

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, formulation of research question, objective of the research, significance of the research, scope and limitation, research hypothesis, and definition of key terms, and organization of the study.

A. Background of the Research

Language is very important in daily life to communicate efficiently. By using language every people can communicate with other people. Learning English is very big influence for every people. English is known as universal language. Anywhere if we want to go we always find people who used English language. Learning English not only important in education but also to get new job in everywhere, to get the experience and etc. So, English language is very helpful to people if they want to get education or get new job this modern era.

People need a communication to know each other and it is a basic human ability. In daily life language has some functions in everyday activities. People use language they can introduce themselves, communicate with other and get new knowledge. Without language it is hard to express or imagine how people can interaction with other. People used English language to deliver someone's idea, express their idea, and to deliver opinion to someone else.

Speaking is an interactions process between speakers and listeners. Speaking is an exchange of thoughts and some ideas about one or more topic

between other people Greene (1963:91). It means that the people speak with other is to get information about some topic. Speaking also involve a good deal of listening and to understand how the participants feeling. According to Tarigan (1981:15) the main point of speaking is for communicating. It means that the speaker must understand the meaning to be communicated, in order to make other people understand what they are talking about.

English is one of the important language in the world. All around the world, students of all ages are learning to speak English. They learn from elementary school up to university. The students use English language only learn in their school and they does not use as habit in their environment to communicate with each other. Learning English consists of four skill there are listening, reading, speaking, and writing. According to Brown (2001:267) speaking an interactive process of constructing meaning that involves producing, receiving, processing meaning and the presence of speaker and listener. It means that speaking are vitally important method to communication. In this modern era, the people should be mastered in English to support their development.

Speaking is direct language performance it happens in real time you can't edit and revise what you say with each other. Unlike writing, you can edit and revise what you want if any some error. According to Heaton (1974:12) one of skill that is important in daily life is speaking ability since the area of language are firstly presented orally before reading and writing are practiced. It means that speaking is one of important from other skill.

Speaking is very important because speaking and human being cannot separated from each other. In speaking students should master the elements of speaking such as, grammar, vocabulary, comprehension, fluently, pronunciation. It means that speaking is the most important skill to be improve to the students. Many students still have difficulty in speaking English especially in Junior High School. This caused the students limitation in mastering the component of speaking.

In teaching speaking, English teachers must be creative how to make design many communication activity in the classroom. The teacher must motivate the students to use language actively and productively. In the classroom the teacher must give some good design in teaching speaking class, how long and how much time they speak in the classroom will affect in their speaking actively and productively. The students also do not know about they want to speak and how they communicate their ideas to other friends. English teachers continued to teach speaking just repetition of drills or memorization of dialogues. It cause the students only understand about the main point of memorization about the topic that they have. Even thought, teaching speaking is very important and need students' communicative skill in teaching learning process. The teachers need some way teaching technique to improve students' communicative skills because only that way students can enjoy, comfortable and they can expressing some ideas without limitation from the teacher.

There are many problem in speaking especially Junior High School the first, the students lack of vocabulary mastery when they try to speak the just

silent, it cause they do not know what should say. The second, low confidence of the students when they speak in front of the class. It means that the students need more practice to speaking and the students need support in teaching learning process. The support is very important for students to be more active in the class and develop their skill. So, the students not found the difficulties and also the students will be enjoy when they join in the class activity. Third, the students high anxiety when they try to speaking practice in the class. It means that, the teacher should give motivation to the students in the class activity. To solve problem, the teacher need suitable and efficient technique in teaching and learning process. The teacher should be creative how the way the students understand about learning English and will bring the students successfulness about the objective of the lesson.

Practicing English language especially speaking in the classroom should be interested with appropriate technique in order to make the students increase their skill to be more active and the process of teaching learning can be enjoyable. In this study the researcher introduce the technique namely Time Token Arends. According to Huda (2014:239) Time Token Arends Technique is a democratic teaching instruction which put students as the subject. It means that the students is become the subject in the class and during the instructional process the students' activity is the main focus in teaching learning process. In other words, this technique focus on students speaking actively.

The researcher choose Time Token Arends Technique to apply it in English class and to increase students speaking skill. Therefore, the researcher

choose Cooperative Learning by using Time Token Areds Technique it can increase the speaking skill of students with their friends in teaching learning process. Cooperative Learning can help the students to distribute their participations in the class. Each students given token or coupon with time allocation to talk. Every students in the class must speak about the topic that they have in their groups. In other word, every students must speak individually with their imagination and their opinion that they have. All of the students must speak if they still have coupon and after they speak with limitation time they must submit the coupon to the teacher. The students can deliver their idea or sharing idea with their friends. So, it will promote a good atmosphere in the classroom activity and create a democratic class. The students will enjoyable when they can speak with their opinion or imagination without limitation from the teacher in teaching learning process in the class.

To prove that technique is effective to be used, we can take look for previous studies. The first research conducted by Parlian (2016), the result of his study indicated that Time Token Areds gave great contribution for students in Senior High School level in improving their speaking skill. Thus, it can be proved that the use of Time Token Areds as an alternative in teaching and learning process was effective to be used. This study used quantitative approach to science class at High School 1 Pariaman. They used two classes MIPA 1 and MIPA 5. It showed that there was a significant difference of students' who were taught by using Time Token Areds and who were not taught by using Time Token Areds. In other research conducted by Septi

Wulandari (2015) the result of her study is indicated that Time Token Arends was effective to help students to master speaking in Senior High School level. Her study used quantitative approach exactly in pre-experimental to tenth grade of SMK YPE Suwunggalih Kutoarjo. Thus, it can be proved that the use of Time Token Arends as an alternative in teaching and learning process was effective to be used.

In previous study, there are some researcher was conducting research by using Time Token Arends Technique to increase speaking. The first previous studies the researcher was conducting research by using Time Token Arends Technique gave better effect toward students speaking skill of Senior High School. But in this study, the researcher makes different from previous one. The researcher applied the study at Junior High School to prove that Time Token Arends can be used in different level. The second, previous studies Time Token Arends gave better effect toward student speaking skill of Senior High School but in this study the researcher makes different from previous one. The researcher applied the study at Junior High School. The researcher believe That Time Token Arends Technique can applied in different level. Meanwhile, the previous study use pre-experimental but, the researcher use quasi experimental in this research.

From this statement, the writer believe that Time Token Arends Technique can make students active. They can imagination or tell a story that they heard and read. Based on reason above, the writer carries out a study entitled “The effectiveness of using Time Token Arends Technique towards students’

speaking skill at the second grade of Junior High School of MTs Assyafi'iyah Gondang Tulungagung”.

B. Formulation of Research Problem

The problem that will be discussed in this study can be stated as follows:

Is there any significant difference on the students' speaking skill before and after being taught using Time Token Arends Technique?

C. Objective of the Research

Based on the formulation of the research problem, the objective of this study is to find out the effectiveness of Time Token Arends Technique toward students' speaking skill at the second grade of Junior High School of MTs Assyafi'iyah Gondang Tulungagung.

D. Significance of the Research

In this research will get some benefits, such as:

1. For the teacher.

This can be as reference to increase the students' speaking skill by using Time Token Arends Technique. So, the teachers will know how to choose and use suitable material (topic) and technique in teaching English.

2. For researcher.

It can increase our experience in English and have good understanding, especially on the students' speaking skill using Time Token Arends Technique.

E. Scope and Limitation

The scope of this study conduct at MTs Assyafi'iyah Gondang Tulungagung, it focus on the process of teaching learning in speaking by using Time Token Arends Technique. In this research, the writer limits the study only on the implementation of Time Token Arends technique towards students' speaking skill at the second grade of Junior High School of MTs Assyafi'iyah Gondang Tulungagung.

F. Research Hypothesis

The hypothesis of the study was prepared as a tentative answer for the research problem stated previously. In this case, the null hypothesis (H_0) and the alternative hypothesis (H_a) as follow:

1. Null Hypothesis (H_0):

There is no significant different score in students' speaking skill between experimental class and control class after giving Time Token Arends Technique of the second grade students of MTs Assyafi'iyah Gondang Tulungagung.

2. Alternative Hypothesis (H_a):

There is a significant different score in students' speaking skill between experimental class and treatment class after giving Time Token Arends technique of the second grade students of MTs Assyafi'iyah Gondang Tulungagung.

G. Definition of Key Terms

The researcher gives explanation of key terms used in the study. The researcher will discuss some definitions of key terms, they are as follows:

1. Cooperative learning

According to Artz and Newman (1990:448) cooperative learning is the students make small group with work together as a team to solve the problem, complete a task, or accomplish a common goal. Cooperative learning is one of learning method where the students work together with their friends or their partner in small group. They can interact actively each other to get the same aims when the teacher give instructions.

2. Speaking

Speaking is the ability to present the ideas or feeling orally to the people. The people can presented the idea or feeling orally to get good communication. So, the students can conduct the good communication inside and outside the class. In speaking should be mastered 5 elements as follows grammar, vocabulary, pronunciation, fluently, comprehension.

3. Time Token Arends Technique

Time Token Arends is one of cooperative learning technique where the students have active in speaking activity. Time Token Arends Technique is very helpful to develop the students' speaking skill. Time Token Arends Technique also make the students to be more active deliver their ideas, and

their opinion. In this technique all of the students must speak actively and productively in teaching learning class. The activities of the students become the main focus of this study. It will become good atmosphere in the class when Time Token Arends Technique apply in the English class. The students will be enjoy when they join in speaking class.

H. Organization of The Study

To make the reader easier to understand the content of this research, the researcher divide into five chapters, they are follows:

1. Chapter I Introduction: This chapter present the background of the research, formulation of research problem, objectives of the research, significance of the research, scope and limitation, research hypothesis, definition of key terms, and organization of the study.
2. Chapter II Review of related literature: This chapter included review of related theories, and previous study.
3. Chapter III Research method: This chapter presents the method of research design, population sample and sampling, research instrument, validity and reliability testing, and data collecting method.
4. Chapter IV Findings and Discussion: This chapter presents the finding of the study including the description of data, normality and homogeneity testing, data analysis, hypothesis testing and discussion.

5. Chapter V Conclusion and Suggestion: This chapter presents the answer of research problem and the researcher suggestion.