

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II REVIEW OF RELATED LITERATURE

II.1 The Nature of Speaking

Speaking as means of communication is the process of transforming the message from the source to target language. By speaking, students at any level are able to ask some questions in English. It means that speaking is used to send information, news, ideas, or opinion. Douglas (2003:140) speaking is a productive skill that can be directed and empirical observed those observations are invariably colored by the accuracy effective of a test takers's listening skill which necessarily compromises the reliability and validity of an oral test.

Brown (2001: 267), state that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007: 237) state that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means to make and use words in an ordinary voice. Teaching speaking is giving instruction to a person in order to communicate. Tarigan (1990:4) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking ability is learned. It means that speaking is the basic language. The process of speaking ability has happened or proceeded by listening skill. Increasing listening skill is very beneficial for speaking ability.

Bygate (2000:16) states that:“speaking is physically face to face interaction: usually speakers can see each and so can refer to the physical context and use a number of physical signal to indicate, for instance, attention to the interaction, their intention to contribute and their attitude toward what is being said” (2001:16) then, bailey (2003:48) says that: In addition, speaking process should pay attention to willingness and how to say as well as to whom appropriately.

The successful speaking of people can be characterized by talking a lot, the participant is even, motivation is high, and language is one of the acceptable levels.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1 The Basic Type of Speaking Ability

Brown (2004: 271) describes six categories of speaking ability, as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get the opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work

c. Responsive

Responsive performance includes interaction and test comprehension, but at the somewhat limited level of very short conversation, standard, greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example, here is the conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interviewed, role play, discussions, conversations and games.

f. Extensive (monologue)

The teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language function that they are going to use. When the students were ready and prepared for the activity, they can use the language.

2. Speaking Ability

Thornbury (2006:208) speaking ability is 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 other, much then the ability to read, write or comprehend oral language. They regard speaking as the most important skill they can acquire and they assess

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

their progress in term of their accomplishments in spoken communication. Language learners need to recognize that speaking involves three are of knowledge:

- a. Mechanics (pronunciation, grammar and vocabulary) using the right word in the right order with the correct pronunciation
- b. Functions (transactions and interaction) knowing when clarity of message is essential transactional information exchange and when price understanding is not required transaction or relationship building.
- c. Social and culture rules, norms (turn-taking, rate of speech, length of pauses between speakers, the relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what and for what reason.

3. Speaking Activities

In speaking activities there are some skills of speaking that could be considered namely. Brown (2007:328) states that are two kinds of skill that must be mastered in speaking ability:

1. Micro skills
 - a. Produce chunks of the language of different length.
 - b. Oral produces differences among the English phonemes and allophonic variants.
 - c. Produce English stress pattern, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- d. Produce reduced form of words and phrases
 - e. Use and adequate number of lexical units (words) in order to accomplish pragmatic purposes.
 - f. Produce fluent speech at different rates of delivery.
 - g. Monitor your own oral production and use various strategic devices pauses, filters, self correction , backtracking to enhance the clarity of the message.
 - h. Use grammatical word classes.(noun, verb, etc), system (e.g tense, agreement), word order, patterns, rules, and elliptical form.
 - i. Produce speech in natural constituents in appropriate phrases, pause groups, breath groups, and sentences.
 - j. Express a particular meaning in different grammatical forms.
2. Macroskills
 - a. Use cohesive devices in spoken discourse
 - b. Accomplish appropriate communicative functions according to situation, participants, and goals.
 - c. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic feature in face to face conversation.
 - d. Convey links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generation, and exemplification.
 - e. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- f. Develop 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 understanding you.

So, in delivering a message, the speaker has to be careful because delivering aims not only produce sentences, but also consider the understanding of the interlocuter's point of view.

II.1.1 Process of Speaking

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot (Harmer 2001:269) both of those speaking elements can be explained as the followings:

- a. Language Feature
 1. Concepted Speech: Effective speakers of English need to be able not to produce the individual phonemes of English, as in saying I would have gone, but also to use fluent connected speech as in I'd have gone, in connected. Speech sounds are modified (assimilation). Omitted (elision), added (thinking and weak through construction and stress patterning).
 2. Expressive Devices: Native speakers of English change the pitch and stress on particular parts of utterances, vary volume and speed, and show by other physical; and non verbal (paralinguistic) means how

they are feeling especially in face to face interaction. The use of these devices contributes to the ability to convey meanings they allow the extra expression of emotion intensive.

3. Lexis and Grammar: Spontaneous speech is marked by the use of a number common lexical phares, especially in the performance of certain language function such as agreeing or disagreeing, expressing surprise, or approval, which can be interactive.
 4. Negotiation language: Effective speaking benefits of the negotiator language we use clarity and show the structure of what we are saying.
- b. Mental / Social Processing
1. Language Processing: Effective speaker needs to able to process language in their own heads it into coherent, so what it connect out in forms that are not only comprehensible. But also convey the meaning that intended language processing involves the retrieval of words and phrase from memory and their assembly into syntactically and propositionally appropriate sequences.
 2. Interacting with others: Most speaking interaction with one or more participants. Effective speaking 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.
 3. On the spot information processing: Quite part form our respon to other feelings, we are need to able to process the information they tell,

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

us the moment we get it. The longer it takes for the penny to drop, the less effective we are as instant communicators.

II.1.2 The characteristics of a successful speaking ability

Speaking is an oral communication. It is an activity which people express feeling, ideas, opinion and share information each other. To have successful speaking students expected to involve in the real situation of communication with other people. In addition, Ur (1996:113) states that, there are four characteristics of successful speaking activity:

1. Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.

2. Participation is even.

Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak, and contribution is fairly evenly distributed.

3. Motivation is high.

Learners are 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 objective.

4. Language is an acceptable level.

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

II.1.3 Function of Speaking

Brown and Yule in Richard (2008:21) have made a useful distinction between the instructional function speaking (in which it serves to establish and maintain social relation), and the transitional function (which focus on the exchange of information). In workshop with teacher and designing and expanded three part version of Brown and Yule framework (after Jones 1996 and Burns 1998) talk as interaction, talk as transactions, and talk as performance. Each of three activities is quite distinct in term of form and function are requiring a different teaching approach:

1. Talk as interaction

Richard (2008:22) talk as interaction refers to what we normally mean by conversation and describes the interaction that serves a primarily social function. The focus is more about the speaker and how they wish to present themselves to each other than on the message. Such exchange may be either casual or more formal depending on the circumstances and their nature has been well described by Brown and Yule (1983) in Richard (2008:22).

2. Talk as Transaction

Richard (2008:24) states that this type of talk refers to what is said or done. The message is the central focus here and making oneself understood

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

clearly and accurately, rather than the participant and how they interact socially with each other. Transactional talk is associated with other activities. For example, students may be engaged hand on activities to explore concept associated with floating and sinking. In this type of spoken language students and teacher usually focus on the meaning or on talking their way to understanding.

3. Talk as performance

The third type alteration which can usefully be distinguished has been called talk as performance. According to Richard (2008:27), this refers to public talk, that is the talk which transmits and speech.

1. Teaching Speaking Ability

Speaking ability is a prominent part in learning a language for students based on Harmer, there are a number of classroom speaking activities as follows (Harmer, 2000:348-352):

a. Acting From a Script

The teacher lets students act out a course book or they may do a dialogue which they have written themselves.

b. Communication Game

In order to speak as quickly and fluently as communication games, such as an information gap game, television and radio game and so on.

Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Diarangi mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

c. Discussion

Discussion can be chosen to enhance speaking of students, some kinds to discuss. That is buzz game, instant comment, formal debate and planned discussion and so on.

d. Prepare Talk

The teacher lets students do a presentation on a topic of their own choice and students make a presentation to other friends or audiences should involve as active listener such as giving feedback.

e. Questionnaire

Questionnaires have benefits because they ensure that both questionnaire and re-response have something to say to each other, students can design it at any topic that is appropriate.

f. Simulation and Role Play

It can be good to encourage students to use a much wider range of language rather than some move task centered.

From those explanations above, it is obvious that teaching, speaking can give to students to enhance their capability in every single activity. Being able to speak, for those who are going to apply teaching, speaking should be responsible to pay more attention to any instructions to relate their teaching material to the real experience.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. Evaluating of Speaking

Then, in evaluating students' speaking ability, (Brown2004:142) suggests some forms as follows: grammar, vocabulary, comprehension, fluency and pronunciation. In addition, we see the meaning of indicators above:

1. Grammar

Grammar is sometimes defined as the way words are put together to make correct sentences (Ur1996:75) grammar is one of the language components. Grammar is the rule by which we put together meaning words and parts of words of a language to communicate messages that are comprehensible.

2. Vocabulary

One of the important aspects that supports speaking in a certain language is vocabulary. It deals with the right and appropriate word. Vocabulary plays important role in speaking skill. It cannot be ignored in speaking, learning. Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother in law, which are made up of two or three words but express a single idea.

3. Comprehension

Comprehension is the ability to understand. Comprehension also means knowing about something: ability to get knowledge that has earned. It is derived from the students themselves who are able to understand the lesson.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

4. Fluency

Fluency means the quality of being able to speak or write a language, especially in a foreign language. Schmidt has said fluent language use involves the processing of language in real time. That is, learners demonstrate fluency when they take part in meaning focused activity and do it with the speed and ease without holding up the flow of walk (Nation:2009:151). It means that fluency consists of the easy and speed of flow of speech and comprehension of oral communication.

5. Pronunciation

Pronunciation means the way in which a language or a particular word or sound is Pronunciation. Therefore, as an English teacher, you not only teach good pronunciation, but also make it possible for the students to acquire good communication by imitating you.

II.1.4 The Indicators of Speaking

In evaluating students's peaking skill. Brown (2003:23) suggests some items, as follows: pronunciation, vocabulary, grammar, fluency, and comprehension. Item as follow:

UIN SUSKA RIAU

Table II.1.
Assessing of Speaking

Speaking ability	Level	Indicators
Pronunciation	5	Equivalent to and fully accepted by educated native speaker.
	4	Errors in pronunciation are quite rare.
	3	Errors never interfere with understanding and rarely disturb the native speaker. The accent may be obviously foreign
	2	The Accent is intelligible though often quite faulty.
	1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners to attempting to speak his language.
Vocabulary	5	Speech at all levels is fully accepted by educating native speakers in all its features including breadth and idiom, colloquialisms, and pertinent cultural references.
	4	Can understand and participate in any conversation within the range of his experiences with a high degree of precision of vocabulary
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics.
	2	Vocabulary is broad enough that he rarely has to grope for a word. Has speaking vocabulary sufficient to express him simply with circumlocutions.
	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
Grammar	5	Equivalent to fully accept by educated native speaker.
	4	Errors in pronunciation are quite rare
	3	Errors never interfere with understanding and rarely disturb the native speaker. The accent may be obviously foreign.
	2	The accent is intelligible though often quite faulty.
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners to attempting to speak

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

		his language.
Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers
	4	Able to use the language on all levels normally pertinent to professional need. Can participate in any conversation within the range of this experience with a high degree of fluency
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	2	Can handle with confidence but not with facility most social situations, including introduction and casual conversation about current events, as well as work, family, and autobiographical information.
	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
Comprehension	5	Equivalent to that of an educated native speaker.
	4	Can understand any conversation within range of his experience
	3	Comprehension is quite complete at a normal rate of a speech
	2	Can get the gist of most conversation of non technical subjects (i.e., topics that require no specialized knowledge.)
	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slow speech, repetition or paraphrase.

II.2 The Nature of Motivation

Motivation is a thing that should be considered in teaching English it has role to be successful in teaching and learning language as we know that it influences students' behavior in learning.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hammer (1991:30) states that motivation itself is some kinds of internal drive that encourages somebody to pursue of action. It seems to be the case that we receive a goal that sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach the goal.

Ernest in David (1986) states that motivation describes processes that (a) arouse a desire to investigate behavior, (b) give direction and purpose to behavior, (c) continue to allow behavior to persist, or (d) lead to choosing or preferring a particular behavior.

Robbins (1993) mentions that motivation is the willingness to exert a high level of effort toward organizational goals, conditioned by the effort's ability to satisfy some individual need. That means when someone is motivated, he or she tries hard. High levels of effort are unlikely to lead favorable job performance outcomes unless the effort is channeled in a direction that benefits the organizations.

Brown (2001:72) states that the motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit. Douglas in Harmer (2000) states that a cognitive view of motivation includes factors such as the need of exploration, activity, stimulation, new knowledge, and ego enhancement.

(Brown, 2008:183) states that success and failure in language learning, especially in speaking seem to largely depend on student' motivation to learn English. In particular, students' motivation is important in the development of speaking skill. Motivation is term for explaining the success and failure of

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

virtually any complex task. It is easy in language learning to claim that a learner will be more successful with the proper motivation.

(Nasution, 2000, in Saefullah, 1991: 291). This means that there is a positive effect that influences someone to do a lot activity. Speaking is an important aspect of language learning. By speaking, we can convey information and ideas, and maintain social relationship by communicating with others Hornby, (1980 in Syakir, 2009:9) emphasizes that speaking is an effort to use language freely, being able to speak which puts more emphasis on motivation in learning English, interactions, communication and understanding each other.

Based on definition of motivation above, motivation is an important factor which supports the students in learning. Especially, for developing student's speaking skill. If the students have high motivation in learning they will be interested in speaking English. However, students have less motivation in learning. They will not be interested in speaking English. Motivation is a one of psychological factors in learning English in the world.

1. Perspectives of Motivation

Brown (2008:183-184) describes about 3 different perspectives about theory of motivation as follows:

a. Behaviorist motivation

It means that the learner who is motivated to learn because of repayment.

In this case, a learner who is motivated to speak English because the learner wants to get a good score. In behaviorist point of view, the learner is motivated

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

to do it because the learner depends on external factors such as: parents, teachers, and friends.

b. Cognitive Motivation

Refers to individual decisions. “Decisions that make by particular decisions which learner wants to reach for”. (Keller,1983, in Brown, 2008:184).

It means the learner is motivated to learn English because learners have decisions or special needs. Special needs in motivation concept is learner want to explore their speaking skill. So, that is way learners are motivated to learn because learners have a particular decision.

c. Constructivism aspect

It means motivation refers to social context. Every learner is motivated in different ways. Motivation in constructivism point of view comes from our interactions with other people and also motivation from learner himself.

Moreover, Brown (2008) also explains about Gardner and Lambert’s (1972) about instrumental and integrative motivation and Dörnyei’s (2005) about extrinsic and intrinsic motivation.

Gardner and Lambert will point out instrumental motivation refers to the learner’s desire to learn a second language because of the strong desire achieving academic goals or want a good career in the future. While,

Integrative motivation refers to learner desire to integrate into the second language .Related to Gardner and Lambert, Dörnye is also explained that motivation can take two forms; intrinsic motivation (the desire to achieve

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

comes from within) and extrinsic motivation (individuals perform some tasks anticipating for an external reward).

Harmer (2001) is interested in initiating and sustaining motivation in the teaching and learning process. He further extends his explanation about increasing and directing students' motivation which is one of the teacher's responsibilities.

2. Motivation in speaking skill

Success and failure in language learning, especially in speaking seems to largely depend on students' motivation to learn English. In particular, students' motivation is important in the development of speaking skill. Motivation is a term for explaining the success and failure of virtually any complex task (Brown, 2008, :183). It is easy in language learning to claim that a learner will be more successful with the proper motivation. In addition, motivation is all power that pushes someone to do something (Nasution, 2000, as cited in Saefullah, 1991, p.291). This means that there is a positive effect that influences someone to do a lot activity.

Based on definition of motivation above, motivation is an important factor which supports the students in learning. Especially,for developing student's speaking skill. If the students have high motivation in learning they will interest to speak English. However, students have less motivation in learning. They will not interest to speak English. Moreover, Harmer (2001) is interested in initiating and sustaining motivation in the teaching and learning process. He further extends his

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

explanation about increasing and directing students' motivation which is one of teacher's responsibilities.

There are three areas which can directly influence students continuing participation. These are briefly illustrated as follows:

a. Goal and goal setting

Means of motivation is closely bound up with a person's desire to achieve a goal. A person's desires, whether to achieve Long term goals or short term goal. Long term goal may include the mastery of English, the passing of an exam (at the end of the year), the possibility of a better job in the future, etc. on the other hand, short term goals might be the learning of a small amount of the new language, the successful writing of an essay, the ability to part take in a discussion or the passing of the progress test at the end of the week.

b. Learning environment

Refers to the teacher are able to choose the students actual classrooms, their psychical appearances and the emotional atmosphere of our lessons. When the students walk into an attractive classroom at the beginning of a course, it may help to get their motivation for the process going. When they come to an unattractive place motivation may not be initiated in this way.

c. An interesting class

Refers to the choice of material to take into class, but even more important than they are the ways in which use in the lesson. If students are continuing to be intrinsically motivated, they clearly need to be interested both in the subject they are studying and in the activities and topics they are presented with. Gardner

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

(1985:50) states that Motivation involves four aspects: a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question. In other words, it is the combination of effort and desire to achieve the goal of learning the language with favorable attitudes toward learning that language. In conclusion, motivation is a very important aspect in learning speaking achievement. Thus, every speaker should have and know every aspect of speaking motivation in order to develop his speaking skill and get a better achievement in learning.

3. Type of Motivation

Harmer (1991: 3) uses the word 'goal' to categorize the motivation in language learning into types :

1. Short-term goal

Means when students wish to succeed in doing something in the near future, for example, students who want to pass their examination or to get good grade or high scores.

2. Long-term goal

It refers to a wish of students or learners who want to get a better job in the future or to be able to communicate with people who use the language that they study or the target language. Krashen (1988, p.22) mentioned the following factors which are rather related to motivation that will attempt to relate the second language ability to these two functions.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Integrative motivation

It is 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 integrate 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).

4. Instrumental motivation

It involves the concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school. (Saville-Troike, 2006: 86)

II.2.1 Intrinsic and Extrinsic Motivation

Motivation is divided in two kinds, they are intrinsic and extrinsic motivation. Motivation is also mechanized as two notions: They are :

1. Intrinsic Motivation

Harmer (2001) that intrinsic motivation comes from the individual. An intrinsic motivation motivates student 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

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

enjoyment of the learning process itself or by the desire to make themselves feel better in learning.

Intrinsic motivation is motivation from within the student (Lumsden 1994). An intrinsically motivated student studies because he/she wants to study. The material is interesting, challenging and rewarding, and the student receives some kind of satisfaction from learning.

Furthermore, Deci and Ryan (1985) state intrinsic motivation refers to the engagement in an activity for the pleasure and satisfaction of performing it. Intrinsically-motivated individuals voluntarily participate in an activity without experiencing external or internal pressures to do so and without expecting rewards.

Intrinsic motivation is also defined as engaging 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 intrinsic motivation toward an 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 (Vallerand et al. 1992).

2. Extrinsic Motivation

It comes from any numbers of outside factors. An extrinsically motivated student studies and learns for other reasons; for example the needs to pass the exam, the hope of financial reward, or the possibility of future travel. Brown (2001) refers carrying out to anticipate a reward from outside a many certain

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

positive feedback and beyond of self. Both of the motivations work together in learning process as the psychological mechanism that gives the students courage, energy, and attention in learning. An extrinsically motivated student studies and learns for other reasons.

Furthermore, Deci and Ryan (2006:47) view extrinsic motivation as a multi-dimensional construct, as well. Three types of extrinsic motivation are defined in the self-determination theory tradition: external regulation, introjection, and identification. The external regulation is the most representative types of extrinsic motivation. It refers to the involvement in an activity to gain rewards or to avoid punishment. Furthermore, behavior is the result of experiencing external or internal pressures. The second type of extrinsic motivation, interjections, refers to a more internalized involved with an activity, one in which the self is more involved. At this stage, behavior is not yet self-determined, but the individual is beginning to internalize the reasons for her/his actions. Identification is a more self-determined type of extrinsic motivation than external regulation because behaviors are valued, and considered important and, thus, engagement is perceived as chosen by the individual itself.

II.3 Plus Minus Interesting strategy

Dawn (2010:45) says Plus Minus Interesting is a simple strategy which makes students to think creatively. In this strategy, assist the students to: Discern both sides of an argument, See the different point of view.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Fisher (2005) states that PMI is a strategy that makes students active in the class because they can think. Moreover, they will have focused attention to more than one perspective. The process involves the good point, disagreement point and interesting point about a given idea, object or event. In other hand, students should see the Plus means the benefit, the good idea. Minus means the deficiency, bad side and anything that seems to deduct, interesting means, including from those points, the good and bad side.

Fisher (1995:78) also gives definition about this strategy, he said that PMI strategy is encouraging the students when they are thinking any situation before they give ideas. In other words, it makes students careful to consider the effect of the ideas. Then, by having this strategy student can communicate each others through Plus Minus, Interesting when they give ideas.

Edward de Bono (2007) states that Plus, Minus, Interesting (PMI) strategy is about brainstorming activity which encourages the participants to give their ideas more than one viewpoint that is Plus, Minus, and Interesting in the discussion process. These followings are the explanation more about the three perspectives, namely:

“P” stands for “plus” that is a positive element in the topic. It is related to the advantages or the benefits of the problem or particular of thing

“M” stands for “Minus” that is negative element, talk about bads or disadvantages of thing.

“I” stands for “Interesting” that is both of the side good and bad, but they are considered as the neutral observation, comment or about interest point.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

According to Sanchez (2010). Plus Minus, Interesting (PMI) strategy is a good strategy in teaching speaking English. It increases the kind of personal communication that is students' need, including internally process, organize, and retain the idea. Plus Minus Interesting (PMI) strategy makes the student active in the class because students have the opportunity to speak freely.

Mirawati (2013) says PMI strategy is useful for the students in the learning process. This strategy can build interaction students in the class. Besides, they are able to think better and they feel confident as they give opinions about their comprehension. PMI strategy is a good strategy and effective in the learning process. It makes the teacher and students can express their thinking, easy to solve the problem, feel enjoy when learning process.

II.4. The Relationship Plus Minus Interesting Strategy and Speaking Ability

Learning speaking makes students become an active learner. This strategy can be used in teaching speaking, such as minimal response strategy, and reporting back strategy. These strategies can improve students' speaking ability. The other one is PMI (plus minus and interesting) strategy PMI an analysis plus minus and interesting by Edward De Bono (1992). It is a useful, powerful and simple tool facilitating and enhancing perception. It is encouraging students to look at all sides of before making their, mind up and express their opinion. Klippel (1992:97) stated that PMI (Plus Minus Interesting) strategy one of strategy that use in teaching speaking.

Fogarty and Kern (2009:38) in Mirawati (2013) describes PMI as a strategy that requires looking at three perspectives: plus, minus, interesting. Brunner in Mirawati (2013) adds that plus, minus and interesting (PMI) strategy was a design to help students focus attention to more than one perspective and opinion. Allyn and Bacon (2012:47) in Jamilatun (2013) stated that plus, minus and interesting is another a very useful one. A thinking plus minus and interesting ideas that can be taken from it. The process involves listing plus, minus and interesting about a given idea

Furthmore, Dawn We (2010:45) in Mirawati (2013) states that is a simple strategy to look at the problem from all sides. Shances (2010:23) in Mirawati state that is an effective strategy used by teacher to generate ideas. This strategy can make students think better and more confident to speak about their comprehension.

De Bono (1988:85) PMI is intended to direct the attention of the express idea to those aspects which might otherwise be ignored. PMI consists of looking into the direction of Plus Minus and Interesting, and giving roughly equal time to the exploration of each of these directions. The PMI is always from the point of view of the think doing the PMI (De Bono 1988:85): the thing is not required to list everything that is generally known about a situation, but to list the points he finds when looking at the situation through the channels of Plus Minus and Interesting.

Fisher (1995:78) states that PMI is a strategy that aims to force the learner to think about any situations. Moreover, Fogarty and Kern (2009:38) describe that

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

PMI as a strategy that requires looking at the perspectives: plus, minus, and interesting. PMI strategy is very useful for the students to consider their decision and opinion carefully, it also makes a great the summary device (Wormelli 2005:124) from plus, minus, and interesting, it can help students to consider in doing activity in speaking, Therefore, this strategy is very effected to use in teaching speaking. Through this strategy, students know the plus, minus and interesting from a statement. They can tell and share it to other students and more carefully to make their opinions.

Daw We (2010:89) also said that this teaching procedure is a good processing activity, especially so in the decision making process. Through this strategy, the students make decisions through fill the column plus, minus, and interesting. it can help students to consider in doing activity in speaking , and more carefully to make their opinion. It also helps students express ideas in good order.

II.5 The Relationship Plus Minus Interesting Strategy and students' motivation

Mirawati (2013) state that PMI strategy is useful for the students in the learning process. This strategy can build interaction students in the class. Besides, they be able to think better and they feel confident as they give opinions about their comprehension. PMI strategy is to improve the students' motivation in joining the lesson, improve the students' motivation to speak English, increase their interest to learn English.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Streeter (2004:123) states that using Plus Minus, Interesting strategy gives students' improvement in speaking English. Edward de Bono (2007) states that Plus Minus Interesting (PMI) strategy is about brainstorming activity which encourage the participants to give their ideas more than one viewpoint that is Plus Minus and Interesting in the discussion process. The teacher focuses to teach speaking English by using Plus Minus, Interesting (PMI) strategy. PMI strategy is a good strategy in teaching, speaking because students become active in the learning process, for example, they felt easy to give opinions, ideas.

Then, having this strategy makes student can communicate each other through Plus Minus Interesting. Using PMI (Plus, Minus Interesting) strategy in speaking can improve the students' motivation to speak English, increase their interest to learn English. Then, the students enjoy getting the lesson and making them have fun.

II.6 The Benefits of Using Plus Minus Interesting strategy

Many experts state about the advantages the application of Plus Minus, Interesting (PMI) strategy. One of them by Streeter (2004:123), he states that using Plus Minus, Interesting strategy gives students' improvement in speaking English. They will get some the advantages in this learning, for example, students can try their thinking ability, they can be easy to find the solution to a problem. They can share the information about something, they can feel so confident as they share their ideas in the discussion, they can know the value both sides of the

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

argument, they can share the ideas freely, they can make the informed decision. They can develop interaction in the speaking skill.

II.7 Procedure Plus Minus Interesting (PMI) strategy

The procedure of using Plus Minus Interesting (PMI) strategy, Klippel (1992:97) states the procedure of PMI as follows:.

Firstly, the teacher asks the students to work in pair.

Secondly, the teacher gives the new topic which is familiar to the students. Then, they have to think of the Plus Minus, Interesting point of the idea related the material. "P," "M," and "I."

- "P" represents "Plus," or good points.
- "M" represents "Minus," or points of disagreement.
- "I" represents "Interesting" information.

Thirdly, the students work with a partner and share their ideas

After that, the ideas can be discussed with the whole class.

II.8 Procedure in Teaching Speaking using Plus, Minus, Interesting (PMI) strategy

One strategy in teaching English, that can be used by the teachers in teaching, speaking and then makes help students more easy for study English is PMI (Plus, Minus, Interesting) strategy.

Conklin (2012) states that PMI is a strategy of teaching language, usually a language, in which the target language is allows students to rate decisions and outcomes as plus, minus, or interesting. In here, the teacher asks the students to

definite the plus, minus, or interesting. The students process to use the English language. This strategy, with using the PMI the students can develop their ideas.

Hearland (2014:13) explains about PMI procedure. They are: firstly, teacher illustrates about PMI strategy. He explains Plus Minus, Interesting to the students. Secondly, the teacher asks the students to make a group. Then, each group has to focus on the recording to hear the pluses of the topic. Then, she repeats the procedure of minuses. Each group has the opportunity to ask the interesting question. Thirdly, each group can present their project in front of the class.

Brunner (2008:43) explains the procedure: first, the teacher asks the student to work in groups. Then, gives the class an idea or topic. The teacher explains what to do with their group and the teacher gives material or topic that can discuss with the students. Second, The students have to think of the Plus point, Minus point and Interesting point of an idea. The students start to discuss after having the material by topic with their group. The students know Plus, Minus and Interesting point of an idea. Third, the students work with their group.

II.9. Related Studies

Related studies require some previous researchers conducted by other researchers in which they are relevant to this research itself. Besides, the related studies have to analyze what the point of this focuses on informs the design, and finds the conclusion of the previous researcher, as follows:

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Widya Astutu Wiwin (2015) carried out a research entitled “ *Improving The Students’ Speaking Ability By Using Plus Minus Interesting (PMI) Strategy A Classroom Action Research At The Eighth Grade Students of SMPN 2 Margorejo Pati In Academic Year 2014/2015* Miria Kudus. The aim of this research shows that the use of PMI Strategy can improve the students’ speaking ability at the eighth grade students of SMPN 2 Margorejo Pati in academic year 2014/2015. The objectives of this research were: (1) To find out whether Plus Minus Interesting (PMI) Strategy could improve students’ speaking ability at the eighth grade students of SMPN 2 Margorejo Pati in academic year 2014/2015, (2) To describe the implementation of Plus Minus Interesting Strategy in improving the students’ speaking ability of class VIII E of SMPN 2 Margorejo Pati in academic year 2014/2015, (3) To know the students’ response in teaching speaking by using Plus Minus Interesting Strategy at the eighth grade students of SMPN 2 Margorejo Pati in academic year 2014/2015. The writer hoped this strategy could help the students to generate and develop their ideas. The students’ average score improved from 5.5 in preliminary study, 68.3 in cycle I, became 77.1 in cycle II. The implementation of PMI strategy in teaching speaking at the eighth grade students of SMPN 2 Margorejo Pati in academic year 2014/2015 in cycle II was better than cycle I. Besides, the percentage of the students’ response in cycle II improved from cycle I. So, most of the students gave good/ positive response in teaching speaking by using Plus Minus Interesting Strategy.

Some similarities and differences of the related study with this research were: 1) the use of similar strategy (plus minus interesting), 2) the use of different

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

research design (action research) while this research design (quasi experiment), 3) the use of different number of variables (two variables) while this study used three variables, 4) the use different subject this study took the students of senior high school level, while this related study took of junior high school.

b. Ida Bagus Nyoman Mantra et al (2016) carried out a research entitled “*The Implementation of Plus Minus Strategy In Improving Speaking Skill of The Fourth Semester Students Of Fkip Unmas Denpasar*”. This study was aimed at improving speaking skill of the fourth semester students of FKIP Unmas Denpasar through the implementation of Plus Minus interesting Strategy. The subject of this study consisted of 30 students in total. This study belonged to classroom action research which was conducted to overcome the students’ problem in mastering speaking skill. There were two cycles in which every cycle consisted of two sessions. The present classroom action research was started by the administering the initial reflection on improving the students’ speaking skill to the subjects under study. The initial reflection was intended to establish the real pre-existing speaking skill mastery of the subjects under study in English prior to cyclic treatments were conducted. This research furthermore showed there was changing learning behavior as the result of the positive responses concerning the strategy applied in improving the subjects’ speaking skill. The present classroom action study revealed that the implementation of Plus Minus Strategy could improve speaking skill of the fourth semester students of FKIP Unmas Denpasar.

Some similarities and differences of the related study with this research were: 1) the use of similar strategy (plus minus interesting), 2) the use of different

Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

research design (action research) while this research design (quasi experiment), 3) the use of different number of variables (two variables) while this study used three variables, 4) the use different subject this study took the students of senior high school level, while this related study took of Fourth Semester Students of Fkip.

c.Shofiyatul Fitrah Elisa (2013) carried out a research entitled “*Improving Students’ Speaking Ability By Using PMI (Plus Minus Interesting) Evaluation Strategy For The Eleventh Grade Of SMA Negeri 5 OkuBaturaja.the aim this study was* PMI (Plus Minus Interesting) Evaluation strategy was one of the strategies to improve the students’ speaking ability. Therefore, the problem of the study was significantly effective to Improve Students’ Speaking Ability By Using (Plus Minus, Interesting)Evaluation Strategy For The Eleven Grade of SMA Negeri 5 Oku. The purpose of this study was to find out whether or not was significantly the PMI (Plus Minus, Interesting) Evaluation Strategy effective in Teaching Speaking To The Eleventh Grade Students of SMA Negeri 5 OKU.The oral test was used as the techniques for collecting the data. The test consisted of one item. The data obtained from test analyzed by using a matched t - test. It means that PMI (Plus Minus Interesting) Evaluation Strategy effective in improving students Speaking ability.

Some similarities and differences of the related study with this research were: 1) the use of similar strategy (plus minus interesting), 2)) the use of similar subject this study took the students of the eleventh grade senior high school, 3) the

use of different research design (action research) while this research design (quasi experiment), 4) the use of different number of variables (two variables) while this study used three variables.

d. Mirawati Zul Amri et al (2013) carried out a research entitled " Improving students speaking ability through PMI (Plus Minus interesting) strategy at Junior High School". Based on the relevant on show that PMI (plus minus interesting) strategy is very effective to use in teaching. Based on relevant study, it showed that PMI (Plus Minus, Interesting) strategy was very effective to use in teaching speaking. Through this strategy, students knew the plus, minus interesting from a topic. They can tell and share it to other students. Besides ,the students were expected to look at the problem from all sides through PMI Strategy, the students could find the solution of the problem easily.

Some similarities and differences of the related study with this research were: 1) the use of similar strategy (plus minus interesting), 2) the use of different research design (action research) while this research design (quasi experiment), 3) the use of different number of variables (two variables) while this study used three variables.4) The use of similar subject, this study took the students of junior high school, while this study took the student senior high school.

e. Devi Novrianti et al(2012) carried out a research entitled "*Teaching speaking by combining plus minus interesting (PMI) and placement strategy for junior high school students English Education Study Program Faculty of Teacher Training and Education West Sumatra*". English is a subject to be studied in Indonesia

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

from elementary school to university. Although English has been studied for years, but the students still had difficulty speaking in particular. This was because students were less vocabulary, less practice in class, and a lack of self-confidence. Therefore, teachers should be able to find a strategy that was interesting in the learning process so as to make the students happy and keen to learn English and be able to speak. Teaching speaking is one of the critical skills in English to be taught by a teacher to the student. In line with the teaching of speaking, then, a teacher must be creative to make learning more fun speaking. One of them is to apply an attractive and appropriate strategy in learning speaking. Thus, the students were interested and be motivated to learn. In this project paper, the authors discussed how to teach speaking by using a strategy that is plus or minus two interesting (PMI) and placemat. In the application of two strategies, the author used the first strategy was, PMI as an early learning. This strategy helped students in developing his ideas. This strategy was aimed by the use of a table containing Plus, Minus, and Interesting. Then, the teacher asked each student to write these ideas by filling in the PMI table. Furthermore, the authors used the second strategy which was used in the mid placement learning where students filled in the table after the PMI, and the teacher asked the students to sit in groups. This was where the activity, the students expressed their opinions in a group discussion. After that, the students were asked to share their opinions. Finally, the teacher told the students to practice the material identified through the PMI table in the form of conversation.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Some similarities and differences of the related study with this research were: 1) the use of similar strategy (plus minus interesting), 2) the use of similar research design (quasi experiment), 3) the use of a similar number of variables (three variations).4) The use of different subject this study took the students of junior high school, while this study took the students of senior high school.

f. Supartinah (2010) carried out a research entitled "The Use of PMI to Improve the Students' Critical Thinking Through Speaking Activities. The research was aimed at knowing (1) whether the technique of PMI can develop the students' critical thinking or not; and (2) how far the technique can influence the students' motivation in following the English lesson. The research was conducted at SMPN 1 Karanganyar; the subject of the research was the first grade of Acceleration students in the Academic year of 2008 / 2009. The study applied action research technique to improve the students' critical thinking using Plus, Minus, and Interesting (PMI). The research consists of three cycles, with three meetings in every cycle consisting of planning, action, observation and reflection in each cycle.

There are two types of data in the research, namely the quantitative and qualitative data which were collected by observation, interview, questionnaire, and tests. The quantitative data were analyzed using descriptive statistics, finding out the mean of the scores on the tests. The qualitative data were analyzed using Constant-comparative technique proposed by Strauss and Glasser consisting of the following steps: (1) comparing incidents applicable to each category; (2) integrating categories and their properties; (3) delimiting the theory; and (4)

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

writing the theory. The finding proved that the research on developing students' critical thinking using the PMI technique at the first year students of Acceleration of SMP N 1 Karanganyar is successful viewed from several dimensions. First, PMI could improve the students' critical thinking.

The result of the test held after each cycle showed that the students had better and better scores. Second, PMI can improve the students' motivation in joining the lesson. It can be known from the students' reflection and the result of the interview. Third, PMI can improve the students' vocabulary and pronunciation so that it implied to the improvement of their speaking ability. The students got many new vocabularies and practiced to pronounce many new words during their discussion. Fourth, PMI can improve the students' self-confidence. The students performed their presentation better and better for each cycle. The fact was also seen during the students' discussion. The result of the study showed that the PMI technique was beneficial to improve the students' critical thinking and improve the students' motivation in joining the lesson. Therefore, PMI technique is very potential to be applied in speaking class. Through PMI table in the form of conversation.

Some similarities and differences of the related study with this research are: 1) the use of similar strategy (plus minus interesting), 2) the use of different research design (action research), while this study research (quasi experiment), 3) the use of different number of variables (two variables), while this study, number of variable (three variables), 4) the use of different subject this study took

the students of junior high school, while this study took the student senior high school.

g. Kurnia Sari Zulyamdri (2013) carried out a research entitled” *Teaching Speaking Combining Plus Minus, Interesting And Community Circle Strategies And Senior High School. English Department Coolage Of Teacher Training And Education PGRI West Sumatra Padang.* Teaching speaking by using combining plus minus interesting strategy and community circle strategy can help the students in understanding the material well and sequencing of actions that were used because in teaching process, the teacher prepared the students for and action learning experience by giving direction for the activity and modeling what was expected. Moreover, plus minus interesting (PMI) strategy and community circle strategy could make students more creative in studying, speaking and make them more active to get involved in class activity. Plus minus interesting strategy and community circle strategy was suitable for teaching English.

Some similarities and differences of the related study with this research were: 1) the use of a similar number of variables (three variations), 2) the use of similar strategy (plus minus interesting), and use the different community strategy, 3) the use of different research design (action research), while the research design (quasi experiment) 4) the use of different subject, this study took the students of junior high school, while this study took the students of senior high school.

h. Plus minus interesting Eliciation And De Bono’s Thinking Tool By M.M. Porman & Easterbrook at el (1992). PMI consisted of looking into the direction of Plus, Minus and Interesting, and giving roughly equal time to the exploration of

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

each of these directions. Given this view, it was clear that he stimulated and expected to think about the expert himself. Taken from one of de bono's thinking tools, the plus minus interesting strategy built a knowledge. PMI was really easy to conduct. A statement was made and students plus minus interesting points that the statement raised. Using PMI encouraged the whole class to work together to through consider a problem from all angles and avoid reactive judgment. It also helped to avoid the competitive classroom situation that when one student offered a response, which was then challenged by other students.

Some similarities and differences of the related study with this research were: 1) the use of similar strategy (plus minus interesting), 4) the use of different subject, this study took the students of junior high school, while this study took the student of senior high school.

i. Jamilatun Hasanah (2013) carried out a research entitled "*Teaching Speaking By Combination Plus, Minus and Interesting and Anticipation Guide, Strategies at Junior High School English Department College Of Teaching Training And Education PGRI West Sumatra*". In this study, the contribution of plus minus in this study plus minus was an interesting strategy and anticipation guide, strategies was a reading to strategy to represent an easy way and faster for the students to identify the important information of the text . The strategy can help the students to achieve their critical thinking and they could look at the problem from another side. Plus, Minus, Interesting (PMI) and Community Circle strategy was suitable for teaching English, especially speaking activity because it had the advantages. First, students became critical to social life around them because with Plus,

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Minus, Interesting (PMI) and Community Circle strategy they could learn and speak about something that they used and saw in their daily activity and one of actual problems that was faced by the community around them and discussion in the classroom. Second, students were more creative than before because they did and demonstrated the activity in Plus, Minus, Interesting (PMI) and Community Circle in the class.

Some similarities and differences of the related study with this research were: 1) the use of similar strategy plus minus interesting research 2) the use of similar number of variables (three variables), 3) the use of similar strategy (plus minus interesting), and use the different), while community strategy, 4) the use of different research design (action research) while the use of the research design (quasi experiment), 5) the use of different subject, this study took the students of junior high school, while this study took the students of senior high school.

j. Konik Atun (2016) carried out a research entitled "*The Implementation of Plus Minus Interesting (PMI) Strategy speaking At MTS Tarbiaul Aulad Wedanudi*". The aim of this study was Speaking which was an important skill that students should master in the class. Sometimes the students felt difficult to speak English with their friends in other side, speaking was a central for communication. Teachers need strategy to make them easy to get opinions, ideas with their friends. Therefore, having good Strategy made effective in teaching learning proses. This study was carried out to describe the implementation of Plus Minus Interesting (PMI) strategy in teaching speaking to the eight grade of MTs Tarbiaul Aulad and to know the students' response after applying this strategy.

The design of this particular study was descriptive qualitative which aimed to create the model of Plus Minus Interesting strategy in teaching speaking at MTs Tarbiaul Aulad. The finding of this study had two important results. The first was about the model of implementation Plus Minus Interesting (PMI) strategy at MTs Tarbiatul Aulad and the second was about the response of students after applying this strategy. The model of the implementation Plus Minus Interesting (PMI) strategy could be categorized into cooperative learning. This cooperative learning had some procedures such as (1) teacher asked the students to discuss about PMI related to the topic in each group, (2) teacher gave the chance to present their results in each group, (3) teacher gave the assessment to the group who presented their results. Then, after the researcher gave ten questions to the students, she concluded that the students gave positive responses. The students felt easy to give opinion, interested and enjoyed in the learning process as the teacher applied Plus Minus Interesting (PMI) strategy in speaking class.

Some similarities and differences of the related study with this research were: 1) the use of similar strategy (plus minus interesting), 2) the use of different number of variables (two variables) while the variable used (three variations).3) The use of different research design (descriptive qualitative), while the research was (quasi experiment) 4) the use of different subject, this study took the students of junior high school, while this study took the student senior high school.

k Suryani Elfita (2012), carried out a research entitled "*Teaching Speaking By Combining PMI (Plus, Minus, Interesting) And Gallery Walk Strategies For*

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Junior High School. The aim this research was to find the result that this strategy was beneficial to improve the students' motivation to speak English, increase their interest to learn English. Then, the students enjoy getting the lesson and make them have fun.

Some similarities and differences of the related study with this research were:

1) the use of similar strategy (plus minus interesting) and different use of the Gallery Walk Strategy, 2) the similar the use of a number of variables (three variations). 3) The use of different research design (action research), while use it was the research design (quasi experiment, 4) the use of different subject, this study took the students of junior high school, while this study took the students of senior high school.

Therefore, the researcher was interested in examining this study with the title "The Effect of using plus minus interesting Strategy on Students' speaking Ability and their motivation at state senior high School 11 Pekanbaru".

II.10. Operational concepts and Indicators

II.10.1 Operational Concept

The operational concept is the concept used to give an explanation about the theoretical framework to avoid misunderstanding and misinterpretation. In this study exists some indicators to be used in the operational concept. There are three variables in this study, they were 1) plus minus interesting strategy, 2) speaking Ability, 3) their motivation

Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

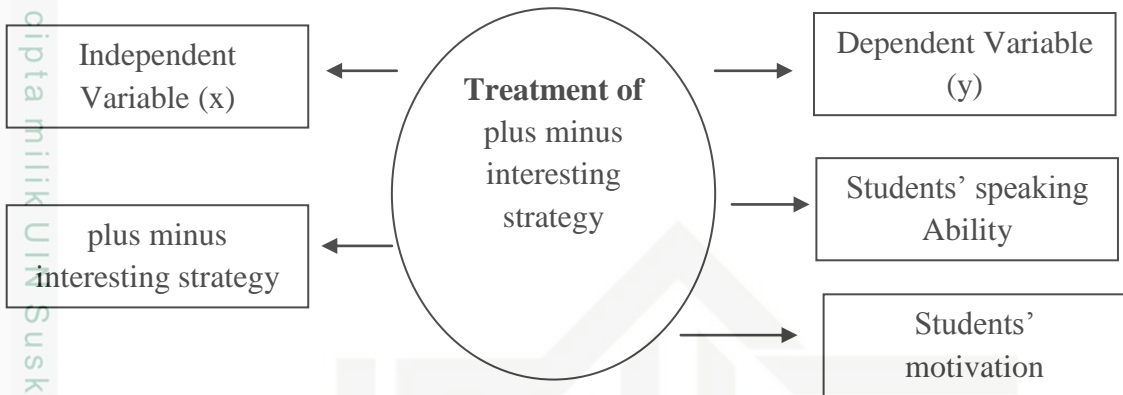


Figure II.1. Conceptual Framework

II.10.2 Indicators

1. The indicators of plus minus interesting Strategy (variable x) are:

Firstly, the teacher asks for the students work in pair.

Secondly, the teacher gives the new topic which is familiar to the students. Then, they have to think of the Plus Minus, Interesting point of the idea related the material. "P," "M," and "I."

- "P" represents "Plus," or good points.
- "M" represents "Minus," or points of disagreement.
- "I" represents "Interesting" information.

Thirdly, the students work with partner and share their ideas

After that, the ideas can be discussed with the whole class.

2. The indicators of Students' speaking Ability (variable y1) are:

- a. Students are able to use the proper words or vocabulary

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b. The students are able to use the correct grammar.
 - c. Students are able to express comprehensible ideas
 - d. Students are able to produce speech, fluency and sharing the ideas.
 - e. Students are able to produce acceptable pronunciation.
3. The indicators of students' motivation (variable y₂) are:
 - a. Intrinsic motivation
 - a. The students receive some of kinds of satisfaction from learning
 - b. The students must be motivated by the enjoyment of the learning process
 - c. The desire to make themselves feel better in the learning
 - b. Extrinsic Motivation
 - a. The needs to pass the exam
 - b. The hope financial reward
 - c. The possibility of future travel

II.11. Assumption and Hypotheses

II.11.1 Assumption

In general, the assumptions of this research can be exposed as follow:

1. Students' speaking ability is various
2. Students' motivation of speaking is different from each other
3. The better of using plus minus interesting strategy in teaching, the better increase students' speaking ability will be.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

II.11.2. Hypotheses

The hypotheses of this study are as follows:

- 1) Ho1: There is no significant difference on students' speaking ability pre-test mean scores between an experimental group and a control group.
- 2) Ha2: There is any significant difference on students' speaking ability between pre-test and post-test in the experimental group.
- 3) Ha3: There is any significant difference on students' speaking ability between pre-test and post-test in the control group.
- 4) Ha4: There is any significant difference on students' speaking ability post-test in the experimental group and the control group.
- 5) Ho5: There is no significant difference on students' motivation between pre-test an experimental group and a control group.
- 6) Ha6: There is any significant difference on students' motivation between pre-test and post-test in the experimental group.
- 7) Ha7: There is any significant difference on students' motivation between pre-test and post-test in the control group.
- 8) Ha8: There is any significant difference on students' motivation between post-test an experimental group and a control group.