

THE EFFECT OF MATCH MINE GAME AND STUDENTS' SELF-CONFIDENCE TOWARD THEIR SPEAKING SKILL IN DESCRIPTIVE TEXT AT THE FIRST YEAR OF JUNIOR HIGH SCHOOL 10 PADANG

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Abstrak: *Artikel ini ditulis untuk menemukan pengaruh dari Match Mine Game dan kepercayaan diri siswa terhadap kemampuan berbicara mereka dalam teks deskriptif. Penelitian ini merupakan semi experimental dengan rancangan factorial 2x2. Data penelitian ini adalah hasil kemampuan berbicara siswa dan hasil angket kepercayaan diri siswa. Hasil penelitian ini menunjukkan bahwa (1) siswa yang diajarkan dengan Match Mine Game mempunyai kemampuan berbicara yang lebih baik dalam teks deskriptif dibandingkan siswa yang diajarkan dengan konvensional, (2) siswa dengan kepercayaan diri yang tinggi yang diajarkan dengan Match Mine Game mempunyai kemampuan berbicara yang lebih baik dalam teks deskriptif dibandingkan dengan yang diajarkan dengan konvensional, (3) siswa dengan kepercayaan diri yang rendah yang diajarkan dengan Match Mine Game mempunyai kemampuan berbicara yang lebih baik dalam teks deskriptif dibandingkan dengan yang diajarkan dengan konvensional, (4) tidak terdapat interaksi antara kedua teknik dan kepercayaan diri siswa terhadap kemampuan berbicara siswa dalam teks deskriptif.*

Keywords : *match mine game, students' self-confidence, students' speaking skill in descriptive text*

Introduction

Speaking skill has become a major priority to be taught among the four language skills since communicative approach has been influential in foreign language learning. Speaking must be mastered by the students, but experiences show that speaking is the most difficult skill of the four to be taught. Particularly, the students are expected to be able to express their ideas, opinions, feelings, and emotion well in speaking.

Widdowson (1984) states that speaking is the active and productive skill which is commonly performed face to face. Speaking is an important skill for communication. In addition, Chaney (1998) states that speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol in a variety of context.

In teaching English, speaking skill is a skill to use the language itself. It can be seen in the dialog or conversation activities. It is also

showed when the students use that skill, they can interact with speaker who involves in the interaction, and express their ideas in spoken language.

As Hughes (1999) says spoken language is the development of the ability to interact successfully in that language and involve comprehension as well as production.

Brown (2010) divides five basic types of speaking. (1) *Imitative*. It is the ability to imitate a word or phrase or possibly a sentence. (2) *Intensive*. It is the production of short stretches of oral language designed to demonstrate competence in grammatical, phrasal, lexical, or phonological relationships. (3) *Responsive tasks*; it includes interaction and test comprehension but limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like. (4) *Interactive speaking*; it includes multiple exchanges and multiple participants.

Furthermore, Brown (2010) also proposes five categories that should be considered in assessing students speaking skill such as pronunciation, grammar, vocabulary, fluency and comprehension.

Based on Junior High School syllabus in speaking for the second semester, the materials are asking and giving services, asking and responding something, asking for factual information, asking and giving opinion, preposition, notices, cautions, descriptive text, and procedure text.

In the curriculum, there are some texts that must be mastered by the students. One kind of text which is learnt at Junior High School is descriptive text. According to Fulwiler

(2002), descriptive text is a text that describes a person, place, or thing. It is to create a verbal image so that readers can see what you see, hear what you hear, and taste, smell and feel what you taste, smell and feel.

Descriptive text is a text which describes a specific person, a place, or any other object, and gives information about definitions and characteristics of something, someone, or place to the readers.

Based on the researcher's observation in SMPN 10 Padang, most of the first year students still got low score on speaking test. It could be seen from the students' average score of speaking test that was taken on February 18th, *Kriteria Ketuntasan Minimum* (KKM) of English in SMPN 10 Padang is 70, and only 34% from 284 students passed it. So, only 66% students had some problems in speaking. It means that many students at the first year had not reached the minimum of KKM.

From observation above, English teachers and students had found some problems in teaching and learning process especially in teaching speaking. The first problem was related to students' speaking skill. Students had lack of vocabulary, for example, when they were asked to tell their experience, they often used the same words for a few times. Besides, when the teacher asked a question orally, the students probably knew the answer and had ideas to answer the question, but they were not able to speak or say it in English because they did not have sufficient vocabulary about the topic and they were not capable of choosing the suitable words for the topic. Besides that,

students were not able to study alone; they still needed teachers' help. They also had difficulties in pronouncing English words because the pronunciations of the words are different from the spelling.

The second problem was related to their self confidence. Self-confidence is one of the variables that affect the students positively in successfully learning foreign language. It can make the students become brave and calm in order to have a good performance. Students' with higher self-confidence are not afraid to explore their ability. They are not afraid in making mistakes and usually active in the classroom. Self-confidence can be a negative influence when the students think that they are deficient and have limited skill in language learning. In fact, most of the students were reluctant and ashamed to speak English in teaching and learning English process because they were afraid of making mistakes. It seemed that they had no motivation and self confidence to take part in the conversation although they know the answers. It could be seen, when the teacher asked the students to speak to the whole class, most of the students motionlessly kept silence or even dropped their heads, avoided the eye contact with the teacher.

Gerber (2013) defines that self-confidence is a pleasure experience in achievements, abilities, and skills that motivate someone to continue reaching his goal and take risks. It means that self-confidence of someone appears based on the experience that he had. In the other side, Hakim (2002) states that self-confidence is someone belief about every positive aspects that

he/she has and that belief makes him feel that he/she is able to achieve his/her goal.

People who have high self-confidence are those who recognize their capacity to do something and after that start to do these things. They do not trade on the other's bargain.

Gerber (2013) also divides the characteristics of students' self-confidence into high self-confident and low self-confidence. There are five characteristics of high self-confidence. First, doing what the students' believe to be right, even if others mock or criticize them for it. Second, being willing to take risks and go the extra mile to achieve better things. Third, admitting the mistakes, and learning from them. Fourth, waiting for others to congratulate them on their accomplishments. The last characteristic is accepting compliments graciously.

There are five characteristics of low self-confidence. Firstly, governing the students' behavior based on what other people think. Secondly, staying in the comfort zone, fearing failure and so avoid taking risks. Third, working hard to cover up mistakes and hoping that they can fix the problem before anyone notices. Fourth is exaggerating the students' own virtues as often as possible to as many people as possible. The last characteristic of low self-confidence is dismissing compliments offhandedly.

Other problems come from the teacher where the technique used by the teacher was still not various. Based on the researcher observation, the teacher still used conventional technique in teaching and learning process. The students were sometimes

forced to memorize the dialogue in their English text book in pair and after that performed it in front of the class. In that situation, the students got bored in studying English and some of them made a noise in the classroom. The teaching and learning process was not done well.

Conventional teaching is an English teaching strategy that is usually used by the English teacher in teaching speaking at the location of this research. Serbessa (2006) defines conventional teaching as teaching by using a method, technique or a strategy that usually used by the teacher.

In addition, Depdiknas (2003:7) states that there are three characteristics of conventional teaching, they are as follow: (1) Learning process is not concerned on the students experience; (2) Learning process is abstract and theoretic; (3) Evaluation is just determined by test not evaluate the process of learning.

The last problem was the way teacher's presenting the materials was not too interesting yet. The teacher could not make the students' interested and willing to study English. In short, the class became passive; there is no expression from the students. Those situations make the low students, who are assumed have low self-confidence in learning English, left behind; only a few of them can take a part in this process. Teachers were disposed to focus on written cycle and gave a little opportunity for students to practice their English orally. The next factor came from the way teacher's teach. When Genre Based Approach is applied in the English curriculum, many teachers got confused in understanding and applying this

approach. Teachers were disposed to focus on written cycle and gave a little opportunity for students to practice their English orally.

In order to minimize the problems, the researcher assumes that Match Mine Game can be considered in teaching speaking because it is a democratic activity that encourages understanding between the students. Kagan (2009) confirms that Match Mine is a learning strategy that can build the communicative skill. It means that students attempt to match the objects with another student by using oral communication. Furthermore, 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.

Kagan (2009) states that match mine can give many opportunities for the students to deliver their ideas, reflect on the idea given by their friend, and discuss in matching the object. He also adds that students interact with others in ways that foster acquisition of communication skills. It is a great strategy to increase accuracy of verbal communication. It also sharpens students' ability to follow verbal directions.

Furthermore, Kagan (2009) divides two match mine game activities. Those are *Draw What I Say* and *Build I write*. In addition, Kagan (2009) says that this activity will be done in pairs. They sit on opposite sides of a barrier. One is indicated to be the Sender, the other the Receiver.

He also adds that a teacher can create the procedures of Match Mine Game based on the students' needs and students' creativity.

Based on those explanations, the purposes of the 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.

Method of the Research

This research was conducted by using quasi experimental research, because the researcher investigated the effect of Match Mine Game toward dependent variable namely students' speaking skill while self-confidence as a moderator variable. This research used the *treatment by block design*. It is the same with *factorial 2x2 designs*.

The Population of this research was the grade VII of SMPN 10 Padang students. There are 279 students who

were divided into nine class, they are VII A until VII I.

The researcher did cluster sampling as a sampling form to choose two classes. Therefore, there were two groups that were involved in this research, VII D (experimental group) and VII E (control group). The researcher also chose class VII C for try out in order to know the validity and reliability of the instrument. This research had been conducted for one month, since May 8th, 2013 till June 8th, 2013.

The data was collected from students by giving oral presentation test and students' self-confidence questionnaires. The students were given achievement-test for both experimental and control class.

The data were analyzed descriptively to identify whether the self-confidence of experimental group who were taught by using Match Mine Game was significantly different from the control group and statistical analysis in order to identify whether the oral competence of the experimental group who were taught through Match Mine Game was significantly different from the control group who learned English by using conventional technique that was used by the teachers. The hypothesis were tested statistically by using t-test and two ways ANOVA.

Findings and Discussion

Based on the statistical analysis of the hypothesis testing, the finding of the research can be described as follows:

- 1. Match Mine Game was better than conventional teaching to**

students' speaking skill in descriptive text

Students' who were taught by Match Mine Game have better speaking skill in descriptive text than students' who were taught by Conventional Teaching. It can be seen in the table below:

Table 1
the statistical analysis for
hypothesis 1

t_{observe}	t_{table}	Note
2.39	1.645	$t_{\text{observed}} > t_{\text{table}}$ Ha: accepted

Based on the finding above, it could be seen that the mean score of experimental class which was taught by Match Mine Game was higher than control class which was taught by conventional teaching. It can be concluded that Match Mine Game gave significant effect toward students' speaking skill. This finding is in line with the findings of research which was conducted by Latifah (2011). She found that the score of students showed the progress of students' speaking skill. Match Mine Game gave more opportunity for the students to practice their speaking skill. Students were trained to communicate their idea in pairs. Students had superiority in developing and communicating their idea of the material given orally and they can also develop their own social skill through interaction with their partner. As stated by Kagan (2009) Cooperative Learning Strategy "Match Mine Game" is a communication building. He also adds that this type of Cooperative Learning Strategy

emphasizes the achievement of students' communication skill. In contrast, students in control class that was taught by conventional teaching were not able to develop their ideas so that they got difficulties in describing the pictures with their own words orally. It happened because the teacher only asked to describe the picture and after that they told it in front of the class. This technique made the students bored, and frustrated in learning English especially speaking skill.

From the discussion above, it could be concluded that students who were taught by Match Mine Game had better speaking skill in descriptive text than those who were teaching by conventional teaching.

2. The students with higher self-confidence who were taught by Match Mine Game had better speaking skill in descriptive text than who are taught by conventional teaching.

Students with higher self-confidence taught by Match Mine Game have better speaking skill in descriptive text than those with higher self-confidence taught by Conventional Teaching. The finding shows that the students with higher self-confidence who were taught by Match Mine Game have better speaking skill in descriptive text than the students with higher self-confidence who were taught by Conventional Teaching. It can be seen in the table below:

Table 2
The statistical analysis for
hypothesis 2

$t_{observed}$	t_{table}	Note
2.02	1.761	$t_{observed} > t_{table}$ Ha: accepted

Based on the finding above, it can be concluded that students' with higher self-confidence who were taught by Match Mine Game had higher score than students' with higher self-confidence who were taught by conventional teaching. This findings is in line with the findings of research which was conducted by Riyani (2011). She found that the average score of students with higher self-confidence were taught by Simulation Method was higher than the students with higher self-confidence in the control class.

The average score of the higher students' self-confidence in the experimental class was 87.75 while the students in the control class were 81.88. It was influenced by some factors. First, the experimental class who were taught by Match Mine Game got more opportunities to develop and share their ideas in pairs. They also had more chance to practice their speaking skill with their partner. It was different from the control class. Students in the control class did not get the chance to develop and share their ideas with their partner. In that class, the learning was dominated by the teacher.

Students with higher self-confidence had much pay attention on the teacher and all the activities

in the class. They tended to be active in class than low self-confidence. Higher self-confidence made the students interested in sharing their ideas with their peer. As stated by Sihera (2013) people who have high self-confidence are those who recognize their capacity to do something and after that start to do these things. From the discussion above, it can be concluded that students with higher self-confidence who are taught by Match Mine Game have better speaking skill than those who are taught by conventional teaching.

3. Students with lower self-confidence who are taught by Match Mine Game had better speaking skill in descriptive text than who are taught by conventional teaching

Students' speaking skill in descriptive text that have low self-confidence that were taught by Match Mine Game was higher than students' speaking skill that have low self-confidence that taught by conventional teaching. It can be seen in the table below:

Table 3
the statistical analysis for
hypothesis 3

$t_{observed}$	t_{table}	Note
3.55	1.761	$t_{observed} > t_{table}$ Ha: accepted

From the table above, it can be concluded that $t_{observed} > t_{table}$. It means that H_0 is rejected and H_a is accepted. The students with lower self-confidence who were taught by Match Mine Game had better speaking skill than the students with

lower self-confidence who were taught by conventional teaching. This finding is in line with the findings of research which was conducted by Riyani (2011), she found that the average score of students with lower self-confidence were taught by Simulation Method in the experimental class was higher than the students with lower self-confidence in the control class.

The average score of the lower students' self-confidence in experimental class was 66.5 while the students in control class were 60. It comes from some factors. The students in experimental class who were taught by Match Mine Game got opportunity to communicate with their partner. The interaction between students can avoid their anxious to use their language, although they have low self-confidence. As stated by Gerber (2013) that the performance of the students who have high self-confidence will be different significantly from the students' who have low self-confidence. In contrast, the students in the control class could not get the opportunity to communicate with their partner while in the control class; they did not have opportunity to communicate with others. The learning activity in the control class was boring, because the learning was dominated by the teacher.

Generally, the low self-confidence students did not pay attention to the teacher and the material that was given. They also were not interested to join the teaching and learning process. They tended to be passive in class. Besides that, they were

afraid, lazy, and uncomfortable in finding new information of the language that they learned and in expressing what they know. These were the reasons why the students with lower self-confidence had lower speaking skill than those who have high self-confidence.

From the discussion above, it can be concluded that students with lower self-confidence who are taught by Match Mine Game have better speaking skill than who are taught by conventional teaching.

4. There was no interaction between both techniques and students' self-confidence toward students' speaking skill in descriptive text.

There was no interaction between technique used and students' self-confidence toward students' speaking skill in descriptive text. The result of ANOVA showed that score of F_o was 0.03 and the score of F table was 4.2. It can be concluded that $F_o < F_t$, it means H_o accepted, it could be said that there was no interaction between both of techniques and self-confidence to students' speaking skill.

So, it can be said that this technique can be used in teaching speaking without considering the prerequisite of students' self-confidence. In this case, it showed that self-confidence is not one of the variables that influence students' speaking skill.

The students' who were taught by Match Mine Game had higher average score than the average score of students' who were taught by conventional teaching. Besides that, the average

score of students speaking skill that have high and low self-confidence in experimental class were higher than the average score of speaking skill that have high and low self-confidence in control class.

From those explanations, it means that Match Mine Game used in experimental class is more effective than conventional teaching. Match Mine Game can be applied by any teacher and any classes, since it is still appropriate with the level of the students. Thus, the students can develop their speaking skill and fulfill the minimum score of the subject.

Conclusion

Based on the research finding above that was done for first grade of Junior High School (SMP) 10 Padang, it could be concluded that:

1. Students' who were taught by Match Mine Game have better speaking skill in descriptive text than students' who were taught by Conventional Teaching. It can be seen from mean score of experimental and control class. The students' mean score of experimental class (76.47) who were taught by Match Mine Game was higher than students in control class (70.33) who were taught by conventional teaching.
2. Students with higher self-confidence taught by Match Mine Game have better speaking skill in descriptive text than those with higher self-confidence taught by Conventional Teaching. The finding shows that the students with higher self-confidence who were taught by Match Mine Game have better

speaking skill in descriptive text than the students with higher self-confidence who were taught by Conventional Teaching. Since $t_{\text{observed}} = 2.02$ was higher than $t_{\text{table}} = 1.761$, it means that H_0 was accepted. The mean score of students' speaking skill with higher self-confidence in experimental class (87.75) was higher than students' speaking skill in descriptive text with higher self-confidence in control class (81.88).

3. Students' speaking skill in descriptive text that have low self-confidence that were taught by Match Mine Game was higher than students' speaking skill that have low self-confidence that taught by conventional teaching. Since $t_{\text{observed}} = 3.55$ was higher than $t_{\text{table}} = 1.761$, it means that H_0 was accepted. The mean score of students' speaking skill in descriptive text with lower self-confidence in experimental class (66.50) was higher than students' speaking skill in descriptive text with lower self-confidence in control class (60).
4. There was no interaction between technique used and students' self-confidence toward students' speaking skill in descriptive text.

Suggestion

1. From the research findings of this research, Match Mine Game is the effective way to improve students' speaking skill in descriptive text at the first grade of SMPN 10 Padang. Therefore, it is suggested that English teachers at SMPN 10 Padang apply Match Mine Game as

a variation of teaching speaking techniques.

2. It is suggested that English teachers apply this technique because it gives benefit for the students, the students can practice their English more with their friend so that their self-confidence in speaking will increase.
3. It is suggested for further researcher to develop this research on larger population and sample in order to get the knowledge and the empiric data. Besides that, they are also suggested to conduct the same research for other skill and other kind of text.

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