

CHAPTER I

INTRODUCTION

This section includes background of the study, problem of study, objective study, significance of study, scope and limitation of the study and each of these items discussed clearly as follows.

A. Background of the Study

Currently, English is one of the language that very important to be mastered because most of people in the world use it to communicate. One of effective way of doing communication is by speaking. According to Richards (2008:201), "Speaking is one of the elements of communication". In education, speaking is crucial part of foreign language that has to be mastered by the students in order they can communicate well with others.

According to Nunan, (2003:48) "speaking is harder than reading, writing, and listening for two reasons. First, unlike reading or writing, speaking happens in real time. Second, when you are speaking, you cannot edit and revise what you wish to say, as you can if you are writing". It means that speaking comes naturally and there is limited time to set or to edit your speech during conversation.

Based on this statements, students have to be mastered this skill and the teacher has to motivate to increase their speaking ability. Students also have to

do some efforts to develop their skill in English class. Moreover, the main purpose of learn speaking in English as a foreign language is to help the learners to be able to use the target language. This can be gained if the students can speak during the teaching learning process.

Currently, especially in English class it is clearly stated that one of the objectives of the English subject in Senior High School is developing the ability to communicate in English, either in written or oral form. SMAN 1 Ngunut is also one of the schools that uses Curriculum 2013 (K13) as its guidance in teaching and learning process.

Teaching and learning English in Senior High School has its scope including competence to comprehend and to produce spoken and written texts. There are four skills that student should master; reading, listening, writing, and speaking. The speaking skill is one of those skill that is very essential in human life. Speaking is a language skill that is much needed, because it is used by someone to communicate with each other. It takes place everywhere and has become part of the people daily activities. In speaking, we have to share an idea directly, without thinking for its writing, students do not only practice alone but also build interaction with others. In conclusion, the goal of learning speaking skill is that students are able to express meaning in transactional and interpersonal conversation in the context of daily life, to express meaning in the form of short functional text (e.g. announcements, advertisement, invitations etc.) formal and informal by using verbal language in various

contexts of daily life, express meaning in simple monologue text by using oral language variety accurately, fluently and acceptable in various contexts of daily life in form of text: recount, narrative, and procedure.

Based on the explanation above, students have to master their ability in speaking by practice everyday. In addition, the teachers should be able provide opportunities for student's practice speaking with creative strategy or methods in teaching.

Besides, this ability is used as one of the measurements of students' ability in English subject. According to Harmer (2007:343) if students want to speak English fluently they have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Transactional function has main purpose in conveying information and facilitating the exchange of goods, and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people.

In this school the basic speaking competence stated in the syllabus of SMAN 1 Ngunut for first year is that students will be able to express the information genre of the texts such as recount text, announcement text and narrative text.

In this case, the researcher had chosen SMAN 1 Ngunut, Jl. Raya Sumberingin Kidul, Ngunut, Tulungagung to conduct the research. Based on the result of investigation the English teacher and observation class show that

ideally the students at the first year of SMAN 1 Ngunut should be able to speak English well. In short, they have no problem in speaking as well as they have study. Unfortunately, in learning speaking, students sometimes find some problem or difficulties, the fact has shown that the students are quite difficult to communicate by using English. They are accustomed to using their native language in their daily life rather than using English. In class, the students get difficulties to use English for communicative objectives, even in the simple form. Another fact is the students are able to point the answer of the question on a conversation but they cannot explain their reason in choosing the answer. Then, the students are frightened of making mistake because they have lack of vocabulary and students do not know how to pronounce the words. Sometimes, the students are shy to speak English.

Another reason from the researcher investigation these might be caused by many factors that come from the teachers self, such as; the topic or material given by teacher was not interesting, the teacher did not have appropriate strategy to make students active in speaking class, the teacher did not give opportunity for students to practice in the class. It makes become monotonous class. Teacher just ask students to speak in front of the class based on the text that given. These problems make speaking class boring, not challenging, and students can't get the purpose of the material. They feel confuse and not understand very well. Based on the statements above explains that the teacher

has to be able to find out a good strategy in order that the students become active in the class.

Due to the reason above, the researcher wants to help the students to be more active in speaking by using Plus, Minus, Interesting (PMI) strategy. According to Wormely, (2005:124) PMI stands for P-Pluses, M-Minuses, I-Interesting. Plus Minus Interesting strategy will work well for summarization and analysis.

Actually, in order that the students feel enjoyable to speak and interested in studying speaking, the teacher can use Plus, Minus, Interesting as the strategy of teaching. By using Plus, Minus, Interesting it can help students to learn English easier. Students more confident to speak in class, because they know the content of material that given. Plus, Minus, Interesting is a strategy that encourage students to think critically and work cooperatively in pairs and in groups. Some previous studies done related to the implementation of Plus, Minus, Interesting in teaching speaking, a study conducted by Mantra (2016) proves in her research that the application of Plus, Minus, Interesting (PMI) strategy is effective to improve students' speaking achievement at the fourth semester who are have positive responses concerning this strategy. In other research, conducted by Supartinah (2009) also prove that Plus, Minus, Interesting (PMI) strategy was beneficial to improve the students' critical thinking and improve the students' motivation in joining the lesson at the seventh grade of Junior High School through speaking activities.

Based on those previous studies, the researcher wants to verify whether Plus, Minus, Interesting (PMI) strategy is also effective to improve students' speaking achievement in SMAN 1 Ngunut which has the same problems as previous one but they are different level since the presents study is done at Junior High School and University.

Based on the explanation above, the strategy is still very useful today. Because it can help the students make the right decision based on what they have been studying. Although some people use Plus, Minus, Interesting strategy purely for getting students to consider their decisions and opinions carefully. Moreover, Curriculum 2013 (K13) concept, point out that the students must actively thinking. The researcher focus to observe students' skill to think critically in learning process, especially speaking skill. Students not only accepted knowledge from the teacher but, do the process of thinking experience.

Lamm and Brewer, (2004:1) says in the PMI, a group is directed to evaluate an idea or a proposal by listing the plus (positive), minus (negative), and interesting (noteworthy, but neither positive nor negative) attributes or consequences of the proposed solution. The PMI activity encourages participants to approach new ideas with an open mind by examining the problem from different view point before forming an opinion. It's suitable strategy for the students that feel shy or frightened to speak in front of the class. Based on their knowledge about the topic, they can share it to other confidently.

In addition, by using this strategy can comprehend a problem and find the solution easily. According to Bono (1995:19) in the implementation of Plus, Minus, Interesting Strategy, the students have to do this by discussion in groups or their pair work. After three minutes a spokesman for each group gave the output or the result of the discussion,

Therefore, based on the explanation and the symptom above, the researcher feels interested to carrying out a research entitled: “*The Effectiveness of Using Plus, Minus, Interesting (PMI) Strategy towards Students’ Speaking Ability at the First Year of State Senior High School 1 Ngunut*”.

B. Problem of the Study

Based on the background of the study presented about. The general question of this research is “Is the implementation of teaching speaking using PMI strategy effective in the tenth graders of SMAN 1 Ngunut Tulungagung?”

C. Objective of the Study

The aims of conducting the research is considering the problems above, the objectives of the research can be elaborate obviously to know the effectiveness of using Plus, Minus, Interesting strategy to encourage students’ speaking ability of first grade students at SMAN 1 Ngunut is described as follow “To know the implementation of teaching speaking using PMI strategy effective in the tenth graders of SMAN 1 Ngunut Tulungagung”.

D. Research Hypothesis

The research hypothesis of the research as follows:

1. Null Hypothesis (Ho): There is no significant difference between the students' speaking scores before and after being taught by using Plus, Minus, Interesting strategy.
2. Alternative Hypothesis (Ha): There is significant difference between the students' speaking scores before and after being taught by using Plus, Minus, Interesting strategy.

E. Significance of the Study

This result of study is expected to be useful for people in education field and give contribution for :

- a. For the English Teachers

The result of this study can help the English teachers solve problems in teaching English by using other variation of Plus, Minus, Interesting (PMI). Through this strategy, the students will be more interested in learning English especially in enhance their speaking ability. It shows that the problem dealing with students' interest is effectively solved. Meanwhile, by using this strategy the English teachers can easily teach. Therefore, it can be references for the English teachers to use various strategy in teaching English.

b. For the Future Researchers

The research result is hopefully used by the future researchers who want to conduct an experimental research. After reading the research, the future researchers get a lot of knowledge about the use of Plus, Minus, Interesting (PMI) strategy in teaching speaking. It can be sources as references in conducting the similar research. Besides, it can be comparison which as consideration in conducting another research. So, the study is helpful and useful for the next study.

F. Scope and Limitation of the Study

The scope of this study is about using cooperative learning method towards students' ability in speaking of the tenth grade at SMAN 1 Ngunut.. Since there are many strategy of cooperative learning method that can be used. Therefore, the researcher limited the method in one strategy that is Plus, Minus, Interesting strategy and the topic is narrative text. The researcher took two classes of tenth graders X-IPS 3 and X-IPS 4. The first class was experimental class taught by Plus, Minus, Interesting strategy. Meanwhile the second one was the comparative class, as the control class, not taught by this strategy.

G. Definition of Key Term

- a. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

b. Speaking ability

Speaking skill is a proficiency of using the language orally. In this research, speaking ability means competency of the students to express their ideas, opinions or feeling in oral communication

b. Plus Minus Interesting (PMI)

Plus, Minus, Interesting (PMI) is a strategy that aims at encouraging the learner to think about any situation before coming to a judgement about it. It means that the students should be careful to consider the effect of the problem. Students are expected to solve the problem by thinking the plus, minus, and interesting ideas that can be taken from it.