

CHAPTER I

INTRODUCTION

A. Background of the research

Communication is the most important aspect in using English. People learn English in order to have competence to communicate. A large percentage of the world's language students study English in order to be able to communicate fluently. River(1978:3) states that when selecting learning activities, teacher must remember that the goal of teaching is for the student to be able to interact freely with other to understand what others wishes to share (wether as a reaction to communication or as an original contribution to the exchange).

English teaching consist of four skills. That are listening, speaking, reading, and writing. (Widdowson,1978:57). All of the skills support the students to have communicative competence. But the most important aspect which has contribution in comunication is speaking. Speaking is a very important element of language in language learning. As a productive skill, speaking is one of the subjects has scream for the most student. However speaking becomes problems for students in every level, the student often have no idea to speak english. Speaking English,for the most students is quite difficult because their mistake,A common problems for English teaching learning proces in dealing with a passive class is there is no active interaction between teacher and students. in fact,a lot of students such as at

SMP Diponegoro 8 Rawalo, assumed that speaking is a difficult and scary thing. The students often have no idea to speak English and they are lack of vocabulary, still make grammatical mistake in making sentences, and sometimes their speech is not understandable.

Based on the observation at 23th October 2014, the researcher revealed that the teacher still used classic method in speaking class. Where the teacher gave material to the students then explained it. The students were just ordered to imagine something and then do the excercises in worksheet or handbook.

To make this situation different, the researcher solved the problem by using Time Token Arrend in teaching speaking. However, in real condition there are still many students who still less in English speaking skill. Students understand the meaning of what they heard or read but still cannot pronounce properly. That condition also occurs in the students of SMP Diponegoro Rawalo, from the condition above, the researcher observes that student's problems first, people need to learn English Communicate with other. They should be able to communicate well. The important component to make their communication well is speaking ability. Second, sometime they are often embarased to shy when the addressee do not understand what they say. Third, time token arrends is one of method which can be applied to solve these problem.

The researcher wants to solve the problem by using Time Token Arrends in teaching speaking. Therefore, researcher conducts a research entitled

‘ The Effectiveness of Time Token Arrends in Teaching Speaking ‘(An Experimental Study at the Eighth Grade Students of SMP Diponegoro 8 Rawalo in Academic Year 2014/2015).

B. Problem of the Research

Based on the limitation above, the problem that will observe in this research is formulated as follow: ‘ Is Time Token Arrend effective in teaching speaking to the Eighth grade students of SMP Diponegoro Rawalo in academic year 2014/2015?’

C. Reason for choosing the topic

There are two reason why the writer is interested in conducting research with the tittle ‘the effectiveness of Time Token Arrends in teaching speaking at Eighth Grade students of SMP Diponegoro 8 Rawalo’.

1. They are some problems that the students have in speaking .they are shy to speak in front of the class and they do not master vocabulary well .it makes them get difficulty in arranging the word to be good sentences , so the writer wants to apply her method in teaching speaking by using Time Token Arrend .

2. The teachers do not use the appropriate method when they are teaching English especially in teaching speaking.

D. Aim of the Research

The aim of the research is find out the effectiveness of Time Token Arrends in teaching speaking at eighth grade students of SMP Diponegoro 8 Rawalo in academic year 2014/2015.

E. Clarification of the term

To make the topic easy to understand, the writer wants to give definition of the terms (The Effectiveness of Time Token Arrends in teaching speaking)

1. Effectiveness

Effectiveness occurs based not on the specific of interaction, but rather on simple fact that the experiment is being conducted (Tuckman,1985: 152)

2. Speaking

Speaking is ability to pronounce articulation of sound or words for expressing, stating and conveying thought, ideas and feeling. Tarigan (1990:15). Speaking here is limited in language function.

3. Time Token Arrend

Time Token Arends learning model is one small example of the application of democratic learning in school. Democratic learning process is a learning process that puts students as subjects. They have to undergo a change to a more positive direction. Of which could not be able to, from not understanding to become acquainted with, and from not knowing to knowing. Through out the learning process, student activities become a major focal point. In other words, they are always actively involved. Teachers can play a role to encourage students to look for solutions.

F. Contribution of the Research

1. For student

The result of the research paper can be used as input in English teaching learning process in Junior High School especially for collaborative learning model in teaching speaking using time token arends. Besides, this research aims to give contribution to the Junior High School student's to enlarge their knowledge of the real situation.

2. For Teacher

This research gives contribution to the English teachers where the result of this study can be reference to improve their abilities in teaching English for betterment of their ways of teaching. For the other readers, this research can be guidance whenever to investigate the other elements of collaborative learning model based on KTSP (Kurikulum Tingkat Satuan Pendidikan) or the School Level Based Curriculum.

3. For School

Give special contribution in teaching learning process to improve student's learning outcome.

