

## CHAPTER 1

### INTRODUCTION

#### 1.1. Background of Research

Richards (2008: p.19) mentions that the most priority of many second-language or foreign-language learners is mastery of speaking skill in English. This statement reveals that in learning English, the first skill should be mastered by students is speaking. According to McDonough & Shaw (2013: p.157), "Speaking is linguistic knowledge that creates an oral message for communication and self-expression". It means that by mastery of speaking, students will be able to communicate well because they are able to express ideas, opinion and feeling to others. In addition, "speaking is an interactive process of constructing meaning that involves producing, receiving and processing information" (Florez: 1999, cited in Bailey, 2002: p. 124). Thus, speaking as one of the four language skills should be mastered by students in order to communicate with other person.

However, Munjayanah (2004: 16) states that when people want to speak fluently, sometimes they get difficulties to do it. It means that speaking is not easy to be learnt. In addition, to be acquire in speaking, Syafi'ie (1993: cited in Wijayanti: 2013) says that speaking skill cannot be gained automatically, but by learning and practice. Thus, students will never be fluent in speaking if they never practice it. However, many students of SMP N 2 Cileunyi are lack of speaking ability because they never try to say or speak through learning process. They acknowledge that they are not confidence because they think that they are not able

to speak and never given an opportunity to practice it. Thus, they feel that there is no motivation to them in practicing speaking.

Based on those reasons above, an interesting atmosphere of learning should be created to motivate students in giving their contribution actively through teaching learning process by choosing an appropriate strategy. Syah (2008: p.214) adds that strategy is a number of steps that are engineered in such a way in achieving specific teaching purposes. Thus, by applying a proper strategy, it will make students not only interest in teaching learning process, but also improving their skill easily.

Therefore, appropriate strategies in improving students' speaking skills are needed to increase students' interesting in speaking English. The strategy is Time Token Arends (TTA) introduced by Arends on 1998. Yuanita (2010: cited in Fatmawati, 2011: p. 20) says that "students are practiced and accustomed to share their knowledge, experiences, assignments, and responsibilities each other and learning activity is created in group by TTA strategy". In this strategy, participation is caught by spreading out some coupons to each student. Students must speak based on certain time, (e.g. 30 seconds), and return the coupon after speaking. In other hand, students who don't have coupons cannot speak anymore.

In addition, Suprijono (2009) mentions that Time Token Arends is one of strategies that supports cooperative learning approach. Futhermore, Tang (2000, cited in Hijazi&Al-Natour: 2012) shares belief that cooperative learning may possibly have benefits in second or foreign language learning. It is supported by Hijazi&Al-Natour (2012: p. 454) find that there is difference indicates that using

cooperative learning for teaching English skills has had a positive effect on students' achievement. Besides, in English language teaching, speaking is one of four English skills which is important (Brown, 1994: p. 217). Therefore, Time Token Arends' strategy is an appropriate strategy in teaching students' speaking skills.. Due to the reasons the research entitled **“THE EFFECT OF TIME TOKEN ARENDS’ STRATEGY ON IMPROVING STUDENTS’ SPEAKING SKILLS”**

### **1.2. Research Questions**

This research is concentrated to solve the following three questions:

1. What are students' speaking skills in using Time Token Arends' strategy?
2. What are students' speaking skills in using conventional strategy?
3. How significant is the difference of students' speaking skills by using Time Token Arends' strategy and by using conventional strategy?

### **1.3. Purposes of Research**

Based on the questions formulated above, the purposes of the study are:

1. To know students' speaking skills in using Time Token Arends' strategy
2. To know students' speaking skills in using conventional strategy
3. To know the significant differences of students' speaking skills by using Time Token Arends' strategy and by using conventional strategy

#### 1.4. Rationale

Richards (2008: p.19) says that the most important skill should be mastered in learning second or foreign language is speaking skill. In addition, Ahmadi (1990: p.18) mentions that speaking skill is ability to produce system current of articulation sounds to convey willing, need, feel and interest to others. Arsyad& Mukti (1987:17) agrees that speaking is an ability to produce articulation sounds or words to express, to utter and deliver ideas, opinions and feeling. By mastering speaking, students can deliver their ideas, opinion even feeling easily in teaching learning process.

On other hand, according to (Richards& Renandya, 2002: p. 204) “Speaking a language is especially difficult to foreign language learners because effective oral communication requires the ability to use language appropriately in social interaction”. This statement is supported by Munjayanah (2004: 16) that when people want to speak fluently, sometimes they get difficulties to do it. Syakur (1987: 5) adds, “Speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency”. Further, Brown (2003: p. 140) says that speaking consists of grammar, vocabulary, pronunciation, fluency and comprehension. Those statements explicitly mention that speaking skills are not easy because students can rely not only on their grammar and vocabulary, but also pronunciation and fluency in speaking English.

By concerning the difficulties of mastering in speaking skills, Syafi'ie (1993, cited in Wijayanti: 2013) says that speaking skills cannot be gained automatically, but by learning and practice. It refers to Piaget (cited in Trianto:

2009) that physical experiences and manipulation of environment is important for development. These statements indicate that practice supports and helps students in improving their speaking.

In contrast, most of students prefer for silence rather than speaking in real class. The primary causes of students' anxiety in speaking English are lack of confidence and the opportunities to speak alot. Thus, a teacher must create an enjoyable atmosphere in making students interest in speaking by applying an appropriate strategy. According to Sulistyono (2003, cited in Trianto: 2009) learning strategy is a special treatment which is conducted to make learning easier, more effective and enjoyable. Thus, by applying a proper strategy, it will make students not only interest in teaching learning process, but also improving their skill easily.

Moreover, Reece (1997: p. 136) mentions, "teaching strategy is important that you familiar with each and know where they might be used". A teacher should understand strategy will be applied deeply in order to solve students problems in learning speaking English. In reaching positive impact on speaking, a teacher should use strategy make students do five activities known as characteristics of successful speaking activity (Ur, 1996: p. 120): "Learners talk a lot; Participation is even; Motivation is high; Language is comprehensible; Students speak the target language."

Therefore, proper strategy consists of five characteristics successful speaking activity is Time Token Arends (TTA). TTA is one of strategies in cooperative learning model. This is introduced by Arends on 1998. Yuanita

(2010) says that students are practiced and accustomed to share their knowledge, experiences, assignments, and responsibilities each other and learning activity is created in group by TTA strategy. By applying TTA strategy, it means that students do three activities: students talk a lot, language is comprehensible and automatically students speak the target language. It will make students giving their participation and practicing their speaking through teaching learning process. Moreover, Arends (2008: p. 384) explains:

*“Time tokens.* If the teacher has cooperative learning groups in which a few people dominate the conversation and a few are shy and never say anything, time tokens can help distribute participation more equitably. Each student is given several tokens that are worth ten or fifteen seconds of talk time. A student monitors interaction and asks talkers to give up a token whenever they have used up the designated time. When a student uses up all of his or her tokens, then he or she can say nothing more. This, of course, necessitates that those still holding tokens join the discussion.”

TTA strategy minimizes student's domination by giving coupons in the same peaces as card of speaking chance to speak. By doing this, all students get the chance to speak. Besides, students' motivation will be high because they will get point based on those coupons. It certainly encourages their skill in uttering opinion and ideas. Thus, in the future they are able to speak in front of other well in saying their ideas, opinion and feeling.

To know the effect of students' speaking skill by using Time Token Arends' strategy, this research is conducted by experimental study. Hence, this reseach consists of two variable; variable X (Time Token Arends) and variable Y (Speaking skills). It means that sample is divided into two group; experimental and control group. In finding the effect of Time Token Arend strategy, both of

groups are given pre-test at the first meeting. It is conducted in order to know students' speaking skills before giving treatment.

Second, the experimental group is taught by using Time Token Arends strategy, whereas control group is taught by using conventional strategy. After giving treatment, students are given post-test. Finally, the improving of students' speaking skills can be seen by comparing the result of students' pre-test with the result of students' post-test. To understand easily, schema about variable X (Time Token Arends) and Y (Speaking skills) can be seen as follows:

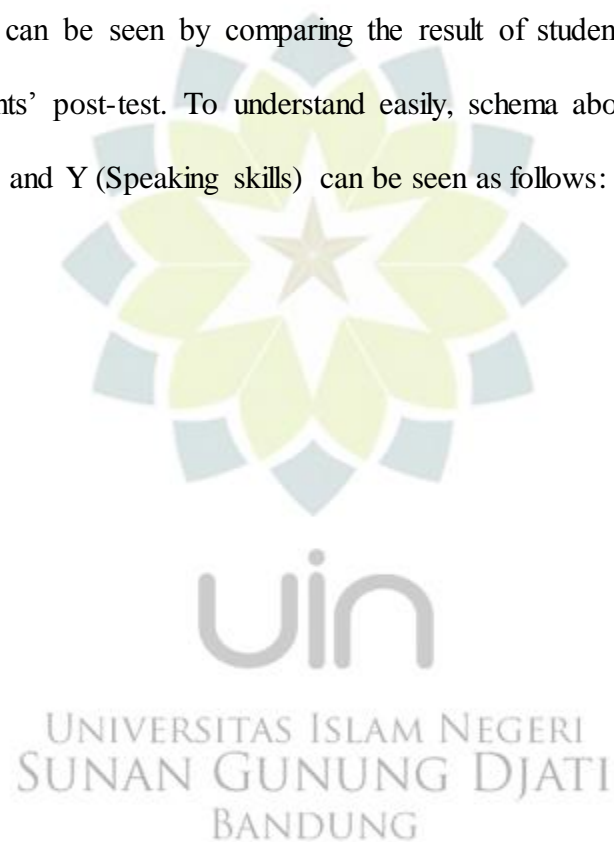
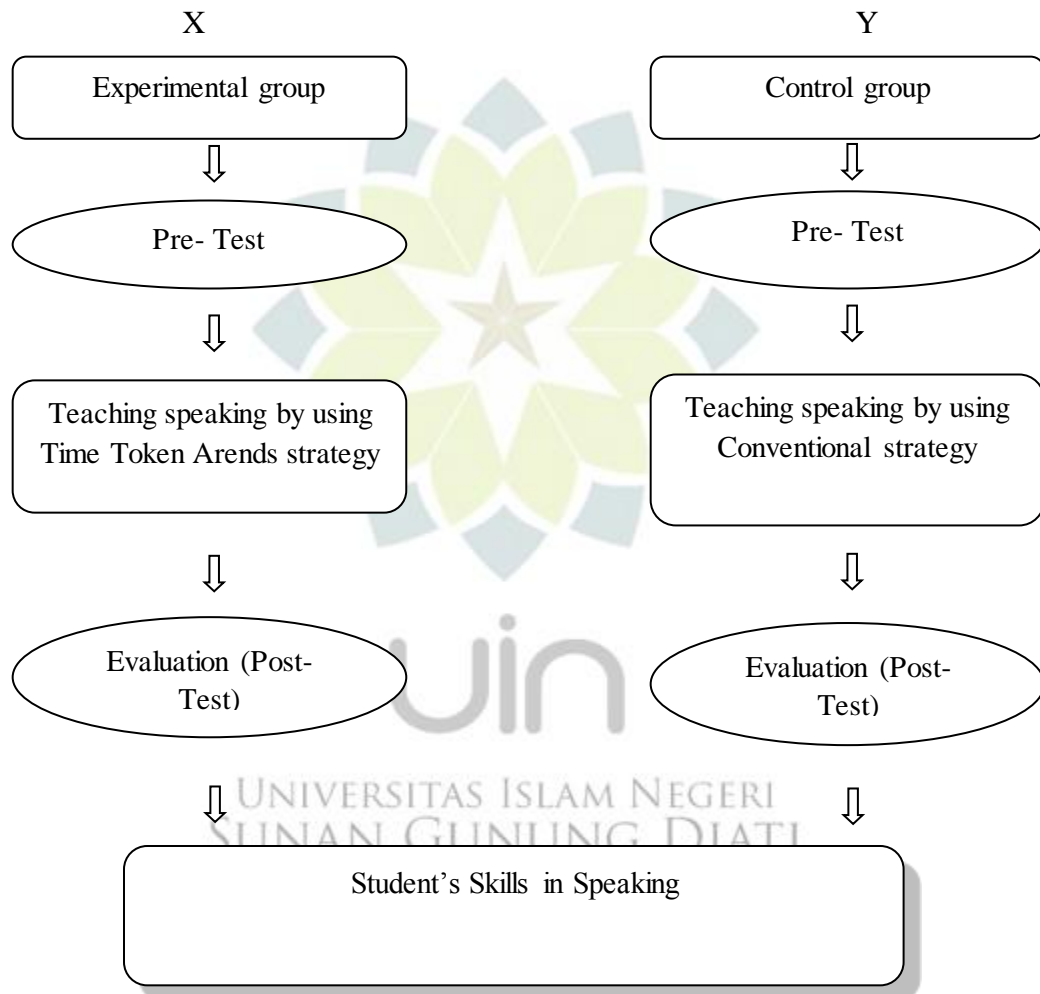


Figure 1.1.

**THE RESEARCH OF THE EFFECT OF TIME TOKEN ARENDS’  
STRATEGY IN IMPROVING STUDENTS’ SPEAKING SKILLS**





## 1.5. Hypothesis

Hypothesis is the tentative assumption to research problem (Sugiyono, 1997: p. 84). In addition Nazir (1998: 182) said that hypothesis is tentative assumption to research problem where its validity should be examined empirically. This research analyzes two variables: TTA strategy (X) and speaking skills (Y). Variable X influences variable Y. It means that the use of TTA strategy influences students' speaking skill. Thus, it is logic to assume that "the more intense the students use of TTA strategy, the higher their improvement in speaking skills."

The explanation above can be formulated a hypothesis of the effect of Time Token Areds strategy in improving student's speaking skills:

1.  $H_0$  accepted if  $t_{count} < t_{table}$ : it means that there is no significant effect of Time Token Areds strategy on students' speaking skills.
2.  $H_a$  accepted if  $t_{count} > t_{table}$ : it means that there is a significant effect of Time Token Areds strategy on students' speaking skills.

## 1.6. Metodology

The type of this research was quantitative because collected data involved numerical data. Subana, et al. (2000: p. 72) mentions that quantitative data is numeral data form. The research method was conducted with an experimental study. According to Arikunto (2010: p. 9) "experimental study is a way to find out causal relation between two factors which are appeared intentionally by researcher by eliminating or neglected the other annoyed factor". Thus, this study was used to seek the influence of a variable to other variables where in this

research, researcher tried to find out the influence of variable X (TTA strategy) toward variable Y (Speaking Skills).

Research design model used was pre-test and post-test randomized group (The Randomized Pretest-Posttest Design Group).

**Figure 1.2. The Randomized Pretest-Posttest Design Group**

<b>E</b>	<b>0<sub>1</sub></b>	<b>X</b>	<b>0<sub>2</sub></b>
<b>K</b>	<b>0<sub>3</sub></b>	<b>X</b>	<b>0<sub>4</sub></b>

Note:

E = Experimental class (Group with using TTA strategy)

K= Control class (group without using TTA strategy/ conventional strategy)

0<sub>1</sub> = Result of experimental class pre-tes

0<sub>2</sub> = Result of experimental class pos-test

0<sub>3</sub> = Result of control class pre-test

0<sub>4</sub> = Result of control class post-test

X = Treatment to experimental and control class

(Arikunto, 2010: p. 125)

In this design, subjects were separated into the experimental class and the control class. Then, giving a pre-test before treatment was given. The special treatment was given only to the experimental class for a certain time, and then students' speaking skills are measured by post-test.

The experimental class was given treatment learning strategy by using Time Token Arends strategy, while the control group was not given special treatment, but with a conventional strategy. Firstly, pre-test was conducted before treatment, and after that post-test was conducted after being given treatment. The differences average score between pre-test and post-test scores of each group

were compared to determine whether experimental treatments gave greater changes than the control situation or not. The significance of the differences in the average change are determined by statistical tests, that was the T-test.

### **1.7. Population and Sample**

This research chose SMPN 2 Cileunyi because this school situation demands students to speak English. It was relevant to this research. In getting the information, this research was conducted for 3 weeks. Besides, a research always involved population and sample, whatever it was about people, tendency, things, or other data. Arikunto (2010: p. 173) states that population is the whole of research subject. Population here means not only people but also other things related to research. The population used in this research is students of SMPN 2 Cileunyi at seventh grade consist of 7 classes, with total 153 students.

To avoid confusing of this research, sample was needed to be taken. According to Arikunto (2010: p.174), sample is part of researched population. It was used to generalize result of sample research. Furthermore, Arikunto (2010) says that the all subject of population should be taken if amount of population is less than 100, but a researcher can take 10% until 10% or 20 until 25% from population if total of researched population more than 100. Thus, this research took 25% of population, It was about 38 students, because total of population was more than 100. In addition, Technique sampling used was simple random sampling. "In a random sample, everyone in the population to be sampled has an

equal chance of being selected". (Wardhaugh, 1992: p. 153). This technique is done by mixing subjects in population and put down as has same characteristics.

Therefore, all member of population, that was the whole class VII from A-G, had same chance to become sampling data. In making it easier, this research was applied to class VII D as experimental class which was about 19 students, and class VII E as control class that was about 19 students.

## **1.8. Techniques of Collecting Data**

To verify the truth of hypothesis, this research uses two techniques. Those are:

### **1.8.1. Observation**

Surakhmad (1990: p.62) mentions that observation is intentional study about social phenomenon and psychological tendency by monitoring in real or changed situation. Psychological tendency here means observation involves attention center activity to an object by five senses. In addition, this technique also was used to find out the information relating to objective condition of researched school; it was SMP N 2 Cileunyi, including building, facilities, students, teachers, etc.

### **1.8.2. Test**

Arikunto (2010: p. 266) states that test is a series of questions or exercises or other used to measure skills, knowledge, intelligence, ability or talent possessed by individuals or groups. In this research, the measured skill was student's speaking by using TTA strategy. Thus, analyzed data is score of speaking test

conducted by answering some questions orally. Test were conducted twice, those were pre-test and post-test.

### **1. Pre-Test**

The implementation of pre-test was conducted in experimental class as standardized test which had the requirement of validity and reliability tests. Besides, the questions as the instrument between both of groups were homogenous to get balancing quality of the two groups researched. It was objective test, in the form of interview, presentation, and role play which were related to a theme which is known by students. The pre-test was used to measure skills of students on their speaking before they are given the treatment of research. In this case, students speaking skills were assessed by five categories; grammar, vocabulary, pronunciation, and fluency, and comprehension (Brown, 2004: p. 140)

### **2. Post-Test**

The implementation of post-test was conducted in experimental and control class. Alike with pre-test, the questions between both of classes must be homogeneous to get the real differences result among them, because the post-test was conducted after giving treatment. The examination was also conducted in the form of interview, presentation, and role play.

### 1.8.3. Treatment

Treatment was just given to experimental class after giving pre-test. The treatment here meant teaching speaking by using Time Token Arends' strategy and the materials were appropriated to material which had been learnt by students. It was aimed at improving students' speaking skills, especially in students' participation through teaching learning process. Treatment was conducted for three meetings, exclude pre-test and post-test. Those were in the second until fifth meeting of this research.

### 1.9. Data Analysis

The writer uses some ways in analyzing the data, which have been gotten from the research, they are:

A. Testing the normality for pre-test in experimental class and control class by conducting the procedure as follows:

1. Determining the range (R) of data

Formula:

$$R = (\text{the higher score} - \text{the lower score}) + 1$$

(Sudjana, 1996:47)

2. Determining the class interval (K)

Formula:

$$K = 1 - 3.3 \log n$$

(Subana, et al., 2000: 39)

3. Determining the length of class interval (P)

Formula: 
$$P=R/K$$

(Subana, et al., 2000: 40)

4. Making the table of distribution of frequency

Score	$f_i$	$x_i$	$x_i^2$	$f_i x_i^2$	$f_i x_i^2$
1	2	3	4	5	6

(Sudjana, 1996:96)

5. Determining the mean

Formula: 
$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

(Sudjana, 1996:67)

6. Looking for standard of deviation

Formula: 
$$s = \sqrt{\frac{\sum f_i (X_i - \bar{X})^2}{n - 1}}$$

(Sugiyono, 1997:55)

7. Arranging the distribution of observation and expectation frequency by using the table as follows:

No.	Score	F	Class Limit	Z count	Z table	Li	Ei	Oi
1	2	3	4	5	6	7	8	9

(Sudjana, 1996:293)

8. Determining chi square count ( $X^2_{count}$ )

Formula:

$$X^2_{count} = \frac{\sum(O_i - E_i)^2}{E_i}$$

(Subana, et al., 2000:124)

9. Determining the degree of freedom

Formula:

$$df = K - 3$$

10. Determining the value of chi square table ( $X^2_{table}$ ) by significance level 0,05

11. Interpreting data normality by comparing chi square count ( $X^2_{count}$ ) and chi square table ( $X^2_{table}$ ) with the formula

a. If ( $X^2_{count}$ ) < ( $X^2_{table}$ ), the data is normal.

b. If ( $X^2_{count}$ ) > ( $X^2_{table}$ ), the data is not normal

B. Determining the homogeneity test of two variants by conducting the steps as follows:

1. Determining score F

Formula

$$F = \frac{S_1^2}{S_2^2}$$

(Sudjana, 1996:249)

2. Determining the degree of freedom of data (df)

$$df_1 = n_1 - 1$$

$$df_2 = n_2 - 1$$

3. Determining homogeneity of data with criterion:

a. It is called homogeneous if  $F_{table} > F_{count}$

b. It is not homogeneous if  $F_{table} < F_{count}$



C. Testing hypothesis by conducting the steps below:

1. Determining combination of deviation standard (*dsg*), with formula:

$$dsg = \sqrt{\frac{(n_1-1)S_1 + (n_2-1)S_2}{n_1 + n_2 - 2}}$$

(Subana, et al, 2000: 171)

2. Determining  $t_{count}$  with formula:

$$t_{count} = \frac{\bar{X}_1 - \bar{X}_2}{dsg \sqrt{\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

(Subana, et al, 2000: 171)

3. Determining the degree of freedom of data

Formula:

$$df = n_1 + n_2 - 2$$

(Sugiyono, 1997:137)

4. Determining  $t_{table}$  with significance level 0,05, with formula:

$$t_{table} = t (1-\alpha)(df)$$

5. Interpreting hypothesis

D. Calculating the index gain (Degree of Current Strategy Influence)

1. Determining gain with formula:

$$Gain = \frac{(Score\ of\ post\ -\ test\ -\ score\ of\ pre\ -\ test)}{n(100) - score\ of\ pre\ -\ test}$$

(Hake: 1998)

2. Determining degree of gain coefficient, with criteria below:

Percentage	Degree
$x \leq 0.3$	Low
$0.3 < x \leq 0.7$	Medium
$x \leq 0.7$	High

(Hake: 1998)