

**THE EFFECT OF TIME TOKEN STRATEGY TOWARDS
SPEAKING ABILITY AT THE XI GRADE STUDENTS
OF MA NURUL FALAH TAMOSU
PANOMPUAN-TAPANULI SELATAN**



Thesis

*Submitted to State Islamic University of Syekh Ali Hasan Ahmad Addary
as a Partial Fulfillment of the Requirement for the Graduate Degree of
Education (S.Pd.) in English*

Written By:

FITRI RAMADANI NASUTION

Reg. Num. 19 203 00018

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

**THE EFFECT OF TIME TOKEN STRATEGY
TOWARDS STUDENTS' SPEAKING ABILITY
AT GRADE XI MA NURUL FALAH TAMOSU
PANOMPUAN-TAPANULI SELATAN**



A Thesis

*Submitted to State Islamic University Syekh Ali Hasan Ahmad Addary
as Partial Fulfilment of the Requirement for the Proposal Seminar in
English Department*

Written by:

FITRI RAMADANI NASUTION

Reg. Number 19 203 00018

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024**

**THE EFFECT OF TIME TOKEN STRATEGY TOWARDS
SPEAKING ABILITY AT THE GRADE XI STUDENTS
OF MA NURUL FALAH TAMOSU
PANOMPUAN-TAPANULI SELATAN**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary
Padangsidempuan as a Partial Fulfillment of the Requirement for the Graduate
Degree of Education (S.Pd) in English*

Written by:

FITRI RAMADANI NASUTION

NIM.19 203 00018



ADVISOR I

Zairuddin, S.S., M.Hum.
NIP. 19760610 200801 1 016

ADVISOR II

Sri Minda, M.Hum
NIDN. 2018018801

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024**

LETTER OF AGREEMENT

Term : Thesis
a.n. Fitri Ramadani Nasution

Padangsidempuan, 22 December 2023
To : Dean of Tarbiyah and Teacher
Training Faculty
In-
Padangsidempuan

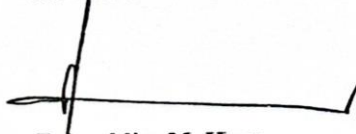
Assalamu'alaikum warahmatullahi wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to Fitri Ramadani Nasution, entitle "*The Effect of Time Token Strategy Towards Speaking Ability at the XI Grade Students of MA Nurul Falah Tamosu Panompuan-Tapanuli Selatan*", we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will be examined by the thesis examiner team of English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you


Wassalamu'alaikum warahmatullahi wabarakatuh

Advisor I



Zainuddin, M. Hum.
NIP.19760610 200801 1 016

Advisor II



Sri Minda, M. Hum.
NIDN. 2018018801

PUBLICATION APPROVAL STATEMENT

As Academic Civity of the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, I am the undersigned:

Name : Fitri Ramadani Nasution
Reg. Num : 19 203 00018
Department : English Education
Faculty : Tarbiyah and Teacher Training
Works Type : Thesis

To develop science and knowledge, I hereby declare that I present to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Non Exclusive Royalty-Free Right on my thesis with entitled "The Effect of Time Token Strategy Towards Speaking Abilty at the XI Grade Students of MA Nurul Falah Tamosu Panompuan-Tapanuli Selatan". Based on the Non Exclusive Royalty-Free Right, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in database form, keep and publish my thesis as far as I determined as writer and own of its creative right.

Thus, this statement made truthfully to be used properly.

Padangsidimpuan, December 2023
The Signed



Fitri Ramadani Nasution
Reg. Num: 19 203 00018

DECLARATION OF THESIS COMPLETION

The name who signed here:

Name : Fitri Ramadani Nasution

Registration Number : 19 203 00018

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI

The Title of Thesis : **The Effect of Time Token Strategy Towards Speaking Ability at the XI Grade Students of MA Nurul Falah Tamosu Panompuan-Tapanuli Selatan**

Hereby declare that I have arranged this thesis by myself without asking for illegal assistance from the others, except the guidance of the advisors and without plagiarism in accordance with the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan Student Code of Ethics in article 14 verse 4 of 2014.

I make this statement truthfully and if there is deceitfulness and incorrectness in this statement in the future, then I am willing to accept sanctions as stated in article 19 verse 4 of 2014 concerning the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, that is cancel academic degrees disrespectfully and other sanctions regarding norms and legal law.

Padangsidempuan, 22 Desember 2023
Declaration Marker



Fitri Ramadani Nasution
Reg. Num: 19 203 00018



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

MUNAQOSYAH THESIS EXAMINERS

Name : Fitri Ramadani Nasution
Registration Number : 19 203 00018
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI
The Title of Thesis : The Effect of Time Token Strategy Towards Speaking Ability at the Grade XI Students of MA Nurul Falah Tamosu Panompuan-Tapanuli Selatan

Chief,

Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A.
NIP.19801224 200604 2 001

Secretary,

Dr. Eka Sustri Harida, M.Pd.
NIP. 19801224 200604 2 001

Members,

Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A.
NIP.19801224 200604 2 001

Dr. Eka Sustri Harida, M.Pd.
NIP. 19801224 200604 2 001

Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001

Zamruddin, M.Hum.
NIP. 19760610 200801 1 016

Proposed:

Place : Padangsidimpuan
Date : January, 11th 2024
Time : 08:00 WIB until finish
Result/Mark : 77,5 (B)
IPK : 3.44
Predicate : Amat Baik



MINISTRY OF RELIGIOUS AFFAIRS
UIN SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Jalan T. Rizal Nurdin Km, 4.5 Sihitang 22733
Telepon (0634) 2280, Faximile (0634) 24022

LEGALIZATION

Thesis : **The Effect of Time Token Strategy Towards Speaking Ability at the XI Grade Students of MA Nurul Falah Tamosu Panompuan-Tapanuli Selatan.**

Name : **Fitri Ramadani Nasution**

Reg. Numb : **19 203 00018**

Faculty/Department : **Tarbiyah and Teacher Training Faculty / TBI**

The thesis has been accepted as a partial fulfillment of the requirement for graduate degree of Education (S.Pd) in English.

Padangsidempuan, 01 Desember 2023.
Dean of Tarbiyah and Teacher Faculty

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

ABSTRACT

Name : Fitri Ramadani Nasution
Registration Numb : 19 203 00018
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI
The Title of Thesis : **The Effect of Time Token Strategy Towards Students' Speaking Ability at Grade XI MA Nurul Falah Tamosu Panompuan-Tapanuli Selatan**

This research purpose was to describe the students' ability in speaking before and after using time token strategy and to see the effect of time token strategy to students speaking ability. This research was applied quantitative research with experimental method. The sample was the students at grade XI of MA Nurul Falah Tamosu, class XI-2 as the control class that consisted of 30 students and class XI-1 as the experimental class that consisted of 30 students. The instrument of this research were tests. The data were analyzed by SPSS to know the significant difference of the students' achievement both in pre-test and post-test used t-test testing. The result showed before using time token strategy, the mean score experimental class was 56.4 and it classified into poor category, while the mean score in control class was 52.9 and it classified into poor category. After using time token strategy, the mean score of experimental class it is higher after using time token strategy. The mean score of post-test in experimental class was 70.4 and it was classified into poor category, while the mean score of post-test in control class was 58 and it was classified into poor category. The researcher used independent sample t-test with using SPSS 22.0 version to examine the hypothesis. The result found that t_{count} was higher than t_{table} . Where t_{count} was 4.188 and t_{table} was 2.000 ($4.188 > 2.000$). It means that H_a is accepted and H_0 is rejected. So, there is a significant effect of quartet card games on students speaking ability at grade XI of MA Nurul Falah Tamosu.

Keywords : Time Token Strategy, Speaking Ability

ABSTRAK

Nama : Fitri Ramadani Nasution
Pendaftaran matrik : 19 203 00018
Fakultas/Departemen : Tarbiyah dan Keguruan Fakultas/TBI
Judul Tesis : **Pengaruh Strategi Token Waktu Terhadap Kemampuan Berbicara Siswa Kelas XI MA Nurul Falah Tamosu Panompuan-Tapanuli Selatan**

Penelitian ini bertujuan untuk menjelaskan bagaimana kemampuan berbicara siswa sebelum dan sesudah menggunakan permainan kupon waktu dan juga untuk melihat pengaruh permainan kupon waktu terhadap kemampuan berbicara siswa. Penelitian ini merupakan penelitian kuantitatif terapan dengan metode eksperimen. Sampelnya adalah siswa kelas XI MA Nurul Falah Tamosu, kelas XI-2 sebagai kelas kontrol yang berjumlah 30 siswa dan kelas XI-1 sebagai kelas eksperimen yang berjumlah 30 siswa. Instrumen penelitian ini adalah tes. Data dianalisis dengan menggunakan SPSS untuk mengetahui perbedaan signifikan terhadap prestasi belajar siswa baik pada pre-test maupun post-test dengan menggunakan tes t-tes. Hasil penelitian menunjukkan sebelum menggunakan permainan kupon waktu, nilai rata-rata pre-test kelas eksperimen adalah 56.4 dan dikategorikan ke dalam kategori kurang, sementara nilai rata-rata pre-test kelas kontrol adalah 52.9 dan dikategorikan ke dalam kategori kurang. Setelah menggunakan permainan kupon waktu, nilai rata-rata kelas eksperimen lebih tinggi dibandingkan sebelum menggunakan kupon waktu. Nilai rata-rata dari post-test di kelas eksperimen yaitu 70.4 dan dikategorikan ke dalam kategori kurang, sementara nilai rata-rata post-test di kelas kontrol yaitu 58 dan dikategorikan ke dalam kategori kurang. Peneliti menggunakan uji Independent Sample T-test dengan menggunakan SPSS versi 22.0 untuk menguji hipotesis. Hasil penelitian menunjukkan bahwa thitung lebih tinggi dari ttabel. Dimana thitung sebesar 1.488 dan ttabel sebesar 2.000 ($1.488 > 2.000$). artinya H_a diterima dan H_0 ditolak. Jadi, terdapat pengaruh yang signifikan permainan kartu kuarter terhadap kemampuan berbicara siswa kelas XI MA Nurul Falah Tamosu.

Kata kunci : Strategi Token Waktu, Kemampuan Berbicara

تجريدي

اسم
خدر التسجيل
الكلية/القسم
عنوان الرسالة
فكري رمضاني ناسوتيون:
: 19 203 00018
كلية التربية وتدريب المعلمين:
تأثير استراتيجية رمز الوقت نحو قدرة الطلاب على التحدث في الصف الحادي عشر ماجستير نور الفلاح تاموسو بانومبوان تابانولي سيلاتان

يهدف هذا البحث إلى التحقيق في تأثير استخدام استراتيجية رمز الوقت تجاه قدرة الطلاب على التحدث في الصف الحادي عشر MA Nurul Falah Tamosu Panompuan-Tapanuli Selatan. ومن المشاكل التي واجهت الطلاب في التحدث ما يلي: (١) افتقار الطلاب إلى مفرداتهم، (٢) افتقار الطلاب إلى الثقة بالنفس للتحدث باللغة الإنجليزية أمام الفصل، (٣) قيام المعلم بتدريس الرتابة في الفصل. كانت صياغة المشكلة في هذا البحث كما يلي: (١) كيف هي قدرة الطلاب على التحدث قبل التعلم باستخدام إستراتيجية رمز الوقت في الصف الحادي عشر MA نور الفلاح تاموسو ، (٢) كيف هي قدرة الطلاب على التحدث بعد التعلم باستخدام إستراتيجية رمز الوقت في الصف الحادي عشر ماجستير نور الفلاح تاموسو ، (٣) هل هناك أي تأثير كبير لاستراتيجية رمز الوقت على القدرة على التحدث في الصف الحادي عشر ماجستير نور الفلاح تاموسو. كان الغرض من هذا البحث هو الإجابة على صياغة المشكلة في هذا البحث. يستخدم هذا البحث الطريقة الكمية التجريبية مع تصميم ما قبل الاختبار وبعده. كان جميع السكان من الطلاب في الصف الحادي عشر MA نور الفلاح تاموسو. كانت العينة من فصلين ، XI-1 كفصل تجريبي يتكون من ٣٠ طالبا و XI-2 كفصل تحكم يتكون من ٣٠ طالبا. تم جمع البيانات من خلال الاختبار القبلي والبعدي في نموذج اختبار التحدث وتحليلها باستخدام الصيغة الإحصائية بواسطة SPSS. أظهرت نتائج البحث أن متوسط درجة الفئة التجريبية كان أعلى من متوسط درجة فئة التحكم بعد استخدام استراتيجية رمز الوقت. كان متوسط درجة الفئة التجريبية في الاختبار القبلي ٥٦,٤ وكان متوسط درجة فئة التحكم في الاختبار القبلي ٥٢,٩. في حين كان متوسط درجة الفئة التجريبية في الاختبار البعدي بعد إجراء العلاج باستخدام استراتيجية الرمز المميز للوقت ٦٤ وكان متوسط درجة فئة التحكم في الاختبار البعدي ٥٨. لذلك تم قبول الفرضية البديلة (H_a) لهذا البحث وتم رفض الفرضية الصفريية (H_0) لهذا البحث. يمكن أن نستنتج أنه كان هناك تأثير كبير لاستخدام استراتيجية رمز الوقت على القدرة على التحدث في الصف الحادي عشر MA نور الفلاح تاموسو بانومبوان تابانولي سيلاتان.

الكلمات المفتاحية : استراتيجية رمز الوقت ، القدرة على التحدث

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praised to Allah SWT, the almighty creator who has given me health, opportunity, strength, time, knowledge so that I can completed this thesis entitled **“The Effect of Time Token Strategy Towards Students’ Speaking Ability at Grade XI MA Nurul Falah Tamosu Panompuan-Tapanuli Selatan”**. Then, greetings to the spirit of our lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.

It is a pleasure to acknowledgement for the help and contribution to all of lecturer, institution, family and friends who have contributed in this thesis processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my biggest gratitude to the following people:

1. Mr. Zainuddin, M.Hum., and Mrs. Sri Minda, M.Hum as my first and second advisor who has guided me to finish this thesis, guide me to make a good thesis, who has been the great advisor for me and gave me many ideas, criticism and suggestion in writing this thesis.
2. The Rector and all the vices of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.
3. The Dean and all the vices of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan
4. Mrs. Fitri Rayani Siregar, M.Hum., as the Chief of English Education.

5. All lectures and all the academic cavities of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan who have given so much knowledge and helped during I studied in this institute.
6. My beloved parents, who always supported me every step of the way, thank you for always being there for me.
7. All of my family members, my sisters for their support during my study.
8. To my friends who have helped me to finish my study.
9. Tadris Bahasa Inggris friends in TBI-1 class.
10. All people who have helped me to finish my study, thank you for your supported, may Allah bless them. Amiin.

I realize that this thesis can not be finished without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan, December 2023
Researcher

Fitri Ramadani Nasution
Reg. Num. 19 203 00018

TABLE OF CONTENTS

	Page
TITLE PAGE	
LEGALIZATION OF ADVISORS	
AGREEMENT OF ADVISORS	
DECLARATION OF THESIS COMPLETION	
APPROVAL AGREEMENT FOR PUBLICATION	
LEGALIZATION OF DEAN TARBIYAH AND TEACHER TRAINING FACULTY	
ABSTRACT	i
ACKNOWLEDGEMENT.....	i
v	
TABLE OF CONTENTS	vi
LIST OF TABLES.....	viii
 CHAPTER I : INTRODUCTION	
A. Background of The Problem	1
B. The identification of The Problem	4
C. The Limitation of Problem	5
D. Formulations of The Problem	5
E. The Purpose of Research	6
F. The Significances of Research	6
G. The Definition of Operational Variables.....	7
H. Outline of the Research	8
 CHAPTER II : THEORETICAL DESCRIPTION	
A. Theoretical Description	10
1. Time Token Strategy	10
a. The Definition of Time Token Strategy	10
b. Steps of Time Token Strategy	12
c. The Advantages and Disadvantages of Time Token Strategy.....	13
d. Benefits of the Time Token Strategy	14
2. Speaking	15
a. Definitions of Speaking	15
b. Kinds of Speaking	17
c. The Main of Purposes of Speaking	20
d. Principles of Speaking	21
e. Speaking Difficulties	23
f. Various Art of Speaking.....	24
g. Test of English Speaking.....	25
B. Review of Related Finding	28
C. Conceptual Framework	30
D. Hypothesis	32
 CHAPTER III :RESEARCH METHODOLOGY	

1. The Place and Time of the Research	33
2. Research Design	33
3. The Population and Sample	34
4. Instrument of Research	35
5. Validity abd Reliability	38
6. Procedure of The Research.....	40
7. Technique of Data Analysis	42

CHAPTER IV : RESULT OF RESEARCH

A. The Description of Data	44
1. Data Description before using Time Token Strategy	44
2. Data Description after using Time Token Strategy	48
3. Description of Score Comparison in Experimental Class and Control Class	52
B. Hypothesis Testing	54
C. Discussion	56

CHAPTER V : CLOSING

A. Conclusions	60
B. Implication	60
C. Suggestion	61

REFERENCES

CURICULUM VITAE

APPENDIXES

LIST OF TABLES

Table 1 Nonequivalent (Pre-Test and Post-Test) Control-Group Design.....	33
Table 2 Population of the Research	34
Table 3 Total Sample	34
Table 4 Indicator of Speaking Ability.....	35
Table 5 The Score of Experimental Class in Pre-Test	43
Table 6 The distribution frequency in Pre-Test of experimental class	44
Table 7 The Score of Control Class in Pre-Test	45
Table 8 The distribution frequency in Pre-Test of experimental class	46
Table 9 The Score of Experimental Class in Post-Test.....	47
Table 10 The distribution frequency in Pre-Test of experimental class	48
Table 11 The Score of Control Class in Post-Test.....	50
Table 12 The distribution frequency in Pre-Test of experimental class	51
Table 13 Normality Test of Pre-Test	52
Table 14 Group Statistics	53
Table 15 Independent Sample T-Test	54

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking skills are the ability to express opinions or thoughts and feelings to a person or group orally, other face to face or not. The purpose of speaking is to inform, entertaining, convincing and moving. Speaking skills when someone likes to listen, read, In education aspect, the students hopefully to be able to speak English fluently in order to technology development and write. Thus his speaking ability is getting better because he masters enough material to talk about with his interlocutor. Thus his speaking ability is getting better because he masters enough material to talk about with his interlocutor.

Speaking is an interactive process which consist of producing systematic verbal utterances to convey meaning. Mastering the art of speaking is the single most important aspect of learning a foreign language and success is measured in terms of the ability to carry out a conversation in the language. The interaction in communication will not run smoothly if the speaker does not have the speaking ability.¹ Speaking ability is described as the ability to express oneself in life situation, or the ability to report acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fluently. In speaking, we must give attention to how the way we say the word.

¹Richard I Arends, *Learning to Teach*, Ninth Edit (New York: Mc Graw Hill, 1998), P. 15.

Based on the syllabus of MA Nurul Falah Tamosu Panompuan Tapanuli Selatan, the first semester in class XI students are required to speak English. The English writing competency standard refers to students' ability to describe other things given by the teacher, especially when describing people. While speaking, some people may face certain difficulties in each part of the students' language, but the researcher especially wants to elaborate on the difficulties related to speaking.² They have difficulty developing their ideas, even though the topics are provided. Then, the lack of vocabulary and grammar is also a factor for students to get stuck in speaking English. In this case, the English teacher stated that the students still could not speak English well.

Based on the observations of researchers that students' speaking skills are still relatively low. This can be seen from the lack of self-confidence and motivation for students in speaking activities. Some students have less vocabulary and grammar, as a result they do not know the meaning of sentences, and they cannot understand what they have read or heard, and what they will feel. When asked to speak English when speaking the students looked doubtful. Learners lowered their heads more and did not dare to tell the listeners. As a result, the contents of the conversation are not clear and communication is not smooth. There were even some students who looked afraid and hesitated to speak.

²Lely Maymunah Hasibuan,S.Pd” Private Interview with English Teacher of MA Nurul Falah Tamosu Panompuan Tapanuli Selatan, On at 13.00 PM.”nd.

The researcher also found that students still had difficulties in speaking English and made students afraid to express their ideas because their vocabulary was lacking. Another problem that the authors found was that at school, students only had very little time to learn English. learning is only carried out for 2 hours of subjects once a week, based on problems from the teacher when in learning the teacher only provides material and uses traditional learning methods.³ because of that teachers do not know how to build students' English skills, and they cannot improve students' speaking skills inside and outside the classroom if learning takes place and uses traditional methods.

Based on the problems previously described, the researcher interest in conducting an action research in Class XI MA Nurul FalahTamosuPanompuanTapanuli Selatan regarding the success rate of implementing the Time Token learning model in improving the quality of teaching speaking, both in terms of improving learning outcomes and improving students' abilities to dare to appear to speak in following the learning process.

Time Token is a type of cooperative learning. Students are formed into study groups, which in this study prohibit social skills to avoid students dominating the conversation or prevent students from being completely silent in discussions. The teacher provides learning material and then students work on each to ensure that all group members understand the learning material

³ English Teacher," *Private Interview* "MA Nurul Falah Tamosu Panompuan

provided. Then, students carry out tests on the material provided and they have to do it themselves without the help of other students. This learning model invites students to be active so that it is appropriate for use in learning to speak where this learning really invites students to be active and learn to speak in public, express their opinions without having to feel afraid and embarrassed.⁴

Use this strategy, students are encouraged to be active and courageous appear to speak in the learning process and by applying this strategy, students can become more courageous, flexible and ready to convey their ideas or opinions to their discussion group friends. In addition to applying this strategy, the teacher also often provides motivation to arouse the enthusiasm of students to dare to ask questions or express their opinions.

Related to the explanation above, the researcher decides to conduct aresearch On investigating the effect of time token on student speaking ability the reseach will be conducted of grade XI MA Nurul Falah Tamosu Panompuan Tapanuli Selatan.

B. Identification of the Problem

Speaking is one of an important skill to deliver an information, ideas, thinking and opinion that has master in English. Many studentat XI grade in MA Nurul Falah Tamosu Panompuan have problems in speaking. They are lazy and feel bored when learning. Students lack of their vocabularies so students felt anxious and nervous to speak English. Students lack of self

⁴Taufiqur Rahman, *Aplikasi Model-Model Pembelajaran Dalam Penelitian Tindakan Kelas* (Semarang: CV. Pilar Nusantara, 2018), p. 27.

confidence to speak English in front of the class. Teacher taught monotonous in the class, there is no way or strategies teaching speaking skill, there is no variation on English learning for students.

Students ability in learning speaking is influenced by many factors such as story telling, speech, sing a song, public speaking, informant, talk in a short time. Talk in short time here means in this research is Time Token Strategy.

C. Limitation of the Problem

In this research, the researcher does not discuss all factors in speaking. The researcher only focus to the one of factor speaking that is Time Token Strategy. Time Token Strategy is speak up in one minute without hesitation, repetition, and deviation. The researcher uses Time Token Strategy in this research in teaching speaking in MA Nurul Falah Tamosu Panompuan. In addition, the researcher does not discuss all the material learning in the school but the research only focuses in "Opinion and thoughts".

D. Formulation of the Problem

Based on the background of the study above, the formulation of this research can be formulated as follows:

1. How is students speaking ability before learning using Time Token Strategy at grade XI MANurul Falah Tamosu Panompuan Tapanuli Selatan?

2. How is students speaking ability after learning using Time Token Strategy at grade XI MANurul Falah Tamosu Panompuan Tapanuli Selatan?
3. Is there any significant effect of Time Token Strategy on speaking ability at grade XI MANurul Falah Tamosu Panompuan Tapanuli Selatan?

E. Purposes of the Research

Considering the formulations of the research above, the purposes of the research formulated as follow:

1. To descfribe the students' speaking ability before using time token strategy.
2. To describe the students' speaking ability after using time token strategy at grade XI MA Nurul Falah Tamosu Panompuan-Tapanuli Selatan.
3. To nominee whether is there the significant effect of using time token strategy as a media in teaching speaking at grade XI MA Nurul Falah Tamosu Panompuan-Tapamuli Selatan.

F. Significances of the Research

Based on the title. The effect of time token strategy to students speaking ability, the research intended to be useful for:

1. The Teacher

The result of this research expected to the teachers' knowledge in terms of the teaching English used time token strategy to students' speaking ability.

2. The Students

This research expected encourages the students mastering the English lesson especially in speaking, to make the students interested in learning speaking skill. The students developed their speaking skill and motivated in this game.

3. Readers

For other readers, it would be referenced for the research as contribution to develop speaking skill. Hopefully this research is useful to people out there who need this topic for thesis, research, and other fusional. But this thesis was far from a word perfect.

G. The Definition of Operational Variables

To avoid misunderstanding, this research consisted of two variables, they were variable x and variable y, the key terms of this research were time token strategy and students' speaking ability. The explanation of these variables as follow:

1. Time Token Strategy as variable x

The time token strategy is a learning strategy use coupons to express opinions.⁵ This strategy is a type of active learning model that can be applied in classroom learning. The time token strategy is a suitable method to help students to be more active in learning speaking.

⁵Siti Musyayati, "Melalui Time Token Berbasis Flashcard Pada Siswa Kelas Iiib Sd Hj . Isriati Semarang, Baiturrahman Kota" (Universitas Negeri Semarang, 2015), p.16.

2. Speaking ability as variable y

Speaking ability is a skill of communication that must be mastered by students. Students should know how to speak English fluently based on the speaking indicators.

H. Outline of the Thesis

The systematic of this research divided into five chapters. Each chapter consisted of some sub chapters with detail as follow: in chapter one, it consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, significances of the research, the definition of operational variable and outline of the thesis.

In chapter two, it consisted of the theoretical description, which consists of sub chapters such as theoretical description time token strategy, definition of time token strategy, game as learning, advantages of time token strategy in learning, the application of time token strategy in learning, design of time token strategy in learning, speaking ability, definition of speaking, function of speaking, component of speaking, kinds of speaking and techniques of teaching speaking then review of related findings, conceptual frame work and hypothesis.

In chapter three, it consisted of research methodology which consists of time and place of the research, research methodology, population and sample, instrument of research, the techniques of data collection and the last the technique of data analysis and outline of the thesis.

In chapter four, it talked about the result of data analysis. It consisted of description of data, hypothesis testing, discussion and threats of research. Finally, in chapter five, it talked about the closure, they are conclusion, implication and suggestion. It was giving some conclusion about this result of study. Therefore, some suggestions were given for the students and teacher by the researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Time Token Strategy

a. Defenition of Time Token Strategy

The time token learning strategy is a cooperative learning strategy that can be used to help achieve goals in the learning process. Time token comes from the word "time" means time and "token" means sign. Time tokens are learning strategies characterized by time signatures or time limits. The purpose of having a time limit here is to motivate students to maximize their thinking skills and express their ideas.

The cooperative learning strategy of the time token type was put forward by Richard I Arends, 1998. Better known as the Time Token Arends strategy. Widodo (in Shoimin, 2014) states that strategy time tokens are very appropriate for learning structures that can be used to liberate social skills, to avoid students dominating. The conversation or students who are passive in conversation or silent altogether, where the learning process places students as subjects, activities students are the main point of attention, are always actively involved, while the teacher's role is to invite students to find solutions together to the problems or topics discussed. Arends' time token learning strategy is

one small example of implementing conversion learning in schools.⁶ Time tokens are learning strategies that provide opportunities for each student to be active in the learning process through speaking coupons given by the teacher so that they can express their opinions without any students dominating the conversation or students being completely silent.

The time token learning strategy is a learning strategy that is used with the aim that students are active in speaking. In discussion learning, time tokens are used so that students actively ask questions in discussions.⁷ By limiting speaking time, for example 30 seconds, it is hoped that students will get the opportunity to speak fairly.

Learning cooperative time tokens can be an option for employers in develop the way of thinking of students and able increase motivation to learn and based on the idea or the thought that students work together in learning and responsible for their group learning activities such as against them selves.⁸ From some of these meanings, it can be interpreted that the Time Token Arends learning strategy is a group learning strategy that requires the activity of each student in the learning process by using speaking coupons so that ideas and opinions can be obtained on a problem and to avoid students dominating the

⁶Sri Utami, *Strategy Pembelajaran Time Token* (Wijayata Bestari Samasta, 2022), p.205.

⁷Moch Agus Krisna Budiyanto, *Sintaks 45 Metode Pembelajaran Dalam Students Centered Learning (SCL)* (Malang: UMM Press, 2016), p.149.

⁸Rurua Shelvy Ferawati, "Pengaruh Model Pembelajaran Time Token Terhadap Motivasi Dan Hasil Belajar Mahasiswa Tentang Biologi Sel Pada Program Studi Pendidikan Biologi Di Universitas Sintuwu Maroposo-Poso."

conversation or being completely silent. in the learning process. In other words, they are always actively involved so that the teacher only plays a role in inviting students to find solutions to the problems they encounter.⁹ Cooperative learning of the time token strategy is one of the learning strategies to increase academic gain and to prohibit social group skills, therefore students are involved in active involvement and are expected to work together to help each other in small groups during the learning process. In general, students in a study class with a group pattern have a small group of students who dominate the conversation and there are a number of students who are shy and never speak at all. The time token learning strategy helps to share roles more evenly.

b. Steps of Time Token Strategy

Time Token learning strategy steps:

- 1) Students divide into several groups.
- 2) Each student is given a speaking coupon for ± 30 seconds. Every students are given a number of values according to the time used.
- 3) When finished talking, the coupons held by the students are handed over to the teacher.

⁹Sri Utami, *Strategy Pembelajaran Time Token*, p. 207-208.

- 4) Students who have used up their coupons may not speak again, students those who still hold the coupons must talk until the coupons run out.¹⁰

c. The Advantages and Disadvantages of Time Token Strategy

The advantages of Time Token Strategy

- 1) Encouraging students to increase initiative and participation
- 2) Students do not dominate the conversation or remain very silent
- 3) Students become active in learning activities
- 4) Improve students' ability to communicate
- 5) Train students to express their opinions
- 6) Grow habits in students to each other listen, share, provide input and openness to criticism.¹¹

The disadvantages of the Time token method (Huda 2013: 133) are:¹²

- 1) It cannot be used in classes with a large number of students.
- 2) Requires a lot of time for preparation and in the learning process, because all students have to speak one by one according to the number of coupons they have.
- 3) Students who have many opinions will find it difficult to express their opinions because the time allotted is limited.

¹⁰Suprijono, *Cooperative Learning* (Yogyakarta: Pustaka Bealajar, 2001), p 133

¹¹Miftahul Huda, *Model-Model Pengajaran Dan Pembelajaran* (Yogyakarta: Pustaka Pelajar, 2013), p. 241.

¹²Randi Eka Putra and Abdolludin, *Model Dan Metode Pembelajaran* (Jawa Tengah: Lakeisha, 2022), p. 69.

d. Benefits of the Time Token Strategy

Time Token strategy There are several benefits of the Time Token learning strategy including:

- 1) Develop social skills so that students do not dominate conversation or complete silence. Where in learning In this, students are given the opportunity to convey the talk or read informative texts, while others do just that just listening but listening with full concentration and writing important items of delivery conversation or reading informative text of his friends.
- 2) Positive interdependence. In this case the dependency is in achievement of learning objectives, deep dependence completing assignments, dependence on materials or learning resources and role dependency.
- 3) Face-to-face interaction, where students learn not to be awkward appear confident in front of the public, so that it becomes provision for future social interaction.
- 4) Skills to establish relationships between student personalities, group or social skills that are intentionally taught. Where in learning that formed small groups, then eachMembers must learn and contribute their best abilitiesfor the success of the group.¹³

¹³ Wena, *Strategy Pembelajaran Inovatif Kontemporer Suatu Tinjauan Conceptual Operasional* (Jakarta: Bumi Aksara, 2009), p. 190-192.

2. Speaking

a. Defenations of Speaking

Speaking is the ability to imagine the articulation of sounds words to express, state or convey thoughts, ideas, and feelings.¹⁴ a system of audible and accessible signs seen (visible) by utilizing a number of muscles of the human body to convey the intent, ideas, and ideas of the speaker. Based on this, speaking is more than just pronunciation sounds or words, but speaking is a tool for packaging ideas and ideas so that they can be accepted by listeners. Speaking is one of the purposeful language activities for communication. The purpose of the communication can also be seen from the notion of language according to Kridalaksana, language is a system arbitrary sound symbols used by group members social media to cooperate, communicate, and identify self".¹⁵ Besides that, according to Dori Wuwur Hendrikus, speaking is meaningful say a word or sentence to someone or a group people to achieve a goal (eg providing information or giving motivation).¹⁶ Based on this, it is clear to say that speaking is a human language ability to convey ideas and ideas directly.

Iskandarwassid and Dadang Sunendar explained the ability speaking is the ability of reproducing the current of the sound system

¹⁴ Henry Guntur Tarigan, *Berbicara: Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2008), 16.

¹⁵ Alek, *Lingustik Umum* (Jakarta: Erlangga, 2018), p.45.

¹⁶ Dori Wuwur Hendrikus, *Retorika: Terampil Berpidato, Berdiskusi, Berargumentasi, Bernegosiasi*, (Yogyakarta: Penerbit Kanisius, 1991), p. 14.

articulation to convey will, feeling, and need wishes to others.¹⁷ In this case, the completeness of the utterances a person is a natural requirement that allows for produce a wide variety of sounds of articulation, stress, pitch, silence, and song talk.

Skills to speak to children, according to Hurlock in Lilis must be supported with appropriate vocabulary or vocabulary with the level of language development. Mukhsin argues that speaking ability is essentially a skill of reproducing sound system currents articulation to convey wants, needs, feelings, and wishes to others.¹⁸ The general principle of the occurrence of speaking activities:¹⁹

1. Requires at least two people;
2. Using one language that is shared;
3. Discuss common topics;
4. There is an exchange of positions (the speaker exchanges with the listener, vice versa);
5. There is reciprocity (interaction);
6. Using voice or sound of language;
7. There are facts and opinions;
8. Happened right then and there.

On the other hand, mastery of speaking skills in the language English is a priority for many second or foreign speakers language

¹⁷ Iskandarwassid and Sunendar, *Strategy Pembelajaran Bahasa* (Bandung: PT Remaja Rosda Karia, 2011), p. 241.

¹⁸ Mukhsin Ahmadi, *Strategy Belajar Mengajar Keterampilan Berbahasa Dan Apresiasi Sastra* (Malang: Yayasan Asih Asah Asuh, 1990), P. 18.

¹⁹ Alek, *Lingustik Umum*.

learner. Therefore, students often evaluate their success in language learning as well as the effectiveness of the course their English on the basis of how well they improve their spoken language skills. Oral skills barely been overlooked in EFL/ESL courses (given the large number speaking course books and other skills on the market).²⁰ Teachers and textbooks use a variety of approaches, ranging from a hands-on approach focusing on specific features of speech interaction (e.g. turn taking, topic management, strategy ask).

The stages or steps in speaking according to Supriyana:²¹

- a) Preparation which includes topic determination, goal setting collecting references, drafting frameworks, and practicing.
- b) Implementation of activities includes opening, main discussion, closing.
- c) Evaluation.

b. Kinds of Speaking

Some kind of speaking that we teach for communication with other. According to Brown, there are types of spoken language:

- 1) *Imitative*. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic,

²⁰ Jack C Richards, "Teaching Listening and Speaking From Theory to Practice, Available on: [Www. Finchpark. Com/Courses/Tkt/Unit_07](http://www.Finchpark.Com/Courses/Tkt/Unit_07)," *Richards-Teaching-Listening-Speaking. Pdf*, 2008, 1–37.

²¹ Asep Supriana, *Materi Pokok Berbicara* (Jakarta: Universitas Terbuka, 2007), p. 12.

lexical, and grammatical properties of language maybe included In the criterion performance.

- 2) *Intensive*. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language. Designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.
- 3) *Responsive*. Responsive assessment task include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like.
- 4) *Interactive*. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

- 5) *Extensive (monologue)*. Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

In addition, according to Brown there are two types of oral language:

1) Monologue

Monologue is when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcast, and the like, the hearer must process long stretches of speech without interruption the stream of speech will go on whether or not the hearer comprehends.

2) Dialogue

Dialogue is involve two or more speakers and can be sub divided in those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).²²

Based on define the researcher concluded that there is a kindsofspeaking can be used in teaching learning process.

²²H.Douglas Brown, *Teaching Principles(An Interactive Approach Language Pedagogy)*.New Jersey: Prentice Hall, 2000.p.358

c. The Main Purpose of Speaking

The main purpose of speaking is to communicate. Speaker can convey his thoughts effectively and be able to evaluate effects communication to listeners, as well as knowing the principles that underlie all situations of conversation, both in general as well as individuals are two principles underlying the situation of the conversation namely talk as a social tool or talk as a professional tool (work), which is then split into three general purposes, namely:²³

1. Inform and report (to inform);
2. Entertaining and entertaining (to entertain);
3. Persuading, inviting, pressing, and convincing (to persuade).

Talk as a social tool means a talk arises because of the intention to socialize, this conversation is usually happen voluntarily. Talk as a professional tool means a speech created intentionally for a specific purpose, such as inciting, directing, or manipulating the interlocutor. Someone who is skilled at speaking will easily play with intentions speak according to the situation he wants Therefore, it is very important for the speaker to practice his speaking skills so that he can convey his thoughts effectively and according to conditions.

²³Henry Guntur Tarigan., Pengajaran Gaya Bahasa,(Bandung:Angkasa Bandung 1975) p. 16-17

d. Principles of Speaking

As a speaker, people must know what the principles of speaking. Nunan stated there are five principles that teacher aware in teaching speaking, they are:

1. Be aware of the differences between second language and foreign language learning context
2. Give students practices with both fluency and accuracy
3. Provide opportunities for students to talk by using group work and limiting teacher talk
4. Plan speaking task that involve negotiation for meaning
5. Design classroom activities involve guidance and practice in both transactional and interactional speaking.²⁴

In additional, there are principles of speaking:

1. Perceptions: Stop trying to be a great speaker.
People want to listen to someone who is interesting, relaxed, and comfortable. In the daily conversations we have spoken very day, we have no problem being ourselves.
2. Perfection: When you make a mistake, no one cares but you.
Even the speaker will make a mistake at some point. But just keep in your mind that your mistake is notice for you.

²⁴ David Nunan, *Practical English Language Teaching*, (Singapore: McGraw-Hill, 2003)p.54-56

3. Visualization: If you can see it, you can speak it.

Winner in all aspect of life have this in common: they practice visualization to achieve their goals.

4. Discipline: Practice make perfectly good.

Your goal is not to be a perfect speaker. There is no such thing.

Your goal is to be an effective speaker. Like anything else in life, it takes practice over and over.

5. Description: Make it personal.

Whatever the topic, audiences respond best when speakers personalize their communication. Take every opportunity to put a face on the facts of your presentation.

6. Anticipation: Always leave'em wanting more.

Always make your presentation just a little wrong and anticipated.²⁵

From explanation above, there are several principles in teaching speaking. So, teachers can use the principles to make students more active in the teaching and learning process. Teachers can also make the teaching and learning process more interesting.

²⁵ Richard Zeoli, Seven Principles of Effectives Public Speaking, retrieved from <http://www.ammanet.org/training/articles/Seven-Principles-of-Effective-Public-Speaking.aspx> accessed at November 14 2022 on 09:50 am

e. Speaking Difficulties

Each people have some difficulties in speaking. According to Doughlas there are eight characteristic makes speaking difficulties:

1. Clustering
Fluent speech is phrasal, not word by word. Learners can organizes their outpout both cognitively and physically (in breath group) through such clustering.
2. Redundancy
The speaker has 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 from special problem in teaching spoken English (see below, section on pronunciation).
4. Performance variables
One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections.
5. Colloquial language
Make sure your students are reasonably well acquainted with the words and idioms and phares of colloquial language and those they get practice in producting these forms.
6. Rate of delivery
Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.
7. Stress, rhythm and intonation
This is the more important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation pattern convey important massage.
8. Interaction
As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors would find

speaking skill of its richest component: the creativity of conversational negotiation.²⁶

So, based on In context of the rationale provided above, speaking problems are a difficulty for students. Students must be aware of the challenges of speaking if they want to be good communicators. Knowing the challenges beforehand will help them avoid them and talk clearly.

f. Various Art of Speaking

Talking has its art and variety. The variety of speaking arts is divided into two parts:²⁷

- 1) Public speaking in society, includes four types:
 - a. Speaking in informing situations or informative reports.
 - b. Talking in family situations friendship.
 - c. Speaking in persuasive situations, invite, urge, and persuade.
 - d. Speak in negotiating situations calmly and careful.
- 2) Speaking at conferences which include:
 - a. Group discussion, which can be divided into:
 - 1) Unofficial (informal), consisting of:
 - a. Study group;
 - b. Policy-making groups;
 - c. Comic.
 - 2) Official (formal), consisting of:

²⁶ Brown, H Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (United States of American: Inc: San Fransisco States University, 1994)p.256

²⁷Henry Guntur Tarigan, hlm. 24.

- a. Conference;
- b. Panel discussion;
- c. Symposium.
- d. Parliamentary procedures;
- e. Debate²⁸

g. Test of English Speaking

According to Hughes there are five categories to measure speaking skills such as: accent, grammar, vocabulary, fluency and comprehend.²⁹

1. Accent, the term accent is used to refer to speech of someone who speaks a language non-natively. For example a French person speaking English is described as having a French accent.
2. Grammar, grammar is a system of rules governing the conventional arrangement and relationship of words in sentence.
3. Vocabulary
 - a) Vocabulary inadequate for even the simplest conversation
 - b) Vocabulary limited to basic personal and survival areas (time, food, family, transportation, etc)
 - c) Choice of word sometime inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics

²⁹ Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p.112

- d) Professional vocabulary adequate to discuss special interest:
general vocabulary permits discussion of any non-technical
subject with some circumlocutions
- e) Professional vocabulary broad and precise; general vocabulary
adequate to cope with complex practical problem and varied
social situation.
- f) Vocabulary apparently as accurate and extensive as that of a
native speaker.³⁰

4. Fluency

Fluency is the features which give speech the qualities of being natural and normal, including native-like use pausing, rhythm, intonation, stress, rate of speaking, and use of interjection and interruptions.

In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:

- a) The ability to produce written and or spoken language with
ease
- b) The ability to speak with a good but not necessarily perfect
command of intonation, vocabulary and grammar
- c) The ability to communicate ideas effectively

³⁰Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p.112

- d) The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.³¹

5. Comprehension

Homby states that “Comprehension is the mind’s act or power of understanding”.

Comprehension can be identified looks like this:

- a) Understand too little for the simplest types of conversation
- b) Understands only slow, very simple speech or common social and touristic topics; requires constant repetition and rephrasing
- c) Understand careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing
- d) Understand quite well normal educated speech when engaged in a dialogue but require occasional repetition and rephrasing
- e) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech

³¹ Jack C. Richard, Richard Schmidt, *Dictionary of Language Teaching & Applied Linguistic*. (New York: Longman, 2002, p.204.

- f) Understand everything in both formal and colloquial speech to be accepted of an educated native speaker.³²

As was already mentioned, the speaker needs to be proficient in a number of speaking evaluations, including accent, grammar, vocabulary, fluency, and comprehension.

Therefore, the evaluation of speaking is to determine whether or not the teacher has succeeded in teaching speaking. Likewise, assess the extent to which pupils can talk in class.

B. Review of Related Finding

Talking about Related Findings, the researcher found some researcher has done by other person. First, in the Retno Fentari and Syaifudin Latif D about "The Influence of Using Time Token Method Toward Speaking Ability At The Students' of SMPN 1 Batanghari Academic Year 2014/2015".³³ The population of this research is 625 students. It consists of 21 classes and average of each class consists of 32 students. The researchers conducted the research at the eighth grade of SMP N I Batanghari.

³²A. S Hornby, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2008, p.234.

³³ Retno Fentari and Syaifudin Latif Darmawan, "The Influence of Using Time Token Method Toward Speaking Ability At the Students' of Smp N 1 Batanghari Academic year 2014/2015," *PREMISE JOURNAL:ISSN Online: 2442-482x, ISSN Printed: 2089-3345* 5, no. 1 (2016): 117–29, <https://doi.org/10.24127/pj.v5i1.P.420>.

Second, Fitri Suciana about "Use of The Time Token Arends Model In Improving Students' ³⁴ Speaking Skills In Class V At Madrasah Ibtidaiyah 27 Lamasiudul "The results of this study indicate that the average score of students' speaking skills increases in each cycle in the first cycle with an average score of 2.03, it increases in cycle li with an average value alpha f 3 3.18, and increasing again in cycle ili, whose average value is 3.75. The conclusion of this research is by using the time token arendsmodel hence speaking skill of class V student Madrasah Ibtidaiyah 27 Lamasi can increase.

Third Fariza Ramadhani about "The Effect Of Using Time Token On Students' Speaking Skill At Eleventh Grade Of SMK Negeri 1 Kandis State Islamic University of Sultan Syarif Kasim 2023.³⁵ In this research the researcher used a pre-experimental research design. In the pre-experimental research design, either one or various groups of dependent variables are observed to determine whether there is an influence from the application of an independent variable that was previously considered to cause changes.

Based on related findings above there are similarities with the research that researchers will do, namely using quantitative

³⁴ Fitria Suciana, "Penggunaan Model Time Token Arends Dalam Meningkatkan Keterampilan Berbicara Peserta Didik Pada Kelas V Di Madrasah Ibtidaiyah 27 Lamasiudul" 1 (2018).

³⁵ Fariza Ramadhani, "The Effect of Using Time Token on Students' Speaking Skill at Eleventh Grade of SMK Negeri 1 Kandis" (UIN SUSKA RIAU, 2023), <https://www.ncbi.nlm.nih.gov/books/NBK558907/>.

research methods. The difference is the place, population and type of experiment in discussions such as research by Lalu Retno Fentari and Syaifuddin Latif D having a population of 652 students, Fitri Suciana's research conducting research at Islamic elementary schools and Fariza Ramadhani's research using pre-experimental research.

C. Conceptual Framework

In the MA Nurul Falah Tamosu's students in the first semester in class XI students are required to speak English. English writing competency standards refer to students' ability to describe other things given by the teacher, especially when describing people. But the reality is not like that When speaking, some students may face certain difficulties in each part of the students' language, but the researcher specifically wants to elaborate on difficulties related to speaking. Then the lack of vocabulary and grammar is also a factor in students getting stuck in speaking English.

In this case, the English teacher stated that the students still could not speak English well. This can be seen from the lack of self-confidence and motivation of students in speaking activities. Some students have poor vocabulary and grammar, as a result they do not know the meaning of sentences, and they cannot understand what they have read or heard, and what they will feel.

So there is a good theory for conducting this research, namely the time token strategy. According to Arends in 1998 this

model is a type of active learning model that can be applied in classroom learning. Researcher is interested in conducting research on the application of the Time Token learning model in improving the quality of speaking. Use this strategy, students are encouraged to be active and courageous appear to speak in the learning process and by applying this strategy, students can become researchers more courageous, flexible and ready to convey their ideas or opinions to their discussion group friends. In addition to applying this strategy, the teacher also often provides motivation to arouse the enthusiasm of students to dare to ask questions or express their opinions.

The research design is quantitative particularly experimental research which design of experimental research is quasi experimental with use pretest post-test Control Group Design. where a pre-test will be carried out before treatment, then after treatment a post-test will be carried out, there will be two classes that will be tested in this study, one control class and one experiment class. the experimental class will apply Time Token Strategy as a treatment while the control class does not only have a teacher's strategy.

Then the population of this study is XI MA Nurul Falah Tamosu Panompuan Tapanuli Selatan while a total of 60 students with a sampling technique that is simple random sampling conducted by researchers, the instrument will be This research carried out a speaking test, after that for data collection the researcher gave a pre-

test to two classes with the difference that in the experimental class there was treatment with Time Token Strategy and for the control class only the way of teacher strategy then the data collected was data from pre-test scores and post-test. then the analysis will use the t-test formula.

D. Hypothesis

Based on the explanation above the researcher formulated the hypothesis as follows "There is a Significant Effect of Using Time Token Strategy towards Speaking ability at Grade XI Students At MA Nurul Falah Tamosu Panompuan Tapanuli Selatan."

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research had been done at MA Nurul Falah Tamosu Panompuan Tapanuli Selatan. This school is located at Jl.Padangsidimpuan-Gunung Tua Km.24 Panompuan,Kec.Angkola Timur,Kab.Tapanuli Selatan, North Sumatera Province. The time for doing this research was from August until Desember 2023.

B. Research Design

This study used quantitative research with an experimental design According to Cresswell, “An experimental design is a traditional approach to conducting quantitative research. In an experiment, you test an idea (or practice or procedure) to determine whether it affects the outcome or the dependent variable. The research used a true experimental design using two classes as samples, namely the control class and the experimental class. The two classes have been given a pre-test & post-test, and treatment used the time token is only given to the experimental class. , the material provided and the research objectives were the same for each group. The other used this design to obtain data related to students' difficulties in Speaking ability and how list techniques can overcome it. The illustration can be seen below.

Table 1
Nonequivalent (Pre-Test and Post-Test) Control-Group Design

A	O ₁	X	O ₂
B	O ₁	-	O ₂

Where:

A: Symbol for experimental class

B : Symbol for control class

X : Symbol of treatment³⁶

In this strategy, both of the classes were given pre-test (O₁). Then, experimental class was given a treatment (X) and in control class was not given a treatment, both of classes were given post-test (O₂).

C. Population and Sample

a. Population

Population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable". Based on the explanation, the population of this research is all the grade XI students of MA Nurul Falah on: Jl. Padangsidimpuan-GunungTua Km.24. Panompuan. Kec. Angkola Timur, Kab. Tapanuli Selatan, North Sumatera. There the class population of the research, as follow:

Table 2

Population of the Research

³⁶ John W Cresswell, *Research Design*, Third Edit (California: SAGE Publications, 2009), <https://doi.org/10.1163/22118993-90000268>.

NO	ROOM	MALE	FEMALE	TOTAL
1	XI ¹	10	20	30
2	XI ²	10	20	30
	TOTAL	20	40	60

b. Sample.

The researcher used simple random sampling to take the sample of reseach. This research used two classes as the samples. After randomizing the clasess, the researcher took XI¹and XI² that consist of 30 students as the sample. They are experimental class and the other is as control class.

Table 3
Total Sample

Experi mental group XI ¹	Control group XI ²
30 Student s	30 tudents

D. Instrument of the Reseach

The instrument of the research is test. The test is particulary. The test is oral test or speaking test. The test consits of pre-test and post-test. The testgived to both of class experimental and control group is the same test, but with different topic. The researcher gived participants have 5 minutes to prepare to talk non-stop for one

minute with the topic based on the text book. The treatment is given only to the experimental class based on Time Token

Table 4
Indicator of Speaking Ability

SCORING RUBRIC SPEAKING			
ASPECT	SCORE		DESCRIPTION
Pronunciation	5		Easy to understand and has native speaker's accent
	4		Easy to understand with certain accent
	3		There are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding
	2		Difficult to understand because there is problem in pronunciation, asked to repeat
	1		The serious pronunciation so it can not be understood
Grammar	5		There is no or little mistake in grammar
	4		Sometimes makes mistake in grammar, but it does not influence the meaning
	3		Often makes mistake in grammar and it influences the meaning
	2		There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
	1		The grammar mistake is so bad so it is difficult to understand
Vocabulary	5		Using vocabulary and expression like native speaker
	4		Sometimes using vocabulary which is not appropriate

	3		using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
	2		Using wrong vocabulary and it is limited so it is difficult to understand
	1		vocabulary is so limited so conversation impossible to occur
Fluency	5		Speech is smooth as a native speaker's
	4		The fluency is disturbed by language problem
	3		The fluency is disturbed more by language problem
	2		Speech is frequently hesitant and jerky; sentences may be left uncompleted
	1		Speech is so halting and fragmentary that conversation is virtually impossible
Comprehend	5		Understand all without any difficulties
	4		Understand almost all, although there is repetition in certain part
	3		Understand most of what she/he talks in slow speaking
	2		Difficult to understand what she/he talks
	1		Can not understand although in simple conversation

Source: English Book: When English Rings the Bell: Buku Guru³⁷

$$\text{Assessment} : \frac{\text{student's score}}{\text{score maximum}} \times 100$$

³⁷ Wachidah et al., *When English Rings the Bell*: Buku Guru, p.18.

Note :

The total score obtained by students is the number of scores obtained students from 1 to 5. The Maximum score is the result of multiplying the highest score (4) by the number of criteria defined. So, the maximum score = $4 \times 7 = 28$.

E. Validity and Reability Test**1. Validity**

A good test should be valid. Therefore, the test used to measure the measured aspect. Validity is important thing to doing the research, it means validity how to valid the test, because a good test must be validity. The researcher apply content validity to validate the test in this study, to make it sure, the researcher validated the test to English teacher. There are two valid tests, they are pre-test and post-test.

They are familiar materials and near to the students' daily life. They are appropriate to the students' knowledge, insight and experience. Moreover, the materials are taken from the book guide for the students and other related resources. The test is based on the materials studied by the students at the moment. The pretest and posttest of this research are valid, because the students' speaking is measured by two raters by using the standard score of assessing speaking from Hughes. In making the test, the researcher had consulted first with the researcher's supervisor.

2. Reability

Reliability is the measuring of test that is consistent and dependable.³⁸ It means that the test should consistently measure the person's ability. Furthermore, Gay states that reliability is the degree to which a test consistently measures whatever it is measuring.³⁹ It is reflected in obtaining how far the test or instrument test is able to measure the same subject on different occasions indicating the similar result. Furthermore, Brown states that there are two scoring processes in reliability. They are inter-rater reliability and intra-rater reliability. Inter-rater reliability occurs when two or more scores yield inconsistent scores of the same test. Intra-rater reliability is common occurrences for classroom teachers because of the unclear scoring criteria, bias toward particular 'good' and 'bad' students, or simple carelessness.⁴⁰ Based on the theories above, It is clear that reliability is used to measure the quality of the test scores and the consistency of the test. In this research, to know the reliability of the speaking test, the researcher used inter rater reliability, because the researcher had two raters in order to score the students' speaking ability by using kappa formula.

³⁸H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Nachdr. (New York: Longman, 2006), p. 2

³⁹Gay, Mills, and Airasian, *Educational Research*, 169.

⁴⁰Brown, *Language Assessment*, 21

F. The Procedure of the Research

a. Pre-Test

It is a test given before doing the treatment to the students. It is needed to know student's competence in experimental and control class. It's also used to find the homogeneity and normality level. There are some procedures will be followed by the researcher. They are:

- 1) Prepare some pictures.
- 2) Show pictures to students
- 3) explanation of what students have to do.
- 4) Give time to students to explain the drawing procedure.
- 5) Students are asked to give freedom to talk about the picture
- 6) The teacher gives the topic and students give comments about it.

b. Treatment

After giving the pre-test to students, the students have been given treatment. The experimental class received treatment taught by using a time token, while the control class was taught by using a strategy teacher. The researcher has some procedure in experimental class. they are:

- 1) The researcher enters the class, opens the class by greeting.
Then pray together.
- 2) Researchers explain Recount text using time tokens
- 3) The researcher prepared 3 pictures of food and 3 applications on social media such as whats app, facebook and instagram

then the researcher prepared 30 time coupons and distributed them to students to carry out this strategy.

- 4) Divide into small groups consisting of Delta students - 5 students in each group
- 5) Tell students about the purpose of learning English using time coupons
- 6) Distribute time coupons to groups, one coupon for each student
- 7) The teacher shows pictures to students
- 8) The teacher gives time to students \pm 30 seconds to explain the drawing procedure
- 9) Researchers make conclusions from the learning
- 10) The researcher closed the lesson with Alhamdulillah and greetings.

c. Post-Test

After giving treatment, the researcher conducted a post-test. The benefit is to know the difference score of experimental class and control class and to know effect or not Time Token in learn speaking ability of students. The researcher has some procedure. They are:

- 1) Prepare 2 pictures of food.
- 2) Show pictures to students
- 3) Explanation of what students have to do.
- 4) Give time to students to explain the drawing procedure.

- 5) Students ask to give freedom to talk about the picture
- 6) Then the researcher checks the students opinion and counts the students scor.

G. Thecnique of Data Analysis

1. Normality Test

Normality test used to know whether the data is research is normal or not. The researcher uses Chi Quadrate formula. Then formula use is.

$$x^2 = \sum \left(\frac{(f_0 - f_h)}{f_h} \right)$$

Where:

x^2 = Chi-Quadrat

f_0 = frequency is gotten from the sample or observation

f_h = frequency is gotten from the sample as image from
frequency is hoped from population

2. Homogenety Test

Homogenety tes used to know control class and experimental class have same the variant or not. Homogenety test has function to find out whether the data homogeny or not.

The researcher used Harly test,as following:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Where : n_1 = total of the data that bigger variant

n_2 = total of the data that smallest variant

Hypothesis is accepted if $F_{\text{count}} \leq F_{\text{table}}$

Hypothesis is rejected if $F_{\text{count}} \geq F_{\text{table}}$

2. Hypothesis Test

Hypothesis is the provisional result of the research. To know the difference between experimental class and control class the data will be analyzed by using *t-test* formula. The formula is following:

$$t = \frac{Mx - My}{\left[\sqrt{\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}$$

Where :

Mx : Mean of the experimental group

My : Mean of control group

X : The deviation of square of the experimental group

Y : The deviation square of control group

Nx : The total number of samples of the experimental group

Ny : The total number of samples of the control group

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

As mentioned in previous chapter, in order to evaluate the effect of time token strategy towards speaking ability at the XI grade students of MA Nurul Falah Tamosu Panompuan-Tapanuli Selatan. Researcher used the T-test formulation to apply quantitative analysis. The goal is to determine how the Time Token Strategy affects the speaking ability. So, the researcher provided the following data description:

A. Research Finding

1. Description of Data before Using Time Token Strategy

a. The Score of Pre-test Experimental Class

The researcher enrolled in class XI¹ to serve as the experimental class. The researcher calculated the result that had been gotten by the students' Speaking ability during the pre-test for the experimental class. The calculation of the students' score statistically could be seen in the following table:

Table 5
Score of Pre-test in Experimental Class

N	Valid	30
	Missing	0
Mean		56.4
Median		56
Mode		56
Std. Deviation		8.684509
Range		40
Minimum		40
Maximum		80
Sum		1692
Multiple modes exist. The smallest value is shown		

Based on the table above, shows that the total amount of data in experimental class is 30. The sum (total score) of the experimental class in pre-test was 1692, then the highest (max) score of the students was 80 and the lowest (minimum) score of students was 40. And Std. Deviation was 8.684509. when the Std. Deviation higher than score of mean, it shows that a lot of variation in the data, while the std. deviation smallest than mean score indicated less variation. From the mean score of pre -test was 56.4 and Std. deviation was 8.684509, its mean that Std. Deviation show a lot of variation in the data. Mode is referring to number in a set of numbers that appears the most open. And the mode in this data was 56. Next median, median is the middle of the value order from lowest to higher or the highest to lowest. Median score got in data score experimental class was 56. Then, the computed of the frequency distribution of the students' score of experiment class loads in the table below.

Table 6
The distribution frequency in Pre-Test of experimental class

Interval Class	Frequency	Mid Point	Percentage
40-46	4	43	13.3 %
47-53	7	50	23.3%
54-60	11	58	36.6%
61-67	5	64	16.6%
68-74	2	71	6.6%
75-81	1	78	3.3%
<i>I=7</i>	30		100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Based on the table above, the total of experimental percentage in pre-test was 100 %. The total of experimental in interval class was 6. Score of interval class start from 40, because 40 is the lowest score in pre- test of experimental class. And the highest score of pre-tests in experimental class is 80. 40-46 is calculated from the total of class, and the way to get mid-point is calculated from the value 40-46, then dived by 4 and the result is 43. Frequency is the total of students who got 54-60 is the highest frequency there are 11 students, and lowest percentage of frequency is 3.3 % it means only a student who got the score between 75-81.

b. The Score of Pre-test Control Class

The researcher enrolled in class XI² to serve as the control class. The researcher calculated the result that had been gotten by the students' Speaking ability during the pre-test for the control class. The calculation of the students' score statistically could be seen in the following table:

Table 7
Score of Pre-test in Control Class

N	Valid	30
	Missing	0
Mean		52.9
Median		52
Mode		48
Std. Deviation		9.78
Range		48
Minimum		36

Maximum	84
Sum	1588
Multiple modes exist. The smallest value is shown	

Based on the table above, shows that the total amount of data in control class is 30. The sum (total score) of the control class in pre-test was 1588, then the highest (max) score of the students was 84 and the lowest (minimum) score of students was 36. And Std. Deviation was 9.78. when the Std. Deviation higher than score of mean, it shows that a lot of variation in the data, while the std. deviation smallest than mean score indicated less variation. From the mean score of pre -test was 52.9 and Std. deviation was 9.78, its mean that Std. Deviation show a lot of variation in the data. Mode is referring to number in a set of numbers that appears the most open. And the mode in this data was 48. Next median, median is the middle of the value order from lowest to higher or the highest to lowest. Median score got in data score control class was 52. Then, the computed of the frequency distribution of the students' score of control class loads in the table below.

Table 8
The distribution frequency in Pre-Test of control class

Interval Class	Frequency	Mid Point	Percentage
36-43	3	39.5	10%
44-51	10	47.5	33.3%
52-59	9	55.5	30%
60-67	6	63.5	20%
68-75	1	71.5	3.3%
76-84	1	79.5	3.3%
I=8	30		100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure: Based on the table above, the total of control percentage in pre-test was 100 %. The total of control in interval class was 6. Score of interval class start from 36, because 36 is the lowest score in pre- test of control class. And the highest score of pre-tests in control class is 84. 36-43 is calculated from the total of class, and the way to get mid-point is calculated from the value 36-43, then divided by 3 and the result is 39.5. Frequency is the total of students who got 44-51 is the highest frequency there are 10 students, and lowest percentage of frequency is 3.3 % it means only a student who got the score between 76-84.

2. Description of Data after Using Time Token Strategy

a. The Score of Post-test Experimental Class

The researcher enrolled in class XI¹ to serve as the experimental class. The researcher calculated the result that had been gotten by the students' Speaking ability during the post-test for the experimental class. The calculation of the students' score statistically could be seen in the following table:

Table 9
Score of Post-test in Experimental Class

N	Valid	30
	Missing	0
Mean		70.40
Median		68.00
Mode		68
Std. Deviation		12.277
Range		52
Minimum		48

Maximum	100
Sum	2112
Multiple modes exist. The smallest value is shown	

Based on the table above, shows that the total amount of data in experimental class is 30. The sum (total score) of the experimental class in post-test was 2112, then the highest (max) score of the students was 100 and the lowest (minimum) score of students was 48. And Std. Deviation was 12.277. when the Std. Deviation higher than score of mean, it shows that a lot of variation in the data, while the std. deviation smallest than mean score indicated less variation. From the mean score of post -test was 70.40 and Std. deviation was 12.277, its mean that Std. Deviation show a lot of variation in the data. Mode is referring to number in a set of numbers that appears the most open. And the mode in this data was 68. Next median, median is the middle of the value order from lowest to higher or the highest to lowest. Median score got in data score experimental class was 68. Then, the computed of the frequency distribution of the students' score of experiment class loads in the table below.

Table 10
The distribution frequency in Post-Test of experimental class

Interval Class	Frequency	Mid Point	Percentage
48-56	4	52	13.3%
57-65	5	61	16.6%
66-74	13	70	43.3%
75-83	3	79	10%
84-92	3	88	10%
93-100	2	97	6.6%
<i>I=9</i>	30		100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure: Based on the table above, the total of experimental percentage in post-test was 100 %. The total of experimental in interval class was 6. Score of interval class start from 48, because 48 is the lowest score in pre- test of experimental class. And the highest score of pre-tests in experimental class is 100. 48-56 is calculated from the total of class, and the way to get mid-point is calculated from the value 48-56, then dived by 4 and the result is 51,5. Frequency is the total of students who got 63-71 is the highest frequency there are 13 students, and lowest percentage of frequency is 6.6% it means only 2 students who got the score between 83-100.

b. The Score of Post-test Control Class

The researcher enrolled in class XI² to serve as the control class. The researcher calculated the result that had been gotten by the students' Speaking ability during the post-test for the control class. The

calculation of the students' score statistically could be seen in the following table:

Table 11
Score of Post-test in Control Class

N	Valid	30
	Missing	0
Mean		58
Median		56
Mode		56
Std. Deviation		10,59603
Range		52
Minimum		36
Maximum		88
Sum		1740
Multiple modes exist. The smallest value is shown		

Based on the table above, shows that the total amount of data in control class is 30. The sum (total score) of the control class in pre-test was 1588, then the highest (max) score of the students was 88 and the lowest (minimum) score of students was 36 and Std. Deviation was 10.59603. when the Std. Deviation higher than score of mean, it shows that a lot of variation in the data, while the std. deviation smallest than mean score indicated less variation. From the mean score of pre -test was 58 and Std. deviation was 10.59603, its mean that Std. Deviation show a lot of variation in the data. Mode is referring to number in a set of numbers that appears the most open and the mode in this data was 56. Next median, median is the middle of the value order from lowest to higher or the highest to lowest. Median score got in data score control class was 56. Then, the computed of the

frequency distribution of the students' score of control class loads in the table below.

Table 12
The distribution frequency in Post-Test of control class

Interval Class	Frequency	Mid Point	Percentage
36-44	3	40	10%
45-53	8	49	26.6%
54-62	10	58	33.3%
63-71	5	67	16.6%
72-80	3	76	10%
81-89	1	85	3.3%
<i>I=9</i>	30		100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure: Based on the table above, the total of control percentage in pre-test was 100 %. The total of control in interval class was 6. Score of interval class start from 36, because 36 is the lowest score in pre- test of control class and the highest score of pre-tests incontrol class is 89. 36-44 is calculated from the total of class, and the way to get mid-point is calculated from the value 36-44, then dived by 3 and the result is 40. Frequency is the total of students who got 54-62 is the highest frequency there are 10 students, and lowest percentage of frequency is 3.3 % it means only a student who got the score between 81-89.

3. Description of Score Comparison in Experimental Class and Control Class

In comparing the samples used, the researcher interpreted the paired samples t-test by using SPSS 26.0 version as below.

Table 13
Paired Samples Statistics

	Mean	N	Std. Deviation
Pair 1 Pre-test experimental	56,4	30	8.684509
Post-test experimental	70,40	30	12.277
Pair 2 Pre-test control	52.9	30	9.78
Post-test control	58	30	10.59603

Based on the table, it can be seen that summary of the results statistics of the two samples, namely the pre-test and post-test scores both in experimental class and control class. The mean score in pre-test experimental class is 56.4 and 70.40 in post-test experimental class. Meanwhile, the mean score in pre-test control class is 52.9 and 58 in post-test control class. The participants consisted of 30 students for each class.

Then, Std. Deviation in pre-test experimental class is 8.684509 and 12.277 in post-test experimental class. Std. Deviation in pre-test control design is 9.78 and 10.59603 in post-test control class. Because the mean score in pre-test is lower than post-test, it means descriptively there is the different mean score between pre-test and post-test.

B. Hypothesis Testing

The researcher has known the data normal and homogen. It means the researcher has to choose the next hypothesis. If the data is normal and homogen so that the researcher has to use the parametric statistic to analyze the hypothesis. Parametric statistic such as independent sample t-test. The researcher used independent sample t-test with using SPSS v.24. version to examine the hypothesis. The result can be seen from the mean of score. Before using the technique (pre-test) in experimental class, mean score is 56.4 and after using the technique in experimental class (post-test), mean score is 70.40. To see the effect on students' speaking ability, the researcher would present the data analyze in the table below.

Table 14
Group Statistics

Class	N	Mean		Std. Deviation
		Pre-Test	Post-Test	
Experimental	30	56.4	70.40	12.277
Control	30	52.9	58	10.56903

The table above shows that in experimental class samples have 30 students, while in post there are 30 students. The mean of experimental class improvement was 70.40 and mean of control class improvement was 58. Standard deviation for the experimental class was 12.277 and while for the control class was 10.56903. It means there is a

different point on students' speaking ability after using story time token strategy. For significance (2-tailed) can be seen in the table below.

Table 15
Independent Sample T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
result study of speaking skill	Equal variances assumed	.189	.666	4.188	58	.000	12.400	2.961	6.473	18.327
	Equal variances not assumed			4.188	56.786	.000	12.400	2.961	6.470	18.330

$$Df : 58 = 2.000$$

$$t : 4.188$$

$$t_{\text{count}} > t_{\text{table}} (4.188 > 2.000)$$

Based on the table above, it can be seen that t_{count} is 4.188 and t_{table} is 2.000. It means that $t_{\text{count}} > t_{\text{table}} (4.188 > 2.000)$. So, H_a is accepted and H_0 is rejected. It is "there is a significant effect of using time token strategy on speaking ability at the XI grade students of MA Nurul Falah Tamosu Panompuan-Tapanuli Selatan".

C. DISCUSSION

The researcher discussed the result of this research based on the result of the data analysis. The researcher got the mean score for experimental pre-test was 56.4 while in control class mean score was 52.9. It means the mean score in experimental class higher than control class, Because the sample of experimental class smarter than sample of control class, it can be proven from their exam scores at the end of the semester. The researcher got the mean score for experimental class pre-test was 56.4 and post-test was 70.40. Then, the mean score for control class in pre-test was 52.9 and post-test was 58.

From the data above the researcher conclude the using of time token strategy effective to use speaking ability, it can be proven by their mean score between pre-test and post-test in experimental class. Which mean score in pre-test was 56.4 while post-test was 70.40. Then the mean score for control class in experimental class was 52.9, while in post-test 58. It means their mean score also improved without using time token strategy. First the sample for experimental class smarter than control class and the questions between pre-test and post-test almost similar. So, the researcher concludes this reason made their mean score improved. It also discussed with theory by Benjamin. S. Bloom stated a knowledge, achieving the ability to remember things

that have been learned and stored in memory. Knowledge is relevant with fact, event, understanding rules, theories principle or method.

Base on statement above it can conclude that learning student learned after receiving the learning experience. This includes cognitive, affective, and psychomotor aspects. Results learning can be seen thorough evaluation activities to aimed level students' ability to achieve learning goals.

So, based on its comparing can be concluded that the improvement of control class was higher than experimental class. The theory is proved that story time token strategy had the effect on students' speaking ability. It also discussed with the theory and compared with the related finding that has been stated by researcher.

There are some discussion or previous study about the effect of using time token strategy on speaking ability such as:

The first is conducted by Fitri Suciana⁴¹, where this statement is suitable with this research. The results of this study indicate that the average score of students' speaking skills increases in each cycle in the first cycle with an average score of 2.03, it increases in cycle li with an average value alpha f 3 3.18, and increasing again in cycle ili, whose average value is 3.75.

⁴¹Fitri Suciana, Use of The Time Token Arends Model In Improving Students' Speaking Skills In Class V At Madrasah Ibtidaiyah 27 Lamasiudul: <http://ejournal-lainpalopo.ac.id/PUIES>

The second is conducted by Retno Fentari and Syaifudin Latif D.⁴² The result of the study showed that t_{count} 5.37 and t_{daf} is 2.00 (on criteria 1) and 2.66 (on criteria 2). It means that $t_{count} > t_{daf}$. And the criteria of t_{count} is H_a accepted if $t_{count} > t_{daf}$.

The third is conducted by Fariza Ramadhani.⁴³ The students' speaking skill after taught by using time token is categorized into good category. It can be seen from the mean score of students' speaking skill after being using time token. The results of the hypothesis testing that has been carried out, it is obtained that t_{count} is 31.25 and t_{table} is 2.079 then obtained $t_{count} > t_{table}$ or $31.25 > 2.079$, then H_0 is rejected and H_a is accepted, so that the hypothesis in this study is accepted.

All of the discussion above is statements that support (pro) to this research, where they have in common that pictures have a significant effect on students' ability in speaking by using time token strategy. Result of this study was found by researcher is the hypothesis test using t-test showed table calculate $t_{count} > t_{table}$ or $4.188 > 2.000$. Thus, it is concluded that the alternative hypothesis was accepted.

⁴² Retno Fentari, Syaifuddin Latif D, The Influence of Using Time Token Method Toward Speaking Ability At The Students' of SMPN 1 Batanghari Academic Year 2014/2015: https://www.researchgate.net/publication/319939656_

⁴³ Fariza Ramadhani, Skripsi, *The Effect Of Using Time Token On Students' Speaking Skill At Eleventh Grade Of SMK Negeri 1 Kandis*, 2023, p.30.

Based on statistical evidence, the study demonstrates that the implementation of time token strategy has improved students' speaking skill compared with their counterparts who learned through traditional classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research result, the conclusion of this research were:

1. Before using time token strategy, the mean score of pre-test in experimental class was 56.4 and it was in failed category. The mean score of pre-test in control class was 52.9 and it was in failed category.
2. After using time token strategy, the mean score of experimental class was higher than before using quartet cards game. The mean score of post-test in experimental class was 70.4 and it was in the less category. The mean score of post-test in control class taught by conventional technique was 58 and it was in the less category.
3. The result found that t_{count} was higher than t_{table} . Where t_{count} was 1.488 and t_{table} was 2.000 ($1.488 > 2.000$). it means that H_a is accepted and H_0 is rejected. So, there is a significant effect of quartet card games on students speaking ability at grade XI Nurul Falah Tamosu Panompuan-Tapanuli Selatan.

B. Implications

Implications were made based on the research result. The research discovered a statistically significant difference between students who are taught utilizing the quartet cards game. Additionally, this research implied that teaching speaking required the use of quartet cards game. Considering the conclusions of the research above, it was implied that the employment of quartet cards game was capable of assisting to the improvement of students

speaking ability, as seen from the progression of the students speaking score after the treatment using quartet cards game. When the quartet cards game was used in teaching process, the students become active in learning process. Therefore, it suggested that using quartet cards game can maintain students' interest and encourage the students to explore their speaking skill.

In conclusion, the quartet cards game could help students get higher level of achievement with their speaking skills. As a result, quartet cards game mostly used by the teacher in teaching speaking.

C. Suggestion

Based on the researched conclusion above, teaching by using time token strategy is one of the solution.

Time Token Strategy makes the students speaking ability better than before. To increase students ability in speaking, the researcher suggests the teacher to apply Time Token Strategy in teaching speaking. Besides, it make the students feel self confident to speak English.

In applying the technique, the teachers have to follow the rules or steps correctly, so students will not be confused and the activity of learning will run well. The researcher also expects when the teachers use the technique in instructional, they must be careful in selecting the technique especially in speaking. Since the technique should be appropriate with the curriculum and also could encourage the students' ability in speaking.

REFERENCES

- Alek. *Lingustik Umum*. Jakarta: Erlangga, 2018.
- Asep Supriana. *Materi Pokok Berbicara*. Jakarta: Universitas Terbuka, 2007.
- Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990.
- Brown, H Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (United States of American: Inc: San Fransisco States University, 1994.
- David Nunan, *Practical English Language Teaching*, (Singapore: McGraw-Hill, 2003)
- Fariza Ramadhani. "The Effect of Using Time Token on Students' Speaking Skill at Eleventh Grade of SMK Negeri 1 Kandis." UIN SUSKA RIAU, 2023.
<https://www.ncbi.nlm.nih.gov/books/NBK558907/>.
- Fentari, Retno, and Syaifudin Latif Darmawan. "The Influence of Using Time Token Method Toward Speaking Ability At the Students' of Smp N 1 Batanghari Academicyear 2014/2015." *PREMISE JOURNAL:ISSN Online: 2442-482x, ISSN Printed: 2089-3345* 5, no. 1 (2016): 117–29.
<https://doi.org/10.24127/pj.v5i1.420>.
- Fitria Suciana. "Penggunaan Model Time Token Arends Dalam Meningkatkan Keterampilan Berbicara Peserta Didik Pada Kelas V Di Madrasah Ibtidaiyah 27 Lamasiudul" 1 (2018).
- Hendri Guntur Tarigan. *Pengajaran Gaya Bahasa*.Bandung:Angkasa,1975.
- Hendri Guntur Tarigan.Berbicara Sebagai Suatu Keterampilan Berbahasa.Bandung:Angkasa,2008.
- H.Douglas Brown, *Language Assessment Principles and Classroom Practices*, New Jersey: Prentice Hall, 2000.

Henry Guntur Tarigan., Pengajaran Gaya Bahasa,(Bandung:Angkasa Bandung 1975)

Iskandarwassid and Sunendar. *Strategy Pembelajaran Bahasa*. Bandung: PT Remaja Rosda Karia, 2011.

Miftahul Huda. *Model-Model Pengajaran Dan Pembelajaran*. Yogyakarta: Pustaka Pelajar, 2013.

Moch Agus Krisna Budiyanto. *Sintaks 45 Metode Pembelajaran Dalam Students Centered Learning (SCL)*. Malang: UMM Press, 2016.

Mukhsin Ahmadi. *Strategy Belajar Mengajar Keterampilan Berbahasa Dan Apresiasi Sastra*. Malang: Yayasan Asih Asah Asuh, 1990.

Randi Eka Putra and Abdolludin. *Model Dan Metode Pembelajaran*. Jawa Tengah: Lakeisha, 2022.

Richard I Arends. *Learning to Teach*. Ninth Edit. New York: Mc Graw Hill, 1998.

Richard, Jack C. "Teaching Listening and Speaking From Theory to Practice, Available on: Wwww. Finchpark. Com/Courses/Tkt/Unit_07." *Richards-Teaching-Listening-Speaking. Pdf*, 2008, 1–37.

Rurua Shelvly Ferawati. "Pengaruh Model Pembelajaran Time Token Terhadap Motivasi Dan Hasil Belajar Mahasiswa Tentang Biologi Sel Pada Program Studi Pendidikan Biologi Di Universitas Sintuwu Maroposo-Poso." *Mitra Sains* 5 (2017).

Richard Zeoli, Seven Principles of Effectives Public Speaking, retrieved from <http://www.ammanet.org/training/articles/Seven-Principles-of-Effective-Public-Speaking.aspx> accessed at November

Siti Musyayati. "Melalui Time Token Berbasis Flashcard Pada Siswa Kelas Iiib Sd Hj . Isriati Semarang, Baiturrahman Kota." Universitas Negeri Semarang, 2015.

Sri Utami. *Strategy Pembelajaran Time Token*. Wijayata Bestari Samasta, 2022.

Suprijono. *Cooperative Learning*. Yogyakarta: Pustaka Bealajar, 2001.

Taufiqur Rahman. *Aplikasi Model-Model Pembelajaran Dalam Penelitian Tindakan Kelas*. Semarang: CV. Pilar Nusantara, 2018.

Wena. *Strategy Pembelajaran Inovatif Kontemporer Suatu Tinjauan Conceptual Operasional*. Jakarta: Bumi Aksara, 2009.

Jack C. Richard, Richard Schmidt, *Dictionary of Language Teaching & Applied Linguistic*. (New York: Longman, 2002

CURRICULUM VITAE

I. PERSONAL IDENTITY

1. Name : Fitri Ramadani Nasution
2. Reg. Number : 19 203 00018
3. Gender : Female
4. Place/Birth : Aek Godang/ December 29th 2000
5. Religion : Islam
6. Address : Aek Godang, Padang Lawas Utara
7. No. Hp : 082174542042
8. E-mail : fitriramadhani291200@gmail.com

II. PARENT'S IDENTITY

1. Father
 - a. Name : Abdul Rahman Nasution
 - b. Job : Farmer
 - c. Address : Aek Godang
 - d. No. Hp : 08126477757
2. Mother
 - a. Name : Tina Mora Harahap
 - b. Job : Housewife
 - c. Address : Aek Godang
 - d. No. Hp : 081326285540

III. EDUCATIONAL BACKGROUND

1. Elementary School : SDN 101910 Aek Godang (2013)
2. Junior High School : MTsS Nurul Falah Tamosu (2016)
Panompuan
3. Senior High School : MAS Nurul Falah Tamosu (2019)
Panompuan
4. Institute : UIN Syekh Ali Hasan Ahmad Addary

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Control Class

Sekolah : NURUL FALAH TAMOSU
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : XI
Materi Pokok : Descriptive Text
Alokasi Waktu : 2x45 Menit

A. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

NO	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
1.	3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)	3.6.1 Mengidentifikasi fungsi sosial terkait teks deskriptif berupa deskripsi seseorang sesuai konteks penggunaannya 3.6.2 Mengidentifikasi struktur teks terkait teks deskriptif berupa deskripsi seseorang sesuai konteks penggunaannya 3.6.3 Mengidentifikasi unsur kebahasaan teks deskriptif berupa deskripsi seseorang sesuai konteks penggunaannya
2.	4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.6.1 Menyusun teks deskriptif berupa deskripsi seseorang secara tertulis 4.6.2 Membacakan teks deskriptif yang telah dibuat dengan intonasi, artikulasi, dan pengucapan yang baik dan benar

C. Tujuan Pembelajaran

1. Pertemuan Pertama

- Peserta didik mampu mengidentifikasi fungsi sosial terkait teks deskriptif berupa deskripsi seseorang dengan baik dan benar.
- Peserta didik mampu mengidentifikasi struktur teks terkait teks deskriptif berupa deskripsi seseorang dengan tepat.
- Peserta didik mampu mengidentifikasi unsur kebahasaan teks deskriptif berupa deskripsi seseorang dengan tepat.
- Peserta didik mampu menyusun teks deskriptif berupa deskripsi seseorang secara tertulis dengan tata bahasa dan penggunaan kata yang tepat.
- Peserta didik mampu membacakan teks deskriptif yang telah dibuat dengan intonasi, artikulasi, dan pengucapan yang baik dan benar

D. Materi Pembelajaran

1. Materi Pembelajaran Reguler

1. Faktual

My Favorite Singer, Ed Sheeran

I have a favorite singer. His name is Ed Sheeran. He was born on February 17, 1991, in Halifax, West Yorkshire, England.

Ed has blue eyes and curly red hair. He is not too tall. His height is about 178 cm

He has a great talent for creativity and self expression. Ed is a humorous, generous, discipline, and hard working person. He also loves to chat and that makes him the center of attention in every party. Ed is emotional and vulnerable. When hurt, he will keep silence, eventually heal with jokes and laughter that cover up his true feelings. He can become moody and cynical when depressed.

2. Konseptual

- Struktur teks:
- a. What is the function of descriptive text?
 - b. What is the generic structure of descriptive text?

3. Prosedural

- Unsur Kebahasaan:
- a. What kind of verbs that we use in descriptive text? (PRESENT VERBS)
 - b. What part of speech that we use in descriptive text? (ADJECTIVES)

4. Metakognitif

Kemampuan peserta didik untuk mengintegrasikan dan mempraktekkan seluruh kemampuannya berdasarkan kompetensi yang akan dicapai tentang teks descriptive baik secara berkelompok maupun individual didepan kelas.

E. Metode Pembelajaran

1. Time Token

F. Media Pembelajaran

- 1. Media LCD projector,
- 2. Laptop,
- 3. Videos
- 4. Power point

G. Sumber Belajar

- 1. BSE IX
- 2. www.youtube.com
- 3. www.bogglesworldesl.com
- 4. Sumber lain yang relevan

H. Langkah-langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 40 menit)		Waktu								
<div>Kegiatan Pendahuluan</div> <div>Guru : Orientasi<ul style="list-style-type: none">Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius)Memeriksa kehadiran peserta didik sebagai sikap disiplinMenyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan ice breaking sederhana (The Battle of Clap)Apersepsi<ul style="list-style-type: none">Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, pada kegiatan sebelumnya yaitu <i>simple present tense</i>.Mengingatnkan kembali materi prasyarat dengan bertanya.Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.Motivasi<ul style="list-style-type: none">Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.Apabila <i>materi/tema/ projek</i> ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat membuat teks descriptive sangat pendek dan sederhana:Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsungPemberian Acuan<ul style="list-style-type: none">Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</div>		10 menit								
<div>Kegiatan Inti</div> <table><tr><th>Sintak Model Pembelajaran</th><th>Kegiatan Pembelajaran</th></tr><tr><td>BKOF</td><td><ul style="list-style-type: none">Disajikan gambar seorang penyanyi terkenal (Ed Sheeran). Peserta didik menyebutkan hal-hal yang mereka ketahui tentang penyanyi tersebut (penampilan fisik atau kepribadian).</td></tr><tr><td>Modelling</td><td><ul style="list-style-type: none">Guru menyajikan tayangan power point yang berisikan tentang descriptive text dan menyajikan contoh descriptive text tentang Ed Sheeran.Dua peserta didik diminta untuk membaca nyaring descriptive text tersebut.Guru menanyakan apakah ada kata yang mereka belum tahu artinya lalu secara bersama-sama membahas kata tersebut (jika ada), lalu membaca kata tersebut secara bersama-sama kemudian meminta beberapa anak mengulang.Guru menjelaskan perbedaan yang ada dan menjelaskan fungsi, struktur teks dan unsur kebahasaan yang ada dalam descriptive text.</td></tr><tr><td>Joint construction</td><td><ul style="list-style-type: none">Peserta didik bekerja secara berpasangan, kemudian membuat descriptive text sederhana tentang salah satu teman mereka di kelas.Peserta didik membacakan teks mereka di depan kelas</td></tr></table>		Sintak Model Pembelajaran	Kegiatan Pembelajaran	BKOF	<ul style="list-style-type: none">Disajikan gambar seorang penyanyi terkenal (Ed Sheeran). Peserta didik menyebutkan hal-hal yang mereka ketahui tentang penyanyi tersebut (penampilan fisik atau kepribadian).	Modelling	<ul style="list-style-type: none">Guru menyajikan tayangan power point yang berisikan tentang descriptive text dan menyajikan contoh descriptive text tentang Ed Sheeran.Dua peserta didik diminta untuk membaca nyaring descriptive text tersebut.Guru menanyakan apakah ada kata yang mereka belum tahu artinya lalu secara bersama-sama membahas kata tersebut (jika ada), lalu membaca kata tersebut secara bersama-sama kemudian meminta beberapa anak mengulang.Guru menjelaskan perbedaan yang ada dan menjelaskan fungsi, struktur teks dan unsur kebahasaan yang ada dalam descriptive text.	Joint construction	<ul style="list-style-type: none">Peserta didik bekerja secara berpasangan, kemudian membuat descriptive text sederhana tentang salah satu teman mereka di kelas.Peserta didik membacakan teks mereka di depan kelas	60 menit
Sintak Model Pembelajaran	Kegiatan Pembelajaran									
BKOF	<ul style="list-style-type: none">Disajikan gambar seorang penyanyi terkenal (Ed Sheeran). Peserta didik menyebutkan hal-hal yang mereka ketahui tentang penyanyi tersebut (penampilan fisik atau kepribadian).									
Modelling	<ul style="list-style-type: none">Guru menyajikan tayangan power point yang berisikan tentang descriptive text dan menyajikan contoh descriptive text tentang Ed Sheeran.Dua peserta didik diminta untuk membaca nyaring descriptive text tersebut.Guru menanyakan apakah ada kata yang mereka belum tahu artinya lalu secara bersama-sama membahas kata tersebut (jika ada), lalu membaca kata tersebut secara bersama-sama kemudian meminta beberapa anak mengulang.Guru menjelaskan perbedaan yang ada dan menjelaskan fungsi, struktur teks dan unsur kebahasaan yang ada dalam descriptive text.									
Joint construction	<ul style="list-style-type: none">Peserta didik bekerja secara berpasangan, kemudian membuat descriptive text sederhana tentang salah satu teman mereka di kelas.Peserta didik membacakan teks mereka di depan kelas									
<div>Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: tanggungjawab, menghargai pendapat orang lain.</div>										
<div>Kegiatan Penutup</div> <ul style="list-style-type: none">Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.Secara bersama-sama, peserta didik dan guru menyimpulkan pembelajaran berupa:<ul style="list-style-type: none">Guru memberikan feedback (umpan balik) dari hasil kerja peserta didik.Guru memperbaiki grammatical and pronunciation errors yang ditemukan ketika siswa unjuk kerja.Peserta didik menyampaikan secara lisan:<ul style="list-style-type: none">In today’s lesson, I learnt about...The parts that I enjoyed the most were...The difficulties that I had were...What I have to do to be better?Mengagendakan pekerjaan rumah: peserta didik diminta untuk membawa foto salah satu anggota keluarga mereka.		10 menit								

Guru :	
<ul style="list-style-type: none">Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan proyek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian proyek.Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik	

2. Pertemuan Ke-2, (LANJUTAN PERTEMUAN PERTAMA)		Waktu				
<p style="text-align: center;">Kegiatan Pendahuluan</p> <p>Guru : Orientasi</p> <ul style="list-style-type: none">Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaranMemeriksa kehadiran peserta didik sebagai sikap disiplinMenyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan senam otak sederhana (pencuri dan polisi dengan jari) <p>Apersepsi</p> <ul style="list-style-type: none">Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, <i>DESCRIPTIVE TEXT</i>Mengingatnkan kembali materi prasyarat dengan bertanya.Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none">Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.Apabila <i>materi/tema/ projek</i> ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat membuat descriptive text tentang salah satu anggota keluarga mereka.Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung <p>Pemberian Acuan</p> <ul style="list-style-type: none">Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.		10 menit				
<p style="text-align: center;">Kegiatan Inti</p> <table><tr><th>Sintak Model Pembelajaran</th><th>Kegiatan Pembelajaran</th></tr><tr><td>Independent construction</td><td><ul style="list-style-type: none">Berdasarkan foto salah satu anggota keluarga yang mereka bawa peserta didik membuat descriptive text sederhana tentang orang yang di foto tersebut.Peserta didik membacakan descriptive text mereka.</td></tr></table>		Sintak Model Pembelajaran	Kegiatan Pembelajaran	Independent construction	<ul style="list-style-type: none">Berdasarkan foto salah satu anggota keluarga yang mereka bawa peserta didik membuat descriptive text sederhana tentang orang yang di foto tersebut.Peserta didik membacakan descriptive text mereka.	60 menit
Sintak Model Pembelajaran	Kegiatan Pembelajaran					
Independent construction	<ul style="list-style-type: none">Berdasarkan foto salah satu anggota keluarga yang mereka bawa peserta didik membuat descriptive text sederhana tentang orang yang di foto tersebut.Peserta didik membacakan descriptive text mereka.					
<p>Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: tanggungjawab, dan menghargai orang lain.</p>						
<p style="text-align: center;">Kegiatan Penutup</p> <ul style="list-style-type: none">Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.Secara bersama-sama, peserta didik dan guru menyimpulkan pembelajaran berupa:<ul style="list-style-type: none">Guru memberikan feedback (umpan balik) dari hasil kerja peserta didik.Guru memperbaiki grammatical and pronunciation errors yang ditemukan ketika siswa unjuk kerja. <p>Guru :</p> <ul style="list-style-type: none">Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek.Memberikan penghargaan kepada siswa yang memiliki kinerja terbaik		10 menit				

I. Penilaian, Pembelajaran Remedial dan Pengayaan
PENILAIAN

1. Sikap spiritual
- a. Teknik Penilaian

: Penilaian Diri
- b. Bentuk Instrumen

: Lembar Penilaian Diri
- c. Kisi-kisi

No.	Indikator	Skala			
		1	2	3	4
	Saya berdoa sebelum dan sesudah melakukan sesuatu				
	Saya mengucapkan rasa syukur atas karunia Tuhan				
	Saya memberi salam sebelum dan sesudah menyampaikan pendapat/presentasi				
	Jumlah Skor				

2. Sikap Sosial
- a. Teknik Penilaian

: Penilaian guru
- b. Bentuk Instrumen

: Lembar Penilaian guru
- c. Kisi-kisi

Nama Siswa:

No.	Indikator	Skala			
		1	2	3	4
1	Tanggung jawab				
	Melakukan tugas dengan penuh konsentrasi				
	Melakukan tugas dengan tahapan yang disepakati				
	Menyelesaikan tugas sampai selesai				
3	Menghargai pendapat orang lain				
	Mengacungkan tangan untuk meminta kesempatan menanggapi				
	Menanggapi laporan teman dengan intonasi datar dan ekspresi wajah ramah				
	Menanggapi laporan teman dengan kata-kata yang tidak menyinggung teman				
	Jumlah				

3. Pengetahuan
- a. Teknik Penilaian

: Tes tertulis
- b. Bentuk Instrumen

: Uraian
- c. Kisi-kisi

No.	Indikator	Butir Instrumen
1.	Peserta didik mampu membuat descriptive text sederhana tentang salah seorang teman mereka di kelas.	<ul style="list-style-type: none">Make a short and simple descriptive text about one of your friends in the classroom, min 5 sentences.

4. Keterampilan
- a. Teknik Penilaian

: Praktik
- b. Bentuk Instrumen

: Uraian
- c. Kisi-kisi

No.	Indikator	Butir Instrumen
1.	Peserta didik mampu membaca nyaring descriptive text yang telah mereka buat.	Read your text in front of the classroom.

2. Instrumen Penilaian
a. Pengetahuan

Text

NO	NAME	Grammar	Diction	Coherence	Total Score	MARK	Description
SCORING SCALE: 50-100							
MARK: TOTAL SCORE/ 3							

KRITERIA PENILAIAN	
Excellent (A)	86-100
Good (B)	71-85
Average (C)	56-70
Poor (D)	< 55

✓ Keterampilan

NO	Students' name	Pronunciation	Grammar	vocabulary	Fluency	comprehension	Total Score	MARK	Description
SCORING SCALE: 1-5									
MARK		TOTAL SCORE x 4							

Aspects	1	2	3	4	5
Pronunciation	≥ 13 errors	9-12 errors	6-8 errors	3-5 errors	0-2 errors
Grammar	≥ 13 errors	9-12 errors	6-8 errors	3-5 errors	0-2 errors
Vocabulary	≥ 7 errors	5-6 errors	3-4 errors	1-2 errors	0 error
Fluency	Tidak lancar	Kurang lancar	Cukup lancar	lancar	Sangat lancar
Comprehension	Tidak jelas	Kurang jelas	Cukup jelas	Jelas	Sangat jelas

3. Pembelajaran Remedial:

Kegiatan pembelajaran remedial dilaksanakan dalam bentuk:
→ Tes tertulis: menyusun kalimat acak menjadi descriptive text yang padu

4. Pembelajaran Pengayaan:

Kegiatan pembelajaran pengayaan dilaksanakan dalam bentuk:
→ Tertulis: melengkapi crossword.

Panompuan, September 2023

Mengetahui :
Validator

Researcher

Lely Maimunah Hasibuan, S.Pd.

Fitri Ramadani Nasution
NIM. 19 203 00018

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Experimental Class

Sekolah : NURUL FALAH TAMOSU
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : XI
Materi Pokok : Descriptive Text
Alokasi Waktu : 2x45 Menit

J. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

K. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

NO	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.	3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)	3.7.1 Mengidentifikasi fungsi sosial terkait teks deskriptif berupa deskripsi seseorang sesuai konteks penggunaannya 3.7.2 Mengidentifikasi struktur teks terkait teks deskriptif berupa deskripsi seseorang sesuai konteks penggunaannya 3.7.3 Mengidentifikasi unsur kebahasaan teks deskriptif berupa deskripsi seseorang sesuai konteks penggunaannya
4.	4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.7.1 Menyusun teks deskriptif berupa deskripsi seseorang secara tertulis 4.7.2 Membacakan teks deskriptif yang telah dibuat dengan intonasi, artikulasi, dan pengucapan yang baik dan benar

L. Tujuan Pembelajaran

2. Pertemuan Pertama

- Peserta didik mampu mengidentifikasi fungsi sosial terkait teks deskriptif berupa deskripsi seseorang dengan baik dan benar.
- Peserta didik mampu mengidentifikasi struktur teks terkait teks deskriptif berupa deskripsi seseorang dengan tepat.
- Peserta didik mampu mengidentifikasi unsur kebahasaan teks deskriptif berupa deskripsi seseorang dengan tepat.
- Peserta didik mampu menyusun teks deskriptif berupa deskripsi seseorang secara tertulis dengan tata bahasa dan penggunaan kata yang tepat.
- Peserta didik mampu membacakan teks deskriptif yang telah dibuat dengan intonasi, artikulasi, dan pengucapan yang baik dan benar

M. Materi Pembelajaran

1. Materi Pembelajaran Reguler

1. Faktual

My Favorite Singer, Ed Sheeran

I have a favorite singer. His name is Ed Sheeran. He was born on February 17, 1991, in Halifax, West Yorkshire, England.

Ed has blue eyes and curly red hair. He is not too tall. His height is about 178 cm

He has a great talent for creativity and self expression. Ed is a humorous, generous, discipline, and hard working person. He also loves to chat and that makes him the center of attention in every party. Ed is emotional and vulnerable. When hurt, he will keep silence, eventually heal with jokes and laughter that cover up his true feelings. He can become moody and cynical when depressed.

2. Konseptual

- Struktur teks:
- c. What is the function of descriptive text?
 - d. What is the generic structure of descriptive text?

3. Prosedural

- Unsur Kebahasaan:
- c. What kind of verbs that we use in descriptive text? (PRESENT VERBS)
 - d. What part of speech that we use in descriptive text? (ADJECTIVES)

4. Metakognitif

Kemampuan peserta didik untuk mengintegrasikan dan mempraktekkan seluruh kemampuannya berdasarkan kompetensi yang akan dicapai tentang teks descriptive baik secara berkelompok maupun individual didepan kelas.

N. Metode Pembelajaran

2. Time Token

O. Media Pembelajaran

- 5. Media LCD projector,
- 6. Laptop,
- 7. Videos
- 8. Power point

P. Sumber Belajar

- 1. BSE IX
- 2. www.youtube.com
- 3. www.bogglesworldesl.com
- 4. Sumber lain yang relevan

Q. Langkah-langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 40 menit)		Waktu								
<div>Kegiatan Pendahuluan</div> <div>Guru : Orientasi<ul style="list-style-type: none">Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius)Memeriksa kehadiran peserta didik sebagai sikap disiplinMenyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan ice breaking sederhana (The Battle of Clap)Apersepsi<ul style="list-style-type: none">Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, pada kegiatan sebelumnya yaitu <i>simple present tense</i>.Mengingatnkan kembali materi prasyarat dengan bertanya.Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.Motivasi<ul style="list-style-type: none">Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.Apabila <i>materi/tema/ projek</i> ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat membuat teks descriptive sangat pendek dan sederhana:Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsungPemberian Acuan<ul style="list-style-type: none">Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</div>		10 menit								
<div>Kegiatan Inti</div> <table><tr><th>Sintak Model Pembelajaran</th><th>Kegiatan Pembelajaran</th></tr><tr><td>BKOF</td><td><ul style="list-style-type: none">Disajikan gambar seorang penyanyi terkenal (Ed Sheeran). Peserta didik menyebutkan hal-hal yang mereka ketahui tentang penyanyi tersebut (penampilan fisik atau kepribadian).</td></tr><tr><td>Modelling</td><td><ul style="list-style-type: none">Guru menyajikan tayangan power point yang berisikan tentang descriptive text dan menyajikan contoh descriptive text tentang Ed Sheeran.Dua peserta didik diminta untuk membaca nyaring descriptive text tersebut.Guru menanyakan apakah ada kata yang mereka belum tahu artinya lalu secara bersama-sama membahas kata tersebut (jika ada), lalu membaca kata tersebut secara bersama-sama kemudian meminta beberapa anak mengulang.Guru menjelaskan perbedaan yang ada dan menjelaskan fungsi, struktur teks dan unsur kebahasaan yang ada dalam descriptive text.Guru membagi peserta didik kedalam beberapa kelompok (4-5) setiap orang di berikan kupon waktu ± 30 detikGuru memberikan waktu kepada peserta didik ± 30 detik untuk menceritakan cerita mereka</td></tr><tr><td>Joint construction</td><td><ul style="list-style-type: none">Peserta didik bekerja secara berpasangan, kemudian membuat descriptive text sederhana tentang salah satu teman mereka di kelas.Peserta didik Membentuk kelompokPeserta didik memahami gambarPeserta didik yg sudah menceritakan teks mereka tersebut dia akan kehabisan kuponPeserta didik membacakan teks mereka di depan kelas</td></tr></table>		Sintak Model Pembelajaran	Kegiatan Pembelajaran	BKOF	<ul style="list-style-type: none">Disajikan gambar seorang penyanyi terkenal (Ed Sheeran). Peserta didik menyebutkan hal-hal yang mereka ketahui tentang penyanyi tersebut (penampilan fisik atau kepribadian).	Modelling	<ul style="list-style-type: none">Guru menyajikan tayangan power point yang berisikan tentang descriptive text dan menyajikan contoh descriptive text tentang Ed Sheeran.Dua peserta didik diminta untuk membaca nyaring descriptive text tersebut.Guru menanyakan apakah ada kata yang mereka belum tahu artinya lalu secara bersama-sama membahas kata tersebut (jika ada), lalu membaca kata tersebut secara bersama-sama kemudian meminta beberapa anak mengulang.Guru menjelaskan perbedaan yang ada dan menjelaskan fungsi, struktur teks dan unsur kebahasaan yang ada dalam descriptive text.Guru membagi peserta didik kedalam beberapa kelompok (4-5) setiap orang di berikan kupon waktu ± 30 detikGuru memberikan waktu kepada peserta didik ± 30 detik untuk menceritakan cerita mereka	Joint construction	<ul style="list-style-type: none">Peserta didik bekerja secara berpasangan, kemudian membuat descriptive text sederhana tentang salah satu teman mereka di kelas.Peserta didik Membentuk kelompokPeserta didik memahami gambarPeserta didik yg sudah menceritakan teks mereka tersebut dia akan kehabisan kuponPeserta didik membacakan teks mereka di depan kelas	60 menit
Sintak Model Pembelajaran	Kegiatan Pembelajaran									
BKOF	<ul style="list-style-type: none">Disajikan gambar seorang penyanyi terkenal (Ed Sheeran). Peserta didik menyebutkan hal-hal yang mereka ketahui tentang penyanyi tersebut (penampilan fisik atau kepribadian).									
Modelling	<ul style="list-style-type: none">Guru menyajikan tayangan power point yang berisikan tentang descriptive text dan menyajikan contoh descriptive text tentang Ed Sheeran.Dua peserta didik diminta untuk membaca nyaring descriptive text tersebut.Guru menanyakan apakah ada kata yang mereka belum tahu artinya lalu secara bersama-sama membahas kata tersebut (jika ada), lalu membaca kata tersebut secara bersama-sama kemudian meminta beberapa anak mengulang.Guru menjelaskan perbedaan yang ada dan menjelaskan fungsi, struktur teks dan unsur kebahasaan yang ada dalam descriptive text.Guru membagi peserta didik kedalam beberapa kelompok (4-5) setiap orang di berikan kupon waktu ± 30 detikGuru memberikan waktu kepada peserta didik ± 30 detik untuk menceritakan cerita mereka									
Joint construction	<ul style="list-style-type: none">Peserta didik bekerja secara berpasangan, kemudian membuat descriptive text sederhana tentang salah satu teman mereka di kelas.Peserta didik Membentuk kelompokPeserta didik memahami gambarPeserta didik yg sudah menceritakan teks mereka tersebut dia akan kehabisan kuponPeserta didik membacakan teks mereka di depan kelas									
<div>Catatan :</div> <div>Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: tanggungjawab, menghargai pendapat orang lain.</div>										
<div>Kegiatan Penutup</div> <ul style="list-style-type: none">Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.Secara bersama-sama, peserta didik dan guru menyimpulkan pembelajaran berupa:<ul style="list-style-type: none">d. Guru memberikan feedback (umpan balik) dari hasil kerja peserta didik.e. Guru memperbaiki grammatical and pronunciation errors yang ditemukan ketika siswa unjuk kerja.		10 menit								

<div>f. Peserta didik menyampaikan secara lisan:<ul style="list-style-type: none">In today’s lesson, I learnt about...The parts that I enjoyed the most were...The difficulties that I had were...What I have to do to be better?</div> <div><ul style="list-style-type: none">Mengagendakan pekerjaan rumah: peserta didik diminta untuk membawa foto salah satu anggota keluarga mereka.</div> <div>Guru :<ul style="list-style-type: none">Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan proyek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian proyek.Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik</div>	
---	--

2. Pertemuan Ke-2, (LANJUTAN PERTEMUAN PERTAMA)		Waktu				
<div>Kegiatan Pendahuluan</div> <div>Guru : Orientasi<ul style="list-style-type: none">Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaranMemeriksa kehadiran peserta didik sebagai sikap disiplinMenyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan senam otak sederhana (pencuri dan polisi dengan jari)Apersepsi<ul style="list-style-type: none">Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya, <i>DESCRIPTIVE TEXT</i>Mengingatnkan kembali materi prasyarat dengan bertanya.Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.Motivasi<ul style="list-style-type: none">Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.Apabila <i>materi/tema/ projek</i> ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat membuat descriptive text tentang salah satu anggota keluarga mereka.Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsungPemberian Acuan<ul style="list-style-type: none">Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</div>		10 menit				
<div>Kegiatan Inti</div> <table><tr><th>Sintak Model Pembelajaran</th><th>Kegiatan Pembelajaran</th></tr><tr><td>Independent construction</td><td><ul style="list-style-type: none">Berdasarkan foto salah satu anggota keluarga yang mereka bawa peserta didik membuat descriptive text sederhana tentang orang yang di foto tersebut.Peserta didik membacakan descriptive text mereka.</td></tr></table>		Sintak Model Pembelajaran	Kegiatan Pembelajaran	Independent construction	<ul style="list-style-type: none">Berdasarkan foto salah satu anggota keluarga yang mereka bawa peserta didik membuat descriptive text sederhana tentang orang yang di foto tersebut.Peserta didik membacakan descriptive text mereka.	60 menit
Sintak Model Pembelajaran	Kegiatan Pembelajaran					
Independent construction	<ul style="list-style-type: none">Berdasarkan foto salah satu anggota keluarga yang mereka bawa peserta didik membuat descriptive text sederhana tentang orang yang di foto tersebut.Peserta didik membacakan descriptive text mereka.					
<div>Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: tanggungjawab, dan menghargai orang lain.</div>						
<div>Kegiatan Penutup</div> <div><ul style="list-style-type: none">Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.Secara bersama-sama, peserta didik dan guru menyimpulkan pembelajaran berupa:<ul style="list-style-type: none">Guru memberikan feedback (umpan balik) dari hasil kerja peserta didik.Guru memperbaiki grammatical and pronunciation errors yang ditemukan ketika siswa unjuk kerja.Guru :<ul style="list-style-type: none">Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek.Memberikan penghargaan kepada siswa yang memiliki kinerja terbaik</div>		10 menit				

R. Penilaian, Pembelajaran Remedial dan Pengayaan

PENILAIAN

5. Sikap spiritual
- a. Teknik Penilaian

: Penilaian Diri
- b. Bentuk Instrumen

: Lembar Penilaian Diri
- c. Kisi-kisi

No.	Indikator	Skala			
		1	2	3	4
	Saya berdoa sebelum dan sesudah melakukan sesuatu				
	Saya mengucapkan rasa syukur atas karunia Tuhan				
	Saya memberi salam sebelum dan sesudah menyampaikan pendapat/presentasi				
	Jumlah Skor				

6.
- Sikap Sosial
- a.

Teknik Penilaian

: Penilaian guru
- b.

Bentuk Instrumen

: Lembar Penilaian guru
- c.

Kisi-kisi

Nama Siswa:

No.	Indikator	Skala			
		1	2	3	4
1	Tanggung jawab				
	Melakukan tugas dengan penuh konsentrasi				
	Melakukan tugas dengan tahapan yang disepakati				
	Menyelesaikan tugas sampai selesai				
3	Menghargai pendapat orang lain				
	Mengacungkan tangan untuk meminta kesempatan menanggapi				
	Menanggapi laporan teman dengan intonasi datar dan ekspresi wajah ramah				
	Menanggapi laporan teman dengan kata-kata yang tidak menyinggung teman				
	Jumlah				

7.
- Pengetahuan
- a.

Teknik Penilaian

: Tes tertulis
- b.

Bentuk Instrumen

: Uraian
- c.

Kisi-kisi

No.	Indikator	Butir Instrumen
2.	Peserta didik mampu membuat descriptive text sederhana tentang salah seorang teman mereka di kelas.	<ul style="list-style-type: none"> Make a short and simple descriptive text about one of your friends in the classroom, min 5 sentences.

8.
- Keterampilan
- a.

Teknik Penilaian

: Praktik
- b.

Bentuk Instrumen

: Uraian
- c.

Kisi-kisi

No.	Indikator	Butir Instrumen
3.	Peserta didik mampu membaca nyaring descriptive text yang telah mereka buat.	Read your text in front of the classroom.

4. Instrumen Penilaian
a. Pengetahuan

Text

NO	NAME	Grammar	Diction	Coherence	Total Score	MARK	Description
SCORING SCALE: 50-100							
MARK: TOTAL SCORE/ 3							

KRITERIA PENILAIAN	
Excellent (A)	86-100
Good (B)	71-85
Average (C)	56-70
Poor (D)	< 55

✓ Keterampilan

NO	Students' name	Pronunciation	Grammar	vocabulary	Fluency	comprehension	Total Score	MARK	Description
SCORING SCALE: 1-5									
MARK		TOTAL SCORE x 4							

Aspects	1	2	3	4	5
Pronunciation	≥ 13 errors	9-12 errors	6-8 errors	3-5 errors	0-2 errors
Grammar	≥ 13 errors	9-12 errors	6-8 errors	3-5 errors	0-2 errors
Vocabulary	≥ 7 errors	5-6 errors	3-4 errors	1-2 errors	0 error
Fluency	Tidak lancar	Kurang lancar	Cukup lancar	lancar	Sangat lancar
Comprehension	Tidak jelas	Kurang jelas	Cukup jelas	Jelas	Sangat jelas

3. Pembelajaran Remedial:

Kegiatan pembelajaran remedial dilaksanakan dalam bentuk:
→ Tes tertulis: menyusun kalimat acak menjadi descriptive text yang padu

4. Pembelajaran Pengayaan:

Kegiatan pembelajaran pengayaan dilaksanakan dalam bentuk:
→ Tertulis: melengkapi crossword.

Panompuan, September 2023

Mengetahui :
Validator

Researcher

Lely Maimunah Hasibuan, S.Pd.

Fitri Ramadani Nasution
NIM. 19 203 00018

APPENDIX

THE TRANSCRIPTS OF THE TEST

1. The Lowest Score of Pre-Test in Control Class

I have a pet. a strang cat. He is love play with me and many thing. He have orange and white fur. The fur is soft, I like to touch it.

He have a tail short. He like to play with it. He is also always try to catch his tail sometime I also like hold him in my hand and he fells sleep.

2. The Highest Score of Pre Test in Control Class

"Who is your favorite teacher?"

What I like most about Pak Wahyu is that he always teaches with great enthusiasm. It is clear that he really understands the material and enjoys teaching. He has curly hair and a white body color. He has a good brain with many knowledge in it.

He is good in every subject he taught for us. We love him very much cause he very kind and always care on his student.

3. The Lowest Score of Pre-Test in Experimental Class

My Favorite Teacher

is I have a favorite teacher. Her name is mom Sari. She always teaching in my class. She live in Panoppuan. She was born on july.

She is good, beautiful, cute and always smile in class. She have a straight hair, a tall body, and a eyes brown. She always use a pansus to school. She is favorite colour is blue and she loves sky

4. The Highest Score of Post Test in Experimental Class

My favourite music

My favourite music is K-pop music. I love EXO as the K-pop idol. EXO is a South Korean boy band in Seoul, which was formed by SM Entertainment in 2011 and debuted in 2012, consisting of nine members such as Xiumin, Suho, Lay, Baekhyun, Chen, Chanyeol, D.O., Kai, and Sehun.

In 2023, there are still 3 members who are currently active in the military, the rest of the members are having a comeback soon, and one of them, Lay, is still active in China. EXO has released a lot of albums and of course the amazing live album of their concert on Spotify. Some of the members have debuted as solo singers, for instance, Lay, Baekhyun, Suho, and Kai, D.O.

I love all of them, because they are very kind. They are very kind and humble. I love them.

APPENDIX

Instrument of Speaking Test for Experimental and Control Class

Pre Test

Choose one of the topics about the following topics and perform in front of class:

- Music
- Internet
- Animals
- Teacher

Panompuan, September2023

Validator

Researcher

Lely MaimunahHasibuan,S.Pd

FitriRamadaniNasution
NIM. 1920300018

APPENDIX

Instrument of Speaking Test for Experimental and Control Class

Post Test

Choose one of the topics about the following topics and perform in front of class:

- 1. Music
- 2. Internet
- 3. Animals
- 4. Teacher

Panompuan, September2023

Validator

Researcher

Lely MaimunahHasibuan,S.Pd

FitriRamadaniNasution
NIM. 1920300018

APPENDIX

The Score Of Experimental Class

No	Student Initial	Pre-Test						Post-Test					
		Pc	Gr	Vc	Fl	Co	Total	Pc	Gr	Vc	Fl	Co	Total
1	AI	3	2	4	3	3	60	3	3	4	4	4	72
2	AS	2	3	4	3	2	56	3	4	3	4	4	72
3	EY	2	3	4	2	3	56	3	3	4	3	4	68
4	FD	1	2	3	2	2	40	2	3	4	2	3	48
5	HH	3	3	5	4	5	80	5	5	5	5	5	100
6	JW	2	3	4	3	4	64	1	3	5	4	5	72
7	KD	2	3	4	2	3	56	3	3	4	3	4	68
8	LS	1	2	4	1	2	44	3	3	4	2	3	60
9	KH	2	3	3	2	2	48	3	4	4	3	3	68
10	MIQ	2	2	3	2	4	52	3	3	4	3	3	64
11	MS	2	1	4	3	3	52	2	3	3	3	3	56
12	MW	2	3	3	3	4	60	3	3	4	3	4	68
13	NH	2	2	4	2	4	56	3	4	3	4	3	68
14	RM	3	3	2	1	3	48	3	3	4	3	3	64
15	SL	2	2	3	2	2	44	3	2	3	2	3	52
16	SP	3	3	4	3	4	68	5	4	5	4	5	92
17	SW	3	3	4	2	4	64	3	4	4	4	4	76
18	AUP	3	3	3	2	3	56	4	3	4	3	3	68
19	ZR	3	2	3	2	3	52	2	3	4	3	3	60
20	YK	2	2	3	2	2	44	2	3	3	2	3	52
21	YR	3	3	3	2	3	56	3	3	3	3	4	64
22	SM	3	2	3	3	2	48	3	3	4	4	3	68
23	FR	3	3	4	2	3	60	4	4	4	3	3	72
24	AA	3	3	4	3	3	64	4	4	5	4	4	84
25	RA	3	4	2	3	3	60	5	3	4	4	3	76
26	NB	3	4	4	3	3	68	5	5	5	5	4	96
27	NNY	2	3	3	2	3	52	2	3	4	4	4	68
28	SHD	3	3	4	3	3	64	3	3	4	5	4	76
29	WR	2	2	4	3	3	56	3	5	4	3	3	72
30	SS	3	3	4	2	4	64	4	4	5	5	4	88
	Total						1692			2112			
	Mean						56,4			70.4			
	Median						56			68			
	Mode						56			68			



APPENDIX

The Score Of Control Class

No	Student Initial	Pre-Test						Post-Test					
		Pc	Gr	Vc	Fl	Co	Total	Pc	Gr	Vc	Fl	Co	Total
1	AL	3	2	2	2	2	44	3	2	2	3	2	48
2	AM	2	2	3	2	2	44	3	2	2	3	2	48
3	AM	3	2	3	2	2	48	3	3	3	3	2	56
4	AS	1	2	2	2	2	36	2	2	3	2	2	44
5	AP	3	2	3	3	3	56	3	2	3	3	3	56
6	AMH	3	3	4	3	3	64	4	3	4	3	3	68
7	DAP	3	3	3	3	3	60	3	3	4	3	3	64
8	FH	2	3	3	3	3	56	3	3	4	3	3	64
9	HM	3	3	2	2	3	52	2	2	4	3	3	56
10	IS	3	2	2	2	3	48	2	2	3	3	3	52
11	IF	3	4	3	4	3	68	4	4	3	4	4	76
12	IR	2	3	3	2	3	52	3	3	3	3	2	56
13	IS	3	3	3	3	3	60	3	3	4	4	4	72
14	MI	2	2	3	3	3	52	3	3	3	3	3	60
15	MA	2	3	3	2	2	48	2	2	4	3	3	56
16	MH	4	3	2	2	3	56	3	3	4	3	3	64
17	MH	3	3	3	4	3	64	4	3	4	4	3	72
18	NH	3	2	4	3	3	60	3	3	4	3	3	64
19	NN	3	2	2	3	2	48	3	3	2	2	3	52
20	NK	2	2	2	2	3	44	2	2	3	2	3	48
21	PA	2	2	2	2	2	40	1	2	2	2	2	36
22	RS	3	3	3	3	2	56	3	3	3	3	3	60
23	RA	2	3	3	2	2	48	2	3	3	2	3	52
24	RH	5	4	4	4	4	84	4	5	5	4	4	88
25	RD	3	3	3	3	2	56	3	3	3	3	3	60
26	RA	2	2	3	3	3	52	3	3	3	3	3	60
27	RH	2	3	3	2	2	48	2	3	3	3	2	52
28	SS	2	2	3	2	2	44	3	2	3	3	2	52
29	SM	2	2	2	2	2	40	2	2	3	2	2	44
30	SA	3	3	3	3	3	60	3	3	3	3	3	60
	Total					1588				1740			
	Mean					52.9				58			
	Median					52				56			
	Mode					48				56			

APPENDIX

Score of Pre-Test and Post-Test in Experimental Class

No	Number of Students (n)	Pre-test	Post-Test
1	AI	60	64
2	AS	56	68
3	EY	56	60
4	FD	40	48
5	HH	80	92
6	JW	64	72
7	KD	56	68
8	LS	44	56
9	KH	48	52
10	MIQ	52	64
11	MS	52	52
12	MW	60	68
13	NH	56	68
14	RM	48	56
15	SL	44	48
16	SP	68	80
17	SW	64	72
18	AUP	56	60
19	ZR	52	56
20	YK	44	52
21	YR	56	64
22	SM	48	60
23	FR	60	64
24	AA	64	76
25	RA	60	64
26	NB	68	76
27	NNY	52	56
28	SHD	64	68
29	WR	56	60
30	SS	64	76

APPENDIX

Score of Pre-Test and Post-Test in Control Class

No	Number of Students (n)	Pre-test	Post-test
1	AL	44	48
2	AM	44	48
3	AM	48	56
4	AS	36	44
5	AP	56	56
6	AMH	64	68
7	DAP	60	64
8	FH	56	64
9	HM	52	56
10	IS	48	52
11	IF	68	76
12	IR	52	56
13	IS	60	72
14	MI	52	60
15	MA	48	56
16	MH	56	64
17	MH	64	72
18	NH	60	64
19	NN	48	52
20	NK	44	48
21	PA	40	36
22	RS	56	60
23	RA	48	52
24	RH	84	88
25	RD	56	60
26	RA	52	60
27	RH	48	52
28	SS	44	52
29	SM	40	44
30	SA	60	60

APPENDIX

RESULT OF TEST IN PRE-TEST

A. RESULT TEST IN PRE-TEST OF EXPERIMENTAL CLASS

1. The score of experimental class from low to high

40	44	44	44	48	48	48	52	52	52
52	56	56	56	56	56	56	56	60	60
60	60	64	64	64	64	64	68	68	80

2. Range = high score – low score
 80 - 40
 40

3. Total of classes = 1+ 3,3, log (n)
 1 + 3.3 log 30)
 1 + 3.3 (1.447)
 5.7 = 6

4. Length of classes = $\frac{range}{total\ of\ class}$
 $= \frac{40}{5,7}$
 $= 7,01 = 7$

No	Interval Class	Fi	Xi	Fi.Xi	Xi -- \bar{x}	(xi – \bar{x}) ²	fi(xi – \bar{x}) ²
1	40-46	4	43	172	-13,6	184,96	739,84
2	47-53	7	50	350	-6,6	43,56	304,92
3	54-60	11	58	638	1,4	1,96	21,56
4	61-67	5	64	320	7,4	54,76	273,8
5	68-74	2	71	142	14,4	207,36	414,72
6	75-81	1	78	78	21,4	457,96	457,96
	I=7	30		1700			2212,8

5. Mean = $\frac{\sum Fi.Xi}{\sum F}$
 $= \frac{1700}{30}$
 $= 56,6$

6. Median = $b+p (\frac{\frac{1}{2}n-fk}{fm})$
 $= 55.5 + 7(\frac{\frac{1}{2}30-11}{11})$
 $= 56$

7. Modus = $b+p (\frac{d1}{d1+d2})$
 $= 51.5 + 7 (\frac{7}{7+5})$
 $= 56,3$

8. Variant of experimental class in pre-test

Variant = $\frac{\sum fi (xi-x)^2}{n}$ $x = \frac{\sum fixi}{\sum fi} = \frac{1700}{30} = 56,6$
 $= \frac{2212,8}{30}$
 $= 73,73$

APPENDIX

B. RESULT TEST IN PRE-TEST OF CONTROL CLASS

1. The score of experimental class from low to high

36	40	40	44	44	44	44	48	48	48
48	48	48	52	52	52	52	56	56	56
56	56	60	60	60	60	64	64	68	84

2. Range = high score – low score

$$84 - 36$$

$$48$$

3. Total of classes = $1 + 3,3 \log (n)$

$$1 + 3.3 \log 30)$$

$$1 + 3.3 (1.447)$$

$$5.7 = 6$$

4. Length of classes = $\frac{range}{total\ of\ class}$

$$= \frac{48}{5,7}$$

$$= 8,4 = 8$$

No	Interval Class	Fi	Xi	Fi.Xi	Xi -- \bar{x}	(xi – \bar{x}) ²	fi(xi – \bar{x}) ²
1	36-43	3	39,5	118,5	-14,5	210,25	630,75
2	44-51	10	47,5	475	-6,5	42,25	422,5
3	52-59	9	55,5	499,5	1,5	2,25	20,25
4	60-67	6	63,5	381	9,5	90,25	541,5
5	68-75	1	71,5	71,5	17,5	306,25	306,25
6	76-84	1	79,5	79,5	25,5	650,25	650,25
	I=8	30		1625			2571,5

5. Mean = $\frac{\sum Fi.Xi}{\sum F}$

$$= \frac{1178}{30}$$

$$= 53$$

6. Median = $b+p (\frac{\frac{1}{2}n-fk}{fm})$

$$= 43,5 + 8 (\frac{\frac{1}{2}30-10}{10})$$

$$= 52$$

7. Modus = $b+p (\frac{d1}{d1+d2})$

$$= 51.5 + 8 (\frac{3}{3+8})$$

$$= 48$$

8. Variant of experimental class in pre-test

$$\begin{aligned} \text{Variant} &= \frac{\sum fi (xi-x)^2}{n} & x &= \frac{\sum fixi}{\sum fi} = \frac{1178}{30} = 53 \\ &= \frac{2571,5}{30} \\ &= 85,71 \end{aligned}$$

APPENDIX

A. RESULT TEST IN PRE-TEST OF CONTROL CLASS

1. The score of experimental class from low to high

36	44	44	48	48	48	52	52	52	52
52	56	56	56	56	56	60	60	60	60
60	64	64	64	64	68	72	72	76	88

2. Range = high score – low score
88 - 36
52

3. Total of classes = 1+ 3,3, log (n)
1 + 3.3 log 30)
1 + 3.3 (1.447)
5.7 = 6

4. Length of classes = $\frac{range}{total\ of\ class}$
 $= \frac{52}{5,7}$
 $= 9,1 = 9$

No	Interval Class	Fi	Xi	Fi.Xi	Xi -- \bar{x}	(xi – \bar{x}) ²	fi(xi – \bar{x}) ²
1	36-44	3	40	120	-18	324	972
2	45-53	8	49	392	-9	81	648
3	54-62	10	58	580	0	0	0
4	63-71	5	67	335	9	81	405
5	72-80	3	76	228	18	324	972
6	81-89	1	85	85	27	729	729
	I=9	30		1740			3726

5. Mean = $\frac{\sum Fi.Xi}{\sum F}$
 $= \frac{1740}{30}$
 $= 58$

6. Median = $b+p (\frac{\frac{1}{2}n-fk}{fm})$
 $= 53,5+ 8(\frac{\frac{1}{2}30-11}{10})$
 $= 56$

7. Modus = $b+p (\frac{d1}{d1+d2})$
 $= 62.5 + 8 (\frac{8}{8+4})$
 $= 56$

8. Variant of experimental class in pre-test

Variant = $\frac{\sum fi (xi-x)^2}{n}$ $x = \frac{\sum fixi}{\sum fi} = \frac{1740}{30} = 58$
 $= \frac{3726}{30}$
 $= 124,2$

APPENDIX

Research Documentation Pre-Test



Treatment in Experimental Group



Post-Test





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 4/67 /Un.28/E.1/TL.00.9/08/2023
2023
Lampiran : -
Hal : Izin Penelitian
Penyelesaian Skripsi.

14 Agustus

Yth. Kepala MA Nurul Falah Tamosu
Panompuan Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Fitri Ramadani Nasution
NIM : 1920300018
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Desa Aek Godang, Kec. Hulu Sihapas Kab. PALUTA

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Time Token Strategy Towards Speaking Ability at the XI Grade Students of MA Nurul Falah Tamosu Panompuan-Tapanuli Selatan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik



Dr. Lis Yulianti Syafri Siregar, S.Psi, M.A
NIP 19801224 200604 2 001



**MADRASAH ALIYAH
NURUL FALAH TAMOSU
PANOMPUAN KEC. ANGKOLA TIMUR
KAB. TAPANULI SELATAN PROP. SUMATERA UTARA**

Jl. Padangsidimpuan – Gunung Tua HP 0812 64 65466 Kode Pos 22733

SURAT KETERANGAN

Nomor : 005/MA-NFT/SK/IX/2023

Yang bertanda tangan di bawah ini

Nama : **H. Safaruddin Harahap, S.Pd.I**
Jabatan : Kepala Madrasah
Alamat : Desa. Panompuan, Kec. Angkola Timur, Kab. Tapanuli Selatan

Dengan ini menerangkan bahwa :

Nama : **Fitri Ramadani Nasution**
NIM : 1920300018
Mahasiswi : Universitas Negeri Syekh Ali Hasan Addary Padangsidimpuan
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Desa. Aek Godang, Kec. Hulu Sihapas, Kab. Padang Lawas Utara

Telah melaksanakan Penelitian pada hari **Jum'at, Sabtu dan Senin (15, 16 dan 18 September 2023)** di Madrasah Aliyah Nurul Falah Tamosu Panompuan dengan judul skripsi **"The Effect of Time Token Strategy Towards Speaking Ability at the XI Grade Students of MA Nurul Falah Tamosu Panompuan-Tapanuli Selatan"**.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya. Atas perhatiannya kami ucapkan terima kasih.

Panompuan, 19 September 2023
Kepala Madrasah



H. SAFARUDDIN HARAHAP, S.Pd.I