionary.

d) The teacher divided the students into small group.

e) The teacher was give the topic of the material to the students.

f) Some students sometimes finded difficulties to create new words and they can open their dictionary.

g) The teacher asked about information question to the students based on the topics they have chosen.

h) The teacher was give limit time for the students to make it.

i) The teacher observed the students activity and she was give suggestion if the students get difficulties.

3. Post Teaching

a) The teacher was give conclusion of the material.

b) The teacher was give homework for the students.

c) The teacher closed the meeting.

c. Observing

Observing is the activity of speak and action. In this research, the observing was do in learning process related to the list. The observing in teaching learning process is recorded by used note. The writer was asked the English teacher become

observed. The collaborator observes the students activities, in this researcher the writer acted as a teacher who implemented the time token arends method in treatment. This is to know how far the students speaking ability by using time token arends method. In this step, the writer observes the process of teaching learning by using observation sheet.

d. Reflecting

The reflecting is the fourth step. Reflection is an activity to analyze and make conclusions based on test result and observations. The writer know the strength and weakness of action by reflecting. Reflection is used to analyze the result of observation and test that are the basis for the next cycle of improvement.

2. Cycle II

In this research, the writer will teach a Descriptive Text in teaching and learning process by using Time Token Arends method. In this cycle, the writer will be conducted four steps such as; planning, acting, observing, and reflecting. Here the explanation of them.

a. Re-planning

In this steps, the witer planned in things will teach to the students. Planning is the first steps in each activity. Planning is one of to achieve criteria of success in passing grade. Planning

has to be the orientation in learning process. The planning will be reference in doing action. Here is step the writer can make in planning:

1) The writer prepared the lesson plan about the material to include in teaching procedure.
2) The writer prepared learning resource for students.
3) The writer determined the technique that will be applied in acting. In this case, the writer use time token arends method to improve speaking ability.
4) The writer prepared observation format and also evaluation format to evaluate the students activity after teaching and learning process.
5) The writer and the collaborator designed the criteria of success.

b. Acting

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1. **Pre Teaching Activities**

   a) The teacher and students prayed together.

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   a) The teacher was give explanation about the material.

   b) The teacher explained about the method to the students that the method is a way to help them in learning process.

   c) The teacher checked whether students bring dictionary or not. This lesson is English, so the students can use a dictionary.

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   e) The teacher was give the topic of the material to the students.

   f) Some students sometimes finded difficulties to create new words and they can open their dictionary.

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h) The teacher was give limit time for the students to make it.

i) The teacher observed the students activity and she was give suggestion if the students get difficulties.

3. Post Teaching

a) The teacher was give conclusion of the material.

b) The teacher was give homework for the students.

c) The teacher closed the meeting.

c. Observing

The collaborator wild observe and collect the data when the learning process would be going. In this step the writer observed the proces of teaching learning by using format observation, and the outline of observation in this step such as, student ability in time token arends method. The important things in teaching learning process were noted by observer.

d. Reflecting

The writer and the collaborator correct and analyze the result of the action. By reflecting, the writer would know the strength and weakness of the action. The improvement can be seen if the average score of the post-test is higher than pre-test. This time token arends method to improve the students activities.

E. Data Collecting Technique

In collecting data the writer will use the following steps:

1. Test

Test is a set of question and exercises used to measure the achievement or capacity of the individual or group.[27] In this research, the writer will use a test this is post-test. It is use to measure the students speaking skill.

2. Observation

According to Seltiz in Edi, observation can be defined as election, modification, registration, and coding behaviour circumstance which is connected with organism based on the empiric purpose.[28]

In action research, data is gathered for different purpose at different grade level steps in the process. Organize the data in a way that makes it useful to identify trends and themes. Data can be arranged by gender classroom, school, and etc.

Observation is a systematic method of a data collection that relies on a researcher's ability to gather data through his or her senses. By the observation method the writer can be obtain more accurate data. The purpose the observaton is explain the situation

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[27] Addition Wesley Longman, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: A Person Education Copany, 2001), p. 384

[28] Edi Kusnadi, *metodology penelitian*. 2000, p.98

being investigated: activities, people, or individuals are involved in an activity and the relationship among them.

3. Documentation

Documentation are areadily accessible source of data in action reseach as many alread exist in the instutional system. There is a wide range of documents that could be pertinent to research focus, including student record and profiels, lesson plan, classroom material, and previous text or examination. Documentation as the method which is to information from the written source or document (for example: books, magazines, notes, and other) of information.[29] It means that overall the documents are important to collect data in which is needed by the writer.

The writer used the documentation too get the data about the school's story, sum of the teacher, eployers, facilities and students of Junior High School 1 Punggur.

4. Field Note

Field note is observation used in CAR to provide a record of what is going on during an observation which includes decriptions of places, people, objects, acts, activities, events, purposes, time and feelings. In this research, the writer will use field note record the students activity during the learning process. In this research, the writer will conduct the field note in order to get the complete

[29] Geoffrey e. Mills, *Action research: A Guide for the Teacher Researcher. Second Edicion,* (New Jersey: Merril Prentice Hall, 2003), p. 26.

data from the eight graders of Junior High School 1 Punggur about the students activities, events in each learning steps, learning purposes, learning time, and feelings of the students in the learning process.

F. Data Analysis Technique

Data analysis will be conducted by taking the average score of post-test. To know students achievement after the actions, the researcher will conduct and give test at the early and the last cycle.

The formula of taking average.[30]

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

X = Mean or average score

N = Number of the students

∑x = Total of Score

Find out the result or improvement of the writer will compare gained score between pre-test and post-test by compring with the minimum standard criteria in this school at least 75. If in cycle I the students do not pass the minimum standard criteria, so the writer will conduct cycle II. The minimal cycle in classroom action research is two

[30] Anas Sudijono, *Pengantar Statistik pendidikan*, (Jakarta: PT, Raja Grafindo Persada, 2010), p. 43

cycles, so it will not be continued if in cycle II the 75% students pass the Minimum standard criteria.

The formula to figure out the students who pass the minimum standard criteria in each cycle as follow:[31]

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

P = The class percentage

F = Total percentage score

N= Number of Students

G. Indicator of Success

The indicator of success was determined based on the process and the result of the action reseach. The research is called successful if 70% of the students get a score equal to or more than the minimum standard criteria and 70% of the students active in learning activities.

[31] Anas Sudijono, *Pengantar statistik Pendidikan* ..., p.43.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of SMP N 1 Punggur Central Lampung

The location of SMP Negeri 1 Punggur was originally by the location government Central Lampung Regency is planned to build a factory. However because the wishes of various parties the factory did not build. To participate in educating to nation's life through expanding oportunities for SLTP equivalent graduets to enter junior high school finally in 1983 Central Lampung district government to build educational institution namely SMP Negeri 1 Punggur.

b. Vision and Mission of SMP N 1 Punggur Central Lampung

a) Vision of School

"Having achievements skills, character and national culture are based on faith and piety"

b) Mission of School

1) Improve the quality of learning through development learning tools, learning methods and strategies, learning resources and tools and a assessment system.
2) Increasing the competence and professionalism of teaching staff and education.

3) Prepare the RKS and RKAS in a participatory and democratic manner.
4) Implementing MBS that is independent, transparent, accountable, participative, flexible and sustainable.
5) Develop and implement values character education and national culture.
6) Improve the quality and quantity of school facilities and infrastucture.
7) Promote participation and cooperation with the community especially the school committee.
8) Utilizing the potential of the school and the school environment.

c. The Condition of Teacher and official Employers at SMP N 1 Punggur Central Lampung

Condition of teachers and official employers in SMP N 1 Punggur Central Lampung, the number of teachers and official employers in SMP N 1 Punggur Central Lampung could be indentified as follows:

Table 3

The Condition of Teachers at SMP N 1 Punggur Central Lampung

NO	The Subjects' Teacher	Graduate		Civil Servant	Honor	Total
		S1	S2			
1	Religion (Islam)	3	-	3	-	3
2	Religion (Katolik)	1	-	-	1	1
3	Religion (Hindu)	1	-	-	1	1
4	Civic Education	2	-	2	-	2
5	Indonesia Language	6	-	6	-	6
6	English	5	-	5	-	5
7	History	5	-	5	-	5
8	Mathematics	7	-	7	--	7
9	Physics	3	-	3	-	3
10	Economy/Accountancy	4	-	4	-	4
11	Natural Sciences	7	-	7	-	7
12	Biology	3	-	3	-	3
13	Social Sciences	6	-	6	-	6
14	Sport Education	6	-	6	-	6
15	Art Education	1	-	1	-	1
16	PKWU Mulok	1	-	1	-	1
17	PKWU Mulok	2	-	2	-	2
18	Counseling Guidance	2	-	2	1	2
19	Curriculum	2	-	2	-	2
20	IT	3	-	3	-	3
Total		70	0	68	3	70

Sources : Documentation of Condition teachr at SMP N 1 Punggur Central Lampung in the Academic yer 2020/2021

Table 4

The Official Employers at SMP N 1 Punggur Central Lampung

NO.	Administration	Graduate		Civil Servant	Honor	Total
		S1	SMA			
1	Administrative Analyst	1	-	1	-	1
2	Manager of Office Facilities & Infrastructure	1	-	1	-	1
3	Program and Report Managers	1	-	-	1	1
4	Tresurer	1	-	1	-	1
5	Staffing Manager	1	1	2	-	2
6	General Admnistration Manager	1	1	1	1	1
7	Cleaning Service	-	4	-	4	4
8	Multimedia and Network Manager	-	1	-	1	1
9	Scurity	-	1	-	1	1
Total		6	8	6	8	13

Souce : Documentation of official Employers at SMP N 1 Punggur Central Lampung in the Academic Year 2020/2021.

d. The Quantity of the Students of SMP N 1 Punggur Central Lampung

There are 863 students of SMP N 1 Punggur Central Lampung. Each graders consist of 8 classes. The eight graders consist of eight class with 284 students, the seven consist of eight class with 287 students, and the ten graders consist of the eight class 290 students. The Quantities of the students at SMP N 1 Punggur that could be identified as follows:

Table 5
The Students Quantity of SMA N 1 Punggur Central Lampung

No	Class	Male	Female	Total
1	VII 1	7	27	34
2	VII 2	8	12	20
3	VII 3	7	13	22
4	VII 4	11	23	34
5	VII 5	17	17	34
6	VII 6	13	17	30
7	VII 7	10	18	28
8	VII 8	10	18	28
9	VIII 1	13	16	29
10	VIII 2	7	29	36
11	VIII 3	14	21	35
12	VIII 4	8	24	32
13	VIII 5	6	24	30
14	VIII 6	14	17	31
15	VIII 7	5	29	34
16	VIII 8	6	22	28
17	IX 1	6	27	33
18	IX 2	10	20	30
19	IX 3	7	27	34
20	IX 4	8	26	34
21	IX 5	14	18	32
22	IX 6	9	24	33
23	IX 7	19	13	32
24	IX 8	7	27	34

Sources : *Documentation of students quantity at SMP N 1 Punggur Central Lampung in the Academic year 2020/2021.*

e. The Building of SMP N 1 Punggur Central Lampung

The building of SMP N 1 Punggur Central Lampung could be shown in the table as Follows:

Table 6
The Building of SMP N 1 Punggur Central Lampung

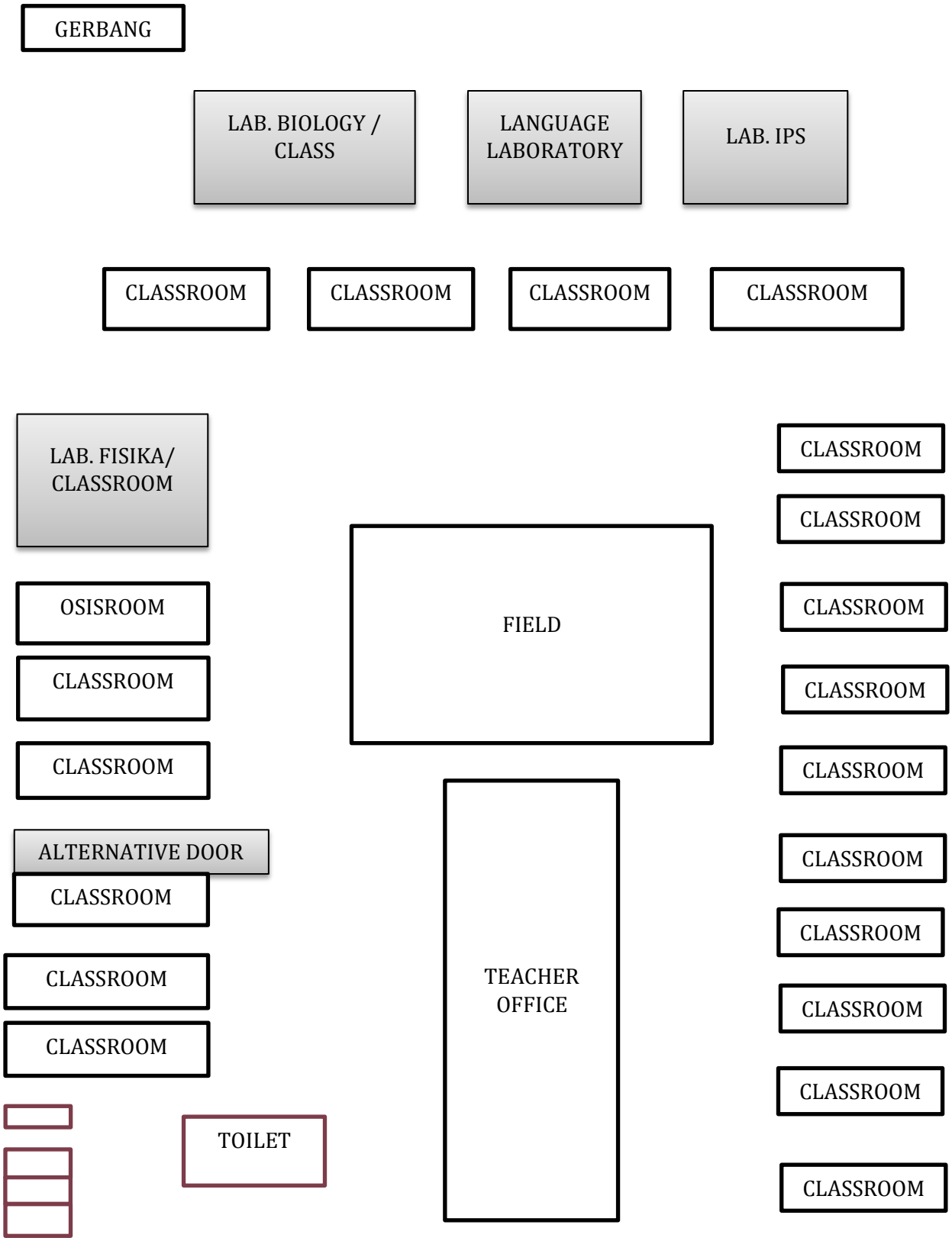
No	Kinds of Room	Total
1	Classroom	27
2	IPA Laboratory	1
3	Computer Laboratory	1
4	Library	1
5	School Health Serves (UKS)	1
6	Audio Visual Room	1
7	Counselors Room	1
8	Head Master Room	1
9	OSIS Room	1
10	Rest Room / Toilet of Teacher	4
11	Rest Room / Toilet of Student	10
12	Store Room	1
13	Mosque	2
14	Security Guards Room	1
15	Canteen	4

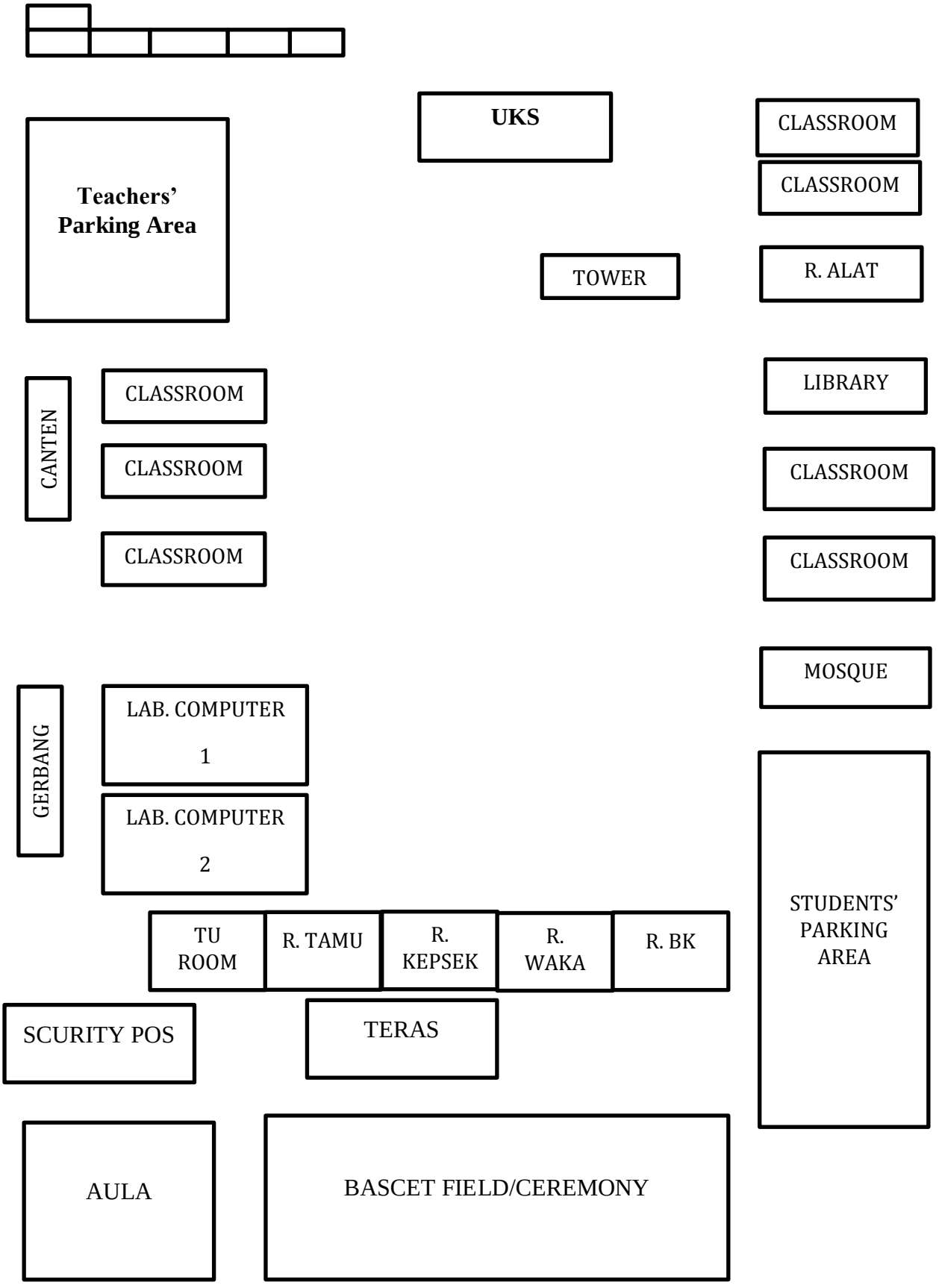
Source : *Documentation of Building at SMP N 1 Punggur Central Lampung in the Academic Year 2020/2021.*

f. The Sketch Location of SMP N 1 Punggur Central Lampung

The Sketch Location of SMP N 1 Punggur Central Lampung was illustrated as follow:

Figure 4


GERBANG
LAB. BIOLOGY / CLASS
LANGUAGE LABORATORY
LAB. IPS
CLASSROOM
CLASSROOM
CLASSROOM
CLASSROOM
LAB. FISIKA/ CLASSROOM
OSISROOM
CLASSROOM
CLASSROOM
ALTERNATIVE DOOR
CLASSROOM
CLASSROOM
CLASSROOM
FIELD
TEACHER OFFICE
TOILET
CLASSROOM
CLASSROOM
CLASSROOM
CLASSROOM
CLASSROOM
CLASSROOM
CLASSROOM
CLASSROOM
CLASSROOM

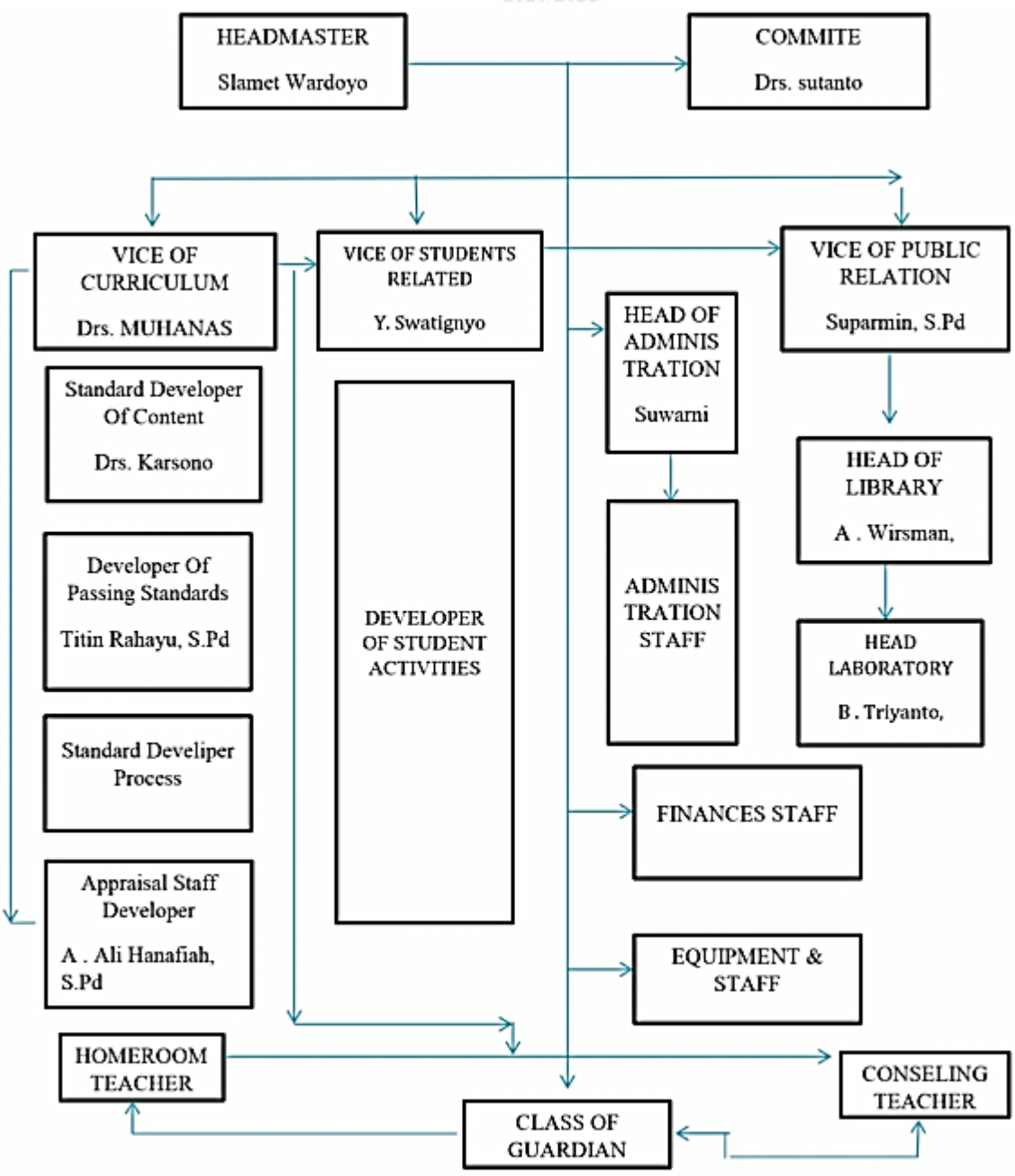

UKS
CLASSROOM
CLASSROOM
Teachers' Parking Area
TOWER
R. ALAT
LIBRARY
CANTEN
CLASSROOM
CLASSROOM
CLASSROOM
CLASSROOM
CLASSROOM
MOSQUE
GERBANG
LAB. COMPUTER 1
LAB. COMPUTER 2
STUDENTS' PARKING AREA
TU ROOM
R. TAMU
R. KEPSEK
R. WAKA
R. BK
SCURITY POS
TERAS
AULA
BASCET FIELD/CEREMONY

g. The Organization of SMP N 1 Punggur Central Lampung

Figure 5

Organization Structure

Of SMP N 1 Punggur Central Lampung Academic in The Academic Year 2020/2021



B. The Recount of Research Data

1. Action and Learning at Pre-Test

This research used classroom action research whose had purpose to increase the students activity and the result of the study in SMP Negeri 1 Punggur. It was conducted in two cycle. The researcher used Time Token Arends to improve the students speaking ability.

In this research before the process of cycle one, the research conducted the pre-test on Tuesday, march 8th 2021. The researcher gave a pre-test for the students to see how far the students speaking ability for the treatment was given. In pre-test activity, the researcher gave an test. The researcher gave the theme about favorite person to be students describe. Then the result of pre-test could be seen on the table below.

Table 7
The Students' Pre-test Result of Speaking skill

No.	Name	Score	Note
1	AI	60	Incomplete
2	AA	75	Complete
3	AY	55	Incomplete
4	DP	55	Incomplete
5	DW	60	Incomplete
6	EF	60	Incomplete
7	IY	75	Complete
8	NA	60	Incomplete
9	PT	75	Complete
10	RY	60	Incomplete

11	WW	50	Incomplete
12	AS	50	Incomplete
13	AK	65	Incomplete
14	AH	50	Incomplete
15	EV	55	Incomplete
16	PP	50	Incomplete
17	RA	55	Incomplete
18	SW	45	Incomplete
19	TE	60	Incomplete
20	YA	50	Incomplete
Total		1145	
Average		57,25	
High Score		75	
Low Score		45	

Source : The Result of Pre-test on march 8th 2021

Table 8

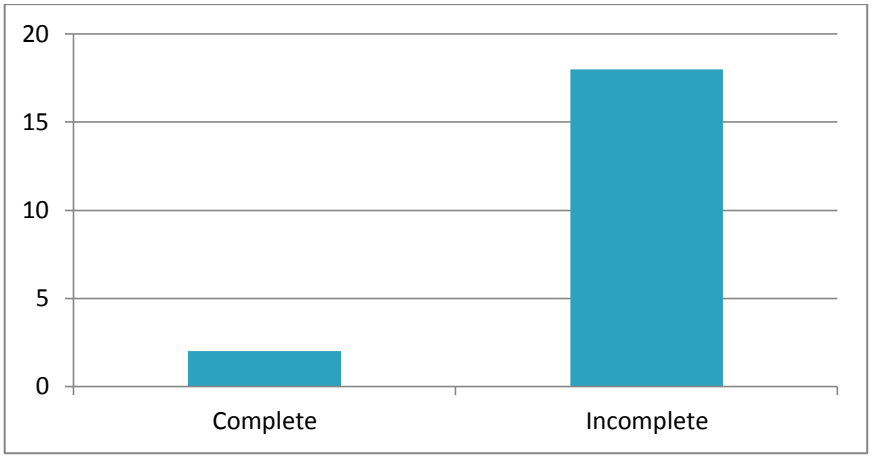
Presentage Students' Score of Pre-test of Speaking Ability

No	Score	Frequency	Percentages	Category
1	>75	2	10%	Complete
2	<75	18	90%	Incomplete
Total		20	100%	

Source: The result of Pre-test on March 8th 2021

Graphic

The Comparision of Students' Activity in Pre-test



Source: The Result of Pre-Test

2. Action and Learning activity in Cycle 1

a. The First Meeting

The first meeting was conducted on March 8th 2021, for 2x45 minutes. The steps of learning activity at the first meeting as follows:

1) Planning

In this step, the researcher prepared the lesson plan, material, and method that would be used in teaching learning process. The material is introduce yourself. The material included description and the example of introducing yourself. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 9
The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1st	Tuestday, march 8th 2021	08:30 – 09:55 a.m
2sd	Thursday, march 11th 2021	08:30 – 09:55 a.m

The first meeting was conducted on march 8th 2021, for 2 x 45 minutes. The meeting was started by praying. At the beginning of teaching process, the researcher greeted students by saying "Assalamualaikum Wr. Wb and good morning" and all of students answered by saying "Walaikumussalam Wr.Wb and good morning miss. Then, the researcher asked about their condition first before checked attendence list. And then the researcher did apperception. His perception was "Guys, which of you likes to watch television? Who likes listening to music? There must be an artist or musician that you like, try to mention one by one the artist or musician you like. Furthermore, the researcher conveys information about the learning objectives according to the lesson plan. The condition of the class was less effective because colabolator handed the class to make sure the students' effectiveness before the

researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process. The researcher started the lesson by asking question about the favorite person..

After that, the researcher explained the material about descriptive text that would be learned, such as the social function, language features and generic structure of descriptive text.

After finishing the explaination, the researcher gave the students a chance to ask question. He asked them “do you understand about descriptive text? Is there any question?” there was no comment of question from the students. Yes miss, the students answered. Then, the researcher asked students to discuss make text about descriptive text and practice in front of the class.

In this session, the students were more active to follow the teaching learning process, because they enjoyed following the learning process. But, there were still some problem faced by students. Such as many students just silent when the teacher gave a question, there were some students who were passive when learning process and some students difficult to make a text and the students just have a little vocabulary.

After 2 x 45 minutes the researcher closed the lesson and reminded the student that it would be discussed in the next meeting.

b. The Second Meeting

The second meeting was conducted Thursday, march 11th 2021, for 2 x 45 minutes. The steps of learning activity at the first meeting as follows:

1) Planning
   a) Preparing the material of suggesstion.
   b) Preparing the lesson plan.
   c) Making instruments of data collection that are the observation sheet of the teacher's activities and the students' activities.
2) Acting

The second meeting was done on Thursday, march 11th 2021. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about descriptive text. The researcher asked the students to make a text about descriptive text in the pair. The students did it seriously and the student practice in front of the class. It seemed that the students' score will be improved. The score of the post-test cycle 1 can be seen on the table below:

Table 10

The students' Post-test 1 Result of speaking skill in cycle 1

No.	Name	Score	Note
1	AI	65	Incomplete
2	AA	80	Complete
3	AY	75	Complete
4	DP	60	Incomplete
5	DW	65	Incomplete
6	EF	65	Incomplete
7	IY	80	Complete
8	NA	75	Complete
9	PT	75	Complete
10	RY	60	Incomplete
11	WW	70	Incomplete
12	AS	65	Incomplete
13	AK	75	Complete
14	AH	60	Incomplete
15	EV	75	Complete
16	PP	75	Complete
17	RA	65	Incomplete
18	SW	65	Incomplete
19	TE	75	Complete
20	YA	60	Incomplete
Total		1385	
Average		69,25	
High Score		80	
Low Score		60	

Source: The Result of post-test on Tursday, march 11th 2021

Table 11

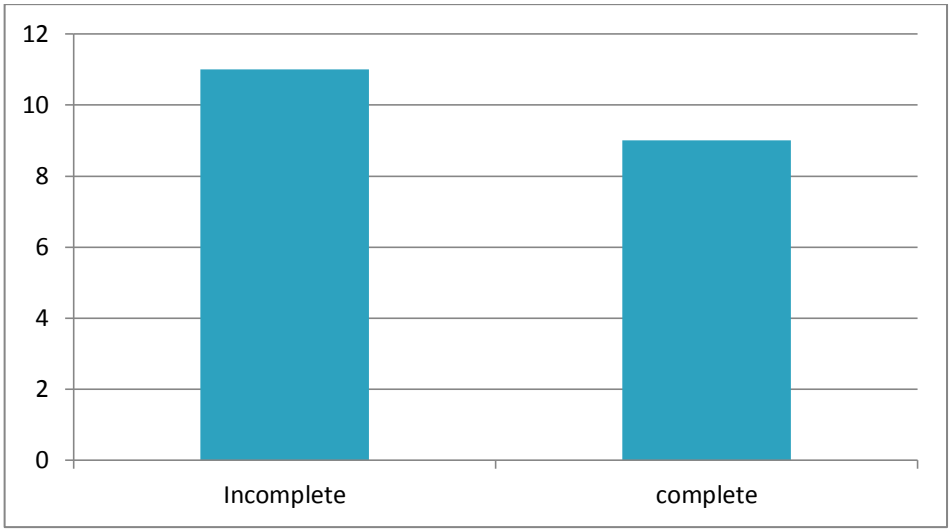
Frequency of Students' Score of Post-test 1 of speaking skill

No	Score	Frequency	Precentages	Category
1	>75	9	45%	Complete
2	<75	11	55%	Incomplete
Total		20	100%	

Source: The Result of Post-test on Thursday, march 11th 2021

Graphic 2

The Comparision of Students' Complete in Post-test 1



source: The Result of Post-Test 1

3) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher gor the result of the students' learning activities from the collaborator as follows:

Table 12

The observation of students speaking learning activities in cycle 1

No.	Students Code	Indicator					Total
		1	2	3	4	5	
1	AI	√	√	√	√	√	5
2	AA	√		√	√		3
3	AY	√		√	√		3
4	DP	√		√	√		3
5	DW	√		√	√		3

6	EF			√	√		2
7	IY	√	√	√	√	√	5
8	NA	√		√	√		3
9	PT	√		√	√		3
10	RY		√	√	√	√	4
11	WW	√		√	√		3
12	AS	√		√	√		3
13	AK	√	√	√	√	√	5
14	AH			√	√		2
15	EV	√		√	√		3
16	PP	√		√	√		3
17	RA	√		√	√		3
18	SW			√	√		2
19	TE	√		√	√		3
20	YA	√		√	√		3
TOTAL							64

Note: Tick ( ) for each positive activity

1. The students pay attention of teachers explanation
2. The students ask/answere the question
3. The students able do the task
4. The students perform in front of the class
5. Active in teaching learning

Table 13

The Result of Students activity in Cycle 1

No.	Aspect Of The Research	Frequency	Percentage
1	Pay attention of the teachers explanation	16	80%
2	Ask/ answere the question from the teacher	4	20%
3	The students able do the task	20	100%
4	The students perform in front of the class	20	100%
5	Active in teaching learning	4	20%
Total Students		20	
Total			320%
Average			64%

From table above, it was revealed that there were 16 students (80%) who paid attention to the teacher explaination, 4 students (20%) ask/answer question from the teacher, 20 students (100%) doing the task, 20 students (100%) perform in front of the class, and 4 students (20%) active in teaching learning. The average from the cycle I was 64%.

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some student made noisy and there are still many confused with the material was give and the students just have a little vocabulary.

4) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students average have not achieved the standard minimum criteria yet.

After the researcher held a pre-test and post-test 1 researcher get students who have not met the indicator, therefore researcher will continue to cycle 2

Frequency of Students Score of Pre-test of Speaking ability

No.	Score	Frequency	Precentages	Category
1	>75	2	10%	Complete
2	<75	18	90%	Incomplete
Total		20	100%	

Source: The Result of Pre-test on Tuesday, march 8th 2021

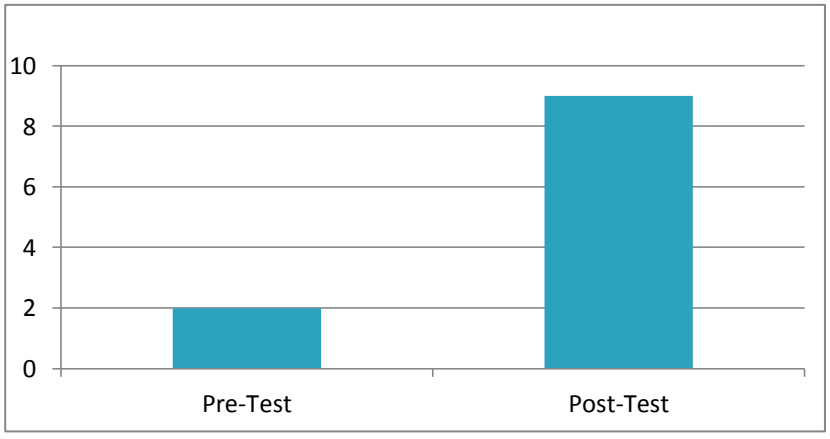
Frequency of Students Score of Post-test I of speaking ability

No	Score	Frequency	Precentages	Category
1	>75	9	45%	Complete
2	<75	11	55%	Incomplete
Total		20	100%	

Source: The Result of Post-test on Thursday, march 11th 2021

Graphic 3

The Comparision of Students Complete in Pre-test and Post-Test 1



3. Action and Learning Activity in Cycle 2

The actions in the cycle 2 consist of 2 meetings, one meeting for the action, and one meeting for the test 2 as follows:

a. The First Meeting

1) Planning

In the planning of cycle 2, the researcher and collabolator discusssed about some of problem that found in cycle 1. Therefore, at this step the researchers focused on correcting deficiencies that occurred in cycle 1. such as the application of the less than optimal time token arends learning method. and there has been no significant improvement both from the linguistic aspect and non-linguistic aspects. researchers prepare lesson plans, materials and methods that will be used in the teaching and learning process.

2) Acting

In this session, they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well. The first meeting was done Monday, march 15th 2021. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students problems were is low vocabulary and confused to imagination. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again about the material. Then, the researcher gave an example of descriptive text.

The students looked very enthusiastic in the class. In this second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 45 minutes. It means that the time was up and the researcher closed the lesson and reminded the students reminded students to re-learn about the descriptive text at their respective homes.

b. The Second Meeting

1) Planning

Based on the problem, faced in the first cycle, the researcher made a lesson plan that focused on it, she also prepared observation sheet of the students.

2) Acting

The second meeting was done on Thursday, march 18th 2021. The researcher started the lesson by praying first, then

continued by greeting the students. After that, the researcher asked their condition and checked the attendance list. The researcher reviewed explanations the material about descriptive text with time token arends.

After that, the researcher gave post-test cycle 2 with the similar task on post-test cycle 1 before. He gave 40 minutes to be students to finish their task. The score of post-test cycle 2 can be seen on the table below:

Table 14

Table of the Result Score of Students Speaking ability Cycle II

No.	Name	Score	Note
1	AI	75	Complete
2	AA	85	Complete
3	AY	80	Complete
4	DP	75	Complete
5	DW	70	Incomplete
6	EF	75	Complete
7	IY	80	Complete
8	NA	80	Complete
9	PT	80	Complete
10	RY	75	Complete
11	WW	75	Complete
12	AS	75	Complete
13	AK	80	Complete
14	AH	75	Complete
15	EV	75	Complete
16	PP	75	Complete

17	RA	80	Complete
18	SW	75	Complete
19	TE	80	Complete
20	YA	80	Complete
Total		1545	
Average		77,25	
High Score		85	
Low Score		70	

Source: The Result of Post-test on Thursday, 18th march 2021

Table 15

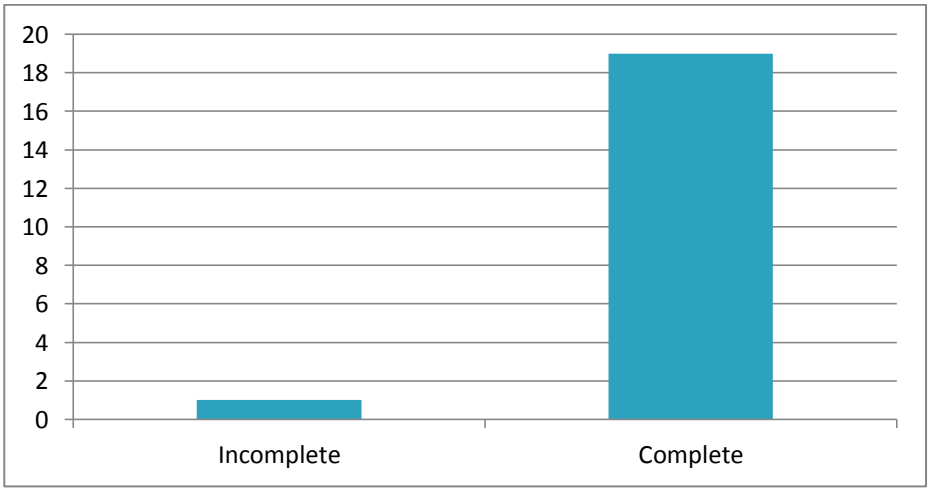
Percentage Students Score of Post-test in Cycle II

No	Score	Frequency	Percentages	Category
1	>75	19	95%	Complete
2	<75	1	5%	Incomplete
Total		20	100%	

Source: The Result of Post-test on

Graphic 4

The Comparision of Students Complete in Post-test II



Source: The Result of Post-Test II

The table above is the result of students score at post-test 2. It can be seen that there was an improving from the score of post-test 1 and post-test 2. There were 5% got incomplete score and 95% got complete score. The lowest score was 70 and the highest score was 85 and the average score was 77,25. The average on post-test 1 was 68,75. It means that there was an improving from post-test 1 and post –test 2.

3) Observing

In this stage, the observation was done by the searcher. There were some observations that had been done such as: observation on the students, and observation on the result of the evaluation

The observing was done by the researcher that is presented in meeting II in cycle 2. After doing the treatment and observation, the researcher got the result of the students learning activities from the collaborator as follows:

Table 16

The Observation of Students Learning Activity in Cycle II

No	**Students Code**	**Indicators**					**Total**
		1	2	3	4	5	
1	AI	√	√	√	√	√	5
2	AA	√	√	√	√	√	5
3	AY	√	√	√	√	√	5
4	DP	√	√	√	√	√	5
5	DW	√	√	√	√	√	5
6	EF	√	√	√	√	√	5

7	IY	√	√	√	√	√	5
8	NA	√		√	√	√	4
9	PT	√	√	√	√	√	5
10	RY	√	√	√	√	√	5
11	WW	√		√	√	√	4
12	AS	√	√	√	√	√	5
13	AK	√	√	√	√	√	5
14	AH		√	√	√	√	4
15	EV	√			√		2
16	PP	√	√	√	√	√	5
17	RA	√	√	√	√	√	5
18	SW	√	√	√	√	√	5
19	TE	√	√	√	√	√	5
20	YA			√	√	√	3
Total		18					94
Precentage		90%	75%	100%	100%	95%	

Note: Tick ( ) for each positive activity

1. The students pay attention of teacher explanation
2. The students ask/answer the question
3. The students able do the task
4. The students perform in front of the class
5. Active in teaching learning

Table 17

The Result of Students Activity in Cycle II

No	Aspect of The Research	Frequency	Percentage
1	Pay attention of the teacher explanation	18	90%
2	Ask/ answer the question from the teacher	15	75%
3	The students able dothe task	20	100%
4	The students performin	20	100%

	front of the class		
5	Active in teaching learning	19	95%
Total			460%
Average			92%

From table above, it was revealed that there were 18 students (9%) who paid attention to the teacher explanation, 15 students (75%) ask/answer question from the teacher, 20 students (100%) doing the task, 20 students (10%) students perform in front of the class, and 19 Students (95%) active in teaching learning. The average from the cycle 2 was 88%.

Based on table above, it can be seen that the activity of the students is better than before and there was increase from the cycle 1 and cycle 2. It is from the average of the cycle 1 about 64% to be 88%, it coulded that the learning process was succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle 1.

4) Reflecting

The result of cycle II is better than cycle I. It happened because the student was easy to think aloud in their maind. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I in the cycle II, the

students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using time token arends. The teacher explains more and gives examples about the material so that students understand about it. And their speaking ability is increasing.

Frequency of Students Score of Post-test I of Speaking ability

No.	Score	Frequency	Percentages	Category
1	>75	9	45%	Complete
2	<75	11	55%	Incomplete
Total		20	100%	

Source: The Result of Post-test 1 on Thursday, march 11th 2021

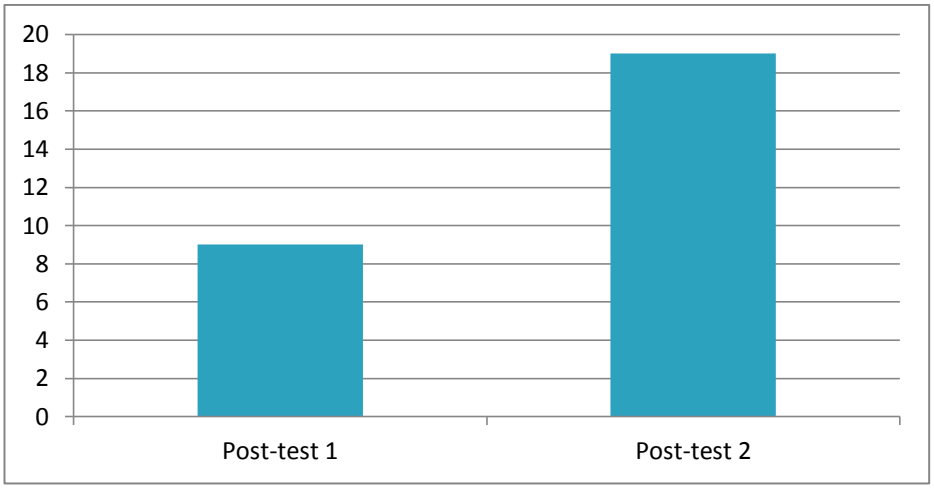
Frequency of Students Score of Post-test in Cycle II

No.	Score	Frequency	Percentages	Category
1	>75	19	95%	Complete
2	<75	1	5%	Incomplete
Total		20	100%	

Source: The Result of Post-test on Thursday, march 18th 2021

Graphic 5

The Comparision of Students Complete in Cycle I and Cycle II



Source: The Result of Cycle I and Cycle II

Because the students already meet the indicators of cyclw I and cycle II then the researcher. So researcher did not proceed to Cycle III.

C. Interpretation

1. The Result of Pre-Test

To see the students speaking ability before implementing the treatment, the researcher conducted the pre-test. It carried out on

Based on the result of the students pre-test, just 2 (10%) students passed the Standard Minimum Criteria that was 75. In pre-test, the researcher found the students problem such as they still confused to write down the idea. The problem could be seen by the students score pre-test. There were 20 students who got score less than 75. It showed that the result of students speaking ability was still low. So, it needs improvement by using time token arends method.

2. Action and Learning Result at Cycle 1

English learning process at cycle 1 was successful enough, although the students average score is low. Nevertheless, there was an improvement score of the students post test 1 than pre-test score. This is the illustration score in cycle 1.

Table 18

The Result Score of Students Pre-test and Post-test cycle 1

No	Students Code	Students Result			Category
		Pre-test	Post-test	Improve	
1	AI	60	65	5	Improve
2	AA	75	80	5	Improve
3	AY	55	75	20	Improve
4	DP	55	60	10	Improve
5	DW	60	65	10	Improve
6	EF	60	65	5	Improve
7	IY	75	80	5	Improve
8	NA	60	75	15	Improve
9	PT	50	75	25	Improve
10	RY	50	60	10	Improve
11	WW	65	70	5	Improve
12	AS	50	65	15	Improve
13	AK	55	75	20	Improve
14	AH	50	60	10	Improve
15	EV	60	75	15	Improve
16	PP	55	75	20	Improve
17	RA	55	65	10	Improve
18	SW	45	65	20	Improve
19	TE	60	75	15	Improve
20	YA	50	60	1O	Improve
Total		1145	1385		
Average		57,25	69,25		

Table 19

Comparison of Pre-test and Post-test

Score	Pre-test	Post-test	Implementation
>75	2	9	Complete
<75	18	11	Incomplete

Source: The Result of students Complete in pre-test and post-test

In this research, the researcher gave pre-test and post-test. It aimed to know the students ability before and after treatment. From the average score of pre-test and post-test 1 above, it can be seen that there was an improving of students speaking ability. The average score in pre-test is 57,25 improved to 69,25 in post-test 1, so there is an improving 12 points.

3. Action and Learning Result at Cycle II

Teaching and learning process at cycle it was on climax situation. The students score was improve significantly and the condicition in the class conductive.

Table 20

The Result Score of Students Post-test I and post-test II

No.	Students Code	Students Result			Category
		Post-test 1	Post-test 2	improve	
1	AI	65	75	10	Improve
2	AA	80	85	5	Improve
3	AY	75	80	5	Improve
4	DP	60	75	15	Improve
5	DW	65	70	5	Improve
6	EF	65	75	10	Improve
7	IY	80	80	10	Improve
8	NA	75	80	5	Improve
9	PT	75	80	5	Improve
10	RY	60	75	10	Improve
11	WW	70	75	5	Improve
12	AS	65	75	10	Improve

13	AK	75	80	5	Improve
14	AH	60	75	15	Improve
15	EV	75	75	0	Constant
16	PP	75	75	0	Constant
17	RA	65	80	15	Improve
18	SW	65	75	10	Improve
19	TE	75	80	5	Improve
20	YA	60	80	10	Improve
Total		1385	1545		
Average		69,25	77,25		

Source: The Result of Post-test I and Post-test 2

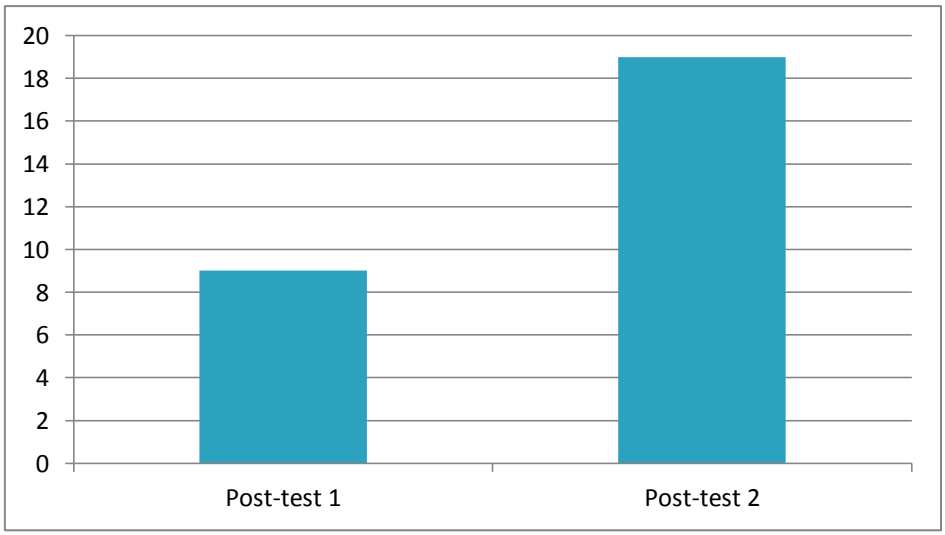
Table 21

Comparision of Post-test I and Post-test II

Score	Post-test 1	Post-test 2	Implementation
>75	9	19	Complete
<75	11	1	Incomplete

Graphic 6

The Quantity of Students Complete on Post-test I and Post-test II



Source: The Result of Post-test I and Post-test II

a. The Result of Students Score Pre-test, Post-test I and Post-test II

Never Thales, there is an improve score of the students post-test I than pre-test. At the cycle II, the improve of post-test II better than post-test I. This is the illusion score of them.

Table 22

The Result Score of Students Pre-test, Post-test I and Post-test II

No.	**Name**	**Students Result**			**Category**
		Pre-test	Post-test I	Post-test II	
1	AI	60	65	75	Improve
2	AA	75	80	85	Improve
3	AY	55	75	80	Improve
4	DP	55	60	75	Improve
5	DW	60	65	70	Improve
6	EF	60	65	75	Improve
7	IY	75	80	80	Improve
8	NA	60	75	80	Improve
9	PT	50	75	80	Improve
10	RY	50	60	75	Improve
11	WW	65	70	75	Improve
12	AS	60	65	75	Improve
13	AK	55	75	80	Improve
14	AH	50	60	75	Improve
15	EV	60	75	75	Improve
16	PP	55	75	75	Improve
17	RA	55	65	80	Improve
18	SW	45	65	75	Improve
19	TE	60	75	80	Improve
20	YA	50	60	80	Improve
Total		1145	1385	1545	1545

Average	57,25	69,25	77,25	77,25

Source: The Result of Pre-test, post-test I and post-test II

Table 23

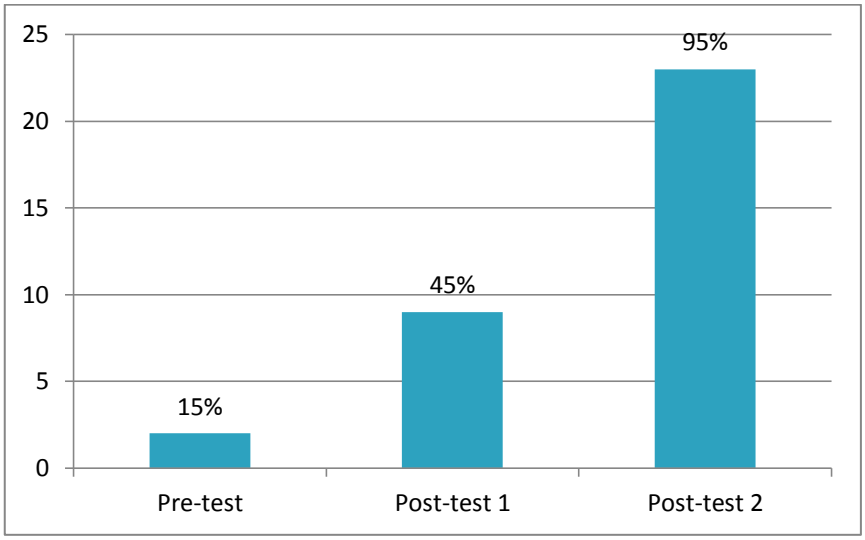
Comparison of Pre-test and Post-test I and Post-test II

Score	Pre-test	Post-test I	Post-test II	Implementation
>75	2	9	23	Complete
<75	18	11	1	Incomplete

Graphic 7

The Quantity of the Complete of the Students Score at pre-test

Post-test Cycle I and Post-test Cycle II



Source: The Result of Pre-test, Post-test 1 and post-test 2

4. The Result of the Students Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students activities in cycle I and cycle II can be seen as follow:

Table 24

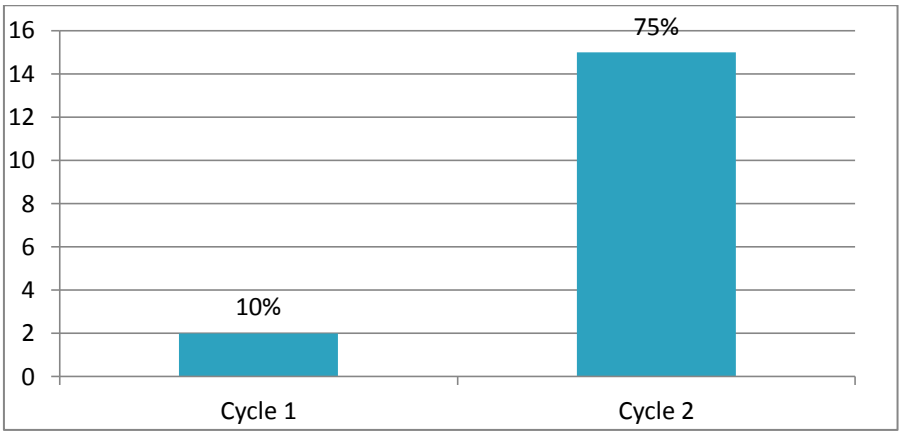
The Result of The Students Activity in Cycle I & II

No.	Name	Cycle I	Cycle II	Category
1	AI	4	5	Improve
2	AA	3	5	Improve
3	AY	3	5	Improve
4	DP	3	5	Improve
5	DW	3	5	Improve
6	EF	2	5	Improve
7	IY	5	5	Constant
8	NA	3	4	Improve
9	PT	3	5	Improve
10	RY	4	5	Improve
11	WW	3	4	Improve
12	AS	3	5	Improve
13	AK	5	5	Constant
14	AH	2	4	Improve
15	EV	3	3	Constant
16	PP	3	5	Improve
17	RA	3	5	Improve
18	SW	2	5	Improve
19	TE	3	5	Improve
20	YA	3	4	Improve
Total		63	94	
Average		3,15	4,7	

Table 25
Percentage Students Activity in Cycle I & II

Score	Cycle 1	Cycle 2	Implementation
5	2	15	Active
<5	18	5	Inactive

Graphic 8
The Comparison of Precentage students Activity in Cycle I and Cycle II



Source: The Result of the Students Acivity in Cycle I & II

Based on the table and graphic above, it could be concluded that there was an improving of students activities during the learning process of cycle I and Cycle II through using the method. It means that time token arends method had positive effect to improve the teaching learning process.

Related this research until cycle II, the result score and the result activities of the students was achieved the target that was decided on indicator of success 70% from students got minimum score 75. Based on the result of this research was known that more than 70% from the students got minimum score 75. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

D. Discussion

There were some problems based on pre-survey in teaching speaking at the eight grade of SMP Negeri 1 Punggur, such as some students difficulties to put the ideas down. The researcher chose Time Token Arends to improve the students speaking ability.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Time Token Arends could increase the students speaking ability. There was a progress in average score from pre-test was 57,25, post-test I was 69,25 and become 77,25 in post-test II. It could be seen that there was an enhancement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

The researcher chose this method because are the effective to improving students speaking ability. Using this method made students felt that studying is more interesting and the result is that their score was an enhancement and make student understand about the material. Based on the discussion above, There were some problems based on pre-survey in teaching speaking at the eight grade of SMP Negeri 1 Punggur, such as some students difficulties to put the ideas down. The researcher chose Time Token Arends to improve the students speaking ability.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Time Token Arends could increase the students speaking ability. There was a progress in average score from pre-test was 57,25, post-test I was 69,25 and become 77,25 in post-test II. It could be seen that

there was an enhancement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

The researcher chose this method because are the effective to improving students speaking ability. Using this method made students felt that studying is more interesting and the result is that their score was an enhancement and make student understand about the material. Based on the discussion above, it can be concluded that by using the Time Token Arends, the students feel more interested in learning and understanding the material, students become more focused in the learning process. This can be seen from their improved learning outcomes while using time tokens in the learning process from cycle I to cycle 2 and teachers can use this method again in the teaching and learning English process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of classroom action research would like to conclude the research as follows:

Time Token Arends are the method especially in English subject was very effective to improve the student speaking ability of eight graders in SMP Negeri 1 Punggur. Even though in cycle 1 the students got enough score but the 2 most of student could achieve the target of succes in this research.

Based on the explanation of cycle 1 and cycle 2, it could be concluded that the use of time token arends could improve students speaking ability. There was a progress based on their average score in the pre-test until post-test in cycle 2. It could be seen that there was an effective progress from pre-test, post-test 1, and post-test 2. The amoung of score was an enhacement from post-test 1 to post-test 2 was 8 point.

In improving the students speaking ability, the researcher used time token arend are method to train the students speaking ability and made the students more understand with the material in speaking also interested in learning english. Because time token arends made students more attracted to study and understand about the material.

Furthermore, it can be inferred from the discussion above that by using time token arends, the students had an improvement in speaking

ability. The students felt easier better than before. It is proven in their learning result, which was showed a significant improvement from pre-test until cycle 2.

B. Suggestion

Based on the result of research conducted and conclusions obtained, the researcher would like to suggest as follow:

1. The students are suggested to be active in learning process in order to they can understand the material an improve their result.
2. The English teacher are suggested to use time token arends in order to improve the students speaking ability in learning process.
3. The principle is supposed to give more motivation to the students in order to the students can be more excite in English learning.

FIELD NOTE TABLE

No.	Date	Field Note Result
1	March, 8th 2021	The students still difficult for speak English. The students have motivation in Learning.
2	March, 11th 2021	The students have progress in speak English, but the students have difficult in their Ideas.
3	March, 18th 2021	The students have more knowledge, have many vocabulary and they have improve in speak English.
4		

KEMENTERIAN AGAMA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Trismadhari
NPM : 1601070128

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahsiswa
		I	II		
	Jumat 30/04 2021	✓		Revisi Graphic dan Table	
	Rabu 05/05 2021	✓		Acc to Munaqosah	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing I

Drs. Kuryani, MPd
NIP. 19620215 199503 1 001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Trismadhari
NPM : 1601070128
Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu 30/03 2021		✓	Elaborate more the result of your research	
	Rabu 07/04 2021		✓	Revise table 7	
	Senin 12/04 2021		✓	Revise chapter 4	
	jumat 23/04 2021		✓	Explain the results of the research	
	Kamis 29/04-2021		✓	Acc ch-IV	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing II

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SURAT KETERANGAN BEBAS PUSTAKA JURUSAN TADRIS BAHASA INGGRIS
Nomor : B-...../In.28/J/PP.00.9/05/2021

Yang bertandatangan di bawahini. KetuaJurusanTadris Bahasa InggrisFakultasTarbiyahdanIlmuKeguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkanbahwa:

Nama : Trismadhari

NPM : 1601070128

Jurusan : Tadris Bahasa Inggris

Telahmenyelesaikanadministrasipeminjamanbukupadajurusan/ProdiTadris Bahasa Inggris.

Demikiansuratketeranganini di buatuntukdigunakansebagaimanamestinya.

Metro, 24 Juni 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-0615/In.28.1/J/TL.00/03/2020
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMP NEGERI 1 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**TRISMADHARI**
NPM	:	1601070128
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE EFFECTIVENESS TO COLLABORATIVE BY USING PROBLEM BASED INSTRUCTION AND TIME TOKEN AREND 1998 METHOD, TO IMPROVE SPEAKING ABILITY AT EIGHT GRADERS OF SMP NEGERI 1 PUNGGUR

untuk melakukan *pra-survey* di SMP NEGERI 1 PUNGGUR.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Maret 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
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M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-490/In.28/S/U.1/OT.01/06/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: TRISMADHARI
NPM	: 1601070128
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070128

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari segala administrasi di Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Juni 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP. 19750505 200112 1 002

PEMERINTAH KABUPATEN LAMPUNG TENGAH

DINAS PENDIDIKAN DAN KEBUDAYAAN

UPTD SATUAN PENDIDIKAN SMP NEGERI 1 PUNGGUR

Jln. Pendidikan No. 2 Tanggulangin Punggur Lampung Tengah Telp (0725) 522125

SURAT IZIN PRA-SURVEY

NO. 422/74/ 03/C7.D8/2020

Berdasarkan Surat Ketua Jurusan Fakultas Dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor: 422/ 132/ 03/ C7. D8/ 2020 Tanggal 5 Maret 2020 dalam hal permohonan Izin Pra-Survey.

Dengan ini Kepala SMP Negeri 1 Punggur Kab. Lampung Tengah menarangkan dengan sesungguhnya bahwa:

Nama : Trismadhari

NPM : 1601070128

Program studi : Pendidikan Bahasa Inggris

Judul Skripsi : "THE IMPLEMENTASI OF COMBINING TWO LEARNING MODELS, PROBLEM BASED INSTRUCTION AND TIME TOKEN ARENDS TO IMPROVE STUDENTS SPEAKING ABILITY AT EIGHT GRADERS OF JUNIOR HIGH SCHOOL NEGERI 1 PUNGGUR"

Telah melaksanakan Pra-Survey di SMP Negeri 1 Punggur Kabupaten Lampung Tengah. Pada Tanggal 17 Maret 2020.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagai mana mestinya.

Punggur, 17 Maret 2020

Kepala Sekolah

DINAS PENDIDIKAN DAN KEBUDAYAAN KABUPATEN LAMPUNG TENGAH
UPTD SATUAN PENDIDIKAN SMP N 1 PUNGGUR

Slamet Wardoyo, S.Pd., M.A.

NIP. 19630511 198412 1 002

PEMERINTAH KABUPATEN LAMPUNG TENGAH

DINAS PENDIDIKAN DAN KEBUDAYAAN

UPTD SATUAN PENDIDIKAN SMP NEGERI 1 PUNGGUR

Jln. Pendidikan No. 2 Tanggulangin Punggur Lampung Tengah Telp (0725) 522125

SURAT IZIN RESEARCH

NO. 422/95/ 03/C7.D8/2020

Berdasarkan Surat nomor 417B-2295/In.28/R.1/TL.00/2021 tentang Izin Research, dengan ini kepala SMP Negeri 1 Punggur Kabupaten Lampung Tengah memberikan izin kepada:

Nama : **Trismadhari**

NPM : 1601070128

Semester : 10 (Sepuluh)

Jurusan : Tadris Bahasa Inggris

Untuk melakukan izin research di SMPN 1 Punggur kabupaten Lampung Tengah sebagai syarat menempuh ujian skripsi dengan judul "**THE USE TIME TOKEN ARENDS TO IMPROVE STUDENTS SPEAKING ABILITY AT EIGHT GRADERS OF JUNIOR HIGH SCHOOL NEGERI 1 PUNGGUR**".

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagai mana mestinya.

Punggur, 2 Maret 2021

Kepala Sekolah

Slamet Wardoyo, S.Pd., M.A.

NIP. 19630511 198412 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 0304/In.28.1/J/TL.00/02/2021
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Kuryani (Pembimbing 1)
Trisna Dinillah Harya (Pembimbing 2)
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**TRISMADHARI**
NPM	:	1601070128
Semester	:	10 (Sepuluh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE USE TIME TOKEN ARENDS TO IMPROVE STUDENTS SPEAKING ABILITY AT EIGHT GRADERS OF JUNIOR HIGH SCHOOL NEGERI 1 PUNGGUR

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib mengenggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Februari 2021
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-0738/In.28/D.1/TL.01/03/2021

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**TRISMADHARI**
NPM	:	1601070128
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP NEGERI 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE TIME TOKEN ARENDS TO IMPROVE STUDENTS SPEAKING ABILITY AT EIGHT GRADERS OF JUNIOR HIGH SCHOOL NEGERI 1 PUNGGUR".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 22 Maret 2021

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Mengetahui,
Pejabat Setempat

Slamet Wardoyo, S.Pd., M.A.
NIP. 19610103 198301 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Nomor : B-0739/In.28/D.1/TL.00/03/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGERI 1
PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0738/In.28/D.1/TL.01/03/2021, tanggal 22 Maret 2021 atas nama saudara:

Nama	:	**TRISMADHARI**
NPM	:	1601070128
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

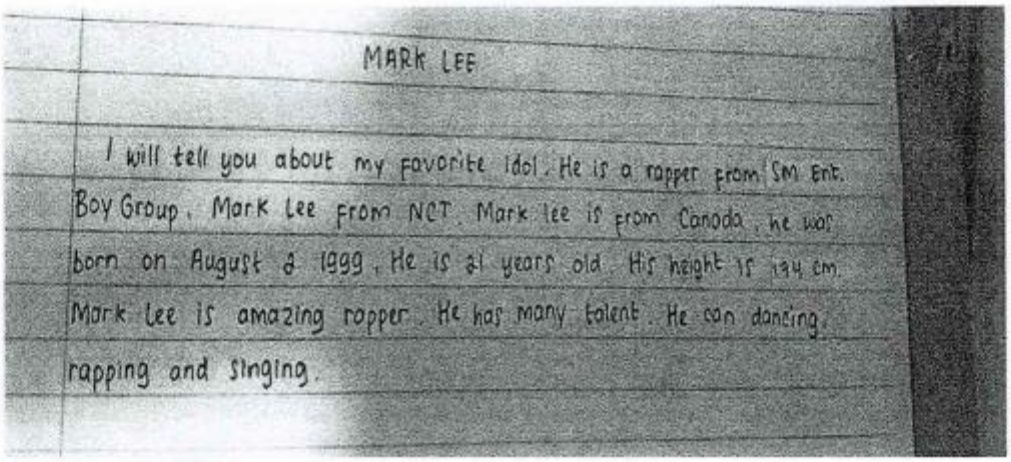
Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 1 PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE TIME TOKEN ARENDS TO IMPROVE STUDENTS SPEAKING ABILITY AT EIGHT GRADERS OF JUNIOR HIGH SCHOOL NEGERI 1 PUNGGUR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

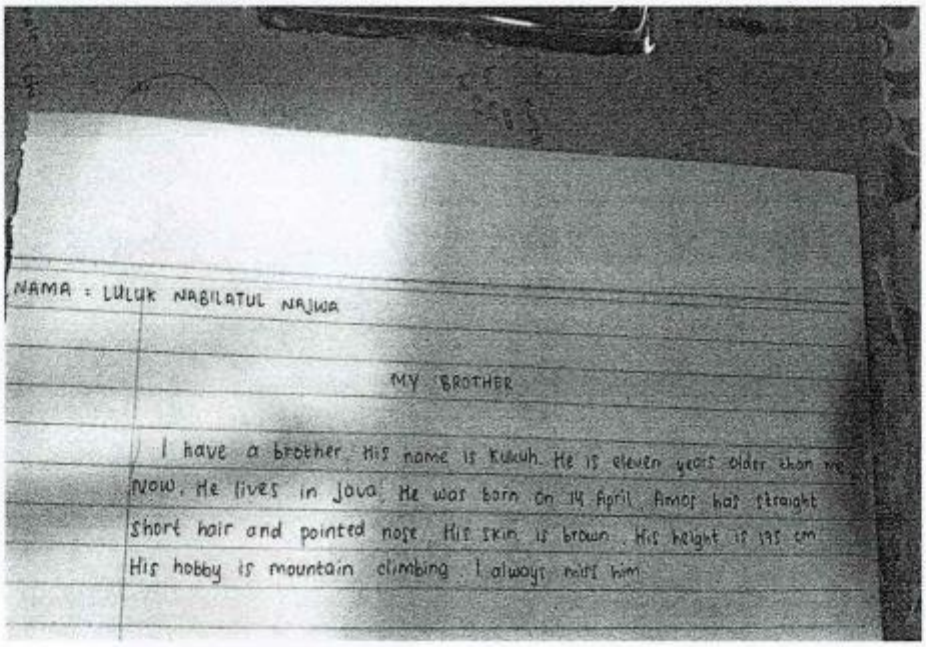
Metro, 22 Maret 2021
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



MARK LEE

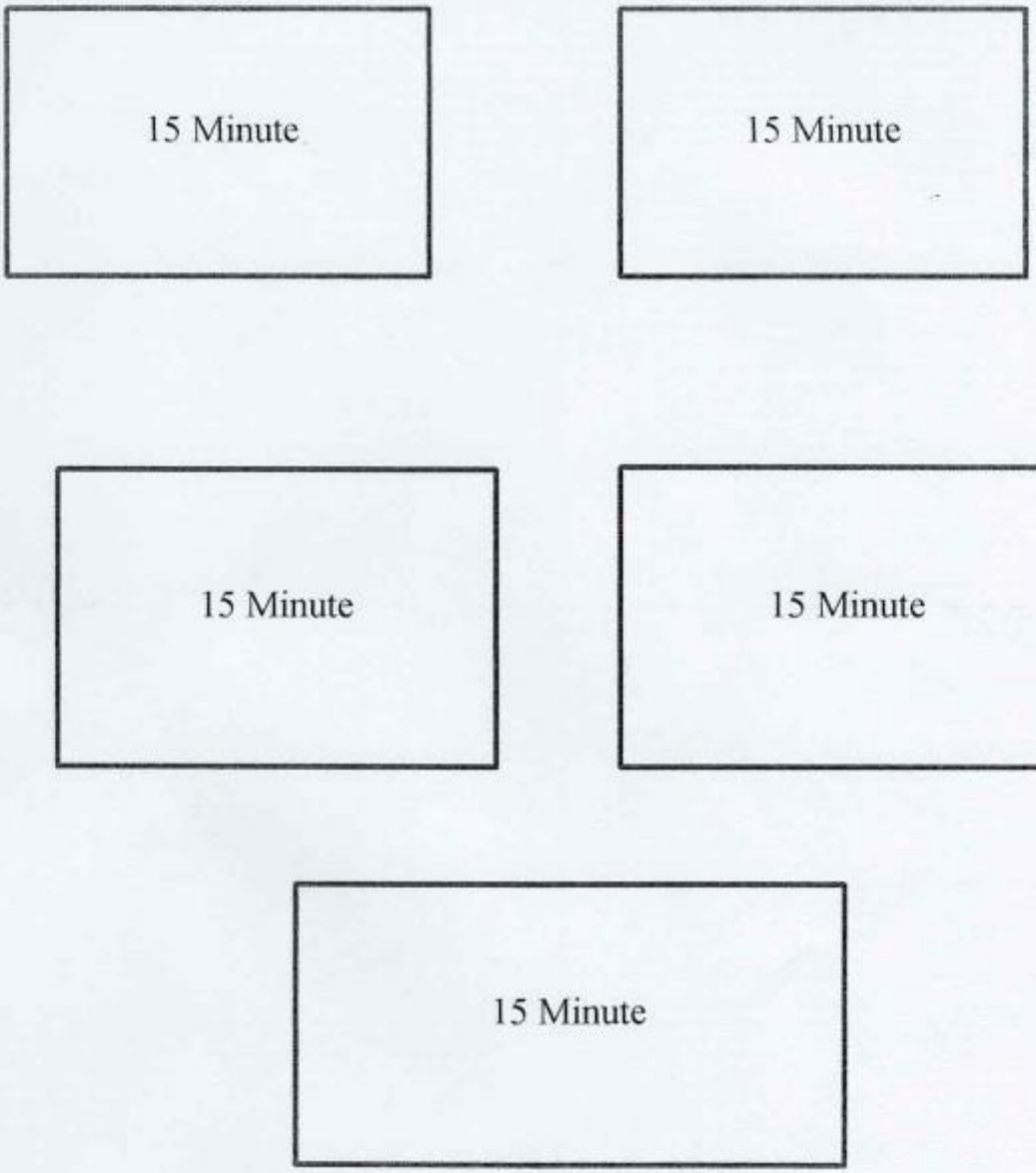
I will tell you about my favorite idol. He is a rapper from SM Ent. Boy Group, Mark Lee from NCT. Mark lee is from Canada, he was born on August 2 1999. He is 21 years old. His height is 174 cm. Mark Lee is amazing rapper. He has many talent. He can dancing, rapping and singing.



NAMA : LULUK NABILATUL NAJWA

MY BROTHER

I have a brother. His name is Kukuh. He is eleven years older than me. Now, He lives in Java. He was born on 14 April. Amor has straight short hair and pointed nose. His skin is brown. His height is 175 cm. His hobby is mountain climbing. I always miss him.


15 Minute
15 Minute
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15 Minute

CURICULUM VITAE

Trismadhari was born in Bogor, on May 19, 1998. She is the third child of three siblings and the only daughter of a married couple, Mr. Matoib and Mrs. Jumiati.

She was enrolled her study at TK Harapan Ibu, on 2003-2004. She continued her study at SDN 3 Gunung Sugih pasar on 2004-2010. She continued her study at SMP N 1 Gunung Sugih on 2010-2013. Then, she contined her study at SMA N 1 Gunung Sugih on 2013-2016. It was long journey for her to find out her dream, finally, at 2021, she was registred as a S1 student of English Education Department of state Islamic Institute of Metro.