CHAPTER I
INTRODUCTION

A. Background of the Study

Students in Indonesia belong to foreign language learners. They can't easily learn speaking and have some problems, such as they haven't much time to practice, they have no partner to speak English, they used to read English text silently, they are afraid of revealing an opinion or idea, and they are feeling embarrassed with their friend that are cleverer than themselves or in another word we can call it as anxiety. Spielberger (1983 p.1) defined anxiety as "a subjective feeling of tension, apprehension, and nervousness associate with an arousal of the autonomic nervous system". More simply put, anxiety is associated with feelings of uneasiness, frustration, self-doubt, and apprehension (Scovel, 1978 p.138). [1] The other students' problems are pronunciation, fluency, grammar, and vocabulary. Based on the researcher's opinion, this case is caused by lack of motivation (extrinsic and intrinsic) and self-esteem.

One of the solutions to solve the problems that mentioned by the researcher is to conduct a brand new learning model to emerge students' motivation and self-esteem. In order they get the

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[1] H Douglas Brown, *Principles of Language Learning and Teaching*, (Pearson Education, Inc, 2007) p.161

better understanding in the lesson and a good learning result. Allah SWT also said to teach them with the good lesson, as said in the Holy Qur'an surah An-Nahl verse 125:

ٱدۡعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلۡحِكۡمَةِ وَٱلۡمَوۡعِظَةِ ٱلۡحَسَنَةِ ۖ وَجَٰدِلۡهُم بِٱلَّتِى هِىَ أَحۡسَنُ ۚ ...

> Invite (all) to the way of thy Lord with wisdom and beautiful preaching; and argue with them in ways that are best and most gracious…[2]

From the verse above we know that it is important to teach the students with a good lesson. One of the criteria of good lesson is the suitable learning method.

There are some methods that suitable for the condition. First method is Problem Based Learning (Inquiry Learning). This method includes information, transformation, and evaluation. Problem Based Learning engages the presentation of authentic situations and meaningful that has a function as a basic investigation for the students.[3] Here, are the features of Problem Based Learning by Arends: authentic problem, interdisciplinary focus, authentic investigation, product, and collaboration.[4] The

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[2] Abdullah Yusuf Ali, *The Glorious Qur'an*, (Libanon: Dar El-Fikr.1999), p.698

[3] Miftahul Huda, *Model-model Pengajaran dan Pembelajaran (Isu-isu Metodis dan Paradigmatis)*, (Yogyakarta: Pustaka Pelajar,2014), p.

[4] Agus Suprijono, *Cooperative Learning, Teori & Aplikasi PAIKEM*, (Yogyakarta: Pustaka Pelajar), p.71-72

second learning model is called cooperative learning. It is essentially involves students learning with others in groups. In cooperative learning, teachers teach student collaborative or social skills so that they can work together more effectively.[5] Here, the researcher wants to conduct cooperative learning because this model is appropriate for the students in the target school to conduct a research. This model also rather easy than the other one.

There are lots of learning strategies in cooperative learning, such as Jigsaw, Think-Pair-Share, Number Heads Together, Time Token Arends, etc. The researcher chose Time Token Arends (TTA) strategy here, in order that the students can easily learn speaking .TTA learning strategy is one of a little example of democratic learning application in the school (Arends, 1998). This model is used to drill and develop students' social skill in order that they do not dominate speech or being quiet at all. The teacher gives a number of speaking coupon not more than 3 minutes per coupon to each student. Before beginning to speak, they give coupons to the teacher first. One coupon is used for one speaking occasion. They can perform again after the other students finish their speech time. For them who are running out the coupon cannot speak anymore. Whereas, for them who still hold coupons, they have to speak until finish the coupon.

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[5] Diane Larsen, Freeman, *Techniques and Principles in Language Teaching,* (Oxford University Press,2000), p.164

In this strategy, there are some benefits, such as: 1) encouraging the students to increase initiation and participation; 2) avoiding the domination of the students who speak English well from them who cannot speak English at all; 3) helping students actively in the learning process; 4) increasing students' skill in communication (speaking aspect); 5) drilling the students to reveal their opinion; 6) teaching students to respect other person's opinion. [6]

There are some genres that can be used in this strategy. Genre is a term of grouping text together, representing how written typically use language to respond to recurring situation. [7] Kress (1989) stated that, "genre is the result of processes of social production". [8] It can be concluded that genre is a composite of texts that has a series of processes. There are two different kinds of genres, story genre: narrative, news story, exemplum, anecdote, recount, and spoof. While factual genre consists of: procedure, explanation, report, discussion, description, review, news item, commentary, and hortatory exposition.

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[6] Miftahul Huda, *Model-model Pengajaran dan Pembelajaran (Isu-isu Metodis dan Paradigmatis)*, (Yogyakarta: Pustaka Pelajar,2014), p. 239

[7] Entika Fani Prastikawati, Siti Musarokah, *Writing 3 (Handouts and Assignment)*, (IKIP PGRI Semarang, 2010), p. 9

[8] Peter Knapp, Megan Watkins, *Genre, Text, Grammar*, (New South Wales: University of New South Wales Press, 2005), p. 24

The researcher used hortatory exposition in this strategy because it is kind of factual genres that drill students to reveal their personal opinion about social phenomenon in their surroundings. The researcher uses hortatory exposition because it also persuades others that something should be or should not be. In the researcher's opinion, hortatory exposition is suitable for the research because it is rather easy for the students.

Based on the reasons above, the researcher conducted an experimental research with the title *"THE EFFECTIVENESS OF TIME TOKEN ARENDS (TTA) STRATEGY TO TEACH SPEAKING IN HORTATORY EXPOSITION"* eleventh grade students of SMA Wahid Hasyim,Tersono, Batang in the academic year of 2015/2016.

B. Research Questions

This thesis is guided through the following major question: How is the effectiveness of Time Token Arends Strategy to teach speaking in hortatory exposition?

C. Objectives of the Research

According to the research question above, the researcher covered the research objective to find out the effectiveness of Time Token Arends Strategy to teach speaking in hortatory exposition.

D. Significances of the Research

The significances of the study as attached follows:

1. Theoretically

    Hopefully, the result of this research gives some contributions in teaching-learning process for the students and the teacher in the future and especially for the researcher to develop her knowledge.

2. Practically

    a. For the Researcher

        By doing this research, the researcher gets many experiences and knowledge about the study and it will be useful in the future.

    b. For the Students

        By doing this research, the researcher hopes that the students' speaking skill increases and they will enjoy the English class.

    c. For the Teacher

        By doing this research, the researcher hopes that the result of the research gives contribution of developing speaking skill. The researcher hopes that the teacher can use this strategy as an alternative method in teaching speaking.

    d. For the School

        By doing this research, the researcher hopes that the school supporting this strategy to be one of alternative method to teaching.