CHAPTER I

INTRODUCTION

In this chapter the researcher focuses on the background of reseach, research problem, objective of the research, research hypothesis, significance of the research, scope and limitation, and definition of key terms.

A. Background of Study

Speaking is one of important skill that had to be mastered by students when learn English beside writing, listening and reading because it's the main goal of learning foreign language. Heaton (1974: 12) states, one of skills that important in daily life is speaking ability since the area of language are firstly presented orally before reading and writing are practiced. Speaking is the macro skills of language that concern on abilities to carry out spoken communication, such as conversation, dialogue, and monologue. Chaney in Kayi, (1998:13) states, "Speaking itself is the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of contexts." Speaking is a productive skill that can be directly and empirically observed.

There are five components that should be mastered by students in order to be good in speaking. There are fluency, pronounciation, vocabulary, and grammar (Brown, 2010:172-173). Furthemore, Bryne , (1997:8) states that speaking is a two way process between speakers and listeners and it involves the productive skills of language and receptive skills of understanding. This is line with Widdowson (1996:59) who said that the skill of speaking involves both receptive

and productive participation. Receptive aspect of speaking is the skill which conventionally referred to as listening. While productive aspect of speaking refered to as saying. Receptive and productive participation usually happen in conversation. in other word, speaking is interactive and requires the ability to cooperate in the management of speaking turns (Scott, 2005:1).

Therefore, speaking is an important skill to be taught because speaking is the process of revealing something fundamental about the mind and how it deals with perception, feeling and intention. It means to deliver thinking or opinion. According to Scott and Ytreberg (2010:32) define through by speaking, people can express their emotions, communicate intentions and reactions, and explore the language and make fun of it, so they expect to be able to do the same in English. In addition Jones in Richards (2008:19) states "in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of world, or simply being together". The Importance of Speaking is to show ideas, opinions, arguments, and reasons to the another person. By speaking, students can communicate with their friends. They can add their knowledge by getting information from learning materials studied in the class.

Speaking is not easy for students. Many students said that speaking is difficult. Carter and Nunan (2001:16) states that second language speaker will be difficult to manage this speech fluently and accurately, since the lack accuracy and it is difficult for them to pay attention to all the processes simultaneously under pressure of time. In Indonesia, English is a foreign language that is not used

everyday. The students must study hard to master it and the teacher should create a good atmosphere in class.

However, it is contrary to real situation in class. The fact shows that Speaking English activities do not totally work well in class because there are many factors prevent students to speak in English. Ur (1996:121) defines that, there are some problems affecting faced by learners in speaking activities. The problems include student inhibition, nothing to say, the low of participation and the use of mother tongue. Beside that, the problems that are faced by students in speaking English are they haven't much time to practice, they have no partner to speak English, they used to read English text silently, they are afraid of revealing an opinion or idea, and they are feeling embarrassed with their friend that are cleverer than themselves or in another word we can call it as anxiety. Spielberger (1983 p.1) defined anxiety as "a subjective feeling of tension, apprehension, and nervousness associate with an arousal of the autonomic nervous system". More simply put, anxiety is associated with feelings of uneasiness, frustration, self-doubt, and apprehension (Scovel, 1978 p.138).1 The other students' problems are pronunciation, fluency, grammar, and vocabulary. Based on the researcher's opinion, this case is caused by lack of motivation (extrinsic and intrinsic) and self-esteem.

Moreover, speaking ability is also one of indicators to determine whether or not the students master English. In fact, many students have learnt English for many years but they cannot express their ideas in English well. Practically, the students always use their mother tongue, so they get difficulty when they want to

express their ideas in English. English is a subject presented in curriculum of the school that must be taught well in each educational level in Indonesia. The fact also shows that many students are failed to reach the goal of English teaching especially in the speaking skill because they have limited opportunity to speak.

According to Lestari In Prayogi (2000:27) the students are not able to communicate in English either orally or in written form although they have learned English for many years. Many of learners in speaking class are reluctant and hesitate to speak. As found when the researcher conducted preliminary study in MA Ma'arif NU Blitar. There are some problem in learning English particularly in speaking 1) students had difficulty to express thought orally. 2) Students weren't confident with their capability, so they seldom use English in their daily activity 3) Students have less participation in speaking . In addition, the students's lack in speaking ability was caused by teaching model that implemented by teacher. The teacher did not implement teaching strategy that can stimulates students' activity and bravery to convey their opinion and also the teacher not improve students' interest in learning activity yet.

To solve those problems, the suitable and efficient techniques are needed in the teaching and learning process. Teacher should be creative how the way he or she teaching English. The teacher' creativity will bring the students successfulness about the objective of the lesson.

From those problems and the class condition above, the researcher wants to help the students to be more active in speaking English and improve students' speaking ability by using one of cooperative teaching learning model namely,

Time Token Arends Strategy. According to Arends (2008,p.29), that Time Token Method is a cooperative learning model used to develop the skills of participation of the learners. Time Token Strategy introduced by Arends, this strategy is one of type of active learning strategies that can be applied in classroom. The researcher decides that Time Token is the suitable technique to improve the students participation in speaking class. This technique will make passive students have to be active in class.

To prove that this strategy is effective used, we can take a look the previous study. The first thesis written by Retno Fentari and Syaifudin Latif (2016) with the title " *The Influence of Using Time Token Method Toward Speaking Ability at The Students' of SMPN 01 Batanghari Academic Year 2014/2015"*. It's experimental research by using two groups (Target group and control group). The finding of this reserch showed that the students score of using Time Token method is high. It means that Time Token Method give positive influence toward students' speaking ability.

The second thesis is written by Septian Kurnianto, Retno Winarni, and Triyanto (2017) . The title of thesis is "*The improvement of Speaking Ability Through The Use of Time Token Arends and Multimedia*". It's classroom action research that conducted primary school at fifth grade of SDN 1 Sringin. The finding of this research showed that Time Token Arend and Multimedia can improve the students' speaking ability.

The Third thesis is written by Ismiatul Faidah (2016). The title of thesis is " *The Implementation of Time Token Arends Method to Improve Students*

Speaking Skills of The Tenth Grade Students of SMK Saraswati Salatiga Aacademic Year 2015/2016." It's class room action research that conducted at SMK Saraswati Salatiga. The finding of this research showed that using Time Token Arends increase students' speaking skill.

Based on the previous studies above, the researcher wants to know about the effectiveness of Time Token Arends Strategy on students' speaking ability at eleventh grade of MA Ma'arif Nu Blitar".

B. Research Problem

Based on the background of the study the research problems are formulated as following: Is there any significant difference in students' speaking ability for eleventh grade of MA Ma'arif NU Blitar between students who are taught by using Time Token Arends Strategy and those not taught without using Time Token Arends Strategy?

C. Objective of The Research

Based on the statement of the problem above, the objective of the study is: To find out whether there is or not any significant difference in students' achievement between students taught by using Time Token Arends Strategy and those taught without Time Token Arends Strategy in speaking ability.

D. Research Hypothesis

In this research the hypothesis testing is used to test the hypothesis of research. This research used standard significance 95% (α = 0,05) to test the hypothesis. The hypothesis testing of this research is as follow :

1. H_0 (Null Hypothesis) states there is not any significant difference in students'speaking ability for eleventh grade of MA Ma'arif NU Blitar between students who are taught by using Time Token Arends Strategy and those not taught without using Time Token Arends Strategy.

2. Ha (Alternatif Hypothesis) states there is any significant difference in students' speaking ability for eleventh grade of MA Ma'arif NU Blitar between students who are taught by using Time Token Arends Strategy and those not taught without using Time Token Arends Strategy.

E. Significance of the Research

The result of this research is expected to give some contributions for the students and the teachers

1. For students, Time Token Arends Strategy helps to increase their speaking ability and their interest to be more active in teaching learning process especially in speaking class.

2. For teachers, it will show to the teachers more knowledge about Time Token Arends Strategy and they can use this strategy to improve the student's speaking ability

3. For the next researcher, this study can be used to be reference for the other researcher who interest in this study.

F. Scope and Limitation

This study limits for students in MA Ma'arif NU Blitar, especially at eleventh grade academic year 2018/2019. The focus of this research is to find out speaking achievement score of the students before and after being taught by using Time Token Arends Strategy. This is alternative way to teaching English as a foreign language especially in enlarging the students speaking mastery.

G. Definition of key terms

1. Cooperative learning

   Cooperative learning is a general term to strategies learning which it has been planned to bring up cooperative in group and interaction to the other students for each their purposes, Jacobsen et. al (2009:13).

2. Speaking Ability

   Speaking ability is the students" mastery in expressing their ideas orally which is indicated by their scores in speaking.

3. Time Token Arends

   According to Arends (2008,p. 29), that Time Token Method is a cooperative learning model used to develop the skills of participation of learners