

ABSTRACT

Khamdanah, Siti. Student Registered Number 17203153034. 2019. *The Effectiveness of Using Time Token Arends Technique towards Students' Speaking Skill at the Second Grade of Junior High School of Mts Assyafi'iyah Gondang Tulungagung*. Thesis. English Education Department Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung. Advisor: Dr. H. Nursamsu. M.Pd

Keywords: *The effectiveness, Speaking skill, Time Token Arends Technique*

Speaking is very important skill that cannot be separated of human being. In speaking, the students or the speakers should mastering the speaking components such us vocabularies, pronunciation, grammar, comprehension, and fluency. Generally, the difficulties that are faced by most of students are the lack of vocabulary, the low of confidence of the students, and high anxiety. In practicing English speaking in the classroom, students should be given an interesting technique of speaking which able to increase their skill, freshen/increase the enjoyable atmosphere in the class and make the students be more active in the teaching and learning process. Therefore, the researcher use Time Token Arends technique in teaching speaking to know whether Time Token Arends technique is effective in teaching speaking or not.

The formulation of research problem: Is there any significant differences on the students' speaking skill before and after being taught using Time Token Arends Technique? Based on the research problem, the purposes of this study is to find out the effectiveness of Time Token Arends technique toward students' speaking skill at the second grade of Junior High School of MTs Assyafi'iyah Gondang Tulungagung.

In this study, the researcher used quantitative approach, exactly quasi experimental design, the researcher took two classes, experimental and control class: VIII B as an experimental class and VIII E as a control class. The participants of this study included 52, in experiment class 26 students and control class 26 students. The researcher conducted three steps, there are pre-test, treatment, and post-test. Before starting treatment the pre-test was conducted to find the students' speaking skill and post-test was conducted at the end of this study. After the researcher got the data of students' speaking score either from pre-test and post-test IBM SPSS Statistic 20 was computing the data. To know whether alternative hypothesis (H_a) accepted or not, the researcher used independent sample t test formula.

The finding of this study showed that significant between pre-test and post-test at experimental and control class. The mean of pre-test was 46.15, while the mean of post-test was 64.62 at experimental class and the mean of pre-test was 43.23, while the mean of post-test was 48.31 at control class. Based on statistical calculation the result of sign (2-tailed) value in independent sample t-test formula

is 0.000. Thus means that the probability is less than 0.05 ($0.000 < 0.05$). Hence, the alternative hypothesis (H_a) is accepted. This indicated that Time Token Arends technique is effective to enhance the students' achievement in speaking. The use of Time Token Arends technique is effective towards students' speaking skill at second grade of Junior High School of MTs Assyafi'iyah Gondang Tulungagung was accepted. Whereas, the null hypothesis (H_0) which stated that there is no significant difference of Time Token Arends Technique towards students' speaking skill at second grade of Junior High School of MTs Assyafi'iyah Gondang Tulungagung was rejected. Therefore, it can be concluded that Time Token Arends technique can be used as an alternative to teach speaking skill toward students at second grade Junior High School.

ABSTRAK

Khamdanah, Siti, NIM 17203153034. 2019. *The Effectiveness of Using Time Token Arends Technique towards Students' Speaking Skill at the Second Grade of Junior High School of MTs Assyafi'iyah Gondang Tulungagung*. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Institut Agama Islam Negeri (IAIN) Tulungagung. Pembimbing. Dr. H. Nursamsu M.Pd

Kata Kunci: *Keefektifan, Keahlian Berbicara Siswa, Teknik Time Token Arends.*

Berbicara adalah keterampilan yang sangat penting yang tidak dapat di pisahkan dari manusia. Dalam berbicara, siswa atau pembicara harus menguasai komponen-komponen dari berbicara seperti kosakata, pengucapan, tata Bahasa, pemahaman, dan kelancaran. Secara umum, kesulitan yang dihadapi oleh sebagian besar dari siswa adalah kurangnya kosakata, kurangnya percaya diri siswa, dan kecemasan yang tinggi. Dalam berlatih berbicara Bahasa Inggris di kelas, siswa harus diberikan teknik berbicara yang menarik yang dapat meningkatkan keterampilan mereka, menyegarkan / meningkatkan suasana yang menyenangkan di kelas dan membuat siswa lebih aktif di dalam proses belajar mengajar. Oleh karena itu peneliti menggunakan Teknik Time Token Arends dalam mengajar berbicara untuk mengetahui apakah Teknik Time Token Arends efektif dalam mengajar berbicara atau tidak.

Rumusan masalah penelitian dalam penelitian ini: Apakah ada perbedaan keahlian berbicara murid sebelum dan sesudah diajarkan Teknik Time Token Arends? Berdasarkan pada rumusan masalah, tujuan dari penelitian ini adalah untuk mengetahui efek dari Teknik Time Token Arends terhadap keahlian berbicara siswa di kelas dua SMP di MTs Assyafi'iyah Gondang Tulungagung.

Pada penelitian ini, peneliti menggunakan pendekatan quantitative, tepatnya quasi desain experimental. Peneliti mengambil dua kelas yaitu kelas experimental dan kelas kontrol, VIII B sebagai kelas experimental and VIII E sebagai kelas kontrol. Peserta yang ada di penelitian ini ada 52, di kelas experimental 26 dan kelas kontrol 26 murid. Peneliti menggunakan tiga langkah yaitu pre-test, perlakuan dan post-test. Sebelum memulai perlakuan pre-test dilakukan untuk mengetahui hasil keahlian berbicara siswa dan post-test dilakukan di akhir penelitian. Setelah peneliti mendapatkan data nilai dari keahlian berbicara siswa antara pre-test dan post-test IBM SPSS statistik 20 menghitung data. Untuk mengetahui apakah alternative hypothesis (H_a) diterima atau tidak, peneliti menggunakan rumus uji t sample independen.

Temuan penelitian ini menunjukkan bahwa ada perbedaan antara pre-test dan post-test pada kelas experimental dan kelas kontrol. Rata-rata pre-test adalah 46.15 sedangkan rata-rata post-test adalah 64.62 di kelas experimental dan rata-rata pre-test adalah 43.23 sedangkan rata-rata post-test 48.31 di kelas kontrol. Berdasarkan perhitungan statistic hasil dari (2 tailed) uji t sample independen adalah 0.000. Jadi,

kemungkinan kurang dari 0.05 ($0.000 < 0.05$). Karenanya, alternative hypothesis diterima. Ini berindikasi bahwa Teknik Time Token Arends menambah prestasi berbicara siswa. Penggunaan Teknik Time Token Arends efektif terhadap keahlian berbicara siswa di kelas dua SMP di MTs Assyafi'iyah Gondang Tulungagung diterima. Sedangkan, Null Hypothesis yang menyatakan tidak ada perbedaan signifikan dari Teknik Time Token Arends terhadap keahlian berbicara siswa di kelas Dua SMP di MTs Assyafi'iyah Gondang Tulungagung di tolak. Untuk itu dapat disimpulkan bahwa Teknik Time Token Arends dapat di gunakan sebagai alternatif mengajar keahlian berbicara terhadap siswa di kelas dua.