CHAPTER II

REVIEW OF RELATED LITERATURES

The review of related literature has purpose to give a brief what is related to discuss in this study. In this chapter, it provides of some explanation based on the title and some literatures based on the research. Includes the definition of speaking, component of speaking, speaking assessment, the roles of the teacher, definition of Time Token Arends, and advantages of Time Token Arends and previous study.

A. Speaking

1. Definition of Speaking

Students should be understand or know about four basic skills in English language namely speaking, writing, listening, and reading. In this research the researcher focus on speaking skill as an object. Speaking is the basic skill that should be mastery in the world to create good communication with the society. In this era, speaking is the most important skill that is speaking becomes one of standard competencies that have to be taught by teacher in teaching English beside listening, writing, and reading. The goal of the speaking is to give response, and to express the ideas in interacting with other students. According to Florez in Bailey (2005:2) and Nunan (2003:48) speaking can defined as a productive oral or aural skill which consists of producing systematic verbal utterances to convey meaning that involves producing, receiving and processing

information. Thus, speaking as a process to convey meaning and a way to send a message, an idea and opinion to the other people.

In addition, speaking is necessary for people to communication with other in daily life to get information. Speaking is action should involve two or more people to make conversation each other and to share opinion. Hedge (2000:261) said that speaking can be developed by combining knowledge of grammar, vocabulary, functional language, and communicative skill. It means that, speaking becomes good communication should be develop or understand about that.

From explanation above, the researcher concludes that speaking is process to share ideas to get the information. Speaking is action that to do two or more people to make good communication. Speaking involved some component such as vocabulary, pronunciation, grammar, fluency, and comprehension. The students should be mastered all of the component of speaking because it is very important in speaking. The students should be know or learn about the component of speaking, because it is the important part in speaking for people to understand what the other said.

2. Components of Speaking

In teaching English as foreign language, the goals is to make the students are able to speak or they can communicate in English as target language, to transfer their idea and feeling fluently. There are five kinds of language

components in speaking like vocabulary, pronunciation, grammar, fluency, and comprehension.

a. Vocabulary

Vocabulary is a part elements of speaking that the people must know about it. According to Brown (2001:168) vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. It means that, to be able to speak well the people should master enough vocabulary and has capability to use it accurately. So, every people should producing or have a lot of vocabularies to get communication well with others.

b. Pronunciation

Pronunciation is part of elements of speaking which the students should be know when they try to communicate with other. It means that the students must know how to say a word that is how to pronounce it. Manser (1995) said that pronunciation is a way that language and a word are spoken to the people. From explanation above, it can conclude that pronouncing of sound or language have a result lot of sounds. It means that pronunciation is one of five elements of speaking that make the students be able to communicate with others well and they can understandable.

c. Grammar

Grammar is the most important factors to influencing when the students speak well. According to Richards and Smith (2010:251-252) grammar is a

description of the structure of a language and how language units such as words and phrases are formed into sentence. For the definition above, grammar is one of speaking abilities to support and help to the students when they wants to communicating well with others.

In addition, according to Brinton (2000:8) grammar is a set of rules of principles of the working of a language, its system or structure. It means that grammar is the most important part of English language. If the students want to make good communication with their friends or wants to speak well they should understand or know about grammar in language.

d. Fluency

Fluently is the important part of English language. Fillmore (1979) state that defined fluency is the ability to talk at length with few pauses. It means that, when the people wants to speak they have the ability to explain or describe about what they want to say with few pauses. This can define as the ability to express self intelligibly accurately and without hesitation in communication.

To know about fluency, Brumfit (1984) said that treated fluency as natural language use like the native speaker. It means that, if the people speak with using fluently it can defined like the native speaker. When the students wants to speak be sure if their pronunciation production of words must be effective and suitable with the reading dictionary not up to their wish only.

e. Comprehension

Comprehension is understand completely. Manser (1995) said that comprehension is the power to understand about something. It means that the students must know or understand about fluency, good pronunciation, vocabularies and mastering grammar too. The students' make their speaking can be understood easily by other students' listening or inviting to speak. So, comprehension is very important in component of speaking.

3. **Speaking Assessment**

a. Definition of Assessment

Speaking assessment is important for the teacher to know the students ability in speaking. Assessment used is in measurement in collecting and analyzing information for making decisions in all aspects of instruction. According to Berry (2008:6) assessment can be as simple as an exercise in which a teacher gathers information from students, interprets, and makes judgements about their performance. In assessment especially in quantitative description (measurement e.g test score) and in qualitative description (non-measurement e.g anecdotal records of behavior) of performance.

b. Aspects for Speaking Assessment

In aspects for speaking test, the students should be mastered in oral skills of second language learning. According to Nurgiyantoro (2001:284) there are five components are emphasized that can be determiner of the student quality in their speaking competence, there are include: grammar, fluency, comprehension,

vocabulary, and pronunciation. In learning English language the students should be learn about five components. So, the students can increase their ability to master in English language well.

B. The Roles of The Teacher

In teaching learning process the teacher have some roles to teach in the class. It is important the teacher should be attractive to control their students. According to Harmer (2004:347) there have particular relevance if we are trying to get students to speak fluently.

a. Prompter: as a prompter, the teacher allow their students to work on their ability. The teacher must understand about the students' ability in teaching learning process. Teacher as prompter will leave the students and let them work things out for themselves, so that it will encourage to the students think independently. For example the teacher to work out for themselves, so the students do not tell about the answer and put out students' knowledge by using question from the teacher.

b. Participant: as a participant, the teacher of course should join to the students in activity in the class. When teaching learning process in the class the teacher also as a participant. For example, when the students have discussion activity or have a job the teacher join it not to dominate them. It will make the students enjoy having the teacher with them. So, the teacher can help their students or solve the problem and help to answer the question.

c. Feedback provider: as a feedback provider, the teacher teach in the classroom it is important from the teacher to provide feedback that is likely to give motivate to the students and give improvement when the student have some problem or have difficulties during the activity in the class.

In summary, when the teacher being a prompter, participant, and also feedback provider, they have to be careful to the students. Do not force, do not participate too much with students during activity in the class and also do not over correction to the students during teaching learning in the class. From the teacher roles is when the teacher teach in the class they should be a good teacher. It means that three kinds of the teacher roles is very important and should be applied in the class. So, it will make a good atmosphere in the class when teaching learning process happen.

C. Time Token Arends

1. Definition of Time Token Arends Technique

In this study the researcher introducing one technique to conduct in this research namely Time Token Arends. This technique develop by Richard I Arends so, it will used as solution to solve the problem or can be help to the teacher in teaching learning process. According to Arends (1998) Time Token Arends technique is to train and develop the students' speaking skill not domination or silent when they are discussion with their friends in the class. In other word, the students must speak actively and productively in teaching learning process.

According to Siswanto & Ariani (2015:61) supporting that opinion their reveal if this technique match implemented for increase talking students' skill. This technique can help the teacher to teach the students in the class. It is prevent to the students who only dominated by some students while the other students just silent and sometimes they not contribution within ideas conveying in the class.

2. Advantages of Time Token Arends

There are some advantages of using Time Token Arends technique to teaching speaking for Junior High School. The first, Time Token Arends technique can increase students' motivation and participation in classroom activity so, it can make the students to be more active to speak well in their class not just silent and dominate in their class. Second, it can train students to express their opinion, it can make the students to be more creative to speak when they try to express the opinion individually. Third, this strategy dos not need many teaching media in teaching learning process so, the teacher can focus to the classroom activity without spending much time to create teaching media. Fourth, there are no passive students because, all of students must speak with the same limitation time. Fifth, the students know about how they to share and listen carefully someone's opinion.

D. Previous Studies

In conducting research, the researcher found some previous research that related to use Time Token Arends Technique. Here the researcher summarized some previous studies which can guidelines for the researcher in conducting the new one and explaining was this study is different from the previous one.

The first research was conducted by Parlian (2016) was done by quantitative approach with the design quasi- experimental design. Based on the research findings, that the result of this study indicated that Time Token Arends gave great contribution for students and it can be increase their speaking skill at Science Class at High School 1 Pariaman. 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 Senior High School.

The second research was conducted by Septi Wulandari (2016) was done by quantitative approach with the design pre- experimental design. Based on the research findings, that the result of this study indicated that Time Token Arends was effective to help students to master speaking in 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 Senior High School level.