

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

English is one of foreign languages in Indonesia. It has an important role in many aspects of life, such as: politics, economics, social, culture, technology and especially in education. It becomes the important subject in the national curriculum taught from elementary school to university. It is expected to give a good contribution in facing the globalization era. Therefore, English is taught in Indonesia.

Indonesian people should be able to master English as an international language. By mastering English, they can communicate with other people from different background of culture. Besides that, they can carry out conversation with others, give ideas and change the information with interlocutor and people are able to know the situation that happen in the world.

Teaching English consists of four aspects, they are speaking, reading, listening and writing. Language skills are usually grouped as receptive skills: listening and reading, and productive skills: writing and speaking. In the past, oral skills were not considered as a central in language pedagogy. In classes which utilized comprehension-based approaches to language teaching, listening and reading skills were emphasized. However, with the advent of the theory of communicative competence and the practice of Communicative Language

Teaching, the teaching of speaking skill has become central in foreign language classrooms (Hymes, 1972) in Fauziati.

Hence, of all four language skills, speaking is the most important skill that have to be mastered by students in learning English because one of the keys in English communication is speaking ability. Speaking ability is needed by the students for communication in the target language because by mastering speaking ability, people can carry out conversations with others, give the ideas and exchange the information with others.

The purpose of teaching speaking skill is communicative efficiency. This means that learners should be able to make themselves understand using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty of pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that is apply in each communication situation (Fauziati, 2010: 15).

Teaching speaking at Junior High School in Indonesia is one of the focuses in the English teaching. The principle of teaching English is all processes of teaching should be communicative because the graduates of the students of Junior High School are directed to have life skill for communication to meet the need for job opportunity, besides they can continue their study to the higher level. Therefore, the English teachers should find out the effort on searching and creating a new model in presenting materials or use an appropriate method and activity in order to increase the students' ability to speak English.

In teaching speaking, the teacher should be able to make interesting topic and apply suitable technique. It can motivate the students to speak and make the students are not afraid of making mistake in speaking classroom. The way of teaching speaking is intended to give basic competence about the language itself and to give opportunity for the students to express their idea in speaking class. Based on the researcher's experience, the frequency in using the language will determine the succes in speaking ability. Without implementing the experience of learning the language in the real life, it is difficult for the student to master speaking ability. Hence, speaking competence can accomplish by practicing it orally.

But teaching speaking is not an easy job for several reasons. First, it relates to the condition of students who are lack of the vocabulary mastery. Second, they like to use their native language more than English language in the teaching learning process. Third, they rarely practice to use English to communicate. Fourth, most of the students are not confident to speak English in speaking class, especially in front of the class. The other problem related to the student is they are not interested in the method given to them. To make students are able to speak, teacher must be creative enough to manage the class so that the students are actively involved in the interaction.

Those problems are faced by the students at the eighth grade of SMP N 1 Purwanto in 2013/2014 academic year, as the subject of research, the researcher found some problems in learning speaking, such as: the students always feel difficult about expressing ideas in his mind into spoken language because their

ability in vocabulary is very low, most of the students are not confident in using English in speaking class, and they are shy to speak English in front of their friends.

This is the reason why the researcher uses Time Token Method to improve students' speaking ability, especially at the eighth grade of SMP N I Purwanto. According to Arends (in Huda, 2013: 239) Time Token is one small example of the democratic application learning in the school that places students as a major subjects in the learning process. This method is used to train and develop social skills so that students do not dominate the conversation or silent in the classroom.

Furthermore, Time Token is a type of structural approach of some method of cooperative learning to involve more students in the examination of material in a lesson and check their understanding of the lesson content. It is one of learning methods that aims to make each member of the group discussions have the opportunity to contribute in conveying their opinions and listen to the views and ideas of other members (Nurfai: 2011).

Basically, Time Token is a variant of a group discussion that is any students were given coupons to speak  $\pm$  10 or 15 seconds of time to talk. If the students have spent their vouchers, students can't talk again. Of course, this requires that students who are still holding coupons for intervened in the discussion. This method guarantees the involvement of all students. This is also an excellent attempt to improve individual responsibility in group discussions. So it makes the students improve their speaking ability.

Based on the explanation above, the researcher is interested to conduct a research with the title: " The Implementation of Time Token Method to Improve Students' Speaking Ability at The Eighth Grade of SMP N I Purwanto in 2013/2014 Academic Year".

## **B. Research Problems**

Based on the background of the problem above, the statements of problem can be formulated as follows:

1. How is the implementation of Time Token Method improve the students' speaking ability at the eighth grade of SMP N 1 Purwanto in 2013/2014 academic year?
2. Can the implementation of Time Token Method improve students' speaking ability at the eighth grade of SMP N 1 Purwanto in 2013/2014 academic year?

## **C. Objective of Study**

Based on the statements of the problem above, the objectives of this research are as follows:

1. To describe the implementation of Time Token Method to improve students' speaking ability at the eighth grade of SMP N 1 Purwanto in 2013/2014 academic year.

2. To know the result of the implementation of Time Token Method to improve students' speaking ability at the eighth grade of SMP N 1 Purwantoro in 2013/2014 academic year.

#### **D. Significance of Study**

Theoretically, the significances of this study are:

1. For The English Teacher

This method can help the teacher to understand the way to handle the students in teaching speaking by using Time Token and it will give contribution to successful teaching learning English especially in Junior High School.

2. For The Researcher

The researcher hopes this research will be useful as an experience and can implement this method in English learning process.

3. For The Institution

It becomes a source of consideration for the official institutional policy as an effort to produce better outcomes especially to increase students' speaking ability.

Practically, the significances of this study are:

1. The English Teacher

This method motivates the teacher to teach better and better in order to find learning method to improve the students' speaking ability.

2. The Students

- a. This method motivates the students to speak English confidently.

- b. This method improves students to speak fluently.

#### **E. Scope and Limitation**

To simplify this research the researcher gives scope and limitation as follows:

1. The scope of this study is focused on Time Token method to increase students' speaking ability.
2. Limitation, it focuses on the students at the eighth grade of SMP N I Purwanto in 2013/2014 academic year.

#### **F. Definition of Key Terms**

To make easier in understanding this research, the researcher defines the key terms as follows:

*Speaking Ability* : is specific abilities which to express one self in life situation, or report acts of situation in precise words, or the ability to converse or to express a sequence of ideas fluency (Fulcher, 2000: 488).

*Time Token Method* : is one small example of the democratic application learning in the school that places students as a major subjects in the learning process. This method is used to train and develop social skills so that students do not dominate the conversation or silent in the classroom (Huda, 2013: 239).