CHAPTER 2

REVIEW OF RELATED LITERATURE

There are four parts that will be discussed in this chapter. There are previous study, theoretical review, conceptual framework and hypothesis.

2.1. Previous Studies

There are five previous studies that will be discussed to support this research. The detail explanation is below:

First, Siti Mardiah (2017), conducted a research under the title *"Enhancement Talking Students Ability Through Time Token Arends Technique in Social Science Learning"*. The researcher employed the class action research (PTK) model Kemmis and Mc Taggart with consist of four stages. The result of the four cycles showed that the first cycle students talking ability reaches the "enough" category, the second cycle the result is "good" category, the third and the forth cycles reach the "good" category. So based on this research, time token arends technique can increase students speaking ability.

Second, the research was done by Mira Nurjanah, Ahmad Hambali, et al (No. 4, Vol. 1, 2018), entitled *"Teaching Students' Speaking Ability Using Time Token Arends"*. The research was Classroom action Research (CAR). The objective of this research is to find out whether Time Token Arends can improve students' speaking ability. There are two cycles of this research. The cycle one shows that the students' mean score was still low, it was 65.25 which was categorized in average level. In cycle 2, the result show that the mean score of students' test was

70.25, and it was categorized as good level. The sample taken by using purposive sampling technique. The result of the study showed that Time Token Arends can improve students' speaking ability, especially in encouraging passive students become more active students.

Third, the research was done by Raudhatul Jannah, entitled *"The Use of Time Token Arends Model in Improving Students' Speaking Achievement (A Study at Islamic Senior High Schools MAN 3 Banda Aceh".* This research was quantitative research with a quasi-experiment design. The population of this research was the first-grade students MAN 3 Banda Aceh that included students of X MIA 3 as the sample. Based on the finding, the writer concluded that by using Time Token model, the students of X MIA 3 can improve their speaking achievement. It can be proven from the data analysis of pre-test and post-test. The mean score in post-test was 71 higher than the mean score in pretest 55.5, the value of sig. of $0.000 < 0.05$, means there is a significant difference between the pretest and post-test. The study can be concluded that Ha was accepted and Ho was rejected. It indicates that the strategy has an effect on students.

Forth, the research was done by Sholihatul Hamidah Daulay, Maryati Salmiah, et al (Vol. 279, 2018), entitled *"Students' Speaking Skill through Cooperative Learning Strategy: Time Token Arends".* This research was Classroom Action Research (CAR) that conducted of MAS Amaliyah Sunggal in academic year 2017-2018. This research was conduct in two cycles which each cycle consisted of planning, acting, observing, and reflecting. The data collected by using qualitative and quantitative method. The result of this research showed

that there was improvement on students' speaking skills. The mean of pre-test was 58.3. The mean of post-test 1 was 68.65. The mean of post-test 2 was 76.1. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-Test, the students who got point >75 were 5 students (12.05%). In the post-test of cycle 1 students who got point >75 were 19 students (47.5%). The post-test of cycle 2, students who got point >75 were 35 students (87.5%). In other words, the students' skills in speaking improved and became well in the first meeting to the next meeting.

Fifth, the research was done by Ismiatul Faidah (2016), *entitled "The Implementation of Time Token Arends Method to Improve Student's Speaking Skills on the Tenth Grade of SMK Saraswati Salatiga in 2015/2016 Academic Year".* This research was class room action research (CAR) that conducted of SMK Saraswati Salatiga. The research findings showed: the mean of pre-test was 64.625 and the mean of post-test in cycle one was 68.125, the mean of post-test in cycle two was 74.291. It showed that the score of t-test was higher than the score of t-table. Based upon the finding out of the data, the research concluded that using Time Token Arends could improve students speaking ability.

Sixth, the research was done by Nur Faizah (2015), entitled *"The Use of Time Token Arends (TTA) Technique to Improve Students Speaking Skill of Class XI C of MA NU Mazro'atul Huda Karanganyar Demak in Academic Year 2015/2015".* This research is a classroom action research (CAR). The research was consisted of 2 cycles. The instrument of the research used 2, those were observation checklist

and test. The result of the research showed that there were some improvements in students speaking narrative text. In cycle 1, the result showed 70.2 and it is good achievement. In cycle 2, the average score were 75.8, it is categorized as sufficient achievement. Based on the result, it can be concluded that the use of Time Token Arends technique can improve speaking skill ability and the teacher suggested using Time Token Arends for teaching speaking and another aspect of English.

Considering the previous research above, there are some aspect that make different from the previous studies, there are: the subject and the setting, the material, and the grade of the students. In this research, the researcher will use time token arends method to improve speaking ability at the tenth grade of SMA Negeri 1 Tahunan Jepara in academic year 2020. Based on some research proved that time token arends can improve speaking skill students. Besides that, the researcher want to know time token arends strategy is effective or not to use in teaching and improving students speaking skill at tenth grade of SMA Negeri 1 Tahunan Jepara.

The difference between this research and the previous studies is the research use a true-experimental design which involves experimental class and control class. The data of this research are using test, pre-test and post-test. The researcher will use time token arends in teaching and learning process. So, the students are more comfortable and enjoy during speaking class.

2.2. Review of Related Literature

3.2.1. Definition of Speaking

According to Setyonegoro (2013), speaking is an ability to communicate with others through the language as a tool. It is processed in the form of words sound produced by the utterance also accompanied by gesture. According to this definition, speaking is purposing to exchange the meaning. To receive the purpose, people use their articulators to produce language, so that they could express the meaning to other people. In addition, they also using of nonlinguistic symbols such as facial expressions and body language in order to make the meanings clearer. Speaking is a two-way process between producing language and receipting it.

Efrizal (2012) added that speaking is a kind of communication that receiving and accepting an idea orally. Nunan (2003:48) states that speaking is a productive oral skill. It involves the production of verbal utterance to comprehend meaning. In addition, Chastain and Castillo (2007:78) say that speaking is a productive skill which involves many components. It is more than how choosing the right words or getting constructions of grammar correctly and how to produce the right sound.

Based on the definition above, it can be concluded that language as a communication tool has many variation. As languages have various structures such as the organization of sounds, the ordering of words in phrases and sentences, the use of inflections, and grammatical

relationships between words, intonation, and rhythm in production of speech. It means that although there are four similar sentences, it will produce a difference meaning each sentence as the speaker use different structure.

3.2.2. Types of Speaking

Brown (2004:271) describes six categories of speaking skill area. Those categories are as below:

a. Imitative

This category is focusing on pronunciation and to practice the intonation. That is just imitating a word, phrase, or sentences. The teacher uses drilling during learning process. The reason using drilling is students get opportunity to listen and to orally some words.

b. Intensive

This is students' speaking performance that is practicing some grammatical and phonological aspect of language. It usually happens at students doing the task in group and pair, for example reading aloud includes reading paragraph, reading information and chart.

c. Responsive

Responsive performance is a kind of short replies to teacher or student-initiated questions or comments, giving directions, and

information. The replies are usually meaningful, the form of type is using comprehension test.

d. Transactional (dialogue)

It is carried out for the purpose of conveying a specific information. For example is conversation which is done by pairing work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationship than for the transmission of fact. The forms of this type are interview, role play, discussions, games, and conversations.

f. Extensive (monologue)

Teacher gives the students a monologue text of oral text, such as a summaries, short speeches, and story-telling.

3.2.3. Speaking Mastery

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the function of speaking in human communication. According to Brown and Yule, there are three functions of speaking. Three parts of function were talk as interaction, talk as transaction, and talk as performance. Each of these speech activities is quite distinct in term of form and function and required different teaching approaches.

Speaking is the productive skill in which students utter the word and sentences for specific purposes to convey certain message. It is also ensures that language learners should be able to communicate actively in a target language. Meanwhile, speaking is not simply expressing something orally. Many students need to acquire some speaking aspect to have a good speaking skill. Brown (2001:168) mentioned that the aspect of speaking were pronunciation, fluency, vocabulary, and accuracy.

3.2.4. Principles in Teaching Speaking

There are a number of practical principles for designing techniques that include speaking. Brown (2001:275) proposes seven principles in designing teaching speaking to help teachers to conduct the speaking class.

1. Focus on fluency and accuracy (depending on lesson/activity objective)

2. Use intrinsically motivating techniques based on student goals and interest.

3. Use authentic language in meaningful context.

4. Provide an appropriate feedback and correction.

5. Optimize the natural link between listening and speaking.

6. Give students the opportunity to initiate oral communication.

7. Develop speaking strategy.

3.3. Definition of Cooperative Learning

Cooperative learning is a type of group work and is defined as the instructional use of small groups to make students working together to maximize their own and each other learning. It follows that everyone participated more actively in the groups. Cooperative learning method is used in every class, starting in kindergarten until university. In cooperative learning, all of students must cooperate to make their team get the best achievement.

Trianto (2011) explained that cooperative learning was formed to increase students' participation in learning, train pupils to have a leadership attitude and know how to make a decision group. It also to teach the students to respect each other as well and the students can learn from the other who has a variety background. In this situation, students not only have a role as a student, but also as a teacher for their friend.

3.3.1. Types of Cooperative Learning

Cooperative has been used many researchers as instruction strategy with positive and improved results. There are many of strategies that can be used by the teachers of cooperative learning process, some of them obtained more popular than others, such as Student Teach Achievement Division (STAD), Jigsaw II, Teams-Games-Tournaments (TGT), and Time Token Arends. Essence of all cooperative learning activities are that in each case the students are divided in some of groups based on their learning capability, where they

support each other for learning (Slavin, 2010). A brief description of kind of cooperative learning is below:

a) Student teach achievement division (STAD)

This can be termed as most simple form of cooperative learning. The teacher gives the material to the students, and they learn it to the group. The groups are test and scored individually and collectively. The team get the high score is the winning one (Arends, 1997). One strategy adopted during cooperative learning as instruction approached is STAD.

b) Jigsaw II

It is a team activity. Where one type of the member are responsible for mastering their own part of material, and while experts are responsible for teaching their material to other members of the group. The difference between Jigsaw I and Jigsaw II is that the expert member takes a test before returning to their group (Sahin, 2010). After that, the scores of each groups are calculated with individual scores.

c) Teams-Games-Tournament (TGT)

The students are divided to some groups, where they play multiple games based on the instruction. And the score are given individually and collectively as well. However, only team scores are considered for winning and losing in a game.

d) Time Token Arends

According to Arends (1998), time token arends technique is to train and develop students speaking to not domination or silent when they are

discussion with their friends in the class. In other word, the students must speak actively and productively in learning process. Based on Siswanto & Ariani (2015:61) this technique can help the teacher to teach the students in the class. It prevents the students who only dominated by some students while the other students just silent within share their ideas.

3.4. Definition of Time Token Arends

Time token arends first time developed by Arends as a method of cooperative learning. This technique can be used in instruction in speaking and reading skill. In this technique, the teacher give attention to the schemata or background of students experience and assist the students active so the lesson become more meaning a meaning of. In addition, the students cooperate with other students to mutual assistance and have a lot of opportunity for the process information and uplift skill to communicate.

Arends in Slavin (2001) stated that time token arends one of type in cooperative study which can be used to teach the social skill, and to avoid the students dominating the discussion or students who keep quite at all. Every student given a number of token talk with time ± 30 second. Every conversing one coupon, and the students who still have the coupon have to talk until the coupon used up. This learning invites the students to be active and learn to speak in public, express their opinion without having feeling embarrassed.

3.4.1. Procedure of Time Token Arends

Shoimin (2014) mentioned there are several steps of learning process by using time token arends model:

a. The teacher explains the purpose of learning.

b. The teacher sets the classroom to start a discussion (use cooperative learning). Cooperative learning is suitable for human life as a social being that needs each other to get their purpose, with this way the students were trained to sharing their ideas, experiences, and responsibilities.

c. The teacher gives the students a task.

d. Every student is given a few token around 30 second.

e. The students submit the token when they want to speak. Every performance uses one token. Each student can speak again after their friends. Student who stills have the coupon, must to speak up and the students who do not have the coupon may not speak again.

f. The teacher gives the score during students show their idea.

3.4.2. Teaching Implementation of Time Token Arends

Arends in Slavin (2001) mentioned that the way to apply time token type have two part, they are:

Part 1

1) The teacher implemented in the classroom for 90 minutes. Then present suggestion and motivation in learning to speak English by

keeping the principle of learning and having required understanding the principle of communication, the students have high motivation to make an active part in activity to make a communication by using time token arends technique.

2) The teacher created class condition to execute discussion.

3) The teacher prepared the topic for students

4) The teacher gives the coupon to students, and students use for use at discussion.

5) Every student given the coupon talk with the time ±30 seconds.

6) The student who gets turn in speaking, they hold the coupon and one coupon to one conversation.

7) Students who do not have a coupon, they could not talk anymore.

Part 2

1) The students discuss with their group, and each of group has an expert member and ordinary member.

2) Each of group performs a presentation to present the result of discussion and the teacher guide the presentation.

3) Teacher gives a quiz to the students of individually.

4) The teacher gives the students a feedback and appreciation.

5) The study items divided by naturally.

6) To achieve the good learning result with using time token arends techniques, the item due to require to be drawn up manually and fill the item which regularly.

3.4.3. Advantages of Time Token Arends

Arends (2001) said that the advantages of time token arends as follow below:

1) Improving activity learn the student and achievement academic of them.

2) Improving energy of student memory.

3) To make students more active in learning activities

4) Assisting students to develop skill communicate especially, oral skill.

5) Developing habit of students to listen each other, share and respect in social activities.

6) Helping students to feel more self-confidence.

7) Increasing students ability to make relation with other students.

3.4.4. Disadvantages of Time Token Arends

Based on Shoimin (2014:218) there are some disadvantages of time token arends type as follow:

1) This model only can be used for some certain subject.

2) Can be used in small class, not large class.

3) Need a lot of time for preparation and in the learning process, because all of students have to speak one by one according to the number of tokens that they have.

3.5. Conceptual Framework

In the process of teaching-learning interactions, the teacher is one who gives the lesson and the student is the one who receives the lesson. The learning process occurs in the event of an interaction between the teacher and the students, the learner with the teacher, and the learner with another learner. During delivering a learning material to students, an interesting method is required. English is an important lesson in Indonesia. The students must skill in English, especially speaking skill.

In fact, students have not been able to master the ability to speak in English. They feel ashamed and nervous when teacher asked to speak English. They feel that their skill are still low and lack in mastering vocabulary. Meanwhile, speaking is one important aspect in language, because by speaking the students can convey the opinions and ideas correctly.
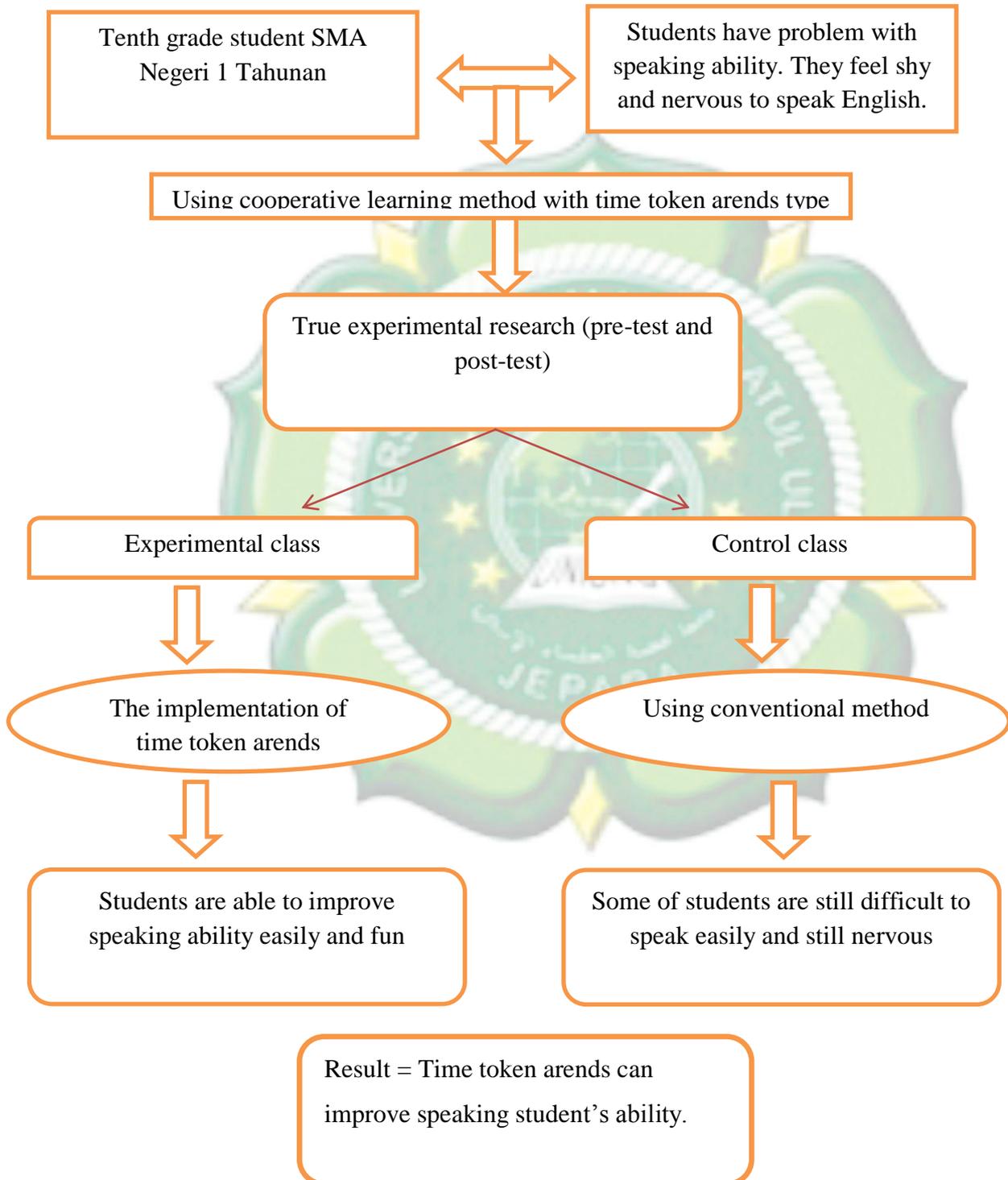
One of the learning methods that can be used to improve speaking ability students is by a collaborative learning method with time token arends type. This learning is a method that makes students more active during the learning process, in addition it can also to train the ability of students in conveying opinions and ideas during learning in classroom. The steps of this method of learning are the students working together to solve the question given and each students help other students to express their ideas.

From the picture below, the steps of the research can be seen clearly. In tenth grade students of SMA 1 Tahunan Jepara most of the students have

limited speaking skills. Based on the problem, they need a new interesting technique that can appear their motivation and enthusiast. In this research, the researcher chooses Time Token Arends to help the student's learning especially speaking. The researcher choose two classes, they are experimental class and control class. In experimental class, the researcher give a treatment using time token arends type and it can make students are able to improve their speaking ability and make their more comfortable to show their feeling. Besides, in control class the researcher uses a demonstration technique so that some students feel difficult and not comfortable to show what they feel. Using true experimental to find out whether using time token arends in teaching speaking learning is able to improve students speaking ability or not.

Schematically, the framework of the present research can be seen in the diagram below

Figure 1

Conceptual framework

Tenth grade student SMA
Negeri 1 Tahunan

Students have problem with
speaking ability. They feel shy
and nervous to speak English.

Using cooperative learning method with time token arends type

True experimental research (pre-test and
post-test)

Experimental class

Control class

The implementation of
time token arends

Using conventional method

Students are able to improve
speaking ability easily and fun

Some of students are still difficult to
speak easily and still nervous

Result = Time token arends can
improve speaking student's ability.

3.6. Hypothesis

Arikunto (2013:110) states, that *hypothesis* come from two words there are *hypo* and *thesa*. *Hypo* means under and *thesa* means the truth. On its development, the word *hypothesa* moved to hypothesis. It means, the meaning of hypothesis is a temporary answer of the research problem. By using the hypothesis, it will make the researcher easier to focus at the research. There are two kind of hypothesa, *Ho* or null hypothesis and *Ha* or alternative hypothesis.

In this research, the researcher would like to formulate the hypothesis as follows:

1. Alternative hypothesis (Ha)

There is the significant difference between students' speaking ability taught by Time Token Arends type than students' who are not taught by using Time Token Arends type.

2. Null hypothesis (Ho)

There is no the significant difference between students' speaking ability taught by Time Token Arends type and who are not taught by using Time Token Arends type.