

**Improving Students' Speaking Ability Through Time Token
Arends at the Eleventh Grade of SMAN 18 Gowa
(A Pre-Experimental Research)**



A THESIS

**Submitted to the Faculty of Teacher Training of Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the
Degree of Educational English Department**

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MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2018**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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Title : **Improving the Students' Speaking Ability through Time
Token Arends at the Eleventh Grade of SMAN 18 Gowa**

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Makassar, 2018
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Riskawati

MOTTO

COURAGE TAKE DISTANCE
HIGHER THAN
INTELLIGENT

SUCCESS NEEDS A PROCESS

This thesis was dedicated to my beloved parents and my beloved family.

Who always pray, support and love me.

ABSTRACT

Riskawati, 2018. Improving Students' Speaking Ability Through Time Token Arends at the Eleventh Grade of SMAN 18 Gowa (Pre- Experimental Research) under the thesis of English Education Department the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar guided by Umami Khaerati Syam, and Hj. Ilmiah.

The research aims to find out the students' speaking accuracy and fluency can improved through Time Token Arends (TTA) technique

This research applied pre-experimental method with one group pre-test and post-test design. The population of this research was the eleventh grade students of SMAN18 Gowa, academic years 2018/2019. The total sample of this research consists of 20 students of one class. The reseach variables were teaching speaking ability by using Time Token Arends (TTA) as independent variable and dependent variable were accuracy and fluency of speaking.

The result of data analysis showed that the means score of post-test was higher than the mean score of pre-test in term of Accuracy ($69.99 > 49.99$) and in term of fluency ($63.33 > 40.83$). The improvement of the students' speaking accuracy was 6.5% and the improvement of the students' fluency was 21.7%. After analyzing the data by using of t-test value in accuracy (6.98) and the resul of t-test value in fluency (6.89) were greater than t-table value (2.000). This indicated that alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. It means that there was significantly differently different of the students' achievement before and after giving treatment by Time Token Arends. Based on the findings, the researcher conclude that Time Token Arends can improved the students speaking ability in learning process.

Keyword: Tim Token Arends Technique, Speaking, Accuracy, Fluency.

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CHAPTER I

INTRODUCTION

A. Background

Language is a cognition that truly makes us human. Language as the tool of communication has an important role to reveal an intention to someone else. People will be able to express their thought and feeling by using language. Language, communication and life cannot be separated. Language can be applied in many aspects, such as: education, society, politics, economics, and culture. Without language, it's too difficult for humans in this world to make conversation each other, although with a sign language or in nonverbal language. Language can help us to express our opinions, hopes, and even over dreams (Tavil, 2009: 67).

Speaking is one of the productive skill of language that can be using to express ideas or send message to the listener. It means that when one speaks, he/she produces expression that should be meaningful. Then, the receiver or the hearer can receive the message from the speaker directly without any miscommunications. According Brown et al, (2005: 115) say that speaking is oral interaction where participants need to negotiate meaning of ideas, feeling and information.

Speaking is important for some reason. First, it helps students to be active learners because they have something to speak. Second, speaking can help students to interact and communicate with others. Third, they can share their idea, thought feeling and opinion about something through speaking. However,

speaking have some problem in learning speaking, such as: the students always feel difficult about expressing ideas in his mind into speaking speech performance because their ability in vocabulary is very low and the students are not fluency in speak and also the students low self confidence in using English in speaking class, and they are shy to speak English in front of their friends.

The other problem relates to the students is they are not interested in the technique given to them. To make students are able to speak, teacher must be creative enough to manage the class so that the students are actively involving in the interaction. The teacher should be able to make topic interesting and apply suitable technique. This is the reason why the researcher uses Time Token technique towards students' speaking ability

Based on the statement above, she wants to implement of the Time Token Arends technique towards Students' speaking ability. This time, the focus on the research is students' accuracy and fluency. The reason why she chooses the topic because she thinks one of the techniques Time Token Arends that can help to solve the problem in teaching English special speaking speech performance. She considers that it is important in investigating students' problem in speaking ability and what the causes of the problem in speaking ability. After doing that, English teacher has reference in teaching because when the she knows Time Token Arends technique that impact towards students' speaking speech performance they can use right technique in teaching speaking. Based on the statement above, she tries to conduct a research with the title "Improving Students' Speaking Ability Through Time Token Arends Technique at the Tenth Grade of SMAN 18 Gowa"

B. Research Problem

Based on the statement above, she formulates the research questions as follow”

1. How does Time Token Arends Technique improve the students’ speaking ability at the eleventh grade of SMAN 18 Gowa?
2. How is the students’ ability in learning speaking through Time Token Arends technique?

C. Research Objective

In general, the objective of this research is to improve the students’ speaking ability. Specifically it aims:

1. To find out the implementation of Time Token Arends improving students’ speaking ability at the eleventh grade of SMAN 18 Gowa.
2. To find out Time Token Arends technique to help students at the eleventh grade of SMAN 18 Gowa to improving speaking ability.

D. Significance of the Research.

1. For the students, they can be expected can add their knowledge about how to improve students’ speaking ability in learning process.
2. For the teachers, they can be expected as a starting point in doing a good technique when they are teaching.
3. For the other researchers, they can be expected as one of the references in conducting a research that relates with the teachers’ Time Token Arends technique in learning process.

E. *Research Scope*

In this section the researcher focuses only on the improving students' speaking ability through Time Token Arends technique. It is focused on the students' speaking accuracy include vocabulary and fluency in especially self confidence. These items are chosen because it is very important to identify by the researcher to apply Time Token Arends technique in motivating and overcoming the students' problem in learning speaking in English language.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of the relate literature dealing with some relate research findings, some pertinent idea, and the theoretical framework.

A. Previous Findings Research

Yunita in Sukmawati (2013: 4) in her research”, improving speaking ability of the eleventh year students of SMA Laboratorium Unsyiah Banda Aceh By Using Time Token Arends technique”, She found that conduct a classroom action research on the application of Time Token technique in improving students’ speaking skill at the first year students of SMA Negeri 2 sukarta. The result shows that the application of Time Token technique can improve the quality of the teaching learning process. It reveals in the increase in the increase of the students’ activity, interest, and cooperation during the learning process. It also shows that the application of time token technique can improve the students’ speaking skill.

Johari (2014: 24) in his journal” The effect of time token technique towards students’ speaking skill at science class at high school 1 Pariaman”, She found that the students who are taught by using Time Token Arends Technique has a better performance than those are not. It can be seen from the result of the post-test of the experimental and the control group. The mean of the post-test of the experimental group was 48, 97 while the mean of the control group was 38, 10. In addition,

Sinulingga (2013: 5) found that the Time Token Arends technique can improve students' speaking achievement.

Yunita in Johari (2013: 7) in her thesis "The Effect Of Time Token Technique Towards Students' Speaking Skill at Science class at High School 1 Pariaman", She found that the application of Time token Arends can improve the quality of the teaching learning process.

Nisa (2014: 6) she found that Time Token technique is more effective in improving students' cognitive skill rather than direct instruction. It could be conclude that there is significance different in speaking performance score of students who are taught by Time Token technique than debate technique.

B. Some Pertinent Ideas

1. The concept of Time Token Arends (TTA)

a. Definition of Time Token Arends

Time Token Arends is one of cooperative learning developed by Arends in 1998. In this technique, students do cooperative activities and help each other in understanding particular topics. It means that, use the technique can make students more activities in the classroom and help students understanding the material in teaching.

Time Token Cooperative Learning Model is a social skills method, mean structure which used to teaching social. So, students not domination conversation or silent or call Time Token Arends (Tampubolon, 2014: 6). Arends is the name of person who found this method in 1998. Arends use the

method when teach his students. He use this method to make all students active in class not only two or several students speak. He thinks to find a method which can all students speak and can improve their skill in speaking.

Istarani (2011: 194) defines Time Token Technique as a structure that can be used to teach social skills, to avoid talking domination of particular students or to avoid the students silence during class activities. It means that using Time Token there will be time of talking which have been set and the chance for each students to speak. In other hand we can say that there is no quiet students but only the active students. Time Token can improve students speaking in front of others nor in public.

According to Huda (2014: 239) Time Token is a democratic teaching instruction technique which put students as the subject. During the instructional process, the activities of the students become the main focus. It means that students as main subject, all of activities in the classroom are focus on the students, for make students understanding the topic. Hopefully this technique can give the impact for students in the class special teaching English speaking speech performance. The researcher expect the students can be active in the class not quiet for show up the opinion.

According to Fatmawati (2011) Time Token is one of method which can help the students to achieve speaking skill. It means that, this method can make students achieve in speaking, This model is used to train and develop that social skill student does not dominate talk or silent absolutely.

Urbanus (2011) says that Time Token is proven to be effective to be used to increase student ability and motivation in speaking skills, especially in fluency

and sequences .It means that, Time Token has proved can make the students high motivation in speaking for close the opinion in the public, and make the impact fluency and sequences for speaking.

b. Step of Time Token Arends

Istarani (2011:194) says several steps of Time Token activity:

Prepare the Time Token coupon to be spread to the students’.

1. Arrange the students’ seating into a discussion form.
2. Every students’ is given a coupon to talk around 30 seconds.
3. If the student have finished their speak, it must be given to the teacher.

One coupon once speaking chance.

4. The students’ who have run out their coupon, have no chance to speak anymore. The chance is only for those who still hand their coupon.

c. Advantages and Disadvantages

There are some advantages use Time Token Arends

1. Time Token Arends can increase the students’ motivation and participation in classroom activity.
2. It can train the students to express their opinions.
3. It can increase students’ ability in speaking skill because they will be accustomed to communicate with other students by expressing their own ideas and opinion.

There is disadvantage use Time Token Arends. The technique is difficult to apply effectively in the classroom which contains too many students because it consumes much time to make all of the students participating in speaking activities.

d. The Characteristic of Time Token Arends Technique

The characteristic of Time Token Arends technique are:

1. Students work in groups cooperatively to complete the learning materials
2. The group is form from students who have high ability, medium and low
3. Sharing tasks and responsibilities
4. Awards are more desirable to certain groups of individuals, and
5. Giving coupon to each student.

C. Concept of Speaking

1. Definition of Speaking

Speaking means the ability to express our idea, opinion and communication about ourselves, interesting, world and all thing around us through our sound system fluently with good pronunciations, grammar, suitable of vocabularies and good understanding of the speaker and the listener. There are some definition of speaking:

- a. Speaking is defined operationally in this study as a secondary stage students' ability to express themselves orally, coherently, and fluently

in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. In other words they are required to show mastery of the following sub-competencies / skills are Linguistic Competence, Discourse Competence, and Pragmatic Competence (Zaher, 2006:30-31).

- b. Speaking is defined differently by different experts. Cameron (2001: 40) says that speaking is about making people understand speaker's feelings and ideas by doing an act of communication using language. At the time people produce utterances, they deliver their meanings, feelings, ideas and desires. So that can be inferred, speaking is not only used to express speaker's feelings but also to transfer information to the listeners.
- c. Related to definition of speaking, Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations. Once again, speaking is more than people producing words and sounds. But every speaker has purposes on doing that.
- d. Brown et al, (2005) stated that speaking is oral interaction where participants need to negotiate meaning of ideas, feeling and information. In this case, the speaker must see the relationship between ideas

presented. In general, the goal of teaching speaking is to enable learners to communicate in the language they are learning.

- e. As Richards (2005:2) stated that the goal of teaching speaking is to provide learners with communicative competence, and classroom activities that develop learners' ability to express themselves through speech.
- f. Brown, et all, (2005:115) stated that speaking is oral interaction where participants need to negotiate meaning of ideas, feeling and information. In this case, the speaker must see the relationship between ideas presented.
- g. Bailey and David (2005:2) cited "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open ended, and evolving, but it is not completely unpredictable." From both definition of speaking stated above, it can be concluded that speaking is an oral communication that is used to convey meaning.

Hughes, (2002: 25) briefly introduces five components of speaking and makes us understanding, easily, and the components are: (1) vocabulary,(2) pronunciation,(3) fluency (4) accuracy. here are the explanation of each components:

1. Vocabulary

Thonrbury in Pelson education (2002: 27) states that vocabulary is study of the meaning words, the vocabulary first in learning English how the

words the use. Therefore the learners have to know the vocabulary first because one of the language's component that should be important to learn in supporting the students ability in English especially in order to compose the sentence we will use words that we already know the meaning and it's using.

2. Pronunciation

Schidmidt (2002),p 219) states that pronunciation is a term to use to capture all aspect of how we employ speech sound of communication. Therefore in this case communication will be going well if we get the ideas perfectly because our understanding the words from the speaker. The speaker' clear they are having a good pronunciation.

a. Fluency

According to Hornby in Nursyamsi (2010: 12) that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence patterns vary in word- order and omit elements of structure and also certain aspects of the prosody of discourse.

b. Accuracy

Marcel in Nursyamsi (2010: 10) states that accuracy is a manner of people in using appropriate word and pattern of sentences.

From the definition above, the researcher conclude In teaching and learning speaking by using Time Token Technique will improve the students' ability in speaking, and this research the writer would like to introduce Time Token Arends technique that can helps the students to improve speaking skill.

From the definition above, the researcher concludes that speaking is sound and symbol produce by the speaker to communicate with the listener to share the meaning.

2. The Element of Speaking

In speaking, there are some specific elements that have strong correlation with this skill. They are:

a. Accuracy

Marcel in Nursyamsi (2010: 10) states that accuracy is a manner of people in using appropriate word and pattern of sentences. In this case, accuracy divided into three, they are pronunciation, vocabulary and grammar.

According to Harmer (2000: 15), aspect of speaking can be divided as follows:

1. Pronunciation

Pronunciation is an act or result of production the sound of speech including articulation vowel formation, accent and inflection. Often with reference to some standard of contents or accept ability.

2. .Vocabulary

Thonrbury in pelson education (2002: 27) states that vocabulary is study of the meaning words, the vocabulary first in learning English how the words the use. Therefore the learners have to know the vocabulary first because one of the language's component that should be important to learn in supporting the students ability in English especially in order to compose the sentence we will is eth words that we already know the meaning and it's using.

According to Webster's near world print dictionary (Webster: 1983:2946), vocabularies are list of word etc as dictionary or glossary and all of words used a language or by a person group etc.

According to Longman dictionary of contemporary English (Longman 1995:240) vocabularies are all words someone knows, learners or user the words in particularly language a list of words with explanation of their meaning, in a book for learning foreign language.

a. Types of vocabulary

Harmer in Nursyamsi (2010: 10) distinguishes two types of vocabulary namely active vocabulary and passive vocabulary. According to him active vocabulary is that the students have learned and which they are expected to be able to use. On the other hand, passive vocabulary refers to words which the students will recognize when they met but will probably not be divided in to four kinds as follows:

- b. Oral vocabulary consists of words actively used in speech. These are the words that come readily to one's conversation. The more often a person utters words the words the more readily it will come to his tongue. Writing vocabulary is the words that come readily to one's finger vocabulary
- c. Listening vocabulary is the stock of words to which one responds with meaning and understood in speaking of other
- d. Reading vocabulary is the words that one response in writing of others.

b. Fluency

Fluency refers to able to speak to write smoothly, easy reading, to an easy flow is word or able communication with base is suggested the flow an accomplished speaker and writer, it is usually a term of commendation.

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1. Self Confidence

Self confidence is feeling sure that about one's ability as he states of feeling sure when people or students are able to think well. It is clear that is confidence is the ways we feel about what we are going to and also our perception how effectively we deal with other.

David in Zaenal (2011: 12) states that oral communication is two ways process between speaker and listener and native the productive skill of speaking and the receptive skill understanding. It is important to remember that receptive skill not imply passive both in listening and reading. Language users are actively involved in the process of interrupting and negotiating meaning.

Oxford learner pocket dictionary (1995:10) states that fluency is the state of being able to speak a language smoothly and easily and students are to communicate easily to others friends.

Brown, (1980:255) fluency is ready and expressive use of language. It is probably best achieved by allowing the "stream" of speech to "flow" then,

assumed of this speech spills over beyond comprehensibility to river bank of instruction or same details of phonology, grammar and discourse explained that fluency defined as the ability to across communicative intent without too much hesitation and to many pause or breakdown in communication.

According to Hornby (2010) say that fluency is the quality or condition of being fluent.

1. Contents

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2. Self Confidence

a. Definition of Self Confidence

Judge (2002) says that self confidence that as a person's beliefs about all aspects of the advantages it has and these beliefs make her feel able to achieve various goals in life. Uqshari (2005) says that self-confidence is the belief of an individual shall capabilities so satisfied with the situation himself.

Mruck (2006) says that self-confidence is not a concept reared in the same abstract discursive tradition as self-worth or self-value; it is a more complex one. It may be seen as a competence and as worthiness.

b. Element of self confidence

Norman and Hyland (2003) suggest that there are three elements to confidence:

1. Cognitive example the person's knowledge of their abilities;
2. Performance example the person's ability to do something;
3. Emotional example the learners' comfortable feeling about the former two aspects.

c. Characteristics of Self-Confidence

According Lauster (1994), there are several characteristics to assess self-confidence in the individual, including:

1. To believe in his own abilities A belief in oneself against all phenomena that air-relationship with an individual's ability to evaluate and overcome the phenomenon occurs.
2. Act independently in making decisions Can act in making decisions on what is done independently without the involvement of others. In addition, the ability to believe that measures taken.
3. Having a positive self-concept The existence of a good assessment of the him/herself, both of the views and actions taken which lead to a positive sense of him/herself.
4. Dare to express opinions The existence of an attitude able to express something in which to be different with others without coercion or things that can inhibit the hurt of these feelings.

In line with that proposed by Lauster (2004) say that the characteristics of people who have self-confidence is not selfish, quite tolerant, ambitious enough, do not need the support of others, not excessive, optimistic, able to work effectively, responsible for the work, and feel happy.

From explanation above the researcher can be concluded that people are confident or self-confidence has poise and positive attitude in the face of many kinds problem and not easily give up, have the social skills that good, believe in own ability, the courage to express opinions, unselfish perform the task well and responsible and has plans for her future. With these ability the individual has the possibility to be more successful in life when compared to people who have little or no confidence or low self confidence.

d. Factors that Affect The Self-Confidence

According Iswidharmanjaya (2007) there are several factors that can affect self confidence, namely:

1. Parents

In terms of information and a mirror on one's self, parents play a most special. If parents sincerely and consistently demonstrate the love and affection that will provide a view to the child that he deserves to be loved both by others and by himself. Conversely, if the parents do not provide warmth, acceptance and love in a relationship with the child, then the child will grow up with confidence is lacking. Assessment given by parents will mostly be held by a child assessment. Expectations of older people will be input into the child's ideals. If the child is not able to meet those expectations, then it is likely the child will develop a sense of useless and low self-esteem.

2. Siblings

Relationships with siblings are also important in the formation of self-confidence. The eldest child who is treated as a leader by his younger brothers and gets plenty of opportunity to act as an advisor, get a lot advantages to develop self-confidence. While the youngest children may have just the opposite. Maybe he constantly considered and treated as a child, consequently developing self confidence is very slow even difficult to grow.

3. School

Students are often ill-treated (punished and reprimanded) tend to be more difficult to develop a sense of confidence. Instead students were much praised, honored, and was rewarded tend to have high self confidence.

4. Friends

In association with friends, whether we liked, admired, and respected or not, also determine the formation of a person's self-confidence. Acceptance and good treatment by peers will lead to confidence in oneself. On the contrary, rejection by peers causing someone will withdraw and feel that he has a lot of flaws that do not deserve to hang out with friends the other. Thus, over time the confidence will disappear. So, to be accepted in the association of a teenager tend to behave according to the behavior of group of their friends.

5. Society

As members of society we are required to act in the manner and norms in society. The more a person is able to meet the norms and accepted by the public, then the self-

confidence will grow. Self confidence also influenced by the assessment given by the community. If someone had stamped ugly, it will be difficult for him to change it.

6. Experience

Many views on a person who is affected by the experience, successes, and failures. Success will make it easier for someone to develop self confidence while failure may hamper the development of confidence.

In addition to parenting, the behavior of the parents also have a role in the process of establishing an air of confidence, because usually young children will imitate what is done by the parents. Instead of parents who failed to give attention, love to criticize, never giving praise or never satisfied to see their achievements will reduce her confidence.

D. Conceptual Framework

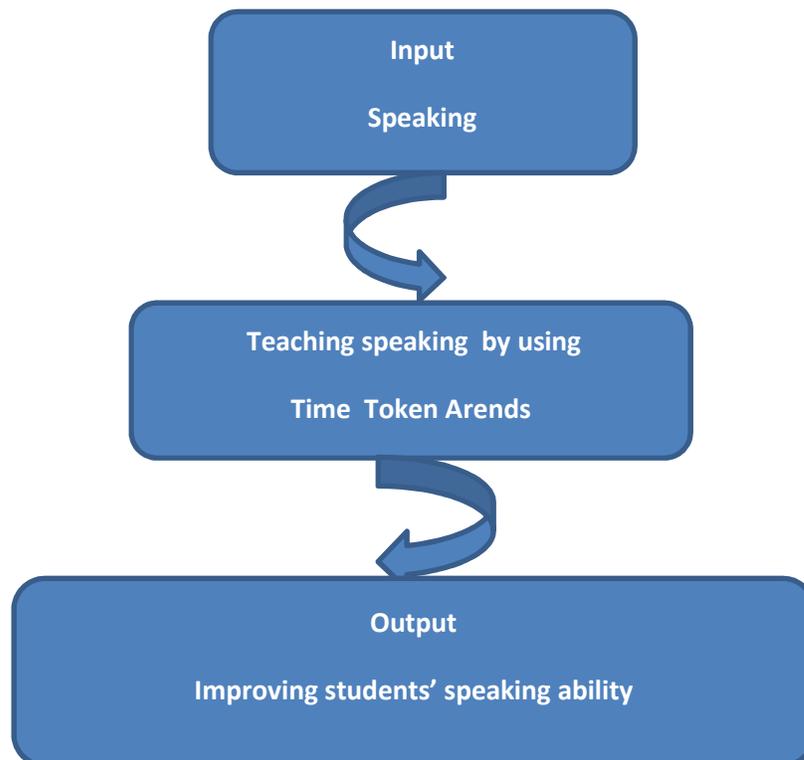


Figure 2.1 Conceptual Framework

Learning process is the main activity in this research. There is interaction between teacher and the students and valuable educative. Teaching and learning process is done and guide to reach the maximal result. To reach the maximal result, the teacher must be able to design the learning model base on the material subject and to practice the students' speaking.

The teacher designs and plans teaching activity base on the teaching program. The teacher should master the technique; in order the students can understand the subject easily. The role of teacher as educator is very complex not just limit when the learning and teaching process running out, but the teachers also as administer, evaluator, counselor and so on, base on their capability.

In teaching and learning activity, many factors that can improve the students' speaking ability, one of them is using TTA technique. The Time Token Arends will be use in the class to improve the students' speaking ability.

E. hypothesis

The hypothesis of the research presented as follows:

H1(alternative hypothesis): there is a significant difference of the stuents' speaking abiity before and after giving treatment.

H0(Null hypothesis) :there is no significant result students' speaking skill before and giving treatment.

CHAPTER III

THE METHODOLOGY OF THE RESEARCH

This chapter consists of research design, population and sample, research variable instrument of the research, procedure of collecting data and strategy of data analysis.

A. Research Design

The research design was a pre-experimental Method, with group design through pretest and posttest design.

The design was presented as follows :

01 X 02

Where:

O1 : pre-test

X : treatment

O2 :post-test

(Gay, 1981: 226).

1. Pretest

Before doing the treatment, the researcher gave the pretest to the students to know their prior knowledge.

2. Treatment

After pre-test the researcher gave treatment. She taught about vocabulary and self confidence and then the students activities used Time Token Arends technique through a group to expressing their ideas. It can be seen through procedures of treatment Time Token Arends technique

1) The first meeting

- a. The researcher was presented and introduces the material to the class and explained what he students have to done.
- b. The researcher explained about Time Token Arends and shows how to apply it

2) The second to fifth meetings

- a. The researcher gave the material to the students
- b. The researcher explained about the topic
- c. The students effort to understand the topic
- d. The researcher gave a coupon to the students

There are several steps of Time Token Arends in the class.

Istarani (2011:198) says several steps of Time Token activity:

Prepare the Time Token coupon to be spread to the students’.

- a. Arrange the students’ seating into a discussion form.
- b. Every students was given a coupon to talk around 30 seconds.
- c. If the student have finished their speak, it must be given to the teacher. One coupon once speaking chance.

- d. The students who have run out their coupon, have no chance to speak anymore. The chance was only for those who still hand their coupon.

3. Post-test

Post-test was given after the students do the task of narrative text. Post test were carried out to find out the students' speaking accuracy and fluency in learning process through TTA (Time Token Arends)

B. Population and sample

1. Population

The population of this research was the eleventh grade students of SMAN 18 GOWA which consisted of 3 classes. Each class consisted 20 students. So, the total number of the population was 60 students.

2. Sample

The researcher applied the purposive sampling technique in choosing the sample of the research. The researcher decides to choose XI IPA class which consisted of 20 students. This class were taken as a sample of the research based on information from the English teacher of the class. The students' speaking ability in learning process through narrative text was better than the other classes.

C. Research Variable and Indicators

1. Variables

The following are the variables of the research :

- a. Time Token Arends as the independent variable that important process to which allow the students to improve speaking ability.
- b. Speaking ability as the dependent variable of this research

2. Indicator

The indicator in this research was the students improving their speaking ability through Time Token Arends that focused on students' comprehension. It included of the students' accuracy in terms vocabulary, and fluency in terms self confidence.

D. Instrument of the research

The researcher used oral test and interview to asses and examine the students' speaking ability. The test consisted pre-test and post-test. The pre-test was given to the students to know their prior knowledge. After the researcher gave the pre-test, she gave the students treatment about narrative text through TTA. The last, she gave the students the post-test to find out the result about their speaking ability by using narrative text in learning process. The next instrument was interview, it was the process of obtaining information for the research purpose by way of question and answer face to face between the interviewer and the students at the Eleventh Grade of SMAN 18 Gowa.

E. Procedure of Collecting Data

In collecting the data, the researcher used some procedures as follows:

1. The researcher gave the pre-test to find out students' basic ability in speaking skill before gave the treatment to the students.
2. The researcher applied TTA (Time Token Arends) in the treatment.
3. The researcher gave the post-test were conduct to find out the students' speaking ability and to know the effectiveness of TTA (Time Token Arends) technique to improve the students' speaking ability.

Table 1 : The assessment of Vocabulary

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at time to search fro words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good	4	Although he has to make an effort and search for words, there re not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.

Poor	2	Long pauses while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton 2012)

Tabel 2 The Assessment of Speaking Fluency Involve self confidence

Classification	Score	Criteria
Excellent	9.6-10	Their speaking is very understandable and high of self confidence.
Very good	8.6-9.5	Their speaking is very understandable and very good of self confidence.
Good	7.6-8.5	They speak effectively and good of self confidence.
Fairly good	6.6-7.5	They speak sometimes hasty but fairly good of self confidence.
fair	5.6-6.5	They speak sometimes hasty, fair of self confidence .
Poor	3.6-5.5	They speak hasty, and more sentence no self confidence.
Very poor	0.0-3.5	They speak very hasty and more sentences and no self confidence.

Adapted from Layman (2008)

F. Technique of Data Analysis

1. The data was collected through the test and analyzed quantitative. To classify the students' score, there are five standard categories of evaluated as follows:

No	Score	Criteria
1	90-100	Classified as very good
2	80-89	Classified as good
3	70-79	Classified as fair
4	60-69	Classified as poor
5	50-59	Classified as very poor

Jacobs (2014)

The technique of quantitative data analysis. Quantitative data was a technique to analyzed and counted the data. It means that the technique of quantitative data analysis was the process of data shaped by number. In this research, she used the quantitative data to know the students' ability in speaking after they were taught by using Time Token Arends in teaching speaking. She gave the test to the students before and after they were taught

by Time Token Arends. The test result were compared, she was also used the procedure as follows:

The data on the students' speaking ability in terms of accuracy and fluency were analyzed in the following procedures:

1. To find out the mean score of the students' test, the researcher used the formula:

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

Where :

\bar{X} = Mean Score

$\sum X$ = Total Score

N = The number of students

(Gay, 1981: 298).

2. After collecting the data of the students, we could classify the score of the students. We could classify the score of the students into the following criteria :
 - a. 8.6 – 10 as excellent
 - b. 7.6 – 8.5 as very good
 - c. 6.6 – 7.5 as good

- d. 5.6 – 6.5 as fair
- e. 3.6 – 5.5 as poor
- f. 0 – 3.5 as very poor

(Depdikbud in Wangsa 2011:31).

3. To calculate the percentage of the students' score, the formula which was used as follows:

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

Notation :P : Rate Percentage

F : Frequency of the correct answer

N : The total number of students

Sudjana (2011).

4. Finding out the significance difference between the pre-test and post-test by calculating the value of the test. The following formula is employed:

$$t = \frac{\bar{D}}{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

t : Test of significance

D : The mean score from the different score of pretest and posttest

D : Standard deviation

N : Number of students

(Gay, 1981: 331)

After calculate the value of t-test, it will compare with the value of t-table. When the value of t-test is greater than the value of t-table, it mean that Null Hypothesis (H_0) was rejected and alternative Hypothesis (H_1) was accepted because there was significant difference between pre-test and post-test before and after teaching speaking by using TTA (Time Token Arends) Method. Meanwhile, when value of t-test lower than the value of t-table, it mean that Null Hypothesis (H_0) was accepted and Alternative Hypothesis (H_1) was rejected because there was no significant difference between pre-test and post-test before and after teach speaking by TTA (Time Token Arends) Method. The criteria use to accept or reject the hypothesis can be seen in the table below:

No	Testing	Null Hypothesis (H_0)	Alternative Hypothesis (H_1)
1.	t-test > t-table	Rejected	Accepted
2.	t-test < t-table	Accepted	Rejected

(Gay, 1981:49)

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. Students Speaking Ability in Terms Accuracy and Fluency

a. Students Speaking Ability in Terms of Vocabulary

The findings of this research deal with the students scores. They are the mean scores of pre test and post test, the rate percentage and frequency of pre test and post test and the t-test value. These findings describe as follows:

Table 4.1 The Mean Score the Students' Speaking Accuracy in Term of Vocabulary

Variable	The Students' Score		Percentage (%)
	Pre Test	Post Test	
Vocabulary	49.99	69.99	40.00%

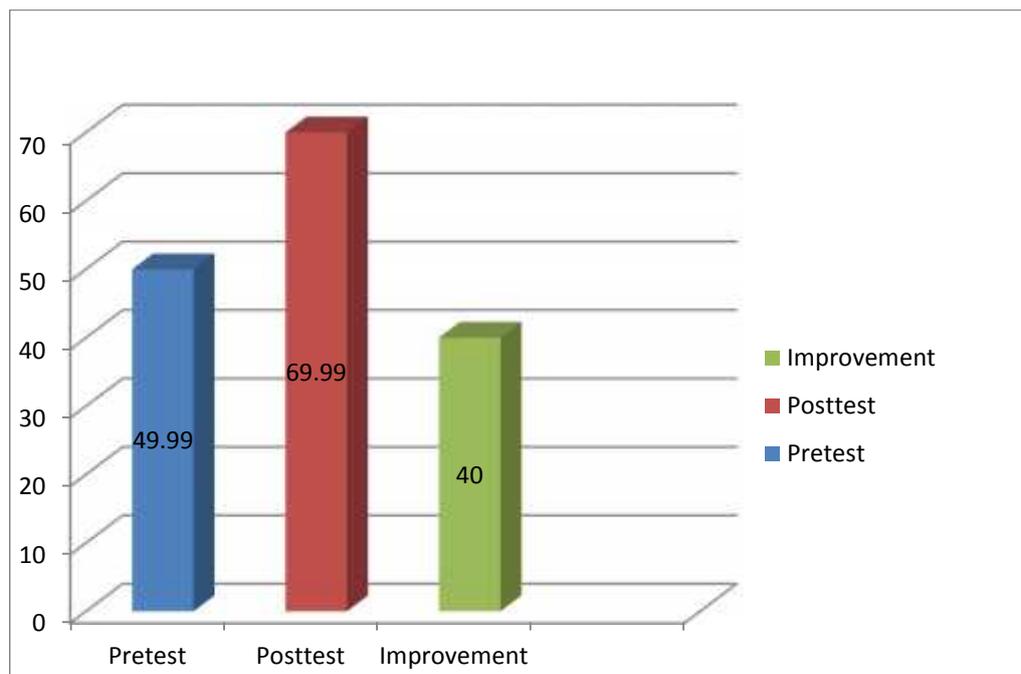
The table 4.1 above shows that there was improvement of the students' speaking accuracy from the pre-test and post-test which in pre-test the mean score of the students in speaking accuracy was 49.99 after gave the treatment, the mean score of the students' of the students' speaking accuracy becomes 69.99. So the percentage improvement of the students' speaking accuracy from

pre-test to post-test (40.00%).

From the data above proves that the application of Time Token Arends technique to improve speaking ability was able to improved the students' accuracy dealing with vocabulary at the Eleventh Grade of SMAN 18 Gowa.

To see clearly the improvement of the students' speaking accuracy dealing with vocabulary, the following chart was presented.

Chart 4.1: The Mean Score and Improvement of the Students' Speaking Accuracy



The chart figure 4.1 above shows that was improvement, the mean score of the students' speaking accuracy from the pre-test was 49.99 and the mean score of the post test was 69.99, so the improvement from pre-test to post-test was 40%.

b. Students' Speaking Fluency in Terms of Self Confidence

The finding of the research deal with the students scores of pre test and post test, the rate percentage and frequency of pre test and post test and t-test value. these findings describe as follow

Table 4.2 The Mean Score of the Students' Fluency in Terms of Self Confidence

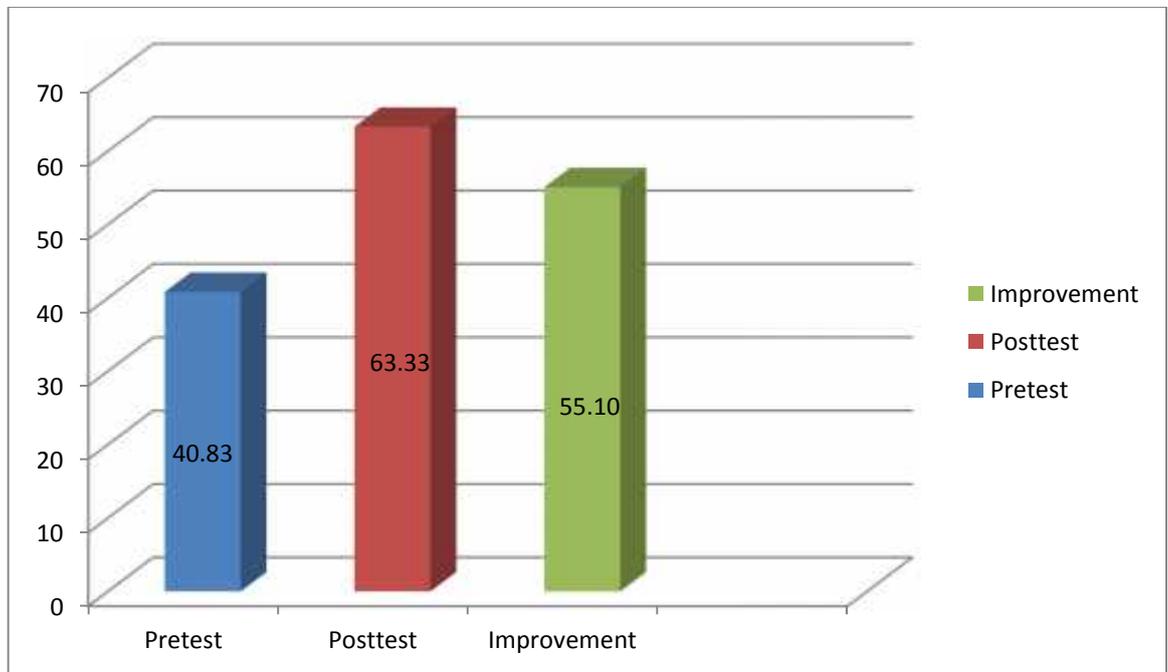
Variable	The Students' Score		Percentage (%)
	Pre Test	Post Test	
Self confidence	40.83	63.33	55.10%

The data in table 4.3 shows that the students' self confidence in speaking as the calculating of students pre test and post test after taught by used time Toke Arends technique.

The mean score of the students in pre test was (40.83) and the mean score of the post test was (63.33). So the percentage improvement of the students' speaking fluency from pre-test to post-test (55.10%). Therefore, the used of Time Token Arends technique can enhance the students self confidence in pre test and post test. The students' self confidence in post test was greater than in pre test

To see clearly the improvement of the students' speaking fluency dealing with self confidence, the following chart was presented.

Chart 4.2: The Mean Score and Improvement of the Students' Speaking Fluency



The chart figure 4.2 above shows that was improvement, and the mean score of the pre test in speaking fluency was 40.83 and the mean score of the post test in speaking fluency was 63.33, so the improvement from pre-test to post-test was 55.10%.

2. Test of Significance Testing

To know the significance of the pre-test and post-test for the students' speaking ability in terms of speaking accuracy and fluency, the researcher used t-test analyzed in the level of significance $p (0.005)$ with the degree of freedom $(df) = N-1$, where N number of subject (19) students then the value of t-table was 1.729.

In order to know whether or not the mean score was different from two test (pre-test and post-test), the writer used the t-table, The following table shows the result of the t-test calculation:

Table 4.3 : The t-Test and t-Table of Students' Achievement

Variable	t-Test	t-Table	Comparison	Classification
Vocabulary	6.989	1.729	t-Test > t-Table 6.989 > 1.729	Significant
Self Confidence	6.898	1.729	6.898 > 1.729	Significant

The data in table 4.3 shows that the students' achievement in speaking as the calculating of students t-Test and t-Table after taught by used time Toke Arends technique.

If the test value was greater than t-table at the at the level of significance 0.05 and degree of freedom 19, thus alternative hypothesis (H_1) would be accepted and null hypothesis (H_0) would be rejected. In contrary if the t-test value was lower than t-table at the level of significance 0.05 and degree of freedom 19, thus the alternative hypothesis would be rejected.

The result of data analysis of the speaking accuracy was the t-test value (6.989 > 1.729) was greater than t-table value (1.729) and the result of data analysis of the speaking fluency was greater than t-Table (1.729).

Based on the result, hypothesis test showed that H_0 was rejected and H_1

was accepted.

B. Discussion

As the researcher wrote at the first chapter, this research purposed to find out the implementation of time token Arends technique improved the students' speaking ability and to find out Time Token Arends technique to helped the students in learning process at the Eleventh Grade of SMAN 18 Gowa.

In the treatment process, the researcher made the teaching leaning process more interested used of TTA technique at the first meeting, the students were lazy and bored to participated in learning English but the researcher encourage them and made the atmosphere in the classroom more interested. As a result, the students became enjoy and more excited in learning process. It clears that with TTA Technique can improved the students' speaking ability at the Eleventh Grade of SMAN 18 Gowa.

1. The Analysis of Data Collected Through Speaking Test

The researcher applied Time Token Arends technique for some teaching material which needed more explanation before. This technique had advantages and disadvantages. One of the advantages was The students to be active in learning activity, while the disadvantages was can not be used in a class that has many students. The researcher used this technique in learning process because this technique can force the students to speak event they do not want to speak. However the students speak only 30 second.

2. The data through interview

In initial condition after doing speaking test, the researcher interviewed the students. The result of interview showed that Time Token Arends gave improvement in students speaking ability. When the students doing grouping without Time Token Arends the Students feel that they face difficulty to convey their idea and opinion and also they are not brave enough to convey their opinion. Low speaking ability faced by students was caused by teaching model. In other hand when they doing groping trough Time Token Arends they can deliver their opinion with their self confidence .As a result, students are not interested to study and they get bored easily, and also they bravery in speaking do not develop yet. In order to solve this problem the researcher used of teaching model through Time Token Arends to improve speaking ability.

In the first question of interview, the researcher found that mostly the students were comfort to speak English in front of the class through Time TokenArends. Time Token Arends was one of the alternatives to solve those problems. Auliatisky (2014: 35) in her research stated that Time Token Arends can be concluded that Time Token is one of alternative that is used to increase students' participation in speaking class. This technique provides opportunities to the passive students to be more confidence to convey their opinion by using speaking card. In the implementation of this technique, each student will get equal chance in learning because all of them have speaking cards. Best on the result of interview and the expert's theory, the students can

increase their self confidence in speaking through Time Token Arends technique.

In the second question, the researcher found that most of the students prefer to present their work in a group than work alone. It was prove According Coopersmith cited in ahmadi (1996) explains that when people are more active, have a behavior which aims, living a daily life of both individual and group who are likely to have high self confidence. Meanwhile, according to Judge (2002) describes the self confidence that as a person's beliefs about all aspects of the advantages it has and these beliefs make her feel able to achieve various goals in life. According Uqshari (2005) self-confidence is the belief of an individual shall capabilities so satisfied with the situation himself

Best on the result of interview and the expert's theory, the students prefer to present their work in a group than work alone. Thus, the students can improve their self confidence to speak with their friends.

In the last question of interview, the researcher found that many of students convince their-self to have a self confidence in speaking. Self-confidence was not a concept reared in the same abstract discursive tradition as self-worth or self-value; it was a more complex one. It may be seen as a competence and as worthiness (Rosenberg, 1979; Mruck, 2006). Self-confidence appears to involve knowing one's own abilities and having enough faith in them to make sound decisions in the face of uncertainty and pressure.

Based on the result of interview and the expert's theory, the researcher found that the students convinced their self in speaking. It means that the students' speaking ability improved through Time Token Arends

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings in the previous chapter, the researcher draws conclusion that teaching English through Method was significant to improve the students' speaking skill. Based on the result and the discussion of the data analysis previously, the writer takes conclusion as follows:

1. Using Time Token Arends technique in teaching speaking was able to improved the students' accuracy include vocabulary was proven by the improvement of the students at SMAN 18 Gowa was 40.00%
2. Using Time Token Arends in teaching speaking was able to improved the students' speaking fluency include Self- confidence was proven by the improvement of the students at SMAN 18 Gowa was 55.10%

B. Suggestion

Based on the conclusion, the researcher give some suggestions as follows:

1. For the teacher
 - a. The teachers should give enough opportunity to the students to practice their speaking skill through active learning, one of them is Time Token Arends technique, because it is easy to be presented and it is also enjoyable for the students' in learning process.
 - b. The teachers of English who teach in senior high school level should be creative in teaching English. Specially in speaking, because to be

master it need more technique or method in improving it. The teacher should provide easy and fun activities in speaking; therefore the students' may follows the class ore active and responsive.

2. For the students

- a. The students should be diligent to practice of the English speaking whenever and wherever.
- b. The students should not be afraid to speak in English. Another word the students should have self-confidence in speaking.

3. For the next researcher

For the next researcher, there are still many things that have to be observed by the next researcher related to the English subject because in this researcher, the researcher just focuses on English Speaking by using Time Token Arends at the Eleventh Grade of SMAN 18 Gowa.

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Appendix VIII

THE SCORE OF STUDENTS SPEAKING TEST PRE-TEST

No	Students	Accuracy	Fluency
		Vocabulary	Self confidence
1	Andrianti	66.6	50
2	Anita suryaningsih	50	33
3	Handan Hamsah	50	33
4	Muhammad Ridwan	50	33
5	Nurhikmah N	6.66	50
6	Sunardi B	50	50
7	Syamsiah	66.6	50
8	Umar Abdullah	33	33
9	Husnul fatimah	66.6	50
10	Nur Annisa	50	33
11	Awaluddin M	33	33
12	Irfan Anggara Putra	50	33
13	Muhammad Ilham	33	33
14	Rika Apriana	50	50
15	Riswahyuningsih M.S	66.6	66.6
16	Riska Amelia	50	33
17	Risnawati	66.6	33
18	Sitti Amisa	33	50
19	Rendi Aditia	33	33
20	Syamsul	33	33
Total score		999.94	816.62
Mean score		49.83	40.83

Appendix VIII

THE SCORE OF STUDENTS SPEAKING TEST PRE-TEST

No	Students	Accuracy	Fluency
		Vocabulary	Self confidence
1	And	66.6	50
2	Ani	50	33
3	Han	50	33
4	Muh	50	33
5	Nur	6.66	50
6	Sun	50	50
7	Sya	66.6	50
8	Uma	33	33
9	Hus	66.6	50
10	Nur	50	33
11	Awa	33	33
12	Irf	50	33
13	Muh	33	33
14	Rik	50	50
15	Ris	66.6	66.6
16	Ris	50	33
17	Ris	66.6	33
18	Sit	33	50
19	Ren	33	33
20	Sya	33	33
Total score		999.94	816.62
Mean score		49.83	40.83

APPENDIX I : SPEAKING TEST

ACTIVITY : Speaking Text (group discussion)

INSTRUCTION : Do as what the instruction say!

TIME : 30 Second each students

Materi : about narrative text..

Step Of Time Token Arends

Istarani in muhammad kristiawan (2011:194) says several steps of Time Token activity:

1. Prepare the Time Token coupon to be spread to the students'.
2. Arrange the students' seating into a discussion form.
3. Every students' is given a coupon to talk around 30 seconds.
4. If the student have finished their speak, it must be given to the teacher.

One coupon once speaking chance.

5. The students' who have run out their coupon, have no chance to speak anymore. The chance is only for those who still hand their coupon.

Process:

The English teacher of the school apply Time Token Arends technique as teaching technique learning activity:

1. The teacher conveys a learning technique that will be used of Time Token type cooperative learning where each student was given two coupons, and when the student submits, answers, and responds to the questions the student must put the coupon in the middle of the group.

2. The teacher conveys the learning objectives to be achieved.
3. The Teachers motivate students connect with everyday.
4. The last is the teacher divides the students into groups which consist of four students and select one of them to become the captain of the group. Then, the teacher asked each captain to come forward and took an envelope in which had a number on it. After the teacher called the entire captain of the group to took the envelope, the teacher then gave the students time to discuss the topic for twenty minutes. After the students finished discuss about the topic, the teacher choose the first group presentation about the topic and so on all of the group finished presentation. One by one the students speak and the teacher help the researcher for analyzed students self confidence used assessment self confidence.

Appendix II

Pre Test

I will read the following text. The students have to Listen carefully and the teacher gives some question to the students and they have to answer the questions with their own word.

Snow White

(Orientation)

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

(Complication)

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

(Resolution)

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White."

Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and finally Snow White and the 7 dwarfs lived happily ever after.

1. Teacher : What do you think about snow white?
Student : Eee I think snow white is beautiful and well.
(correct answer) :I think, snow white is a beautiful girl and kind hearted.
2. Teacher : Why her uncle and aunt wanted to leaving snow white in the castle?
Student : Because uncle and aunt will go to America
(correct answer): Her uncle and aunty wanted to leaving snow white in the castle because they want to go to America and they did not have enough money to take snow white.
3. Teacher : Why snow white run away?
Student : Because snow white want run.
(correct answer): She run away because, she does not want her uncle and aunt to do that, so she decided it would be best if run away.
4. Teacher : Where was the snow white run away?
Student : Woods
(correct answer): She run away go to into the woods.

5. Teacher : How to ending of this story?

Student : sad

(correct answer): The ending of the story is happily ever after.

Appendix III: The Member of the Group

1. The first group
Name: Andriati
Anita suryaningsih
Handam Hamsah
Muhammad Ridwan
Sitti Amisa
2. The second group
Name: Nurhikmah N
Sunardi B
Syamsiah
Umar Abdullah
Rendi Aditia
3. The third group
Name : Husnul Fatimah
Nur Annisa
Awaluddin M
Irfan Anggara Putra
Syamsul
4. The four group
Name: Muhammad Ilham
Rika Apriana
Riswahyuningsih M.S
Riska Amelia
Risnawati

Appendix IV

Activity : Teaching Material

The Ugly Duckling

A long time ago on an old farm, lived a duck family. One day, Mother Duck had been sitting on a clutch of a new eggs. One nice morning, the eggs hatched and six beautiful yellow duckling popped out. But one egg was bigger than the rest, and it did not hatch. Mother Duck was suprised. How did it get there? 'Tock! Tock!' The duckling in that egg was pecking inside his shell.

'Did I count the eggs wrongly?' Mother Duck wondered. Before the Mother Duck had time to think about it, the last egg hatched. A strange looking duckling with grey feathers worried Mother Duck. The ducklings grew quickly, but Mother Duck has a secret worry.

'I can't understand how this ugly duckling can be one of mine?' she said to herself, shaking her head. Well, the grey dukling certainly was not pretty. He ate far more than his brothers, so that he was outgrowing the other ducklings. By the time passed by, the poor ugly duckling felt more and more unhappy. His brothers did not want to play with him. He was so clumsy, and all the farmyard animals laughed at him because he is ugly. He felt sad and lonely, while Mother Duck did her best to cheer up him.

Then one day, the ugly duckling ran away from the farmyard. He began to question all the other birds. 'Do you know of any ducklings with grey feathers like mine?' But everyone shook their heads in scorn.

'We don't know anyone as ugly as you,' they said.

The ugly duckling did not lose heart, however, and kept on asking everyone he met. Then one day, his travels took him near an old countrywoman's cottage. The old woman caught the ugly duckling because she was thinking he was a stray goose.

'I'll put this in a hutch. I hope it's female and lays plenty of eggs!' said the old woman, whose eyesight was poor. The ugly duckling, however, did not lay a single egg. Then hen kept frightening him. She said that the woman would cook him if he could not lay egg. The duckling was frightened.

Then one night, the ugly duckling found the hutch door ajar, so he escaped. Once again he was all alone. He fled as far away as he could, and at dawn, he found himself in a thick bed of reeds. One day at sunrise, he saw some beautiful birds flew above him. They were white, with long slender necks, yellow beaks and large wings. They were flying south to find food and new nests.

'If only I could look like them, just for a day!' said the duckling, admiringly. Finally winter came. The weather became cold and the water was frozen. The poor duckling left home to seek food in the snow. He was exhausted and dropped to the ground. Luckily, a farmer found him and put him in his big jacket pocket. The farmer and his children look after him well.

However, by springtime, he had grown so big that the farmer decided. 'I'll set him free by the pond!' That was when the duckling saw himself mirrored in the water.

'Goodness! How I have changed! I hardly recognize myself!' He was surprised because he became a beautiful duckling.

The flight of swans flew north again and glided on to the pond. The duckling realized he was one of their kind when he saw them, and soon made friends.

'We're swans like you!' they said, warmly. 'Where have you been hiding?'

'It's a long story,' the young swan replied, still astounded. Now, he swam majestically with his fellow swans. One day, he heard children on the river bank exclaim: 'Look at that young swan! He is the finest of them all!'

Question:

- 1.How was the duckling like when he came out of the last egg?
- 2.Did the duckling's brother behave well towards him?
- 3.Why did the ugly duckling leave from the farmyard?
- 4.Who caught the duckling after he had left the farmyard?
- 5.What did the hen do when the duckling couldn't lay egg?
- 6.Who took care of the duckling well?
- 7.Who was actually the young swan?
- 8.Can you mention the characters in the story?

Appendix IX

THE SCORE OF STUDENTS SPEAKING TEST POST TEST

No	Students	Accuracy	Fluency
		Vocabulary	Self confidence
1	And	100	83
2	Ani	83	66.6
3	Han	66.6	66.6
4	Muh	50	50
5	Nur	66.6	66.6
6	Sun	50	50
7	Sya	83	66.6
8	Uma	50	50
9	Hus	66.6	66.6
10	Nur	66.6	83
11	Awa	50	66.6
12	Irn	66.6	50
13	Muh	66.6	50
14	Rik	83	83
15	Ris	100	66.6
16	Ris	83	83
17	Ris	83	50
18	Sit	50	50
19	Ren	66.6	50
20	Sya	66.6	66.6
Total score		1399.93	1266.98
Mean score		69.99	.63.33

Appendix V

The Result of the Post Test in Speaking Learning

1. Teacher : What do you think about snow white?
Student : I think snow white is beautiful and a good person

2. Teacher : Why her uncle and aunt wanted to leaving snow white in the castle?
Student : Because Her uncle and aunty wanted to leaving snow white in the castle
because they want to go to America and they did not have enough
money to take snow white.

3. Teacher : Why snow white run away?
Student : She run away because, she does not want her uncle and aunt to do that,
so she run away.

4. Teacher : Where was the snow white run away?
Student : She run away go to into the woods.

5. Teacher : How to ending of this story?
Student : happily ever after.

Appendix VI : Interview

Activity : Interview

Time : In One Meeting

1. Do you feel comfortable when you speak English in front of the class through Time Token Arends?
2. How do you prefer to present your projects, work in a group, or alone?
3. do you convince yourself to have a self confidence in speaking English?

(Adapted : Hernando Prada Arango: 2015)

Appendix VII: Result of Interview

1. Question : Do you feel comfortable when you speak English in front of the class through Time Token Arends?

Andriati : “Yes, I feel comfortable because that is something I like, and I am good on that, and they know it “

Anita : “Yes, I do not feel ashamed”

Handam : “Yes, because, I have a clear accent and a good vocabulary ”

Husnul : “ I comfortable”

Ridwan : “Yes”

Nurhikimah : “Sometimes (not always)”

Sunardi : “No, I think it’s hard”

Syamsiah : “ No, I’m not comfort”

Umar Abdullah : “Yes, I feel comfort”

Nur Annisa : “Comfortable”

2. Question : How do you prefer to present your project, work in a group or alone ?

Awaluddin : “ I work better alone, because I don’t have limits in my work”

Irfa : “ I am more confident when I work in group”
Ilham : “ I feel more confident when I work in group and it is much better”
Rika Apriana : “by myself”
Riswahyuningsih : “ by myself, I like learning alone”
Riska Amelia : “ in group in easier”
Risnawati : “ a group”
Sitti Amisa : “group”
Rendi aditia : “in group”
Syamsul : “I like a group”
andriati : “alone”
handam : “ group”

3. Question : Do you convince yourself to have a self confidence in speaking English ?

Andriati : “ yes, I think I have”
Handam : “ yes, I think so”
Nurhikmah : “ I think I have little self confidence”
Awaluddin : “ no, I am not have”
riswahyuningsih : “ I am shy”
Nur annisa : “ I have”
Rika Apriana : “confidence”
Riska Amelia : “no”
Sitti Amisa : “ yes”

Rendi Aditia : “ I have self confidence”

Syamsul : “ yes, I have”

Ridwan : “ I think so”

Sunardi : “ I have self confidence”

Irfan : “ yes , I have”

APPENDIX XI

a) The mean score of pre-test:

Accuracy

$$X = \frac{\Sigma x_1}{N}$$

$$X = \frac{999.94}{20}$$

$$X = 49.83$$

Fluency

$$X = \frac{\Sigma x_1}{N}$$

$$X = \frac{816.62}{20}$$

$$X = 40.83$$

b) The mean score of post-test

$$X = \frac{\Sigma x_2}{N}$$

$$X = \frac{1399.93}{20}$$

$$X = 69.99$$

Fluency

$$X = \frac{\sum x_2}{N}$$

$$X = \frac{1266.98}{20}$$

$$X = 63.33$$

c) The mean score of pre-test and post test

Accuracy

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

$$X = \frac{28.7}{N20}$$

$$X = 1.43$$

Fluency

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

$$X = \frac{20.4}{N20}$$

$$X = 1.02$$

d) For calculating t-test

Accuracy

$$t = \frac{D}{\frac{\Sigma D^2 \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{19.99}{\frac{11.110.43 \frac{159.992}{20}}{20(20-1)}}$$

$$t = \frac{19.99}{\frac{3.110.83}{380}}$$

$$t = \frac{19.99}{\sqrt{8.18}}$$

$$t = \frac{19.99}{2.86}$$

$$t = 6.989$$

t-test= 6.988

Thus, $t = 6.989 > 0.05$ and $df = 20$ derived from $df = (N-1) = 20-1 = 19$. So, t-value =

1.729.

Fluency

$$t = \frac{D}{\frac{\sum D^2 \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{22.49}{\frac{14.165.21 - 202.482}{20(19)}}$$

$$t = \frac{22.49}{\frac{14.165.21 - 10.124.1}{20 - (19)}}$$

$$t = \frac{22.49}{\sqrt{4.041.11}}$$

$$t = \frac{22.49}{3.26}$$

$$t = 6.898$$

t-test= 6.898

Thus, $t = 6.898 > 0.05$ and $df = 20$ derived from $df = (N-1) = 20-1 = 19$. So, t-value =

1.729

e) The percentage of students' improvement

1. Accuracy

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{69.99 - 49.99}{49.99} \times 100\%$$

$$P = 40\%$$

2. Fluency

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{63.33 - 40.83}{40.83} \times 100\%$$

$$P = 55.10\%$$

Appendix XI: Coupon Time Token Arends

Material: Narrative Test

Speaking Test

30 Second

Speaking Test

30 Second

Speaking Test

30 Second

**Speaking
Test**

30 Second

Appendix XI

Activity : documentation of the learning process



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMAN 18 Gowa
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 2
Alokasi Waktu : 4 x 45 menit (2x pertemuan)
Topik Pembelajaran : Narrative
Pertemuan Ke :

A. Standar Kompetensi

Berbicara

10 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

10. 2 Mengungkap-kan makna dalam esei dengan mengguna-kan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, spoof, dan hortatory exposition

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none">▪ Melakukan teks monolog lisan berbentuk narrative▪ Mempresentasikan teks monolog lisan berbentuk narrative	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa dapat melakukan teks monolog lisan berbentuk narrative
- Siswa mempresentasikan teks monolog lisan berbentuk narrative

E. Materi Pokok

a. Pengertian Narrative Text

Narrative Text adalah satu dari 13 jenis teks bahasa Inggris (genre) yang lahir dari kalangan Narration (lihat Types Of Text) seperti halnya Recount Text, Anecdote Text, Spoof

Text dan News Items Text yang mana berfungsi untuk menceritakan kisah masa lampau dan untuk hiburan.

b. Tujuan Komunikatif Narrative Text

Tujuan Komunikatif Narrative Text seperti yang dijelaskan di atas adalah untuk menghibur pendengar atau pembaca tentang suatu kisah atau cerita masa lampau yang bertalian dengan pengalaman nyata, khayal atau peristiwa-peristiwa pelik yang mengarah ke suatu krisis, yang pada akhirnya menemukan suatu penyelesaian.

c. Generic Structure Narrative Text

Setiap jenis teks bahasa Inggris (genre) memiliki struktur teks-nya sendiri-sendiri. Struktur dari Narrative Text terdiri dari tiga bagian yaitu :

1. Orientation

Pada bagian Orientation atau pengenalan berisi tentang pengenalan tokoh dalam cerita serta waktu dan tempat kejadiannya.

2. Complication

Pada bagian Complication berisi tentang gambaran munculnya krisis atau masalah yang di alami oleh tokoh pada cerita tersebut yang harus dipecahkan.

3. Resolution

Pada bagian Resolution berisi tentang bagaiman tokoh dari cerita tersebut memecahkan masalah yang ada pada bagian Complication. Biasanya terdapat lebih dari satu Resolution untuk satu Complication.

Pada beberapa referensi tentang Narrative Text, terdapat tambahan generic structure pada Narrative Text, yaitu penambahan Coda setelah Resoulition. Jadi susunan Narrative text adalah Orientation, Complication, Resolution dan Coda.

Coda adalah bagian terakhir dari structure Narrative Text yang berisi perubahan yang terjadi pada tokoh dan pelajaran yang dapat dipetik dari cerita tersebut.

d. Ciri Kebahasaan Narrative Text

Pada Narrative Text, terdapat beberapa ciri-ciri antara lain sebagai berikut :

- Menggunakan Action Verb dalam bentuk Past Tense. Misalnya : Climbed, Turned, Brought, dsb.
- Menggunakan Nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalnya : the king, the queen, dsb.
- Menggunakan Adjectives yang membentuk noun phrase. Misalnya : long black hair, two red apples, dsb.
- Menggunakan Time Connectives dan Conjunctions untuk mengurutkan kejadian-kejadian. Misalnya : then, before, after, soon, dsb.
- Menggunakan Adverbs dan Adverbial Phrase untuk menunjukkan lokasi kejadian atau peristiwa. Misalnya : here, in the mountain, happily ever after, dsb.

e. E. Contoh Narrative Text

Banyak sudah contoh mengenai Narrative Text yang telah dibuat , anda bisa melihatnya di Cerita Rakyat Bahasa Inggris. Tapi untuk lebih afdolnya, penulis hadirkan contoh Narrative Text sebagai berikut beserta contohnya.

Snow White

(Orientation)

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

(Complication)

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

(Resolution)

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White."

Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and finally Snow White and the 7 dwarfs lived happily ever after.

F. Metode Pembelajaran/Teknik:

Time Token Arends

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none">▪ Bertanya jawab tentang pertanyaan teks monolog sederhana berbentuk narrative.▪ Membahas unsur dan langkah retorika dalam pertanyaan teks monolog sederhana berbentuk narrative.▪ Membahas ciri-ciri leksikogramatika.▪ Membacakan cerita	<ul style="list-style-type: none">▪ Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi.▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar dengan	<ul style="list-style-type: none">▪ Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk naratif di luar tugas tatap muka dan terstruktur yang diberikan guru.▪ Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.

<p>kepada kelompok atau kelas (monolog).</p> <ul style="list-style-type: none"> ▪ Menceritakan kembali cerita kepada kelompok atau kelas (monolog). ▪ Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri. 	<p>kelompok belajarnya</p> <ul style="list-style-type: none"> ▪ Membahas unsur dan langkah retorika dalam teks naratif. ▪ Membahas ciri-ciri leksikogramatika. ▪ Membacakan cerita kepada kelompok (monolog). ▪ Menceritakan kembali cerita kepada kelompok (monolog). 	
--	--	--

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Step of Time Token Arends

Istarani (2011:194) says several steps of Time Token activity:

Prepare the Time Token coupon to be spread to the students'.

1. Arrange the students' seating into a discussion form.
2. Every students' is given a coupon to talk around 30 seconds.
3. If the student have finished their speak, it must be given to the teacher. One coupon once speaking chance.
4. The students' who have run out their coupon, have no chance to speak anymore.

The chance is only for those who still hand their coupon.

Kegiatan Inti (70')

- Memberikan stimulus berupa pemberian materi pertanyaan teks monolog sederhana berbentuk narrative

- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks monolog sederhana berbentuk narrative.
- Setelah guru memberikan materi, guru menjelaskan teknik time token arends
- Guru memberikan kesempatan siswa untuk mengungkapkan secara lisan teks monolog beerbentuk narrative
- Siswa mempresenatasikan secara lisan teks monolog beerbentuk narrative

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai pertanyaan teks monolog sederhana berbentuk narrative.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai pertanyaan teks monolog sederhana berbentuk narrative.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- Buku Look Ahead 1 , English for Better Life
- Buku Inter-Language Kelas Xi
- kupon

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Menjawab pertanyaan teks monolog sederhana berbentuk narrative	Performance Assessment (responding)	Melengkapi dialog	Complete the dialogue below using the suitable expression!
2.	Melakukan teks monolog lisan berbentuk narrative.	Tes Lisan	Membuat dialog	Give your responses orally based on the situations below!
3	Mempresentasikan teks monolog lisan berbentuk narrative	Tes Lisan	Presentasi Kelompok	Listen carefully and then identify the goal, mate-rials needed and steps

II. Instrumen Penilaian

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball (*pesta dansa*) in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach (*kereta*), two horses and footmen. She also gave Cinderella a lovely dress to wear to the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

Find out:

- a. What is the purpose of the text above?
- b. What was there at the palace one day?
- c. Why did the king hold the event at his palace?

Please represent in front of the class how to make or to do something!

III. Pedoman Penilaian

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	vocabulary			
2	Self confidence			
	total			
	Total score			

Mengetahui,
Guru Pamong

manuju, January 2018
Mahasiswa

Riskawatit

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

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Text dan News Items Text yang mana berfungsi untuk menceritakan kisah masa lampau dan untuk hiburan.

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Pada bagian Resolution berisi tentang bagaimana tokoh dari cerita tersebut memecahkan masalah yang ada pada bagian Complication. Biasanya terdapat lebih dari satu Resolution untuk satu Complication.

Pada beberapa referensi tentang Narrative Text, terdapat tambahan generic structure pada Narrative Text, yaitu penambahan Coda setelah Resolution. Jadi susunan Narrative text adalah Orientation, Complication, Resolution dan Coda.

Coda adalah bagian terakhir dari structure Narrative Text yang berisi perubahan yang terjadi pada tokoh dan pelajaran yang dapat dipetik dari cerita tersebut.

d. Ciri Kebahasaan Narrative Text

Pada Narrative Text, terdapat beberapa ciri-ciri antara lain sebagai berikut :

- Menggunakan Action Verb dalam bentuk Past Tense. Misalnya : Climbed, Turned, Brought, dsb.
- Menggunakan Nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalnya : the king, the queen, dsb.
- Menggunakan Adjectives yang membentuk noun phrase. Misalnya : long black hair, two red apples, dsb.
- Menggunakan Time Connectives dan Conjunctions untuk mengurutkan kejadian-kejadian. Misalnya : then, before, after, soon, dsb.
- Menggunakan Adverbs dan Adverbial Phrase untuk menunjukkan lokasi kejadian atau peristiwa. Misalnya : here, in the mountain, happily ever after, dsb.

e. E. Contoh Narrative Text

Banyak sudah contoh mengenai Narrative Text yang telah dibuat , anda bisa melihatnya di Cerita Rakyat Bahasa Inggris. Tapi untuk lebih afdolnya, penulis hadirkan contoh Narrative Text sebagai berikut beserta contohnya.

Snow White

(Orientation)

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

(Complication)

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

(Resolution)

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White."

Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and finally Snow White and the 7 dwarfs lived happily ever after.

F. Metode Pembelajaran/Teknik:

Time Token Arends

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none">▪ Bertanya jawab tentang pertanyaan teks monolog sederhana berbentuk narrative.▪ Membahas unsur dan langkah retorika dalam pertanyaan teks monolog sederhana berbentuk narrative.▪ Membahas ciri-ciri leksikogramatika.▪ Membacakan cerita	<ul style="list-style-type: none">▪ Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi.▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar dengan	<ul style="list-style-type: none">▪ Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk naratif di luar tugas tatap muka dan terstruktur yang diberikan guru.▪ Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.

<p>kepada kelompok atau kelas (monolog).</p> <ul style="list-style-type: none"> ▪ Menceritakan kembali cerita kepada kelompok atau kelas (monolog). ▪ Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri. 	<p>kelompok belajarnya</p> <ul style="list-style-type: none"> ▪ Membahas unsur dan langkah retorika dalam teks naratif. ▪ Membahas ciri-ciri leksikogramatika. ▪ Membacakan cerita kepada kelompok (monolog). ▪ Menceritakan kembali cerita kepada kelompok (monolog). 	
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Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Step of Time Token Arends

Istarani (2011:194) says several steps of Time Token activity:

Prepare the Time Token coupon to be spread to the students'.

1. Arrange the students' seating into a discussion form.
2. Every students' is given a coupon to talk around 30 seconds.
3. If the student have finished their speak, it must be given to the teacher. One coupon once speaking chance.
4. The students' who have run out their coupon, have no chance to speak anymore.

The chance is only for those who still hand their coupon.

Kegiatan Inti (70')

- Memberikan stimulus berupa pemberian materi pertanyaan teks monolog sederhana berbentuk narrative

- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks monolog sederhana berbentuk narrative.
- Setelah guru memberikan materi, guru menjelaskan teknik time token arends
- Guru memberikan kesempatan siswa untuk mengungkapkan secara lisan teks monolog beerbentuk narrative
- Siswa mempresenatasikan secara lisan teks monolog beerbentuk narrative

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai pertanyaan teks monolog sederhana berbentuk narrative.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai pertanyaan teks monolog sederhana berbentuk narrative.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- Buku Look Ahead 1 , English for Better Life
- Buku Inter-Language Kelas Xi
- kupon

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Menjawab pertanyaan teks monolog sederhana berbentuk narrative	Performance Assessment (responding)	Melengkapi dialog	Complete the dialogue below using the suitable expression!
2.	Melakukan teks monolog lisan berbentuk narrative.	Tes Lisan	Membuat dialog	Give your responses orally based on the situations below!
3	Mempresentasikan teks monolog lisan berbentuk narrative	Tes Lisan	Presentasi Kelompok	Listen carefully and then identify the goal, mate-rials needed and steps

II. Instrumen Penilaian

The Ugly Duckling

A long time ago on an old farm, lived a duck family. One day, Mother Duck had been sitting on a clutch of a new eggs. One nice morning, the eggs hatched and six beautiful yellow duckling popped out. But one egg was bigger than the rest, and it did not hatch. Mother Duck was suprised. How did it get there? 'Tock! Tock!' The duckling in that egg was pecking inside his shell.

‘Did I count the eggs wrongly?’ Mother Duck wondered. Before the Mother Duck had time to think about it, the last egg hatched. A strange looking duckling with grey feathers worried Mother Duck. The ducklings grew quickly, but Mother Duck has a secret worry.

‘I can’t understand how this ugly duckling can be one of mine?’ she said to herself, shaking her head. Well, the grey duckling certainly was not pretty. He ate far more than his brothers, so that he was outgrowing the other ducklings. By the time passed by, the poor ugly duckling felt more and more unhappy. His brothers did not want to play with him. He was so clumsy, and all the farmyard animals laughed at him because he is ugly. He felt sad and lonely, while Mother Duck did her best to cheer up him.

Then one day, the ugly duckling ran away from the farmyard. He began to question all the other birds. ‘Do you know of any ducklings with grey feathers like mine?’ But everyone shook their heads in scorn.

‘We don’t know anyone as ugly as you,’ they said.

The ugly duckling did not lose heart, however, and kept on asking everyone he met. Then one day, his travels took him near an old countrywoman’s cottage. The old woman caught the ugly duckling because she was thinking he was a stray goose.

‘I’ll put this in a hutch. I hope it’s female and lays plenty of eggs!’ said the old woman, whose eyesight was poor. The ugly duckling, however, did not lay a single egg. Then hen kept frightening him. She said that the woman would cook him if he could not lay egg. The duckling was frightened.

Then one night, the ugly duckling found the hutch door ajar, so he escaped. Once again he was all alone. He fled as far away as he could, and at dawn, he found himself in a thick bed of reeds. One day at sunrise, he saw some beautiful birds flew above him. They were white, with long slender necks, yellow beaks and large wings. They were flying south to find food and new nests.

‘If only I could look like them, just for a day!’ said the duckling, admiringly. Finally winter came. The weather became cold and the water was frozen. The poor duckling left home to seek food in the snow. He was exhausted and dropped to the ground. Luckily, a farmer found him and put him in his big jacket pocket. The farmer and his children look after him well.

However, by springtime, he had grown so big that the farmer decided. ‘I’ll set him free by the pond!’ That was when the duckling saw himself mirrored in the water.

‘Goodness! How I have changed! I hardly recognize myself!’ He was surprised because he became a beautiful duckling.

The flight of swans flew north again and glided on to the pond. The duckling realized he was one of their kind when he saw them, and soon made friends.

‘We’re swans like you!’ they said, warmly. ‘Where have you been hiding?’

‘It’s a long story,’ the young swan replied, still astounded. Now, he swam majestically with his fellow swans. One day, he heard children on the river bank exclaim: ‘Look at that young swan! He is the finest of them all!’

Question:

- 1.How was the duckling like when he came out of the last egg?
- 2.Did the duckling’s brother behave well towards him?
- 3.Why did the ugly duckling leave from the farmyard?
- 4.Who caught the duckling after he had left the farmyard?
- 5.What did the hen do when the duckling couldn’t lay egg?
- 6.Who took care of the duckling well?
- 7.Who was actually the young swan?
- 8.Can you mention the characters in the story?

III. Pedoman Penilaian

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	vocabulary			
2	Self confidence			
	Total			
	Total score			

Mengetahui,
Guru Pamong

manuju, January 2018
Mahasiswa

Riskawatit

CURRICULUM VITAE



Riskawati, was born on January 1st, 1994 in Kabbalokang. She is the first child of the marriage of Haeruddin and Nurintan. She has one sister and one brother. She graduated from elementary school in 2006 at SDN Parangloe Lata Kec. Manuju. In the same year, she continued her study at SMP Negeri 2 Bonto Marannu and graduated in 2009. After that, she registered in MA Manahilil Ulum Guppi Samata and graduated in 2012. She was accepted into the Muhammadiyah University of Makassar, English Education Department.