CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 The Nature of Speaking

2.1.1 The Definition of Speaking

The single most important aspect of learning the language is mastering speaking and it can be describes as the ability of person to express their ideas. That is why, many foreign language learners prioritize to master speaking skill than other skills such reading, writing and listening. Richard and Renandya's in Nazara (2011:28-43) support the idea by stating, "A large percentage of the word's language learners study English in order to develop proficiency in speaking". Furthermore, many students argue that speaking is the most important language skill that need to be controlled, and they assess learning achievement based on mastery of speaking skill.

Scoot and Ytreberg (2006:33) say that speaking is perhaps the most demanding skill for the teacher to teach. In their own language, children are able to express emotions, communication intentions and reactions, explore the language and make it fun of it, so they expect to able to do the same in English. Speaking is an act to express idea, feelings and thought orally. It is also called oral communication. Oatey (2000:53) says that communication is a form of social interaction which involves the production and the interpretation of the evidence of the communicator's intentions. Communication is made easier by the organization of the pool of general word knowledge from which the context is drawn into mental structures

known as schemata, frames and scripts. So, speaking is the way to make an interaction with others orally.

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.

1. The Division of Speaking

Then, speaking can be also understood from Brown's and Yule's in Richard's book (1998-14). They utter, speaking is divided into three divisions, they are:

a. Speaking as interaction

It refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. For instance, when people meet, they exchange greetings, have a small talk, share recent experiences and so on. They wish to be friendly and they try to create a comfortable interaction to others. Then, the aspect in speaking as interaction is knowing how to do:

1. Opening and closing conversations
2. Choosing topics
3. Making small-talk
4. Joking
5. Turn-taking

6. Interrupting

7. Using an appropriate style of speaking

Mastering the art of speaking as interaction is difficult for some students because they often loss for words when they are in a situation that require to talk. For this case, Hatch in Intan's Thesis (2012: 13) emphasizes that second language learners need a wide range of topics at their disposal in order to manage talk as interaction. In other word, the students should be able to create many kinds of interesting topic while they have a conversation. So, they will not keep silent or loss for words.

b. Speaking as transaction

It refers to situations where the focus is on what is said or done. It means that it is important to convey the message and make oneself understood clearly and accurately. For example, the teacher teaches her student in class, then he asks his students about the lesson that had been taught yesterday. When the students can be able to give the correct answer of the question, it means they are speaking as transaction.

c. Speaking as performance

It refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements and speech. This type tends to be in the form of monolog rather than dialog. For example, a teacher asks his students to perform in front of the class, such as retell a story or explain a topic.

2. The Element of Speaking

Retaining to Harmer (2001:269-271), there are two elements of speaking that we should pay attention to have a good to speak fluently. They are:

a. Language Feature

It consists of four parts. Firstly, *connected speech*. In connected speech sounds are modified (assimilation), omitted (elison), added (linking r), or weakened (through contractions and stress patterning). Secondly, *Expressive devices*. The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. The students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators. Thirdly, *lexis and grammar*. It supplies the variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where the students are involved in specific speaking context such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction. Fourthly, *negotiation language*, it is used to seek clarification and to show the structure of what we are saying.

b. Mental/Social Processing

It consists of three part, first *language processing*. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. It

helps students to develop habits of rapid language processing in English. Second, *interacting with other* that speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so. Third, *information processing*. The teacher needs to be able to process the information. It should be remember that this instants response is very culture-specific, and is not prized by speakers in many other language communities.

3. The Indicators of Speaking

In evaluating students' speaking skill, Brown (2003:157) suggest some forms as follow:

a. Grammar

b. Vocabulary

c. Comprehension

d. Fluency

e. Pronunciation

Each category may be scored separately, with an additional composite score that attempts to synthesize overall performance.

Then, Adams and Frith in Hughes (2003:131-132) explain those five items as follows:

a. Grammar

1. Grammar is almost entirely inaccurate in stock phrases.

2. Contrast errors show control of very few major patterns and frequently preventing communication.

3. Frequent errors show some major patterns uncontrolled and causing occasional irritation and misunderstanding.

4. Occasional errors show imperfect control of some patterns but no weakness that causes misunderstanding.

5. Few errors, with no patterns of failure.

6. No more than two errors during the interview.

b. Vocabulary

1. Vocabulary inadequate for even the simplest conversation.

2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).

3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.

4. Professional vocabulary permits discussion of any nontechnical subject with some circumlocutions.

5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

6. Vocabulary apparently as accurate and extensive as that of an aducated native speaker.

c. Comprehension

1. Understands too little for the simplest type of conversation.

2. Understands only slow, very simple speech of common and social and touristic topics; requires constants repetition and rephrasing.

3. Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.

4. Understands quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.

5. Understands everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

d. Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible.

2. Speech is very slow and uneven except for short or routine sentences.

3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.

4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

5. Speech is effortless and smooth, but perceptibly non-native in speech and evenness.

6. Speech on all professionals and general topics as effortless and smooth as a native speaker's.

e. Accent/Pronunciation

1. Pronunciation frequently unintelligible

2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

3. "Foreign accent" require concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

4. Marked "foreign accent" occasional mispronunciation that does not interfere with understanding.

5. No conspicuous mispronunciation, but would not be taken for a native speaker.

6. Native pronunciation, with no trace of "foreign accent".

Based on the criteria of each items above, the teacher of English may focus on the indicators that are follows:

a. The students are able to produce speech without filler and pause while describe story. (Fluency)

b. The students are able to use correct grammar in speaking. (grammar)

c. The students are able to use proper words or vocabularies to describe story. (vocabulary)

d. The students are able to express the comprehensible ideas for describe story. (comprehension)

e. The students are able to produce acceptable pronunciation in speaking. (accent/pronunciation)

In conclusion, speaking is a complex skill that gives the effect to the number of different abilities. There are five components of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension) that must be considered and each of them is correlated each other.

4. The Speaking Activities

In speaking activities, there are some skills of speaking that could be considered namely:

a. Micro skills

1. Producing differences among English phonemes and allophonic variants.

2. Producing chunks of language of different lengths.

3. Producing English stress patterns, word in stressed and unstressed positions, rhythmic structure, and information contours.

4. Producing reduced forms of words and phrases.

5. Using an adequate number of lexical units (words) to accomplish pragmatic purposes.

6. Producing fluent speech at different rates of delivery.

7. Monitoring one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.

8. Using grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.

9. Producing speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.

10. Expressing a particular meaning in different grammatical forms.

11. Using cohesive devices in spoken discourse.

b. Macro skills

1. Using Appropriately accomplish communicative functions according to situations, participants, and goals.

2. Using appropriate styles, registers, implicature, redundancies, pragmatic conventions and conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face to face conversation.

3. Conveying links and connections between events and communicate such relation as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.

4. Conveying facial features, kinesics, body language, and other non verbal cues along with verbal language.

5. Developing and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understand you.

5. The Problem with Speaking Activites

Ur (1996:121) says that, there are some problems faced by the learners in speaking activities:

1. Inhibition. Unlike reading, writing and listening, speaking requires some degree of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive or express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

Mother-tongue use. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small group it can be quite difficult to get

some classes-particularly the less disciplined or motivated ones-to keep to the target language.

6. Characteristics of Successful Speaking Activity

Speaking is one of skills that is very important for person's professional survival and growth. Everyone needs this skill to be successful is one's academic and pursuit. When students want to speak fluently sometimes they get difficult to do it. They have to fulfill some characteristics successful speaking activities. Ur (1996:120) mentions the characteristics of successful speaking activity, they are :

1. Learners talk a lot

   As much as possible of the period of time allotted to the activity is fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even

   Classroom discussion is not dominated by minority of talkactive participant. All get a change to speak, and contribution are fairly evenly distribute.

3. Motivation is high

   Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objectively.

4. Language is an acceptable level

Learners express themselves in utterances that are relevant, easly comprehensible to each other, and of an acceptable level of language accuracy.

2.1.2. Speaking Ability

According to Thornbury (2006:208) speaking ability is a proficiency of using the language orally. Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write or comprehend oral language. They regard speaking as the most important skill they can acquire and they asses their progress in terms of their accomplishments in spoken communication. Language learners need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar and vocabulary): using the right words in the right order with the correct pronunciation.

2. Function (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (transaction/relationship building).

3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what and for what reason.

In line with the statement above, Kalayo and Fauzan (2007:113) point out: Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. It shows that, speaking become an element of language that cannot be separated one to another.

1.The Basic Types of Speaking Ability

In reference to Ur (1991:141-142), the basic types of speaking ability are divided into five types, as follows:

a. Imitative

It is an ability to imitate a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be concluded in the criterion performance.

b. Intensive

This types of speaking is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as, prosodic element-intonation, stress, rhythm, and juncture). Example of

intensive assessment tasks include directed response tasks, sentence and dialogue completion, translation up to the simple sentence level, etc.

c. Responsive

The stimulus of this type of speaking is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow up questions or retorts.

d. Interactive

Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

e. Extensive (monologue)

Language style is frequently more deliberatively (planning is involved), and formal for extensive tasks. The tasks include speeches, oral presentation, and storytelling.

2.1.3. Factors that Affect Speaking ability in Second Language Learning

Based on Ur (1996:121) stated that there are 5 factors that affect speaking ability in second language learning :

1. Use group work

This increase the sheer amount of learner talk going on in limited period of time and also lowers the inhibition of learners who are unwilling to speak in front of the full class.

2. Base the activity on easy language

In general, the level of language needed for a discussion should be lower that that used intensive language-learning activities in the same class: it should be easily recalled and produced by participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts

3. Make a careful choice of topic and task to stimulate interest

A good topic is one to which learners can relate using ideas from their own experience and knowledge; the 'ability-grouping' topic id therefore appropriate for most schoolchildren, schoolteachers or young people whose school memories are fresh. A task is essentially goal-oriented: it requires the group, or pair, to achieve an objective that is usually expressed by prepared speaker. A task is often enhanced if there is some kind of visual focus to base the talking on : a picture , for example

4. Give some instruction of training in discussion skills

If the task is based on group discussion then include instruction about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each group who will regulate participation.

5. Keep students speaking the target language

The teacher might appoint one of the group as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it.

Based on the statement above, we can conclude that speaking can be affected by making team on students, it give responsibility to speak, share information, discussion, keep their team to improve their ability to speak English in works together. It has closely relation between speaking ability and cooperative learning. According to Brown (2000:47) stated that cooperative learning as students work together in pairs and groups, they share information and come to each others' aid. It also support by Johnson, and Smith (1991) outlined several elements comprising cooperative learning including positive interdependence, individual accountability, face-to-face promote interaction, appropriate use collaborative skills, and group processing. In this research, it use cooperative learning especially Match Mine strategy. Kagan (2009:3.5) Match mine can be define as students work together and get to know each other for their individual nuances. So, the relation between factor of the effect speaking ability and Match mine strategy is work in pairs or group. The speaking ability can be affected by works in pairs that concluded into cooperative learning that indicted by Match mine strategy.

2.2 The Nature of Learning Motivation

Jeremy (1991:51) states that motivation is some kind of interval drive which pushes someone to do things in order to achieve something. Brown (2000:160-166) points out, a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, amd ego enhancement. Another definition was stated by Broussard and Garrison

(2004:106), they broadly define motivation as "the attribute that moves us to do or not to do something". Motivation was defined as the orientation a learner has with respect to the purpose of learning a second language (Crookes and Schmidt,1991).In addition, Forman (2005) states that motivation is the process through which individuals are driven to increase their action or performance either by internal (intrinsic) or external (extrinsic) factors.

Marion Williams and Richard Burden suggest that motivation is a "state of cognitive arousal" which provokes a ' decision to act as a result of which there is' sustained intellectual and/or physical effort' so that the person can achieve some 'previously set goal' (William and Burden 1997:120). They go on the point out that, the strength of that motivation will depend on how much value the individual places on the outcome her or she wishes to achieve. Adults may have clearly defined or vague goals. Children' goals, on the other hand, are often more amorphous and less easy to describe, but they can still be very powerful.

Graham (1996) has stated that motivation is the study of why people think and behave as they do. In the context of academic achievement, motivational concerns would be addressed if we were to ask, for example, why some students complete tash despite enormous difficulty, while others give up at the slightest provocation, or why some students set such unrealistically high goals for themselves that failure is bound to occur.

Graham and Golan (1991) defined that motivation is a process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or regarding a book to gain knowledge. It involves the biological, emotional, social and cognitive forces that activate behavior. In everyday usage, the term motivation is frequently used to describe why a person does something.

2.2.1 Components of Motivation

There are three major components to motivation: activation, persistence and intensity. Activation involves the decision to initiate behavior, such as enrolling in a psychology class. persistence is the continued effort toward a goal even though obstacles may exist, such taking more psychology courses in order to earn a degree although it requires a significant investment of time, energy and resources. Finally, intensity cam be seen in the concentration and vigor that goes into pursuing a goal. For example, one students might coast by without much effort, while another student will study regularly, participate in discussions and take advantage of research opportunities outside of class (Graham and Golan,1991).

Motivation is the energy change in a person who characterized by the onset of feelings and reaction to achieve the goal. With this understanding, we can say that motivation is complex. Understanding of overall motivation is the driving force both from within and from outside students by creating a series of effort to provide specific condition that guarantee the continuity

and gives direction on learning activities, so that the desired destinantion by learning subjects that can be achieved (Graham and Golan,1991).

There are some behavioral indicators of highly motivated students.(Meece and McColskey:1997,18)

1. Attendance and discipline. At the most basic level, students who are motivated attend class, pay attention, and are not disruptive.

2. Participation and completion of work. Students who are motivated to begin assignments with little prompting, follow directions, participate in class-room discussions, and complete tasks on time.

3. Task persistence and acceptance of errors. How long a students stay with a task, especially a difficult one, is an important indicator of motivation. Highly motivated students persist and try different solutions before seeking help when they have difficulty with a task.

4. Quality of task involvement. Students can either invest effort in learning or find shortcuts to get the task done without expending a great deal of effort. The amount and quality of effort students expand on learning tasks is an important indicator of motivation. Highly motivated students are willing to invest effort and to use the skill they have acquired.

5. Independent learning. Students who are willing to learn more than is required are reluctant to stop working on a task, even when it is time to move on to something new. They also may bring in materials from home, complete work that is not required, or ask questions to learn more about a topic.

6. Interest and liking highly motivated students enjoy learning, show enthusiasm, and take pride in their woek.

2.2.2 Types of Motivation

Harmer (1991:3) stated that motivation in second language learning is divided into two types:

1. Short-term goal

Short-term goal means when students wish to succees in doing something in the near future, for example, students who want pass their examination or to get good grade or high scores.

2. Long –term goal

Long-term goal refers to a wish of students of learners who want to get a better job in the future or to be able to communicate with people who use language that they study or the target language.

Krashen (1988:22) mentions the following factors which are rather related to motivation that will attempt to relate second language ability to these two functions.

1.Integrative motivation, defined as the desire to be a part of recognized or important members of the community or that society that

speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or intergarate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal.(Saville-Troike, 2006:86)

2. Instrumental motivation involves the concepts of purely practical value in learning the second language in order to increase learners careers of business opportunities, giving them more prestige and power, accessing scientific and technical information, jsat passing a course of their study in school.(Saville-Troike:88).

In other hand, Gardner and Lambert stated that Integrative motivation can be defined as a willingness to become a member of another ethnolinguistic group. It means that language is learned that adapt from their culture of it people. Motivation has been identified as the learner's orientation with regard to the goal of learning a second language (Crookes and Schmidt, 1991). It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk 1978). This form of motivation is known as integrative motivation. When becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the

learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members. It is so theorized that "integrative motivation typically underlies successful acquisition of a wide range of registers and a nativelike ptonunciation"(Finegan 1999:568). Integrative motivation refers to an individual's willingness and interest in promoting second language acquisition through social interactions with members of the target language group.

Meanwhile, instrumental motivation is desire to gain social recognition or economic advantage through knowledge of a foreign language; for instance, language is learner as the support of purpose relating to occupation. Instrumental motivation concerns an individual's primary concern for language development, apart from social goals in second language acquisition.

Instrumental motivation is generally characterized by the desire to obtain something practical or concrete from the study of a language (Hudson 2000). With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, speaking some topic, translation work or achieving higher social status. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into

a community using the target language takes place, or in some instances is even desired.

There are two general types of motivation, one based on intrinsic interest in the activity and the other based on rewards extrinsic to the activity itself.

1. Intrinsic motivation (IM)

Intrinsic motivation generally refers to motivation to engage in an activity because that activity is enjoyable and satisfying to do. According to Deci and Ryan (1985), IM is founded upon innate needs for competence and self-determination. It means that motivation has close relation with students' competence and their choice to be motivated.

The first type of IM, IM-knowledege, is the motivation for doing an activity for the feelings associated with exploring new ideas and developing knowledge. The second type, IM-Accomplishment, refers to the sensations related to attempting to master a task or achieve a goal. The third type, IM-stimulation, relates to motivation based simply on the sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement. The common basis of these three subtypes is the pleasurable sensations experienced during the self-initiated and challenging activity.

According to Harmer, intrinsic motivation comes from the individual. An intrinsic motivation motivates students to study because she/he wants to study; the material is interesting, challenging , and rewarding and the

student receives some kinds of satisfaction from learning. Thus, the students must be motivated by the comfortable of learning process itself.

Intrinsic motivation is also defined as engagement in an activity for the pleasure and satisfaction derived when trying to excel, to reach a new standard, or to create something new. Individuals with IM toward accomplishment focus on the process rather than the outcome of an activity and seek to feel competent and creative. Finally, Intrinsic motivation to experience stimulation represents involvement with an activity for the experience of fun, excitement, and positive sensations (Vellerand et al. 1992).

2. Extrinsic motivation (EM)

Extrinsic motivation which is more internalized into the self concepts is introjected regulation refers to reasons that pertain to performing an activity due to some type of pressure that individuals have incorporated into the self, such that they compel themselves to carry out that activity.

Deci and Ryan (1985) contrasted all types of IM and EM with a motivation. A motivation refers to the situation in which people see no relation between their actions and the consequences of those action; the consequences are seen as arising as a result a factors beyond their control (of learned helplessness; Abramson, Seligman, & Teasdale, 1978).

Based on the text above explain that, in contrast to intrinsically motivated behaviors are those actions carried out to achieve some instrumental end, such as learning a reward or avoiding a punishment. In

other words, extrinsic motivation comes from any numbers of outside factors, the students are motivated because the needs to pass the exam , the hope for financial rewards, or the possibility of future travel. Both of the motivations work together in learning process as the psychological mechanism that gives the students power and attention in learning.

Motivation from within appears when there is an understanding of the purpose of the child what will be achieved or a form a consciousness arising from the children themselves. Usually this will be lasting motivation for that goal has not been achieved. While external motivation appears when there is provocation from outside the child to do what is desired by anglers. This motivation usually does not last long, when passing to motivate still interesting, the activity is still running, but not always a teacher is able to continue to fees the child to be able to follow the teaching and learning activities (Graham and Golan,1991).

2.2.3 The Importance of Motivation in Second Language Learning

Motivation is one of the keys of success in learning because motivation is factor that encourages the learners taking action and being in learning process. In the study of Kinder in Washoe, he found that motivation was psychological mechanisms governing the direction, intensity, and persistence of action not due to solely to individual difference in ability to overwhelming environmental demands that coerce the force action.

Motivation is also related to the driver to do something. It is force the pushes us to do things (Tileston,2010). It is also an interior power that triggers, leads, and preserves actions consistently (Thorkildsen, 2002). "In the context of L2 learning, motivation was seen as the extent to which the individual works or strives to learn the language because of a desire to do so" (Kissau, 2006:76). Motivation was defined by Lokie (2011) as the desire to engage in an activity out of curiosity, interest, or enjoyment.

According to Ryan and Deci (2000:5) to be motivated means to progress or to be in motion to do something. Crump believed that excitement, interest, keenness, and enthusiasm towards learning are the main constituents of motivation. Douglas as cited in Harmer stated that a cognitive view of motivation includes factors such as the need of exploration, activity, stimulation, new knowledge, and ego enhancement. Motivation can be as motor or encourager for someone to do some actions in achieving the goal that he/she desired; thus, if the students want to achieve their goal in learning, they must have motivation.

Furthermore, motivation has been identified as the learner's orientation with regard to the goal of learning a second language. It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become family with or even integrate into the society in which the language is used (Falk 1978).

Using the possible selves theory, a prominent motivational theory was developed by Dörnyei. He called it the "L2 motivational self theory" (Dörnye, 2009, p.3). Dörnye's model suggest that motivation is based on three main considerations: the ideal self, the ought-to self and the L2 learning experience which concerns the impact of the teacher, the curriculum, peer group or experience of success but also many areas outside of the classroom.

In the same period, Deci and Ryan (1985:41) divided motivation into intrinsic and extrinsic factors as part of their self-determination theory. Firstly, the authors referred to intrinsic motivation in the following way: " The innate, natural propensity to engage one's interests and exercise one's capacities". The idea is that this type of motivation is initiated in the individual's mind, and that motivation is the simple pleasure gained in the completion of a task.

This is in opposition to extrinsic motivation, which involves the influence of outside factors, such as the opinions of others, or receiving an extrinsic reward, like a good grade (Dörnye and Ushioda, 2011:23). Decy and Ryan argue that extrinsic factors could be demotivating because they may impose pressure on the individual which could, in turn, impede their learning (Decy and Ryan, 1985:270). For more about the explanation of the kinds of motivation are stated in the following part.

a. Kinds of Motivation

Experts have divided motivation into two groups, internal motivation and external motivation. While the individual influenced by the external motivation with an independent goal undertakes a specific activity, the internal motivation provides the sufficient incentive go doing a task (Mohamadi, 2006 cited in Kourosh Amrai, Shahrzad Elahi Motlagh, Hamzeh Azizi Zalani & Hadi Parhon 2011).

According to Gardner and Lambert, motivation in learning language is understood as integrative and instrumental motivation. Integrative motivation refers to a learner's desire to learn more about cultural community of the target language or to assimilate in the target community (Gardner & Lambert , 1959; Norris-Holt,2001). Instrumental motivation refers to a learner's desire to acquire a new language for utilitarian reasons and reflect the practical value and advantages of learning a target language (Gardner & Lambert, 1959; Hudson,2000).

Motivation has an important role in success and failure in learning a second language. Spolsky (1990:157) state that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity.

2.2.4   Factors That Affect Motivation In Second Language Learning

There are four factors that can be dangerous to the learners' motivation, according to Harmer (1991:4).

1. Physical condition which means the atmosphere in class. For example, if student have to study in the bad lighting classroom, overcrowded with too many students, have to look at the small board, or in the unpleasant smell classroom, they can lose their motivation in learning will be lowered.

2. Method of teaching which refers to the way that students are taught must affect their motivation. Whenever the learner felt bored at the teacher's method, their motivation would likely be lost or gradually decreased. Harmer said that if the students lose confidence in the method, they will become demotivated (1991:5)

3. The teacher as the most powerful variable of motivation and demotivation, can become a major part in demotivating the learners.

4. Success refers to the appropriate level of challenge designed by the teachers. If the difficulty of work and activity is too high or too low, it can lead students to a demotivated situation in learning. Harmer pointed out, to give high challenge activities may have a negative effect on motivation. Students can also equally be demotivated by too low level of challenge.

Motivation is usually defined by psychologists as the processes involved in arousing, directing and sustaining behavior. (Ball, 1997, as quoted in Robb, 2001b,para.2) from the literature on what motivates students to learn, the following key concepts were obtained from a wide collection of sources in a variety of formats.

Here is a summary of what research has shown to be the top six motivators for learning:

1. Student control of learning

   The focus here is learning. Assessment of learning styles and adapting lesson delivery is vital. If students feel they have grades in their control (whether they actually do or not), the most resistant learners will engage and take ownership.

2. Relevance to student use and teacher's genuine interest

   There is a dual emphasis between relevance and genuine interest. Why a lesson is important and how it connects to life is best embraced by the student when the teacher demonstrates genuine interest in the subject and students.

3. Teacher's enthusiasm

   Teacher enthusiasm is vital. If a teacher has been assigned to a grade level or curriculum that he or she is not necessarily interested in, it's time to find the silver lining in the cloud. Students are perceptive and read their teachers' every action, reaction, and

comment. Teachers must be excited about what they are bringing to the students if they expect the students to be interested.

4. Quick feedback and assignment return

Students performance is directly correlated to the time between assignment submission and return. Students' learning increases when they can make adjustments to errors in a timely fashion. Teachers should strive to return student work the next day.

5. Instructional variety

Technology has provided the opportunity to deliver instruction in a variety of ways. Three shifts in approach to curriculum delivery during a 50 - to 60-minute period will help student interest remain high and engaged. Shifting from lecture to group work to independent study keeps students connected and interested.

6. Encouragement

A simple pat on the back, a smiley face stamp, writing "good job" or acknowledging efforts can make a big difference in students performance. In addition to the research findings listed above, our experience has shown that the following also help motivate students:

    a. Relationships. When students trust a teacher's judgment and are truly appreciated for who they are, a working

relationship begins to develop in which students are motivated to learn.

b. Rewards. In addition to verbal encouragement, more tangible acknowledgment of effort of performance is always a stimulus for additional contributions.

c. Support. Teacher availability during instructional and no instructional time is a motivator.

d. Honoring of personal values. Honoring home values (as long as they do not violate classroom values) provides motivation for students.

e. Creation of curiosity. Students are motivated when they are encouraged to explore and investigate new areas.

f. Clear expectations. Visible rules on assignment sheets, walls, and entry activities will keep the expectations consistently in front of the students.

g. Classroom climate. Classrooms should be inviting and safe, surrounded with charts and pictures that relate to the subject matter as well as points of interest contemporary to student life. Playing jazz (without words) during study time is also effective.

h. Firm, fair, purposeful action. When action needs to be taken, it should always have the purpose of motivating the student toward constructive ends, weaving the relationship.

i. De-emphasis on grades. Much has been written about the value of grades. Greater emphasis should be placed on effort and performance than grades when first attempting to move a student toward becoming a self-starter.

j. Organization. Students become more accountable when they see teachers being highly organized and maintaining a predictable learning environtment.

k. Appropriate level of difficulty. Accommodations do not only apply to special needs students. Lesson designs aimed at challenging each student are necessary for a productive learning experience. High performing students need additional opportunities for personal growth when the given task is completed. Methodical students should have the necessary time to complete the task without penalty.

l. Listening. It is important to listen and paraphrase what students are communicating in order for the teacher and student to move in the same direction.(www.corwin.com)

2.3. The Nature of Match Mine Strategy

2.3.1 What is strategy?

Strategy used by learners according to Kalayo Hasibuan (2013 :171) is devided into two into classes : direct and indirect. These two classes-direct and indirect are subdivided into a total of six groups (memory, cognitive, and compensation under the direct class metacognitive,affective

and social under the indirect class). they support each other, and each strategy group is capable of connecting with and assisting every other strategy group:

1. Memory strategies, are regaining people prestige as powerful mental tools.

2. Cognitive strategies are essential in learning a language. Such strategies are a varied lot, ranging from repeating to analyzing expressions to summarizing. With all their variety, cognitive strategies are unified by a common function manipulation or transformation of the target language by learner.

3. Compensation strategies enable learners to use the new language for either comprehension or production despite limitation in knowledge. Compensation strategies are intended to make up for an in adequate repertoire of grammar and especially, of vocabulary.

4. Metacognitive strategies, are actions which are so beyond purely cognitive devices, and which provide a wolf for learners to coordinate their own learning process.

5. Affective strategies refer to emotions, attitudes, motivations, and values. Good language learners often know how to control their emotions and attitudes about learning. Learning often knows how to control their emotions and attitudes about learning.

6. Social strategies, language is a form of social behavior it is communication, and communication occurs between and among people. Learning a language this involves other people, and appropriate social strategies are very important in this process.

2.3.2   What is 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.

2.3.3. How Match Mine strategy works?

Students are seated in pairs facing each other. Each student has an identical set of game pieces and game boards. A barrier is set up so students can't see each other's game pieces or game boards. One student is designated the "sender" and other is the "receiver". The sender arranges her game pieces on her game board. The pair's challenge is to have the receiver match the sender's arrangement using only oral communication skills. To succeed, the students must speak with precision, use academic vocabulary, check for understanding, ask for clarification, and take the perspective of another

These types of activities are extremely effective in the language learning classroom. The teacher gives every student the opportunity to speak in the target language for an extended period of time and students naturally produce more speech than they would otherwise. In addition, speaking with peerts is less intimidating than presenting in front of the entire class and being evaluated.

2.3.4. Procedures of Match mine Strategy

The steps of implementing this strategy are as follows:

1. Sender arranges game pieces on game board while receiver waits quietly.
2. Sender gives the receiver direction to match the sender's arrangement of game pieces on the game board.
3. When finished, partners the game boards side by side to check for accuracy.
4. Receiver praises sender, and they develop difference of improvement strategies.
5. Roles are switched, and the game is played again.

From the steps above, we know that from the activities, the students are supposed to be work in pairs. One student will have the information that other partner does not have and the partners will share their direction. Match mine strategy serve many purposes such as describing something or giving the direction and perspective each others. Also , the teacher instructs students in communication skills : asking for clarification, checking for

understanding, giving unambiguous directions.. These activities are effective because everybody has the opportunity to talk extensively in the target language.

2.3.5.   Match Mine strategy in Cooperative Learning Area

The relation between match mine strategy and cooperative learning have close relation, because match mine strategy is one strategy of cooperative learning method. It support by Coon and Klott (2012) define match mine game is a cooperative learning activity that practice giving and receiving information. It can be concluded that Match Mine game as a Cooperative Learning strategy in which students work in pairs to communicate to one another without the use of visuals. Slavin (1996) described cooperative learning as teaching methods in which students work together in small groups to help one another learn academic 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.

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 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).

Therefore, match mine strategy that consist in match mine strategy is not only increase the students' speaking ability and communication skill, but also increase the interest of the students to speak up and not too shy to speak English. 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. It s stimulate interests in part because they are an opportunity for most students to do what they most want to do- interact with their peers. Interest is generated also because of divergent points of view interacting.

2.4   Related Studies

In supporting this research, actually, there are no similar studies are found with the title of my research. But there are studies that have related my research.

1) Diah Paramita Sari (2014) under the tittle The effect of Match Mine strategy and students' self confidence toward their speaking ability in descriptive text at the first year of Junior High School 10 Padang. The purposes of this research are (1)To find out whether the students who are taught by Match Mine Game have better speaking skill in descriptive text than those taught by conventional teaching. (2) To find out whether the students with higher self-confidence who are taught by Match Mine Game have better speaking skill in descriptive text than who are taught by conventional teaching. (3) To find out whether the students with lower self-confidence who are taught by Match Mine Game have better speaking skill in descriptive text than who are taught by conventional teaching. (4). To find out whether there is any interaction between both technique (Match Mine Game and conventional teaching) and students' self-confidence toward their speaking skill in descriptive text. The population of this study is 9 classes were held at at the first year of Junior High School 10 Padang and consist of 279 students. The research design used in this study is a quasi-experimental research; the finding inferred that the match mine strtegy, if executed properly, can indeed have a positive impact on students' speaking ability in the target language.

2) Khoirul Bariyah (2009), the title of her research is The Effect of Using Match Mine strategy on the Ability of Writing and their motivation on Descriptive Texts at Eleventh Grade Students of SMA Muhammadiyah

1 Gresik. The objectives of this research are: first, the students' ability of Writing descriptive texts before and after using Match Mine strategy at the eleventh grade. The second is the effect in Writing ability between the students who are taught by Match Mine strategy and the students who are not. She made two groups as a subject in her research, the first group is taught using Match Mine strategy and the second group did not teach using Match Mine strategy. And the results of her research are the students' ability in Writing before using Match Mine strategy; both of groups have near ability in Writing skill, and the result after she using Match Mine strategy in Writing descriptive text is the group who Match Mine strategy has more score than the other group. It means that there is the effect on ability of Writing descriptive text between the students who are taught by using Match Mine strategy and the students who are not.

3) Miranti Rohmatun Nisa (2012). The title of her research is The Use of Match Mine strategy in Teaching Vocabulary and their motivation On Students At Smpn 2 Cipeundeuy. The objectives of this research are: the effect of the used of Match Mine strategy in helping students' vocabulary enhancement and students' responses toward learning vocabulary using Match Mine strategy. Her study focused in the using series pictures at fifth grades of elementary school. This study specially investigated the difference of improvement of students' vocabulary mastery through Match Mine strategy and their response.

The results of this research are the students' vocabulary mastery improved after they were taught by using Match Mine strategy than the students were taught vocabulary using written text. Most students also had positive responses toward the use of series pictures. It means that students were excited and interested in learning vocabulary using series pictures because they could memorize the word easily.

4) Fetti (2009). His research title The Effect Of Using Pictures Toward The Students' Speaking Ability And Their Motivation At State Junior High School 1 In Bengkalis Subdistrict. He focuses on using pictures cued in improving students' speaking ability in procedure text. He made two groups in his study, first is experimental group that received special treatment, and second group is control group that did not receive the special treatment. The result of the study is the use of picture cued in teaching speaking is effective to improve the students speaking ability. It can be seen from the score of experimental groups which is higher than control group.

5) Ihsan (2012). The title is The Effect Of Match Mine Strategy On Students Speaking Ability And Their Motivation At Islamic Junior High School Daarun Nahdhah Thawalib Bangkinang. She is also made two groups, the first is experimental group and the second is control group. She is only give special treatment for the experimental. The result of her study is the experimental group got higher score than

the control group. It means that match mine strategy affect students' speaking ability.

6) Dede Nita Rosita (2011) . His research title is The Use of Match Mine Strategy in Teaching Spoken Procedure Text to Improve Students' Speaking Ability (A Quasi-Experimental Study of the Seventh Grade Students in SMPN 2 Cipeundeuy). He focuses on using match mine strategy in improving students' speaking ability in procedure text. He made two groups in his study, first is experimental group that received special treatment, and second group is control group that did not receive the special treatment. The result of the study is the use of series pictures in teaching speaking in procedure text is effective to improve the students speaking ability. It can be seen from the score of experimental groups which is higher than control group.

7) Petty Siti Fatimah (2011). Her research title is The Use of Picture Narrating in Teaching Speaking (A Quasi-Experimental Study to the Second Grade Students of Vocational High School in Bandung). She is focus on the effectiveness of "Picture Narrating" technique in developing students' speaking ability. She is also made two groups, the first is experimental group and the second is control group. She is only give special treatment for the experimental. The result of her study is the experimental group got higher score

8) Ong Poh Lin & Nooreiny Maarof (2013) studied *"Match Mine Strategy in Summary: Student Perception and Problems"*. This study investigated ESL students' perceptions and problems on the use of match mine strategy in speaking ability. The study involved 30 Malaysian students enrolled in an Speaking course at a college in West Malaysia. The design of this research is descriptive research. The finding of this research is inferred that match mine strategy is a viable alternative to the traditional method of teaching in speaking ability.

9) Masoumeh Shiri Aminloo (2013) studied *"The Effect of Match Mine Strategy on EFL Learners Speaking Ability at Elementary Level"*. The present study examines the effect of match mine strategy on EFL learners' speaking ability at elementary level. The subject of this study is 84 learners. The design of this study is quasi experimental research. The results showed that both the treatment group and the control group improved significantly from the beginning to the end of the instruction as assessed through the use of two paired samples t tests .

10) Karmila Nur Aisyah (2012) studied *"The Effect of Using Match Mine Strategy on Students' Speaking Ability and Learning Motivation"*. The aim of this study is examining undergraduate students' speaking abilities as a result of using Match Mine Strategy on Speaking ability and learning motivation in a fundamental English course and investigated their attitudes towards match mine strategy. The sample used in this study is students enrolled in EN 012 course in the first

semester of academic year of 2013. The design of this study is quasi-experimental research. The result of this research shown overall mean score indicated students' positive attitudes towards match mine strategy on speaking ability (Mean=3.70) and high motivation

Based on related studies above there are some similarities and differences of the related study with this research. They are: 1) The use of similar strategy is match mine strategy with all related studies, 2) The use of similar research design is a quasi experiment research with related studies 1, 2, 3, 4, 5,6,7,9,10 and the difference research design is with related studies 3 and 4, 8, 10. 3) The use of 3 variables are similar to related study 1, 2, 4, 5, and 7, while related studies 3,6,10 is only use 2 variable and related study 8 used 4 variable. 4) The use different subject with all related studies, this study focus on Junior High Scholl level while 9 related studies focus on University or advanced level and one focus on elementary school.
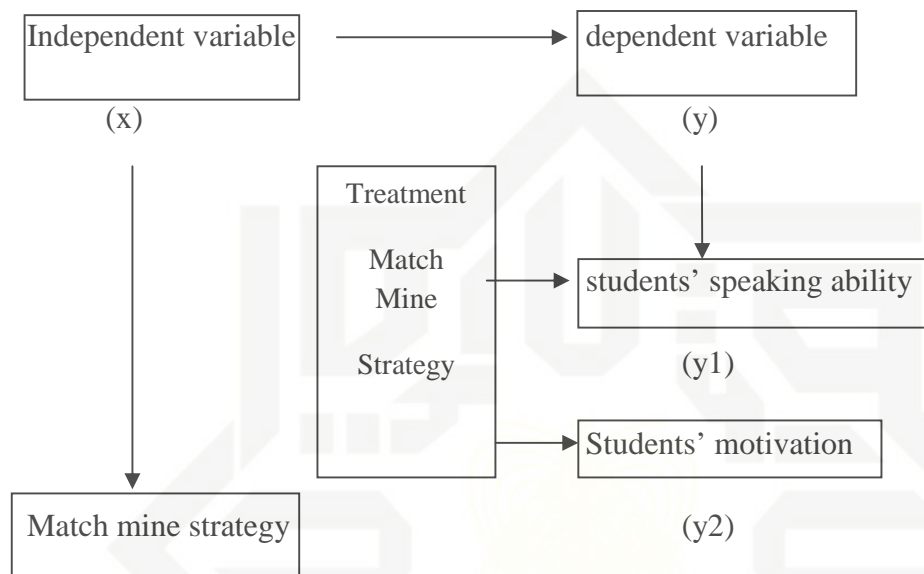
2.5 Operational Concept

In order to avoid misunderstanding about this research, it is necessary to explain about the variables used in this research. As mentioned by Syafi'i (2007:122) that all related theoretical frameworks, can be operated in the operational concept. There are three variables in this research. The fisrt variable is Match Mine Strategy as dependent variable or X variable. the second variable is students' speaking ability as dependent variable or Y1

variable. The third variable is students' motivation as dependent variable or Y2 variable. They can be drawn as follow

FIGURE 2.1

The theoretical concepts explained above are still general and abstract. They need to be described operationally by particular words or indicators, so that they can be measured empirically. Therefore, the operational concept of the independent or X variable of which is Match Mine Strategy can be seen as follows:

1. Teacher asks sender arranges game pieces on game board while receiver waits quietly.

2. Teacher asks sender gives the receiver direction to match the sender's arrangement of game pieces on the game board.

3. The teacher asks partners get game boards side by side to check for accuracy, when they have finished

4. Teacher asks receiver praises sender, and they develop difference of improvement strategies.

5. Teacher switch roles, and the game is played again..

Indicators of students' speaking ability as dependent or Y1 variable can be seen as follows:

1. The students' ability to produce speech effortless and smooth while describe picture. (Fluency)

2. The students' ability to use correct grammar in speaking. (grammar)

3. The students' ability to use proper words or vocabularies to describe picture. (vocabulary)

4. The students' ability to express the comprehensible ideas for describe picture. (comprehension)

5. The students' ability to produce acceptable pronunciation in speaking. (accent/pronunciation)

Indicators of the dependent or Y2 variable of students' motivation can be seen as follows:

a. The students' attendance and discipline

b. The students' participation and completion of work

c. The students' task persistence

d. The students' quality of task involvement

e. The students' independent learning

f. The students' interest and liking

2.6 Assumption and Hypothesis

2.6.1   Assumption

In this research, the researcher assumes that the students' score are varied and the better Match Mine Strategy used by teacher in learning speaking, the better ability of the first year students of Vocational High School 1 PGRI Bangkinang can achieve.

2.6.2   Hypotheses

a. **H01** : there is no significant difference on students' speaking ability pre-test mean scores between an experimental group and control group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency?

b. **Ha2** : there is a significant difference on students' speaking ability pre-test and speaking ability post-test mean scores the experimental group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency?

c. **Ha3** : there is a significant difference on students' speaking ability pre-test and speaking ability post-test mean scores the control group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency.

d. **Ha4** : there is a significant difference on students' speaking ability post-test mean scores between experimental group and control group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency?

e. **H05** : there is no significant difference on students' speaking motivation pre-test mean scores between experimental group and control group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency?

f. **Ha6** : there is a significant difference on students' speaking motivation pre-test and post-test mean scores the experimental group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency?

g. **Ha7** : there is a significant difference on students' speaking motivation pre-test and post-test mean scores the control group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency?

h. **Ha8** : there is a significant difference on students' speaking motivation post-test mean scores between experimental group and control group at Vocational high school YPLP-PGRI Bangkinang Kampar Regency?