

**THE EFFECT OF APPLYING TIME TOKEN TECHNIQUE BY USING  
DOCUMENTARY FILMS AMAZING ANIMALS AS MEDIA ON  
STUDENTS' SPEAKING ACHIEVEMENT**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
English Educational Program*

**By**

**SYAFRINA RAUDHA  
NPM. 1402050181**



**FACULTY OF TEACHERS TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA  
MEDAN  
2018**



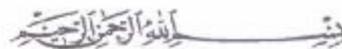
**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30**

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

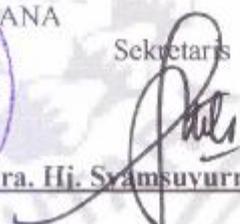


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Nama : Syafrina Raudha  
NPM : 1402050181  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Applying Time Token Technique by Using Documentary Films Amazing Animals as Media on Students' Speaking Achievement

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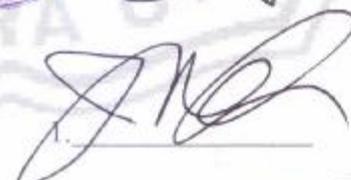
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Ketua  Sekretaris   
**Dr. Elfrianto Nasution, S.Pd, M.Pd** **Dra. Hj. Samsuurnita, M.Pd**

PANITIA PELAKSANA  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

ANGGOTA PENGUJI:

1. Prof. Amrin Saragih, MA, Ph.D
2. Erlindowaty, S.Pd, M.Pd
3. Dr. T. Winona Emelia, M.Hum

1.   
3. 



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Syafrina Raudha  
N.P.M : 1402050181  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Time Token Technique by Using Documentary  
Films Amazing Animals as Media on Students' Speaking Achievement

sudah layak disidangkan.

Medan, Maret 2018

Disetujui oleh:  
Pembimbing

Dr. T. Winona Emelia, M.Hum

Diketahui oleh:

Dekan



Dr. Elfrianto Nasution, S.Pd, M.Pd.

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

## SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Syafrina Raudha  
N.P.M : 1402050181  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Time Token Technique by Using Documentary Films Amazing Animals as Media on Students' Speaking Achievement

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Diketahui oleh Ketua Program Studi

Pendidikan Bahasa Inggris

Handwritten signature of Mandra Saragih in black ink.

**Mandra Saragih, S.Pd., M.Hum**



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Syafrina Raudha  
N.P.M : 1402050181  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Time Token Technique by Using Documentary Films Amazing Animals as Media on Students' Speaking Achievement

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
15 Maret 2018		
	➢ Abstract	
	keywords	
	- Chapter I	
	- Chapter II	
	- Chapter III	
19 Maret 2018		
	➢ Chapter IV	
	- Data Analysis	
	➢ Chapter V	
	- Conclusion	
20 Maret 2018		
	➢ References	
	➢ Appendices	

Medan, Maret 2018

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

Dosen Pembimbing

(Dr. T. Winona Emelia, M.Hum)

## ABSTRACT

**Syafrina Raudha 1402050181: “ The Effect of applying Time Token Technique by using Documentary Films Amazing Animals on Students Speaking Achievement “ Skripsi : English Department Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, 2018**

This study deal with the effect of applying time token technique by using documentary films amazing animals on students speaking achievement at eight grade of SMP Muhammadiyah 03 Medan. This is an experimental research which applied quantitative method. The object of this research were to find out the students speaking achievement by applying time token technique and using documentary films amazing animals as media. This research was conducted at SMP Muhammadiyah 03 Medan, 2017/2018 academic year. The population of this research consist of 60 students from VIII A and VIII B class. Total sampling technique was applied to take the sample. The experimental group is class VIII A was taught by applying time token technique by using documentary films amazing animals and the control group is class VIII B was tough by applying direct method. The instrument used in collecting tha data was oral test. The total items of test 1 item. The finding show that  $T_{obs} > T_{table}$  (4.06) is higer than t-table (2.00) with the level of significance 0.05 and degree of freedom (df)= 58. It shows that the hypothesis alternative ( $H_a$ ) is accepted. It means that applying time token technique by using Documentary Films amazing animals as media on students speaking achievement has significant effect on the students' speaking achievement.

**Keyword : *Time token, documentary films, speaking achievement***

## ACKNOWLEDGEMENTS

الرَّحِيمِ الرَّحْمَنِ اللهُ ————— مَسْبَبِ

*Assalammualaikum Wr.Wb*

In the name of Allah the most Merciful and Beneficent, praises are to Allah, the Almighty, the greatest of all, on whom ultimately we depend for sustenance and guidance. I would like to thank Almighty Allah for giving me health, patience and strength to finish this thesis, *Alhamdulillahirobil'amin*.

Secondly, blessing and peace by upon our prophet Muhammad S.A.W who has guide being the foolish era to science eras as we hold today, this research as entitled : “ *The effect of applying time token technique by using documentary films amazing animals on students speaking achievement* “

One of requirements to be fulfilled before finishing, the studies at English Department of FKIP UMSU is to write a study. In writing this study, the researcher has faced some difficulties dealing with collecting the data and the analyzing the data. She had spent much time to accomplish it, the researcher has asked some people to help this research. So, the researcher would like to extened her sincere gratitude to some people who given her guidance, comment during the preparation of this study. The research would like to express her profound gratitude to :

1. Dr. Agussani, M. AP, the Rector of University of Muhammadiyah Sumatera Utara

2. Dr. Elfrianto, M.Pd, the Dekan FKIP UMSU who had give his recommendation to carry out this study
3. Mandra Saragih, S.Pd., M.Hum, as the Head of English Education Department FKIP of University of Muhammadiyah Sumatera Utara and Pirman Ginting, S.Pd., M.Hum, as the secretary of English Education Department FKIP of University of Muhammadiyah Sumatera Utara
4. Dr. T. Winona Emelia, M.Hum as my supervisor who had given her guidance and valuable suggestions, critics and giving her useful knowledge to complete the ideas of this study
5. All the lecture of FKIP-UMSU, especially those of English Department who had given valuable thought and knowledge as the information in teaching English during her academic years at UMSU
6. Salmawati, S.Pd as headmaster of SMP Muhammadiyah 3 Medan who had given her permission to conduct her research
7. Siti Fatimah Munawarah. S.Pd as English teacher of SMP Muhammadiyah 3 Medan for help in providing her with the suggestion, motivation as well as the required class for data collection.
8. Her beloved family; mother father, brother, sister, and nephew. really thank them for their love, prayers, and support. Every breath of her life and drop of blood in her body is dedicated to her family. I love you all
9. Her best friend; Resti Mayarani, Millisani, Fadillah Sari, Rati Sagita, Lailan Syafrina, Nanda Safitri, Farrah Aulia, Sekar Melati, Lelan Tissa, Rizka

Amanda, Sondet, Tita Fitriani, Febryana Rahayu, and Andre Everard. Who had given suggestion, support, spirit, and happiness. Love you guys

10. Her someone special Muhammad Chaeronny who gave support, attention, spirit for doing this research until finish

11. Her lovely friends A Afternoon Class thank you so much for your support

*Wassalamu'alaikum Wr.Wb*

Medan, March 2018

The researcher

**Syafrina Raudha**  
**1402050181**

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

In teaching and learning English there are so many problems that have occurred, because in Indonesia, English is not mother tongue. Learning a second language is long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking and acting. In other words, it is difficult for students to master English as the new language for them. In mastering English, they should have good proficiency the students have to learn the important parts of Language.

The system of teaching English in Indonesia as the first foreign language has changed from time to time based on what curriculum used. Since 2006, the government has applied a new curriculum known as School- Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) in improving the quality of education in Indonesia. In the School-Based Curriculum, English is understood as a tool which is used to communicate either in spoken or written forms.

Based on the curriculum, the language components (vocabulary, pronunciation, structure, and sound system) are taught communicatively in order to improve the four language skills; they are listening, speaking, reading, and writing.

Speaking as a communication tool is an important basic language skill, which need to be mastered as a priority for the learners of English as a foreign and

second language. In order to communicate, speaking skill seems to be the most appropriate one. The ability of a person to communicate to another is seen by their speaking skill.

Speaking is crucial part of second language learning and teaching. However today' world requires that the goal of teaching speaking should improve students' communicative skill because students can express themselves and learn how to use a language. Speaking is a meaningful interaction between people. speaking is one of our most complex cognitive, linguistic, and motor skills. People do not only want to get or share the idea but also to see the articulation, grammar, etc. Thus, the speaking aspects should be concerned in communication.

Speaking is important for some reasons. First, it helps students to be active learners because they have something to speak. In other words, speaking avoids them to be passive learners. Second, speaking can help students to interact and communicate with others. Third, they can share their idea ,thought, feeling and opinion about something through speaking. Briefly, speaking is a very crucial skill for students. The teachers want their students be active in teaching speaking in the classroom. But in the real life, teachers found that the students have low capability in speaking.

In fact, there are several problems that cause the low of the student's speaking skill. However, they do not give the students special treatment to make them eager to participate fully in learning speaking in the class. Students do not like to just sit in the classrom looking at the textbook all day long to learn how to speak in English. Sometimes the students are getting bored by teachers' way of teaching.

Teachers need to give them something that they like, for example watching movies. Teachers need to grab their attention so that they are active in the classroom. It will make the teaching learning process become more interesting and enjoyable for both teacher and students.

In addition, students' problems are not only from the classroom environment but also from the students themselves. The reality we often see is that, in fact, many students master the theory better than practice. For example, in speaking, they may have the knowledge of how to speak, but in practice they find difficulties. They lack self confidence and lack of vocabulary. To build their confidence, students need more practice so that teachers are suggested to create and use interesting method.

The researcher concludes that the fact above will give bad effect to the students' speaking ability.

Moreover, students centered learning can be applied in teaching using technique or media . Students centered learning is important because it gives the students opportunities to lead the learning activities, participate more actively in discussions, explore some topics that interest them, and generally contribute to the design of their own way of study. However, it is not easy to learn speaking and it is one of the major difficulties often faced by the Indonesian students in learning English.

There are some ways to solve the problems in teaching and learning process, by using strategy, method, model, or technique, and media . By seeing the

problems above, technique is the appropriate way to solve the problem, because model guides the teacher from the preparation until the assessment.

The researchers used Time Token technique and documentary films as media to solve this problem. It was believed that by using this technique and media, the students could improve their ability in speaking and find the way to practice their speaking skill. Media are important in teaching and learning English since they help both of the teacher and the students. They are assumed as the gate between the teacher and learners in transferring the materials being taught more easily during teaching learning process.

Time Token is a model that can be used to teach social ability and skill, to avoid the students domination or lack of participation in speaking. Time Token asks the students to speak in a limited time by using the coupon and the students should speak until they do not have coupon. It means that, by using Time Token there will be time of talking which have been set and the chance for each student to speak.

The reason why the researcher chooses Time Token as the model of this research is because Time Token helps all the students to be active and have a good participation in teaching and learning process. By using Time Token, the students that still have the token must be talk, which means that there aren't students who dominate or just stay silent. The students are asked to speak in the short term of time, and give comment or idea as short as possible but they try to give the suitable one. Then, Time Token allows the students to give their opinion in the right way and in the effective time to others. By considering the

explanations above, this study expects that Time Token will give significant effect to the student's achievement in speaking.

Based on researcher experiences in teaching and using various media in the classroom there are some what skewed in that the speaking teaching with using technique and media. the nature of the classes dictated that demonstrate most of the expressive media that we use to communicate such as print, books, slides, audio, and computer screen. Media are important in teaching and learning English since they help both of the teacher and the students. They are assumed as the gate between the teacher and learners in transferring the materials being taught more easily during teaching learning process. And not to mention, the media can also get student motivation and encourage them to take an active role in the teaching and learning process.

Media in the classroom are appropriate for triggering ideas, making difficult subjects more understandable, and for holding attention on important ideas. It should lead students to remember ideas by becoming more. Teaching media such as audio-visual aids, media that provide both of sound and pictures, are important in providing sources for teaching learning foreign language. Documentary films are audio visual media that can be used in teaching-learning process. Documentary films National geographic kids "Amazing Animals" , for instance can be extremely useful and effective teaching tools since they can especially present real life as it is and can motivate students in developing the idea in speaking.

In this case researcher want to combain Time Token technique with documentary films as media on students speaking achievement. With all the problems and theories above, the researcher wants the students to learn how to communicate in English using in a fun way. It will be help the students to learning and speaking with correctly. Media influence on the development of learning by using time token technique.

Therefore, using documentary films as a media, the researcher wants to see whether documentary films can improve students' speaking achievement or not. When the research applying time token technique in speaking skill, its not only using the technique but also use documentary films as media to make the students not feel bored when learning in class.

Related to the explanation above, the writer is interested in carrying out a research entitled **“The effect of applying Time Token Technique by using film documentary Amazing Animals as media on Students' Speaking Achievement”**

## **B. Problem of the Study**

Based on the explanation above, the researcher identifies the problems as follows:

- a. Most of students still have low motivation in learning English; especially in speaking, because they are too shy and afraid to take apart in the conversation.
- b. The students still do not know how to speak English well and the students were lack of vocabulary.

### **C. Scope and Limitation of the Study**

There are so many strategies that can be used to motivate students in learning speaking. one of those strategies is time token technique. This study focused on the effect of applying time token technique by using documentary films amazing animals as media on students speaking achievement. On students of SMP Muhammadiyah, of grade VIII 2017/2018 academic year.

### **D. Formulation of the Problem**

Based on the limitation of the problem above, the problem was formulated as follows “Is there any significant effect of applying Time Token Technique by using Documentary films “Amazing Animals” as media on students’ speaking achievement ?

### **E. Objectives of the Study**

This study was intended to investigate the significant effect of applying Time Token technique by using Documentary Films Amazing Animals as media on students’ speaking achievement

### **F. The Significance of the Study**

The finding of the study were explored to give theoretical and practical significance. The findings can :

#### **Theoretical**

- a. The result of this study could be used, information and reference material acquiring knowledge and understanding about the study of speaking

- b. The study could be used as reference in learning activities
- c. The study could be useful for field education.

**Practical**

- a. The students, improve their speaking skill by using Time Token and Documentary films will give them motivation and interest in speaking
- b. English teachers, a source of valuable information about Time Token that can be used as one of the alternative technique and information about documentary films as media to teach speaking
- c. The researchers, a reference for conducting a deeper research on students' speaking achievement.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Definition of Effect**

Effect is a change that results when something is done or happens : an event, condition, or state of affairs that is produced by a cause. Effect can be defined as a result of an action or other cause. The effect is a change that results when something is done. The effect is very essential in deciding and looking for a way out. If the effect is positive, the result can be positive as well as the expectation of the researcher. In English, Speaking is a significant skill that students have to speak. By giving a teaching Technique and media to the student using Time Token Technique by Documentary Films as media, the research hope the students able to speaking skill . based on the research will be conducted by the researcher, the effect is influence or imoresion that can change a condition from bad into good.

##### **2. Speaking**

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

In our own language, speaking is usually the second language skill that we learn. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves. In fact, some English learners practise speaking standing alone in front of a mirror.

There are many definitions of speaking that have been proposed by some experts in language learning. Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

In their discussion on the nature of spoken language, Brown and Yule in Nunan (1989: 26) distinguish spoken language from written language. They point out that

for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs. Brown and Yule in Nunan (1989) also differentiate between two basic language functions, i.e. the transactional and the interactional functions. The former basically concerns the transfer of information. According to Nunan (1989: 32) successful oral communication involves:

- a. the ability to articulate phonological features of the language comprehensibly
- b. mastery of stress, rhythm, intonation patterns
- c. an acceptable degree of fluency
- d. transactional and interpersonal skills
- e. skills in taking short and long speaking turns
- f. skills in the management of interaction
- g. skills in negotiating meaning
- h. conversational listening skills (successful conversations require good listeners as well as good speakers)
- i. skills in knowing about and negotiating purposes for conversations
- j. using appropriate conversational formulae and fillers

speaking is the activity to get something done, exploring ideas, working out some aspects of the world, or simply being together. Anne Lazaraton in Murcia said that speaking activities can be implemented into discussion, speeches, role

plays, conversations, audiotape, oral dialogue journals and other accuracy based activities. In addition, Alderson and Bachman stated that speaking is an integral part of people daily lives. So that, speaking cannot be separated from our life. Speaking makes our life complete.

Speaking someone can express her or his ideas, emotions and reactions to other person or situation and influence other person. Furthermore, someone can communicate or express what he or she wants from other and response to other speaker. It means that in order to express someone's ideas, speaker must also attend the aspect of speaking, in order that the message is understandable to the listener.

From the theories above it can be concluded that speaking is an ability to express ideas, feelings and emotions to other person. The language is used to express oneself to be understood by others. Therefore speaking is a skill of transferring the idea to others in spoken language. It concerns with the use of language in daily activity in which people need to communicate with others to fulfill the need of socialization.

## **2.1 Purpose of Speaking**

The purposes of speaking according to Burns and Joyce (1997:7)

1. Telling children to get ready for school
2. Chatting with neighbor about nice weather
3. Calling the garage to book a car in for a service
4. Discussing holiday plans with workmates

5. Calling your mother to ask her to pick up the dry cleaning
6. Gossiping with friends about common acquaintance
7. Discussing your son's progress with his teacher.
8. Answering a sales inquiry at work
9. Ordering a new passport
10. Discussing promotional prospects with a supervisor at work

Thus, teacher might have aims to teach speaking, for instance, helping the student to gain awareness of or to practice some aspect of linguistic knowledge (whether a grammatical rule, or application of a phonemic regularity to which they have been introduced), or to develop production skills (rhythm, intonation, or vowel – to – vowel linking), or to raise awareness of some socio – linguistic or pragmatic point (how to interrupt politely, respond to a compliment appropriately, or show that one has understood). Means that teaching language is not as easy as the people think. Speaking has more purposes, according to the knowledge of its language, how to use it, how to be include to the social environment with using the word, idiom that realled to the language that we speak.

## **2.2 Type of Speaking**

Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

- a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

### **2.3 Problem of Speaking**

In speaking, it cannot be deny that will appear the several problems. It will disturbspeaking activities. There will be several problems in speaking that mention by Ur (1996:121).The problems are:

a. Student inhibition

Speaking activities require a student to have all eyes on him and exposure to an audiencecan often give students stage fright. They may also be worried about making mistakes, beingcriticized or losing face in front of the rest of the class.

b. Nothing to say

Another common problem is that students sometimes think they have nothing to say on a particular topic. In reality, they may be bored or feel that the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they know they should be participating in the speaking activity. Students often lack confidence in their speaking ability and feel they have insufficient language skills to express exactly what they want to say.

c. The low of participation

There will always be dominant students in an English class making it difficult for more reserved students to express themselves freely. Dominant students who interrupt frequently or who constantly look for the teacher's attention tend to create an environment in the ESL class where more timid students are quite happy to sit back and watch the lesson unfolding instead of participating.

d. Mother-tongue use

Students who insist on using their mother tongue are students who are fearful of criticism and need to be encouraged to speak English. Students must understand that they cannot revert to their mother tongue as this will take away precious speaking practice time during lessons and slow down oral progress.

Harmer (2007:345) also states that reluctance or unwillingness is a problem in speaking activities. "Unwillingness or reluctance occurs more

often which is the natural reluctance of some students to speak and to take a part in speaking.

In this case, students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Baker and Gerstein (2007:732) state there are many students who have serious difficulties in speaking what they practice for example, when they want to practice, their struggle with comprehension problems seem aware of their speaking difficulties.

#### **2.4 Components of Speaking**

Harris (1974, p. 81) stated that there are five components of language that influence speaking skill. They are:

##### **a. Pronunciation**

Pronunciation is very important in speaking if we do not appropriate pronunciation it can influence different meaning of word. Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language.

##### **b. Grammar**

Mastering grammar knowledge will help one in speaking English because he/she will know how to arrange words in sentence, what tense will be used,

how to use appropriate utterance. In other word, grammar is important role to master the spoken of the language.

c. Vocabulary

Mastering vocabulary is first step to speaking English, if we do not master vocabulary we cannot utterance what is our purpose.

d. Fluency

In speaking, we must speak fluency because listeners are able to response what we say. Say that fluency became a goal for speaking courses and this could be developed through the use of information-gap and other tasks that required learners to attempt real communication, despite limited proficiency in English.

e. Comprehension

In speaking, comprehension is needed if not misunderstanding will happen between speaker and listener and the communication cannot run well.

## **2.5 Students' Achievement in Speaking**

According to Bradford (2015:3) in his book, says that Achievement is not only every little accomplishment for example we can make a coffee, etc but it is more than them. It is a particulaly worthy of our effort.

According to Flucher (2003:18) achievement is defined in terms of observable behaviours that are of interest in a particular learning context. An

achievement also related to what will be assessed. According to Flucher (2003:3) the criterias for speaking assessment are: fluency, responsiveness, rapidity, articulation, enunciation, command of construction, use of connectives, vocabulary and idiom. Means that the students have to achieve the criterias in the speaking assessment itself.

## 2.6 Assessing Speaking

Assessing speaking is not something easy to do because there are some factors that may influence the teacher's impression on giving score. The score of speaking may be different from one teacher to others. For example in assigning a score ranging from 1 to 5 is not something simple to do because the line of distinction between levels are quite difficult to pinpoint. To overcome that problem, the teacher needs to assign several scores for each response, and each score representing one of several traits like pronunciation, grammar, vocabulary use, fluency, and comprehensibility (Brown, 2004:140).

The students' speaking performances were assessed using a scoring rubric proposed by David P. Harris as it is cited in Nurnia (2011: 27). The rubric is shown in the following table.

**Table 2.1**  
**The Speaking Assessment Rubric**

<b>Criteria</b>	<b>Description</b>	<b>Rating Scores</b>
<b>Pronunciation</b>	Has few traces of foreign language	5
	Always intelligible, thought one is conscious	4

	of a definite accent.	
	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.	3
	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.	2
	Pronunciation problem to serve as to make speech virtually unintelligible	1
<b>Grammar</b>	Make few (if any) noticeable errors of grammar and word order.	5
	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.	4
	Make frequent errors of grammar and word order, which occasionally obscure meaning.	3
	Grammar and word order errors make comprehension difficult, must often rephrases sentence.	2
	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.	1
<b>Vocabulary</b>	Use of vocabulary and idioms is virtually that of native speaker.	5
	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.	4
	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.	3

	Misuse of words and very limited vocabulary makes comprehension quite difficult.	2
	Vocabulary limitation so extreme as to make conversation	1
<b>Fluency</b>	Speech as fluent and efforts less as that of native speaker.	5
	Speed of speech seems to be slightly affected by language problem.	4
	Speed and fluency are rather strongly affected by language problem.	3
	Usually hesitant, often forced into silence by language limitation.	2
	Speech is so halting and fragmentary as to make conversation virtually impossible.	1
<b>Comprehension</b>	Appears to understand everything without difficulty	5
	Understand nearly everything at normal speed although occasionally repetition may be necessary	4
	Understand most of what is said at slower than normal speed without repetition	3
	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions	2
	Cannot be said to understand even simple conversation.	1

In brief, assessing speaking is not something easy to do because the point may be different from one examiner to the others. To overcome this problem, it is necessary for the examiners to assign several scores for each category.

### **3. Time Token**

Time Token's learning strategy is one small example of the application of school democratic learning (Arends, 1998). a democratic process is a learning process that places students as subjects. throughout the learning process, student activity becomes the main point of attention. teachers play a role in inviting students to find solutions together to the problems encountered.

Arends and Richar (2001) states that Time Token is a structure that can be used to teach a social ability or skill to avoid the students' domination or lack of participation in speaking. This is an efficient way because with the time rules and the chance of speaking given to every student, they can reach the indicators of speaking.

This model is used to train and develop social skills so that students do not dominate the conversation or silence altogether. the teacher gives a number of speaking coupons with 30 seconds for 1 coupon on each student. before speaking, the teacher handed over the coupon is for one speaking opportunity. students can appear again after taking turns with other students. students who have exhausted the coupon should not be vagrant anymore.

On the other hand, this model is used to increase the students's skill in speaking in front of others or in public speaking, so that they are able to give their opinion in front of many people.

### **3.1 The Steps of Time Token**

1. The teachers explain the purpose of learning or basic competence
2. The teacher make the class into the discussion situation
3. The teacher assigns the assignment to the student
4. Teacher gives some speaking coupon with 30 seconds/coupon for each student. The score is given by the teacher according to the time that they use.
5. Teacher asks the students to give the coupon firstly before they speak or give the comment.
6. The students can speak in several times, but after their friends have the turn. The students cannot speak if they don't have the coupon. But they have to speak if they still have the coupon.
7. the teacher gives a number of values based on the time each student is using to talk.

### **3.2 The Strengths and Lack of Time Token**

The stengths of Time Token :

1. Encourage students to increase their initiative and participation in the learning process

2. Students are not silent in the learning process
3. Students become active in learning activities when their turn has arrived
4. Improve students' ability to communicate
5. Fostering habits in students to listen to each other, share, give input and openness to criticism
6. Teachers can play a role to invite students to find solutions together to the problems encountered

The lack of Time Token :

1. Used for certain subjects only
2. Can not be used in a class with a large number of students
3. Takes a lot of time to prepare in the learning process, because all students have to talk one by one according to the number of coupons it has.
4. Active students can not dominate in learning activities

### **3.3 Characteristics of Time Token Learning Model**

Learning using Time Token model can have the following characteristics:

1. Students work in groups cooperatively to complete the learning materials
2. Groups are formed from students who have high, medium and low ability
3. Sharing shared tasks and responsibilities
4. Awards are more group-oriented than individuals, and
5. Giving vouchers to each students

Based on the above quotation, then a learning using Time Token learning model is indicated by the division of the class into small groups. In these groups there is a diversity in aspects of academic ability. Giving coupons to students in each group, randomly assigning teachers to one group to answer questions from the teacher. This enables students to be ready for all, and can conduct discussions with real-hearts. These small groups should also actually do cooperative learning activities which means students do not complete a material with individual learning but learn together, help each other, and exchange ideas with other students.

On the other hand, this model also has weakness. This is only effective for teaching speaking. The students who fluently in speaking often forget how to write well, so when they are able to speak they are considered as clever students. In fact, they just have speaking ability, meanwhile the knowledge is not as what they imagine.

#### **4. Media**

Media are important in teaching and learning English since they help both of the teacher and the students. Media, on the one hand, help the teacher to convey and deliver the material being taught easier and more effectively. On the other hand, the students can be more motivated, resulting in their ability to catch the core of the material delivered more easily and effectively.

Media is the plural form of medium, are derived from Latin word “medium”, which means between. Heinich et.al. (1996:8) argue the term of media refers to “anything that carries information between a source and a receiver,” and there are considered “instructional media when they carry messages with an instructional purpose.” In supporting this idea, Romiszowski (1981:339) defines media as “the carries of messages, from some transmitting source (which may be a human being or an inanimate object), to the receiver of the message (which in our case is the learner). These carries of information interact with the learner through his senses.”

According to Gerlach and Ely (1980:41),”media are any persons, materials, or events that establish conditions, which enable learners to acquire knowledge, skills and attitudes.” Another definition defined by Murcia (2001:461), “media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex.”

## **5. Documentary Films**

Documentary is one of the genres of the film scope. The word *documentary* was first applied to films of this nature in a review of Robert Flaherty's film *Moana* (1926), published in the *New York Sun* on 8 February 1926 and written by "The Moviegoer", a pen name for documentarian John Grierson.

Documentaries bring viewers into new worlds and experiences through the presentation of factual information about real people, places, and events, generally - but not always - portrayed through the use of actual images and artifacts. But factuality alone does not define documentary films; it's what the filmmaker does with those factual elements, weaving them into an overall narrative that strives to be as compelling as it is truthful and is often greater than the sum of its parts.

Documentary films are non-fictional, factual works of art. Originally, the earliest documentaries were either short newsreels, instructional pictures, or travelogues (termed *actualities*) without any creative story-telling or staging. But they have branched out and taken many forms, and have sometimes become propagandistic and non-objective.

A documentary film is a movie that attempts, in some way, to document reality. Even though the scenes are carefully chosen and arranged, they are not scripted, and the people in a documentary film are not actors. Sometimes, a documentary film may rely on voice over narration to describe what is happening in the footage; in other films, the footage will speak for itself. Often, a documentary film will include interviews with the people in the film.

The documentary film is a special approach to communication with motion pictures. Documentaries depict essentially true stories about real-life situations

and real people. They also reflect the viewpoint of the filmmaker, and poetic narration, authentic music, sounds effect, and dialogue are often directed toward building moods to strengthen the message (Brown, Lewis, and Harclerod, 1983:258).

Teaching media help students to master the subject which is presented by the teacher more easily. They, however, will be more useful in teaching learning process if they are carefully prepared by the teacher and they then are used effectively to support the lesson. It includes a lot of documentary films which are useful and helpful in educational, especially teaching and learning process.

### **5.1 National Geographic**

National Geographic (formerly National Geographic Channel and also commercially abbreviated and trademarked as Nat Geor Nat Geo TV) is an American digital cable and satellite television network that is owned by National Geographic Partners, majority-owned by 21st Century Fox (sale pending to The Walt Disney Company) with the remainder owned by the National Geographic Society.

In September 1997, the first National Geographic Channels were launched in the United Kingdom, Europe and Australia. In July 1998, National Geographic Channel Asia was launched in partnership and distribution with STAR TV (before replacing NBC Asia Channel; the same happened after NBC Europe's demise in 1998). Today, the channel is available in over 143 countries, seen in more than 160 million homes and in 25 languages.

According to people connected to the channel, it was first launched in the country due to the sales success of the magazine *National Geographic*. In the United States, the National Geographic Channel, launched on January 12, 2001, is a joint venture of National Geographic Television & Film and Fox Cable Networks. National Geographic provides programming expertise and the Fox Networks Group provides its expertise on distribution, marketing, and advertising sales. In the same year a Latin American version of the channel was released. On November 14, 2016, National Geographic Channel was rebranded as National Geographic, dropping the "Channel" from its name.

National Geographic is one of famous TV channels around the world. *National Geographic* (formerly *National Geographic Channel* and also commercially abbreviated and trademarked as *Nat Geo* or *Nat Geo TV*) is an American digital cable and satellite television network that is owned by National Geographic Partners, majority-owned by 21st Century Fox with the remainder owned by the National Geographic Society.

## **5.2 Kinds of National Geographic**

### **1. Nat Geo Music**

Designed to offer an alternative music video channel for both international and smaller independent local labels with a focus on cultural lyrics and rhythms.

### **2. Nat Geo Junior**

Nat Geo Junior is formatted specifically for children. Nat Geo Junior is also featured as a programming block on the National Geographic Channel in Asia.

### **3. Nat Geo People**

Nat Geo People, formerly known as National Geographic Adventure and Adventure One (A1), It is aimed at younger audiences, providing programming based around outdoor adventure, travel and stories involving people having fun while exploring the world.

### **4. Nat Geo Wild**

Nat Geo Wild (stylized as Nat Geo WILD or abbreviated as NGW) is a cable/satellite TV channel focused on animal-related programs.

### **5. Nat Geo Mundo**

Nat Geo Mundo is broadcast in American Spanish, and was launched in 2011. It shares programming with the Nat Geo channel available in Hispanic American countries.

### **6. Nat Geo Kids**

Nat Geo Kids is cable TV channel broadcasting kids, and was launched on Latin America in July 1, 2017 and Brazil in October 3, 2017.

#### **5.3 National Geographic Kids “ Amazing Animals “**

National Geographic Kids is the child-focused brand of National Geographic Partners. Nat Geo Kids inspires young adventurers to explore the world through award-winning magazines, books, apps, games, toys, videos,

events, and a website, and is the only kids brand with a world-class scientific organization at its core. The National Geographic Kids channel is an exciting place to discover the very best of YouTube with a new video about awesome animals, cool science, funny pets, and more. also got curated playlists made just for curious kids like you to explore, laugh, and learn. There are many episodes in amazing animals topic. Such as :

a. The amazing animals “Shrimp” no.19

In this documentary films amazing animals tell the story about the life of shrimp. Where the shrimp can be found? How the shrimp looks like?

b. The amazing animals “Tiger” no.1758

In this documentary films amazing animals tell about the life of tiger. Who is the biggest species on the planet? Where the tiger can be found? And how the tiger looks like?

c. The amazing animals “giant pacific octopus” no.8

In this documentary films amazing animals tell about the life of giant pacific octopus. Where the octopus can be found? Who is the largest species on the planet? how octopus looks like? And this one of amazing animals

d. The amazing animals “ Crocodile “ no.900

In this documentary films amazing animals tell the story about the life of crocodile. Where the crocodile can be found? What is the name of the beastes reptile in the world? How crocodile looks like?

e. The amazing animals “ Sloth Bear” no.712

In this documentary films amazing animals tell the story about the life of sloth bear. What kind of animals that is looks like a vacuum cleaner? How sloth bear looks like? where the sloth bear can be found? And this one of amazing animals.

#### **5.4 Documentary Films “ Amazing Animals” as media**

Documentary films in National Geographic Kids Channel usually Capture amazing or unique moments about things in the world. Moreover, documentary films Nat Geo can be easily gotten, adopted, applied and adapted to a variety of setting, gives contribution to improve the quality of teaching learning process, especially in the use of teaching media. Nat Geo itself is easily to be gotten and applied into the instructional process.

Ih here, the reasearcher using Documentary films Amazing Animals from National Geographic Kids Channel. This media can found in Youtube Channel. There are categories for this Nat Geo kids Channel in youtube, the research choose one topic about Amazing Animals. This topic is tells about Animals that enjoy a range of great animal Documentary films featuring everything from lion encounters to the fastest animals in the world, dolphins doing tricks, cute dogs, giant octopus in the deep sea, funny animals, wild shark attacks and more.

That’s a lot of documentary films that can found in amazing animals topic, the rearcher want to choose four documentary films about animals, such as : giant pacific octopus, tarantula, monarch butterfly, etc. the duration

of each documentary films is about 1 minutes more, so that's makes the student fun and not boring in class with use this documentary films "amazing animal" with a lot of knowledge about animals.

Using this Documentary films "Amazing Animals" its make the students is not feel bored in class. This is very helpful for the teacher when teaching in class, expecially teaching speaking. the students can learn how is animals lived or animals food with a real films that can found in outside, such as forest, ocean, lake, montain, and others.

## **6. Descriptive Text**

Descriptive is kind of genre which has been taught in junior high school. Descriptive text is a text which says what a person or a thing is like. It has social function to describe a particular person, place or thing. The tense that used in descriptive text is simple present tense.

### **6.1 Generic Structure of Descriptive text**

There are some generic structures that have to be considered to write a descriptive text. The generic structures are:

- a. Identification : identifies phenomenon to be described
- b. Description : describes parts, qualities, characteristics

### **6.2 Language Features**

- Using simple present tense
- Using attribute verb, to be, and adj

- Focus on one object
- Use be and have

### **6.3 The Example of Descriptive text**

#### **TIGER**

Tigers are a wild animal. They are the biggest cat of their species. the female tiger is more thin than the male.

They live in jungle. They can run faster from a lion but they still slower than a cheetah. Tigers are carnivor. They usually hunt in daylight. Their targets are deers, hogs, antelope and also mouse deers. they have stripes in their body. This stripes in natural use as camouflage to hunt in the jungle.. if you want to see a tiger, you have to go to the zoo because they are very dangerous in wild live.

#### **B. Previous Research**

There are some research studies relevant with the idea of the effect on students speaking teaching and learning process by using Time Token Technique and Documentary Films Amazing Animals as media . Here are some of the studies.

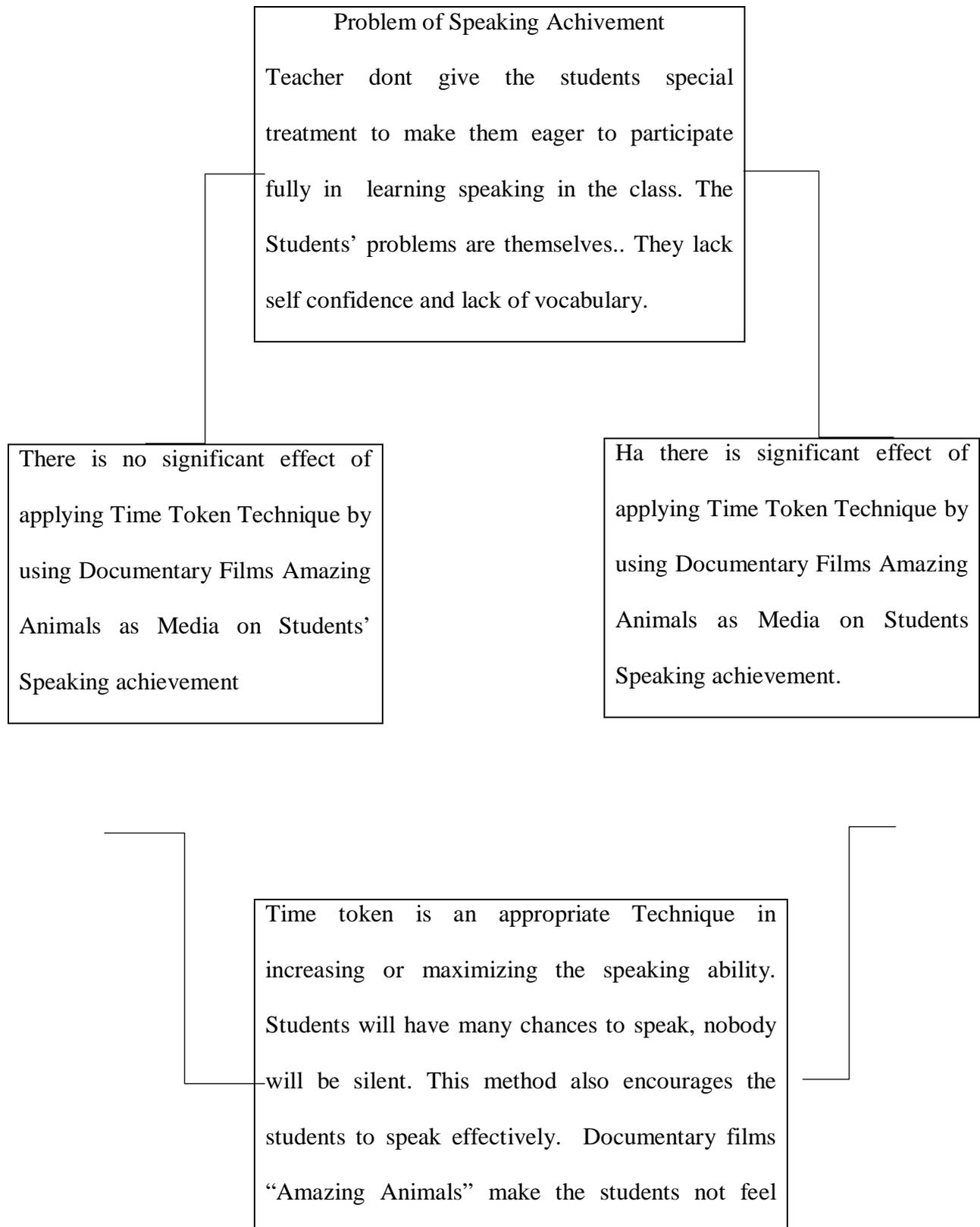
The first research study is entitled the use of documentary films in BBC VCD as alternative media in improving students ability in writing report : this journal was written by *Rochyani Lestyanawati (2011)*. The finding of this research showed that the use of documentary films in teaching writing exactly improves the students' idea and creates a unique atmosphere. it can be concluded that

documentary films in BBC VCD support and also contribute greatly to the students in writing especially in writing report.

Further research is entitled *The Effect of Time Token Technique Towards Students' Speaking Skill at Science Class at High School 1 Pariaman*. This research was written by *Riaci Bertty Parlia, Muhammad Kristiawan & Indra Johari (2016)*. The finding of the research showed that effect of Time Token towards speaking skill have many advantages. It makes the teaching and learning process more interesting and interactive. It also enables the students to increase their positive attitude toward the process of speaking teaching and learning.

In conclusion, relevant research study above show that Time Token technique and Documentary films can be an effective media for teaching speaking. thus, this research supports the idea on students speaking achievement particularly and the quality of speaking teaching and learning process generally by Time Token Technique and Documentary films on speaking teaching and learning process.

### C. Conceptual Framework



bored in class because of use this media. It will help the teacher to make the class is active and fun.

#### **D. Hypothesis**

In accordance with theoretical and conceptual framework, the hypothesis can be formulated as the following:

Alternative Hypothesis (Ha) : “There is a significant effect of applying Time Token by using Documentary Films Amazing Animals on students’ achievement in speaking”

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Location and Time

This research was conducted at SMP Muhammadiyah 3 Medan jalan Abdul Hakim No.2, Tj.Sari, Medan Selayang. It was conducted during the academic year 2017/2018. The researcher's reason of choose this school most of students have low score in speaking achievement.

#### B. Population and Sample

##### 1. Population

The population of this research was taken from the students of eight (VIII) grade of SMP Muhammadiyah 3 Medan jalan Abdul Hakim No.2, Tj.Sari, Medan Selayang. At academic year 2017-2018. In this study, the population of this research which consist of two classes : VIII A and VIII B, which totally 60 students.

**Table 3.1**  
**The Number of Population**

No.	Class	Population
1.	VIII A	30
2.	VIII B	30
Total		60

##### 2. Sample

Sample is part of the population that is observed. The technique of talking in this research was used total sampling technique. Based on the population above, the sample was used total sampling technique by choosing 60 students from students of VIII A and VIII B class.

**Table 3.2**  
**The Number of Sample**

No.	Class	Sample
1.	VIII A (Experimental)	30
2.	VIII B (Control)	30
Total		60

### **C. Research Design**

This research was conducted by using the experimental research. An Experimental research is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables and observes the effect of manipulations on the dependent variables(s).

This research consisted of pre-test and post-test in order to see the effect of Time Token bu using Documentary Films Amazing Animals as Media on students' achievement in speaking. In conducting this research, the sample was divided into two groups. The first was control group, which was taught by using cooperative model, and the second was experimental group, which was taught by using Time Token Technique and Documentary Films as Media. The design of this research can be seen as follows:

**Table 3.3**  
**Research Design**

Group	Pre- test	Treatment	Post – Test
Experimental	√	Time Token by using Documentary Films Amazing Animals	√
Control	√	Direct Method	√

In this research, there are three procedure was used to collected the data, they were Pre-test, Treatment, and Post-test that was given to experimental group and control group.

**a. Pre – test**

Pre-test was given to both classes (control and experimental group) before the treatment. Pre test was given treatment and to find out the students speaking ability. The teacher gives the documentary films to students and students retell the documentary films has been see.

**b. Treatment**

After the pre-test was administrated, a treatment was given to the students,  
the experimental group was taught by applying Time Token Technique by using Documentary films Amazing Animals as Media, while in the control group was taught by using conventional technique.

**Table 3.4**  
**The Treatment for Experimental Group**

No	Teacher's Activities	Students' Activities

1.	Teacher greeted the students, and gave motivation in starting the meeting.	Students responded to the teacher's greeting and listened to the teacher's motivation.
2	Teacher explained what they did in the class (explained teaching speaking by using time token), and gave the topic that they learned.	Students paid attention to the teacher's explanation.
3	Teacher set the class into cooperative learning, and asked the students to discuss about the topic.	Students did what the teacher asked.
4	Teacher gave the time token coupon to the students.	Students accepted the coupon.
5.	Teacher give a documentary films to watch	Students watch the documentary films with carefully
6	Teacher tell to the students to describe animals based on documentary films	Students describe animals of documentary films that they watched
7	Teacher asks for the coupon first before speaking	Students give the coupon to speak about that documentary films
8	Teacher asked the students to conclude the lesson.	Students concluded the lesson.
9	Teacher ended the class and greeted the students.	Students responded to the teacher's greeting.

**Table 3.5**  
**The Treatment for Control Group**

No	Teacher's Activities	Students' Activites
1.	Teacher greeted the students, checks the attendance list	Students responded to the teacher's greeting and listen to attendance list
3	Teacher demonstrated the material and skill.	Students paid attention to the teacher
4	Teacher give a picture about animals	Students see the picture
5.	Teacher ask the students to describe animals based on the picture that has been given	Students describe the animals based on the picture

6	Teacher asked some questions to the students	Students answered the teacher's questions.
7	Teacher concluded the lesson.	Students listened to the teacher's conclusion.
8	Teacher ended the class and greeted the students.	Students responded to the teacher's greeting.

### c. Post - test

After Conducting the treatment, a post – test was given to the students. The post–test was aimed to get the mean scores of experimental group and control group. The post - test was to know the effect of treatment of teaching presentation in both groups and to find out the students ability after treatment.

### D. The Instrument of the research

The instrument for collecting data in this research was oral test. Teacher gave a documentary films amazing animals to watch, and asked for the students about Descriptive text. The students was watched the documentary films, and then the students was describe and write the point of the documentary films about amazing animals. Then, the students was talk about that documentary films amazing animals and used coupon ( $\pm 30$ seconds) to talk. A recorder was used to record the student's speaking in teaching and learning process. The test was also scored by two raters to convince the readers about the score of the test and the properness of the test.



Picture 3.6

### E. Scoring of the Test

Table 3.7  
Rubric for Speaking Assessment

No	Name	Criterias					
		Pronun	Grammar	Vocab	Fluency	Compre	Total Score
1							
2							
3							
4							
5							

The formula can be seen as follow:

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

### F. Technique of Collecting Data

1. Giving the same pre-test to both of the groups
2. Applying the treatment Time Token Technique by using Documentary films Amazing Animals as media was given to experimental group, while direct method by using picture as media was given to control group
3. Giving post-test with similar test both of group
4. Scoring the samples answer recording.

### **G. The Technique for Data Analysis**

This study applied quantitative data that was collected from and analyzed by computing the scores of speaking test. In order to find the effect of Time Token by using Documentary Films Amazing Animals as Media on students' speaking achievement, the means of control group and experimental group were compared by using t- test (Arikunto:2016).

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

In which:

Mx : The mean of experimental group.

My : The mean of control group

X : Standard deviation of X and X

Y : Standard deviation of Y and Y

Nx : The total sample of experimental group

Ny : The total sample of control group

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data Collection

This research applied an oral test which was consisted of one question that asked the students to describe animals based on documentary films as media and the tests are scored by two raters. The sample was divided into two classes, the experimental and control group classes. Researcher got the data of students' scores in pre – test and post – test from both experimental and control group.

The data of this research, the initials' name (sample) and the students' scores in the pre-test and post-test of two classes can be seen in the table 4.1 and 4.2 below. The data showed that there were effects of the score from the students in experimental class and control class. The presentation of the data could be seen in the appendix.

**Table 4.1**  
**The Score of Experimental Group in Pre-test and Post-test**

No.	Students' Initial	Pre-test	Post-test
1.	AP	56	76

2.	AHA	56	76
3.	ARS	68	80
4.	AF	76	84
5.	AP	56	76
6.	AAP	80	92
7.	AM	60	76
8.	AF	60	80
9.	ADP	60	76
10.	AN	56	68
11.	CA	28	48
12.	CAR	52	72
13.	DA	76	80
14.	F	-	32
15.	FA	44	72
16.	FA	80	84
17.	IN	64	80
18.	IAS	76	76
19.	JSP	72	80
20.	KR	56	80
21.	MA	76	92
22.	MZ	64	80
23.	NA	72	84
24.	NA	60	80
25.	RCA	52	76
26.	SA	76	84
27.	SB	80	92
28.	SM	60	80
29.	SOZ	76	88
30.	V	64	80
Total		1798	2324
Mean		59.9	77.4

Based on the table can be explained about the mark of student's achievement in pre-test of experimental group. The experimental group consist of 30 students. The highest score in pre-test is 80, there were some students that got the highest score and the lowest score is 0, the students that get it because of afraid to speak.

they are too shy and afraid to take apart in the conversation, and lack of vocabulary. The highest score of post-test is 92 and the lowest score is 32, there was one students that get lowest score. After researcher was given treatment to students by applying time token technique by using documentary films amazing animals as media in teaching speaking so that can help the students to speaking well.

**Table 4.2**  
**The Score of Control Group in Pre-test and Post-test**

<b>No.</b>	<b>Students' Initial</b>	<b>Pre-test</b>	<b>Post-test</b>
1.	AD	48	64
2.	AW	56	72
3.	AF	64	76
4.	AF	-	28
5.	AB	56	76
6.	AH	76	80
7.	AA	76	76
8.	DW	64	76
9.	DA	52	56
10.	DIS	76	84
11.	E	76	80
12.	EA	56	64
13.	FK	72	76
14.	FR	52	64
15.	H	32	52
16.	HF	52	60
17.	IDR	76	80
18.	IL	60	80
19.	JA	56	60
20.	JS	76	80
21.	KH	62	76
22.	K	20	32

23.	MAN	76	80
24.	MA	64	76
25.	MAD	56	68
26.	MKY	52	60
27.	MRA	56	60
28.	RA	80	84
29.	SA	64	56
30.	SDA	76	80
Total		1782	2056
Mean		59.4	68.8

Based on the table can be explained about the mark of student's achievement in pre-test of control group. The control group consist of 30 students. The highest score in pre-test is 80, and the lowest score is 0, because of one students afraid and shy to take a part of speech. In control class the students don't have good motivation to study so that can get the low score. After giving treatment by applying conventional technique the highest score in post-test is 84 and the lowest score is 28.

## B. Data Analysis

Based on the table 4.1 and 4.2, the following tables 4.3 and 4.4 are the score differences of pre-test and post-test both experimental and control group. In experimental group the students gave the test namely pre-test and post-test. In pre-test the highest score was 80 and the lowest score was 0. After giving the treatment the highest score was 92 and the lowest score was 38.

**Table 4.3**  
**The score differences of Pre-test and Post-test in experimental group**

No	Name	Pre -Test	Post – Test	X	X <sup>2</sup>
----	------	-----------	-------------	---	----------------

		(X <sub>1</sub> )	(X <sub>2</sub> )	(X <sub>2</sub> - X <sub>1</sub> )	
1	AP	56	76	20	400
2	AH	56	76	20	400
3	ARS	68	80	12	144
4	AF	76	84	16	256
5	AP	56	76	20	400
6	AAP	80	92	12	144
7	AM	60	76	16	256
8	AF	60	80	20	400
9	ADP	60	76	16	256
10	AN	56	68	12	144
11	CA	28	48	20	400
12	CAR	52	72	20	400
13	DA	76	80	4	16
14	F	-	32	32	1024
15	FA	44	72	32	1024
16	FA	80	84	4	16
17	IN	64	80	16	256
18	IAS	76	84	8	64
19	JSP	72	80	8	64
20	KR	56	80	24	576
21	MA	76	92	16	256
22	MZ	64	80	16	256
23	NA	72	84	12	144
24	NA	60	80	20	400
25	RCA	52	76	24	576
26	SA	76	84	8	64
27	SB	80	92	12	144
28	SM	60	80	20	400
29	SOZ	76	88	12	144
30	V	64	80	16	256
	Total	1798	2324	489	9280
	Mean	59.9	77.4	16.3	

Based on the table 4.3 the mean score of experimental group was calculated as the follow :

$$M_x = \frac{\sum d}{N_x} = \frac{489}{30} = 16.3$$

So, the mean score for experimental group was 16.3

**Table 4.4**  
**The score differences of Pre-test and Post-test in control group**

No	Name	Pre -Test (Y <sub>1</sub> )	Post – Test (Y <sub>2</sub> )	Y (Y <sub>2</sub> -Y <sub>1</sub> )	Y <sup>2</sup>
1	AD	48	64	16	256
2	AW	56	72	16	256
3	AF	64	76	12	144
4	AF	-	28	28	784
5	AB	56	76	20	400
6	AH	76	80	4	16
7	AA	76	76	4	16
8	DW	64	76	12	144
9	DA	52	56	4	16
10	DIS	76	84	8	64
11	E	76	80	4	16
12	EA	56	64	8	64
13	FK	72	76	4	16
14	FR	52	64	12	144
15	H	32	52	20	400
16	HF	52	60	8	64
17	IDR	76	80	4	16
18	IL	60	80	20	400
19	JA	56	60	4	16
20	JS	76	80	4	16
21	KH	62	76	14	196
22	K	20	32	12	144
23	MAN	76	80	4	16
24	MA	64	76	12	144
25	MAD	56	68	12	144
26	MKY	52	60	8	64
27	MRA	56	60	4	16
28	RA	80	84	4	16
29	SA	64	56	8	64
30	SDA	76	80	4	16
Total		1782	2056	294	4068
Mean		59.4	68.8	9.8	

In control group the students gave the test namely pre-test and post-test. In pre-test the highest score was 80 and the lowest score was 0. After giving the

treatment the highest score was 84 and the lowest score was 28. So, based on the table 4.4, the mean score of control group was calculated as the follow :

$$M_y = \frac{\sum d}{N_y} = \frac{294}{30} = 9.8$$

So, the mean score of control group was 9.8

**Table 4.5**  
**The calculation of Mean and Standard Deviation for experimental group**

No	Name	Pre -Test (X <sub>1</sub> )	Post – Test (X <sub>2</sub> )	X ( $\frac{X_1 + X_2}{2}$ )	D <sub>x</sub> (X - M <sub>x</sub> )	D <sub>x</sub> <sup>2</sup>
1	AP	56	76	20	3.7	13.69
2	AH	56	76	20	3.7	13.69
3	ARS	68	80	12	-4.3	18.49
4	AF	76	84	16	0.3	0.09
5	AP	56	76	20	3.7	13.69
6	AAP	80	92	12	-4.3	18.49
7	AM	60	76	16	0.3	0.09
8	AF	60	80	20	3.7	13.69
9	ADP	60	76	16	0.3	0.09
10	AN	56	68	12	-4.3	18.49
11	CA	28	48	20	3.7	13.69
12	CAR	52	72	20	3.7	13.69
13	DA	76	80	4	-12.3	151.29
14	F	-	32	32	15.7	246.49
15	FA	44	72	32	15.7	246.49
16	IN	80	84	4	-12.3	151.29
17	IAS	64	80	16	0.3	0.09
18	JSP	76	84	8	-8.3	68.89
19	KR	72	80	8	-8.3	68.89
20	MA	56	80	24	7.7	59.29
21	MZ	76	92	16	0.3	0.09
22	NA	64	80	16	0.3	0.09
23	NA	72	84	12	-4.3	18.49
24	RC	60	80	20	3.7	13.69

25	SA	52	76	24	7.7	59.29
26	SB	76	84	8	-8.3	68.89
27	SM	80	92	12	-4.3	18.49
28	SNA	60	80	20	3.7	13.69
29	SOZ	76	88	12	-4.3	18.49
30	V	64	80	16	0.3	0.09
	Total	1798	2324	489	3.2	1341.9
	Mean	59,9	77.4	16.3		

Note :

X : The Differences between Post-test and Pre-test

X : Pre-Test

X : Post-Test

Mx : Mean Score for experimental Group

Dx : Standard Deviation of Experimental Group

Based on the table above, means the total differences between Post-test and Pre-test was 489 , standard deviation was 3.2 and quadrate of standard deviation was 1341.9

**Table 4.6**  
**The calculation of Mean and Standard Deviation for control group**

No	Name	Pre -Test (Y )	Post - Test (Y )	Y (Y - Y )	Dy (Y-My)	Dy <sup>2</sup>
1	AD	48	64	16	6.2	38.44
2	AW	56	72	16	6.2	38.44
3	AF	64	76	12	2.2	4.84
4	AF	-	28	28	18.2	331.24
5	AB	56	76	20	10,2	104.04
6	AH	76	80	4	-5.8	33.64
7	AA	76	76	4	-5.8	33.64
8	DW	64	76	12	2.2	4.84
9	DA	52	56	4	-5.8	33.64
10	DIS	76	84	8	-1.8	3.24
11	E	76	80	4	-5.8	33.64

12	EA	56	64	8	-1.8	3.24
13	FK	72	76	4	-5.8	33.64
14	FR	52	64	12	2.2	4.84
15	H	32	52	20	10.2	104.04
16	HF	52	60	8	-1.8	3.24
17	IDR	76	80	4	-5.8	33.64
18	IL	60	80	20	10.2	104.04
19	JA	56	60	4	-5.8	33.64
20	JS	76	80	4	-5.8	33.64
21	KH	62	76	14	4.2	17.64
22	K	20	32	12	2.2	4.84
23	MAN	76	80	4	-5.8	53.64
24	MA	64	76	12	2.2	4.84
25	MAD	56	68	12	2.2	4.84
26	MKY	52	60	8	-1.8	3.24
27	MRA	56	60	4	-5.8	33.64
28	RA	80	84	4	-5.8	33.64
29	SA	64	56	8	-1.8	3.24
30	SDA	76	80	4	-5.8	33.64
Total		1782	2056	294	-4.1	1186.8
Mean		59.4	68.8	9.8		

Note :

Y : The Differences between Post-test and Pre-test

Y : Pre-Test

Y : Post-Test

My : Mean Score for experimental Group

Dy : Standard Deviation of Experimental Group

Based on the table above, means the total differences between Post-test and Pre-test was 294 , standard deviation was -4.1 and quadrate of standard deviation was 1186.8

To get the value of  $\sum x^2$  and  $\sum y^2$  is each total of X and Y is quadrate :

$$\begin{aligned}
\Sigma x^2 &= \Sigma x^2 - \frac{(\Sigma x)^2}{N} \\
&= 9280 - \left(\frac{489}{30}\right)^2 \\
&= 9280 - \frac{239121}{30} \\
&= 9280 - 7970.7 \\
&= 1309.3
\end{aligned}$$

$$\begin{aligned}
\Sigma y^2 &= \Sigma y^2 - \frac{(\Sigma y)^2}{N} \\
&= 4068 - \left(\frac{294}{30}\right)^2 \\
&= 4068 - \frac{86436}{30} \\
&= 4068 - 2881.2 \\
&= 1186.8
\end{aligned}$$

Based on the table 4.5 and 4.6 above, to find out whether the applying of Time Token by using documentary films amazing animals had a significance effect on the students' speaking achievement, the data was calculated by using t-test formula.

the calculation of t- observed is :

$$\begin{aligned}
T \text{ observed} &= \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}} \\
&= \frac{16.3 - 9.8}{\sqrt{\left(\frac{1309.3 + 1186.8}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}
\end{aligned}$$

$$\begin{aligned}
&= \frac{6.5}{\sqrt{\left(\frac{2496.1}{58}\right)\left(\frac{2}{30}\right)}} \\
&= \frac{6.5}{\sqrt{(43.0)(0.06)}} \\
&= \frac{6.5}{\sqrt{2.58}} = \frac{6.5}{1.6} = 4.06
\end{aligned}$$

$$T_{obs} = 4.06$$

$$T_{table} = 2.00$$

$$T_{obs} > T_{table}$$

### C. Testing Hypothesis

The basics of testing hypothesis in this research are :

If  $T_{observed} > T_{table}$ , the hypothesis will be accepted

If  $T_{observed} < T_{table}$ , the hypothesis will be rejected

In this research, the value of  $T_{table}$  for the degree of freedom (df) 58 at the level significance ( $\alpha$ ) 0.05 is 2.00. The result of computing  $T$  test shows that the value of  $T_{observed}$  is higher than the value of  $t$ -table as follows:

**Table 4.7**  
**The Result of the T-Test Calculation**

$T_{obs} > T_{table}$	$(\alpha = 0.05)$ with df 58
$4.06 > 2.00$	$(\alpha = 0.05)$ with df 58

Based on the calculation above, the researcher concluded that alternative hypothesis ( $H_a$ ) is accepted . It means that “there is a significance effect of

applying Time Token by using documentary films amazing animals on students' speaking achievement.”

#### **D. Discussion**

In this research, the researcher were used two classes as the sample and divided into two group. The first group is Experimental group (VIII A) and the second is Control group (VIII B). In experimental group (VIII A) which consist of 30 students, this class have the problem in speaking English because lack of vocabulary , afraid to speak in front of the people and can't speak English well. When the researcher gave a pre-test their score is very low, some of the students doesn't know how to speak . The highest score of experimental group in pre test is 80, there was some students got the highest score and the lowest is 0, there was one students got the lowest score. In pre-test many students got the lowest score. The score can be seen in table 4.1. The total score in pre-test was 1798.

Therefore, researcher gave a treatment by applying time token technique by using documentary films amazing animals as media to help the students to speak in English. The technique can help the students to speak in front of the class with using coupon 30 second to speak, it makes the students interesting to try speak because every students get the coupon then the students must speak about describe animals and the researcher gave the media to the students it can make the students feel not boring anymore because when learning speaking they just write the material, make the conversation then read the dialogue but just a couple of students that showed the dialogue in front of the class, so when the researcher

gave post-test the highest score is 92 and the lowest is 38. In post test only five students can got the low score and the total score is 2324, their score can be seen in table 4.1

In control group (VIII B) which consists of 30 students have some problem in speaking such as lack of vocabulary, afraid to speak in front of people and shy to speak English and in this class is very noise so that the researcher gave a pre-test is very low. The highest score is 80, only one students get the highest score and the lowest score is 0, the total score was 1766. Then the researcher applying conventional technique there is direct method, from here only some students want to speak in front of the class and there is an increase in speaking skills with this technique but only slightly. When the researcher gave the post test the highest score 84 and the lowest score is 28. The total score was 2056.

## **E. Findings**

The result of this research shows that there was a difference in output between both groups. Based on the statistical calculation, the mean scores of control group and experimental group are different. The mean score of the experimental group was higher than control group. The calculation of t-test schows that t-observed (4.06) was higher than t- table value (2.00) for the degree of freedom (*df*) 58 at the level of significance ( $\alpha$ ) 0.05. The difference caused by the effect of different treatment for each groups. The experimental group was taught applying Time Token bu using documentary films amazing animals as media while the control group was taught by applying conventional technique.

Based on the theoretical and statistical findings, the researcher concludes that Time Token and documentary films amazing animas ad media has more significance effect than applying conventional technique to the students speaking achievement.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

Based on the data which had analyzed, it was found that :

1. The applying of Time Token Technique by using documentary films amazing animals there was significant effect on speaking achievement. By the result of the T test  $T_{obs} > T_{table}$  or  $4.06 > 2.00$  if  $T_{obs} > T_{table}$  it means that the Hypothesis ( $H_a$ ) was accepted.
2. The students' difficulties in speaking by applying time token technique by using documentary films amazing animals as media was the students limited vocabulary so that makes the students difficult and afraid to speak

and the teacher difficult to manage the class because the students is very noise.

## **B. Suggestion**

Based on conclusion above, the researcher would like to give suggestion, there are as follows :

1. The researchers should use this study as reference for conducting a deeper research on students' speaking achievement.
2. It is very important for the students to enrich their speaking to make them easier in speaking achievement. With using time token technique and documentary films as media it make the students interesting and various media attracted the students to enjoy the teaching and learning.
3. Teacher can apply Time Token Technique by using Documentary Films amazing animals as media in the class, because it can be alternative Technique and media to motivate the students in speaking. Beside it can be contribution for English teacher to improve their technique

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## **CURICULUM VITAE**

Name : Syafrina Raudha  
Registered Number : 1402050181  
Place/ Date of Birth : Medan, 5 March 1996  
Sex : Female  
Religion : Islam  
Material status : Single  
Father's Name : H. Syukran, SE  
Mother's Name : Okto Suharsi Pohan, BA  
Hobby : Drawing and sing  
Address : Jalan. Kenanga Raya pasar VI gg.dahlia No.20, Medan

### **Education**

2003 – 2008 : SD Namira Islamic School  
2008 – 2011 : SMP Kemala Bhayangkari 1 Medan  
2011 – 2014 : SMA Negeri 15 Medan  
2014 – 2018 : Students of English department of faculty of teacher training and education, umsu 2014 until reaching the degree of sarjana Pendidikan

Medan March 2018

The Researcher

**Syafrina Raudha**

**1402050181**

**APPENDIX III****The Score of Pre - Test in Experimental Group**

No	Name	Criterias					
		Pronun	Grammar	Vocab	Fluency	Compreh	Total
1	AP	2	3	2	3	4	56
2	AHA	2	2	4	3	4	56
3	ARS	3	2	4	4	4	68
4	AF	3	3	4	4	4	76
5	AP	2	2	4	3	3	56
6	AAP	3	4	4	4	5	80
7	AM	2	3	3	3	4	60
8	AF	3	2	3	3	4	60
9	ADP	3	3	3	3	3	60
10	AN	2	4	4	2	2	56
11	CA	1	2	2	1	1	28
12	CAR	2	2	3	3	3	52
13	DA	3	3	4	4	4	76
14	F	-	-	-	-	-	-
15	FA	2	1	2	3	3	44
16	FA	4	4	4	4	5	80
17	IN	3	3	3	4	3	64
18	IAS	3	4	3	4	4	76
19	JSP	3	3	4	4	4	72
20	KR	3	2	3	3	3	56

21	MA	3	3	4	4	5	76
22	MZ	2	3	4	3	4	64
23	NA	4	3	3	3	5	72
24	NA	2	3	3	3	4	60
25	RCA	2	3	2	3	3	52
26	SA	4	4	4	3	5	76
27	SB	4	4	4	4	5	80
28	SM	3	3	3	3	3	60
29	SOZ	3	4	4	4	4	76
30	V	2	3	4	3	4	64
$\Sigma$							1798
Mean							59.9

### The Score of Pre - Test in Control Group

No	Name	Criterias					
		Pronun	Grammar	Vocab	Fluency	Comprehen	Total
1	AD	2	1	3	3	3	48
2	AW	3	2	3	3	3	56
3	AF	3	2	4	4	3	64
4	AF	-	-	-	-	-	-
5	AB	2	3	3	3	3	56
6	AH	3	4	4	4	4	76
7	AA	3	3	3	4	5	76
8	DW	3	3	3	4	3	64
9	DA	2	2	4	2	3	52
10	DIS	3	3	4	4	4	76
11	E	3	4	3	4	4	76
12	EA	3	2	3	3	3	56
13	FK	3	3	4	4	4	72
14	FR	2	2	3	3	3	52
15	H	1	2	2	2	1	32
16	HF	2	3	3	2	3	52
17	IDR	3	3	4	4	5	76
18	IL	2	3	3	3	4	60
19	JA	3	2	3	3	3	56
20	JS	3	4	3	4	5	76
21	KH	3	3	3	3	4	62

22	K	1	1	1	1	1	20
23	MAN	3	3	4	4	5	76
24	MA	2	3	3	3	4	64
25	MAD	2	3	4	3	3	56
26	MKY	2	2	3	3	3	52
27	MRA	3	3	3	2	3	56
28	RA	4	3	4	4	5	80
29	SA	2	3	4	2	3	64
30	SDA	3	3	4	4	5	76
$\Sigma$							1782
Mean							59.4

### The Score of Post - Test in Experimental Group

No	Name	Criterias					
		Pronun	Grammar	Vocab	Fluency	Comprehen	Total
1	AP	3	3	4	4	5	76
2	AH	3	4	4	4	4	76
3	ARS	4	4	4	4	4	80
4	AF	4	4	4	5	5	84
5	AP	3	3	4	4	5	76
6	AAP	4	4	5	5	5	92
7	AM	3	3	4	4	5	76
8	AF	4	4	4	4	5	84
9	ADP	3	4	3	4	5	76
10	AN	4	4	4	3	3	68
11	CA	2	2	3	2	2	48
12	CAR	3	3	4	4	4	72
13	DA	3	4	4	4	5	80
14	F	1	1	2	2	2	32
15	FA	3	4	3	4	4	72
16	FA	4	4	4	4	5	84
17	IN	3	4	4	5	4	80
18	IAS	4	4	4	4	5	84
19	JSP	3	4	4	4	5	80
20	KR	3	4	4	4	5	80
21	MA	4	4	4	5	5	92

22	MZ	3	3	5	4	5	80
23	NA	4	4	3	5	5	84
24	NA	4	4	3	4	5	80
25	RCA	3	2	4	4	4	76
26	SA	4	4	4	4	5	84
27	SB	4	4	5	5	5	92
28	SM	3	4	4	4	5	80
29	SOZ	3	4	4	5	5	88
30	V	3	4	4	4	5	80
$\Sigma$							2304
Mean							76.8

### The Score of Post - Test in Control Group

No	Name	Criterias					
		Pronun	Grammar	Vocab	Fluency	Comprehen	Total
1	AD	2	4	3	3	4	64
2	AW	3	3	3	4	5	72
3	AF	3	3	4	4	5	76
4	AF	1	1	1	2	2	28
5	AB	3	4	4	4	4	76
6	AH	3	4	4	4	5	80
7	AA	3	3	4	4	5	76
8	DW	3	3	4	4	5	76
9	DA	2	3	4	2	3	56
10	DIS	4	4	4	4	5	84
11	E	3	4	4	4	5	80
12	EA	3	3	4	3	3	64
13	FK	3	4	4	4	4	76
14	FR	2	3	4	3	4	64
15	H	2	3	2	3	3	52
16	HF	2	3	3	3	4	60
17	IDR	3	4	4	4	5	80
18	IL	3	3	4	3	4	80
19	JA	3	2	3	3	4	60
20	JS	3	4	4	4	5	80
21	KH	3	3	4	4	5	76

22	K	1	1	2	2	2	32
23	MAN	3	4	4	4	5	80
24	MA	3	3	4	4	5	76
25	MAD	3	3	4	3	4	68
26	MKY	2	3	4	3	4	60
27	MRA	3	3	3	3	3	60
28	RA	4	4	4	4	5	84
29	SA	3	1	4	3	3	56
30	SDA	3	4	4	4	5	80
$\Sigma$							2056
Mean							68.8

**The score of Experimental group in Pre-test and Post-test**

<b>No.</b>	<b>Students' Initial</b>	<b>Pre-test</b>	<b>Post-test</b>
1.	AP	56	76
2.	AHA	56	76
3.	ARS	68	80
4.	AF	76	84
5.	AP	56	76
6.	AAP	80	92
7.	AM	60	76
8.	AF	60	80
9.	ADP	60	76
10.	AN	56	68
11.	CA	28	48
12.	CAR	52	72
13.	DA	76	80
14.	F	-	32
15.	FA	44	72
16.	FA	80	84
17.	IN	64	80
18.	IAS	76	76
19.	JSP	72	80
20.	KR	56	80
21.	MA	76	92
22.	MZ	64	80

23.	NA	72	84
24.	NA	60	80
25.	RCA	52	76
26.	SA	76	84
27.	SB	80	92
28.	SM	60	80
29.	SOZ	76	88
30.	V	64	80
Total		1798	2324
Mean		59.9	77.4

**The score of Control group in Pre-test and Post-test**

<b>No.</b>	<b>Students' Initial</b>	<b>Pre-test</b>	<b>Post-test</b>
1.	AD	48	64
2.	AW	56	72
3.	AF	64	76
4.	AF	-	28
5.	AB	56	76
6.	AH	76	80
7.	AA	76	76
8.	DW	64	76
9.	DA	52	56
10.	DIS	76	84
11.	E	76	80
12.	EA	56	64
13.	FK	72	76
14.	FR	52	64
15.	H	32	52
16.	HF	52	60
17.	IDR	76	80
18.	IL	60	80
19.	JA	56	60
20.	JS	76	80
21.	KH	62	76
22.	K	20	32

23.	MAN	76	80
24.	MA	64	76
25.	MAD	56	68
26.	MKY	52	60
27.	MRA	56	60
28.	RA	80	84
29.	SA	64	56
30.	SDA	76	80
Total		1782	2056
Mean		59.4	68.8

**The score differences of Pre-test and Post-test in experimental group**

<b>No</b>	<b>Name</b>	<b>Pre -Test (X )</b>	<b>Post – Test (X )</b>	<b>X (X -X )</b>	<b>X<sup>2</sup></b>
1	AP	56	76	20	400
2	AH	56	76	20	400
3	ARS	68	80	12	144
4	AF	76	84	16	256
5	AP	56	76	20	400
6	AAP	80	92	12	144
7	AM	60	76	16	256
8	AF	60	80	20	400
9	ADP	60	76	16	256
10	AN	56	68	12	144
11	CA	28	48	20	400
12	CAR	52	72	20	400
13	DA	76	80	4	16
14	F	-	32	32	1024
15	FA	44	72	32	1024
16	FA	80	84	4	16
17	IN	64	80	16	256
18	IAS	76	84	8	64
19	JSP	72	80	8	64
20	KR	56	80	24	576
21	MA	76	92	16	256

22	MZ	64	80	16	256
23	NA	72	84	12	144
24	NA	60	80	20	400
25	RCA	52	76	24	576
26	SA	76	84	8	64
27	SB	80	92	12	144
28	SM	60	80	20	400
29	SOZ	76	88	12	144
30	V	64	80	16	256
	Total	1798	2324	489	9280
	Mean	59.9	77.4	16.3	

**The score differences of Pre-test and Post-test in control group**

<b>No</b>	<b>Name</b>	<b>Pre -Test (Y<sub>1</sub>)</b>	<b>Post – Test (Y<sub>2</sub>)</b>	<b>Y (Y<sub>2</sub> - Y<sub>1</sub>)</b>	<b>Y<sup>2</sup></b>
1	AD	48	64	16	256
2	AW	56	72	16	256
3	AF	64	76	12	144
4	AF	-	28	28	784
5	AB	56	76	20	400
6	AH	76	80	4	16
7	AA	76	76	4	16
8	DW	64	76	12	144
9	DA	52	56	4	16
10	DIS	76	84	8	64
11	E	76	80	4	16
12	EA	56	64	8	64
13	FK	72	76	4	16
14	FR	52	64	12	144
15	H	32	52	20	400
16	HF	52	60	8	64
17	IDR	76	80	4	16
18	IL	60	80	20	400
19	JA	56	60	4	16
20	JS	76	80	4	16
21	KH	62	76	14	196

22	K	20	32	12	144
23	MAN	76	80	4	16
24	MA	64	76	12	144
25	MAD	56	68	12	144
26	MKY	52	60	8	64
27	MRA	56	60	4	16
28	RA	80	84	4	16
29	SA	64	56	8	64
30	SDA	76	80	4	16
Total		1782	2056	294	4068
Mean		59.4	68.8	9.8	

**The calculation of Mean and Standard Deviation for experimental group**

No	Name	Pre -Test ( $\bar{X}$ )	Post – Test ( $\bar{X}$ )	X ( $X - \bar{X}$ )	Dx ( $X - Mx$ )	Dx <sup>2</sup>
1	AP	56	76	20	3.7	13.69
2	AH	56	76	20	3.7	13.69
3	ARS	68	80	12	-4.3	18.49
4	AF	76	84	16	0.3	0.09
5	AP	56	76	20	3.7	13.69
6	AAP	80	92	12	-4.3	18.49
7	AM	60	76	16	0.3	0.09
8	AF	60	80	20	3.7	13.69
9	ADP	60	76	16	0.3	0.09
10	AN	56	68	12	-4.3	18.49
11	CA	28	48	20	3.7	13.69
12	CAR	52	72	20	3.7	13.69
13	DA	76	80	4	-12.3	151.29
14	F	-	32	32	15.7	246.49
15	FA	44	72	32	15.7	246.49
16	IN	80	84	4	-12.3	151.29
17	IAS	64	80	16	0.3	0.09
18	JSP	76	84	8	-8.3	68.89
19	KR	72	80	8	-8.3	68.89
20	MA	56	80	24	7.7	59.29

21	MZ	76	92	16	0.3	0.09
22	NA	64	80	16	0.3	0.09
23	NA	72	84	12	-4.3	18.49
24	RC	60	80	20	3.7	13.69
25	SA	52	76	24	7.7	59.29
26	SB	76	84	8	-8.3	68.89
27	SM	80	92	12	-4.3	18.49
28	SNA	60	80	20	3.7	13.69
29	SOZ	76	88	12	-4.3	18.49
30	V	64	80	16	0.3	0.09
	Total	1798	2324	489	3.2	1341.9
	Mean	59,9	77.4	16.3		

**The calculation of T-Test for control group**

No	Name	Pre -Test (Y <sub>1</sub> )	Post - Test (Y <sub>2</sub> )	Y (Y <sub>2</sub> - Y <sub>1</sub> )	Dy (Y <sub>2</sub> -My)	Dy <sup>2</sup>
1	AD	48	64	16	6.2	38.44
2	AW	56	72	16	6.2	38.44
3	AF	64	76	12	2.2	4.84
4	AF	-	28	28	18.2	331.24
5	AB	56	76	20	10,2	104.04
6	AH	76	80	4	-5.8	33.64
7	AA	76	76	4	-5.8	33.64
8	DW	64	76	12	2.2	4.84
9	DA	52	56	4	-5.8	33.64
10	DIS	76	84	8	-1.8	3.24
11	E	76	80	4	-5.8	33.64
12	EA	56	64	8	-1.8	3.24
13	FK	72	76	4	-5.8	33.64
14	FR	52	64	12	2.2	4.84
15	H	32	52	20	10.2	104.04
16	HF	52	60	8	-1.8	3.24
17	IDR	76	80	4	-5.8	33.64
18	IL	60	80	20	10.2	104.04
19	JA	56	60	4	-5.8	33.64
20	JS	76	80	4	-5.8	33.64

21	KH	62	76	14	4.2	17.64
22	K	20	32	12	2.2	4.84
23	MAN	76	80	4	-5.8	53.64
24	MA	64	76	12	2.2	4.84
25	MAD	56	68	12	2.2	4.84
26	MKY	52	60	8	-1.8	3.24
27	MRA	56	60	4	-5.8	33.64
28	RA	80	84	4	-5.8	33.64
29	SA	64	56	8	-1.8	3.24
30	SDA	76	80	4	-5.8	33.64
Total		1782	2056	294	-4.1	1186.8
Mean		59.4	68.8	9.8		

## **APPENDIX II**

Look at this thing and describe it! (watch documentary films amazing animals)

1. The amazing animals about shrimp
2. The amazing animals about tiger
3. The amazing animals about giant pacific octopus
4. The amazing animals about crocodile
5. The amazing animals about sloth bear

## **APPENDIX I**

### **LESSON PLAN**

**( Experimental Group )**

**School : SMP MUHAMMADIYAH 03 MEDAN**

**Subject : English**

**Class / Semester : VIII/ I**

**Topic : Animals**

**Skill : Speaking**

**Alocation of time : 2 x 40 menit**

#### **A. STANDARD COMPETENCY**

4. Expressing the meaning in short monologues using accurate, fluent, and acceptable to interact with surrounding in descriptive and recount text

#### **B. BASIC COMPETENCY**

4.2 Expressing the meaning in simple short functional text and short monologue text in the form of descriptive and recount to interact with surrounding.

#### **C. INDICATORS**

4.2.1 Able to understand the various information from the displayed documentary films

4.2.2 Able to describe an object, animal or scenery spontaneously

4.2.3 Students describe the result of their observations based on the documentary films shown

#### **D. OBJECTIVE**

1. Able to understand the various information from the displayed documentary films
2. Able to describe an object, animal or scenery spontaneously
3. Students describe the result of their observations based on the documentary films shown

**Expected Student Character :** Trust worthiness, Respect, and Confidence

#### **E. MATERIAL**

##### **DESCRIPTIVE TEXT**

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe a particular person, place, or thing.

Generic Structure :

- Identification; identifying the phenomenon to be described.
- Description; describing the phenomenon in parts, qualities, or/and characteristics

Language Features

- Using simple present tense
- Using attribute verb, to be, and adj
- Focus on one object
- Use be and have

Example :

## **RABBIT**

A rabbit is a small mammal with a short tail and pointed ears. Rabbits live in burrows in the ground. The first fossils which can be attributed to this family came from North America but now they are found in every part of the world.

Compared to its small body, rabbit has large sized ears. rabbit is a weak and timid animal and is always surrounded by many enemies.

### **F. LEARNING TECHNIQUE**

Time Token Technique

### **G. TEACHING ACTIVITY**

#### **A. Pre Activity**

1. Teacher greets the students and pray together
2. Teacher checks the attendance list
3. Teacher ask students to describe the teacher outfit, and other students
4. Teacher introduce the material
5. Teacher explain the purpose of learning

#### **B. Main Activity**

##### **a. Exploration**

in exploration activity, teacher :

1. Teacher displays a video about animals
2. Students describe the video about animals
3. Teacher gives explanation and affirmation of descriptive text material
4. Teacher gives an example to be described by the students

**b. Elaboration**

1. Teacher make 5 groups that consist of 6 person
2. Teacher distributes coupon to each group
3. Teacher present five documentary films about amazing animals
4. Students attend about describe animals in documentary films that has been see

**c. Confirmation**

1. Teacher explains about Time Token
2. Teacher gives the coupon that consists of 30 seconds/ coupon
2. Students give a coupon to speak
3. Students describe the animals in documentary films that has been displayed by teacher

**C. Closing**

In closing activity :

1. The teacher asks the students' difficulties.
2. Teacher concludes the lesson for today
3. Teacher greets the students

**H. Media, Material, Source**

- Media : Copoun, origami, documentary films amazing animals
- Material : Text book
- Source : Be Global with English 2, 2007, Yudhistira  
[https://www.youtube.com/channel/UCXVCgDuD\\_QCkI7gTKU7-tpg/playlists?sort=dd&view=50&shelf\\_id=19](https://www.youtube.com/channel/UCXVCgDuD_QCkI7gTKU7-tpg/playlists?sort=dd&view=50&shelf_id=19)

## I. ASSESSMENT

### a. Instrument

**Instruction : look at this things and describe it! (watch documentary films amazing animals )**

- The amazing animals “Shrimp” no.19
- The amazing animals “Tiger” no.1758
- The amazing animals “ giant pacific octopus” no.8
- The amazing animals “ Crocodile “ no.900
- The amazing animals “ Sloth Bear” no.712

### b. Assessment guidelines

Technique : Performance

Form : Time Token

Criteria	Description	Rating Scores
<b>Pronunciation</b>	Has few traces of foreign language	5
	Always intelligible, though one is conscious of a definite accent.	4
	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.	3
	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.	2
	Pronunciation problem to serve as to make	1

	speech virtually unintelligible	
<b>Grammar</b>	Make few (if any) noticeable errors of grammar and word order.	5
	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.	4
	Make frequent errors of grammar and word order, which occasionally obscure meaning.	3
	Grammar and word order errors make comprehension difficult, must often rephrases sentence.	2
	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.	1
<b>Vocabulary</b>	Use of vocabulary and idioms is virtually that of native speaker.	5
	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.	4
	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.	3
	Misuse of words and very limited vocabulary makes comprehension quite difficult.	2
	Vocabulary limitation so extreme as to make conversation	1
<b>Fluency</b>	Speech as fluent and efforts less as that of	5

Skill	Score
-------	-------

	native speaker.	
	Speed of speech seems to be slightly affected by language problem.	4
	Speed and fluency are rather strongly affected by language problem.	3
	Usually hesitant, often forced into silence by language limitation.	2
	Speech is so halting and fragmentary as to make conversation virtually impossible.	1
<b>Comprehension</b>	Appears to understand everything without difficulty	5
	Understand nearly everything at normal speed although occasionally repetition may be necessary	4
	Understand most of what is said at slower than normal speed without repetition	3
	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions	2
	Cannot be said to understand even simple conversation.	1

Excellent	5
Very good	4
Good	3
Average	2
Poor	1

### J. SCORING

No	Name	Criterias					
		Pronun	Grammar	Vocab	Fluency	Comprehen	Score
1							
2							
3							

Value :  $\frac{\text{total score}}{\text{Max score}} \times 100$

Medan, January 2018

English Teacher

Researcher

**( Siti Fatimah Munawarah, S.Pd )**

**( Syafrina Raudha )**

Known by :  
Head Master of SMP Muhammadiyah 03 Medan

**( Salmawati, S.Pd )**

## **LESSON PLAN**

**( Control Group )**

**School : SMP MUHAMMADIYAH 03 MEDAN**

**Subject : English**

**Class / Semester : VIII/ I**

**Topic : Animals**

**Skill : Speaking**

**Alocation of time : 2 x 40 menit**

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- Using attribute verb, to be, and adj
- Focus on one object
- Use be and have

Example :

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A rabbit is a small mammal with a short tail and pointed ears. Rabbits live in burrows in the ground. The first fossils which can be attributed to this family came from North America but now they are found in every part of the world.

Compared to its small body, rabbit has large sized ears. rabbit is a weak and timid animal and is always surrounded by many enemies.

### **F. LEARNING TECHNIQUE**

Direct Method

### **G. TEACHING ACTIVITY**

#### **A. Pre Activity**

1. Teacher greets the students and pray together
2. Teacher checks the attendance list
3. Teacher introduce the material

#### **B. Main Activity**

##### **a. Exploration**

in exploration activity, teacher :

1. Teacher gives explanation and affirmation of descriptive text material
2. Discuss material with students
3. Allowing students to convey their descriptions of objects, animals or people.

##### **b. Elaboration**

1. Teacher give 5 documentary films about animals
2. Students watch the documentary films about animals
3. Teacher give explanation to the students about how to describe the animals
4. Teacher asks the students to describe each of animals
5. Students describe the animals based on documentary films has been displayed

**c. Confirmation**

1. Confirmation on work result already done by student from documentary films
2. Students describe the animals in front of the class

**C. Closing**

In closing activity :

1. The teacher asks the students' difficulties.
2. Teacher concludes the lesson for today
3. Teacher greets the students

**H. Media, Material, Source**

- Media : Documentary films
- Material : Text book
- Source : Be Global with English 2, 2007, Yudhistira  
[https://www.youtube.com/channel/UCXVCgDuD\\_QCkI7gTKU7-tpg/playlists?sort=dd&view=50&shelf\\_id=19](https://www.youtube.com/channel/UCXVCgDuD_QCkI7gTKU7-tpg/playlists?sort=dd&view=50&shelf_id=19)

## I. ASSESSMENT

### a. Instrument

**Instruction : look at this things and describe it! (watch documentary films amazing animals )**

- The amazing animals “Shrimp” no.19
- The amazing animals “Tiger” no.1758
- The amazing animals “ giant pacific octopus” no.8
- The amazing animals “ Crocodile “ no.900
- The amazing animals “ Sloth Bear” no.712

### b. Instruction : Assessment guidelines

Technique : Performance

Form : Direct Method

<b>Criteria</b>	<b>Description</b>	<b>Rating Scores</b>
<b>Pronunciation</b>	Has few traces of foreign language	5
	Always intelligible, though one is conscious of a definite accent.	4
	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.	3
	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.	2

	Pronunciation problem to serve as to make speech virtually unintelligible	1
<b>Grammar</b>	Make few (if any) noticeable errors of grammar and word order.	5
	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.	4
	Make frequent errors of grammar and word order, which occasionally obscure meaning.	3
	Grammar and word order errors make comprehension difficult, must often rephrases sentence.	2
	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.	1
<b>Vocabulary</b>	Use of vocabulary and idioms is virtually that of native speaker.	5
	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.	4
	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.	3
	Misuse of words and very limited vocabulary makes comprehension quite difficult.	2
	Vocabulary limitation so extreme as to make conversation	1

<b>Fluency</b>	Speech as fluent and efforts less as that of native speaker.	5
	Speed of speech seems to be slightly affected by language problem.	4
	Speed and fluency are rather strongly affected by language problem.	3
	Usually hesitant, often forced into silence by language limitation.	2
	Speech is so halting and fragmentary as to make conversation virtually impossible.	1
<b>Comprehension</b>	Appears to understand everything without difficulty	5
	Understand nearly everything at normal speed although occasionally repetition may be necessary	4
	Understand most of what is said at slower than normal speed without repetition	3
	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions	2
	Cannot be said to understand even simple conversation.	1

Skill	Score
Excellent	5
Very good	4
Good	3
Average	2
Poor	1

## J. SCORING

No	Name	Criterias					
		Pronun	Grammar	Vocab	Fluency	Comprehen	Score
1							
2							
3							

**Value :**  $\frac{\text{total score}}{\text{max score}} \times 100$

Medan, februari 2018

English Teacher

Researcher

**( Siti Fatimah Munawarah, S.Pd )**

**( Syafrina Raudha )**

Known by :  
Head Master of SMP Muhammadiyah 03 Medan

**( Salmawati, S.Pd )**

**APPENDIX IV**

**PHOTOGRAPH**



**(Student's pay attention to the documentary film that has given)**



**(Student's speak and describe the animals based on the documentary films)**



**( teacher give the treatment before post test )**



**(Student's work in group and pay attention to watch documentary films)**



**(Teacher give the coupon to each of the students)**



**(Students' give the coupon to speak about describe animals in the documentary films that has given to each of the group)**