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CHAPTER I INTRODUCTION

I.1. Background of the Problem

In globalization era, English plays a very important aspect in communication, technologies, new discoveries and education. Especially in education. Millions of people today want to improve their English language skills or to ensure that their children also achieve good English language skills. The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Learners set themselves demanding goals. They want to be able to master English to a high level of accuracy and fluency. Employers too insist that their employees have good English language skills, and fluency in English is a prerequisite for success and advancement in many fields of employment in today's world. The demand for an appropriate teaching methodology is therefore as strong as ever. In learning English language, learners need to master four languages skill. Those are listening, speaking, reading and writing. Listening and reading skills are regarded as receptive skills (Harmer:1989). So those are that the students need to master it.

A large percentage of the world's language learners study English is in order to develop proficiency in speaking. Speaking is one of the important skill in learning language, besides listening, reading and writing skills , it is also one of the productive language skills. Speaking cannot be produced well without mastering grammar and vocabulary. In line with the idea above, Brown (2003:140) points out: "the ability to speak fluently is followed naturally from the

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teaching of grammar and vocabulary, with a bit pronunciation. It makes clear that in nature of teaching speaking there are contributions of grammar, vocabulary and pronunciation.

As one of the productive language skills, speaking plays an important role, because it relates to communication used by people, especially for literated society. Think of the importance of existence of the spoken language, Ur (1991:120) argues: people who know a language are referred to as 'speaker' of the language, as if speaking included all other kinds of knowing; and the people who do not know the language are as foreign language learners. That is why; speaking appears as the most importantly intuitive one among the four English skills.

Process of teaching English in Indonesian educational institutions is started from the lowest to the highest level of Education. Speaking skill is categorized as the important skill of the four language skills that should be mastered by the whole learners. As the language skill, speaking is not only a difficult skill for the learners, but it is also a challenging activity which enables learners to be more serious in the activities of speaking. That is why; speaking is a priority for them. It is in relation to Richards, (2008:17), he says: the mastery of speaking skill in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they have improved in their spoken language proficiency. This phenomenon is shown that speaking is the key of mastering English language.



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Besides speaking, learning motivation is also a crucial thing that the students should have it. Based on Andress (Andres, 2003), he states that “A number of studies conducted in the field of ESL learning show that motivation is crucial to successful ESL learning. The students have the factor that make them have desire to learn English willingly. Motivation has some factors, it depends both on age and on family background factors. Addition, in-school factors also influence motivation.

Vocational High School YPLP-PGRI is one of the Vocational High Schools in Bangkinang. As a formal school, this school also conducts teaching English to its students, especially in term of speaking skill. According to School Based Curriculum (KTSP : 129-132) the purpose of teaching speaking in Senior High School is that: being able to utter the meaning of transactional and interpersonal in short conversation and being able to utter the meaning of monologue conversation in form of descriptive, recount and narrative in the context of daily life. As vocational high school’s students, they are able to do interview using English language. They need to know how to introduce themselves and describe who they are. To describe someone or something, it is suitable in syllabus and curriculum of Vocational High School 2013. The quotation shows that speaking skill needs many aspects that should be mastered by the learners.

Based on the researchers’ preliminary observation on 20 April 2016 at Vocational High School YPLP-PGRI at Jalan Lukman Koto Menanti Salo Bangkinang Kampar Regency , it is clear that some of the learners still face many problems and difficulties in learning English, especially in term of speaking skill.

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The fact revealed that English teaching and learning process was not interesting for them. They have low of learning motivation in the class. That caused some of them to be always busy themselves or do not attend in the class, made noise, did not interested in English and did not pay attention to the lesson. Also in teaching learning process, their score of task are low, do not have willingly to improve their task and using media in learning English at home. They were really afraid of English subject, especially speaking English because they were always confused and blank, they just smiled when the teacher tried to converse them, and did not know what to say when the teacher asked them to speak up. When they try to speak, some of the students are not able to speak English fluently, cannot speak naturally, not yet able to use correct grammar, not able to use correct vocabularies, and not able to express their ideas in their spoken language. In other words, teaching and learning process would not run well. The English teacher of Vocational High School also still Three phase technique and there is no motivation of the student to speak up when learning process.

Those factors above made students' speaking ability still far from the curriculum expectation. Even though they have already studied English since they were in the third semester at Junior High School. There was an indication that they still had many difficulties getting their minimum standard curriculum achievement (KKM). The minimum score that should be reached by the students was 75. It means that the students are still encountering difficulties in learning English, especially in term of learning speaking and motivation. In relation to that, the teacher need to motivate student through new atmosphere that make the

student more interested in improving their speaking ability and more enjoyable to practice their speaking with certain strategy.

Considering the difficulty of speaking, offered to apply one of learning language strategy that called by Match Mine strategy. Match mine strategy is the good strategy for speaking ability. This strategy can improve and fostering communication skill, talk, interaction and speaking of the students, According to Kagan (2009:6.15), Match Mine is a great example a structure that hones communication skill and improve the speaking ability. It was defined explicitly for the purpose of fostering communication skills. Match mine explicitly designed to promote perspective-taking skills. Ability to understand the needs and perspectives of others is the basis for tolerance, empathy, and moral development.

Match Mine strategy is one of the strategies that includes in cooperative learning. Cooperative learning creates an interest in a number of ways, including a contrary to expectations demonstration, a link to personal interests, and understanding how the skill will be useful in one's life. Therefore, Kagan (2009:4.16) states that cooperative learning tasks stimulate interest in part because they are an opportunity for most students to do what they most want to do- interact with their peers. Based on the explanation above, it can be said that Match Mine strategy is strategy that motivates the students to learn English language and more interact with other students in teaching learning process.

Thus, based on its benefits for English learning and other good values of using Match Mine strategy, this study will propose to improve the students' speaking ability and their motivation in learning English. Hence, it is necessary to

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carry out a study entitled “*THE EFFECT OF USING MATCH MINE STRATEGY ON STUDENTS’ SPEAKING ABILITY AND THEIR MOTIVATION AT VOCATIONAL HIGH SCHOOL YPLP-PGRI BANGKINANG KAMPAR REGENCY*”.

1.2 Statement of Problem

The problem that faced by the students at Vocational High School YPLP-PGRI Bangkinang Kampar Regency in learning English language are their speaking and motivation especially in descriptive text context. While describing a picture orally they did not speak naturally, they were not able to speak English fluently, they were not yet able to use correct grammar, they were not able to use correct vocabularies , they were not yet able to utterance the correct pronunciation and they were not able to express their ideas in their spoken language. In short, their speaking ability was still low.

Some of them to be always busy themselves or do not attend in the class, made noise, did not interested in English and did not pay attention to the lesson. Also in teaching learning process, their score of task are low, do not have willingly to improve their knowledge in doing task and using media in learning English at home. It can be conclude that their learning motivation still low.

Based on the fact above, it clear that there is bias between theory and reality. The theory said that language is a system for the expression of meaning. Its primary function is for interaction and communication (Jo Mcdonough and

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Christopher, 2003:135). Language is used by human to interact among people in order know and understand each other. Richard (2008) also states that the goal for many language learners is to be able to communicate comprehensibly , effectively, and appropriately. For some, the goal may be approximate as closely as possible the norms of native-speaker English. For others, this may not be a goal since they subscribe to the notion of English as an international language, English as it is used by people with no other common language and reflecting the cultural and linguistic identities of the people who use it. Despite learners' personal goals for learning English, many students want their English to sound both fluent and natural, even if spoken with an accent that reflects their mother tongue.

Ilyas (2013) stated that students' interest and motivation are the factors that determine whether they can achieve or not a goal of learning especially in speaking. In general, the students who have a high interest and motivation in learning are able to achieve good learning outcomes in speaking. In the contrary, the students who have low interest and motivation in learning, learning outcomes will also be low. In essence, every student is interested in the learning; the teachers should seek to arouse the interest of student to speak. Subject matter presented by the method should be properly' interest and motivation in learning.

Speaking is a communication tool which becomes the most significant element in teaching as well. When the other people know the point of speaking, it means that he or she has done a good communication. In relation to Brown and Yule (1998-14) they state speaking is to express the needs-request ,information ,service ,etc. Speaking is very important, by mastering speaking skill, people can

carry out conversations with others, give the ideas and exchange the information others. In speaking, the speaker should master several elements such as pronunciation, grammar, vocabulary, fluency, and comprehension. The students not only listen to the speaker but also active in speaking. The speaking ability of the students in the classroom is still low. Those phenomena are needed to address question. Why did the students not speak naturally? Why were the students not able to speak fluently? Why did the students use incorrect grammar? Why were the students not yet able to utterance the correct pronunciation? Why were the students not able to express their ideas in spoken language? What make the students feel confused to utter the words for speaking? Why did the students not know what to say when the teacher asked them to speak up? Why were the students not interested in in speaking English? What make the students become passive in teaching and learning process? How should the teachers help the students to apply cooperative learning in teaching and learning process during English lesson? What effort should be done to enhance the students' speaking ability? What are the teacher's effort to improve the students speaking ability through match mine strategy? How does teacher implement match mine strategy to improve the students' speaking ability? How do the teacher motivate the students in the teaching and learning process? What are the causes that make the students unmotivated in speaking class? How do teachers implement match mine strategy to improve the students' motivation?

Slavin (1996) described cooperative learning as teaching methods in which students work together in small groups to help one another learn academic

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content. Johnson , and Smith (1991) outlined several elements comprising cooperative learning including positive interdependence, individual accountability, face-to-face promote interaction, appropriate use of collaborative skills, and group processing, as will be discussed further. Cooperative learning has also been found to enhance social and intellectual development (Cohen,1984; Burton, 1987) and Nilson (Nilson,1998) state help students build interpersonal skills while promoting a sense of achievement, productivity, and psychological well-being (Tsay & Brady, 2010:78)

Match mine is a strategy that include in cooperative learning that the priority is to build a team, make the students to interact with others and build communication each other. Adams and hamm in tsay and brady (2010: 78) support the idea by states interaction with others enables students to make sense of what they are learning as they become responsible for articulating and discussing class content with their peers. It means that match mine strategy is a strategy to promote speaking ability through teambuilding that allow students to work with their peers in one purpose to match what their friends draw. In descriptive text, while describe a picture, match mine plays in 2 person in a team. There are receiver and sender which receiver have to match what the sender's description about a picture that his had. In this learning strategy process, they have to speak each other to ensure the pictures themselves are match each other. Students work together and get to know each other for their individual nuances (kagan,2009:3,5).

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1.3 Limitation of the problem

By considering time, facilities, and finding needed, it is necessary to limit the problem. It is taken in order to focus in one problem and to limit the outcomes and time consuming. Here, it is needed to conduct a research at the tenth grade students at vocational high school ylp-pgri bangkinang kampar regency. The research consists of three variables, match mine(x) as independent variable, speaking ability (y1) and speaking motivation (y2) as dependent variables. Besides that, this study focuses to make students able to express from narrative, descriptive, procedure, and recount. Among there genre, descriptive is chosen in this study.

1.4 The purpose and Objectives of the Study

The purpose of study is to investigate whether there is any significant effect of using Match Mine strategy on students' speaking ability and their motivation in learning English.

The objectives of the study are as follows:

- a. To find out the significant difference on students' speaking ability before being conducted treatment of using match mine for experimental group and using non match mine strategy for control group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency
- b. To find out the significant difference on students' speaking ability before and after being conducted treatment of using match

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- c. To find out the significant difference on students' speaking ability before and after being conducted treatment of using non match mine for control group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency
- d. To find out the significant difference on students' speaking ability after being conducted treatment of using match mine for experimental group and using non match mine for control group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency
- e. To find out the significant difference on students' speaking motivation before being conducted treatment of using match mine for experimental group and using non match mine for control group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency
- f. To find out the significant difference on speaking motivation before and after being conducted treatment of using match mine for experimental group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency
- g. To find out the significant difference on speaking motivation before and after being conducted treatment of using non match

mine strategy for control group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency

- h. To find out the significant difference on speaking motivation after being conducted treatment of using match mine strategy for experimental group and using non match mine strategy for control group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency

1.5 Research Question

The research questions are formulated in the following questions:

- a. Is there any significant difference on students' speaking ability before being conducted treatment of using match mine for experimental group and using non match mine strategy for control group at Vocatinal high school YPLP-PGRI Bangkinang Kampar Regency?
- b. Is there any significant difference on students' speaking ability before and after being conducted treatment of using match mine for experimental group at Vocatinal high school YPLP-PGRI Bangkinang Kampar Regency?
- c. Is there any significant difference on students' speaking ability before and after being conducted treatment of using non match mine for control group at Vocatinal high school YPLP-PGRI Bangkinang Kampar Regency?

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- d. Is there any significant difference on students' speaking ability after being conducted treatment of using match mine for experimental group and using non match mine for control group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency?
- e. Is there any significant difference on students' speaking motivation before being conducted treatment of using match mine for experimental group and using non match mine for control group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency?
- f. Is there any significant difference on speaking motivation before and after being conducted treatment of using match mine for experimental group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency?
- g. Is there any significant difference on speaking motivation before and after being conducted treatment of using non match mine strategy for control group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency?
- h. Is there any significant difference on speaking motivation after being conducted treatment of using match mine strategy for experimental group and using non match mine strategy for control group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency?

1.6 Significance of The Study

This study is apparently one of the attempts to investigate the effect of using Match Mine strategy on students' speaking ability and their motivation. Therefore, this study may provide a useful launching pad for further research in this area of interest. The findings of this study could provide some forms of empirical data for future research in this area. It could perhaps also help in the more effective implementation of Match Mine strategy, especially in speaking ability. This study would give the good effect on speaking ability, it can solve the problem of the students that did not speak naturally, unable to speak English fluently, not yet able to use correct grammar, unable to use correct vocabularies, not yet able to utterance the correct pronunciation and unable to express their ideas in their spoken language.

Also, this strategy is include cooperative learning that make students work in group or pairs. . It support by Kagan(2009:3,6) says “ cooperative learning also builds communication skills, develops self-esteem and internal locus of control, increases students motivation, reduce discipline problems, and promotes cognitive development. So, this is the important thing that the teacher should apply this strategy to give some impulse to the students that always busy themselves or do not attend in the class, made noise, did not interested in English and did not pay attention to the lesson. Also in teaching learning process, their score of task are low, do not have willingly to improve their knowledge in doing task and using media in learning English at home.

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This study would therefore, try to provide some feedbacks concerning the effectiveness the using Match Mine strategy and some factors that involve in the implementation. Furthermore, it gives meaningful learning experience to the students because Match Mine strategy gives advantages not only to improve the students' motivation but also to increase students' speaking ability. Hopefully by this strategy, the students can be interested in learning English.

At pedagogical level, this study would stand to benefit the selected school in the study. It would provide an insight into the effectiveness (i.e. the strengths and weakness) of the using Match Mine strategy in learning process, particularly in teaching learning speaking.

This study provides the teacher some guidance for instructions in match mine strategy in teaching speaking ability step by step effectively. Besides that, this study will support the teacher to be aware the factors that involved in improving the students' motivation, as well as support teacher in understanding; assessing; and developing the students' speaking ability.

Finally by conducting the research, the researcher will reveal the effect of using match mine strategy on students' speaking ability and their motivation. She then can suggest certain solution of the problem being faced and she will get valuable experience of the research conducted.

1.7 Rationale of the Study

There is a general dissatisfaction among school teachers regarding the low level of speaking ability achievement of the students. Meanwhile speaking is one of the most important language skills in academic field. It is also one of the most important language skills in academic field. It is also one of the most complex skills in developing second language fluency because in speaking people not only active in their language competence but also their competence in the meaning of the sentence to the context.

Speaking has many contributions in communication. In relation to Brown and Yule (1998-14) they state speaking is to express the needs-request ,information ,service ,etc. Nowadays, speaking is an essential skill for students at levels started from elementary school up to university. That is way; the writer takes the students' speaking ability as one of variables in this study.

To master speaking ability, the speaker needs vocabulary in speaking. It is truly related to know the meaning of the vocabulary but also how to arrange the vocabularies to be sentences. It means the speaking ability involves the language process. Many teachers complain that they must spend much time on speaking. Hence, it is important to carry out this study as a step towards on students' speaking ability and increasing their motivation by using match mine strategy.

Besides lack motivation of the students in teaching learning process is a persistent problem that most teachers teaching English to students enrolled in professional courses face. So the best challenge is how to motivate the students in teaching learning English especially for speaking. Considering the conditions

above, the writer believes that students' motivation also an interested problem to be discussed as one of the variable in this research. Then, using of match mine strategy can make significant effect in increasing students' motivation in teaching learning activity. Teacher can motivate effort and concentration of student intellectually and encoring him or her to formulate questions and hypothesis, to process information, and to evaluate tentative solutions.

Concerning the effectiveness the using Match Mine strategy and some factors that involve in the implementation. It gives meaningful learning experience to the students because Match Mine strategy gives advantages not only to improve the students' motivation but also to increase students' speaking ability. Match mine is a strategy that include in cooperative learning that the priority is to build a team, make the students to interact with others and buil communication each other. Adams and Hamm in Tsay and Brady (2010: 78) support the idea by states interaction with others enables students to make sense of what they are learning as they become responsible for articulating and discussing class content with their peers. It means that match mine strategy is a strategy to promote speaking ability through teambuilding that allow students to work with their peers in one purpose to match what their friends draw

In this research, Vocational High School YPLP-PGRI Bangkinang Kampar regncy was chosen, as the research location because it is located in the centre of Bangkinang sub district. Besides, that school has enough students for the population of the research.

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1.8 Definition of the Terms

There are some terms involved in this research, thus, to avoid misunderstanding toward the terms used in this research. The following terms are necessarily to define as follows:

1.8.1 Effect

According to Hornby (1989:385), effect is a change produced by an action or cause; result or outcome. However, in this research, “effect” refers to the implication of two different variables in quasi experimental research between two variables (x and y). X refers to Match Mine Strategy and y refers to speaking ability (descriptive text).

1.8.2 Speaking Ability

According to Hornby (1989:2), ability is capacity or power to do something physical or mental. In this research, the ability is a speaking ability. Speaking is they to express the needs-request ,information ,service ,etc. (Brown and Yule (1998-1

1.8.3 .Students Motivation

Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit (Brown, 2000:72). Motivation has importance role in success of teaching learning process. If they are motivated, they will learn, and if not they won't. Motivation refers to the intensity of one's impetus to learn, the intensity or motivation of the students to attain the goal could be high or low.

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1.8.4 .Match Mine Strategy

In reference to Ur (1991:321), strategy means that the class is given material or a task and told that a certain minimal component of it has to be learned or done by everyone, the rest only by some. In this research, researcher will use Match Mine Strategy. Match Mine is the strategy that can improve and fostering communication skill,talk,interaction and speaking of the students, According to Kagan(2009:6.15), Match Mine is a great example a structure that hones communication skill and improve speaking ability.

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