THE EFFECT OF PLUS MINUS INTERESTING (PMI) METHOD ON STUDENTS' ACHIEVEMENT IN WRITING ANALYTICAL EXPOSITION TEXT A STUDY AT THE ELEVENTH GRADE OF STUDENTS SMK NEGERI 1 PADANGSIDIMPUAN

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Abstract

The purposes of this research is to find out whether there is away significant effect of plus minus interesting method on students' achievement in writing analytical exposition text at the eleventh grade of students SMK Negeri 1 Padangsidimpuan. This research was conducted by using experimental method is one group pretest-posttest design.The population of this research is all of the eleventh grade students technique computer of SMK Negeri 1 Padangsidimpuan that consist of 71 students. Then, the sample was taken from the population by cluster sampling technique, the technique for collecting data is by observation sheet and giving essay test and the total sample is 34 students.After calculating the data experiment analysis, it was found that the mean score of students writing analytical exposition before taught by using plus minus interesting method is 60,75, it is categorized "Fair", while the mean score of students writing analytical exposition after taught by using plus minus interesting method is 80, it is categorized "Excellent".The alternative hypothesis can be accepted. Where the result of hyphotesis test shows that t_{test} is 10,83, while the samples are 34 students or N = 34 students. The degree of freedom (df) is N- 1 =34-1 = 33. The score df of t_{table} at 5% significant level from 33 is 2,03. So, from the based on the explanation above t_{test} is higher than t_{table} ($t_{test} > t_{table}$ = 10,83 > 2,03). It can be concluded that is a significant effect of PMI Method on students' achievement in writing analytical exposition text at the eleventh grade of SMK Negeri 1 Padangsidimpuan.

Keywords: Plus Minus Interesting, Analytical Exposition, Writing.

INTRODUCTION

English is the international language in this world. That's way mastering English is a necessary for every student in some countries especially in Indonesia. Generally, many students think that English is the difficult subject. Based on the fact that the level of achievement and mastery English is very different. So in the learning process, it is needed the carefulness of the teacher in selecting the appropriate teaching method which is suitable to the materials to improve the English learning outcomes. It proves that English is very important subject in Indonesia. The teaching and learning process does not only convey and receive knowledge, but also it contains the educational elements, such as the students are expected to get the good changing in the fields of science, understanding, skills, values, and attitudes. Meanwhile, the teachers are expected to be able to create a quality of teaching and learning process, and they can give an understanding which will be affected on improving the learning outcomes of students.

Therefore, the government makes English lesson for every school level in curriculum. English curriculum, 2013 curriculum (Kurikulum 2013; K13) in 2017. Thus the teaching and learning of English become important issue in Indonesia. Teaching English in Indonesia is focused on the ability of student's communication. The communication can be in oral and written forms. The learner should be able to learn the four language skills that should be achieved in learning process, namely: listening, speaking, reading, and writing. In four skills writing has always occupied place in most English for occupational or academic purposes. Writing is one of important skills in teaching English.

Writing skills are very important as well as writing in this globalization, especially for the student. These skill need to be mastered by them. It is because by mastering, students are able to communicate and express themselves. These skill are necessity for them in getting jobs due many companies in private sector and administration institute require employees who have good writing skill.

There are many kinds of genre text can be used in writing, such as narrative, descriptive, procedures, explanation, recount, report, exposition, argument and etc. they are useful for the teacher to achieve the instructional goals of teaching learning process and they can also be interesting for the students. One of kind genre used is analytical exposition text. In analytical exposition, students are required to generate ideas well because in writing analytical exposition they have to present their opinion of something or

logical order. Analytical exposition text is a type of spoken or written text that is intended to persuade the listener or readers that something in the case. To make the persuasion stronger, the speaker or writer gives some arguments as and the fundamental reasons why something is the case, they should be able to convey their ideas into convincing paragraphs by using appropriate and suitable words, the form them into one unity so that the writing hold the meaning as they intend to. For the purpose, they should be able to elaborate their ideas into details clearly and arrange the paragraphs skillfully. Mastering grammar and vocabulary as the teacher always do the same method like lecturer and question answer so that why the student always feel bored and didn't interest in teaching and learning writing analytical exposition text. Thus, English teacher should be creative in developing their teaching and learning process to create good atmosphere, improving student's writing skill, and making classroom active learning not bored to study and keep silent.

When the researcher asked them why did not understanding about writing analytical exposition text, they said that they felt confused, difficult, and bored to write analytical exposition. It is cudicated by the average of students SMK Negeri 1 Padangsidimpuan, it is only 45-50 under Kriteria Ketuntasan Minimum (KKM), But in real fact the KKM of this school is 75. In this case of course have some effect why their analytical exposition text was low in teaching and learning English also their interest low such as: grammar, vocabulary, mechanic, organization, content and some effect or factor that influence this problem namely: family background, teaching method or strategy that teachers used, school facilities, motivations from parents and teachers, student's vocabulary, grammar mastery and any problems. The problem from the teacher is teaching method that is done by the teacher in presenting the materials.

To solve this problem, the teachers at the school at SMK Negeri 1 Padangsidimpuan have done many efforts such as applying some method of teaching elaborate: TGT, question and answer, Think Pair Share, and media by presenting the learning materials using effective and useful method. Teacher teaching analytical exposition text use media like powerpoint about analytical exposition text. Then teacher giving some exercise, discussion, giving homework and remedial. But the result still not like expected. It was very difficult for them to identity the teaching method on understanding of writing analytical exposition text.

So, it can be summed up that writing was a hard work which needs as plenty of time for only generates and organizes the ideas but also must translate the ideas into understandable writing by using grammatical rules correctly, and it takes a process which needs a lot of practices to be good writing. Therefore, it was inevitable for students of not making mistakes in their English writing because it was the most complex skill. If this problem is not solved as soon as possible, it can be affected for the students motivations in studying writing analytical exposition text. Consequently, students will feel more difficult to study writing analytical exposition text.

The researcher choose the students' of eleventh grade as the subject of the research because writing a text especially analytical exposition text which are correct in method because the researcher thinks that the most helpful solution is by searching most effective method that can be used in teaching writing analytical exposition text. In order, to improve the students' achievement to write analytical exposition text the researcher applies Plus Minus Interesting (PMI) method as the students' achievements in study English especially in writing analytical exposition text and arise their interest in study English.

Based on the previous explanation, the researcher interested to conduct a research about the students' achievement in writing analytical exposition text. In this case the researcher focuses on applying plus minus interesting method because the researcher believes that students more understand. The teaching methods that are chosen by the researcher is plus minus interesting method. The researcher chooses this method because the researcher wants to know if there is a significant effect on students achievement in' Writing Analytical Exposition text'

1. Writing

Writing is the process of the communication to convey the meaning to the receiver or word in from sentences, paragraph, verse, and so forth. Writing also can be call as the activity which is often does by someone to deliver information to other people. In this case, writing can't separate from learning activity of the students at the school.

Patel and Jain (2008: 125) say that "writing is the most efficiently acquired when practice in writing parallels practice in the other skills". While, Taylor and Francis (2009: 113) "writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading". It means that, writing activity deliberate as a lot of aspects that should be employed by a writer in order to produce a coherent text.

According to Nation (2009: 113), writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use. One of them presents some problems that are learn by students' namely Exposition text. There are two kinds of exposition text they are hortatory exposition and analytical exposition text. In this case, the researcher only discusses about writing analytical exposition text.

In addition, there are some criteria of writing assessment such as content, a writing text should have an excellent support so that it is attractive to be read. More ever, it should have unity and coherence in order to make the readers exactly known about what the writer want to tell their writing. Organization, it making a text, it must use three basic part: introductory, body and concluding paragraph. Grammar, important aspect of writing. Good writing must show choice should have the correct idiomatic vocabularies and correct word form. Mechanic, in writing mechanic consist of punctuation mark, identity and capitalization of letter. When writing a paragraph, we must use correct punctuation marks, in order to use the correct punctuation marks, learners must concern with the identity and capital letters.

Brown (2007: 142) suggest some form as follows: grammar, vocabulary, mechanic, content, organization. Here see the aspect of indicators writing above:

a. Grammar

Grammar is sometimes defined as 'the way words are put together to make correct sentences'. Grammar is one of the language components. Grammar is the role by which we put together meaningful words and parts of words of language to communicate messages that are comprehendible. Brown (2000: 362) grammar is the system of the rules governing the conventional arrangement and relationship of words in a sentence. Based on the explanation above, researcher concludes that grammar is the way to in forming a good sentences based on the situation. So that we have a good language when we are make some communication with another people.

b. Vocabulary

Vocabulary is one of the important aspect that supports writing in certain language is vocabulary. It deals with the right and appropriate words. Vocabulary plays important role in writing skill. It cannot be ignored in writing learning. vocabulary can be defined, roughly, as the words we teach in the foreign language. Hughes (2003: 28) says that vocabulary is students' ability in selecting in word and applying the accurate form in the accurate situation. It means mastering vocabularies is very important for the students. From explanation above, researcher can concludes that it is impossible to get writing well without mastering the vocabulary, so vocabulary is a one of the aspect that support the writing activities.

c. Mechanic

Mechanic is term we use to describe the technical aspects of writing, such as spelling, punctuation, capitalization, use of numerals and other symbols, etc. these are conventions, and you just have to memorize them.

d. Content

In good writing has a content good. Good writing containing the information is completely accurate and the truth can be justified scientifically. Acoording to Ur (2009: 197) content is a topic the language talks about, as distinct from the language content. Brown (2003: 388) conclude "content validity is if a test actually samples the subject matter about which conclusion are to be drawn, if it requires the test taker to perform the behavior that is being". Based on the explanation above, researcher can concludes that content is something explain from sentences that should have meaning.

e. Organization

Organization is the arrangement of ideas, incidents, evidence, or details in a perceptible order in a paragraph, essay, or speech. In classical rhetoric, organization was known as arrangement or disposition.

Based on the explanations above, the researcher concludes that grammar, vocabulary, mechanic, content and organization are the factors that can influence students' achievement in writing analytical exposition text.

2. Analytical Exposition Text

Analytical Exposition is a type of spoken or written text that is intended to persuade the listener or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments are the fundamental reasons why something is the case. Siahaan (2008: 34) concludes "Analytical exposition text is neither a paragraph nor an essay. Instead this conforms to any written English text containing one or more than paragraph in which the writer peoples that something is the case." According to Djuharie (2007: 31) stated that in the analytical exposition text researcher thrust view, idea, or in the idea that a topic or phenomenon or problem needs attention or data amplifier without appeared attempt to influence or persuade the reader to have the attitude of the pros-cons of something. Social Function When we are read a text, we should have a skill to comprehend the text by our understanding based on the text. Suparman (2008: 62) says "the social functions of analytical exposition are to persuade the reader or listener that something is the case." Generic structure is the way in which elements of a text are arranged to match its purpose of reading. Siahaan (2008: 52) notes that this structure can be observed by readers, and writers will use this knowledge to structure the generic structure of analytical exposition are:

1. Thesis
   a. Position: introduces topic and indicates writer's position.
   b. Preview: outline the main arguments to be present
2. Arguments
   a. Point: restates main argument outline and preview

    b. Elaboration: develops and supports each point/argument

3. Reiteration: restates writer's position

3. Plus Minus Interesting Method

PMI (Plus Minus Interesting) is a method of learning that the teacher can use to teach subject matter for all of students. PMI use the table chart as a media to make students interesting on following subject matter in teaching-learning process.

According to Bono (2000: 18), "The PMI is a powerful thinking tool that is so simple that is almost unlearn able- because everyone thinks he or she uses it anyway. It means PMI technique is so easy to use because we can use it anyway. Next, Harrington (2000: 241) says, "An idea evaluation weapon that analyzes the idea or concept by making a list of positive (+), negative (-), things related to the idea or concept. It also uses a third column, called "interesting". It means to analyze our idea we can make column with plus, minus, interesting points.

Similarly, Walker (2004: 57) says, "A PMI chart is a tool for listing the plus minus interesting aspects of a particular issue or choice. PMI charts helps students generate ideas and organize". It means PMI is a chart that has plus, minus, interesting aspects.

a. Steps of PMI Method

PMI method has the steps in teaching and learning process. James (2000: 241) states that there four steps of PMI method:
1. Writer down the problem statement.
2. Writer down a solution idea. Alternative solution should have been generated previously.
3. Conduct a brainstorming session on the pluses of the idea. Writer down
4. Conduct a brainstorming session on the minuses of the data, analogues to the pluses session in the step 3.

In addition Bono (2000: 24), "two steps of PMI method: Deliberately to carry out the PMI operation. To observer and react to what has been turned up by the PMI scan. It is not unlike preparing a map and then reacting to what is on the map.

According to Lucas (2005: 95), "four steps of PMI method: first take an idea or proposition, second in pairs explore what is positive, what is negative and what interesting about it, third see how many ideas you can generate under each of the above labels, fourth then review your list. Often you will find that the germs of some really good ideas are in the 'interesting' column, for the tendency of our mind is to classify things in black or white terms.

b. Advantages of PMI Method

To apply something everyone must know what the effectiveness of it. There are some advantages of PMI method. According to some experts.

James (2000: 241) says here are the basic advantages of PMI
1. PMI helps you avoid rejecting a valuable idea that seems bad at first sight
2. PMI is likely to reveal the disadvantages of an idea you like very much
3. PMI shows that ideas are not just good or bad, but can also be interesting if they lead to other ideas
4. PMI helps base judgments on the value of the idea, not on your emotions at the time, and the last five with PMI, you decided whether you like the idea after you have explored it instead of before.

Bono (2000: 23) says "the PMI is useful because it is more oblique than direct disagreement or confrontation. Normally the person so asked is not afraid to do a PMI because he or she feels that this will only support the view that is already held.

METHODOLOGY

To conduct this research, the researcher chooses SMK Negeri 1 Padangsidimpuan. It is located on Jl. ST. Soripada Mulia No. 25 Kecamatan Padangsidimpuan in area Sadabuan. The headmaster of this school is Drs. Sudirman Harapan. The research will be conducted for three months from April until June 2017.

According to Arikunto (2014: 203) says, "Method of research is the way that used a researchers to collecting data in a research". Furthermore, Sugiyono (2011: 2) said that method of research is "cara ilmiah untuk mendapatkan data dengan tujuan dan kegunaan tertentu".

Method is a way, system, procedure, and rule used by teacher to make the process of studying to be simple and should be followed by evaluate the research. Arikunto (2014: 9) said that the experimental method is the way to find out the relation of cause and effect (cause relation) between two factors that is raised by the researcher with eliminating the other bother factors. It means this method use to find out the relation of cause and effects between two factors by minimizing the other factors that are able to influence it.

In conducting the research, certainly needs population.

According to Arikunto (2014: 173), "Population contain of object or subject that has certain quality and characteristic that should by the researcher to learn and get the conclusion.

Bungin (2005: 173) said that population is the whole of the research object which can be either humans, animals, plants, air, symptoms, value, events, attitudes and so forth, so these object can be a source of research data. In addition Sukardi (2005: 53), said that population in principle are all members of a group of humans, animals, event, or subject that live together in one

place and become the target of a planned conclusion of the final result of a study. Based on the quotation above, the population of this research is the eleventh grade of students SMK Negeri 1 Padangsidimpuan which consist of 2 classes and total of the population are 71 students. Sample is part or vice of population which should be choose in the research. Arikunto (2014: 174) said that sample is a part of presenting of population. Wilcox (2009: 5) says, "A sample is any subject of the population of individuals or things under study". In addition Trianto (2010: 256) said that sample is partially or representative sample of the population studied. The kinds of sampling technique in this research are used by cluster sampling. The sample are taken one classes, they are class XI Technique Computer-2, which consist of 34 students.

RESULT

After conducting the Research in SMK Negeri 1 Padangsidimpuan by observation sheet and giving test to the students in order to see the effect of plus minus interesting method on students' achievement in writing analytical exposition text, the researcher shows the result of the research as follows: after collecting the data, the students' achievement in writing analytical exposition before using PMI method at the eleventh grade of students SMK Negeri 1 Padangsidimpuan is categorized "Fair", it was found that the lowest score of the students before using plus minus interesting method the lowest score is 45 and the highest is 80. It is concluded in order to know the description of the data from the calculation It is found that the average of mean score was 60,76, the median was 61,16 and the mode is 64. The researcher get 6 interval classes. first, from the interval between 45-50 there are 5 students or 14,70%. Second, from the interval between 51-56 there are 8 students or 23,52%. Third, from interval 57-62 there are 6 students or 17,64%. Fourth, from the interval 63-68 there are 9 students or 26,47%. Fifth, from the interval between 69-74 there are 2 students or 5,88%. And the last, from the interval between 75-80 there are 4 students or 11,76%. So, the researcher concludes that majority students got 63 – 68 score are 9 students from 34 students. The result of students' achievement in writing analytical exposition after using plus minus interesting method is categorized "Excellent". the lowest score is 70 and the highest score is 87. It is concluded in order to know the description of data from the calculation. It is found that the average of mean score was 80, the median was 76,84 and the mode is 76,01. The researcher gets 6 interval classes. first, from the interval between 70-72 there are 8 students or 23,52%. Second, from the interval between 73-75 there are 5 students or 14,70%. Third, from the interval between 76-78 there are 9 students or 26,47%. Fourth, from the interval

between 79-81 there are 6 students or 17,64%. Fifth, from the interval between 82-84 there are 3 students or 8,82%. And the last, from the interval between 85-87 there are 3 students or 8,82%. So, the researcher concludes that majority students get score 76-78 are 9 students from 34 students. The data is analyzed by using t_{test}. is 2.03 significant level and 10.83 freedom (df) (table-count 17.14 > t-table 2.05).

From calculation of the data, the value of t_{test} is 10,82. While, the samples are 34 students. The degree of freedom (df) is N – 1= 34-1 = 33. So, it was obtained in the table, but because in t_{table} there is no degree of freedom (df) = 33 so, the researcher takes the nearest of degrees of freedom, namely 35. The researcher takes the score df of t_{table} at 5% significant level. After finding the score of t_{test} and t_{table} , both of the scores are compared. It is found that t_{test} is higher than t_{table} ($t_{test} > t_{table} = 10,83 > 2,03$).

Based on the previous explanation, it has been found that the result of students' achievement in writing analytical exposition text by using plus minus interesting method is higher. So, the hypothesis in this research can be accepted.

DISCUSSION

From the result of this research, the researcher compares with the previous related research. In this research, the researcher found that students' achievement in writing analytical exposition after using PMI Method is higher. It means PMI is suitable method in teaching writing analytical exposition text. Hypothesis can be accepted because after taught by PMI Method students can learn English more effective, students can see the different opinion, from different view in same time. And it can make the students more easy in study.

So, the researcher concludes that PMI Method has good effect in writing analytical exposition text.

CONCLUSION

Based on the result of this research, the researcher comes to the conclusions that the scores of the writing analytical exposition text at the eleventh grade of students SMK Negeri 1 Padangsidimpuan 2016/2017 academic year can be seen as follows:

1. The result of the data description shows that the mean scores of students achievement in writing analytical exposition text taught without using PMI Method is 60,76. It is categorized "Fair".
2. The result f the data description shows that the mean scores of students achievement in writing analytical exposition text taught by using PMI Method is 80. It is categorized "Excellent".

3. By comparing both of mean scores of students achievement in writing analytical exposition, it is found that writing analytical exposition by using PMI Method is better than without using PMI Method. It is proved by the result of the data analysis by using t_{test} formula in which t_o calculation is bigger than t_{table}, that is $10,82 > 2,03$. It means there is a significant effect of PMI Method on students' achievement in writing analytical exposition text at the eleventh grade of students SMK Negeri 1 Padangsidimpuan 2016/2017 academic year. So, the hyphotesis in this research can be accepted.

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