CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is an essential tool for communicating. Hornby (1995, p.37) defines that speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively.

In teaching English for speaking skill, the English teachers must be creative to design many communication activities in the classroom that urge and motivate students to use the language actively and productively. For this, teachers have to be aware of the students' inhibition in the way of how many times and how much they speak in the classroom. They do not know what to speak and how they communicate their ideas to others. In addition, the situation and condition in the classroom is still less in normal active speaking. Domination always goes to the active students. That is to say that the teachers mostly focus on who is active. Therefore, it is important to focus the teachers' intention on the improvement to stimulate the students to speak. For this purpose, active learning will be demanded. Actually, this problem is a matter of teaching methods that should be conducted by the teachers.

For Junior High School, the speaking skill is taught through Genre Based Approach. There are various genres that the students have to master. The genres are classified into transactional and interpersonal, functional, and monologue text. The transactional and interpersonal texts involve asking and offering help, asking

and giving things, congratulation and compliment, asking and giving opinion, etc. Functional texts include short message, announcement and greeting card. The examples of monologue texts are narrative, descriptive, procedure and recount text.

Based on the syllabus of Junior High School at the eight grade, the students have to acquire the speaking skill in some types of monologue text. One of them is descriptive text. According to Fulwiler (2002:34), "Descriptive text is a text that describes a person, place, or thing". In addition, Depdiknas (2006) states that the objective of teaching speaking of descriptive text is the students are able to express meaning in simple short monologue in descriptive form based on the generic structures and language features of the text. According to Hammond (1992:4), there are two generic structures of this text, they are identification and description, meanwhile the language features of a descriptive text are the use of simple present tense, adjective clause and etc.

As a preliminary observation, the researcher interviewed the English teacher at SMP Negeri 1 Kutacane, some problems were found dealing with speaking faced by the students especially in using descriptive text. First, the students had difficulty expressing their thoughts. The students could not optimally describe things, person and places, in detail because they do not have any ideas when they are asked to describe them. Another problem that the teacher found in the teaching learning process was that the students did not understand well about the components of descriptive text. Most of them have problems in using language features of descriptive text. The language features of a descriptive text are the basis on the use of tense and grammar.

In addition to the problems of students' speaking skill of descriptive text, the students' attitude and motivation toward speaking was still low. Most of the students were reluctant and ashamed to speak English in the teaching learning English process because they were afraid of making mistakes. It seemed that they had no motivation and confidence to take apart in the conversation although perhaps they wanted to speak.

To solve the problem of the students' participation in speaking, the researcher is interested to do research related to the Time Token method in teaching speaking of descriptive text. According to Arrends (2009:384), Time Token is a method that can be applied in situations when there are people who dominate the conversation and some are shy and never say anything. This method can give the students the same opportunity to speak in the classroom.

In addition, Suprijono (2013:133) suggests several steps of how the time token method can be administered. It starts by arranging the students' seating arrangement into a discussion form. Then each student is given talking tokens. Each student will be given points depending on the time they spend in speaking or expressing their opinion.

Each method has stages in application as well as Time Token method. A method will be successfully applied when there are steps to be applied properly. These stages are called processes. But, not all researchers go through all the stages in that method, but there are also some researchers that vary the stages according to the conditions, number of students, and time efficiency. Some studies using this method, revealed that the Time Token method successfully increases students' speaking ability simply by showing the scores without explaining the

stages / processes that occur in this method. In fact, to get the final result/ score, the researcher has to go through the stages in that method. That's why the research will be done to reveal the processes that occur in the Time Token method.

Some studies that support the successful implementation of Time Token method, such as; "*The Influence Of Using Time Token Method Toward Speaking Ability At The Students' Of SMP N 1 Batanghari Academic Year 2014/2015* (Fentari, 2016). The researcher explained that the students' score of speaking ability is influenced by using the Time Token method. The researcher used quasi experimental design.

The second journal is (Nurjanah,, 2018) "*Teaching Student's Speaking Ability Using Time Token Arends*". The article showed there was improvement in speaking students' used Time Token. The writer showed that in 2 cycles. Cycle 1 used a conventional method, the score was 62,25 and cycle 2 used the Time Token method, the score was 70, 25. It may be concluded that there was a significant increase in students' score.

The third journal is "*The Effect Of Teaching Speaking Using Time Token To Students Of The Tenth Grade At Muhammadiyah Kediri High School In The Academic Year 2016/2017*" (Choirunissa, 2018). The article showed that the Time Token method is very helpful in teaching speaking and due to it helps students in more confidence to speak up in front of class or when speaking with their friends and increase their idea when learning speaking ability. The mean of the pre-test without the Time Token method was 49. Meanwhile, the mean of

post-test with Time Token method was 76.62 It showed there was significant improvement using Time Token method.

In spite of the success of the method in teaching speaking skill, the article was just talking about the result in the form of scores. There are no journals that discuss how this method process can enhance students' speaking abilities. Certainly, process is also important to know. So, the researcher is interested to see how the process Time Token method can improve speaking skill in descriptive text at SMP Negeri 1 Kutacane. To ensure the English teacher applies the method correctly, the researcher has done interviews and observation with the English teacher in SMP N 1 Kutacane as preliminary data. The researcher has explained and described the Time Token method as well as its practical steps. When making observations, the researcher also saw the teachers using this method in teaching speaking. The teacher is interested in using this method, so the researcher has asked the teacher to use the Time Token method in her daily teaching activities as her training. So that at the time the research is conducted, the teacher will be teaching by applying the method accurately. In this research, the researcher will reveal how the process of the Time Token enhances the speaking skill of descriptive text in SMP NEGERI 1 KUTACANE.

B. The Problem of the Study

Based on the explanation in the background, the researcher formulates the following research questions:

1. How is the Time Token method implemented in teaching speaking skill of descriptive text for grade eight students at SMP Negeri 1 Kutacane?
2. What are the barriers faced by the teacher in teaching speaking skill of descriptive text using the Time Token Method at SMP Negeri 1 Kutacane?

C. The Objective Of the Study

Based on the problem of the research question above, the objective of this study are:

1. To describe the implementation of Time Token method in teaching speaking skill of descriptive text for grade eight students at SMP Negeri 1 Kutacane.

2. To reveal the barriers faced by the teacher in teaching speaking skill of descriptive text using the Time Token Method at SMP Negeri 1 Kutacane.

D. The Scope of the Study

The scopes in this study are the English teacher and students in Eighth grade students at SMP Negeri 1 Kutacane. In this study the researcher will observe how the teacher uses time token method in teaching speaking descriptive text. The study will limit and focus on how the teacher uses the Time Token method in teaching speaking descriptive text at SMP Negeri 1 Kutacane.

E. The Significances of the Study

Findings of this study are expected to be useful for:

1. Teachers, a source of valuable information about the Time Token method that can be used as one of the alternative methods to teach speaking skill.

2. The students, to develop their habit in expressing their ideas and to encourage them to be active in class to maximize students talking time.

3. The researchers, to explore their knowledge and to enlarge their understanding about how the Time Token method is implemented in class.