CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Researches

There are many studies that have been conducted related to the strategy, skill, and also material. Here, the researcher attached some of them:

1. The first thesis is by Novia Yeni Fatmawati, student number (07201241041), Indonesian Language and Literature Education, faculty of Languages and Arts, State University of Yogyakarta, (2011), with title *'Keefektifan strategi Time Token Arends Terhadap Kemampuan Mneyimak Laporan Perjalanan Pada Siswa Kelas VIII SMPN 1 Wonosari, Gunung Kidul)'*. She did the research because she wanted to know the effectiveness of TTA strategy toward students' listening skill in trip report. The populations of this study were class VIIIA-VIIIG. Class VIIIE as the control class and class VIIIF as the experimental class. Test, observation, and documentation were used as the data collection technique. The result of her study showed the improvement of students' listening ability. It could be seen by the score of t-count was higher than t-table (4,669>2,010) in 5% significances level. From the finding, it could be concluded that there was differences between students' listening ability in trip record that being taught using time token arends and students'

listening ability in trip record without using time token arends strategy. [1]

The similarity between my research and the previous ones is both studies used the same strategy that is TTA. The differences between my research and the previous ones is that the focus skill that we use is different she used listening skill, whereas the researcher used speaking skill. The material she used was trip report whereas the researcher used hortatory exposition as the material.

2. The second thesis is by Petet Widyaningrum Puspitasari, student number (08202244018), English Education Department, Faculty of Languages and Arts, State University of Yogyakarta, (2013), with *title "Improving Students' Skills of Writing Hortatory Exposition Texts through Portfolio Assessment for the Eleventh Grade Students of SMA Negeri 4 Yogyakarta"*. This research was an action research study that consisted of two cycles. This study was expected that portfolio assessment can be used to improve the students' skills of writing in SMA Negeri 4 Yogyakarta. The objects of the research were 23 students of Class XI Social 2. In this research there were two kinds of data, qualitative and quantitative. The result of this study shows that the use of

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[1] Novia Yeni Fatmawati, , *"Keefektifan Strategi Time Token Arends Terhadap Kemampuan Menyimak Laporan Perjalanan Pada Siswa Kelas VII SMP N 1 Wonosari Gunung Kidul"*, (Yogyakarta: Universitas Negeri Yogyakarta, 2011), unpublished

portfolio assessment can improve students' writing skill. It can be seen that the students' mean value gain from Task 1 to Task 2 in the content aspects is 0.39; the organization aspects is 0.47; then the vocabulary aspects 0.32. Besides, portfolio assessment can improve students' motivation to write because they got a different way in assessing writing.[2]

The similarity between my research and the previous ones is both studies used the same material that is hortatory exposition text. The difference between my research and the previous ones is that the focus skill that we used is different. She used writing skill, whereas, the researcher used speaking skill. The method that she used was portfolio assessment, whereas the researcher used time token arends as the strategy.

3. The third thesis is by Zul Fatun Nisa, student number (10670006), Chemistry Education Department, Science and Technology Faculty, Sunan Kalijaga State Islamic University, (2014), with title *"Efektifitas Model Pembelajaran Kooperatif Tipe Time Token Arends dan Direct Instruction Terhadap Hasil Belajar Kognitif Kimia Kelas X Semester 2 di SMA Negeri 1 Banguntapan"*. On the other hand, this study was to determine the effectiveness of time token arends and direct instruction learning model toward the chemistry cognitive

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[2] Petet Widyaningrum Puspitasari, *" Improving Students' Skills of Writing Hortatory Exposition Texts Through Portofolio Assessment",* (Yogyakarta: Universitas Negeri Yogyakarta), unpublished

learning result in the second semester, grade X in SMAN 1 Banguntapan. The purpose of the research was to know the effectiveness of time token arends cooperative learning model toward chemistry cognitive learning result compare with direct instruction learning method. This research used experimental design. This research used purposive sampling as the sample taking technique. The sample of the research was class X2 which applied time token arends cooperative learning model and class X4 which applied direct instruction learning model. The data collection technique was test. Based on the analysis, the score of post-test showed that the mean score of class A is 82,06 that is higher than class B that is 77,13. It can be concluded that time token arends learning model was more effective to improve chemistry cognitive learning result than direct instruction learning model.[3]

The similarity between my research and the previous ones is both studies regarded using the same learning strategy that is time token arends. The differences between my research and the previous ones is that the subject that we used is different she used Chemistry, whereas the researcher used English.

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[3] Zul Fatun Nisa, *"Efektifitas Model Pembelajaran Kooperatif Tipe Time Token Arends dan Direct Instruction Terhadap Hasil Belajar Kognitif Kimia Kelas X Semester 2 di SMA Negeri 1 Banguntapan",* (Yogyakarta: Universitas Islam Negeri Sunan Kalijaga, 2014), unpublished

B. Theoretical Framework

1. Speaking Skill.

   a. Definition of Speaking Skill

   There are many definitions from the various literature sources written by experts. One of them is according to book entitle Assessing Speaking by Sari Luoma. She said that "speaking is a speaker-internal process (Bygate). Speaker's first level of analysis is three processing stages: planning, selection, and production".[4] Before producing words, people are planning what he is going to say, and then selecting the best words to say and the last is producing words.

   The second definition is by Jack C. Richards and Smith. They stated that "Speaking is the ability to talk to someone about something to speak, use our voice to produce words in a particular language; to express our ideas or opinions, feelings, thought, and beliefs of a person or group of people".[5] It means that speaking is a skill to reveal a lot of things orally.

   Speaking includes descriptions of vocabulary use, and at the highest level, these often talk about being able to

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[4] Sari Luoma, *Assessing Speaking*, (New York: Cambridge University Press), p 104

[5] Jack C. Richards, Richards Smith, *Longman Dictionary of Language Teaching*, (England: Pearson, 2002), 3rd Ed. p, 547

express one precisely and providing evidence of the richness of one's lexicon. Well-chosen phrases can also make descriptions or story vivid". [6] It can be said that someone with a vocabulary richness and good speaking skill is able to describe something more clearly and able to extend an information exactly.

Based on the definitions above, the researcher can conclude that speaking is the ability to produce words through the internal process, to reveal a lot of thing orally and clearly.

b. Aspect of Speaking

There are some aspects that influence speaking:[7]

1. Pronunciation

Pronunciation is the way in which a language or a particular word or sound is pronounced.[8] Different place may have a different way to pronounce words in English.

Pronunciation is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth,

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[6] Sari Luoma, *Assessing Speaking*, (New York: Cambridge University Press), p.17

[7] Harmer, Jeremy, The Practice of English Language Teaching, (Great Britain: Pearson Education Limited, 2001), 4[th]Ed p.35

[8] AS Hornby, *Oxford Advance Learner's (Dictionary of Current English)*, (Oxford: Oxford Univesity Press, 2010), p.1175

pronunciation stresses more the way sounds are perceived by the hearer.[9]

It can be concluded that pronunciation is the way to pronounce sound that produced from the oral cavity.

2. Grammar

Grammar is the rules in a language for changing the form of words and joining them in to sentences. [10]It is an adjustment in English that organize how to produce a right words or sentences.

Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds of a language.[11]

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[9] Jack. C Richards, Richard Schmidt, *Longman Dictionary of Language Teaching&Applied Linguistic*, (London: Pearson, 2010), 4th,p.469

[10] AS Hornby, *Oxford Advance Learner's (Dictionary of Current English)*, (Oxford: Oxford Univesity Press, 2010), p.651

[11] Jack. C Richards, Richard Schmidt, *Longman Dictionary of Language Teaching&Applied Linguistic*, (London: Pearson, 2010), 4th,p.251-252

3. Vocabulary

Vocabulary is all the words that a person knows or uses.[12] While (Bachman and Palme, 1996:28) stated that vocabulary is general construct of language ability. Both knowledge of language and the ability to put language to use in context (Chapelle, 1994:163).[13] The vocabulary not only can be seen as someone's words richness. It also applies words in a right context.

4. Fluency

Thornburry stated that fluency is how smooth someone is speaking. It is related to pausing. Someone who often stops when he was speaking, it is indicates that he is not fluent. Someone who is classified in to fluent speaker is he who is pay attention to his frequency of pausing, placement of pauses, the length of run i.e. the number syllable between pauses and so on.[14]

While Richards and Schmidt stated that fluency as the features which give speech the qualities of being natural and normal, including native-like use of

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[12] AS Hornby, *Oxford Advance Learner's (Dictionary of Current English)*, (Oxford: Oxford Univesity Press, 2010), p.1162

[13] John Read, *Assessing Vocabulary*, (Cambridge: Cambridge University Press, 2000), p.195

[14] Scott Thornburry, *How to Teach Speaking*,(Longman), p.6-7

pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.[15]

5. Comprehension

A.S Hornby defined comprehension as the ability to understand.[16] While Cambridge Advanced Learner's Dictionary defined comprehension as the ability to understand completely and be familiar with the situation, facts, etc.[17]

Based on the above definitions, the researcher can conclude that comprehension is the ability to understand deeply about situation, facts, etc.

c. Purpose of Speaking

Speaking has two purposes:

1) Transactional Function

The primary purpose is to convey information and facilitate the exchange of goods or services.

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[15] Jack. C Richards, Richard Schmidt, *Longman Dictionary of Language Teaching&Applied Linguistic*, (London: Pearson, 2010), 4th,p.222

[16] AS Hornby, *Oxford Advance Learner's (Dictionary of Current English)*, (Oxford: Oxford Univesity Press, 2010), p.296

[17] Cambridge University, *Cambridge Advanced Learner's Dictionary (Third Edition),* (Singapore: Cambridge University Press, 2010). p. 285

2) Interpersonal Function

The primary purpose is to establish and maintain social relations.[18]

d. Factors Influence Speaking

1) Cognitive Factors

Cognitive is the theory about what speaker should prepare before speak are familiarity with the topic, the genre, the interlocutor, and processing demands.

2) Affective Factors

Affective is about the feeling such as feeling towards the topic and / or the participants and self-consciousness.

3) Performance Factors

Performance is about the mode, degree of collaboration, discourse control, planning and rehearsal time, time pressure, environmental conditions.[19]

As long as the speaker mastering the cognitive factors, affective factors, and performance factors and have a planning before speak. It is easy for the speaker to speak fluently and accurately.

2. Cooperative Learning

Learning is a process that involves conscious memory of someone related to the information that is being studied

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[18] Scott Thornburry, *How to Teach Speaking*,(Longman), p.13

[19] Scott Thornburry, *How to Teach Speaking*,(Longman), p.25-26

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(Tomlinson, 1998:4). Learning a language needs much practice. Learning a language not only prioritizes material mastery but also the ability to socialize with surrounding environment. Learning a language needs a suitable technique to be applied that is cooperative learning.

According to Richard, "Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the group and active participation of all members".[20] Cooperative learning supports the social sides of the students begin with the small environment.

Roger, et.al. (1992) stated that "Cooperative learning is group learning activity organized in such a way that learning is based on the socially structured change of information between learners in group in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others". Cooperative learning also enables students to exchange information and motivation.

While Artz and Newman (1990) stated that "Cooperative learning as a small group of learners working together as a team to solve a problem, complete a task, or

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[20] Jack C Richard, Willy A Renandya, *Methodology In Language Teaching,* New York: Cambridge University Press, 2002) ,p.52

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accomplish a common goal". [21] Cooperative learning also enables student to analyze problem and make a group of learning.

In second and foreign language learning, theorists propose several advantages for cooperative learning: increased student talk, more varied talk, a more relaxed atmosphere, greater motivation, more negotiation of meaning, and increased amounts comprehensible input (Liang, Mohan & Early, 1998; Olsen & Kagan, 1992).[22]

The cooperative learning will result students' challenging each other's thinking, and utilizing their different point of view for learning.[23] It helps the students to be brave revealing their own opinion about something, also drill the students to appreciate other person's opinion.

Learning to speak in second or foreign language will be facilitated when learners are actively engaged in attempting to communicate.[24] It needs the students' role in the process of

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[21] Miftahul Huda, *Cooperative Learning (Metode, Teknik, Struktur dan Model Penerapan)*, (Yogyakarta: Pustaka Pelajar,2012), p.29-31

[22]Jack C Richard, Willy A Renandya, *Methodology In Language Teaching*, (New York: Cambridge University Press, 2002), p.53

[23] David W Johnson, Roger T Johnson, *Learning Together and Alone (Cooperative, Competitive, and Individualistic Learning)*, (Massachusetts : Allyn and Bacon A Paramount Communication Company, 1994), p.20

[24] David Nunan, *Language Teaching Methodology*, (Prentice Hall), p.44

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learning, not the teacher center learning style. The cooperative learning is very suitable for learning English whether it is as a second, or as a foreign language.

It can be concluded that cooperative learning is a type of learning that concerns on the students social skill, how they work together to solve a problem, how they appreciate the others opinion about something, how they develop self-confidence, how all of the students are engaged actively in learning process to achieve success in learning process.

Cooperative learning enables students to achieve two skills at once that are thinking skill and social skill because this learning style requires student to discuss something in a group.

3. Time Token Arends Learning Strategy

Time token is a special activity to teach participation skill. Time token is a teaching model of cooperative learning technically can help students to learn in small group with 2-6 students or more with the speaking coupon to each student of groups and each student has 10-15 second to speak but here the researcher change the time in to 3 minutes .[25]

Yunita (2010) said that at the TTA strategy students are trained and accustomed to share knowledge, experience, duties, and responsibilities. Learning activities with TTA

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[25] Richard Arends, *Learning to Teach*, (Yogyakarta: Pustaka Pelajar, 2008), p.29-30

strategy created for the groups to work together to help each other to construct a concept or resolve the problem with group members.[26]

This model is used to drill and develop students' social skill in order that they do not dominate speech or being quiet at all.[27] It prioritized all of students to take a part in the activity, because each student gets the same time to speak. This condition makes each student in the classroom have change to speak.

a. The steps to implement TTA learning strategy[28]:

1. Enable class to conduct a discussion

Here, the researcher makes the class to conduct the discussion about hortatory exposition. The students may ask to the other students related to the topic they get

2. Each student gets some coupon contain of 3 minutes time to speak

The teacher gives two coupons to each student that contain of 3 minutes time to speak. The writer

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[26] Novia Yeni Fatmawati, , *"Keefektifan Strategi Time Token Arends Terhadap Kemampuan Menyimak Laporan Perjalanan Pada Siswa Kelas VII SMP N 1 Wonosari Gunung Kidul"*, (Yogyakarta: Universitas Negeri Yogyakarta, 2011), unpublished, p. 20

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

[28] Agus Suprijono, *Cooperative Learning, Teori & Aplikasi PAIKEM*, (Yogyakarta: Pustaka Pelajar), p.133

called them randomly. After each student finished the speech, he returned the coupon.

b. Each student gets score based on the time used to extend information.

     The score is not only based on the information that the students get, but also based on the speaking aspect.

c. The advantages of TTA learning strategy[29]:

1. Encouraging the students to increase initiation and participation

     This strategy gives motivation to the students to involve in the teaching and learning activity, so they get more experience during the process.

2. Avoiding the domination of the students who speak English well from them who cannot speak English at all

     This strategy gives the students chance to speak whether they are fluent or not in speaking English.

3. Helping students actively in the learning process

     This strategy makes a comfort condition for students to learn. It might students to try to speak

4. Increasing students' skills in communication (speaking aspect)

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

One of the purposes of cooperative/communicative learning model is to develop the students' skill in communication.

5. Drilling the students to reveal their opinion

This strategy gives students experiences to declare their points of view about something. Related to this research they are drilled to reveal the social phenomenon that often happen in the school environment.

6. Teaching students to respect other person's opinion.

This strategy trained the students' to respect other person's point of view about social phenomenon.

4. Hortatory Exposition

The term 'genre' refers to a purposeful, socially–constructed, communicative event. Most such events result in texts (that is, pieces of oral or written communication).[30] In English, there are two kinds of genre; story genre and factual genre. Story genre consists of 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. Here is the detail and the example of hortatory exposition:

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[30] David Nunan, *Language Teaching Methodology*, (Prentice Hall), p.39

a. Definition of Hortatory Exposition

Hortatory Exposition is texts that persuades or give a recommendation to the reader about how to perceive/approve or not a case.[31]

b. Social Function and Generic Structure of Hortatory Exposition

1. Social Functions

To persuade the reader or listener that something should or should not be.

2. Generic Structures

a. Thesis

Announcement of issue of concern

b. Arguments

Reasons for concern, leading to recommendation

c. Recommendation

Statement of what ought or ought not to happen

3. Language features:

a. Focus on generic human and non-human participants, except for speaker or writer referring to self

b. Use of

1) Mental processes: to state what writer thinks or feels about issue

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[31] Entika Fani Prastikawati, Siti Musarokah, *Writing 3 (Handouts and Assignment)*, (IKIP PGRI Semarang, 2010), p.12

2) Material processes: to state what happens

3) Relational processes: to state what is or should be

c. Use of simple present tense

To state verb in a present time

4. Example of Hortatory Exposition: [32]

Country Concern

Thesis	In all the discussion over the removal of lead from petrol (and the atmosphere) there doesn't seem to have been any mention of the difference between driving in the city and the country.
Argument	While I realize my leaded petrol car is polluting the air wherever I drive, I feel that when you travel through the country, where you only see another car every five to ten minutes, the problem is not as severe as when traffic is concentrated on city roads.
Arguments	Those who want to penalize

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[32] Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*. (New South Wales: Gerd Stabler, 1995), p.214

	older, leaded petrol vehicles and their owners don't seem to appreciate that, in the country, there is no public transport to fall back upon one's own vehicles is the only way to get about.
Recommendation	I feel that country people, who often have to travel huge distances to the nearest town and who already spend a great deal of money and petrol, should be treated differently to the people who live in the city.

The researcher chose the text because it can give a clear description to the students. In the text, the text writer tried to reveal his opinion about lead petrol car users in the city and in the country should be treated differently. There are few reasons to support his opinion, and in the last paragraph there is a recommendation.

5. Learning Speaking in Hortatory Exposition Through Time Token Arends Learning Strategy

Learning speaking in hortatory exposition with TTA strategy was done through active and cooperative learning activities. It enables students to form groups of 2-6 students, and then creates a hortatory exposition text with predetermined topics. With this activity, students can exchange ideas and opinions during the discussion. After they finishing the discussion, each of them received two coupons that contain of the opportunity to speak for 3 minutes. Each student will has a chance to speak to express his opinion based on the topic they get in the group. This activity trains the student to be more sensitive to the social phenomenon in the school environment and train their social skill in communicating.

TTA strategy can be used in teaching speaking in hortatory exposition. It enables the exchange of opinions and knowledge's between students.

C. Hypothesis

Hypothesis is a speculation concerning either observed or expected relationships among phenomena. [33] While Sugiyono stated that hypothesis is a temporary answer toward the research problem where the research problem was explained in a form of

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[33] Jack. C Richards, Richard Schmidt, *Longman Dictionary of Language Teaching&Applied Linguistic*, (London: Pearson, 2010), 4th,p.226

questions. [34] The researcher considers that hypothesis is a statement to search for relationships that focus on the research. Hypothesis of this research is:

Ho: TTA strategy is not effective to teach speaking in hortatory exposition

Ha: TTA strategy is effective to teach speaking in hortatory exposition

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[34] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, dan R&D)*. (Bandung: Alfabeta, 2013), p 96