THE EFFECT OF TIME TOKEN ARENDS AS COOPERATIVE LEARNING TYPES ON THE STUDENTS' SPEAKING SKILLS AT ELEVENTH GRADE OF SMAN 1 BANDAR LAMPUNG

(Undergraduate Thesis)

By

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ENGLISH EDUCATION STUDY PROGRAM
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ABSTRACT

**THE EFFECT OF TIME TOKEN ARENDS AS COOPERATIVE
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The aimed of this research was to find out the effect of Time Token Arends to students' speaking skills aspects. This research applied qualitative and quantitative research by using the cooperative learning method. In taking the sample, the researcher used the purposive sampling technique. The number of the sample is 36 students at XI MIPA 1 SMAN 1 Bandar Lampung. The instrument of this research was an observation sheets, documentation and speaking test. There were 2 lesson plans and worksheets for the speaking test. The finding showed that there was a significant difference of students after being taught by using Time Token Arends strategy. Mean score of Pre-test was 58.7 and mean score of first Post-test was 69.1 and second Post-test was 76.1. Accent aspect increased 4.00, vocabulary aspect increased 3.33, comprehension aspect increased 3.34, fluency aspect increased 2.80, and grammar aspect increased 1.73.; it assumed that this technique has positive effect toward students' speaking ability.

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In

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ENGLISH EDUCATION STUDY PROGRAM
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UNIVERSITY OF LAMPUNG
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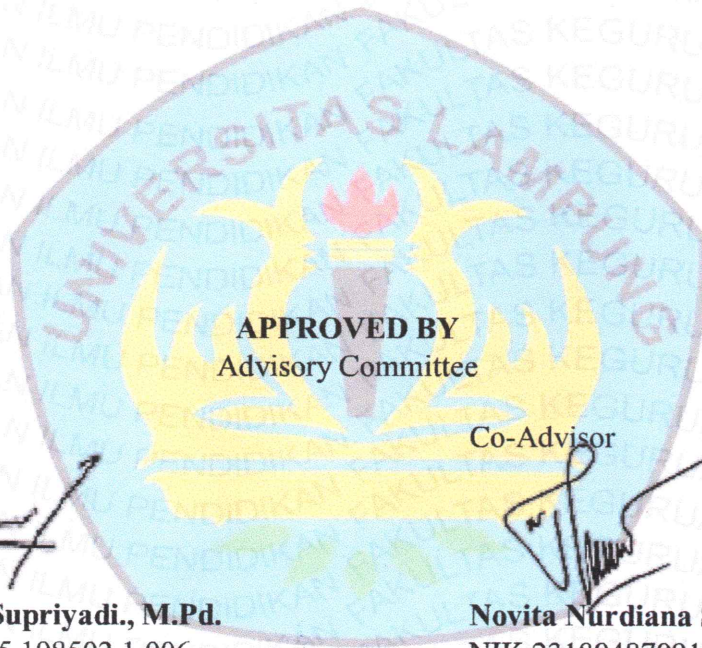
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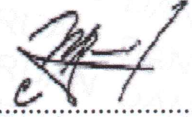The Department of Language and Arts Education

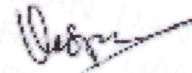**Dr. Nurlaksana Eko Rusmlnto, M.Pd.**
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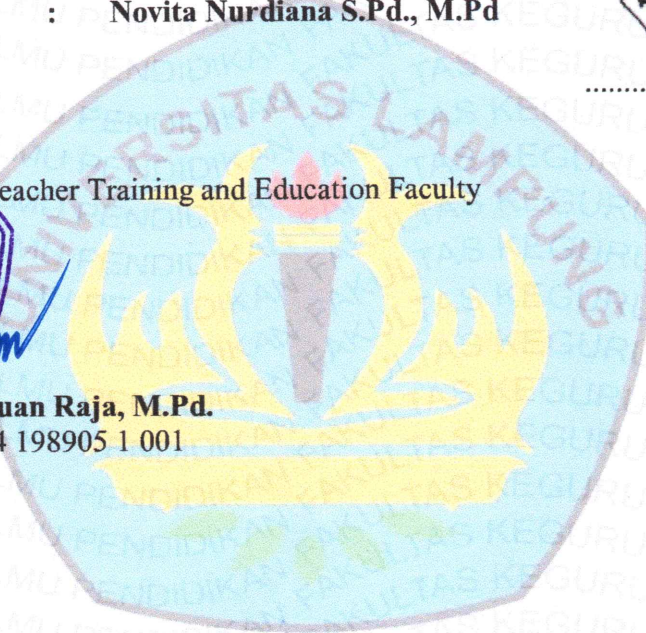
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Judul Skripsi   : The Effect of Time Token Arends as Cooperative Learning Types on The Students' Speaking Skills at Eleventh Grade of SMAN 1 Bandar Lampung

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 20 Desember 2021
Yang membuat pernyataan,

Muhammad Rifki Haikal Adam
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CURRICULUM VITAE

Muhammad Rifki Haikal Adam or can be called Kiki was born on January 24th, 2000 in Cirebon City, West Java. He was the only child of an amazing couple, Azwar (RIP) and Wary. He started elementary education at SDN 5 Kedondong and moved to Islamic Boarding School MI MADINATUNNAJAH at Cirebon and finished it in 2011. After that, he continued at MTS MADINATUNNAJAH for junior high school education and finished it in 2014. In addition, in 2017 he finished his study at MAN 1 PESAWARAN. In the same year, he was accepted as a student of the English Education Study Program of Lampung University.

During his study, he was actively involved in some organizations to experience something new and make many friends. Besides getting a new friend and much knowledge, joining organizations benefits enhanced leadership, public speaking skill, and networking. He was joining Rohis when he was in senior high school. In college, he joined internal organizations such as HMJPBS, SEEDS, BIROHMAH and FPPI FKIP Lampung University. When joining those organizations, he became a member, staff, head of the Islamic field at HMJPBS FKIP Unila.

Furthermore, he was accepted in several scholarship program, the first Scholarship program known as BIDIKMISI. In addition, he got the Bright Scholarship program in the third semester of his study.

MOTTO

"Time you enjoy wasting is not wasted time. Choose wisely"

(Marthe Troly-Curtin)

DEDICATION

This script was dedicated to:

My beloved parents, Azwar Nasution (RIP) and Wary Juhairiah.

My beloved Cousins, and members of CUCU Julids, Ulan Mawaris S, Siti
Rohmah Zein, Evi Nursehah, and Imas Haryanti.

My best friends who always support me also members of the 3 Pillars,

Aji Prayugo and Bagas Milando.

My best teachers, Novita Nurdiana,S.Pd., M.Pd. Drs. Mahpul M.A, Ph. D. and
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10. His best friends: Aji Prayugo, Pipe Milando Bagas, Thio Galih Kuncoro, Aqibatul Walad and all of Genk Kapak ED members who have accompanied and supported the writer during his up and down times;

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In the end, the writer hopes that this paper can be used as one of the references which may provide a shade of light especially for those who were interested in carrying out an investigation about Student's motivation and vocabulary size.

Bandar Lampung, 29 October 2021

Muhammad Rifki Haikal Adam

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CHAPTER 1

INTRODUCTION

This chapter discussed the background of the study, the identification of the problems, the objectives of the study, the significance of the study, and the scope of the research

1.1 Background of the Study

Speaking is one of the language skills which was taught by English teachers as a foreign language. Through language, all humans could be communicated with each other, transfer, and express some ideas, and so on. The primary function of language is for communicating and conveying meaning from one person to another. Speaking is an exchange of thoughts and ideas about one or more topics between two or more speakers (Greene, 1963:91). It focuses on communication and it was an important thing when we want to interact with other people.

In learning language according to Haris (1996), there were four skills to be learned these four skills were divided into encoding and a decoding process. Speaking and writing were the encoding processes where we express our ideas, thoughts, or feelings by using one or other language forms. While listening and reading were decoding processes where we can receive either a spoken or a written message. In order to use English fluently, students need to master these four skills. Speaking skill was the second skill that has to be mastered by students after listening skill and before reading and writing skill. Speaking in a second or foreign language has often been viewed as the most demanding of the four skills (Fauziawati, 2010: 15). Because we study composed utterances as Pronunciation, Stress, Rhythm, intonation, and so on.

In fact, it was difficult for the learners to speak well especially in speaking performance. According to Brown (2001), students were often under pressure from their friends so they were afraid to express their ideas. As a result, they were unwilling to share their opinions in the classroom and they feel fear if they make mistakes. Interesting activities for students can be obtained from teaching speaking. Sometimes it can be boring if the teacher does not use interesting strategies when she/he explains the material. Bailey (2005:54-55) said that the teacher should know the principle of speaking if they teach foreign language. There were some principles of teaching speaking: Differentiate between foreign language and second language. In foreign language, it does not use the target language in daily life. Making kind of speaking tasks can involve students' understanding. Gave the students the opportunity to practice English fluency and give motivation that makes mistakes in speaking was natural. Provide occasion for the students to talk and making teacher's talk limit. So here, the teacher could adopt various methods and techniques to teach English especially for speaking.

There was an appropriate method that can be alternatively used for teaching the students speaking that was the cooperative learning method. The cooperative learning method was a successful strategy that could be applied to enhance the students' speaking mastery. The way that we used student speaking ability is by using strategy.

Therefore, the teachers need to teach speaking to the students and make them able to communicate with others. It was suitable with the goal of teaching which was explained by Richard (2005), which was to develop students' competency in communication and students' abilities to show themselves through speeches. Cooperative learning is claimed to be a very effective teaching method in foreign/ second language classrooms. Moreover, the cooperative learning method has many techniques and each technique has its benefits and effectiveness to foster the students' language learning. One technique was known as Time Token Arends (TTA) which was developed by Arends in 1998.

In this strategy, the students were engaged in cooperative activities where they help each other in understanding the topics during learning process. The main procedure

of Time Token activity was every student in a group given a coupon to talk about the material. If the students already use all the coupons, they were not allowed to participate to talk again. In addition, Arends (2012: 384) states that some students dominate to speak and some others who were shy and never say anything when they do the discussion. Time Token can help the teacher to distribute participation more equitably. By giving each student several coupons of time that were less than 30 seconds of talk time for each coupon they were allowed to talk. It means that this strategy can give the students the same opportunity to speak and give their opinions in the classroom.

The Effectiveness of Using Time Token Arends in the teaching and learning process has been proved by some researchers. Research on speaking was conducted by Septian Kurnianto, RetnoWinarnia, and Triyanto, in 2017. The research was about "*The Improvement of Speaking Ability Through the use of Time Token Arends and Multimedia*" was showed effective in teaching and learning speaking. However, the writer conducted, differs from the previous one. If the previous combined between Time Token Arends and the use of multimedia, this research conducted Time Token Arends as one model of cooperative learning. Another study was proved by Mira Nurjanah in 2018 about "*Teaching students Speaking Ability Using Time Token Arends*". Her research took senior high school in Cianjur as the sample of the research with aims to increase their confidence, while this research was conducted in Lampung province and one of the schools was chosen as the sample of the research. The Research with a similar object was conducted by Zahrina Ulfa in 2017 was about "*Improving Students Speaking Skills Through Cooperative Learning with Time Token Arends Type at The First Grade of MAS Amaliyah Sunggal*" the aim of the research was to improve speaking skills and it was successful based on the score and explanation. In other words, the student's skills in speaking improved and became well from the first meeting to the next meeting. However, the research, that the writer conducted, differs from the previous one this research aimed to describe in detail the technique of the class in terms of speaking.

Muhammad Kristiawan in 2016 about "*The Effect of Time Token Technique Toward Students Speaking Skill at Science Class at High School 1 Parlaman.*" This

technique has been successfully done to gain students confidence in speaking class. It was clear that Time Token technique gave significant effect towards students' speaking skills. The finding showed that there were improvements in students' speaking skills. However, the research, that the writer conducted, differs from the previous one. If the previous used quantitative method to improve speaking skill, while this research uses qualitative and quantitative method to describe the implementation of the technique. A similar study was conducted by Ismiatul in 2016 "*The implementation of Time Token Arends method to improve students speaking skills of the tenth-grade students.*" She applied Time Token Arends techniques, to help students improve their speaking skills, especially in terms of pronunciation. Her research showed positive results, revealing that the application of Time Token Arends could improve student skill in an object of the terms. However, the research, that the writer conducted, differs from the previous one. The previous study aimed to improve speaking skills in terms of pronunciation using TTA and this research aimed to apply the technique in terms of speaking.

Based on the descriptions above, the researcher was interested in conducting the research entitled "The Effect of Time Token Arends as Cooperative Learning Types on Students speaking Skills" because the writer concludes that Times Token Arends was able to encourage students to learned and to improved their initiative and participation. Passive students were required to take an active role, either to explore knowledge and learning from other friends or in assessing what has been shown by his friend. The habit of listening to each other, sharing, giving input, and openness to this criticism should be continuously grown in teaching and learning activities. This research was applied Time Token Arends as the only model of cooperative learning technique. Furthermore, to describe in detail using a qualitative method the implementation of TTA on the class in terms of speaking.

1.2 The Problems of the Study

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

1. What was the effect of Time Token Arends on the students' speaking achievement?

1.3 The Objectives of the Study

Relating to the previous research questions, the objectives of this research were then specified:

1. To identified the effect of Time Token Arends the on students' speaking skills.

1.4 The Uses of the Study

The significances of the research were expected to provide a useful contribution for the students, the teacher, and the readers, and another researcher as follows:

1. The Teacher

It was useful for English teachers in order to applied cooperative learning with Time Token Arends type in the classroom especially in teaching speaking skills. Hopefully, the teachers can implement this technique and using it for alternative teaching aids and references to practice speaking for their students.

2. Students

By applying this technique, the researcher expected that the students should be more interested in learning English. The students could be more contribute to speak English in the class using Time Token Arends.

3. The Readers and other Researchers

By providing some information for the further researcher in applying this cooperative learning with Time Token Arends type especially in speaking skills. It was useful for the reader, to add a reference or to give alternative ways in teaching and learning speaking.

1.5 Scope of the Research

Many cooperative learnings could be adapted to students' speaking skills class for examples: role play, think-pair-share, rally couch, forced discussion and, etc. Generally, this research was limited to change the classroom atmosphere of using Time Token Arends on teaching speaking skills, furthermore, the material that was applied is expression and, etc. The writer focused on the implementation of Time Token Arends technique and one of the schools was chosen as the sample of this study were eleventh-grade students of SMAN 1 Bandar Lampung in academic year 2020/2021.

CHAPTER 2
LITERATURE REVIEW

In this chapter, the researcher focused on the topics of the study. The topics included theoretical review, previous study, conceptual framework, and hypothesis. It aimed at giving direction to what extent the study was conducted.

2.1 Theoretical Review

In conducted the research, theories were needed to described some concepts in the research concern. These considered the important ideas to convey in this research. The concepts which were used must be clean and clarified in order to have the same perspective of implementation in the field. In that doing so, the it was considered important to discussed for clarified the used of the concepts or discussed, so that the readers could get the point.

2.1.1 The Concept of Speaking

Many definitions of speaking have been proposed by language. Speaking derives from the word "Speak". According to the Oxford dictionary, "Speak" means any things, talk, be able to be used the language, made a speech, expressed the ideas, feelings, etc. Speaking was a productive skill of language learning. It involves communicative performance of students speaking skills, and other important parts, such as elements and types of speaking. They should be taught in any language learning to made the learners used the target language to communicate.

Chaney (1998) says that speaking was the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It means that the effectiveness of speaking was needed to process language in their heads,

and to involved a good deal of listening, to understand of how the other participants were felt, and to know how linguistics allowed others to did it.

Speaking was the verbal use of language to communicate with others (Fulcher, G. (2003). It was the ability that the learners were judged upon most in a real-life situation. Speaking is an important part of everyday interaction. Most first impression of a person was based on someone ability to spoke even the learners spoke fluently or comprehensibly. Thus, the teachers have a responsibility to prepared the learners as much as possible to speak English in a real-life situation.

Speaking was a skill that must be mastered by the students. It could be viewed as the easiest ability since one can uses body language, demonstration, repetition, and various other strategies to make oneself understood (Murcia and Elite, 2000:165). If speaking skills can be mastered well, students should be able to communicate for a variety of purposes well too. Through speaking activities, students could express desires, information, thoughts, ideas, persuade, convince, persuade and entertain communication view (Darmuki, A., Nurkamto, J).

Speaking was not covered by just knowing the linguistic feature; linguistic feature of the message expanding oral communication requires more than memorized vocabulary and grammatical comprehension. Furthermore, in speaking, that was included in two main categories: accuracy and fluency. Accuracy consisted of using vocabulary, grammar, and pronunciation through some activities, while fluency focus on the ability to keep going when speaking spontaneously.

One of the obstacles of learning speaking was learners should take part in oral activities to exchange spontaneously their thought in the second language speaking. Got learners to speak was one of the most difficult tasks confronting any teacher. Hudges (2011: 67) said that the main goal in teaching the productive skill of speaking should be oral fluency. This could be defined as the ability to express oneself intelligibly, reasonably, accurately, and without too much hesitation. It shows that speaking was high risking activity that creates anxiety and causes learners to worry about losing face. In foreign language especially in speaking, it was necessary activity for all ages of learners because from this

activity people can understand what the other said who use a foreign language too.

In summary, the researcher concluded that speaking was an ability to express the student's ideas, feelings and emotions to be understood by others. Therefore, speaking was a skill of transferring the idea to others in spoken language. It concerned the use of language in daily activities in which students needed to communicate with others to speak fluently Speaking involved some skills such as vocabulary, grammar, pronunciation, fluency, and comprehension. Students mus be mastered all of those components. in this study, the researcher focused on the TTA technique of cooperative learning method to adapted in teaching speaking skills.

2.1.2 Elements of speaking

In master speaking, we studied composed utterances as Pronunciation, Stress, Rhythm, and intonation, it is important speaking (Nunan, 2003:51-54) There were four elements speaking:

a. Pronunciation

Pronunciation known as the way a certain sound or clear language was produced when they speak. Therefore, to made successful communication happens, the speakers must to delivered clear messages for listeners. teaching pronunciation included of stress, rhythm, and intonation is very important.

b. Vocabulary

Vocabulary was a list of word add phrases usually alphabetically arranged and explain or designed (Martin, Oxford dictionary: 1995). However, it consisted of single words, compound words, and idioms that were typically used when talked about something. Should be able to speak fluently and accurately, speaker of a foreign language should master enough vocabulary and can used it accurately.

c. Accuracy

Accuracy means the state of became correct or exact and without error, especially as a result of careful effort as stated in the Oxford dictionary. Accuracy was an

ability to produced sentences or utterances with correct grammar. The speakers must follow the rules of the language such as grammar and structure to spoke accurately.

    d. Fluency

Fluency was the ability to spoke quickly and automatically. It means that fluent speaker should to speak a language smoothly and easily or expressed it in a simple way to communicate easily to other friends.

Based on the statement above, the writer concluded that speaking is a means of oral communication in giving ideas or information to others. It was most essential in which the speaker could expressed himself through language. In a speaking class, the students were hoped to expressed ideas, information, and feeling to others. The students were not able to speak fluently if did not practice the language was good, correct, and accurate language. To teach speaking skills, the teachers need to gave their students many opportunities to practice.

2.1.3 Types of Speaking Performances

In learning English, the main goal for the students was able to speak well. Speaking skill was believed as an important aspect to became successful in English Speaking. The success of learning English can be seen and measured from their performance in speaking and how well they presented their English in communication.

Brown (2004: 140) described five categories of speaking skill areas. Those five categories were as followed:

    a. Imitative

This category included the ability to simplified and intonation and focused on some particular elements of language form. That was just imitate a word, phrase or possibly sentence. The important thing here was focused on pronunciation, no inference is made about the test taker's ability to understand or convey meaning or to participate in an interactive conversation. So, the teaching-learning process implied the drilling. Thus, the reason by using drilling because students was got opportunity to listen and to orally repeated some words.

b. Intensive

This was the students" speaking performance that practiced some phonological and grammatical aspects of language. It was usually place students did the task in pairs (group work), for example, reading aloud that included reading paragraph, reading dialogue with partner in turn etc.

A second type of speaking frequently employed in assessment context was 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).

c. Responsive

Included interaction and test comprehension but at the somewhat limited level very short conversation, standard greetings and small talk, simple requests and comments, gave the instructions and directions. Those replies were usually sufficient and meaningful.

d. Interactive

The length and complexity of the interaction which sometimes includes multiple exchanges and multiple participants. Interaction can take two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which has the purpose of maintaining social relationships.

e. Extensive

Extensive oral production task included speeches, oral presentation, and storytelling, during which the opportunity for oral interaction was either highly limited (perhaps to nonverbal responses) or ruled out together). Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

2.1.4 Assessment of speaking

Assessment was the processed of documenting, usually in measurable terms, knowledge, skills, attitudes, and beliefs. Assessment was formative when teachers

used it to check how far they have mastered what they should have learned, and then used this information to modified their future teaching plans. Such assessment could be the basis for feedback to the students (Hughes, A.: 2003).

A major concern for teachers was how we could assess students' speaking abilities in a foreign language. In some regards, testing speaking was not as straightforward as grammar or vocabulary tested.

In this part, there were five categories of speaking assessment adapted from FSI proficiency rating based on Arthur Hughes, included of accent, grammar, vocabulary, fluency, and comprehension. Each category was rated on a six-point scale. The highest score possibly acquired was 100 if a student gets the highest point in each category. There were four levels on the scale: Superior, Advanced, Intermediate and Novice.

Table of Proficiency Description:

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

1. Accent

    a. Pronunciation frequently unintelligible (0)

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

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

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

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

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

2. Grammar

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

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

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

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

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

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

3. Vocabulary

    a. Vocabulary limited to minimum courtesy requirements (2)

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

    c. Word choice sometimes inaccurate (12)

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

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

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

4. Fluency

    a. Speech was so halting and fragmentary that conversation was virtually impossible (2)

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

    c. Speech was frequently hesitant or jerky; sentence may be left uncompleted (6)

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

    e. Speech was effortless and smooth but perceptible non-native in speed and evenness (10)

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

5. Comprehension

    a. Understood the little to respond to the topic (4)

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

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

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

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

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

There were four levels in the scale: Superior, Advanced, Intermediate and Novice, that was explained as follows:

Superior: 75-100

Advanced: 65-74

Intermediate: 50-64

Novice: 10-49

Another important issue with whether approach to testing speaking:

a. A direct test of speaking involves a procedure in which the learners speak the target language, interacting, with the test administrator or the other students. In the mean time for instance, in an oral proficiency interview, a conversation could be considered direct test of speaking.

b. An indirect test of speaking, on the other hand, was one in which the test-takers did not speak. Take one for example conversational cloze test is one where the original text is the transcript of an actual conversation.

c. Semi-direct tests of speaking were applied in contexts where students speak, but did not interact in a conversation, or interview.

2.2 Cooperative Learning

Cooperative learning was a teaching strategy that requires small student groups to work interdependently on learning activities in order to achieve and receive group rewards or recognition. Jolliffe W. (2007) said that cooperative learning requires pupils to work together in small groups to support each other to improve their learning and that of others. It follows that everyone participated more actively in the groups Sharan, S., & Shachar, H. (2012).

Cooperative learning was one of the success stories of both psychology and education and now an accepted and often the preferred instructional procedure at all levels of education. Cooperative learning was presently used in schools and universities in every part of the world, in every subject area, and with every age

student. It was difficult to find a text on instructional methods, a teacher's journal, or instructional materials that do not discuss cooperative learning.

Speaking was the central element of communication. By speaking, the students could express their ideas, share information moreover maintain social relationships by communicate to others and became active in participation orally. In line with that, Cooperative learning was characterized by cooperative task, goal, and reward structures, and requires students to became actively engaged in discussion, debate, tutoring, and teamwork (Arends and killcher: 2010).

Moreover, it was inherently multi-modal of speaking because we look at the facial expressions, body language, and gestures of those with whom students interact (visual cortex); we decode student words (Wernicke's area) and tone of voice (amygdala); we encode our thoughts into words (Broca's area); we evaluated what students said, assimilate and accommodate their information and conceptual framework/pre-frontal cortex (Kagan, S. Miguel: 2009)

2.2.1 Definition for Time Token Cooperative Learning Model

Based on Arends said in a journal that Time Token Arends was a cooperative learning model where the students did cooperative activities and help each other in understanding particular topic (Kristiawan, M., Parlian, R. B., & Johari, I.: 2016), this technique was first time developed and tried by Elliot Aronson and friend at the University of Texas, and later then adapted by Slavin and friend at University of John Hopkins. As the method of cooperative learning, this technique can be used in instruction in speaking and reading skills.

Time Token Arends was an aspect of cooperative learning approach. Time Token Arends made students learn about participation. Many students have difficulty in sharing time to talk with their friends when they were having a discussion. In a group discussion, we could find several students control and dominate the discussion. They did not give a chance to other students to express their opinion. According to Saur, T. (2014) this technique was a social skills method, mean structure which is used to social teaching. So, students do not dominate conversation or silence or call Time Token Arends. So that, there were no students

who dominate to speak, there were no students who were shy, and only kept silent in a learning activity (Ulfa, Z.: 2018).

Arends in Slavin (2001) stated that time Token one of a type in co-operative study which could be used to teach the social skill, to avoid the student predominate the discussion or student kept quiet at all. Where students learn in small groups consisted of four to six people heterogeneously and cooperate the interdependence which was positive and be in control of complete part of lesson items which must be learned and submit the items to another group member, every student was given the coupon talk with the time + 30 seconds. Every student was given several values according to circumstance time. Every conversing one coupon. When a student used up all of his or her Tokens, then he or she cannot say nothing more. Who still hold the coupon has to speak until its coupon was used up. This, of course, necessitates that those still holding Tokens join the discussion (Arends, R. I.: 2012).

Time Token Arends can help the teachers to made the students active and gave their participation orderly. With the technique of student group can learn how learning from others, how to answer to the opinion of the other, how to look after the group union and get wise in every decision, making technique good for them in life go into society. This situation makes the students who still have Token must talk and join the discussion. Furthermore, Arends describing that Time Token Arends technique represents a way of presentation of lesson substance where the teacher was allowed students, personal or group, to perform the erudite conference utilize to collect the opinion, concluding or compile the alternative of problem. Here were the characteristics and benefits of this technique:

a. Limited with the minimum time thirty seconds for every student.
b. Using coupon as appliance convert at the time of student was conversed
c. Interaction looked in the face by opening language media, all members got the opportunity to listen and release the opinion freely direct.
d. Having a purpose or target to be reached through the job of equal ushering member.
e. Take place in a free atmosphere, systematic and regular with the rule of the game which has been agreed on with.

2.2.2   Purposes for Using Cooperative Learning with Time Token Arends Type

Based on Slavin (2009) categorized three purposes for using cooperative learning on Time Token Arends technique. The three central concepts were characterized cooperative learning, namely group awards, individual accountability, and equal opportunity to succeed. Each of these points was explained as follows:

a. Acceptance of individual difference

Students accepted their friends in a different cultures, different races, different social classes and different abilities or knowledge. Co-Operative in Time Token Arends type study was allowed students from various backgrounds and conditions to work together. Moreover, students appreciated each other.

b. Individual Accountability

Students should have a responsibility to talk and to express their opinion. Some experts have a notion that this model of co-operative study on Time Token Arends technique could gave the good advantages exceed in assisting students to comprehend the difficult concepts.

c. Equal opportunity to success

Using Time Token Arends for avoiding students dominate speaking in the class, and avoiding students' silence absolutely in the class. Therefore, students should have equal opportunities to succeed in English Speaking.

2.2.3 Procedures of Time Token Arends

Arends stated that the lesson in Time Token Arends technique in cooperative learning were involved five basic steps.

1. Preparation

Before came to the class the teacher take coupon as a means of convert to be allotted by students, where that coupon has the point in conversing. Then, if Lesson clock started at the first clock, customarily all our students invite to pray, finishing teacher salute and ask their news, and the teachers check the absence of the students and divide the students become several groups.

2. Defining objective target

The Objective target, covering any kind of which was known, comprehended, or decided in the discussion, that what was studied.

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

3. Opening And clarification of problem context.

The real crux of this phase was taking part of involvement participants, either through physical, mind and emotion. In this term, students were assessed on how well they take part in the conversation, and their contribution to developed the conversation by asking and responding to the question appropriately (David, E.: 2010).

4. Objective phase

The question raised by mediator in phase objective was:

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

b. What has been experienced of participant and relevant with the topic (when, what occurrence, and where), because by the experience, students felt interesting to follow the discussion conducted and student submitted what became experience which have been experienced of.

5. Reflective phase

This phase progressively clarified what in fact problems which were discussed in the discussion.

6. Interpretative phase

The intention of phase Interpretative was knowledge essence from studied topic. Statement in this phase, for example: what impact from that problem, etcetera. With this statement, students can look for the solution to problems, because knowing nucleus core from conversed topic.

7. Decisional phase

In this phase, the teacher invited or motivate the students to made decision according to discussion result of previous phase.

8. Confirmation And closing

The teacher and students concluded the lesson. Did some review on how the point proposed, studied agreed, write down all the conclusions. Asking the forum whether it was wrong or less gratify in course of discussion.

According to the original, the way to applied Time Token technique in this research consist of two-part, they were:

Part 1

1. The teacher was research in the classroom for 90 minutes. Then give suggestions and motivation in learning to speak English by keeping the principle of learning to speak English and having required and understanding the principle of communication, the students have high motivation to take an active part in the activity to create a communication using Time Token Arends technique.
2. The teacher makes the class conditions to executed discussion.
3. The teacher prepared the topic or material for students.
4. The teacher took the coupon as a means of convert to be allotted by students, where that coupon has the point in conversing.
5. Every student was given the coupon talk with the time + 30 seconds. Every student was given several values according to circumstance time.
6. After given the coupon students could start to speak. Every conversing one coupon.
7. Students who have used up their coupon may not speak again. Those who still hold the coupon have to speak until its coupon is used up.

Part 2

1. After student discussed in a group of experts and also origin group.
2. Each group present the result of their discussion which have been done by teacher to equalized the perception of study items.
3. Teacher gave the quiz for the student of individually.
4. Teacher gave the appreciation, through appreciation score according to acquirement assess the make-up of result learn individually from elementary score to next quiz score.
5. Items better divisible to naturally became the same part of study items.
6. Require to be paid attention that, if using Time Token Arends to learn the new items hence require to be drawn up by a manual and fill the items which regularly and also enough. So that study target can be reached.

2.2.4 The Advantages of Time Token Arends

There were some benefits of Time Token Strategy. Each member of a team was responsible, not only for learning what was taught but also for helping teammates for learning. Students work through the assignment until all the members of the group understood the lesson clearly.

The advantages of Time Token Arends were as follows:

a. Improved learning activity of the student and achieved academic of them.

b. The students did not dominate the conversation or silence.

c. To support students improved initiative and their participation.

d. Assisting students in developed skills to communicate verbally.

e. Developed skill of the social student, divisible, gave input and open to critical, listen and appreciate the opinion another person

f. Improved self-confidence of the student, Train them to gave expression to their opinion.

g. Assisted to improve the positive relationship between students.

In far, Spencer Kagan and his associates at Kagan Publishing and Professional Development found some benefits of Time Token Strategy, they were:

a. Students were actively involved in the lesson.

b. Students made a personal connection with the curriculum.

c. Students remember what they were sharing.

d. Student practice sharing information.

e. Students developed oral communication skills.

f. Student practice became active in listening.

g. All of the students learned to appreciate their friends' opinion.

2.2.5 Disadvantages of Time Token Arends

There were no strategies that have no disadvantages. Those were the weaknesses of using Time Token strategy in teaching speaking:

a. Only used in a certain subject of learning.

b. Cannot be used in a class that has many students

c. Need more time to prepare and in learning process, because all students must speak one by one consist of the total of coupon that has been prepared.

d. The students who act in class cannot dominate in learning activity.

2.3 Previous Study

Many researchers have reported their studies to explore teaching-learning process, implementing various techniques. They researched to created more effective learning-teaching processes and to give the students opportunity to practice their English in the classroom. So, the researcher takes five previous studies. The first previous study was written by Septian Kurnianto, Retno Winarnia, and Triyanto, in 2017. Their research about "*The Improvement of Speaking Ability Through the use of Time Token Arends and Multimedia*" showed that cooperative learning model Time Token Arends and the use of multimedia was effective in teaching and learning speaking. However, the research, that the writer conducted, differs from the previous one. If the previous combine between Time Token Arends and the use of multimedia, this research conduct Time Token Arends as one model of cooperative learning.

The second previous study proved by Mira Nurjanah in 2018 about "*Teaching Students Speaking Ability Using Time Token Arends*". Her research took senior high school in Cianjur as the sample of the research with aims to increase their confidence, while this research was conducted in Lampung province and one of the schools was chosen as the sample of the research.

The third Previous study conduct by Zahrina Ulfa in 2017 was about "*Improving Students Speaking Skills Through Cooperative Learning with Time Token Arends Type at The First Grade of MAS Amaliyah Sunggal*" the aim of the research was to improve speaking skill and it is successful based on the score and explanation. In other words, the students' skills in speaking improved and became well from the

first meeting to the next meeting. However, the research, that the writer conducted, differs from the previous one this research aimed to describe in detail the technique of the class in terms of speaking.

The four Previous studies conducted by Muhammad Kristiawan in 2016 about "*The Effect of Time Token Technique Toward Students Speaking Skill at Science Class at High School 1 Parlaman.*" This technique has been successfully done to gain students confidence in speaking class. It was clear that time Token technique gave significant effect on students" speaking skill. The finding showed that there were improvements in students speaking skill. However, the research, that the writer conducted, differs from the previous one. If the previous used quantitative method to improve speaking skill, while this research was used qualitative and quantitative method to describe the implementation of the technique.

The last previous study conducted by Ismiatul in 2016 "*The implementation of Time Token Arends method to improve students speaking skills of the ten grade students.*" She applied Time Token Arends techniques, to help students improve their speaking skill, especially in terms of pronunciation. Her research showed positive results, revealing that the application of Time Token Arends could improve student skill in object of the terms. However, the research, that the writer conducted, differs from the previous one. the previous study aimed to improve speaking skills in terms of pronunciation using TTA and this research aimed to applied the technique in terms of speaking.

Based on the descriptions above, the researcher is interested to conduct the research entitled "The Effect of Time Token Arends as Cooperative Learning Types on Students speaking Skills at Eleventh Grade of SMAN 1 Bandar Lampung".

2.4 Conceptual Framework

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

In line with the situation, the researcher was chosen one of the cooperative learning to implement on teaching speaking skill. In this study, the researcher used cooperative learning with Time Token Arends type as one of cooperative learning activities which can help teachers to organize small groups in classroom. In cooperative learning with Time Token Arends type, the teacher takes part to explain a little about the material and the competence that was reached to lead the group in discussion. Finally, the teacher gives some evaluation and suggestions for the process and the result of teaching and learning process.

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

By applying cooperative learning with Time Token Arends type helps the students to share their participation orderly and work together to do the task. In cooperative learning with Time Token Arends type, the students should be active in discussion. The students could be easier to remember what they have shared in discussion. The students not only learn how to express their opinion and their idea, but also students learn to appreciate their friends' opinion and their friends' idea. As a result, the students enjoy the teaching and learning process because Time Token activities made the students active and interactive.

By all means, the researcher assumed that it is expected that cooperative learning with Time Token Arends type implement in teaching speaking skills.

2.5 Hypothesis

Arikunto (2013: 110) states that hypothesis came from two words namely hypo and thesis. Hypo means under and thesa means the truth. On its development, the word hypotheses moved to a hypothesis. This, hypothesis was proposed as the provisional

answer to the problems. By using the hypothesis, it was made the researcher easier to focus the research. Ho or null hypothesis and Hi or alternative hypothesis. Regarding the theoretical assumptions, the researcher would like to formulate the hypothesis as follows:

1. (H1): Using Time Token Arends was effective in teaching English to students speaking skills.

2. (Ho): Using Time Token Arends was not effective in teaching English to students speaking skills.

CHAPTER 3
METHODOLOGY

This chapter discussed research design, setting, and subject of the research, data collection method, technique of data analysis, research procedure, and validity.

3.1 Research Design

The design of the study was online learning of Classroom Action Research (CAR) using WhatsApp media. Kunandar (2012) defined Classroom action research is research aimed to improve the quality of learning practice, that focuses on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies to solved the problem which uses real action and develops capabilities to detected and solved the problem.

This research was conducted in two cycles, to solve the problems discovered in teaching and learning process. One cycle, consisted of four phases, there were planning, acting, observing, and reflecting. The researcher has made planning for many purposes, such as to prepare the action. There were several things that important to prepared in planning, for example is lesson plan. The second step was action that the researcher applied based on the planning. The third step was observation that was done at the same time as the action being done. Based on the observation, the researcher made the fourth step which was a reflection. The researcher did a reflection to evaluate the result of the action.

There were four important components of Classroom action research design of Kemis and Taggart model including planning, acting, observing, and reflecting in each cycle. Qualitative and quantitative data were used in this research. These data

were showed to find out the answers to the problems. In contrast, some ways such as observation sheet were implemented to get the data.

3.2 Population and Sample of the Research

The writer selected eleventh-grade students of SMAN 1 Bandar Lampung in the academic year 2020/2021 as the subjects of the research. Based on Ary et al. (2010: 148) Population is defined as all members of any clearly defined category of people, events or objects. Based on definition, the writer concluded that population is a number of groups interest to the researcher, a number of groups which have been made the results of the study to be reported. A sample was the selected participants that were taken from the population for the research study. According to Arikunto (2014), a sample is a set of some, not all of the observations or other things.

Sample is a part the population and represents the entire population. If the subject has less than 100 members, the writer can learn all subjects. However, if the number of research subjects exceeds 100, the researchers took 10-15% or 20-25% of the population (Arikunto, 2014: 134). The participants of this study were eleventh-grade students of SMAN 1 Bandar Lampung consisted 36 students in academic year 2020/2021. The objective was because eleventh-grade students of SMAN 1 Bandar Lampung were expected to have sufficient knowledge about the materials that were in line with the technique. The purpose was to make sure that they already get the knowledge about the expressions, suggestions and etc in terms of speaking ability.

3.3 Data Collection Method

In this research, the procedure of collecting data was performed in quantitative and qualitative. The researcher presented the act of collected data as follow:

1. Quantitative Data

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

a. Test

Two tests were given to the students. The tests were pre-test and post-test. Pre-test was conducted before the implementation of the actions and it was used to measure students' speaking skills at first. Meanwhile, post-test was conducted after the implementation of the actions or after doing treatment.

2. Qualitative Data

Qualitative data were used to describe data that not enabled to be counted. Qualitative is empirical research where the data were not in the form of numbers (Punch, K, 1998). Therefore, observation, interview, and documentation were used in this research. The explanation about those kinds of data was explained as below:

a. Observation.

The observation method is the most effective way to complete the format or list of observations as instruments (Arikunto: 2014:272). In this research, the researcher observed the learning process, notices all the activities related to learning process were taken using checklist. The observation noticed classroom events and classroom interaction. The researcher used field notes. David (2010:116) field notes is a way of reporting observations, reflections, and reactions to classroom problems.

b. Interview

Interview is one of methods to collected data by using conversation between instructor and respondent. Interviews were used to gather data on subject opinion, belief, and feeling about the situation in their word.

c. Documentation.

Method of documentation that was needed for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, etc. (Arikunto: 2014:274). In this case, the data contained a note and takes photographs as proof of teaching-learning activity, which is by using camera (photo) and field note.

3.4 Technique of Data Analysis

Data analysis is an effort that done by the teacher and the researcher to embrace the data accurately. This study was applied descriptive qualitative to collect and analyse from the observation sheet, interview, and documentation. Therefore, the quantitative data was used in this research as pre-test and post-test to be counted. The explanation about those kinds of data was explained as below:

a. Observation Sheet

Observation sheet consisted of the activities that were applied in this research. The checklist was taken to check whether the researcher applied or not to the activities.

b. Diary Notes

Diary note is needed for researcher to write what happens in the action when teaching and learning process. Diary notes contained the researcher's evaluation of the class, the progress of the project, and the result of the research. Furthermore, it consisted of everything that happened during teaching and learning process.

c. Documentation

Documentation was provided the data in the form of photographs. The photographs were collected by using camera. It is used to took a picture of the students and the teacher while teaching and learning process. It supports the main data of this study.

d. Test

To collected and seen the improvement of students' speaking skills. The researcher computed the score of speaking in the following formula:

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

X = Mean of the students' score

Σx = Total of score

N = Number of the students

To categorized the number of competent students, the following formula was applied:

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

P = The percentage of those who get the point 75

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

T = The total number of the students

3.5 Research Procedure

Classroom Action Research (CAR) using Kemmis and Taggart design consisted of four phases, there were planning, acting, observing, and reflecting. After done applied four phases called one cycle. After finished the first cycle the researcher continued to the second cycle in line with the same concept of the first cycle. Here was the explanation above:

Cycle I

    1. Planning Phase

In this phase, the aim of planning to organized whole aspects referred to classroom action research (CAR). Furthermore, the specific planning is aimed at organizing the plan related to cycle-to-cycle. The form of organizing planning into lesson plans based on the current syllabus. The lesson plan was constructed to be implemented in tenth-grade students of SMAN 1 Bandar Lampung

The concept of planning consisted of: Preparing lesson plans, observation sheets, diary notes, and preparing cameras for documentation.

    2. Acting Phase

The acting phase in the principle is a realization from an act which has been planned, such as the learning type that was used, the material or topic that taught and others. The acting phase is also known as where the researcher and the teacher collaborate to carry out the planned action.

    3. Observing Phase

The researcher was observed the steps of action research by direct observation in the classroom using observation sheets, diary notes, and documentation. The

researcher has made observation sheet, make diary notes in every meeting, and attached some pictures that were taken in the classroom during the activities as a prove of the research.

4. Reflecting Phase

It is used to know the result of treatment the writer was analysed the data and make a reflection of the actions. The researcher was asked students and given five questions that they must answer. Each student has 2 minutes to answer the questions.

3.6 Validity and Reliability

Trustworthiness refers to validity and reliability for studies. However, there were four kinds of trustworthiness in research studies. Credible, transferable, confirmable, and dependable. Trustworthiness is described as all about establishing these four things.

In this research, the researcher was used credibility to establish trustworthiness. Credibility refers to how confident the qualitative researcher is in the truth of the research study's findings. The researcher was used triangulation to show the research study's findings were credible. Triangulation validates the data and the research by cross verified the same information.

There were four kinds of triangulation: source triangulation, method triangulation, researcher triangulation, and theory triangulation. In this research, researcher was used source triangulation. Data source triangulation has used evidence from different types of data sources, such as primary and secondary research or interviews, documents, public records, photographs, and observations.

CHAPTER 5
CONCLUSIONS & SUGGESTIONS

Based on the discussions of the research, which aims to develop the students speaking skills using Time Token Arends method, this chapter consisted of two sections. The first section dealt with the conclusion of the research related to the research question which is stated in chapter I. The conclusions were obtained through real phenomenon as the researcher did during the observation., and the second section dealt with suggestions.

5.1 Conclusions

Speaking interaction can occur in offline or online classroom. By using Time Token Arends strategy, helps the teacher to make the students interest to participate by speak more confident. In the final analysis, the score of Post-test which is higher than in the Pre-test. Students' mean scores in the pre-test were 58.7, Post-test 1 69.1 was and Post-test 2 was 76.1. They also have a better fluency to practice their speaking ability, it was proved by the increase of students mean score after being taught using this technique. It can be concluded that Time Token Arends technique was useful to students speaking skill at SMAN 1 Bandar Lampung.

5.2 Suggestions

Based on the result of the study the researcher wants to try to give the solution to those findings. After conducting the research, the researcher gave several suggestions for English teacher, students, and other researchers. By giving these following suggestions that were addressed to below:

1. For the English teacher, it is important for the English teacher to make the students confidence to speak up in the class when the learning process by giving motivation. Because the researcher did not give the motivation in the first meeting, so the students afraid and ashamed to participated actively in

group discussion. it is necessary for the English teacher to improve students' understanding by providing various exercises, and the teacher should make conclude discussions. Furthermore, it was admitted that time management of this research was not coherent in online class so consider the time allocation is needed.

1. For other researchers, the researcher hopes the other researchers can try to use this strategy to improve students' speaking skills for different levels of students and different materials. It is suggested for other researchers who want to conduct similar research to control the class carefully, because to improve students' speaking skills using cooperative learning with Time Token Arends type, The researcher admitted it was difficult to apply in the class that has many students, especially in online class.

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