CHAPTER I

INTRODUCTION

A. Background of the Study

Language deals with communication, whether it is oral or written. There are many languages in the world and English is one of the languages that should be mastered. Many countries use English as their tool of communication. In Indonesia, English is taught from the kindergarten up to the university level.

Mastering English means mastering the four language skills, namely listening, reading, speaking, and writing skills. In order to communicate, speaking skill seems to be the most appropriate one. The ability of a person to communicate to another is seen by their speaking skill. Speaking is a meaningful interaction between people (Luoma, 2004:1). According to Levelt (1993:1), speaking is, moreover, one of our most complex cognitive, linguistic, and motor skills. People do not only want to get or share the idea but also to see the articulation, grammar, etc. Thus, the speaking aspects should be concerned in communication.

For many years, the ways of learning speaking are only memorizing and practicing the dialogue in front of the class. But now, learning speaking requires the goal to improve the communicative skills. Through that way, the students can express their idea, attitude, pronunciation, grammar, vocabulary, and learn how to use the suitable language based on the social and cultural in each communicative circumstance.

The writer did an observation in SMK HKBP Pematangsiantar. The writer took 26 students in doing the observation. The data showed there were 14/26 (53,8%) of the students stated that English is a very difficult and uninteresting subject for them. Then, the teacher's way in opening the class is uninteresting because the teacher always asks about the homework. After that, 11/26 students stated that the teacher's methods are discussion method and answer the questions in the textbook. While 10/26 students stated that the teacher only asks the students to write the material and do the exercise.

The writer also did an interview to the teacher. The writer found the data as follows:

- The teacher usually uses Indonesian and Batak languages in teaching and learning process because the students find it difficult to understand English.

- The facilities do not support the teaching and learning process.

- The students are lack of motivation in learning English.

- The ability in speaking English is still low. Less than 50% of the students can speak English, but the grammar is still not good, bad pronunciation, and lack of vocabulary and the other 50% just know how to introduce themselves.

Based on the data, the writer concludes that the facts above will give bad effect to the students' speaking ability. Vocational students are prepared to the job field and in this era one of the most important requirements is the ability in

speaking English. Thus, the writer concerned to see the speaking ability and try a model that can effect the students' speaking achievement.

There are some ways to solve the problems in teaching and learning proccess, by using strategy, method, model, or technique. By seeing the problems above, model is the appropriate way to solve the problem, because model guides the teacher from the preparation until the assessment.

Time Token is a model that can be used to teach social ability and skill, to avoid the students domination or lack of participation in speaking. Time Token asks the students to speak in a limited time by using the coupon and the students should speak untill they do not have coupon (Istarani, 2012:194).

The reason why the writer chooses Time Token as the model of this research is because Time Token helps all the students to be active and have a good participation in teaching and learning process**.** By using Time Token, the students that still have the token must be talk, which means that there aren't students who dominate or just stay silent. The students are asked to speak in the short term of time, and give comment or idea as short as possible but they try to give the suitable one, (Brown, 2004 : 271). Then, Time Token alows the students to give their opinion in the right way and in the effective time to others (Istarani,2011:194). By considering the explanations above, this study expects that Time Token will give significant effect to the student's achievement in speaking.

There are some researches applied Time Token. Sedima (2010) conducted a research by using Time Token for the tenth grader of senior high school. Sedima did not focuss on the specific kinds of speaking and limited the material to asking

and giving opinion. The research shows that the students' achievement in speaking, which was measured by using quantitative (orientation test) and qualitative (diary notes, interview and observation sheet) data is higher by applying Time Token than by using conventional method. Sedima concludes that the students' achievement is improved by applying Time Token.

Another research was conducted by Sukmayati (2014). The research was conducted by teaching expression of asking and giving opinion and suggestion on the eleventh graders of senior high school. The researcher also didi not foccuss on the spesific kinds of speaking. Indeed, students in experimental group shows greater improvement than the students of control group.

A research also conducted by Aziz and Ratmanida (2014). The researchers applied Time Token for junior high school students. In this research the students' improvement in speaking also higher than by using teacher centered strategy.

The differences of the previous study and this research are the kind of speaking that will be measured was interactive speaking. The researcher also choosed different materials since speaking ability is influenced by the speakers' purpose and the type of material that will give effect to the procedure of conducting the research. The materials that taught in this research were Argumentations and Agreement and disagreement and also giving responds. For this study, the researcher was eager to find out whether Time Token also has significant effect if it was applied for different materials, and specific kind of speaking.

B. The problem of the study

The problem of the study from this research was formulated in the form of question as follows:

"Is there any significant effect of applying Time Token on students' speaking achievement?"

C. The Scope of the Study

Actually there are five types of speaking, Imitative, Intensive, Responsive, Interactive, Extensive. This study attempted to find out the effectiveness of Time Token model on the students' achievement in speaking especially in interactive speaking which asks the students to maintain the social relationship and share specific information .

D. The objective of the Study

This study was intended to find out the effect of Time Token on students' speaking achievement for the eleventh grade of Vocational high school.

E. The Significance of the Study

The result of the study hopefully would be useful for:

1. The researchers, a reference for conducting a deeper research on students' speaking achievement.

2. English teachers, a source of valuable information about Time Token that can be used as one of the alternative strategy to teach speaking.

3. The students, improve their speaking skill by using Time Token.