Proceeding
The 1st International Conference on Learning Innovation and Quality Education

Dec 14th, 2016
PUSDIKLAT UNS
Surakarta, Central Java Indonesia

Special Education Department
Faculty of Teacher Training and Education
Sebelas Maret University
Jl. Ir. Sutami 36 A Kentingan Surakarta 57126
Cental Java - INDONESIA
Email: icliqe@fkip.uns.ac.id
Web: icliqe.fkip.uns.ac.id
Assalamu’alaikum W.W,

Kita panjatkan puji syukur ke hadirat Allah SWT yang telah melimpahkan berbagai kenikmatan kepada kita sekalian kita dapat menyelenggarakan seminar internasional ini.

Selanjutnya perkenankan saya menyampaikan penghargaan dan ucapan terima kasih kepada seluruh panitia seminar Internasional bidang pendidikan khusus yang telah mempersiapkan terselenggaranya seminar internasional ini. Seminar Internasional ini dilaksanakan hasil kerja sama antara UNS Surakarta (Program Studi PLB, Pusat Studi Difabilitas LPPM), UKM Malaysia dan Asosiasi Profesi Pendidikan Khusus Indonesia (APKhK) Jawa Tengah. Hal ini sangat penting untuk saya sampaikan mengingat Program Studi PLB baik S1 maupun S2 serta Pusat Studi Difabilitas melaksanakan sistem manajemen mutu menuju World Class University (WCU). Secara khusus perkenankan pula saya sampaikan terima kasih Prof. Dato’ Dr. Norazah Mohd Nordin, Dekan Ilmu Pendidikan UKM Malaysia, Dr. Abi Sujak, M.Sc, Direktur SEAMOLEC, dan Prof. Dr. Agus Kristiyanto, M.Pd yang telah berkenan menjadi pembicara kunci pada seminar Internasional ini.

Seminar internasional ini dengan tema Inovasi Pembelajaran dan Mutu Pendidikan. Telah kita pahami bersama bahwa isu tentang inovasi dan mutu pendidikan menjadi persoalan global, termasuk didalamnya adalah inovasi dan mutu pendidikan khusus. Seminar internasional ini harus mampu mendorong para peneliti dan prakstisi pendidikan bidang ilmu pendidikan dan pendidikan khusus sehingga hasil inovasi yang dihasilkan mampu mendorong peningkatan mutu pendidikan di dua negara.

Akhirnya saya mengucapkan terima kasih atas partisipasinya dalam seminar yang diselenggarakan oleh hasil kolaborasi UNS, UKM dan APPKhK Jawa Tengah ini dengan harapan semoga memberikan pencerahan bagi kita khususnya yang selalu terlibat dalam penelitian, pembelajaran dan aplikasi bidang pendidikan khusus dalam kehidupan kita masing-masing.

Surakarta, 14 Desember 2016
Rektor UNS

Prof. Dr.Ravik Karsidi, M.S.
NIP. 19570707 198103 1 006
KATA PENGANTAR

Puji syukur dipanjatkan ke hadirat Allah Tuhan Yang Maha Esa atas segala rahmat dan hidayah yang telah diberikan kepada kita semua, sehingga buku Prosiding Seminar Internasional tanggal 14 Desember 2016 hasil kerjasama UNS, UKM Malaysia dan APPKHi Jawa Tengah dapat terwujud.

Buku prosiding tersebut memuat sejumlah artikel hasil penelitian yang telah dilakukan oleh para peserta yang dikumpulkan dan ditata oleh tim dalam kepanitiaan seminar internasional. Oleh karena itu, dalam kesempatan ini perkenankan kami mengucapkan terima kasih kepada:

1. Rektor UNS Surakarta Prof. Dr. Ravi Karsidi, M.S yang telah memfasilitasi semua kegiatan seminar internasional ini.
2. Dekan Ilmu Pendidikan UKM Malaysia PROF. DATO’ DR. NORAZAH MOHD NORDIN yang telah hadir mendukung dan mempresentasikan makalah.
3. Dekan FKIP UNS Surakarta Prof. Dr. Joko Nurkamto, M.Pd yang telah memfasilitasi semua kegiatan seminar internasional ini.
4. Ketua LPPM UNS Surakarta Prof. Sulistyo Saputro, M.Si., Ph.D.
5. Panitia bersama antara UNS Surakarta dan UKM Malaysia khususnya Prof. Dr. Mohd Hanafi Yasin dan Dr. Mohd Mokhtar Tahar.

Semoga buku prosiding ini dapat memberi kemanfaatan bagi kita semua, untuk kepentingan pengembangan ilmu pendidikan khususnya yang berkaitan dengan pendidikan anak berkebutuhan khusus. Di samping itu, diharapkan juga dapat menjadi referensi bagi upaya pembangunan bangsa dan negara. Terakhir, tiada gading yang tak retak. Mohon maaf jika ada hal-hal yang kurang berkenan. Saran dan kritik yang membangun tetap kami tunggu demi kesempurnaan buku prosiding ini.

Surakarta, 14 Desember 2016

Ketua,

Subagya
DAFTAR ISI

Halaman Judul
Sambutan Rektor UNS
Kata Pengantar
Daftar Isi
Materi Keynote Speaker

TEMA 1: GURU PENDIDIKAN KHUSUS GPK

1. The Improvement Of SLB Teachers’ Competency in Developing Mental Retarded Self-Building Special Need Program through Clinical Supervision
   Oleh : Irma Listyanawati
   Hal. 2

2. Kemahiran Guru Menangani Masalah Tingkah Laku Murid Pendidikan Khas di Sekolah
   Oleh : Chong Chiat Yee, Mohd Hanafi Mohd Yasin, Mohd Mokhtar Tahir
   Hal. 12

3. Beban Tugas Guru Pendidikan Khas dan Hubungannya dengan Tekanan Kerja
   Oleh : Faiz Alwi, Mohd Hanafi Mohd Yasin, Mohd Mokhtar Tahir
   Hal. 22

4. Persepsi Guru Pendidikan Khas Mengenai Masalah Bacaan Kefahaman Kanak-Kanak Bermasalah Pembelajaran Hiperaktif Dan Masalah Tumpuan
   Oleh: Farrah Raihana Ramli, Safani Bari, Nurul Syaheera Hasbullah
   Hal. 30

5. Kompetensi Guru Bukan Opsyen Mengajar Murid Pendidikan Khas Masalah Pembelajaran
   Oleh : Khalidah Faten Kamarudina, Mohd Hanafi Mohd Yasinb, Mokhtar Tahar
   Hal. 38

6. Meninjau Persepsi Guru-Guru Pendidikan Khas Berkaitan dengan Ciri-Ciri dan Masalah Pembelajaran Kanak-Kanak Sindrom Down
   Oleh : Nancy William Awet, Safani Bari, Mohd Hanafi Mohd Yasin, Andrew Jeremy Kabay
   Hal. 46

7. Teacher’s Perceptions on The Behaviours of the Learning Difficulties
   Oleh : Tsen Pui Shong, Safani Bari, Priscilla Geliga, Wong Mei Shia
   Hal. 55

8. Persepsi Ibu Bapa terhadap Tingkah Laku Bermasalah Kanak-Kanak Bermasalah Pembelajaran
   Oleh : Wong Mei Shia, Mohd Hanafi Mohd Yasin, Tsen Pui Shong
   Hal. 64
9. Developing Scientific Based Science Instructional Materials For The Fifth Grade Students Of Primary School
   Oleh: Mei Wulan Kurniawati

10. Meningkatkan Kemampuan Membaca Permulaan Dengan Media Pembelajaran Lucky Draw untuk Anak Tunaganda Rungu-Daksa Kelas III di SLB Cg YPPCG Bina Sejahtera Surakarta
   Oleh: Khoiri N., dkk

11. Implementation of Inclusive Education Viewed from Infrastructure Facilities and Adaptation of Students in SD N 01 Pulosari
   Oleh: Muslimah Sholikah Isnaeni

12. Keberkesanan Penggunaan Peta I-Think terhadap Pencapaian Murid Tahun 5 dalam Penyelesaian Masalah Harian Matematik
   Oleh: Bibie Anak Michael, Ahmad Zamri Mansor

13. Permainan Memancing Meningkatkan Hasil Belajar Matematika pada Anak Tunaganda (C1) Kelas VI di Slb Negeri Sragen Tahun Pelajaran 2016/2017
   Oleh: Anik Sulistyowati

14. Alat Permainan Komidi Ilmu (Apki) untuk Meningkatkan Kemampuan Bercerita Anak Tunarungu
   Oleh: Titik Kustantiningsih

   Oleh: Yawani

16. The Effectiveness Of Self Directed Learning Between Using Individual Worksheets And Worksheet Group In Science On Hearing Impairment Students In Slb-B YRTRW Of Surakarta
   Oleh: Permata Primadhita

17. Amalan Pengurusan Latihan Guru Besar dan Hubungannya dengan Kompetensi Guru Pendidikan Khas: Satu Kajian Kes
   Oleh: Bong Yien Chiew

18. Gaya Komunikasi Guru Besar dan Hubungannya dengan Kepuasan Bekerja Guru Sekolah Rendah Zon D Daerah Limbang, Sarawak
   Oleh: Mohd Rezuan
17. Peningkatan Kemampuan Membaca Nyaring dengan Menggunakan Media Kartu Kata pada Siswa Kelas II SDN Pajang I No.93 Surakarta Tahun Pelajaran 2016/2017
Oleh : Yiwono Wiropati

TEMA 3 IDENTIFIKASI DAN ASSESMENT

Oleh : Dian Ainantonmi W, Nunuk Suryani, Abdul Salim

19. Analisis Hubungan Kualitas Assesmen Awal dengan Performa Belajar Anak yang Terindikasi Tunaganda di SLB se-Surakarta
Oleh : Ulfiatun Nikmah, dkk

20. Intervensi Permainan Span Huruf dalam Pengajaran bagi Murid Berisiko Pemulihan Khas
Oleh : Ho Yung Fui

TEMA 4 KURIKULUM PENDIDIKAN KHASUS

21. Mengenali Gaya Belajar Siswa Berbakat dengan Menggunakan Preferensi Gaya Belajar Rogers di Kelas XII IA 1 SMA Negeri 4 Surakarta
Oleh : Mahura Mayang Sari

22. The Effect of Subjective Uncertainty Level on Outgroup Derogation Improvement among Students
Oleh : Munawir Yusuf

23. Kesediaan Guru Pendidikan Khas Melaksanakan Pentaksiran Alternatif Sekolah Rendah (PASR)
Oleh : Nurlini Ab, dkk

24. Pengetahuan Guru Aliran Perdana Mengenai Ciri Murid Disleksia
Oleh : Nurul Syaheerea Hasbullah

TEMA 5 MULTI DISIPLIN DALAM PENDIDIKAN KHASUS

25. The Development of Creativity, Innovation and Modification of Adaptive Sport for Children with Special Needs
Oleh : Dewi Sri Rejeki

26. Perkhidmatan Pendidikan untuk Murid Butapekak: Satu Kajian Kes
Oleh : Amir Ikhwanuddin
27. Learning Innovation for Children Involved with Juvenile Justice in Social Institution YPAN Bhina Putera Surakarta
   Oleh: Graha Kusumastuti

28. Penglibatan Ibu Bapa dalam Pembelajaran Murid Pemulihan Khas Etnik Lundayeh
   Oleh: Muhammad Firdaus Jamaludin

29. Sarana Ibu Bapa: Tahap Penglibatan Ibu Bapa dalam Pembelajaran Murid Khas
   Oleh: Noor Mazlina Sumaa

TEMA 6 PENDIDIKAN INKLUSIF

30. Learning Interests With Talking Drawing Strategy Of Inclusive Primary School Students In Surakarta
   Oleh: Erma Kumala Sari

31. Pengetahuan Dan Kesediaan Guru Aliran Perdana Terhadap Pelaksanaan Pendidikan Inklusif
   Oleh: Emydonah Aldus, dkk

32. What Teachers Believe About Students With Down Syndrome In Inclusive Classes (A Case Study on Attitude towards Disability)
   Oleh: Gunarhadi

33. Perbandingan Interaksi Sosial Anak Autis Di Sekolah Inklusi Dan Di Sekolah Khusus
   Oleh: Abwatie Al Hakim

34. Studi Kasus Kemampuan Berinteraksi Sosial dan Kemandirian pada Anak Down Syndrome di Sekolah Inklusi
   Oleh: Nadia Devina Arya Putri, Sunardi, Abdul Salim

35. Study of Implementation School Based Management/SMB-Inclusion in 30 Elementary Schools in Three District of Grobogan, Central Java
   Oleh: Dr. Joko Yuwono

36. Sokongan murid tipikal dalam pembinaan persekitaran inklusif di Serian
   Oleh: Muhammad Al Amran Bin Hamzah

37. Kesediaan pentadbir sekolah menerima pendidikan inklusif
   Oleh: Rozita Zaratang

38. Pengetahuan dan sikap guru perdana terhadap murid disleksia di daerah Tenom, Sabah
   Oleh: Siti Asmani Mustapha

39. Meninjau persepsi guru untuk meningkatkanprogram pendidikan inklusif di prasekolah
40. Program Evaluation of Primary School Inclusion in District Sleman Yogyakarta
   *Oleh*: Ibru Syamsi

41. The Implementation Of Time Token Of Arends Model And Multimedia To Improve Learning Motivation And Speaking Skill
   *Oleh*: Septian Kurnianto, *dkk*

42. Learning Game Application To Increase Traffic Regulation Awareness for Special Needs Children
   *Oleh*: Muhammad Fajar Rianto

43. Developing Game Based on Historical Event with RPG Maker MV
   *Oleh*: Muhammad Azmi, Jamil

44. Peningkatan Kemampuan Vocabulary Pada Pembelajaran Bahasa Inggris Melalui Media Video Compac Disk (Vcd) Di Slb-B Ypalb Karanganyar Kelas X Tahun 2014/2015
   *Oleh*: Sugiyarti

45. The Development Of Speaking Stick To Improve The Blind's Orientation Ability And Mobility (A Prototype Development)
   *Oleh*: Subagya, *dkk*

46. Penggunaan Video-Modelling dalam Meningkatkan Kemahiran Mengenal Nombor 1 hingga 10 murid ADHD
   *Oleh*: Hazwani Azmi, Rosadah Abdul Majid

47. Design and development of Mobile learning application for Microeconomics education module in Malaysian Polytechnics: A design and development research Approach
   *Oleh*: Mohamad Siri Muslimin, *dkk*

48. Penerimaan guru pendidikan khas terhadap penggunaan komputer dalam pengajaran dan pembelajaran murid autism
   *Oleh*: Priscilla Gelia

49. Development of Flipbook Instructional Media
   *Oleh*: Hanum Kartika Sari, Siswandari, Andre Noevi R
TEMA 7
PENGUNAAN TEKNOLOGI
THE IMPLEMENTATION OF TIME TOKEN OF AREND'S MODEL AND MULTIMEDIA TO IMPROVE LEARNING MOTIVATION AND SPEAKING SKILL

Septian Kurnianto, Retno Winarni, Triyanto
Universitas Sebelas Maret, Jl. Ir. Sutarmi No. 36A, Surakarta, Indonesia

Corresponding E-mail: septiankurnianto90@gmail.com

ABSTRACT

The purpose of this research are (1) to improve learning motivation through the implementation of time token of Arends model and multimedia, (2) to improve learning quality process through the implementation of time token of arends model and multimedia, (3) to improve speaking skill through the implementation of time token Arends and multimedia. The research subject is fifth grade students of public Primary School of 01 Sringin consists of 16 students. This research classroom action research (CAR) which conducted three cycles, each cycle consist of four phases, there are planning, action, observing, and reflecting. The data was collected by observation, interview, questionnaires, documentation and test. The data validity used data source triangulation and triangulation technique. The data was analyzed using interactive analysis. The result of this research showed that by using time token of Arends model and multimedia, those could improve learning motivation, quality process of learning and speaking skill.

Keyword: time token arends model, multimedia, learning motivation, quality process, speaking skill.

INTRODUCTION

Elementary school students must be given a strong foundation of speaking skill. A elementary school student is person who is easy to formed and instructed to become what teach wants, cultivation of speaking skill of elementary school students makes student communica easily in order to convey their ideas and their concepts and also easy to interact with environment in their surrounding. According to Slamet (2009: 32) someone who is own speaking skill will be more easy to convey their ideas or theirs concepts to the others, the efficacy can be seen when one of them who is asked to talk about comprehension of speake idea or concept. On the contrary, someone who has low speaking skill they will find difficult in conveying their concepts idea to other people. Speaking skill must be mastered by students elementary school because this skill is directly related to the entire process of student learning elementary school. Krismiarti (2012: 4) reveals that the students' achievement in learning process is determined by their speaking ability, students who unable to talk correctly and effectively, they find difficulties in participating learning activity for almost all subjects.
Based on the result of interview with teacher of 5th grade in SDN 01 Sringin on Monday, 22nd Februari 2016 obtained data that some students of 5th grade find difficulties in speaking. Many students who did not dare to convey their opinion related the subject which was studying. This statement was supported by the students’ score of speaking skill in the first semester, from 16 students only 6 students (37.5%) obtained exhaustive score and the rest that was 10 students (62.5%) students were not yet obtain exhaustive score. Exhaustive minimum score criterion that was decided by the school was greater than or equal to 70. The student only looked like as passive learner and only relied on teacher explanation (teacher centered) in learning process in the classroom. Besides of that, when teacher gave student question verbally, student’s face was bowed down and quiet, there were only few students who had courage to answer the question. The teacher also said that student motivation in joining study was still lack of participation. This matter was also supported by the result of students’ learning motivation questioner conducted on Thursday, 10th March 2016, the researcher obtained data that was only 7 students (43.75%) who had high learning motivation and the rest was 9 students (56.25%) who had lack of learning motivation.

Based on the result of observation on Thursday, 10th March 2016, it showed that students’ lack of speaking skill was caused by low quality of learning process; teachers did not apply an innovative teaching model yet. The implementation of innovative teaching model stimulates students’ interest and students’ active participation to convey their opinion. In addition, the implementation of learning media that attract student’s interest was still low. Besides of the factors stated above, there was other factor that impacted the students’ speaking skill. This factor was students’ motivation. It was revealed that students had low motivation to participate in learning process. Furthermore, this motivation is very importance possessed by student to make students be more active and participate more in learning. Suprijono (2015: 182) said that learning motivation that is internal motivation and external motivation for students who is learning is important to change their behavior so that student will be encouraged to be active in learning.

Motivation have very important role to succeed learning process in the classroom. According to Asrori (2009: 183) in general, a student who obtains high motivation, he or she will be able to reach the efficacy in learning process and in learning outcome. Based on that statement, it can be said that learning process that is related to students’ active participation in study is also influenced by students’ motivation. Student motivation in study has to be improved in order to change students’ behavior in learning process and it can change result of learning outcome.

Learning constraints stated above, can be overcome by using innovation activity. Students will be more encourage to confess their opinion if the teacher uses teaching model that appropriate with the improvement of students’ speaking skill. One of the teaching models that can be used to improve students speaking skill is Time Token Arends. Auliatisy (2014: 35) in their research state that Time Token Arends can be concluded that time token is one of alternative that is used to increase students participation in speaking class. According to Aqib (2015: 33) Time Token Arends is used to attract quiet students who do not speak at all and students who dominate conversation. There are no students who are in disadvantage, all students have same opportunity to convey their opinions.

Besides using teaching model, this research also uses multimedia. Sutirman (2013: 18) explained that multimedia is compilation of some information elements which can be text form, picture, voice, animation, and video. Implementing various media in the learning process is
expected to be able to improve the student's ability to learn the material given. Time token Arends and this multimedia are expected to be able to improve students' interest in subje lesson. Having interest, it enables students to ease understanding material and enhances student motivation so that they have personal willingness to speak and deliver idea confidently.

Based on the explanation above, it can be conclude that time token Arends an multimedia can improve learning motivation, learning process quality, and students' speaking ability in SDN 01 Sringin Jumantono Karanganyar academic year 2015/2016.

The purposes of this research are (1) to improve learning motivation by implement time token of Arends model and multimedia, (2) to improve learning quality process by implementing time token of Arends model and multimedia, (3) to improve speaking skill by implementing time token Arends and multimedia.

METHOD

Classroom action research was conducted in SDN 01 Sringin Jumantono Karanganyar academic year 2015 / 2016. Students of 5th grade in SDN 01 Sringin as subject research, all of them were 16 students which consisted of 9 male and 7 female. Data collection technique use observation, interview, performance test, documentation, and questioner. Triangulation technique and triangulation data were used to get data validity. Analysis interactive was used for analysis the data.

This research was done in three cycles; each cycle consisted of two meetings. Every cycle consists of four stages those: (1) planning, (2) execution of action (action), (3) observation and (4) reflecting the action (reflecting).

RESULTS

Based on the result of the study, it shows that time token arends and multimedia ca improve students' learning motivation, learning process quality and speaking skill. This research result consists of (1) learning process quality, (2) learning motivation, (3) mean score of speaking skill, and (4) classical exhaustiveness score of speaking skill.

1. The Result of Learning Process Quality

The result of mean score in students' learning process among cycles can be seen in the following table.

<table>
<thead>
<tr>
<th>Pretreatment Score</th>
<th>Score of Cycle I</th>
<th>Score of Cycle II</th>
<th>Score of Cycle III</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,19</td>
<td>3,02</td>
<td>3,41</td>
<td>3,78</td>
</tr>
<tr>
<td>54,75%</td>
<td>75,5%</td>
<td>85,25%</td>
<td>94,5%</td>
</tr>
</tbody>
</table>

Based on data in tables 1 it can be seen that mean score of students learning process in pretreatment, cycle I, cycle II, and cycle III are always increase. Mean score of students learning process in pretreatment was only 2.19 in enough category and then it increased in cycle I became 3.02 it was in good category then it rose again in cycle II became 3.41 counted as good category and it rose again in cycle III became 3.78 counted in very good category.
2. The Result of Learning Motivation among Cycles

The result of data analysis on students' motivation questioner among the cycles can be seen in the following table:

Table 2. The Result of Students' Motivation in Cycle I, cycle II, cycle III

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Pretreatment</th>
<th>Cycle I</th>
<th>Cycle II</th>
<th>Cycle III</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>7</td>
<td>13</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Low</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Based on Table 2 above, it can be seen that there is a progression in students' learning motivation from pretreatment, cycle I, cycle II, and cycle III. In the pre-cycles students who had high learning motivation were 7 students, it rose in cycle I became 13 students, in the cycle II it rose and became 14 students, and in the cycle III it rose to 16 students.

3. Mean Score of Speaking Skill

Mean score of students' speaking skill among the cycles can be seen in this following table.

Table 3 The result mean score of students in pretreatment, Cycle I, Cycle II, and Cycle III

<table>
<thead>
<tr>
<th>Pretreatment</th>
<th>Cycle I</th>
<th>Cycle II</th>
<th>Cycle III</th>
</tr>
</thead>
<tbody>
<tr>
<td>63,125</td>
<td>70,125</td>
<td>77,25</td>
<td>79,75</td>
</tr>
</tbody>
</table>

Based on data in Table 3 above, it can be seen that mean score of students' speaking skill in pretreatment, cycle I, cycle II, and cycle III are always increasing. Mean score of students' speaking skill in pretreatment was only 63.125, then it rose in cycle I to be 70.125 and then rose again in cycle II to be 77.25 and it attained up to 79.75 in cycle III.

4. Result of Classical Exhaustiveness Percentage

Result of classical Complete Percentage in speaking skill can be seen in the following table.

Table 4 Result of classical Complete Classical Exhaustiveness in Pretreatment, Cycle I, and Cycle II, and cycle III

<table>
<thead>
<tr>
<th>Pretreatment</th>
<th>Cycle I</th>
<th>Cycle II</th>
<th>Cycle III</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.5%</td>
<td>62.5%</td>
<td>75%</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

Based on data in Table 4 above, it can be seen that classical exhaustion percentage from pretreatment, cycle I, cycle II and cycle III are always increasing. Classical Exhaustiveness percentage in pretreatment was only 37.5% or 6 students, then it rose in cycle I to be 62.5% or 10 students, and then rose again in cycle II to be 75% or 12 students, and it achieved 87.5% or 14 students who attained Minimum Exhaustiveness Criteria.
DISCUSSION

Interview to the teacher was conducted before action research employed. Based on the result of interview, it indicated that there was problems at Indonesian subject specially in conversation. Students felt that it was difficult to convey their opinion and they did not have willing to ask to the teacher. The lack of students’ speaking skill was caused by learning process conducted in the classroom that was teacher still implemented direct method. Furthermore, the implementation of direct model, it makes students bored and saturated and also it does not yet make students courage in conversing. Teachers have plan to innovate in study but teachers is not yet studied and do not know about models study which is innovative. The lack of students speaking skill is also because students have low study motivation. Study Motivation is very influencing students in learning process. Because of that to overcome those problems researcher applies innovation model and media learning to increase the quality of study process, motivation to study and speaking skill.

Model of Time token Arends and multimedia are one of the trouble-shooting alternative. According to Huda (2013: 241) the excess model of Time Token Arends are: encourage students to increase their participation and initiative, avoiding clever students domination conversation or students who do not speak at all, assisting students to be active in study, improving speaking skill of students, train the students to state their opinion, make students to have a listening habit toward each other so they can give advice to each other, to teach students to respect opinion of others, to make students look for solution together with friends. Model of Time token arends will be applied with multimedia. According to Ariani and Haryanto (2010: 12) the advantages of multimedia are giving new experience to students, awakening student motivation because study is more interesting, helping students to comprehend a concept.

The Steps of Time Token Arends which is combined with multimedia hence it is applying in speaking learning as follows 1) explain the Lesson through slide of power point. Teachers explain the Lesson which is showed in slide of power point and explain how to react of some conditions 2) Forming of group for the discussion. Student formed into some groups to discuss regarding problems that are given by teacher 3) Displaying some issues in video of power point slide. Students listen carefully those problems that is displaying through video of power point slide 4) Every students get talk coupons around 30 second to answer the problems 5) Coupons are collected when they have been finished. After students speak their answer they give its coupon to the teacher 6) Every student have to used up its coupon by conversing. Student which does not yet used up its coupon have to use up its coupon until it used up by using it to participate on answering the event which is displaying in the monitor or react to their friend's opinion.

Based on action class research done in SD Negeri 01 Sringin, the researcher gets some data that in pre action average score of learning process is 54,75%, it rises up to 75,5% in cycle I, rises again until 85,25% in cycle II, and it becomes 94,5% in cycle III. The improvement of quality learning process is also because of the improvement of study motivation of the students and students speaking skill. Those are proven by the improvement of students who have high motivation to study it shows in pre action 43,75% or 7 students who have that high motivation, it rises in cycle I up to 81,25% or 13 students, in cycle II it becomes 87,5% or 14 students, and in cycle III it rises up to 100% or 16 students. Students' speaking skill also improve from pre action score that is only 37,5% or 6 students, rises up to 62,5% or 10 student in cycle I, it rises again 75% or 12 students in cycle II, and rises again up to 87,5% or 14 students in cycle III. But there are still 12,5% or 2 students who are not pass the standard score.
CONCLUSION
1. Motivation on study is increase. It can be seen from precycle data that is only 7 students (43.75%) have high motivation to study. It rises in cycle I to be 13 students (81.25%) the students who have high motivation on study are more increase in cycle II to be 14 students (87.5%), and in cycle III all students those are 16 students (100%) students have high motivation on study.

2. Learning quality is also increase. In pre action it is still in enough category about 2,19 or 54.75%. In cycle I learning quality process is increase to be 3,02 or 75.5%, it rises again up to 3,41 or 85.25% in cycle II, and rises to be 3,78 or 94.5% in cycle III.

3. Average score of students’ speaking skill is improve from pre action score 62,125 it rises to be 70,125 in cycle 1, rises again to be 77,25% in cycle II, and rises again up to 79,75% in cycle III. Passing grade of speaking skill is also improve, it can be seen in pre action that is only 37,5% or 6 students who pass. In cycle I becomes 62,5% or 10 students, in cycle II it is up to 75% or 12 students who pass and in cycle III it becomes 87.5% or 14 students.

Bibliography
Auliatisny. 2014. Using a time token strategy to increase students participation in speaking for junior high school. JELT Vol. 2 No. 2 Serie A. March 2014