

THE INFLUENCE OF PLUS, MINUS AND INTERESTING (PMI) STRATEGY TOWARDS STUDENTS' SPEAKING ABILITY IN AN INDONESIAN PRIVATE SECONDARY SCHOOL

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Abstract

Nowadays, the lack of opportunity for students to practice speaking in English classroom makes them difficult to improve their speaking ability. Therefore, this study will address PMI, stands for Plus, Minus and Interesting strategy that can encourage students to speak by thinking the plus, minus and interesting points of the topic. This study used Quasi-Experimental research for the students at second grade of SMP-IT As-Salam Ambon. It is aimed to find out whether the students who are taught by using PMI strategy had better achievement in their speaking ability rather than those who are taught by using Question and Answer strategy. This study was conducted during 8 meetings. First meeting was the pre-test, 6 meetings were the treatment and the last meeting was the post-test. The result reveal that after PMI strategy had been applied, the students in experimental class was significantly had better achievement in speaking ability than the students in control class based on their pre-test and post-test result. Thus, PMI strategy could influence students' speaking ability because it can open the opportunity for the students to elaborate their ideas, to help them make a decision in a short time and to increase their participation in speaking activity.

Keywords; Speaking Ability, PMI (Plus, Minus and Interesting) Strategy and Question and Answer Strategy.

INTRODUCTION

Speaking is a part of communication and being able to speak fluently in transferring a message has become the important thing. It is known as a productive skill because students can express their ideas and opinions orally. Then, teacher gives all instructions mostly in speaking. Brown (2000) described "*Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information*". Simply, how people could achieve goals through speaking activities.

First thing the researchers did in their preliminary study was doing library research. As a result of their library research, they found Lazaraton (2001) as mentioned in Romero (2006) said that in the recent years fluency became the important factor in order to improve speaking ability. Moreover, students should think about *how often* the

communication practice happened inside or outside the classroom. On the contrary, the lack of opportunity to practice speaking and uneven participation make the students could not develop their speaking ability (Ur, 2009; Hosni, 2014).

Meanwhile, according to Tuan and Mai (2015) one of the factors that affecting students' speaking problems is self-confidence. When the students would like to speak sometimes they were afraid if their answer was incorrect or grammatically error. It was supported by Ur (2009) who said that inhibition became the problem that the students' faced in speaking activities.

Additionally, according to Nunan (2003) as mentioned in Kayi (2006), "*Teaching speaking should organize students' thoughts in a meaningful and logical sequence*". It was because speaking was not only about how to communicate or deliver idea but also

how to train students to think deeply before delivering their ideas to others. Unfortunately in reality, most of the students only speak in a single aspect of a topic. For example; the teacher asked students' opinion about fast food. At the beginning, most of them loved the idea but after that they changed their opinion because they thought consuming a fast food was good but if it became a habit it would give the negative impact to their body.

In addition, there are 2 previous relevant studies such as: First, Zulyandri (2010) did a study about teaching speaking by combining PMI (Plus, Minus and Interesting) strategy and Community Circle Strategies in senior high school. Her subject was the students at SMA PGRI 1 Padang. She used Classroom Action Research (CAR) as the research methodology. As a result, teaching speaking through PMI strategy was successfully in engaging students to participate in classroom activities because it can help the students to understand the material well and the students become creative and more social in their personality because they could share their opinion to others. Secondly, Mirawati and Amri (2013) conducted a study about improving students' speaking ability through PMI (Plus, Minus and Interesting) strategy at junior high school. They examined their research in SMP 3 Lubuk Alung. In line with Zulyandri (2010), they used Classroom Action Research as the research methodology. So their result was by implementing PMI strategy students were easy to find solution in a problem. Then, it could help them in decision making and felt free to express their opinion orally to their friends. Moreover, most of speaking problems occurred in the school came from the teacher's side in their research.

Based on the library research above, the researchers deduce one of the strategies in teaching speaking was PMI (Plus, Minus, and Interesting). It was developed by Bono (1982) in his book "*De Bono's Thinking Course*". Bono's believes that the PMI strategy is a powerful thinking tool and it can encourage students to speak. Why PMI? Because the goal of PMI is to help the students to think a

topic in different point of view and to help them to make a decision.

The study was focused on the following research questions:

1. How well is the students' speaking ability at second grade of SMP-IT As-Salam Ambon?
2. Do the students who are taught by using PMI (Plus, Minus, and Interesting) strategy have better achievement in speaking than those who are taught by Question and Answer strategy?

The hypothesis of the study was "The students who are taught by using PMI (Plus, Minus and Interesting) strategy will significantly have better achievement in their speaking ability rather than those who are taught by Question and Answer strategy".

LITERATURE REVIEW

The Nature of Speaking

According to Hosni (2014) speaking is the medium to express meaning or idea which a new language is encountered, understood, practiced, and learnt. On the other hand, "Teaching speaking should organize students' thoughts in a meaningful and logical sequence" (Nunan, 2003 as mentioned in Kayi, 2006). It is because speaking is not only about how to communicate or deliver our idea but how to train students to think deeply before speak out.

The Problems of Speaking

The typical students' problems in learning speaking according to Richards (2008) as follows: Lack of vocabulary needed to talk about common utterances, lack of communication strategies, cannot participate actively in conversation, poor grammar and pronunciation. On the other hand, Ur (2009) stated there are some speaking problems that teachers can come across in getting students to talk in the classroom. There are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use.

PMI (Plus, Minus and Interesting) Strategy

Definition of PMI Strategy

According to Bono (1982) said that PMI strategy is a powerful thinking tool and it can encourage students to speak. "PMI (plus, minus, interesting) is a thinking activity that encourages participants in a discussion to look at an idea from more than one viewpoint before speaking" (Rouse, 2012). First, the students will think about the plus or the positive points of the topic, then the minus or the negative points of the topic, and the last is the interesting points.

Procedures of Implementing PMI Strategy

The procedure in implementing PMI strategy according to Klippel (1992) as follows:

1. The teacher gives an idea or topic. The topic should familiar for the students.
2. The students have to think of the plus point, minus point and interesting point of the topic.
3. The students work with a partner and share their ideas for a few minutes.
4. The ideas are discussed with the whole class.

PMI Strategy as of Teaching Speaking Strategy

A good strategy is one of the reasons behind student success in learning speaking, especially at the junior high level. According to Bono's (1982) theory, PMI is a simple thinking tool because it is easy to use and to explore the ideas into specific. When someone is think about good, bad and the interesting point of a topic that is called the PMI. Besides, it will help you to organize and to elaborate your ideas. The goal of PMI is help the students to think clearly and widely about a particular topic/issue, it motivates students to speak, help them in decision making, also they will feel free to speak because there is no value judgment in their speaking.

METHODOLOGY

Research Design

This study used under quantitative research method by applying experimental research design aimed to determine whether the strategy or the treatment had a significant influence on students' speaking ability. This Quasi-Experimental research used experiment and control class. In the experiment class, the researcher applied PMI (Plus, Minus, and Interesting) while in the control class, the researcher applied Question and Answer strategy that usually used at school.

Research Setting and Subject

The setting of this research was at SMP-IT As-Salam and the subjects were the students of VIII-A and VIII-B. The total populations of both classes were 44 students consist of 22 students in VIII-A and 22 students in VIII-B. Moreover, they were treated differently. PMI (Plus, Minus, and Interesting) strategy was applied in the VIII-B as the experimental class. Meanwhile VIII-A as the control class was treated by Question and Answer strategy.

Research Procedures

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 ability. Second, the researcher used strategy or treatment to analyze the influence of the strategy on students' speaking ability. Last, the researcher managed the post-test to know the influence of the strategy on students' speaking ability whether it had the significant differences or not.

Experiment Class Procedures

The research was divided into 8 meetings. In the first meeting, the researcher used pre-test in form of oral test to measure how far students' ability in speaking before implementing the PMI (Plus, Minus, and Interesting) strategy. 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 2nd until 7th meetings, the researcher applied PMI (Plus, Minus, and Interesting) strategy. 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.

Control Class Procedures

In the first meeting, the teacher gave the students pre-test in order to measure the students’ ability in speaking. Then, for the second until fourth meeting the teacher offered some topics for students. Therefore, they had the opportunity to express their ideas toward the topic. In the last meeting, there was the post-test where the students were speaking within 1-2 minutes about the topic that already provided by the teacher orally.

Instrument

In collecting the data, the instrument was used to compare the significance difference between the two classes which were experiment and control classes from the first meeting until the last meeting. In this research, the researcher used test as an instrument to collect the data such as pre-test and post-test. The form of those tests was oral test. It used 2 assessors such as the researcher and the English teacher in assessing students’ speaking ability. In addition, students’ answer was recorded to help the researcher to analyze the data.

Data Analysis

The researcher used descriptive statistic to answer the research question 1 while inferential statistic to answer the research question 2 and to test the hypothesis.

RESULT AND FINDINGS

Pre-Test Result of Experiment Class and Control Class

The test was administrated in the first meeting. The form of the test was an oral test. It consisted of 6 questions (See Appendix 1). The researcher gave the students 1-2 minutes

to speak individually and gave their ideas about the topic orally.

Based on the result of the pre-test, there was none of students in experimental class who achieved “6th” rate as the highest rate of the test. Meanwhile, there was only 4.55% student who achieved “5th” rate and 18.18% students got “4th” rate in experimental class. Most students in the experimental class achieved “3rd” rate in their speaking ability which consisted of 40.91% students. While 22.73% students got “2nd” rate in their score. Lastly, the rest of 13.64% students left were those who achieved the lowest score of the rating. The result of pre-test from the experiment class is offered in the following chart below!

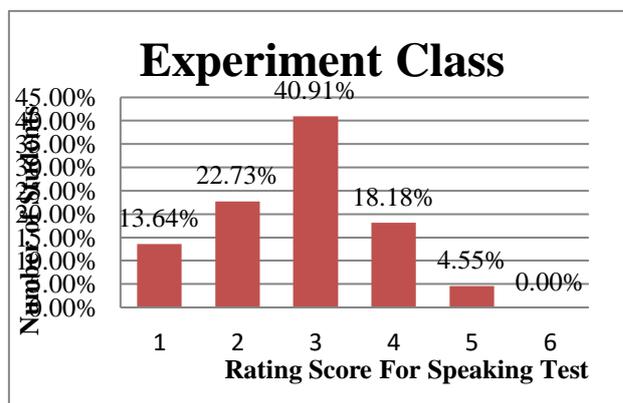


Figure 1. The pre-test’ result of Experimental Class

On the contrary with the result of pre-test from the experimental class, in control class not only there was none of the students who got “6th” rate but also “5th” rate for their speaking test. Meanwhile, 9.09% students got “4th” rate in their test. Next, 31.82% students got “3rd” rate while the highest amount of the students which were 45.45% students only got “2nd” rate in the test. Finally, the number of students left was those who achieved “1st” rate category. The result of pre-test of control class visibly shown in the chart below!

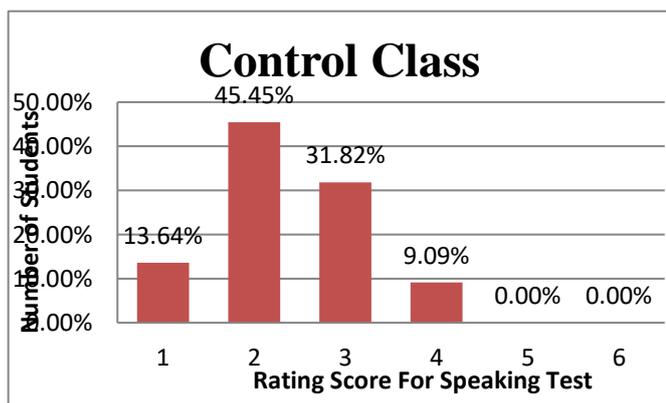


Figure 2. The pre-test' result of Control Class

As the data of pre-test was collected, the next step was analyzing the value of mean score, variant of the variable, deviation standard and deviation of error standard of the data on the pre-test on both experimental class and control class. As a result, the value of mean score was 46.23, the value of deviation standard was 17.79, the value of error standard was 3.79 and the value of variant of variable was 316.37. Next, on the control class the result showed that the value of mean score was 39.32, the value of deviation standard was 14.18 and the value of error standard was 3.02 and finally the value of variant of the variable was 201.18.

The results above finally directed the researcher to analyze the value of error standard of variable x (Experiment class) and variable y (Control class) and the value of F-test. Thus, the researcher got the value of error standard of variable x (experiment class) and y (control class) is 4.85, whereas the value of F-test was 1.6.

Post-Test Result of Experiment Class and Control Class

From the post-test result of experiment class, there was a quite significant improvement of the students in their achievement of post-test in comparison with their score on pre-test before. The chart below showed that there were 9.09% students can achieve the highest rate of the test. In contrast with the result of their pre-test, there were no students in this class who could achieve it. On the other hand, there were 22.73% students who succeeded in achieving

“5th” rate. This point had proven that there was lightly significant improvement in this category compared with their previous pre-test result that showed only 4.55% student who could get this rate. The same thing occurred in “4th” rate where the amounts of the students who achieve this category were 40.91% students. Finally, the number of students left was 27.27% students who got into the “3rd” as the lowest rate on their speaking ability after the implementation of plus, minus and interesting strategy.

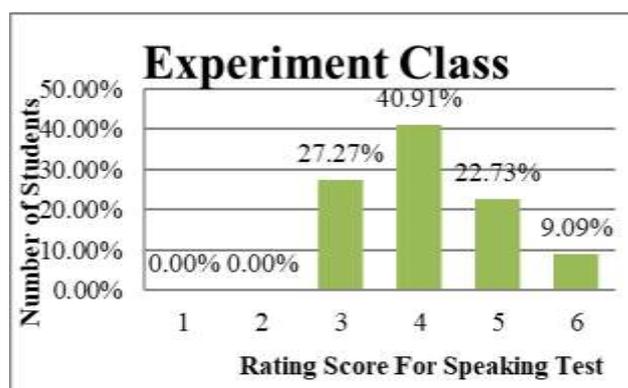


Figure 3. Experiment class post test result

Even though the achievement of the students in control class on their post-test was not as high as in experimental class but there is an improvement towards their speaking ability. One of the causes was because the topics in the post test were the topics that they already familiar with because it has been taught in the previous meetings. The topics and the questions were given the same for both classes. Similar with the result of the pre-test in control class, there was none of the students got “6th” or “5th” rate in their speaking test. The improvement shown in “4th” rate which consisted of 27.27% students differs with the previous result was only 9.09% students. Next, most of the students got “3rd” rates for their score in the post-test were 50% students. Lastly, the rest of 5 students got “2nd” rate in their speaking test.

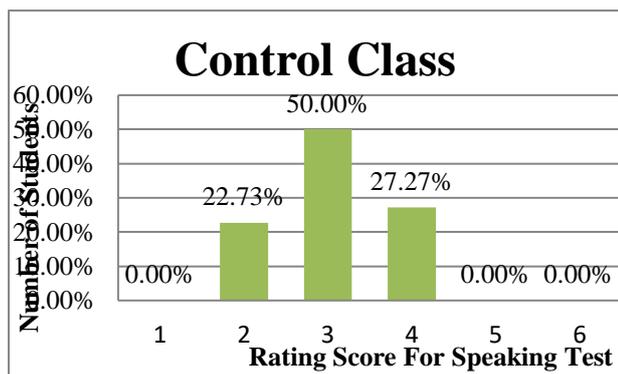


Figure 4. The post-test' result of control class

The result got by the researcher after analyzing the data of experimental class' as followed: First, the value of mean score was 69, the value of deviation standard was 15.59, and the value of error standard was 3.32. Besides on the control class the result showed the value of mean score was 50.77, the value of deviation standard was 12.28 and the value error standard was 2.62. The results also directed the researcher to analyze the value of error standard of variable x (Experiment class) and variable y (Control class) and the value of T-test. The final result is; the value of error standard of variable x (experiment) and variable y (control) was 4.23 and the value of T-test was 4.31.

The Analysis of Data Normality and Homogeneity

Data Normality

It was used Kolmogorov-Smirnov normality test. The data showed normal if the value of sig (significance) > 0.05 and the data not normal if the value of sig (significance) < 0.05. Based on the table above that used SPSS 16 software for data analysis showed that the value of Sig (2-tailed) = 0.936 > 0.05. Therefore it could be said that the data was normal.

Data Homogeneity

The result is first, freedom's degree of experimental class is $22-1 = 21$, and second, freedom's degree of control class is $22-1 = 21$. The value of F-test is 1.60 and the value of F-table is 2.08.

In order to know whether the data is homogeneity or not, the following condition

need to be considered; "the data is considered homogeny if the value of F-test is < the value of F-table. On the other hand, if the value of F-test is > the value of F-table the data is considered different or not homogeny". Thus, it can be seen on the table above that the variance between both experimental class and control class is not different (Homogeny). In other words, the data is assumed as the equal variance.

The Analysis of Hypothesis

The researcher's hypothesis is formulated as follow; "The students who are taught by using PMI (Plus, Minus and Interesting) strategy will significantly have better achievement in their speaking ability rather than those who are taught by Question and Answer strategy".

To analyze the hypothesis the researcher compared the result of f-test to analyze the value of t-table with significant level of 0.05 (5%). Furthermore, the researcher also compared the mean score of both experimental and control class on their post-test result. The result is presented as follow; T-test was 4.31, significance (p-level) was 0.05, while the mean score of experiment class was 69 while control class was 50.77. Therefore, the mean score of the experimental class is higher than the mean score of control class. The researcher should compare the result of t-test with the value of t-table. The following statement is a requirement of getting result of the hypothesis testing, whether the hypothesis is accepted or rejected "The researcher's hypothesis is acceptable if the t-test is > the value of t-table".

To found out the freedom's degree (Df), the formula applied is $(N_x + N_y) - 2$. Therefore, the Df value is $(22+22)-2$ is 42. Furthermore the value of t-table with significance 0.05 (5%) is 2,01. It can be seen that t-test value (4,31) > the value of t-table (2,01). As the result, it can be concluded that the null hypothesis is rejected and the researcher's hypothesis is accepted. Meaning that the students who are taught by using PMI (Plus, Minus and Interesting) strategy will

significantly have better achievement in their speaking ability rather than those who taught by Question and Answer strategy.

DISCUSSION

The Progress of Students' Speaking Ability after the Study

Based on the pre-test result; the mean score of experimental class was 46.23 compared with the result of the control class was 39.32. It indicated that the level of speaking ability of the students at second grade of SMP-IT As-Salam Ambon was low. There was some problems caused students' speaking ability. First, when the students practice their speaking ability most of them were not fluently. It was because the lack of opportunity to practice speak English whether inside or outside the classroom. According to Lazaraton (2001) as mentioned in Romero (2006) said that fluency become a crucial part for students that should be mastered in order to improve their speaking ability. On the contrary, mostly the activities in the classroom just about finished students' worksheet (LKS), but sometimes they did question and answer activities during the learning. Therefore, the researcher deduces one of the strategies in teaching speaking which was PMI (Plus, Minus and Interesting) strategy. This strategy could open the opportunity for students to practice speaking because most of the tasks were done by speaking.

On the other hand, inhibition also became one of the problems in speaking. According to Tuan and Mai (2015) one way to overcome students' speaking problem was gave feedback during speaking activities. If the teacher could gave the positive feedback for students and reminded them if it was okay of making mistakes as long as your message could understood by the others, the researcher believed if the tendency of students who would like to speak would be increased and increased self-confident.

Meanwhile, another speaking problem was students answered in single point of view. According to Nunan (2003) as mentioned in Kayi (2006), "*Teaching*

speaking should organize students' thoughts in a meaningful and logical sequence". In contrast, teaching and learning process that happened could not develop students to think deeply before delivering their ideas and could not organize the ideas well. It was proved by their pre-test result that most of them speak in single point of view. Hence, by applying PMI strategy, the students had chances to look the ideas from the plus (positive), minus (negative) and interesting ideas of the topic. The result after implementing PMI (Plus, Minus and Interesting) strategy during 8 meetings presented that based on the post-test result, the value of the mean score of experiment class is 69. In contrast, the mean score of control class is about 50.77. There are some factors that affecting the successfulness of the experiment class result. For example; in experiment class the students had more time to practice speaking, group work, became independent and dependent learners at the same time and they were feel ease to speak. It is proved by the enthusiasm that showed during teaching process and the way they were felt encouraged speaking up in the experimental class. On the contrary, in the control class the teacher dominant the classroom management, no group work, no discussion on students' answer and mostly emphasized on one way teaching like teacher ask and students answer. Besides that, question and answer strategy could not develop students' to think in different point of views.

The Importance of Applying PMI Strategy In The Classroom

By applying PMI strategy, students are able to develop their thinking ability and easy to find solution of the problem (Streeter, 2004 as quoted in Mirawati and Amri, 2013). During the research, the students in experiment class were attracted, enjoyed and comfortable in learning because first they experience learn with new strategy that encourage them to be an independent and dependent learners at the same time. Independent because they had to find out any material regarding the topic by thinking the

plus, minus and interesting point of the topic before discussed it into pair or group work (dependent). Besides that, PMI strategy could open the opportunity for the students to speak, to elaborate their ideas and increase self-confidence in speaking because they are free to express their ideas. In addition, Mirawati and Amri (2013) stated that by learnt through PMI, students were expected to look at a topic from all sides by thinking the plus, minus and interesting point of a topic. Therefore, the researcher suggested that PMI strategy could be applied as a strategy in teaching speaking.

CONCLUSION

PMI is a strategy that can encourage students to speak because in PMI the students could speak not only in single point of view but also in different point of view. PMI can help the students to think broadly about a topic or issue, effectively in decision-making, formulate the ideas, and become independent and dependent learners at the same time.

During the learning activities the students were enjoyed, comfortable and enthusiast. Based on the pre-test test result, it was showed that experimental class had better score in speaking than control class even though not significantly high. On the other hand, based on the post-test result it was clearly showed that after the treatment in experimental class who were taught by PMI strategy, the students were able to improve their speaking ability showed by their post-test result compared with the control class who are taught by Question and Answer strategy. The result was not low at all. It was showed by the difference of their Pre and Post-test result, the students of experimental class was significantly improved their speaking ability.

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