

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, it provides of some explanation based on the title and some literatures based on the research. It includes the General concept of Speaking, General concept of cooperative learning, General concept of Time Token Arends Strategy, and Previous studies.

A. General Concept of Speaking

1. Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). According to this definition, speaking is aiming at exchanging meanings. To achieve the aim, people use their articulators to produce language so that they could express meanings to others. In addition, they also make use of nonlinguistic symbols such as facial expressions and body language in order to make the meanings more clear.

Speaking is a two-way process between producing language and receipting it. Byrne (1997:8) states that speaking is a two-way process between speakers and listeners and it involves the productive skills of language and the receptive skills of understanding. This is in line with Widdowson (1996:59) who says that the skill of speaking involves both receptive and productive participation. Receptive aspect of speaking is the skill which is conventionally referred to as

“Listening”. While productive aspect of speaking is referred to as “saying”. It can be said that speaking has a productive part when one participant in an interaction assumes the active role of speaker. In the same respect, Nunan (2003: 48) states that speaking is the productive skill which consists of producing systematic verbal utterances to express meaning. The product of the activity of speaking is verbal utterances in which people usually have communicative purposes by producing it. They may want to retell stories, to give information, to express feelings, to give commands, to make jokes, to agree or complain about something. Speaking is a productive skill. As stated by Spratt, *et.al.* (2005) speaking involves the speaker to use speech to express meanings to other people. In the same line, Nunan (2003:48) says that speaking is a productive oral skill. It involves the production of verbal utterance to comprehend meaning. Chastain in Castillo (2007: 78) declares that speaking is a productive skill which involves many components. It is more than producing the right sounds, choosing the right words or getting constructions of grammatically correct. It could include the background knowledge of speakers to create opinions or feelings to be communicated with listeners. Thus, listeners often judge others by evaluating and analyzing the messages of their speaking. In addition, speaking is a social communication which aiming at sharing values and traditions that bind a community together (Richards and Renandya, 2002: 206). Therefore, to speak a language, one should know how the language is used in social context because it could involve a wide range of non-verbal symbols, which sometimes contradicts the verbal language.

2. The Nature of Speaking

One of the major responsibilities of any teacher working with English language learners (ELLs) is to enable students to communicate affectively through oral language. How does a listener come to understand what is said in a second or foreign language? And how does the same listener put together a message in order to communicate his or her other intended meaning? For what purpose do students listen and speak? (O' Malley & Pierce, 1996 : 58)

Speaking and listening are the key way to get interaction orally. Speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener. The speaker should learn more how to package the conversation well involving the manner, matter or method. According to Gebhard (1996 : 169), conserving in a language means knowing how to maintain interaction and focus on meaning, use conversational grammar, introduce, develop, and change the topics, take turns, apply conversational routines, and adapt style.

Speaking is not only in term of getting conversation. It based on the situation, there are formal and informal. Informal speaking can be getting conversation with peers, ordering something to the seller, etc. It sometimes impolitely uses the informal speaking. The other way, formal speaking can be found when we get speech in a formal situation also, such as in teaching and learning process, public speaking, etc. where they have had to speak publically. In this situation, speaking is not only boasting something, but it likely persuading, motivating, entertaining, influencing, and informing something.

Technically, the speakers should not be limited with informing the audience or expressing their thoughts publically, but to changing emotion, actions and attitude, and to leaving your listeners moved by the words and touched by their meaning (Nikitina, 2011 : 10).

Academically, Speaking is one of language skill which is very important to be mastered by students in order to be good communicator (Fulcher, 2003 : 23). Speaking in a classroom entails interacting with teacher and peers, depending on how classroom activities are organized. It follows that teachers who use more oral language interaction activities in the classroom will have more opportunities to assess oral language. Listening and speaking are independent oral language processes and need to be taught and assessed in an integrated manner.

Furthermore, the way to improve the students's ability must be innovative and creative to interest the students to learn it. Teacher can provide occasion for students to use language which call for purposeful exchange of information, not those that provide information already known to the listener or speaker. This is the learner's responsibility.

3. The Function of Speaking

According to Brown and Yule in Richards (2008: 21), there are three functions of speaking. They are talk as interaction, talk as transaction, and talk as performance.

Firstly talk as interaction . It refers to conversation with each other people. When people meet someone, they exchange greetings, engage with small talk or tell their recent experience to their friend. Our daily communication remains the

interactional with other people. This refers to what we say as conversation. It is an interactive communication which is done spontaneously by two or more people. This is about how people try to convey their message to other peoples. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship. Some of the skills involved in using talk as interaction involve knowing how to do the following things are opening and closing conversations, joking, making small talk, recounting personal incidents and experiences, interrupting.

Secondly, Talk as transaction refers to situations where the focus is on what is said or done. In talk as transaction, the speaking activity focuses on a message that is conveyed and makes other people understand what they want to convey clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or how they understand someone's said. The examples of talk as transaction are classroom group discussion and problem solving activities, buying something in a shop, ordering food from a menu in restaurant, asking someone for directions on the street. There are two different types of talk as transaction dependent on the focus. Burns in Richard (2008: 26) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transaction that focuses on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant. There are some of the skills involved in using talk for

transactions are explaining a need or intention, describing something, asking question, making suggestion, agreeing and disagreeing.

The last function is talk as performance. This refers to public talk, it is talk that transmits information before an audience. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format and it is closer to written language than conversational language. Some of the skills involved in using talk as performance are: using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, and using an appropriate opening and closing. So, it can be conclude that the fuction of speaking is to communicate with other people. Then, speaking helps share and spread ideas and thoughts from one person to another.

4. Kinds of Speaking

Brown, (1994, 141- 142) cites five categories of speaking's types such as;imitative, intensive, responsive, interactive, extensive. The first type is imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence while this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation" no inferences are made about test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role

of listening here is in the short-term storage of prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

The second is intensive. It is frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements, intonation, stress, rhythm, juncture). The speaker must have been aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

The third is responsive. It include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions.

The next is interactive. The difference between responsive and interactivespeaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants, interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which has the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a causal register and use colloquial language, ellipsis, slang, humor, and other sociolinguistics conventions.

The last is extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

5. Elements of Speaking

There are four components of speaking skill introduced by Heaton in Zulficar (2013:16), they are: Accuracy (pronunciation, vocabulary, grammar), Fluency, Comprehensibility and Content.

The first is accuracy. Mean of accuracy in speaking is when someone can produce correct sentences in pronunciation, vocabulary, grammar and word choice so it can be understood. According to Bailey in Nunan (2003:55) explains that, the mean of accuracy means the extent to which students' speech matches what people actually say when they use the target language.

a. Pronunciation

Pronunciation is very important to speak language because language must know how to say a word that is how to pronounce it. According to Alexander et al (1998:830) explains that, pronunciation is the way in which a language or a word particular is pronounced. In addition Pennington and Richards in Nunan (1991:106) defines there are some recommendations for teaching pronunciation: (1) The teaching of

pronunciation must focus on longer-term goals; short-term objectives must be developed with reference to long-term goals. (2) The goals of any explicit training in pronunciation should be bring learns gradually from controlled, cognitively based performance to automatic skill-based performance. (3) Teaching should aim toward gradually reducing the amount of native language influence on segmental, voice-setting, and prosodic features but should not necessarily seek to eradicate totally the influence of the native language on the speaker pronunciation in second language. (4) Pronunciation should be taught as an integral part of oral language use, as part of the means for creating both referential and interaction meaning, not merely as an aspect of the oral production of words and sentences. (5) Pronunciation forms a natural link to other aspects of language use, such as listening, vocabulary, and grammar; ways of highlighting this interdependence in teaching need to be explored.

In addition Harmer (2007:28) explores that, when speaking on the other hand, we construct words and phrases with individual sounds, and also pitch change, intonation, and stress to convey different meaning.

b. Vocabulary

Vocabulary is one of three English components, which has an important role in speaking English skill. That's why, if the students have a lot of vocabularies, their speaking will be fluent and they are not confuse in pronouncing or producing a lot of words just because have many vocabularies. According to Richards and Renandya (2002:255-259)

explains that, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It is found that knowing a minimum of about 3000 words was required for effective speaking, at the university level, whereas knowing 5000 words indicated likely academic success. In addition Simon and Schuster in Amin in Zulfiqar (2013:17) defines vocabulary as (1) a list of words and sometimes phrases, usually arranged in alphabetical order and defined; a dictionary; glossary or lexicon, (2) all the words of a language, and (3) all the words used by a particular person, class, profession, etc., sometimes all the words recognized and understood by a particular person, although not necessarily used by that person.

c. Grammar

Grammar is one of three English components and also one of speaking abilities to support and help students to have a good ability in communicating well. Grammar is common in both the written and spoken form of the language, so its existence is strongly needed in learning and speaking skill. According to Littlewood in Amin in Zulfiqar (2013:18) defines there are three meanings of grammar as: (1) the basic way where a language is put together, (2) an explanation or description of the way language is put together , and (3) some rules about talking and writing properly. Therefore , they use grammar as the principles to put together the message that they convey. In addition Harmer (2001:12) explains that, the grammar of language is the description of the way in which words can

change their forms and can be combined into sentences in that language. Then in Harmer (2007:210) explores that, grammar can be introduced in a number of ways, or it can show students grammar evidence and ask them to work out for themselves how the language is constructed. So in grammar teaching sometimes happens as a result of other work which the students are doing, for example: when they study language in a text they have been reading or listening to.

The second is fluency. The students can be called master of English or have a good ability in English if they can speak fluently. It means the student fluency in English as sign that they are master of English. According to Bailey in Nunan (2003:55) explains that, fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches. In addition Richard (2006:14) defines fluency is natural language use occurring when a speaker uses in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. In the fluency it can be developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstanding, and work to avoid communication breakdowns. There are some activities focusing on fluency; reflect natural use of language, focus on achieving communication, require meaningful use of language, require the use of communication strategies, produce language that may not be predictable, seek to link language use to context

communication, require meaningful use of language, require the use of communication strategies, produce language that may not be predictable, seek to link language use to context.

The third is comprehensibility. It is the process of understanding of the utterances sent by speaker done by the listener. Also comprehensibility in speaking means that people can understand what we say and we can understand what they say. According to Harmer in Zulfiqar (2013:19) explains that, comprehensibility can occur if two people want to make communication to each other, they have to speak because they have different information. If there is „gap“ between them, it is not a good communication if the people still confuse with what they say. In addition Clark and Clark in Zulfiqar (2013:19) defines that, comprehensibility has two common senses. In its narrow sense it denotes the building of meaning and utilizes the speech act conveyed.

The last is content. According to Jacob in Zulfiqar (2013:20) explains that content should be clear to the listener so that they can understand what the message convey and get information from it. Content refers to how suitable or substantive the explanation toward the object to be explained. To have content in speaking, the contents should be well unified and completed. In addition Tarigan in Bahri, (2004:11) defines the content is an ability in speaking that can be known from mistake, completeness, clarification, and simplicity what the topic is about. Without content and meaning the speaker can“ t plan or prepare material before expressing

ideas. In addition Nusrtdinova (2009:1) defines there are eight factors to improve English speaking. They are: pronunciation, grammar, listening comprehension, vocabulary, pattern of speak, audience, selfconfidence.

6. Teaching Speaking

Teaching Speaking is an important skill needed to be taught in language class and one from four skills most important in learning English. It is also the process of revealing something fundamental about the mind and how it deals with perception, feeling and intention. The ability to speak a second or foreign language well is very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skills. By speaking, people can express their think and felling to others. When we use in discussion with someone, one the other hand, the purpose may be to express opinions, ideas, arguments, and reasons, to persuade someone about something, or to clarify information.

According to Richards and Renandya (2002:201) explain that in some situations in speking, it uses speaking to give instructions or to get things done. It may uses speaking to describe things, to complain about people“ s behaviour, to make polite request, or to entertain people with jokes and anecdotes. Each of these different purposes for speaking implies knowledge of the rules that account for how to speak language reflects the

context or situation in which speech occurs, the participants involved and their specific roles and relationships, and the kind of activity the speakers are involved in. Linguists have provided a great deal of information on how speakers use language appropriately in different situations and clarified the complex nature of what is involved in developing speak fluency in second or foreign language.

In addition Westwood, Peter and Oliver in Zulfiqar (2013:21-22) state the principles of teaching speaking should be based on: (1) Create an enjoyable, entertaining social learning situation which gives pleasure to the students. (2) Keep the small group, not more than five or six students. (4) Arrange for fragment, intensive sessions in two or three short sessions daily. (5) Ensure active participation remembering that it is what a students practices saying, not what he hears, that improves communicating ability. (6) Have clearly defined, short term goals for each sessions: teaching a certain adjective, adverb, or conjunction: 'and' and 'but'. (7) Use material such as practices and games to hold attention as the basis for language simulation. (8) Observe the slow learner and give some degree of repetition in teaching if necessary.

7. Problems in Speaking Activity

Speaking is considered as difficult skill, it is caused of some problems. According to Ur (1996:121) and in additional Zulfiqar (2013:21-22) explain that some problems in speaking activity are: (1)

Inhibition. Speaking is regarded as difficult skill because it needs confidences to convey what the speaker wants to say. Unlike reading, writing, and listening activities. Speaking requires some degree of real time exposure to an audience. In this point learners are often inhibited about trying to say things in a foreign language whether in classroom or outside the classroom.

In fact students are worried to make mistakes and this makes them become speechless. (2) Nothing to say. Some of the students are difficult to practice their English speaking even to give their idea, it causes by having no motivation to express their opinion. In other words, the students can not say anything. (3) Low or No participation. In classroom interaction some students are dominating the conversation. This situation makes another students feel upset and being down to speak out. As a result students do not partipate or speak very little or not all. (4) Mother Tongue. This problem always appers in every student" s interaction because they are often using their mother tongue in sharing idea. They tend to use it because it easier to be uttered. In classroom activities, students talk using mother tongue both to other students and teacher.

B. General Concept of Cooperative Learning

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Cooperative learning is an

attitude and behavior together in working in which the successful is determined by the member of the group.

In the cooperative learning there is an available interaction among the member of a group and they can reach the results which are suited with the goals, Slavn and Stahl in Solihatin (2008).

Cooperative learning method is used extensively in each subject in every class starting from kindergarten until university. In a cooperative learning all of the students should cooperate, so their team will get the best result. According to Johnson & Holubec (2013: 1) there are some principles of cooperative learning :

The first is positive Interdependence. The teacher should out arrange structure of group and the task of each individually in a group. It makes the students learn and evaluate their self and other friends in a group in mastering and the skill to understand the lesson. Each student in the same group has a unique contribution to make to the joint effort. Team members depend and rely on one another to achieve the goal. Each group member's effort is required and indispensable for group to success.

The second principle is face to face promotive interaction. In cooperative learning, there is direct interaction and available in discussing the material and the tasks which is given by the teacher. This atmosphere makes the positive interdependence. They will give the feedback, challenging, reasoning and conclusions from their friend.

The next is appropriate use of social, interpersonal, collaborative and small group skill. In cooperative learning, students can't make the other students to

force their want, in this case the students should increase their skill in leadership, decision making and communication.

Then, individually accountability. One of the concept of cooperative learning is successful of the study will reach if they do that together. Each individual of the students in a group have two responsible, do the task and share what they have been learned and understood to other friends in their group. So it can determine the successful of their selves and their group.

The last is group processing. Team members set group goals, describe what member actions are helpful or not, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

C. General Concept of Time Token Arends Strategy

1. Definition of Time Token Arends Strategy

Time token Arends first time developed and tried by Elliot Aronson and friend in University Texas, and later then adaptation by Slavin and friend in University of John Hopkins.

This Technique can be used in instruction in speaking and reading skill. In this technique, teacher pay attention to the schemata or background of student experience and assist the student activate this schemata so that lesson substance become more having a meaning. Others, student cooperate with the student humanity in atmosphere of mutual assistance and have a lot of opportunity for the process of information and uplift skill to communicate.

Arends in Slavin (2009:15) stated that time token one of type in cooperative study which can be used to teach the social skill, to avoid the student predominate the discussion or student kept quiet at all. Where student learn in small group consisted of four until six people heterogeneously and cooperate the interdependence which are positive and be in control of complete part of lesson items which must be learned and submit the items to other group member, Every student given the coupon talk with the time + 30 second. Every student given a number of value according to circumstance time. When have spoken the coupon holded by a student delivered. Every student conversing one coupon. Student which have used up its coupon may not speak again. What still hold the coupon have to speak until its coupon used up.

Suryosubroto (2004), expressing that time token Arends technique represent a way of presentation of lesson substance where teacher give the opportunity to student (student group), to perform the erudite conference utilize to collect the opinion, making conclusion or compile the alternative of problem. As for characteristic from this technique are: (1) limited with the minimum time sixty second for every students, (2) using coupon as appliance convert at the time of student will converse, (3) Take place two people or more, (4) Take place in interaction look in the face by opening language media, (5) all member get the opportunity to listen and release the opinion freely direct, (6) Having a purpose or target to be reached through job of equal ushering member, (7) Take place in free atmosphere, systematic and regular with the rule of the game which have been agreed on with.

With the technique of student group can learn how learning from others, how to answer to the others opinion, how to look after the group union and get wise to the very decision making technique good for them in life go into society.

Anita Lie (2004) this technique to increase feel the student responsibility to its own study as well as others study. Student do not only learn the items given, but them also have to ready to give and teach the items at its group member Thereby, “ interdependent student one with other dissimilar and have to cooperate in cooperative to learn the assigned items items” According to Anita Lie in its book “ Cooperative Learning”, that model of study of time token unlike merely learning group, but there is base elements differentiating it with the group division conducted. For that have to be applied five element model the study of mutual assistance

The first is positive interdependence. Efficacy of masterpiece very base on effort every its member. To create the effective working team, instructor require to compile the duty in such a manner so that every group member have to finish its own duty so that other can reach their target.

The second is look in the face. In study of Cooperative Learning every group have to be given a opportunity to look in the face and discussed. This Interaction activity will give all learner to form the beneficial synergy all member. The pointt from this synergy is esteem the difference, exploiting excess, and fill Inssufficiency.

The third is civil responsibility. If duty and assessment pattern made according to procedure model the study of technique every student will feel accountable for do the best. Effective instructor in model of study this technique make the preparation and compile the duty in such a manner so that each group member have to execute its own responsibility so that duty hereinafter in group can be executed.

Then is communications usher the member. This element want to be the all of learner supplied by various skill communicate, because efficacy of group also base on the readiness all, its member to listening each other and their ability to phrase their opinion. Skill communicate in group also represent the long process. But, process this represent the very useful process and require to be gone through to enrich the experience learn and growth construction bounce and emotional all student.

The last is Evaluate the group process. Instructor require to schedule the special time for group to evaluate the teamwork process and result of job of equal them so that hereinafter can cooperate effective with interest.

Agus Nano Basuki (2003) mentioned time token Arends models represent the small example from democratic study applying at school. The democratic study is process learn placing student as subject. They have to experience of a change up at more positive. From which cannot become can, from do not understand become the understanding, and from do not know become know .A long side process to learn that, student activity become the especial attention.

Equally they always entangled actively, sharing teacher can to invite the student look for the solution with to problems met.

That democratic process which I wish to develop build through second model to learn which I have outlined in for. Over there student involvement in process learn. They invited to experience of with. Like in model of Take and Give, all students given the facility to changing over each other information with their friend.

Rasyid (1995) discusses the EFL teacher's role (what teachers should do) in making students active in their EFL, classroom learning. He proposes four tips, which should be done by EFL teachers in the classroom. In those four tips. Implicitly he pointed out that are active when: They engage their attention in both activity and material, They are responsible for the success of their team and the attainment of the lesson objectives, They understand the application of rules presented to the class through then lesson, They participate in the activity, They can express their own ideas, They enjoy the material and the activity, They think the material and activity are meaningful and challenging for them, They involve their senses as many as possible.

2. The steps for using Time token Arends (reference nya mana)

Arends stated that the lesson in time token Arends technique in cooperative learning follow involving five basic steps.

The first step is preparation. Before coming in the classroom the teacher take coupon as a means or convert to be allotted by students, where that coupon have the pointt in conversing. Then, if Lesson clock started at first

clock, customarily all our student invite to pray, after finishing teacher salute and ask their news, afterwards checked there is how many student which do not enter the.

Teacher divide a class become some group, with each group consisted of four until six student with different ability. This group referred as a origin group. Sum up the member in origin group correspond to the amount part of Lesson items to be learned the student in line with study to be reached.

Every student given the duty learn one part of the study items. All student with the same study items learn with in expert group (Counterpart Group / cg). In expert group, student discuss part of same study items, and also compile the plan how to submit to its friend if returning to origin group. For example a class with the amount 40 student and study items to be reached in line with its study is consisted of five shares of study items, hence from 40 student will there are 5 expert group which have eight member student and origin group **consisted** by 5 student. Every member of expert group will return to origin group give the information which have been obtained or learned in expert group. teacher of Facility of group discussion both for on group of expert and also origin group with use chance to speak with the coupon talk.

The second steps is defining objective target. Defining objective target of discussion so that clear what will be expostulated or clear of target expostulated and this target experimental see the process from conducted discussion.

The Objective target, covering any kind of which will be known, comprehended or decided in discussion, clear so that what will be studied. Target experimental, covering how situation and interaction usher the participant which wish experienced during discussion process and what Issue or experience of what wishing experienced of by group.

The third is opening and clarification of problem context. Clarification to problem participant about the topic to be expostulated just global enough, do not too detail. The detail explanation can result the framework of participant thinking limited, and quickly tire of or boring. Real crux of this phase taking part involoment participant, either through physical, mind and emotion.

Fourth is Objective phase. There are two question that raised by mediator in phase objective. The first : What is the participant known, seen, heard, read or remembered of concerning topic studied (in the form of fact and data). With this question will fish the student to open what knowing of, second : what have been experienced of participant and relevant with the studied topic (when, what occurence, and where), because in the form of natural by experience of student will make the student interested to follow the discussion conducted and student will submit what becoming experience which have been experienced of.

The last steps is Reflective phase. At phase of reflective question raised hit the emotional respon of participant for fact and data which have been got phase objective. this phase will progressively clarify what in fact problems which is being discussed in discussion.

Interpretative phase. Intention of phase Interpretative is knowledge esensi from studied topic. Statement in this phase, for example: what impact from that problem, etcetera. With this statement student can look for the solution from problems, because knowing nucleus core from conversed topic.

Decisional phase. Important Review the Point from discussion and remind the participant of at target objective which must be reached. In this phase the teacher invite or motivate the group to make decision pursuant to discussion result of previous phase.

Confirmation And closing. Doing review return every important argument agreed on or accepted in discussion. Writing down to return the argument in place which can be paid attention the all of student or participant. Tracing history, start from how the point proposed, studied agreed on. Asking the forum whether there is wrong less gratify in course of discussion

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3. Purpose for Using Time Token Arends

Slavin (1994) categorized three purpose for using cooperative learning on time token Arends technique. They are the result of learn academic, acceptance to individual difference, and social Skill development. Each of these steps could be explained as follows:

The first is the result of learning academic. In learning time token though include immeasurable of social target, also improve and repair the achievement of other important academic duties or student. Some expert have a notion that this model exceed in assisting student comprehend the difficult concepts. All developer model this have indicated that the model of structure of co-operative appreciation have earned to improve the student value of learning academic and norm change which deal with result learn. Beside alter the norm of deal with result learn the, co-operative study on time token Arends technique can give the good advantage at group student under and also group for laboring with finishing duties academic.

Second is acceptance to individual difference. Target of acceptance widely from people who differ pursuant to race, cultural, social class, ability, and its disability. Co-Operative in time token Arends type study give the opportunity for student from various background and condition to work with base on each other duties academic through structure of co-operative appreciation will learn esteeming each other one another

The third is social Skill development. Teaching to skill student cooperate and collaborate social skill, important owned by cause student in this time a lot of young still less in social skill.

4. The advantages of Time Token Arends

Arends (2001) stated that the advantages of time token Arends are improving activity, learn the student and achievement academic of them, improving energy of student memory, improving student satisfaction

empirically learn, assisting student in developing skill communicate verbally, developing skill of social student, improving to feel the self confidence student, assisting to improve the positive relation between student.

The experienced from Agus Nano Basuki, when he applied time token Arends in analysis pronunciation in reading poem said that benefit which can be plucked from Study Model of time token Arends finding positive attitude capable to be shown by student at the time of they got mixed up with a team-work. There is one or the other of group member owning ability far below or under friend of group, but exactly which the most talking. Initially other group member assume the student attendance in their group as a problems. But I suggest to them to listen what its friend opinion this. In the end, they ready to accommodate its friend opinion. Example, opened by friend which the first assumed will generate this problem even also writed in team-work paper.

“On the contrary, there also a student which always wish to take the most dominant role or see uppermost among other friend. Then, I call this student and invite him to converse. The target is to lessen the student domination in group, so that he will share the role with its friends. I give the suggestion expecting him to will lead the discussion process its group, so that formula of result of group discussion done by together. Change seen in course of discussion hereinafter. I see the student start will hear and change over the knowledge with friend its group” (Agus Nano Basuki Statement)

Then, this model of learning able to push the competitor student learn to increase initiative and its participation. Passive student even obliged to take the

role actively, good to digging knowledge and learn from other dissimilar friend and also in giving assessment to what have been presented by its friend. Habit to listening each other, sharing, giving input and openness to this criticism better have to be nonstopped to be grown in school activity.

D. Previous Studies.

In this point, the researcher summarized the relevant study to prove the originality of the research. The previous research was done 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 was 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 research was conducted by Aida Safitri (2016). The title of this thesis is *The Effectiveness of Time Token Arends Strategy to Teach*

Speaking in Hortatory Exposition it s experimental research 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 Strategy is effective to teach speaking in hortatory exposition text.

The fourth research was done by Dini Nurjanah. The title is “ *A Model Implementation Time Token Arends In The Story Telling Learning Activity Of Sundanese Culture*”. The result of this research is Time Token Arends can increase significantly to improve the speaking abilities particularly in the discussion activity of sundanese's culture to VII 2 class of junior high school in SMPN 4 Cimahi 2014/2015.

The Fifth research was 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.

Some aspects that make different from the previous study are : the subject and setting, the material, and the grade of students. Here the researcher will apply the strategy to the eleventh grade with the material about giving opinion.The researcher want to know wether Time Tokan

Arends Strategy is effective or not to use in teaching and improving students speaking skill at eleventh grade of MA Ma'arif NU Blitar.