

CHAPTER I

INTRODUCTION

A. The Background of the Study

In the study of a language, there are four skills that should be well-mastered by those who are interested in learning it and this applies also when one studies English. As one of the basic skills of English, speaking has important role in language learning process. Speaking is quite different from other language skills, because speaking requires the ability to perform in public. It means that speaking needs a lot of more power when it performs in public. In order to support people needs in learning English, many different ways of learning process both formal and informal instruction are available. Not only the place but also the media such as token, books, internet and other language teaching materials and resources are presence.

Speaking can be defined as a process of building and sharing ideas through the use of verbal language between speaker and listener. People put ideas into words, talking about perception or feelings that they want other people to understand them (Fulcher : 2003). To create a successful interaction or communication, the listener also has to pay more attention and listen carefully in order to be able to understand what the speaker says (Harmer : 2007).

Based on Educational Unit Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan 2006*: KTSP 2006) the students must have written and spoken ability in communication. In KTSP 2006, English syllabus of Vocational High School demands students to master some genre in speaking: recount, narrative, procedure,

descriptive, news item, report, analytical exposition, hortatory exposition, and spoof.

In fact, demand cannot be fulfilled because many students do not have ability to deliver their opinion. It can be proven by the low score of the students. Based on the researcher's experience through Field Practice Experience (Praktek Pengalaman Lapangan) of Grade X Junior High School in SMA N 1 Lumajang, the students always got confused about English vocabulary and grammar. In fact they knew what they wanted to say in their mind by using their mother tongue in Bahasa, but they did not know how to say it in English. It was proven by their ability in arranging sentences or translating English text into Indonesia and vice versa. In addition, based on the researcher preliminary interviewed with one of English teacher in SMK Negeri 1 Berastagi, the researcher found that students also felt confused in speaking and they said that the teaching learning process was bored. So, it was found that their ability in speaking needs to be improved. In addition, based on the observation in that school, the score of minimum standard competence (KKM) of English subject is 75. The English teacher used Storytelling Method to teach Speaking. Here are the recapitulations of students' scores in speaking by using Storytelling Method.

Table 1.1 Students' Scores of Speaking Tests in two Semesters 2015– 2016

Semester	Score	Students	Percentage	Mean
1 st Semester 2015/ 2016	< 75	18 Students	43.4 %	55,9
	≥ 75	19 Students	56.6 %	
2 nd Semester 2015/ 2016	< 75	13 Students	52.5 %	50,9
	≥ 75	24 Students	47.5 %	

Source: Students' accumulated score of Grade X¹ students at SMK Negeri 1 Berastagi academic year 2015/2016

Based on the description above, she found that many students did not have the passing grade. This situation can be happened because of some reasons either from teacher or students. The use of inappropriate and unattractive teaching method that had been applied could significantly influence teaching and learning process. In addition, teaching learning process could be affected by the lack of students' motivation to study. If the process of teaching and learning are boring and monotonous, the students will have no interest in studying and will cause a bad result (Sharon : 2003).

This problem can be solved by implementing new method in teaching and learning process. A method which is more attractive and can motivates student to study. Time Token Arend Method is suitable for this situation as it involves students to do cooperative activities and help each other in understanding particular topic.(Arend:2007).

The implementation of Time Token Arend Method can make all of students participate in speaking class by limiting their time. Thus, all of the

students have same talk time. There is no one that would be passive or dominate in speaking activity. In the other hand, the students would be motivated to participate and spend their coupons of time to convey their own idea or opinion in speaking activity.

There have been several researches that have ever been conducted through Time Token Method that showed effect of the students score. One research was conducted in SMP N.32 Pekanbaru by Rosmaini (2012). The aim of the research was to enhance the activity and student learning outcomes in Biology class. The result was TTA significantly affected the activity and learning outcomes of students. Similarly, Sukmayati (2014) conducted a research in SMA Laboratorium UNSYIAH Banda Aceh, the aims of the research was to know whether of the students who were taught by Time Token Arend would get a better performance in their speaking compared to those who were not. The researcher found that Time Token Arend significantly affected on students speaking competencies. In addition to that, Endang (2013) conducted a reseach in SD Negeri Karangsono. The aim of research was to investigate the effectiveness of TTA based on Problem Based Learning model in understanding of the concept natural resources. The finding of the research found that TTA was an effective method because the score of students was increased.

By considering the explanation above, it is hoped that the implementation Time Token Arend Method will affect students' achievement in speaking.

B. The Problem of the Study

In line with the background of the study, the problem was formulated as follows:

“Is students’ achievement in speaking that taught by using Time Token Arend Method higher than that taught by using Storytelling method?”

C. The Objective of the Study

The main objective of the research was to find out whether the students’ achievement in speaking taught by Time Token Arend Method is higher than that taught by using Storytelling Method.

D. The Scope of the Study

The scope of this study focused on the use of Time Token Arend method on students’ achievement in speaking which can be used in encouraging the students to learn speaking more effectively. This study was limited on speaking and focused on the application of Time Token Arend Method.

E. The Significance of the Study

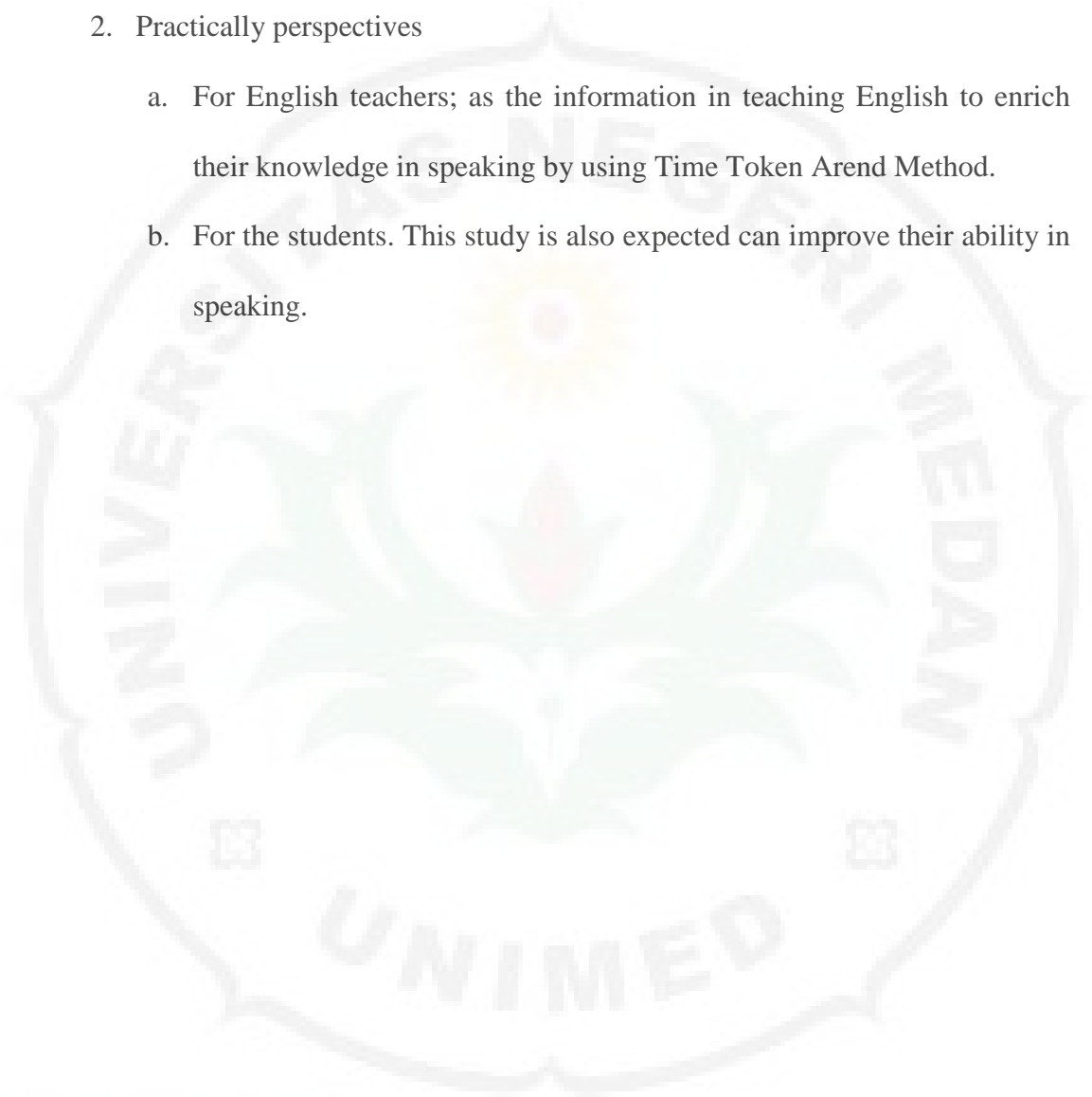
The study was expected to have both theoretical and practical perspectives:

1. Theoretically perspectives

The result of this research can be used as reference for those who want to conduct a research about speaking

2. Practically perspectives

- a. For English teachers; as the information in teaching English to enrich their knowledge in speaking by using Time Token Arend Method.
- b. For the students. This study is also expected can improve their ability in speaking.



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