

TEACHING SPEAKING
USING PLUS MINUS INTERESTING (PMI) TECHNIQUE
(A Quasi-Experimental Research at Tenth Grade of SMA Muhammadiyah 3
Jetis in the Academic Year 2017/2018)

THESIS

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for the Degree of Sarjana in English Education



By

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ABSTRACT

Hasanah, Roudlotul. 2018. *Teaching Speaking using Plus Minus Interesting (PMI) Technique (A Quasi-Experimental Research at Tenth Grade of SMA Muhammadiyah 3 Jetis Ponorogo.* **Thesis**, English Education Department, Tarbiyah and Teachers Training Faculty, State Institute of Islamic Studies Ponorogo. Advisor Dr. Ahmadi, M.Ag.

Key Words: Plus Minus Interesting (PMI) Technique, Teaching Speaking.

Teaching about speaking skill is one of the most important skill to get information through conversation. In actually, many English learners find difficult to speak English because of some problems, such as lack of self-confidence, lack of speaking practice, lack of vocabulary and so on. Teachers have to conduct some strategies in learning to improve students' speaking achievement. One of the strategies is Plus Minus Interesting (PMI) technique. This technique can help the students to be more active in learning process and make them share their idea freely about the topic given by the teacher and encourage them to look at problems from all sides.

The objective of this research was to find out whether the tenth grade students of SMA Muhammadiyah 3 Jetis Ponorogo who are taught by using Plus Minus Interesting (PMI) Technique will get the better score of speaking achievement than those who are not.

This research applied quantitative approach. It used the quasi-experimental research design. It assigned two classes (experimental class and control class) which were taught by using two different strategies. The experimental class was taught by using Plus Minus Interesting (PMI) technique and control class was taught by using lecturing strategy. The population was taken from the tenth grade students of SMA Muhammadiyah 3 Jetis Ponorogo which consist of 32 students. The sample of experimental class consists of 16 students and control class consists of 16 students. The technique of data collection was test and documentation. To analyze the data, it used T-test by using SPSS 20 version for windows.

The result showed that the value of T-test was 6,023. The value of t_{table} in significant level 5% was 2,04. It means that the value of T-test was higher than t_{table} ($6,023 > 2,04$). So, H_0 was accepted and H_1 was refused.

From the result above, it implied that there was significant different score on students speaking achievement that was taught by using Plus Minus Interesting (PMI) technique. With this technique the students be more active in the classroom and they not affraid to share their idea again and speak in front of the class. It means that Plus Minus Interesting (PMI) technique was effective strategy for teaching speaking at the tenth grade students of SMA Muhammadiyah 3 Jetis Ponorogo.

APPROVAL SHEET

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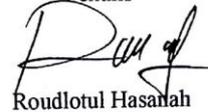
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CHAPTER I

INTRODUCTION

A. Background of The Study

Teaching speaking has become increasingly important in the English as a second language because speaking is one of basic skills which must be mastered. Teaching speaking is also important for the larger number of students who want to study English in order to be able to use English for communicative purposes. Speaking seems intuitively the most important than other skills in learning English such as listening, reading and writing because speaking is considered as the foundation for other skills. By speaking, the students can find information from the other by communicate with each other. Speaking enables the students to expressed thoughts, ideas and feeling engaged in talk or conversation.

In the context of language learning, it is commonly believed that communicate in a written form (writing) is more difficult than orally (speaking), suggesting that writing is a more complex language skill than speaking. However in reality, although the complexity of spoken and written language differs, the differences do not reveal that one is easier than the other. Speaking has difficulty level which it's equivalent to writing. Speaking and writing require good mastery of grammar and vocabulary.

Having good English speaking skills is a requirement in the English subject for senior high school students. Speaking as a foreign language has

been taught at elementary school, nevertheless there are many problems faced by senior high school students in speaking. The students often have incorrect pronunciation, lack of confidence to share their opinions and ideas. Speaking is a language practice that requires the students to actively exchange their ideas and their feelings. Speaking process also requires the student to interact with the other.

In addition, there are some problems of teaching speaking at classroom. Penny Ur states that some problems that may prohibit the students to develop their speaking, which are inhibition, lack of ideas to say, low participation, and students' preference to use their mother tongue language.¹

Musliadi also said that problem in teaching speaking is not only related with the students' factor but also outside context. In the internal aspects, the problems occurred are related with native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good speaking. The points of those problems are related with condition of the students. In the external problems, teaching speaking has challenge to make suitable classroom hours, because usually in the junior or senior high school English lesson only four hour a week, so they do limited time and they do not maximize in their ability in English, they do not have the maximal time to practice speaking. Besides, the learning materials are sometimes irrelevant to the learner needs and learning needs,

¹ Penny Ur, *A Course in Language Learning: Practice and Theory*, (Cambridge: Cambridge University Press, 1996), 121.

and then also the appropriate language teaching approach used in teaching speaking.²

Indonesia is ranked 39 out of 80 countries for the English language proficiency category on an international scale based on data from “English Proficiency Index” (EF EPI) survey in 2017. Indonesia have score 52,15 in measuring the ability of the English language countries in the world.³ Based on data from the study, the average English proficiency score of Asian countries is 53,60. As well as a comparison material, the average value of English proficiency in Indonesia is 52,15 which still below the average English proficiency in the Asian region. With that ranking, Indonesia lags far behind Singapore with a score of 66,03 (Very High Proficiency) which is also ranked 5th worldwide. It also followed by Malaysia at 13th place with 61,07 value and Philippines with value of 60,59 in rank 15.⁴ It means that Indonesian included in the low proficiency level in English language. This ranking in 2017 fell from a year earlier at 32 (the level of Intermediate Proficiency) to rank 39 (Low Proficiency Level). Now day, a country with sufficient English proficiency will be able to compete in a wider world.

"Based on a survey of preliminary results conducted by prospective students, 46,5% were found to have the second level speaking ability is

² Musliadi, “The Problems of Teaching Speaking with Respect to the Teaching Methodology: Task-Based Language Teaching”, *Ethical Lingua*, Vol. 3 No. 1, (February, 2016), 87.

³ Anonim, “Indeks Kecakapan Bahasa Inggris EF” EF EPI, 2017, (Online) <https://www.ef.co.id/epi/>, accessed on 16th March 2018

⁴ Hendra Gunawan, “Kemampuan Bahasa Inggris Orang Indonesia Masih Rendah” TRIBUNNEWS.COM, 9th December 2016, (Online) <https://kumparan.com/@millennial/menurut-riset-kemampuan-bahasa-inggris-orang-indonesia-masih-rendah>, accessed on 16th March 2018.

lower than the ability of their reading and listening," explained Country Manager EF English Centers for Adults Indonesia, Patricia Setyadjie when found at the English First Center, at the FX mall, Sudirman, Jakarta, Friday (20/05/2016).⁵ Agung Ginanjar found in his research that most of students of secondary school were not able to speak English. Furthermore, those who graduated from secondary school do not have sufficient ability for English speaking as the teaching of English in Indonesia is considered unsuccessful.⁶

Some previous studies show the students are reluctance, hesitation, fear of making mistakes, or lack of adequate vocabulary, many English learners are reluctant and unmotivated. They are too shy to talk in English, they are afraid of making mistakes or their friends will laugh at them. Hadijah also found that the students' reason in facing the problems on English speaking English were not only having limited knowledge on the components of speaking skills including pronunciation, grammar, vocabulary, fluency and comprehension but also they have own personal reasons such as to shy perform speaking, lack of self-confidence, lack of speaking practice, time management, speaking material, and exposure problems.⁷

⁵ Ahmad Rafiq, "Kemampuan Bicara Bahasa Inggris Masyarakat Indonesia Kurang" TRIBUNNEWS.COM, 21 May 2016, (Online) <http://www.tribunnews.com/nasional/2016/05/21/kemampuan-bicara-bahasa-inggris-masyarakat-indonesia-kurang>, accessed on 16th March 2018.

⁶ Agung Ginanjar Anjaniputra, "Teacher's Strategies in Teaching Speaking to Students at Secondary Level", *Journal of English and Education*, 1(2), (February, 2013), 1.

⁷ Sayuri, "English Speaking Problems of EFL Learners of Mulawarman University", *Indonesian Journal of EFL and Linguistics*, Vol. 1 No. 1, (2016), 49.

Syahari said “Compared with other competencies: listening, reading, and writing, students’ speaking competency or speaking monologue of SMPN 2 Slahung Regency Ponorogo is still low. This can be seen from the number of students who: wrong pronounced the English word when speaking (pronunciation), had difficulty to make sentences with accurate grammar, difficulty to understand the meaning of the speaker (comprehension), cannot speak fluently (fluency), difficulty to use proper vocabulary when speaking (vocabulary), and get speaking value under Minimum Exhaustiveness Criterion (KKM) 75. The problem of competency in speaking monologues is also shown from the situation in the classroom. Many students have low motivation in speaking English. There is no good interaction between students and students with teachers. Students have low confidence to speak English and have low fewest opportunities to practice speaking English monologues in class.”⁸

As we know, teaching speaking has high concern in many teaching strategies that cannot be denied as a factor influencing the teaching outcome. Strategies employed to achieve the ability, to write and speak would be different because the goals of each skill are not the same. Moreover, the strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes.

⁸ Syahari, “Meningkatkan Kompetensi Speaking Dialog Siswa melalui Teknik Salam Bagi Sulap” DINAMIKA GURU, 27th November 2018, (Online) <https://dinamikaguru.wordpress.com/2012/11/27/meningkatkan-kompetensi-speaking-dialog-siswa-melalui-teknik-salam-bagi-sulap/>, accessed on 22nd Juli 2018.

From the data above the teacher must be chosen the appropriate strategic in learning English process. In SMA Muhammadiyah 3 Jetis, the teacher used lecturing strategy in teaching. The teacher just explains the materials, gives the text of the material and sometimes asks the students to practice about the dialog given by the teacher.⁹ This strategy makes learners bored in learning English.

Such as the condition in SMA Muhammadiyah 3 Jetis, based on observation and interview with Mr. Maruto, he said that “Teaching speaking in English lesson as a foreign language is not an easy task for many students, many students in this school have difficulties in speaking English accurately and fluently, they do not speak English as it should be.” When the teacher asks the students to practice some dialog or ask their opinion about some topic in front of their friend, they afraid to speak the wrong and keep silent.¹⁰

In research opinion that problems happen because the teacher teaches his students without some variation or good strategy so that students are bored in following learning process. The teacher also teaches by asking their students to compose a dialogue and let them practice their dialogue in a good pronunciation, intonation, etc. By this method, sometimes, the students are bored and do not enjoy the class even they will afraid when they make a mistake in their speech in front of the teachers.

⁹ Observation and interview on 2nd February 2018.

¹⁰ Observation and interview on 8th February 2018.

However, these cases can be solved if the teacher has appropriate or good strategy to make students interested in learning. There are some strategies that can be used in teaching speaking, such as minimal responses strategy, storytelling and others. These strategies can improve students speaking ability. The other one is Plus Minus Interesting (PMI) strategy.

Sanchesz states that Plus Minus Interesting (PMI) is an effective strategy used by teacher to generate ideas about a question or problem and help them to see and value of both possibilities of solution for the problem. This strategy can make students think better and more confidence to speak about their comprehension. It means that through this strategy students can find solution of the problem and share it in discussion. In this activity, students can share their opinion freely.¹¹

According to Wormeli, Plus Minus Interesting (PMI) will work well for summarization and analysis. The technique is still very useful today. Because it can help the students make the right decision on what they have been studying.¹²

In the implementation of Plus Minus Interesting (PMI) technique, the students have to do this by discussion in groups. After three minutes, a spokesman for each group gave the output or the result of the discussion.¹³

¹¹ Mirawati and Zul Amri, "Improving Students' Speaking Ability through PMI Strategy at Junior High School," *Journal of English Language Teaching*, vol.1 No.2 (2013), 217.

¹² Rick Wormeli, *Summarization in Any Subject: 50 Techniques to Improve Student Learning*, (Virginia: Association for Supervision and Curriculum Development Alexandria, 2005), 124.

¹³ Elisa Kurnia, "The Effect of Plus Minus Interesting Technique towards Students' Speaking Ability at the Second Year of State Senior High School 2 Pekanbaru", (Thesis, UIN SUSKA, RIAU, 2013), 5.

The students share their ideas by announcing their discussion result of the end of Plus Minus Interesting technique. In this research, the researcher wants to know the different score in speaking for students who are taught and those who are not taught by using Plus Minus Interesting (PMI) technique.

Based on the explanation, the researcher interest to conduct a research entitled: **Teaching Speaking (A Quasi-Experimental Research about Plus Minus Interesting (PMI) Technique at SMA Muhammadiyah 3 Jetis in the Academic Year 2017/2018).**

B. Limitation of The Problem

Based on the background of the study, the problem of this research was limited on the effectiveness of Plus Minus Interesting (PMI) technique. The subject of this research is the tenth grade students class X IPA and X IPS of SMA Muhammadiyah 3 Jetis in academic years 2017/2018, this study compares on the students speaking skill between who are taught by using PMI technique and students speaking skill without taught by using PMI technique.

C. Statement of The Problem

According to the discussion above, the researcher formulates the research problem as follow:

Is there any significant difference score in speaking between the students who are taught and those who are not taught by using Plus Minus Interesting (PMI) technique in the tenth grade students of SMA Muhammadiyah 3 Jetis in the academic year 2017/2018?

D. Objectives of The Study

Based on the problem statement above, the objective of this study is to know whether there is any significant difference score in speaking for students who are taught by Plus Minus Interesting (PMI) technique and who are not taught by Plus Minus Interesting (PMI) technique in the tenth grade students of SMA Muhammadiyah 3 Jetis in the academic year 2017/2018.

E. Significances of The Study

1. Theoretical Significance

The result of this study is expected to be a reference in teaching speaking and as to theoretical basis to build student's speaking skill by using Plus Minus Interesting (PMI) technique.

2. Practical Significance

The result of this study is expected to be beneficial for:

a. Teacher of SMA Muhammadiyah 3 Jetis

The study is expected to be useful and helpful for English teacher of SMA Muhammadiyah 3 Jetis to improve teaching activity which is used in teaching learning process or as reference for

teacher. The writer hopes that the teachers conduct Plus Minus Interesting (PMI) technique in teaching speaking to increase student's speaking skill.

b. The Students of SMA Muhammadiyah 3 Jetis

The study is expected to increase student's speaking skill of tenth grade of SMA Muhammadiyah 3 Jetis and make the students more interesting in speaking activity.

c. The Researchers

This study is expected that the result will give some knowledge and experience for the researcher in teaching learning process, especially in teaching speaking using Plus Minus Interesting (PMI) technique.

d. Other Researchers

This study is expected to give contribution to readers, particularly the students of English Education Department of IAIN Ponorogo, in enriching references concerned with the conduct Plus Minus Interesting (PMI) technique in teaching speaking.

F. Organization of The Study

The researcher writes this thesis in five chapters, these related one and another. The organizations of this thesis are:

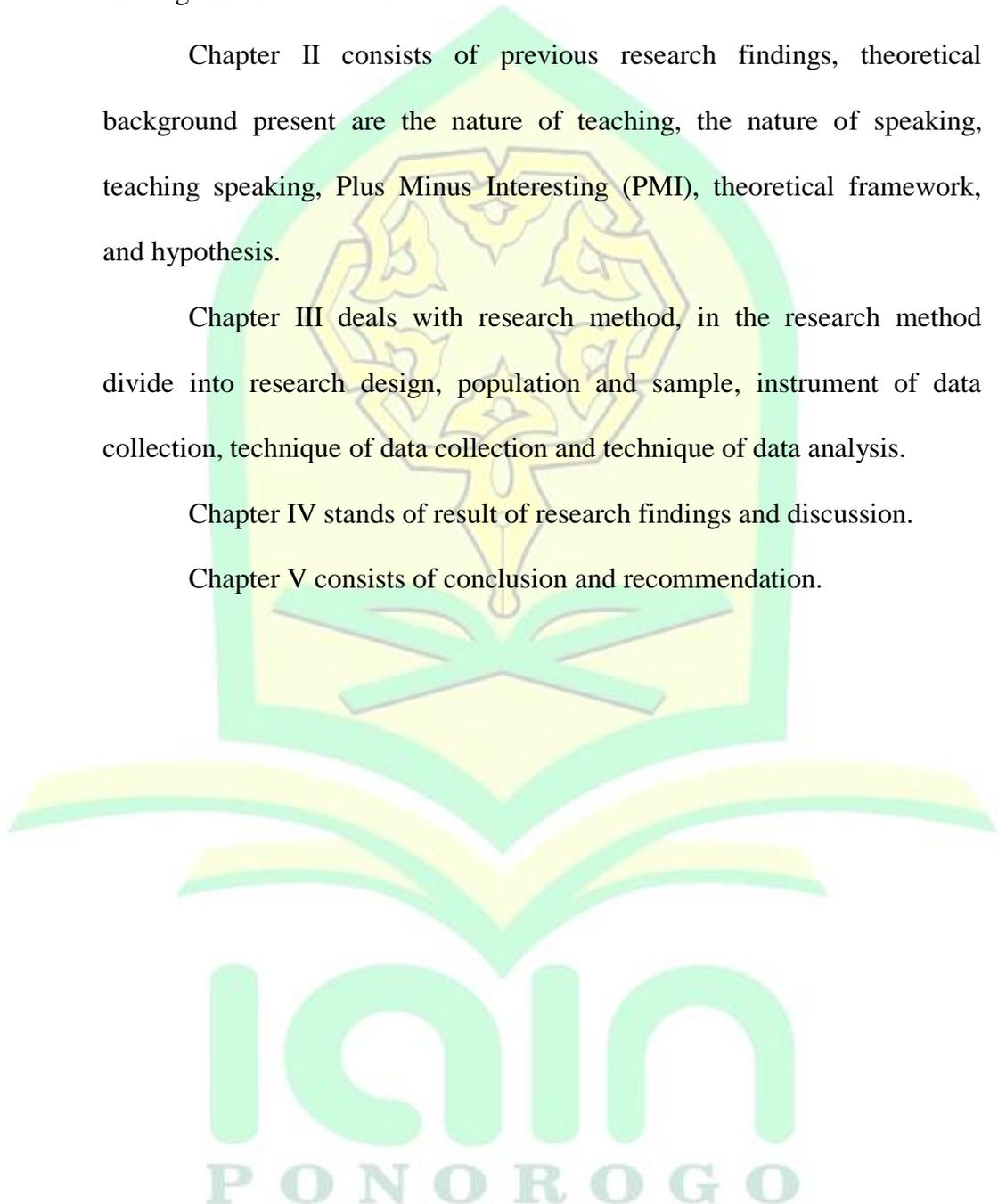
Chapter I discusses background of the study, limitation of the study, statement of the problem, objective of the study, significances of the study, and organization of the thesis.

Chapter II consists of previous research findings, theoretical background present are the nature of teaching, the nature of speaking, teaching speaking, Plus Minus Interesting (PMI), theoretical framework, and hypothesis.

Chapter III deals with research method, in the research method divide into research design, population and sample, instrument of data collection, technique of data collection and technique of data analysis.

Chapter IV stands of result of research findings and discussion.

Chapter V consists of conclusion and recommendation.



CHAPTER II

PREVIOUS STUDY, THEORETICAL BACKGROUND, THEORETICAL FRAMEWORK AND HYPOTHESIS

A. Previous Study

There was previous studied related in this research:

- 1) Previous research finding that is conducted by Awalia Azis with the title *“The Improvement of the Students’ Speaking Proficiency Through Plus Minus Interesting (PMI) Strategy”*. That is a Teacher Training and Education Journal of FKIP Unismuh Makassar. Research methodology in this research uses experiment research. The result of this research indicated that the use of Plus Minus Interesting (PMI) strategy could improve the students’ accuracy and fluency in speaking proficiency especially in pronunciation, vocabulary and smoothness. There was significant difference of the students’ pronunciation and smoothness in speaking English before and after being taught using Plus Minus Interesting (PMI) strategy at the second grade of SMA Datuk Ribandang. The statistical computation showed that Plus Minus Interesting (PMI) strategy was effective in improving the students’ speaking proficiency in accuracy and fluency.¹⁴
- 2) Previous research finding that is conducted by Supartinah with the title *“The Use of PMI (Plus Minus Interesting) to Develop Students Critical*

¹⁴Awalia Azis, “The Improvement of The Students’ Speaking Proficiency Through Plus, Minus, Interesting (PMI) Strategy”, *Jurnal Keguruan dan Ilmu Pendidikan (JKIP) FKIP Unismuh Makassar*, Vol.2 No.1 (Juni, 2015), 45-55.

Thinking Through Speaking Activities". That is a thesis of English Education Department, Sebelas Maret University. The study applied action research. The result of the study showed that 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.¹⁵

- 3) Previous research finding that is conducted by Suryani Elfita with the title *"Teaching Speaking by Combining PMI (Plus, Minus, Interesting) and Gallery Walk Strategies for Junior High School"*. That is a thesis of English Education Department STKIP PGRI Sumatera Barat. The study applied experiment research. The result of the study showed that PMI and gallery walk strategy was effective to guide the students to be more active in the class and to improve students speaking achievement.¹⁶
- 4) Previous research finding that is conducted by Maria Ulfah with the title *"The Use of PMI (Plus, Minus, and Interesting) to Develop Students' Critical Thinking through Speaking Activities of the Seven Grade at SMPN 1 Darul Ihsan Kabupaten Aceh Timur"*. That is a thesis of English Department STAIN Zawiyah Cot Kala Langsa. The study applied class room action research and the data are analyzed by descriptive analysis. The result of the study showed that PMI technique can increased students' critical thinking. There was significant difference of the students' critical

¹⁵ Supartinah, "The Use of PMI (Plus, Minus, and Interesting) to Develop Students' Critical Thinking Through Speaking Activities," (Thesis, UMS, Surakarta, 2010). V.

¹⁶ Suryani Elfita, "Teaching Speaking by Combining PMI (Plus, Minus, Interesting) and Gallery Walk Strategies for Junior High Scholl," (Thesis, STKIP PGRI Sumatera Barat, 2014), 1.

thinking before and after being taught by using Plus Minus Interesting (PMI) technique at the first grade of SMPN 1 Darul Ihsan Kabupaten Aceh Timur. The development of students' critical thinking could be seen by the student activities during the discussion.¹⁷

The first research has similarity in technique used in the research. The first research used PMI to improve the students' speaking proficiency in terms speaking accuracy and fluency. The second research used PMI to enhance students' critical thinking through speaking activity in classroom action research; meanwhile the researcher used PMI in experimental research. The researcher is focus on the usage of PMI in teaching and learning process to improve students speaking achievement. Then the third research combining PMI technique with gallery walk strategies to guide the students more active in the classroom and improve the students speaking achievement, than the researcher only use PMI technique to improve students speaking achievement. And the last research use PMI to improve student critical thinking in the first grade of SMPN 1 Darul Ihsan and the researcher focus to improve students' achievement.

¹⁷ Maria Ulfah, "The Use of PMI (Plus, Minus, and Interesting) to Develop Students' Critical Thinking through Speaking Activities of the Seven Grade at SMPN 1 Darul Ihsan Kabupaten Aceh Timur," (Thesis, STAIN Zawiyah Cot Kala, Langsa, 2015), V.

B. Theoretical Background

1. The Nature of Speaking

a. Definition of Speaking

Brown and Yule state in their book that speaking is to express the needs-request, information, service, etc.¹⁸

Speaking is commonly performed in face to face interaction and occurs as part of a dialogue or other form of verbal exchange.¹⁹

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.²⁰ Speaking is an instance of use, therefore is part of a reciprocal exchange in which both reception and production play a part.²¹

Scott Thornbury said that “Speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning.”²² It means that speaking comes naturally and there is limited time to set or edit your speech during conversation.

¹⁸ Gillian Brown and George Yule, *Teaching the Spoken Language: Approach Based on the Analysis of Conversational English*, (Cambridge: Cambridge University Press, 1989), 14.

¹⁹ H. G. Widdowson, *Teaching Language as Communication*, (New York: Oxford University Press, 1996), 58.

²⁰ H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (San Fransisco: Longman, 2003), 140.

²¹ Widdowson, *Teaching Language as Communication*, 56.

²² Scott Thornbury, *How to Teach Speaking*, (England: Longman, 2004), iv.

From those definitions we can conclude that speaking is the way of people to speak and interact to other people in habitual condition to share the meaning of information or service.

b. The Types of Speaking

There are five basic types of speaking or oral production, they are:²³

1) Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. It is someone interested in what is labeled by “pronunciation”. The students imitate a native speaker’s pronunciation.

2) Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. It is someone’s ability to gain the meaning of the conversation based on the context.

²³ Brown, *Language Assessment: Principle and Classroom Practice*, 141.

3) Responsive

It refers to someone's comprehension of the short conversation, standard greetings and small talk, simple request and comment, and the like.

4) Interactive

Interaction consists of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It is more complex than responsive.

5) Extensive (Monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. All the components can sign how far students speaking proficiency is.

c. The Components of Speaking

The mastery of speaking in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the

effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.²⁴

Speaking is a complex skill because a least is concerned with component of grammar, vocabulary, pronunciation, and fluency.

1) Grammar

Grammar is theoretically to have short conversation where each utterance consists of nothing but a single word or short phrase, as in this invented.²⁵ Grammar is the role by which we put together meaningful words and parts of words of a language to communicate messages that are comprehensible. English grammar is important if you want to make your listeners understand what you say, and some basic grammar topic that you must know are:²⁶

a) Subject

The subject in a sentence is "who" or "what" you are talking about. Every sentence needs a subject. If you don't have a subject, then the sentence is incorrect and nobody will understand what you are talking about.

²⁴ Jack C Richards, *Teaching Listening and Speaking from Theory to Practice*, (New York: Cambridge University Press, 2008), 19.

²⁵ Thornbury, *How to Teach Speaking*, 20.

²⁶ Anonim, "Information on Grammar Pertaining to English Speaking", TALKENGLISH.COM, 2017, <https://www.talkenglish.com/grammar/grammar-speaking.aspx>, accessed on 16th April 2018.

b) Predicate

The predicate in a sentence is the section that informs the person what the subject is or what it is doing. It is a phrase that contains a verb. The verb is always in the predicate.

c) Verb

A verb is an action, existence, or occurrence. In the simple sentences we used so far, the verb is mostly in the existence form. They are "am", "is", and "are".

d) Article

"A" and "An" have the same meaning. They are both indefinite articles. They are only different depending on what word or sound is following. "A" use when the following word starts with a consonant and "An" use when the following word starts with a vowel sound. "The" is a definite article. The difference is if the noun or subject you are talking about is specific or not.

2) Vocabulary

One of the important aspects that support speaking in certain language is vocabulary. It deals with the right and appropriate words. 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.²⁷

Hatch and Brown indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary²⁸.

a) Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use in speaking and writing.

b) Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (asking for things, making comment, getting attention, etc).

3) Pronunciation

Work on pronunciation is important for two main reasons: to help the students understand the spoken English they hear and to

²⁷ Ur, *A Course in Language Teaching: Practice and Theory*, 60.

²⁸ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught", *International Journal of Teaching and Education*, Vol. III, No. 3, 2015, 25.

help them make their own speech more comprehensible and meaningful to other. Pronunciation means the way in which a language or a particular word or sound is pronounced. The various elements that go to make up pronunciation can be looked at under the following headings:²⁹

a) Individual sounds

Each language has its own set of sounds or phonemes. Sounds differ depending on how they are formed in the mouth, throat and nose and whether they are voiced (when the vocal chords are used) or voiceless (when the vocal chords are not used).

b) Word stress

In words of two or more syllables, one syllable is normally stressed more than the other(s). This is primary stress. For example, in the word *pronunciation* the stress is on the *a*, the fourth syllable.

c) Rhythm

English is generally considered to be a *stress-timed* language: some words-usually the 'content' words or those that carry information-are stressed and others are not. It is often said that in English we try to keep a fairly steady rhythm-spending

²⁹ Roger Gower, *Teaching Practice Handbook*, (Oxford: MacMillan Education, 1995), 153.

about the same time to get from one stressed syllable to the next each time.

d) Intonation

Intonation is a pattern of rise and fall in the level (the pitch) of the voice, which often adds meaning to what is being said.

4) Fluency

Fluency means the quality of being able to speak or write a language, especially for a foreign language. Schmidt said that 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 speed and ease without holding up the flow of talk.³⁰ It means that fluency consist of the ease and speed of flow of speech and comprehension for oral communications.

According to Fillmore there are four kinds of fluency:³¹

- a) The ability to fill time with talk (*i.e.*, to talk without awkward pauses for a relatively long time);
- b) The ability to talk in coherent, reasoned, and "semantically dense" sentences (the quotes are Fillmore's);

³⁰ I. S. P Nation and J Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), 151.

³¹ James Dean Brown, "Aspect of Fluency and Accuracy", *LAIRDIL*, No. 4, January 1995, 11.

- c) The ability to have appropriate things to say in a wide range of contexts;
- d) The ability to be creative and imaginative in using the language.

2. Teaching Speaking

a. Definition of Teaching

The students have to follow the process called teaching to get knowledge in studying subjects. Teaching has prominent role not only in studying language, but also the other educative activities.

Teaching is a process of transferring knowledge and skill from the teacher to the students. According to Brown, teaching can be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understanding”.³² It means that teaching is a process where the teacher guides the learners to get the understanding about something.

As well as, Brown states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.³³ It means that in teaching process, the teacher not only transfer knowledge, but also create the conditions where the students enjoy in.

³² H. Duoglas Brown, *Principle of Language Learning and Teaching*, (New York: Addison Wesley Longman, inc, 2000), 8.

³³ *Ibid.*, 8.

So, it can be conclude that teaching is delivering the knowledge and skill through improving the way to the students till they get meaningful understanding.

b. Teaching Speaking

Teaching speaking is a teaching model that the teacher teaches the students' ability of speaking. Thus, they can understand how to speak English that appropriate with the rule of English structures and can pronoun the English word correctly.

The intention of teaching speaking is that students should be able to 'express himself' in the target language and to cope with basic interactive skill.³⁴ According to Hughes "the purpose of teaching spoken language is to develop students' ability in interacting success of the language, involving comprehension as well as production."³⁵

Talking about teaching speaking, in Indonesian school there has been difficulties than teaching the other subject. Many factors cause this problem related to class management which were response towards learner and proper environment in teaching and learning process. The others problems are come from the teacher in time prediction in teaching, the way the teacher commented students' mistakes and lack of ability in analyzing students' difficulties in learning.

³⁴ Brown, *Teaching the Spoken Language*, 27.

³⁵ Arthur Hughes, *Testing for Language Teacher*, (Cambridge: Cambridge University Press, 2003) 113.

In the AIM model, curriculum development has several stages, according to Taba, *'the model has eight steps, as follows; diagnosis needs, formulating specific objectives, selecting content, organizing content, selecting activities, organizing activities, evaluating, and checking for balance and sequences'*.³⁶

1) Diagnosis of needs

Jordan states that needs analysis is the preliminary stage of designing courses, syllabuses, materials and the sort of educational activities that take place.³⁷ The focus of needs analysis is to determine the specific characteristics of a language when it is used for specific rather than general purposes.³⁸ Diagnosis or need analysis is a set of analysis that will be done to know what the students need and helping in define a program.

Brown states the aims of need analysis or need assessment could be:

- a) Offering the needed foundation (information basis) for development or improvement of an educational or social program
- b) Restructuring of an organization for improving the performances in relation to the established goals

³⁶ Ahmadi, *Manajemen Kurikulum: Pendidikan Kecakapan Hidup*, (Jogjakarta: Pustaka Ifada, 2013), 15.

³⁷ Omer Gokhan Ulum, "A Needs Analysis Study for Preparatory Class ELT Students", *European Journal of English language Teaching*, Vol. 1 (2015), 16.

³⁸ Jack C. Richards, *Communicative Language Teaching*, (Cambridge: Cambridge Press), 11.

- c) Setting up criteria for contract services of human resources training and development
- d) Identification of a solution for a complex problem or issue.³⁹

From the terms above, it can be conclude that the teachers should analyze to identify the ability of students, what knowledge they already have, what the problems, conditions, or their difficulties in teaching speaking process. In addition, speaking is has still being difficult for Indonesian students. To raise the teaching learning goals, the teacher should have an alternative strategy to attract their students to learn speaking more actively.

Based on the Education and Culture Ministerial Regulations Number 64 Year 2013 states that English subjects matter on the curriculum develop four core competences based on the types are presented in the following statements that for tenth grade of senior high school elaborate the competence which has the scope:⁴⁰

- a) Identify social functions, text structures and language elements of short text in the lives and students daily activities.
- b) Communicate interpersonally, transactional and functionally about oneself, family, others, and concrete and imaginative

³⁹ Pryla Rochmawati, *English Curriculum and Material Development*, (Ponorogo: STAIN Ponorogo Press, 2016), 17.

⁴⁰ Permendikbud RI Nomor 64 Tahun 2013 tentang Standar Isi Pendidikan Dasar dan Menengah, 79.

objects, closest to life and students daily activities at home, school, and community, as well as related to other subjects.

- c) Composing oral and short text, using text structures in sequence and coherence and linguistic elements accurately, acceptable and fluently.
- d) Editing short text, using structure text in sequence and coherence as well linguistic elements accurately, acceptable and fluently.

2) Formulating specific objectives

After determining the need analysis, the next step is formulating specific objects. The formulation of specific objectives means that the elaboration of the general objectives diminished based on the identified needs that become the focus of the teaching learning unit.⁴¹ Taba states that the classification of educational objectives has some similarities with Gagné's statements that formulating objective is a system of learning outcomes and the conditions of learning which explain the ways for reaching desired outcomes.⁴² The specific objectives here means that the specific statements that describe the particular knowledge, behaviors, and/or skill that the learners will be expected to know perform at the end of a course or programs.⁴³

⁴¹ Ahmadi, *Manajemen Kurikulum: Pendidikan Kecakapan Hidup*, 16.

⁴² Hilda Taba, *Curriculum Development: Theory and Practice*, (USA: Pentrice Hall, 1962), 208.

⁴³ *Ibid.*, 25.

Based on the Education and Culture Ministerial Regulations Number 69 Year 2013 about Fundamental Framework and Structure of senior high school curriculum stated that English for senior high school for learning lessons tenth grade classes in accordance with Basic Competence number 3.7 stated that the objective of the subject matter is such as to analyze the social function, text structure, and linguistic elements of recount text in the form of work reports and historical event descriptions, in accordance with the context of its use and Basic Competence number 4.9 stated that the objective of subject matter is to arrange oral and written recount text, about work reports and historical event descriptions, taking into account the correct social and contextual functions of the text and linguistic context.⁴⁴

3) Selecting and organizing content

The selection of the right contents in the curriculum is very important and should be done carefully by the teacher. The content is the necessary information and it is packed into a material. It can be said that the materials has a link between information, content and knowledge.⁴⁵ While, organizing content is the next step after selecting content. Usually the content organization begins with a simple topic which then develops at a higher level.⁴⁶

⁴⁴ Permendikbud RI 69 Tahun 2013 tentang kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas (SMA) atau Madrasah Aliyah (MA), 203.

⁴⁵ Ahmadi, *Manajemen Kurikulum: Pendidikan Kecakapan Hidup*, 147.

⁴⁶ *Ibid.* 147.

The scope of materials for senior high school based on the Education and Culture Ministerial Regulations Number 21 year 2016 is advertisement, recount, narrative, explanation, report, descriptive, proverb, riddle, song, brochure, leaflet, banner, pamphlet, factual report, biography, exposition, hortatory, poetry.⁴⁷

4) Selecting and organizing activities

The selection of activities supports the functions of achievement of the learning objectives although sometimes one activity can achieve various learning objectives. Such activities can help learners to recognize, discover, and develop and even connect with past and future experiences.⁴⁸

In addition Ur states that, there are four characteristics of successful speaking activity.⁴⁹

- a) Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.
- b) Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
- c) Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about

⁴⁷ Permendikbud RI 21 Tahun 2016 tentang Standar Isi Pendidikan dasar dan Menengah, 166.

⁴⁸ Ahmadi, *Manajemen Kurikulum: Pendidikan Kecakapan Hidup*, 149.

⁴⁹ Ur, *A Course in Language Learning: Practice and Theory*, 120.

it, or because they want to contribute to achieve a task objective.

d) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

5) Evaluation

Evaluation is done to know level achievement of goal unit by the student. Evaluation results are useful for determining objectives, diagnosing learning difficulties, as well as assessments for curriculum development and revision.⁵⁰ It is obviously clear that the evaluation is needed in order to know the strength and the weakness of teaching activities. Evaluation is not just focused on the goal or aim of teaching learning, but also on the process of the progress. There are five categories of designing assessment task in teaching speaking.⁵¹ They are:

a) Imitative

In imitative level the assessment of oral production is a simple phonological imitation. After all, endless repeating of words, phrases and sentence was the province of the long-since-discarded Audio-lingual Method, and in an era of communicative language teaching, many believe that non-

⁵⁰ Pryla Rochmawati, *English Curriculum and Material Development*, (Ponorogo: STAIN Ponorogo Press, 2016), 72.

⁵¹ Brown, *Language Assessment: Principle and Classroom Practice*, 144.

meaningful imitation of sounds is fruitless. We have been paying more attention to pronunciation in an attempt to help learners be more comprehensible.

b) Intensive

At the intensive level, test-takers are prompted to produce short stretches of discourse (no more than a sentence) through which they demonstrate linguistic ability at a specified level of language.

c) Responsive

Assessment of responsive task involves brief interactions with an interlocutor, differing from intensive task in the increased creativity given to the test-taker and from interactive tasks by the somewhat limited length or utterances.

d) Interactive

The final of two categories of oral production assessment (interactive and extensive speaking) include tasks that involve relatively long stretches of interactive discourse and tasks of equally long duration but that involve less interaction (speeches, telling longer stories and extended explanations and translation). Interactive tasks are what some would describe as interpersonal, while the final category includes more transactional speech events.

e) Extensive

Extensive speaking tasks involve complex, relatively lengthy stretches of discourse. They are frequently variations on monologues, usually with minimal verbal interaction.

The components of speaking that make up criteria for assessment divide into micro-skills and macro-skills. Micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. While macro-skills imply the speaker's focus on the larger elements such as fluency, discourse, function, style, cohesion, non-verbal communication, and strategic options.⁵²

a) Micro-skills

- (1) Produce differences among English phonemes and allophonic variants.
- (2) Produce chunks of language of different lengths.
- (3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- (4) Produce reduced forms of words and phrases.
- (5) Use an adequate number of lexical units (words) to accomplish pragmatic purpose.
- (6) Produce fluent speech at different rates of delivery.

⁵² *Ibid.*, 142.

- (7) Monitor one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.
 - (8) Use grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules and elliptical forms.
 - (9) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
 - (10) Express a particular meaning in different grammatical forms.
 - (11) Use cohesive devices in spoken discourse.
- b) Macro-skills
- (1) Appropriately accomplish communicative functions according to situations, participants, and goals.
 - (2) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
 - (3) Convey links and connections between events and communicative such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplification.

(4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

(5) 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.

6) Balance and sequence

The last is checking balance and sequence. The ideal learning should be balance between the content of curriculum and the real activities. To know this, it needs some questions to be tool for checking balance and sequence. The questions as follows:⁵³

- a) Do the activities provided allow learners to learn?
- b) Is there a sequence in the flow of content?
- c) Is there a balance between a document and an applicative curriculum?
- d) Are school organizational structures already supportive and flexible in the learning activities?
- e) Do the learners feel free to express their ideas?
- f) Does the school climate support the contents and the activities of the curriculum?

⁵³ Ahmadi, *Manajemen Kurikulum: Pendidikan Kecakapan Hidup*, 151.

3. Plus Minus Interesting (PMI)

a. Definition of Plus Minus Interesting (PMI)

One of the techniques can be used by the students in order to ease them to speak is Plus Minus Interesting Technique. As Wormelli says PMI technique stands for pluses, minuses, and interesting.⁵⁴ In addition, this technique helps the students to share the idea by announce the result from what they have been discussed in PMI term.

PMI is a simple strategy which could be used in the classrooms by students to encourage them to look at problems from all sides.⁵⁵ According to De Bono, PMI is a lateral, creative and critical brainstorming thinking strategy and attention directing tool that prompts students to consider multiple approaches to a topic. De Bono felt that one of the problems with traditional thinking is that people focus their attention on how to back up an opinion that has already been formed. PMI is designed to open up each participant's thinking and encourage creativity. In this strategy, P stands for Plus or good points, M stands for Minus or bad points, I stands for Interesting points. Plus, Minus, Interesting is a way to analyze ideas, texts (written, visual, digital) and topics for learning.⁵⁶

⁵⁴ Wormelli, *Summarization in Any Subject*, 124.

⁵⁵ Azis, "The Improvement of The Students' Speaking Proficiency Through Plus, Minus, Interesting (PMI) Strategy", 46.

⁵⁶ Hemant Lata Sharma and Priyamvada, "PMI (Plus-Minus-Interesting): A Creative Thinking Strategy to Foster Critical Thinking," *International Journal of Academic Research and Development*, Vol. 2 No. 6 (November, 2017), 974.

b. The Procedures of Plus Minus Interesting (PMI)

The procedures of PMI in teaching speaking are.⁵⁷

- 1) The teacher gives the class an idea or topic. The teacher explains what to do in a group and the teacher give material or topic that can discuss by the students.
- 2) The students have to think of the Plus point, Minus point and Interesting point of an idea. The students in each groups starts to discuss after having the material of topic. The students know plus, minus and interesting point of an idea.
- 3) The students work on their own group for a few minutes. The teacher gives opportunity to the students for share ideas about the topic in each group.
- 4) Each student works with a partner and shares their ideas. By giving assessment the teacher can know about students' competence in speaking. The students discuss again the result that they get in group.
- 5) The ideas are discussed with the whole class. The students are evaluated on their ability to perform the designed task or competency. The students express the result of discussion and conclusion in front of the class, the students perform the result that they get in group.

⁵⁷ Friederike Klippel, *Keep Talking: Communicative Fluency Activities for Language Teaching*, (Cambridge: Cambridge University Press, 1984), 97.

c. The Purpose of Plus Minus Interesting (PMI)

According to Edward De Bono, Plus Minus Interesting (PMI) has several purposes as follows:⁵⁸

- 1) To generate ideas about a question or problem.
- 2) To encourage students to reflect on creative and broader aspects of a topic.
- 3) To help students to see, and value, both sides of an argument.
- 4) To help students make informed decisions.
- 5) To brainstorm ideas for a new topic, assignment or question.
- 6) To identify areas where more thought or research is needed.
- 7) To evaluate learning or teaching.

d. The Benefit of Plus Minus Interesting (PMI)

Following benefit are given, which indicates that PMI is an evaluating, decision-making, creative and critical thinking strategy, that are:⁵⁹

- 1) It is logical and clear way to organize and develop ideas or question which will greatly assist students in planning essays, report and research.
- 2) To encourage students to think and reflect on their learning and to look at a question or an issue from a number of angles.

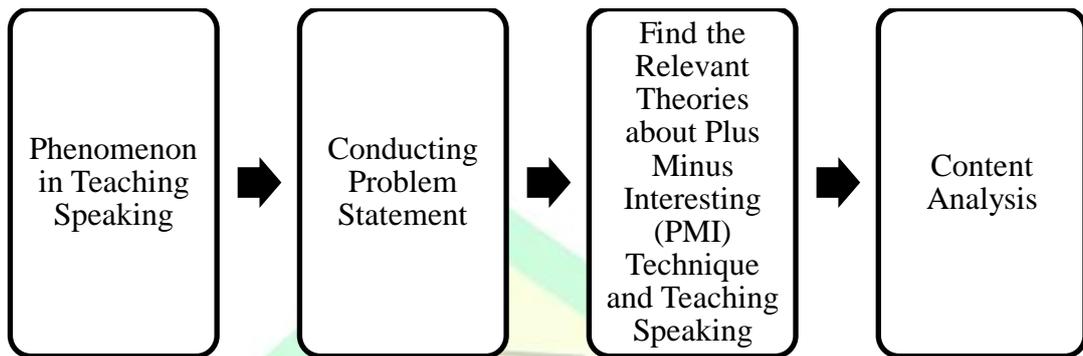
⁵⁸ Azis, "The Improvement of The Students' Speaking Proficiency Through Plus, Minus, Interesting (PMI) Strategy", 46.

⁵⁹ Sharma, "PMI (Plus-Minus-Interesting): A Creative Thinking Strategy to Foster Critical Thinking", 976.

- 3) Easy to learn and encourage students to think broadly and suspend judgment before studying controversial issue.
- 4) Although deceptively simple, this powerful tool is very suitable for groups and for individual work.
- 5) PMI is flexible according to time available; a useful PMI can be complicated in a few minutes or equally be valuable for a group process taking much longer.
- 6) It can be used very successfully as a decision making tool for both creative and strategic thinking.
- 7) To help students evaluate and extend understanding about facts, concepts, thinking processes, and cooperative interactions.
- 8) PMI strategy can be used as a closure activity for students to write down the takeaway or key points of the lesson. It can also be used as a feedback tool and to evaluate our teaching performance.
- 9) It provides a framework for self or peer assessment tasks.
- 10) It allows the thinking to be identified and captured for explaining/communicating the reasons for the decision to others.

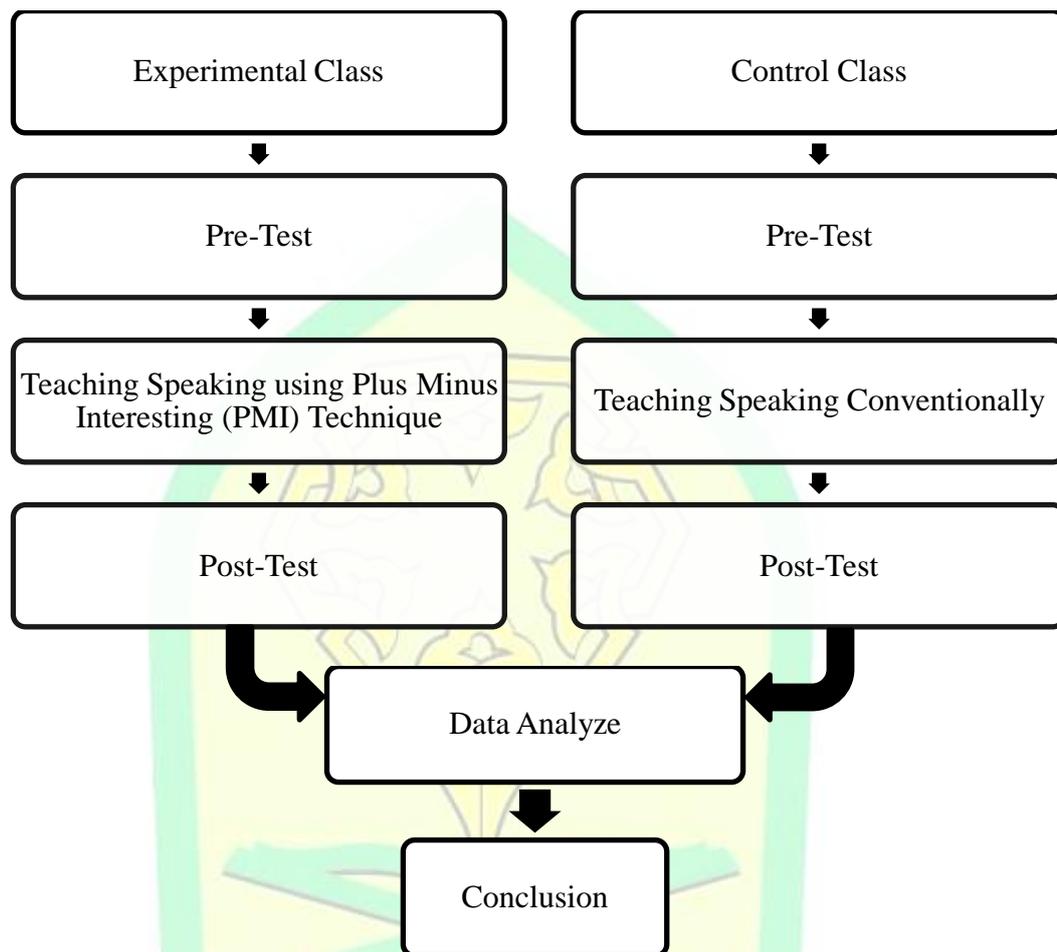
C. Theoretical Framework

Theoretical framework is a concept in the theory can be related with the factors which are identified as the important problem. It begins from the first step until the last step in conducting the research.



The procedure of this research is drawn in this following diagram.





Based on the theoretical framework analysis above the writer can apply the theoretical framework that using Plus Minus Interesting (PMI) technique in teaching speaking. This technique is hoped can increase the students speaking ability.

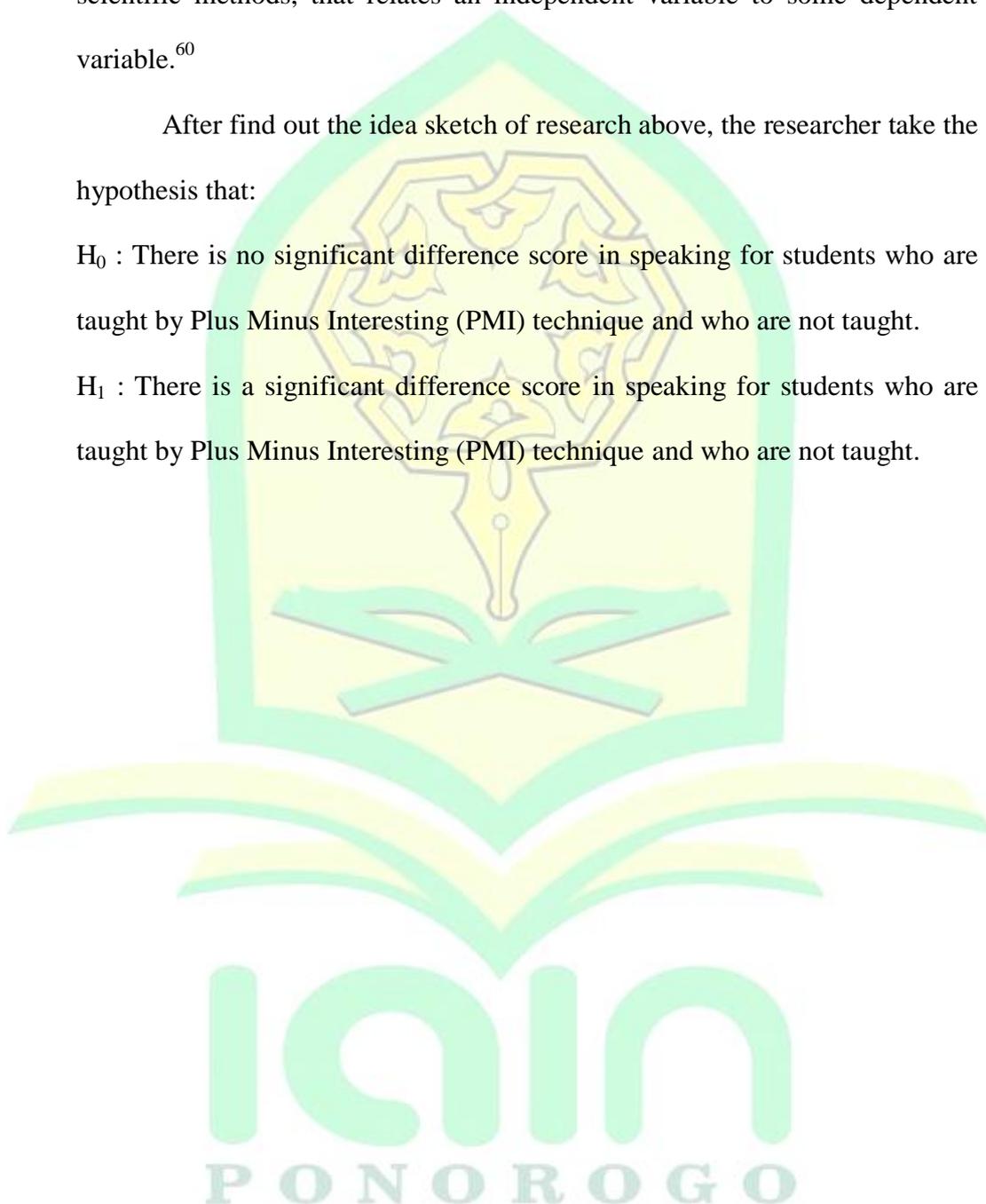
D. Hypothesis

Hypothesis is a predictive statement, capable of being tested by scientific methods, that relates an independent variable to some dependent variable.⁶⁰

After find out the idea sketch of research above, the researcher take the hypothesis that:

H_0 : There is no significant difference score in speaking for students who are taught by Plus Minus Interesting (PMI) technique and who are not taught.

H_1 : There is a significant difference score in speaking for students who are taught by Plus Minus Interesting (PMI) technique and who are not taught.



⁶⁰ C. R. Kothari, *Research Methodology: Methods and Techniques 2nd* (New Delhi: New Age International, 1990), 184.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used Quantitative approach. Quantitative research is the systematic collection of data that results in the quantification of characteristics of participants in the study.⁶¹ Quantitative stressed on the analysis of the numerical data that is processed by the statistical method.

For the research design, the researcher used the experimental research. The basic intent of an experimental design is to test the impact of treatment on an outcome, controlling for all other factors that might influence that outcome.⁶² Later, this research specifically was designed as quasi-experimental research.

Quasi-experimental designs are those that are “almost true” experimental designs, except that the researcher studies the effect of the treatment on intact groups, rather than being able to randomly assign participants to the experimental or control groups.⁶³ There are three types of quasi-experimental design: Nonequivalent (Pre-Test and Post-Test) Control-Group Design, Single-Group Interrupted Time-Series Design, and Control-

⁶¹ Donna M. Mertens and John A. McLaughlin, *Research and Evaluation Methods in Special Education*, (California: Corwin Press, 2004), 52.

⁶² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE Publications Inc, 2009), 145-146.

⁶³ *Ibid.*, 57.

Group Interrupted Time-Series Design.⁶⁴ In this research, the researcher used Nonequivalent (Pre-Test and Post-Test) Control-Group Design for the design.

This research promotes a hypothesis “There is a significant difference score in speaking for students who are taught by Plus Minus Interesting (PMI) technique and who are not taught at the tenth grade students of SMA Muhammadiyah 3 Jetis in academic year 2017/2018”. This research has two variables, those are:

1. Independent variable : Plus Minus Interesting (PMI) technique
2. Dependent variable : Teaching Speaking

In this design consists of experimental class (group A) and control class (Group B). Both groups take a pre-test and post-test. Pre-test was applied to know the students’ speaking ability before implementing by using Plus Minus Interesting (PMI) technique and post-test was applied to know the students’ speaking ability after the implementation of Plus Minus Interesting (PMI) technique. Only the experimental group received the treatment. The design of the experiment could be described as follows:⁶⁵

Group A : 01-----X----- 02

Group B : 03----- 04

Notes:

Group A : Experimental Class, the class who is taught using Plus Minus Interesting (PMI) technique

⁶⁴ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 160-161.

⁶⁵ *Ibid.*, 160-161.

Group B : Control Class, the class who is taught using conventional or lecturing method

01 : Pre-test for the experimental class

03 : Pre-test for the control class

X : Treatment

02 : Post-test for the experimental class

04 : Post-test for the control class

Based on the research design above, this research had two classes. Those were experimental class and control class. Both groups were given pre-test before the first meeting and post-test in the last meeting. The pre-test was given to the students to measure the effect of a certain treatment. This research design was divided into three steps:

1. Pre-Research Step

This research step consists of preparing the data that was needed by the researcher before beginning the research. The preparation can be determine the experimental and control class, arrange lesson plan and instrument to get the data, and others.

2. Research Step

In this research step, the researcher applied the treatment to the experimental class. The researcher taught the experimental class by using Plus Minus Interesting technique and the control class by using conventional or lecturing method. The data of the research will be gathered from pre-test and post-test. The procedures of this research step are:

Table 3.1
The Procedures of the Research

No	Control Class	Experimental Class
1.	The researcher gives the material.	The researcher gives the class an idea or topic.
2.	The researcher asks some students to practice some dialogue in the material.	The students have to think of the plus point, minus point and interesting point of an idea.
3.	Ask the students to make a group.	The students work on their group for a few minutes.
4.	Ask the students to make a dialogue about the material.	Each student works with a partner and shares their ideas.
5.	Ask the students to practice in front of the class with their group.	The ideas are discussed with the whole class.

3. Data analysis step

In this research step, the data which were collected will be analyzed by researcher. The steps were as follows:

- a. Collect the post-test score from experimental class and control class.
- b. Test the data using T-test

T-test is one of statistical test that used to test the correctness or error of null hypothesis which declare that between two samples mean which randomly taken from same population there is no significant

difference.⁶⁶ Before conducting T-test, the researcher must find the others results, they were means, standard deviation, and standard error from each variable.

B. Population and Sample

1. Population

Population is a group of individuals who have the same characteristic.⁶⁷ In this research, the population is all the tenth grade students of the population of SMA Muhammadiyah 3 Jetis Ponorogo in academic year 2017/2018. The number of the entire students is 32, which consisting of two classes. The number of X IPA is 16 students and the number of X IPS is 16 students.

2. Sample

Sample is a group of individuals, items, or events that represents the characteristic of the larger group from which the sample is drawn. Testing samples, especially in a quantitative study, can allow the researcher to make inferences about the performance of the larger group, which is known as the population.⁶⁸

Sampling can be defined as the process or technique of selecting a suitable sample, representative of the population from which it is taken to

⁶⁶ Retno Widyaningrum, *Statistika*, (Yogyakarta: Pustaka Felicha, 2015), 151.

⁶⁷ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (New York: Pearson, 2002), 142.

⁶⁸ Lorraine R Gay, Geoffrey E. M, and Peter A, *Educational Research: Competencies for Analysis and Applications*, (USA: Pearson education, Inc, 2012), 129.

determine parameters or characteristics of the whole population.⁶⁹ In this research, the researcher used saturation sampling. In it, all the member of population used as the sample. Based on the teacher recommendation the researcher took class X IPA which consists of 16 students will be used as the control class and X IPS which consists of 16 students as experimental class.

C. Instrument of Data Collection

The instrument of data collection is used by researcher to find the different the students speaking ability who are taught by using Plus Minus Interesting (PMI) technique and who are not taught by using Plus Minus Interesting (PMI) technique.

Table 3.2
The Instrument of Data Collection

Title	Variable	Indicator	Subject	Technique	Instrument
Teaching Speaking using Plus Minus Interesting (PMI) Technique (A Quasi-Experimental Research at Tenth Grade of SMA	Teaching Speaking (Y) (Dependent Variable)	1. Students can speak accurately and fluently about the topic. 2. Students can share their opinion freely in	Students X Class	Oral Test	Performance

⁶⁹ Singh, *Quantitative Social Research Methods*, 102.

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Good instrument must meet two requirements, there are validity and reliability.

1. Validity

Validity means the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment.⁷⁰ Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use.⁷¹

In this research, the researcher conducted the test of validity in order to know whether the instruments of speaking ability are valid. To count the validity of the instruments, the researcher used program SPSS 20 version.

⁷⁰ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, 22.

⁷¹ *Ibid.*, 159.

Table 3.3
The Result of Validity Test

Number of Item	r_{tabel}	r_{xy}	Criteria
Grammar	0,404	0,879	Valid
Vocabulary	0,404	0,777	Valid
Pronunciation	0,404	0,691	Valid
Fluency	0,404	0,899	Valid

The test then validity and reliability of the instrument, the researcher took a sample 24 respondents and uses 4 items of speaking test. Validity of the calculated item instrument to 4 items (Grammar, Vocabulary, Pronunciation and Fluency) speaking variables, all item are valid.

2. Reliability

A reliable test is consistent and dependable.⁷² Reliability means that scores from an instrument are stable and consistent.⁷³ Reliability refers to consistency throughout a series of measurements.⁷⁴ So, reliability test shows the dependable or consistency of the instrument. In this research, the researcher used SPSS 20 version in order to measure the reliability of item of the test.

⁷² *Ibid.*, 20.

⁷³ Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 159.

⁷⁴ Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*, 21.

Table 3.4
The Result of Reliability Statistic

Reliability Statistics

Cronbach's Alpha	N of Items
.819	5

The value reliability of speaking test is 0,819, it is very high reliability. The calculation of reliability test using Cronbach's Alpha technique provided in SPSS 20.00 for windows. As a benchmark of high and low reliability coefficient, provided indicator as follow: 0,800-1,000 = very high, 0,600-0,799 = high, 0,400-0,599 = enough, 0,200-0,399 = low, and 0,000-0,199 = very low.

D. Technique of Data Collection

The techniques of data collection in this research are:

1. Test

Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.⁷⁵ The researcher conducted the test to collect the data. The kind of test is performance test related to recount text. There are four indicators

⁷⁵ Donald Ary, et al. *Introduction to Research in Education*, 8th (Canada: Wardsworth Cengage Learning, 2010), 201.

to be assessing in speaking ability test, which is student able to use appropriate grammar and vocabulary, student able to speak fluently and good pronunciation.

2. Documentation

The researcher uses documentation to the object research such as students name list to be used in determining for data of the experimental and students' score of the test. Furthermore, the researcher has to know the school profile for research document.

E. Technique of Data Analysis

The data has been collected by using research instrument to be analyzes. Dealing with research construction, it correlates between two variables and two data that were obtained are interval.

1. Assumption Test

After the test is given to the students in the pre and post test, it will be tested. The test is focused on student pre- and post-test. The result from the test will be analyzed by Assumption Test, those are: the test of normality and test of homogeneity. It will be calculated which using SPSS 20 version. The formula for normality and homogeneity as follow:

a. Normality Test

Normality Test is used to identify the data is normal or not. The researcher used Kolmogorov-Smirnov formula. After calculating the data, and then compare the maximum result of data analysis with

Kolmogorov-Smirnov.⁷⁶ The calculation of normality test used SPSS 20 version. To find out the normality of data by followed this steps:

- 1) Input the data to the data view by first fill the variable view with write down the name of the classes.
- 2) Click analyze-non parametric test-sample K-S.
- 3) Drag the data into test variable
- 4) Click OK

That is hypothesis of the data:

H_0 : data is normally distributed

H_1 : data is not normally distributed

b. Homogeneity Test

Homogeneity test is used to know before we compare some of groups. It is useful to test the homogeneity of variance in compared two or more groups.⁷⁷ To calculate the homogeneity test, the researcher used SPSS 20 version. The steps of calculation as follows:

- 1) Open the SPSS program
- 2) Input the data into data view by first fill the variable view with write down X as the score of pre-test and post-test and Y as the kind of class.
- 3) Click analyze-compare means-one way anova
- 4) Drag X into dependent list and Y as factor list
- 5) Click options-checklist Homogeneity of variance test-OK

⁷⁶ Syofian Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif*, (Jakarta: PT Bumi Aksara, 2014), 153.

⁷⁷ Retno Widyaningrum, *Statistika*, (Yogyakarta: Pustaka Felicha, 2015), 212.

That is hypothesis of the data:

H_0 : data is homogeneous

H_1 : data is not homogeneous

2. Hypothesis Test

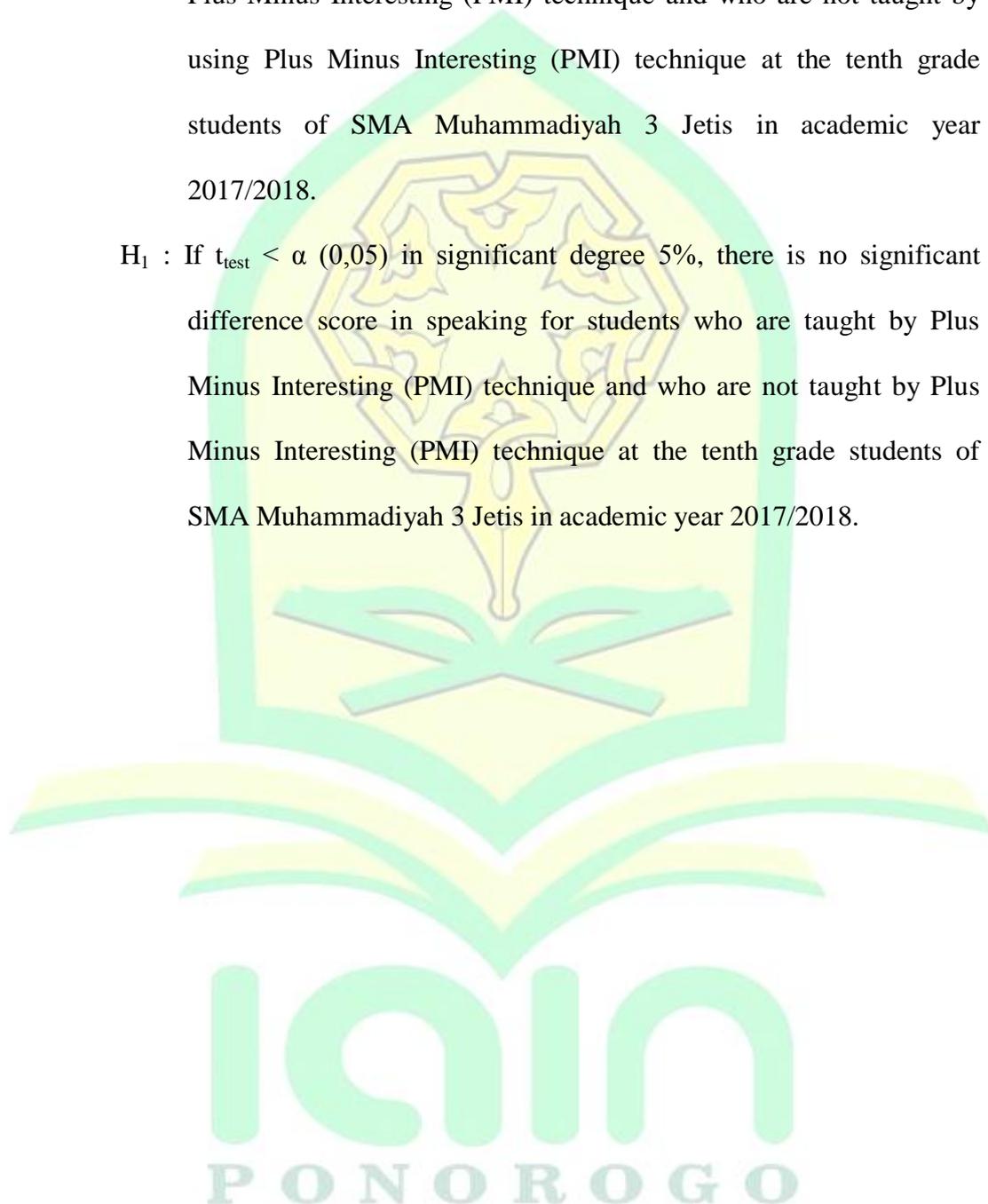
After collecting data, the researcher uses SPSS 20 version to calculate data. After tested the normality and homogeneity of the data, the researcher continue to the analyzing process of T-test calculation. In T-test the researcher analyze the data by using comparative score between experimental and control class in pre and post-test. The result of the calculation will show whether the Plus Minus Interesting (PMI) technique effective in teaching speaking or not. In this research, the researcher uses SPSS 20 version for calculate data. The steps of calculation as follows:

- a. Open SPSS
- b. Input data to the data view, by first change the value in the variable view by change the Name, Decimals, Value, and Measure
- c. Click Analyze-Compare Means-Independent-Sample T Test
- d. In the dialog box of Independent-Sample T Test, input the variable X in *Test Variables* and variable Y in *Grouping Variable*
- e. Click Define Groups write down 1 in the *Group 1* and 2 in the *Group 2*, then click Continue-OK.

After calculated, the researcher proposed the alternative hypothesis (H_1) and null hypothesis (H_0) which is described below:

H_0 : If $t_{\text{test}} > \alpha$ (0,05) in significant degree 5%, there is significant difference score in speaking for students who are taught by using Plus Minus Interesting (PMI) technique and who are not taught by using Plus Minus Interesting (PMI) technique at the tenth grade students of SMA Muhammadiyah 3 Jetis in academic year 2017/2018.

H_1 : If $t_{\text{test}} < \alpha$ (0,05) in significant degree 5%, there is no significant difference score in speaking for students who are taught by Plus Minus Interesting (PMI) technique and who are not taught by Plus Minus Interesting (PMI) technique at the tenth grade students of SMA Muhammadiyah 3 Jetis in academic year 2017/2018.



CHAPTER IV

RESEARCH FINDING

A. Research Location

1. General Location

The research conducted at SMA Muhammadiyah 3 Ponorogo in academic year 2017/2018. It is located in Jenderal Sudirman street, Turi village at Jetis district, Ponorogo. SMA Muhammadiyah 3 Ponorogo is a Senior High School built in Jetis at 1981 years. It is located in one area with Muhammadiyah Boarding School (MBS) Jetis.

SMA Muhammadiyah 3 Ponorogo supported by professional educators with education qualification of S1. SMA Muhammadiyah 3 Ponorogo, at its inception (1981) only had a few classes and now has development into 7 classes that consist of X-IPS (16 Students), X-MIPA (16 students), XI-IPA (14 students), XI-IPS 1 (18 students), XI-IPS 2 (18 students), XII-IPS 1 (20 students), and XII-IPS 2 (18 students).

SMA Muhammadiyah 3 Ponorogo used KTSP and 2013 curriculum. This curriculum was developed from standard of content by school based on their content and potentials. They improved the curriculum based on demands of the times. They used KTSP for eleventh and twelfth grade. Furthermore, they used 2013 curriculum for tenth grade.

2. Vision, Mission, and Goal

Vision

“Realizing learners who have noble character, skillful, intelligent, skilled and environmentally friendly”

Mission

- a. Realizing educational institutions SMA Muhammadiyah 3 Ponorogo has the soul of competence.
- b. Creating an institution SMA Muhammadiyah 3 Ponorogo as a quality human resources.
- c. Making the institution SMA Muhammadiyah 3 Ponorogo as a place the learners to develop and channel talents, interests, potential for achieving academic and non academic both local and national level.

Goal

- a. To graduate the learners who can be accepted in bona fide public or private universities.
- b. Provide psychologists for community for those who do not go to school or college.
- c. Optimizing learning and the use of existing infrastructure for innovative learning.
- d. Optimizing of Islamic religious learning (based on Al-Qur'an and Sunnah).
- e. Encourage, follow and adjust developmental changes according to the desired by the education office.

- f. Optimizing the development of learners who excel in accordance with talents, interests, and potential.

3. The Organization Structure of SMA Muhammadiyah 3 Ponorogo

The organization structure of SMA Muhammadiyah 3 Ponorogo is as below:

- a. Headmaster : Drs. Suroso
- b. Deputy of Curriculum : Priyo Saptono, S.Pd.
- c. Deputy of Infrastructure : Slamed Suntoko, S.P.
- d. Deputy of Student : Edi Suparni, S.Pd.
- e. Head of Library : Dina Zulfatul Laily, S.Pd.
- f. Treasure of School : Sukamat
- g. Head of administration : Ibnu Malik, S.Kom
- h. Staff of Administration : Sri Lestari

B. Data Description

In this research, the researcher used quasi-experimental research where the researcher took two classes as a sample. Then, they were taught by using different strategy to find out the effectiveness of a certain strategy. In this research, the researcher took the tenth grade students of SMA Muhammadiyah 3 Ponorogo as population. The researcher take sample one class as experimental class and one class as control class. The total number of students of experiment class and control class is 32 students, X-IPS 16 Students and X-MIPA 16 students.

In experimental class, the students were taught by using Plus Minus Interesting (PMI) technique. Meanwhile, in control class the students were not taught by using Plus Minus Interesting (PMI) technique but the researcher was taught by lecturing strategy. In the end of this research, the researcher wants to compare between score in speaking for students who are taught by using Plus Minus Interesting (PMI) technique and those who are not.

1. The Schedule of the Research

In experimental class, the learning consisted of four meetings. They were pre-test, first treatment and second treatment with Plus Minus Interesting (PMI) technique, and the last was post-test. Furthermore, in control class, the learning consisted of four meetings. They were pre-test, first meeting, second meeting, and the last was post-test. The research schedule can be seen in the table below.

Table 4.1
Research Schedule of Experimental Class

Date	Activities
February, 22 th 2018	Pre-test
March, 01 th 2018	First treatment
March, 08 nd 2018	Second treatment
March, 15 th 2018	Post-test

Table 4.2
Research Schedule of Control Class

Date	Activities
February, 19 th 2018	Pre-test
February, 26 th 2018	First meeting
March, 2 nd 2018	Second meeting
March, 09 th 2018	Post-test

2. The Procedure of the Research

During the process of the research, the researcher used 3 steps. The first step was pre-test in form of oral test. The pre-test was conducted to gain the data about students' speaking achievement. Second, the researcher used strategy or treatment to analyze the influence of the strategy on students' speaking achievement. Last, the researcher managed the post-test to know the influence of the strategy on students' speaking achievement whether it had the significant differences or not.

a. Experimental Class Procedures

The research was divided into 4 meetings. In the first meeting, the researcher used pre-test in form of oral test to measure how far students' achievement in speaking before implementing the Plus Minus Interesting (PMI) technique. In the pre-test, the researcher gave a topic and each student spoke within 1-2 minutes to give their opinion about the topic. For the second meetings, the researcher applied Plus Minus Interesting (PMI) technique. Firstly, the teacher gives the class an idea

or topic, and then the students have to think of the plus point, minus point and interesting point of an idea and work on their group for a few minutes. Each student works with a partner and shares their ideas, and the last is the ideas are discussed with the whole class. After applying the treatment, the researcher conducted a post-test in the last meeting. The form of the test was oral test. Students were able to choose the topics randomly and they had 1-2 minutes to deliver their opinion.

b. Control Class Procedures

In the first meeting, the teacher gave the students pre-test in order to measure the students' achievement in speaking. Then, for the second meeting the researcher taught the students by using Lecturing strategy. The researcher gave explanation about the learning material to the students during the class. After that, The researcher asks some students to practice some dialogue in the material. Then, the researcher asked the students to make a group and ask the students to make dialogue about the material. And the last, the researcher asks the students to practice in front of the class with their group. In the last meeting, there was the post-test that the students were speaking within 1-2 minutes about the topic that already provided by the teacher in orally.

3. The Students' Speaking Score of Experimental Class

The table below showed the result of students' speaking achievement of pre-test and post-test for students who are taught by using Plus Minus Interesting (PMI) technique in experimental class.

Table 4.3
The Students Speaking Score in Experimental Class

No	Name	Score	
		Pre-Test	Post-Test
1.	Agus Budi Santoso	60	90
2.	Angga Prasetyo	50	80
3.	Angga Setyowati	60	90
4.	Aufa Taufiq M	60	95
5.	Fery Candra Wiguna	60	85
6.	Linda Nopita	40	80
7.	Mesyani	50	85
8.	Nindy Karisma Putri	60	90
9.	Nunung Hadi S	40	85
10.	Risa Nina Umayah	60	90
11.	Rita Nur L	50	85
12.	Salsa Bella Dia Safera	60	90
13.	Wahyu Wijayanto	60	90
14.	M Ilyas Fanani	40	80
15.	Yahya	75	90
16.	Anggrita Ayu N F	70	90
	Total	895	1395
	Mean	55.938	87

From the table above, it can be seen that the experimental class, the the highest score of pre-test is 75, while the lowest score of pre-test is 40.

Furthermore, the highest score of post test is 95, while the lowest score is 80. The total score of pre-test is 895 with the mean is 55,938. Meanwhile, the total score of post-test is 1395 with the mean 87.

The result of students' test of experimental class can be seen clearly on the following table. It will explore about pre-test and then the result of post-test in the experimental class.

Table 4.4
Frequency Distribution of Pre-Test in Experimental Class

Score Pre-Test				
	Frequency	Percent	Valid Percent	Cumulative Percent
40	3	18.8	18.8	18.8
50	3	18.8	18.8	37.5
60	8	50.0	50.0	87.5
70	1	6.3	6.3	93.8
75	1	6.3	6.3	100.0
Total	16	100.0	100.0	

From the table above, it could be seen that the speaking student score was various. There were 18.8% students or 3 student got score 40, 18.8% students or 3 students got score 50, 50% students or 8 students got score 60, 6.3% students or 1 students got score 70, and 6.3% students or 1 student got score 75.

Based on the table above, the histogram can be seen in as follows:

P O N O R O G O

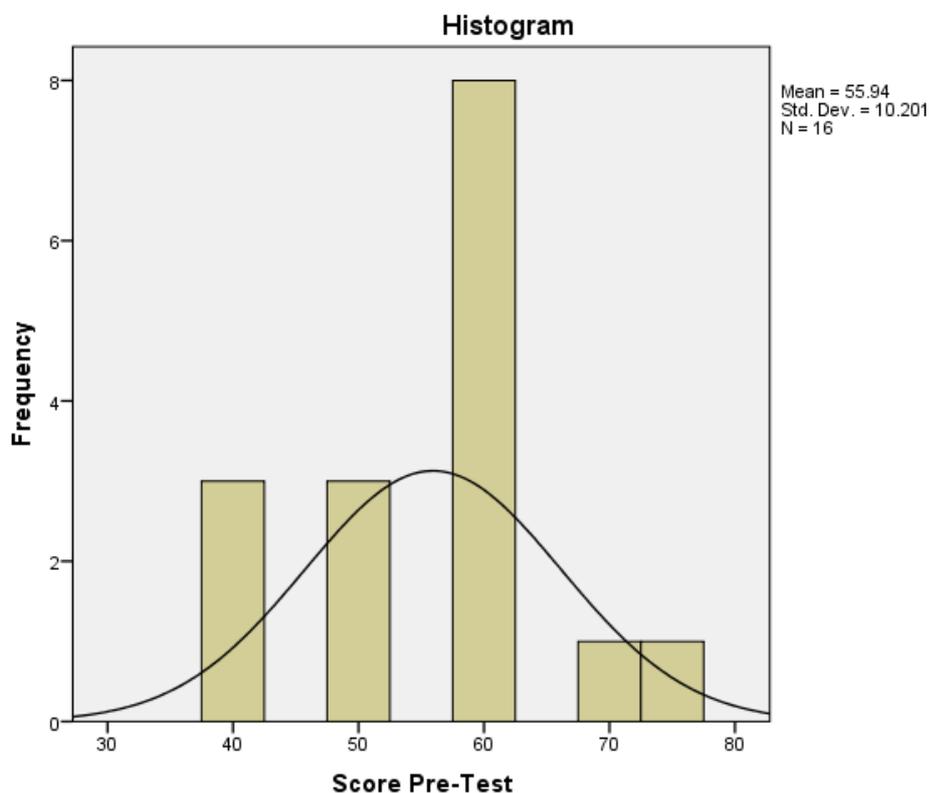


Figure 4.1
Histogram for Pre-Test in Experimental Class

From the histogram above it is stated $M = 55,94$ and $SD = 10,201$.

To determine the category of the students speaking score was good, medium or low, the researcher grouped score using standard as follows:

- More than $M + 1.SD$ ($55,94 + 10,201 = 66,141$) is categorized into good
- Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium
- Less than $M - 1.SD$ ($55,94 - 10,201 = 45,739$) is categorized into low

Thus it can be seen that the scores which are more than 66,14 is categorized into good, the score between 46-66 is categorized into medium, and the scores which are less than 45,74 is categorized into low.

That categorized can be seen clearly in the following:

Table 4.5
The Categorization of Students' Pre-test in Experimental Class

No	Score	Frequency	Percentage	Category
1	More than 66,14	2	12,5%	Good
2	Between 46-66	11	68,75%	Medium
3	Less than 46	3	18,75%	Low
Total		16	100%	

From the table above, it could be seen that the student speaking score who are taught by using Plus Minus Interesting (PMI) technique in pre-test showed that 12.5% in the good category, 68.75% in the medium category, and 18.75% in the low category.

Table 4.6
Frequency Distribution of Post-test in Experimental Class

Score Post-Test

	Frequenc y	Percent	Valid Percent	Cumulative Percent
80	3	18.8	18.8	18.8
85	4	25.0	25.0	43.8
Valid 90	8	50.0	50.0	93.8
95	1	6.3	6.3	100.0
Total	16	100.0	100.0	

From the table above, it could be seen that the speaking student score was various. There were 18.8% students or 3 student got score 80, 25% students or 4 students got score 85, 50% students or 8 students got score 90, and 6.3% students or 1 students got score 95.

Based on the table above, the histogram can be seen in as follows:

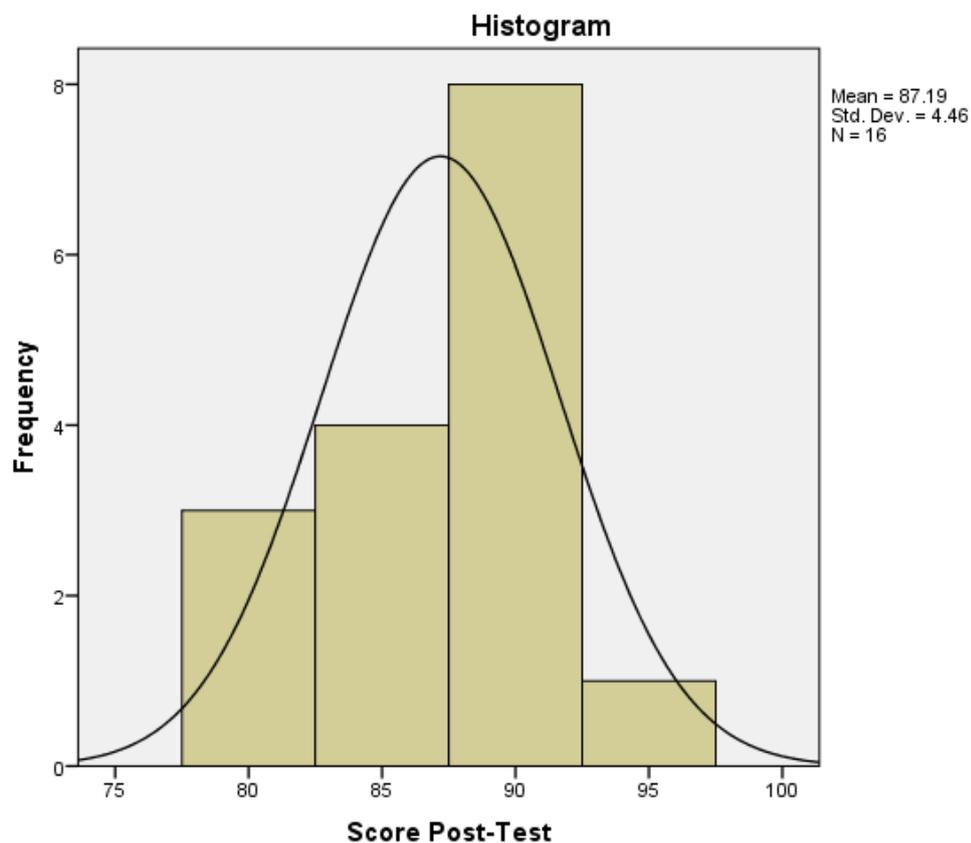


Figure 4.2
Histogram for Post-Test in Experimental Class

From the histogram above it is stated $M = 87,19$ and $SD = 4,46$. To determine the category of the students speaking score was good, medium or low, the researcher grouped score using standard as follows:

- a. More than $M + 1.SD$ ($87,19 + 4,46 = 91,65$) is categorized into good
- b. Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium
- c. Less than $M - 1.SD$ ($87,19 - 4,46 = 82,73$) is categorized into low

Thus, it can be seen that the scores which are more than 91,65 is categorized into good, the score between 83-91 is categorized into medium, and the scores which are less than 82,73 is categorized into low.

That categorized can be seen clearly in the following:

Table 4.7
The Categorization of Students' Post-test in Experimental Class

No	Score	Frequency	Percentage	Category
1	More than 91,65	1	6,25%	Good
2	Between 83-91	12	75%	Medium
3	Less than 82,73	3	18,75%	Low
Total		16	100%	

From the table above, it could be seen that the student speaking score who are taught by using Plus Minus Interesting (PMI) technique in post-test showed that 6,25% in the good category, 75% in the medium category, and 18.75% in the low category.

4. The Students' Speaking Score of Control Class

The table below showed the result of students' speaking achievement of pre-test and post-test for students who are not taught by using Plus Minus Interesting (PMI) technique in control class.

Table 4.8
The Students Speaking Score in Control Class

No	Name	Score	
		Pre-Test	Post-test
1.	Ajeng Ayuningtyas	75	75
2.	Ali Makrus	60	65
3.	Ari Susanto	50	60
4.	Akhmad Rizki Fauzi	75	75
5.	Ayu Diah Retnowati	60	65
6.	Doni Nur Afandi	75	75
7.	Endang Setiowati	55	60

8.	Heri Cahyono	75	75
9.	Heru Widodo	50	60
10.	Khoniyya Nur D K	50	60
11.	Rahma Ferdiana U Y	50	65
12.	Ria Sugianti	75	75
13.	Rini Septiani	75	75
14.	Risa Liga Pratama	60	65
15.	Rizki Vigo F	70	70
16.	Adima Ariantika	60	65
Total		1015	1085
Mean		63,44	67,81

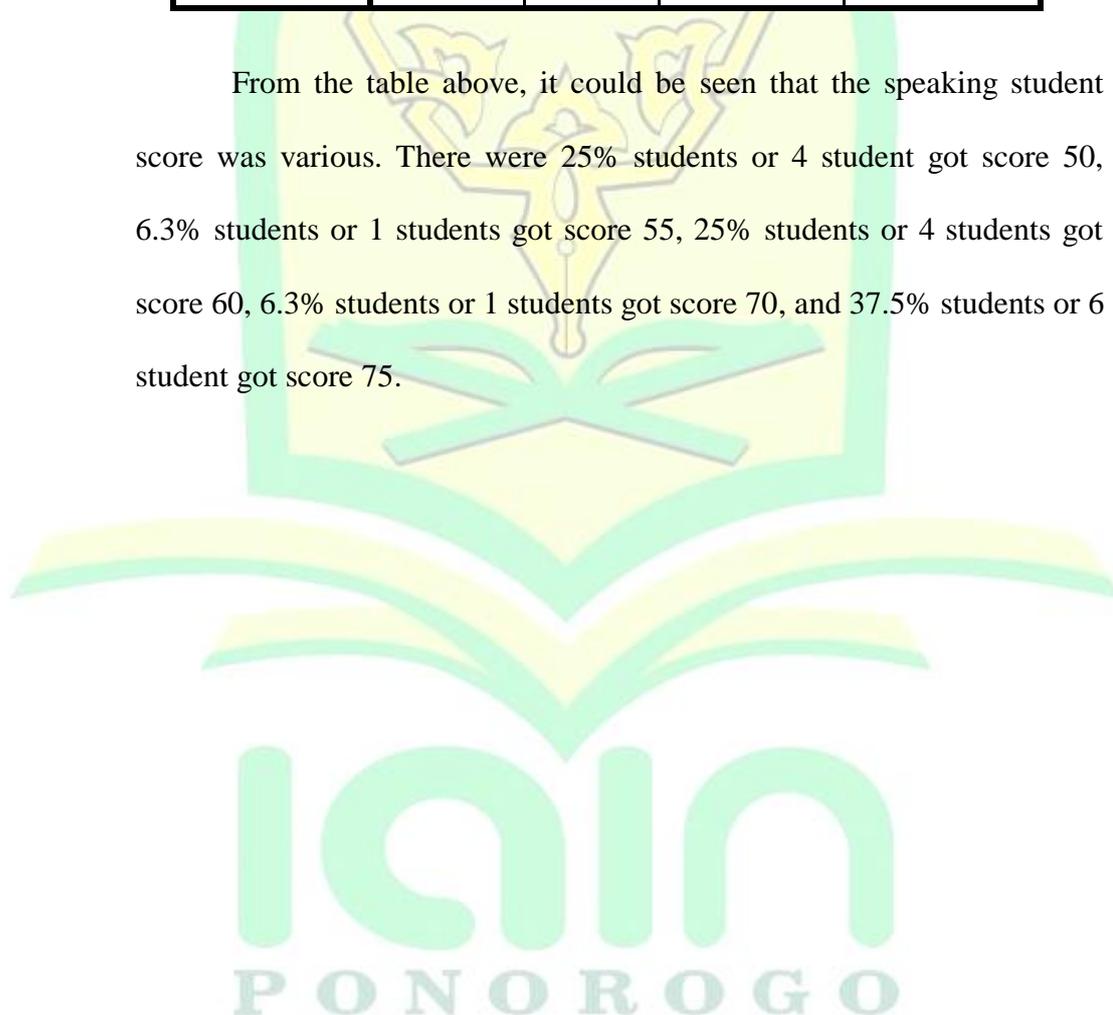
From the table above, it can be seen that the control class, the the highest score of pre-test is 75, while the lowest score of pre-test is 50. Furthermore, the highest score of post test is 75, while the lowest score is 60. The total score of pre-test is 1015 with the mean is 63,44. Meanwhile, the total score of post-test is 1085 with the mean 67,81.

The result of students' test of control class can be seen clearly on the following table. It will explore about pre-test and then the result of post-test in the control class

Table 4.9
Frequency distribution of Pre-Test in Control Class

Score Pre-Test				
	Frequency	Percent	Valid Percent	Cumulative Percent
50	4	25.0	25.0	25.0
55	1	6.3	6.3	31.3
60	4	25.0	25.0	56.3
70	1	6.3	6.3	62.5
75	6	37.5	37.5	100.0
Total	16	100.0	100.0	

From the table above, it could be seen that the speaking student score was various. There were 25% students or 4 student got score 50, 6.3% students or 1 students got score 55, 25% students or 4 students got score 60, 6.3% students or 1 students got score 70, and 37.5% students or 6 student got score 75.



Based on the table above, the histogram can be seen in as follows:

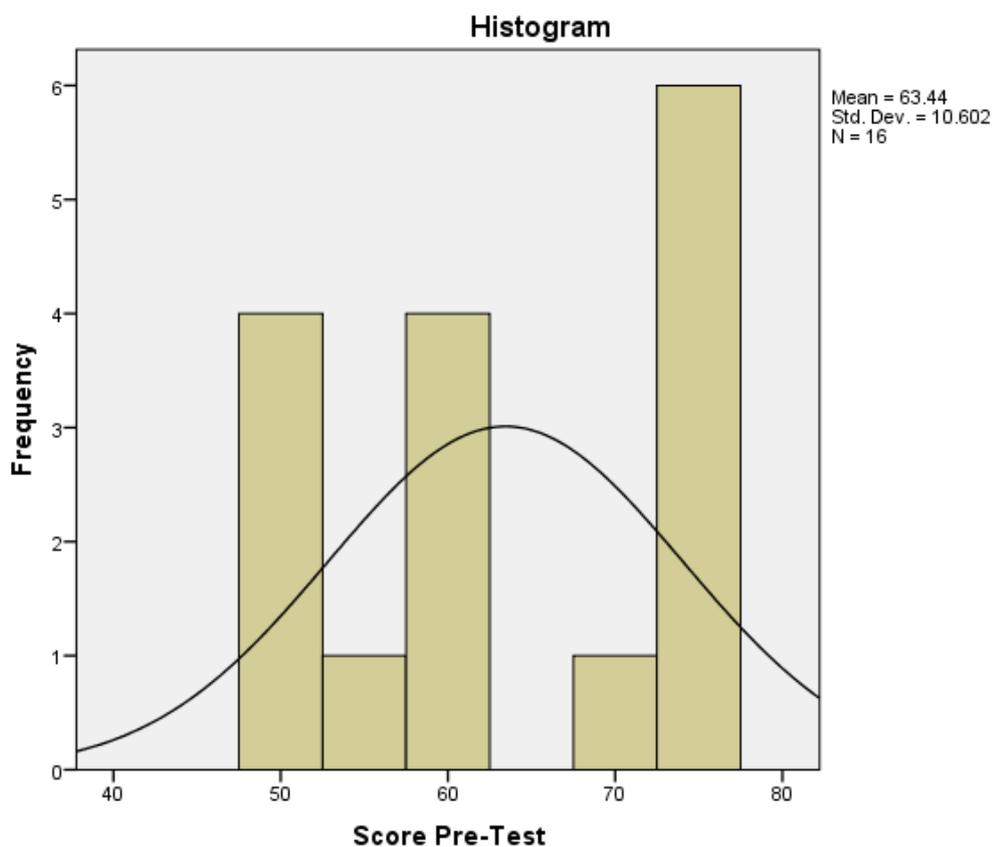


Figure 4.3
Histogram for Pre-Test in Control Class

From the histogram above it is stated $M = 63,44$ and $SD = 10,602$.

To determine the category of the students speaking score was good, medium or low, the researcher grouped score using standard as follows:

- a. More than $M + 1.SD$ ($63,44 + 10,602 = 74,042$) is categorized into good
- b. Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium
- c. Less than $M - 1.SD$ ($63,44 - 10,602 = 52,838$) is categorized into low

Thus it can be seen that the scores which are more than 74,042 is categorized into good, the score between 53-73 is categorized into medium, and the scores which are less than 52,838 is categorized into low.

That categorized can be seen clearly in the following:

Table 4.10
The Categorization of Students' Pre-test in Control Class

No	Score	Frequency	Percentage	Category
1	More than 74,04	6	37,5%	Good
2	Between 53-73	6	37,5%	Medium
3	Less than 52,83	4	25%	Low
Total		16	100%	

From the table above, it could be seen that the student speaking score who are not taught by using Plus Minus Interesting (PMI) technique in pre-test showed that 37.5% in the good category, 37.5% in the medium category, and 25% in the low category.

Table 4.11
Frequency Distribution of Post-test in Control Class

Score Post-Test

	Frequenc y	Percent	Valid Percent	Cumulative Percent
60	4	25.0	25.0	25.0
65	5	31.3	31.3	56.3
Valid 70	1	6.3	6.3	62.5
75	6	37.5	37.5	100.0
Total	16	100.0	100.0	

From the table above, it could be seen that the speaking student score was various. There were 25% students or 4 student got score 60, 31.3% students or 5 students got score 6.3% students or 1 students got score 70, and 37.5% students or 6 student got score 75.

Based on the table above, the histogram can be seen in as follows:

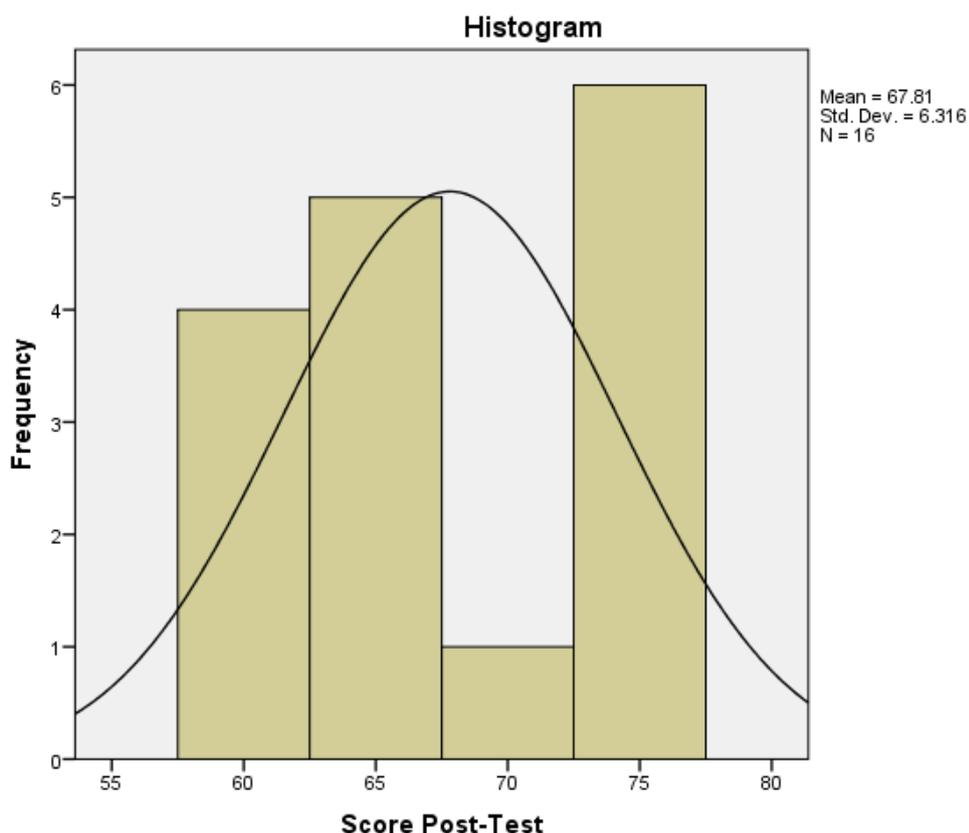


Figure 4.4
Histogram for Post-Test in Control Class

From the histogram above it is stated $M = 67,81$ and $SD = 6,316$. To determine the category of the students speaking score was good, medium or low, the researcher grouped score using standard as follows:

- More than $M + 1.SD$ ($67,81 + 6,316 = 74,126$) is categorized into good
- Between $M - 1.SD$ to $M + 1.SD$ is categorized into medium
- Less than $M - 1.SD$ ($67,81 - 6,316 = 61,494$) is categorized into low

Thus it can be seen that the scores which are more than 74,126 is categorized into good, the score between 62-73 is categorized into medium, and the scores which are less than 61,494 is categorized into low.

That categorized can be seen clearly in the following:

Table 4.12
The Categorization of Students' Post-test in Control Class

No	Score	Frequency	Percentage	Category
1	More than 74,13	6	37,5%	Good
2	Between 62-73	6	37,5%	Medium
3	Less than 61,49	4	25%	Low
Total		16	100%	

From the table above, it could be seen that the student speaking score who are not taught by using Plus Minus Interesting (PMI) technique in pre-test showed that 37.5% in the good category, 37.5% in the medium category, and 25% in the low category.

C. Data Analysis

Before testing the hypothesis, the data had to fulfill the assumption for testing hypothesis. There were normality and homogeneity test of the data.

1. Normality Test

Normality test is a kind of test that is used to find out whether the data is normally distributed or not. There are three kind of normality test, they are Kolmogorov-Smirnov, Lilieforsc, and Chi Square. In this research the researcher used Kolmogorov-Smirnov test and calculate the data by using SPSS 20 version.

a. Normality Test of Experimental Class

Table 4.13
Normality Test of Experimental Class

One-Sample Kolmogorov-Smirnov Test		Experiment_ Class
N		16
Normal Parameters ^{a,b}	Mean	55.94
	Std. Deviation	10.201
	Absolute	.280
Most Extreme Differences	Positive	.220
	Negative	-.280
Kolmogorov-Smirnov Z		1.119
Asymp. Sig. (2-tailed)		.163

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation of SPSS 20 version above, it can be seen that the test used one-sample Kolmogorov-Smirnov test. The table above showed that the value of Sig. (2-tailed) that was higher than α ($0,163 > 0,05$). It means that the data of experimental class is normality distributed.

b. Normality Test of Control Class

Table 4.14
Normality Test of Control Class

One-Sample Kolmogorov-Smirnov Test		Control_Classes
N		16
Normal Parameters ^{a,b}	Mean	63.44
	Std. Deviation	10.602
	Absolute	.237
Most Extreme Differences	Positive	.190
	Negative	-.237
Kolmogorov-Smirnov Z		.949
Asymp. Sig. (2-tailed)		.329

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation of SPSS 20 version above, it can be seen that the test used one-sample Kolmogorov-Smirnov test. The table above showed that the value of Sig. (2-tailed) that was higher than α ($0,329 > 0,05$). It means that the data of control class is normality distributed.

2. Homogeneity Test

Homogeneity test was used to decide whether a test was homogeneous or not. It was important because the similarity of both groups would influence the result of test. In this research, the researcher used SPSS 20 version to calculate the value of homogeneity test. The result of calculation as below:

Table 4.15
The Result of Homogeneity Calculation

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
.547	1	30	.465

Based on the calculation of SPSS 20 version above, it can be seen from the value of Sig. that was higher than α ($0,465 > 0,05$). It means that the data is homogeneous.

3. T-test

After conducting normality and homogeneity test, the researcher was testing the hypothesis. The researcher used T-test to analyzed the data. It was used to compare the students' speaking achievement that divided into two groups which were taught by using different strategy. They were experimental class and control class. In experimental class was taught by using Plus Minus Interesting (PMI) technique. Besides that, in control class was taught by using lecturing strategy. In this research, the researcher calculated the data of the research by using SPSS 20 version.

Table 4.16
Mean Score of Experimental Class and Control Class

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Experiment_Class	16	87.19	4.460	1.115
	Control_Class	16	67.81	6.316	1.579

Based on the table above, the result of data analysis showed that the students' means score of experimental class (students who are taught by using Plus Minus Interesting (PMI) technique) is 87,19 while the students' means score of control class (students who are not taught by using Plus Minus Interesting (PMI) technique) is 67,81.

Table 4.17
The result of T-test Calculation

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Score	Equal variances assumed	5.484	.026	6.023	30	.000	19.375	1.933	15.427	23.323
	Equal variances not assumed			6.023	26.981	.000	19.375	1.933	15.408	23.342

From the table above, it can be seen that the value of T-test is 6,023 and the degree of freedom is 30 ($df = db-2; 32-2 = 30$). The value of T_{table} in significant 5% is 2,04. To interpret the data above, the researcher formulate hypothesis as below:

H_0 : There was significant difference on students' speaking score who are taught by Plus Minus Interesting (PMI) technique and those

who are not at the tenth grade students of SMA Muhammadiyah 3 Jetis in academic year 2017/2018.

H_1 : There was no significant difference on students' speaking score who are taught by Plus Minus Interesting (PMI) technique and those who are not at the tenth grade students of SMA Muhammadiyah 3 Jetis in academic year 2017/2018.

The result of the research showed that the value of T-test is higher than T_{table} ($6,023 > 2,04$). It means that H_0 is accepted and H_1 is refused. It can be concluded that there was significant difference on students' speaking score who are taught by Plus Minus Interesting (PMI) technique and those who are not (by using lecturing strategy).

D. Discussion and Interpretation

This research was conducted to find out the effective teaching strategy, especially in speaking. Based on the computation above, it was shown that the difference coefficient of students taught using Plus Minus Interesting (PMI) technique and students not being taught using Plus Minus Interesting (PMI) technique is 6,023. That result was used to find out whether the difference coefficient was a significant coefficient or not.

Hypothesis test (t_0) at 6,023 from the computation above would be compared to the "t" index (t_t) with the condition stated below:

1. If the $t_0 \geq t_t$, H_0 was accepted. It means that there was a significant difference on students' speaking score who are taught by Plus Minus Interesting (PMI) technique and those who are not.
2. If the $t_0 < t_t$, H_0 was refused. It means that there was no a significant difference on students' speaking score who are taught by Plus Minus Interesting (PMI) technique and those who are not.

To determine the value of t_0 , the researcher was checking db and consulted with t_t score:

$$\begin{aligned}
 Db &= n_1 + n_2 - 2 \\
 &= 16 + 16 - 2 \\
 &= 30
 \end{aligned}$$

At the significant standard 5%, the value of t_t is 2,04. Then, the value of t_0 is compared to the value of t_t . The value of t_0 is 6,023. So, $t_0 > t_t$. It means that H_0 is accepted and H_1 is refused.

From the calculation, it can be seen that the students' speaking score who are taught by using Plus Minus Interesting (PMI) technique is better than those who are not. So, it can be concluded that there is significant difference on students' speaking score who are taught by Plus Minus Interesting (PMI) technique and those who are not at the tenth grade students of SMA Muhammadiyah 3 Jetis in academic year 2017/2018.

CHAPTER V

CLOSING

A. Conclusion

Plus Minus Interesting (PMI) technique is one of the alternative solutions that can be used by the teacher to teach speaking. Speaking which it becomes one of terrible part in English skill needed to be solved by Plus Minus Interesting (PMI) technique to make the learning process within the class actively and effectively. Through this technique can help the students to think broadly about a topic or issue, effectively in making decision, formulate the ideas. During the learning activities, the students were enjoyed, comfortable and enthusiast.

Based on the data analysis, it can be concluded that there is significant difference on students' speaking score who are taught by using Plus Minus Interesting (PMI) technique and those who are not at the eleventh grade students of SMA Muhammadiyah 3 Jetis in academic year 2017/2018. The students who are taught by using Plus Minus Interesting (PMI) technique get better score than those who are not. The result of this research is the mean score of the students' post-test from experimental class (87,19) is higher than control class (67,81). It has been found that the value of T-test is 6,023. This score is higher than t_{table} which is 2,04 in significant 5% with $df = 30$. It means that H_0 accepted. So, the use of Plus Minus Interesting (PMI) technique has significant difference in increasing students' speaking achievement.

B. Recommendations

Based on conclusion above, it can be delivered some suggestion that might be useful for English teachers, students, and readers, as follows:

1. For the English teachers of SMA Muhammadiyah 3 Jetis

It will be better for the teacher to improve the strategy of teaching speaking, especially using Plus Minus Interesting (PMI) technique, so the learning process in the class will be actively and effectively. The researcher expects the teacher of SMA Muhammadiyah 3 Jetis to be more creative and innovative in delivering the material that can make students more active in learning process. Plus Minus Interesting (PMI) technique can be one of some strategy which is used in teaching speaking, especially in recount text. It is appropriate strategy to improve the students' speaking achievement and make them more active to speak their idea.

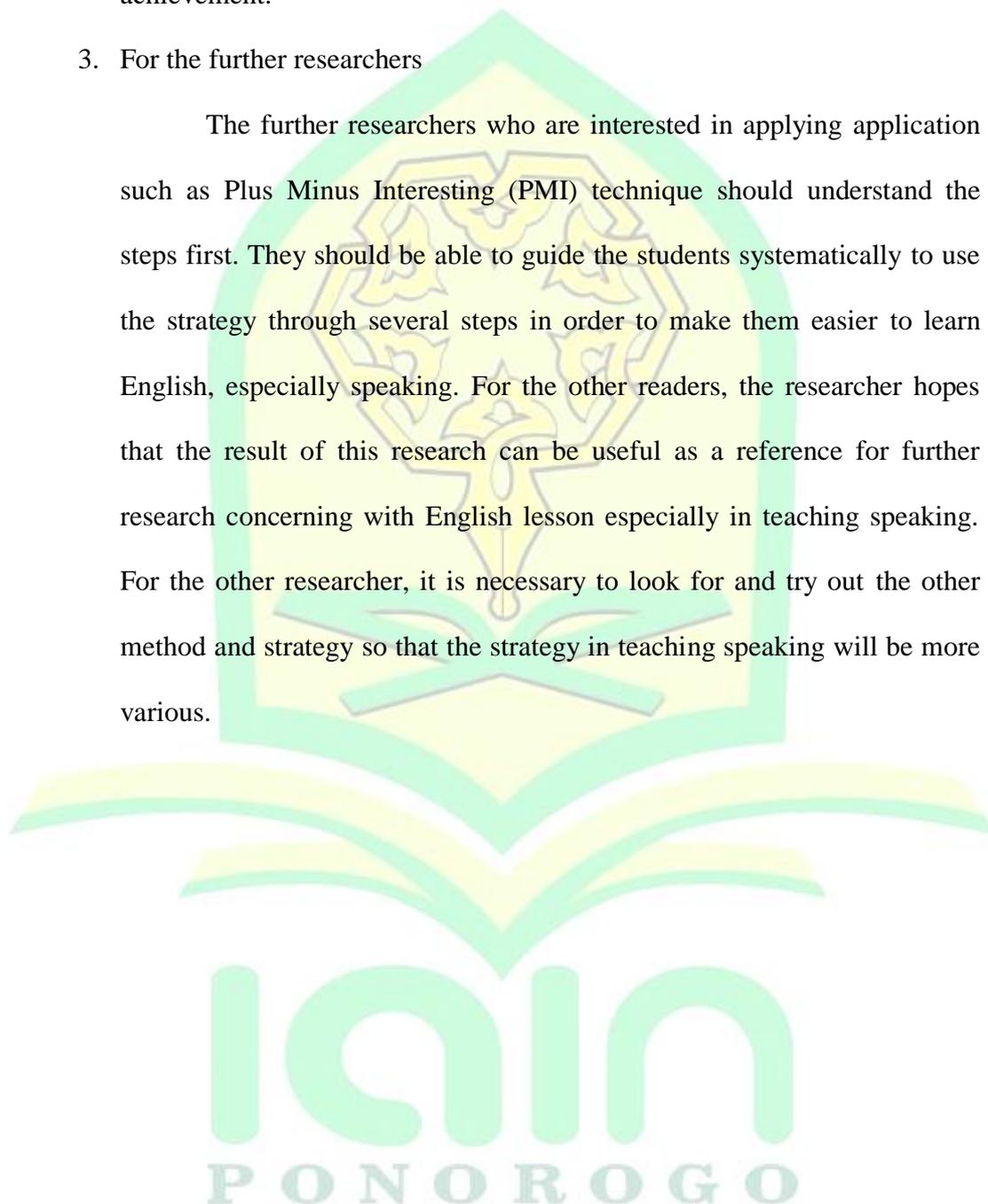
2. For the students

The researcher expects that the students at tenth grade of SMA Muhammadiyah 3 Jetis become more active during teaching learning process, especially English lesson. In English lesson there are four basic skills, one of them is Speaking skill. Speaking skill is important to interact with other people in habitual condition to share the meaning of information or service. The students should be active speak or share their idea during the lesson especially in recount text. Plus Minus Interesting (PMI) technique is a strategy that can encourage students to speak, because in Plus Minus Interesting (PMI) technique the students could speak not

only in single point of view but also in different point of view. So, Plus Minus Interesting (PMI) technique can be increase students' speaking achievement.

3. For the further researchers

The further researchers who are interested in applying application such as Plus Minus Interesting (PMI) technique should understand the steps first. They should be able to guide the students systematically to use the strategy through several steps in order to make them easier to learn English, especially speaking. For the other readers, the researcher hopes that the result of this research can be useful as a reference for further research concerning with English lesson especially in teaching speaking. For the other researcher, it is necessary to look for and try out the other method and strategy so that the strategy in teaching speaking will be more various.



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