

CHAPTER 1 INTRODUCTION

1.1. Background of Study

Language is an integral part human life it accompanies wherever and whatever a person is. It is used as a means of conveying ones idea in society (Brown, 1980:92) consequently feels about to the other. Language is used by humans to interact with other people. One of the languages spoken by almost all over the world is English. It is almost used in all aspect, starting from the world of science, aviation, computers, diplomacy and tourism. Not only in the sector, even now in terms of English education has been implemented since primary school.

Speaking is one of important skill that had to be mastered by students when learn English beside writing, reading and listening, because speaking is the main goal of learning foreign language. On the one of English that is stressed most is speaking is considered master in English when he is able to speak. Bailey and Savage Murcia stated that being able to speak in a language means that we have mastered that language, because speak is the most important in human communication. Indeed, speaking is the most stressed skill in a second or foreign language classroom (Celce-Murcia, 2014).

There are five components that should be mastered by students in order to be good in speaking. There are fluency, vocabulary, grammar, and pronunciation (Brown, 2010:172-173). Receptive aspect of speaking is the skill which conventionally referred to as listening. While productive

aspect of speaking referred to as saying. Receptive and productive usually happen in conversation. In other word, speaking is an interactive and requires the ability to cooperate in the management of speaking turns (Scott, 2005:1).

According to Scott and Ytreberg (2010:32) define through by speaking, people can express their emotions, communicate intensions and reactions, and explore the language. The importance of speaking is to show ideas, opinions, reasons, and arguments to the other people. With speaking, students can communicate with their friends. They can add their knowledge by getting information from learning materials studied in the class. Speaking is not easy for students. Many students said that speaking is very difficult. In Indonesia, English is a foreign language that is not used in daily activity. The students must study hard to master it and the teacher should create a good euphoria in class.

Based on the researcher's opinion, this case is caused they less motivation to speak English. However, it is very different to real situation in class. The fact showed that English speaking class do not totally work well in class because there are many factors prevent students to speak English. There are some problems affecting faced by learners in speaking activities. The problem include students are shy and nervous, nothing to say, the low of participation and the use of mother tongue. Besides that, the problems that are faced by students in speaking English are they do not have much time to practice, they have no partner to speak English,

they feel afraid to share an opinion and their ideas, and they feel embarrassed with their friend that are cleverer than themselves.

Based the observation, in teaching English for speaking skills, English teachers must be creative to design many good communication activities in the classroom to motivate the students to use the language actively and productively. For this, teachers have to be aware that the students are used to inhibit in the way of how many times and how much time they speak in the classroom. The students also do not know what to speak and how they communicate with other students to change and share their idea. In addition, this situation and condition is still normal in the classroom especially for speaking class. Domination will always go to the active students and the teacher will focus only who is active. Teacher must provide an interesting way to create good euphoria in the class. Therefore, the process of teaching and learning has not been conducted successfully because students cannot develop their opinions and ideas by memorizing the dialogue.

In learning speaking class, the teachers need a play a number of different roles. Harmer points out three roles of the teacher in teaching speaking class. The first role is the teacher is a prompter. The students sometimes confused and they do not know what to speak, so the teacher as a prompter has a rule to help students by offering discrete suggestion. It can be done supportively and without bother the discussion. The second is a participant. The teacher should have a good animator when teacher asks

the students to produce language. The third is a feedback provider. Feedback provider is a very important that the teacher allows the students to assess what they have done. However, it is important to think about possibility that over correction in students speaking activity (Jeremy Harmer, 2007:347).

Cooperative learning is one of method to teaching. It is a good strategy in which small team, and each of teams have different level of ability, and use a many variety of learning activities to increase their understanding of a subject. Kagan on Agus Suprijono (2015:49), cooperative learning is more than working together. It has been described as structuring positive interdependence. There are several types of cooperative learning, such as group investigation, team assisted individualization, jig saw, and time token Arends. Meanwhile, cooperative learning there is an available interaction between the member of a group and they can achieve the results which are suitable with the aims, Slavn and Stahl in Solihatin (2008).

Cooperative learning has a several principles. First is positive interdependence. Type of cooperative learning is a time token arends. Offers, Time Token Arends is one of a little example from the democratic learning in school. Democratic learning is the process while students act as a subject. They must change to more positive, from can't to can, from they do not know to know, from they do not understand to understand, in other word, they always active (Mukrima, 2014:118).

The reason why the researcher wanted to conduct a study by using cooperative learning with time token arends method was because it could increase the courage of the students to talk in the class actively. Cooperative learning with time token arends type helped the students to distribute their participants orderly. Each student's given some tokens which contain of time allocation to talk. If the students did not have token, the students could not talk again, and it make the students who have the token must to speak up.

The use of cooperative learning with time token arends type was expected to be able to improve the students interesting toward the subject. Later on, it will make students can understanding the material easily, and they will have bravery to convey their opinions and students speaking skill would be improved.

Based on the background above, the researcher intended to examine whether using Time Token Arends is effective to improve student's speaking ability. Based on the problem, the researcher wants to conduct a research with the tittle **“The Effectiveness of Cooperative Learning with Time Token Arends Type to Improve Students' Speaking Ability (A True Experiment Study at Tenth Grade Students of SMA Negeri 1 Tahunan Jepara)”**.

1.2. Statements of the Problem

Based on the explanation above, the researcher wants to formulate a research and find the problem is as the following below:

“How effective is Cooperative Learning with Time Token Arends Type to improve students’ speaking ability in tenth grade at SMA Negeri 1 Tahunan Jepara in academic year of 2020/2021?”

1.3. Objective of the Study

Based the statement of the problem above, the objective of the study as follow:

“The objective of this study is to examine the effectiveness of cooperative learning with time token method to improve students’ speaking ability at Tenth Grade SMA Negeri 1 Tahunan Jepara”

1.4. Significance of the Study

The research hoped that the result of the study will become useful information as follow:

1. Theoretically

The finding out of this study can be used to enhance the theory and increase kind of method of teaching technique in English especially in speaking ability.

2. Practically

- a. For teacher, the application of cooperative learning with time token arends method during learning process can facilitate students to

understand the material and this research can be other way to make students more courageous and motivated to try to speak out.

- b. For next researcher, this study can be used to be referenced for other researcher that correspond to learning and gain new experience in speaking teaching through time token arends.
- c. For students, time token arends strategy helps to increase their speaking ability and their interest to be more active during teaching learning process, especially speaking class.
- d. For researcher, through this research, the writer will get new knowledge and experiment to improve student's speaking ability using time token arends method.

