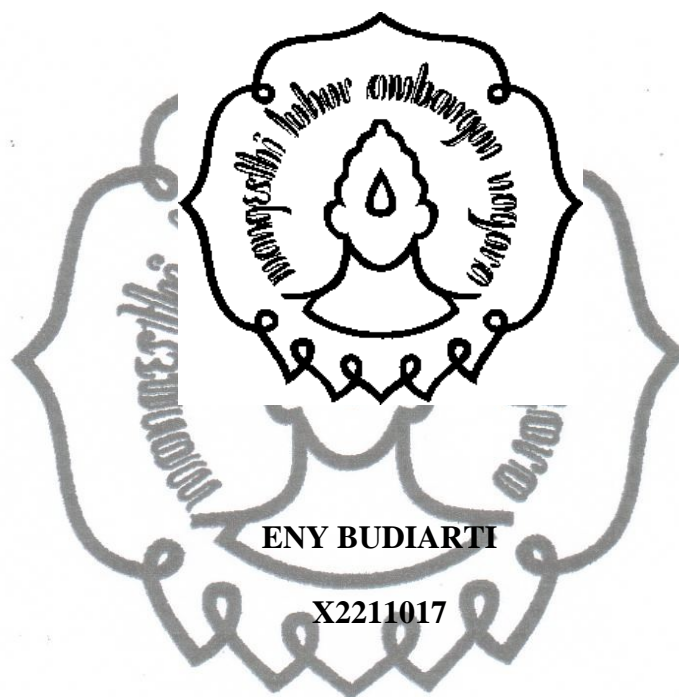


**IMPROVING STUDENTS' SPEAKING SKILL THROUGH TIME-TOKEN  
COOPERATIVE INSTRUCTIONAL MODEL**

**(A Classroom Action Research at the Eleventh Grade Students of SMAN 7  
Surakarta in the Academic Year of 2012/2013)**



**ENY BUDIARTI**

**X2211017**

**THESIS**

**Submitted to Teacher Training and Education Faculty of  
Sebelas Maret University to Fulfill One of Requirements for Achieving  
the Undergraduate Degree in English Education**

**ENGLISH DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
SEBELAS MARET UNIVERSITY SURAKARTA**

*commit to user*  
**2013**

**PRONOUNCEMENT**

This is to certify that I myself write this thesis entitled "Improving Students' Speaking Skill through Time-Token Cooperative Instructional Model (A Classroom Action Research at the Eleventh Grade Students of SMAN 7 Surakarta in the Academic Year of 2012/2013)." It is not plagiarism or made by others. Anything related to others' work is written in quotation, the source of which is listed in the bibliography.

If then this pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, Juli 2013



Eny Budiarti

X2211017

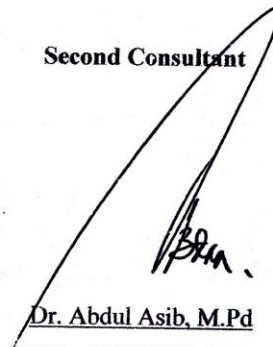
**APPROVAL OF CONSULTANT**

**This** thesis has been approved by the consultants to be examined by the Board of **Thesis** Examiners of the English Education Department of Teacher Training and **Education** Faculty, Sebelas Maret University.

On : ... 22<sup>nd</sup> July 2013 ...

**First Consultant**

Drs. A. Dahlan Rais, M.Hum  
NIP. 19510326 198303 1 002

**Second Consultant**

Dr. Abdul Asib, M.Pd  
NIP. 19520307 198003 1005

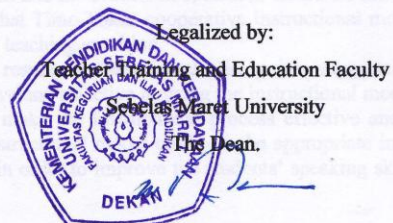
**LEGALIZATION**

This thesis has been examined by the Board of Thesis Examiners of Teacher Training and Education Faculty of Sebelas Maret University Surakarta and has been accepted as partial fulfillments of the requirements for achieving Undergraduate Degree of Education in English.

Day : Monday  
Date : 29 Juli 2013

**The Board of Examiners:**

1. Chairman:  
Endang Setyaningsih, S.Pd., M.Hum (.....)  
NIP. 19800513 200312 2 002
2. Secretary:  
Drs. Suparno, M.Pd. (.....)  
NIP. 19511127 198601 1 001
3. Examiner I:  
Drs. A. Dahlan Rais, M.Hum (.....)  
NIP. 19510326 198303 1 002
4. Examiner II:  
Dr. Abdul Asib, M.Pd (.....)  
NIP. 19520307 198003 1005



Prof. Dr. M. Furqon Hidayatullah, M. Pd

NIP. 19600727 198702 1 001



## ABSTRACT

Eny Budiarti. X2211017. **IMPROVING STUDENTS SPEAKING SKILL THROUGH TIME-TOKEN COOPERATIVE INSTRUCTIONAL MODEL (A Classroom Action Research at the Eleventh Grade Students Of SMA N 7 Surakarta In the Academic Year of 2012/2013)**. Thesis. English Education Department of Teacher Training and Education Faculty. Sebelas Maret University, Surakarta. 2013.

This research is a classroom action research. The objectives of this research are: First, to identify whether or not and to what extent Time-Token can improve the students' speaking skill. Second, to find out whether or not and to what extent Time-Token improves the students' motivation in speaking.

The writer conducted the research from April to May 2013 at the eleventh grade students of SMA N 7 Surakarta. It consisted of two cycles. Each cycle consisted of four steps: planning, implementation, observation, and reflection. In this study, the writer was the practitioner who implemented Time-Token cooperative instructional model in teaching and learning process. The data were in the form of qualitative and quantitative. In collecting the qualitative data the writer used Observational and Non observational technique. Observational technique consisted of observation, field notes, questionnaires and photographs; meanwhile Non observational technique consists of interview and document. The technique of analyzing the qualitative data was Constant comparative method. The writer collected quantitative data from the test and used descriptive statistics to analyze the quantitative data.

The results of the research show that (1) the students' speaking skill improved during the implementation of Time-Token cooperative instructional model. It was proven by improving students' speaking score. The mean score of pre test was 2.5 increased to 3.19 in post test 2. (2) After using Time-Token cooperative instructional model, the students' motivation in speaking improved. That improvement covered all indicators of motivation in language learning. The students were highly motivated in every speaking activity. They were encouraged to speak out of pleasure, desire, rewards and the need to pass the exam. Thus, the results of the research prove that Time-Token cooperative instructional model can improve the students' speaking skill and motivation in speaking. Based on the research findings, the writer concludes that Time-Token cooperative instructional model is appropriate instructional model in teaching speaking.

Based on the results of the research, the writer suggests that the teachers should be more creative and selective in using the instructional model when teaching speaking in order to make the instructional process effective and efficient. Time-Token cooperative instructional model could be the appropriate instructional model in teaching speaking in order to improve the students' speaking skill and motivation in speaking.

## ABSTRAK

Eny Budiarti. X2211017. **IMPROVING STUDENTS SPEAKING SKILL THROUGH TIME-TOKEN COOPERATIVE INSTRUCTIONAL MODEL (A Classroom Action Research at the Eleventh Grade Students Of SMA N 7 Surakarta In the Academic Year of 2012/2013)**. Skripsi. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sebelas Maret, Surakarta. 2013.

Penelitian ini adalah Penelitian tindakan kelas. Tujuan dari penelitian ini adalah: yang pertama, untuk mengetahui apakah dan sejauh mana *Time-Token* dapat meningkatkan kemampuan berbicara siswa. Kedua untuk menemukan apakah dan sejauh mana *Time-Token* meningkatkan motivasi siswa dalam berbicara bahasa Inggris.

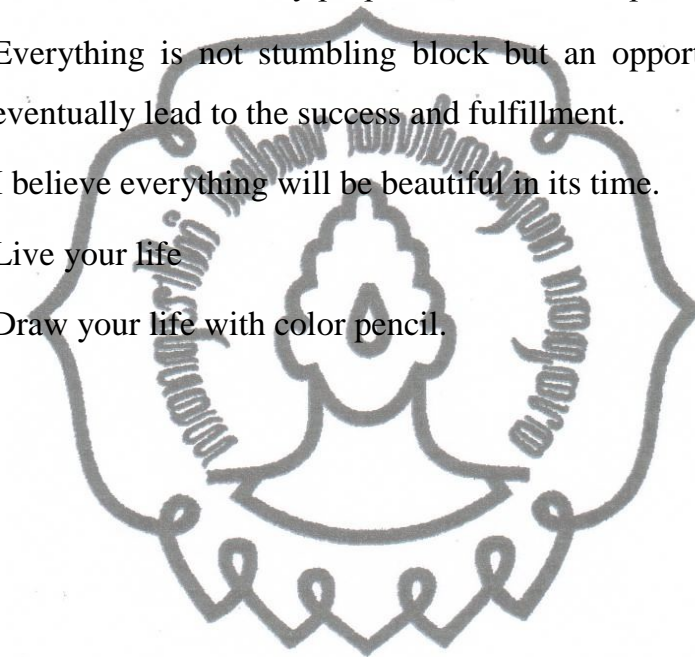
Penulis melaksanakan penelitian ini dari bulan April hingga Mei 2013 di kelas XI SMA N 7 Surakarta. Penelitian tersebut terdiri dari dua siklus. Setiap siklus terdiri dari empat tahapan: perencanaan, penerapan, observasi dan refleksi. Dalam penelitian ini, penulis bertindak sebagai pelaksana yang menerapkan model pembelajaran kooperatif *Time-Token* dalam proses pembelajaran. Data yang digunakan dalam bentuk kualitatif dan kuantitatif. Dalam mengumpulkan data kualitatif, penulis menggunakan teknik observasi dan non-observasi. Yang menggunakan teknik observasi terdiri dari observasi, catatan lapangan, kuesioner dan foto sedangkan teknik non observasi terdiri dari wawancara dan dokumen. Teknik analisa data kualitatif adalah metode perbandingan konstan. Penulis memperoleh data kuantitatif dari tes dan menggunakan statistik deskriptif untuk menganalisis data kuantitatif.

Hasil dari penelitian ini adalah (1) kemampuan berbicara bahasa Inggris siswa meningkat selama penerapan model pembelajaran kooperatif *Time-Token*. Hal ini dibuktikan dengan meningkatnya nilai *speaking* siswa. Nilai rata - rata pada pre-test 2.5 meningkat menjadi 3.19 pada post-test 2. (2) Setelah menerapkan model pembelajaran kooperatif *Time-Token*, motivasi siswa untuk berbicara bahasa Inggris meningkat. Peningkatan tersebut mencakup semua indikator motivasi dalam pembelajaran. Para siswa sangat termotivasi dalam setiap aktivitas berbicara bahasa Inggris. Mereka terdorong untuk berbicara dikarenakan pengaruh kesenangan, keinginan, penghargaan dan kebutuhan untuk lulus ujian atau tes. Dengan demikian, hasil dari penelitian ini membuktikan bahwa model pembelajaran kooperatif *Time-Token* dapat meningkatkan kemampuan berbicara bahasa Inggris siswa dan motivasi siswa dalam berbicara bahasa Inggris. Berdasarkan hasil penelitian, penulis menyimpulkan bahwa model pembelajaran kooperatif *Time-Token* adalah model pembelajaran yang tepat dalam mengajar *speaking*.

Berdasarkan hasil dari penelitian tersebut, penulis menyarankan para guru untuk lebih kreatif dan selektif dalam menggunakan model pembelajaran ketika mengajar *speaking* dalam rangka membuat proses pembelajaran menjadi efektif dan efisien. Model pembelajaran kooperatif *Time-Token* dapat menjadi model pembelajaran yang tepat dalam mengajar *speaking* untuk meningkatkan kemampuan berbicara bahasa Inggris dan motivasi siswa dalam berbicara bahasa Inggris.

## MOTTO

- God will make a way when there seems to be no way.  
Never Give Up!!
- Never give up in facing anything that happens to us. Just give our best effort... Man only proposes but Allah disposes.
- Everything is not stumbling block but an opportunity that would eventually lead to the success and fulfillment.
- I believe everything will be beautiful in its time.
- Live your life
- Draw your life with color pencil.



## DEDICATION



The thesis is proudly dedicated to:

- ♥ Allah as My God
- ♥ My beloved father and mother for everything
- ♥ My beloved brother for your love and support
  - ♥ My siblings
- ♥ My beloved friends
- ♥ The blessed future



## ACKNOWLEDGMENT

Alhamdulillahirobbil'alamin. Praises and thanks to Allah, The cherisher and sustainer of the worlds, who has been giving His blessing and mercy to the writer so that she can finish her thesis as a partial fulfillment of the requirements for getting undergraduate degree in English education. The researcher realizes that this thesis would have been incomplete without other's help. Therefore the writer would like to express her gratitude to:

1. The Dean of Teacher Training and Education Faculty, Sebelas Maret University who has given permission to write this thesis.
2. The Head of the Art and Language Education Department who has given permission to the writer.
3. The head of English Department of Teacher Training and Education Faculty, for facilitating to write this thesis.
4. The writer academic consultant, Drs. Suparno, M.Pd. for all his encouragement.
5. Drs. A. Dahlan Rais, M. Hum. as the first academic consultant, for all his valuable advice, encouragement, patience and guidance during the process of writing this thesis.
6. Dr. Abdul Asib, M.Pd. as the second academic consultant, for all his valuable advice, encouragement, patience and valuable guidance.
7. All of the Lecturers, for giving the writer valuable knowledge. She is proud of being your student.
8. All of education staffs in Teacher Training and Education Faculty.
9. Drs. Sukardjo, M.A. The headmaster of SMAN 7 Surakarta, for the chance given to the writer to have the job training in the school.
10. The English Teachers of SMAN 7 Surakarta, Suhartanti, S.Pd. dan Sri Saddemsi Rahayu, S.Pd. The writer thanks very much for your time and guidance during the research.

*commit to user*

11. The students of SMA Negeri 7 Surakarta especially class XI IPA 3 Thank you for helping the writer to conduct the research
12. The writer's beloved parents. Thank you for everything, your love, care, support and endless prayer for me.
13. The writer's brother, Mas Hant. Thank you for everything, your support, love and care.
14. The writer's siblings.
15. All of the writer's friends in Teacher Training and Education Faculty, especially KF class, 'calon guru kece' group and all of other friends she cannot mention one by one. Remember every unforgettable moment during study!
16. Ajeng Iskandarini, thanks for helping during the research.
17. All parties helping the writer in writing this thesis. Thanks a lot.
18. The writer's beautiful memories and the blessed future.

The writer realizes there are unintended errors in writing this thesis. Therefore, she gratefully accepts every suggestions, criticism, and comments from those who concern to this thesis. Hopefully, this thesis will be able to give contribution and be useful for the readers especially for those who are interested in the similar study.

Surakarta, Juli 2013

Eny Budiarti

## TABLE OF CONTENTS

TITLE .....	i
PRONOUNCEMENT .....	ii
APPROVAL OF CONSULTANT .....	iii
LEGALIZATION .....	iv
ABSTRACT .....	v
ABSTRAK .....	vi
MOTTO .....	vii
DEDICATION .....	viii
ACKNOWLEDGMENT .....	ix
TABLE OF CONTENTS .....	xi
LIST OF APPENDICES .....	xiv
LIST OF TABLES .....	xv
LIST OF FIGURES .....	xvi
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of the Study .....	1
B. Problem Statements .....	5
C. The Objectives of the Research .....	5
D. The Benefits of the research .....	5
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>7</b>
A. Speaking .....	7
1. Definition of Speaking .....	7
2. The Components of Speaking Skill .....	9
3. Speaking as a Skill .....	10
4. The Language Functions .....	13
5. The Macro and micro skills of Speaking .....	16
6. The Characteristic of Successful Oral Communication .....	18
B. Teaching Speaking .....	20
1. The Definition of Teaching Speaking .....	20
2. The Principles of Teaching Speaking .....	20

3. The Roles of Teachers .....	21
4. The Problems with Speaking Activities .....	22
5. Methods in Language Teaching .....	25
C. Review on Time-Token.....	28
1. The Definition of Instructional Model .....	28
2. The Kinds of Instructional Model .....	29
3. The Definition of Cooperative Instructional Model .....	31
4. The Types of Cooperative Instructional Model .....	34
5. The Steps of Cooperative Instructional Model .....	35
6. The Definition of Time-Token .....	36
7. Setting up Time-Token.....	38
8. Advantages and Disadvantages of Time-Token.....	39
D. Motivation in Language Learning.....	40
E. Rationale.....	42
F. Hypothesis .....	44
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>45</b>
A. The Setting of the Research .....	45
B. The Subject of the Research.....	45
C. The Time schedule of the Research .....	46
D. Research Methodology .....	47
1. The Definition of Action Research.....	47
2. The Characteristic of Action Research.....	48
3. The Advantages of Using Action Research .....	49
4. The Model of Action Research .....	49
5. The Procedures of Action Research .....	51
6. Technique for Collecting and Analyzing Data .....	52
<b>CHAPTER IV THE RESULT OF STUDY .....</b>	<b>58</b>
A. Action Research .....	58
B. Research findings .....	83
C. Discussion .....	86

**CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION** ..... 92

    A. Conclusion ..... 92

    B. Implication ..... 93

    C. Suggestion ..... 94

**BIBLIOGRAPHY** .....96

**APPENDICES**.....99





**LIST OF APPENDICES**

Appendix 1 Lesson Plan .....	97
Appendix 2 Field notes .....	127
Appendix 3 Transcript of Teacher's Interview .....	138
Appendix 4 Transcript of Students' Interview .....	143
Appendix 5 Questionnaire of Pre Research .....	149
Appendix 6 Questionnaire of Post Research .....	151
Appendix 7 Result of Pre Questionnaire .....	153
Appendix 8 Result of Post Questionnaire .....	158
Appendix 9 Pre-Test and Post-Test Blue Print .....	166
Appendix 10 Readability Questions .....	172
Appendix 11 The Students' Test Result .....	177
Appendix 12 The List of students' name .....	185
Appendix 13 The Research location description .....	186
Appendix 14 Photograph .....	191
Appendix 15 Students' Worksheet .....	197
Appendix 16 Letter of Permission .....	200

**LIST OF TABLES**

Table 2.1 The steps of cooperative instructional model .....	36
Table 3.1 The Time schedule of the research.....	43
Table 4.1 The Procedure of the Research .....	55
Table 4.2 The mean scores of the Pre Test .....	59
Table 4.3 The Timetable of the research.....	60
Table 4.4 The Implementation of Cycle 1.....	60
Table 4.5 The Result of Post - Test 1.....	67
Table 4.6 The Comparison of Pre Test and Post - Test 1 results .....	68
Table 4.7 The Implementation of Cycle 2 .....	71
Table 4.8 The Result of Post – Test 2 .....	78
Table 4.9 The Result of Speaking test .....	81
Table 4.10 The improvement of students' motivation.....	81
Table 4.11 The Research Findings .....	82

### LIST OF FIGURES

Figure 2.1 Characterizing Oral Interaction .....	11
Figure 2.2 Functions of language .....	14
Figure 3.2 The action research spiral .....	47

