

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter shows some theories that encourage this study. It consists of review of the theoretical studies and review of previous study. In review of previous study, there are some final projects related to this study that had been conducted by older students. Moreover, there are some opinions or definition from experts of the terms and theories that are used in this study.

A. The Nature of Speaking

The goal of language teaching is for communication, so in English teaching, teachers must teach the students how to speak, and how to use English for communication. In our daily life, we more often speak than write, but in the teaching learning process the teacher seldom pay a certain attention to the activities of speaking.

1. The Definition of Speaking

Speaking is a key of communication. It plays a very crucial part in people's daily life. Most of the aspects in our life are covered by speaking. A lot of people think that mastering speaking is one of the most important aspect of learning a second or foreign language, because the purpose of learning a language is to be able to communicate by using a language. In our daily life, we more often speak than write, but in the teaching learning process the

teacher seldom pay a certain attention to the activities of speaking. They spend the time more for reading and writing activities.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994:98). We can say that the speaker must consider the person they are talking to as listener. The people speak for some reason or based on particular goal. So, it is important that everything we want to say is delivered in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages to other. Brumfit and Johnson (1997:76) also stated that “speaking is not only the oral production of written language, but involves the mastery of a wide range of sub skills is added to constitute the overall, competence in the spoken language”.

Regarding to the above statements, the researcher tries to conclude that speaking is an important component in language because speaking is primarily speech. Unlike reading, writing, and listening activities, speaking requires some degree of real time exposure to an audience. English speaking ability is an ability or skill that the learners have to communicate, to convey meaning, and to have a meaningful conversation in English. Beside that, the communication each other using spoken words to share our ideas, feelings, thought and intention is called speaking. It also stated about producing and comprehending speech.

2. Basic Types of Speaking

The successful speaking of people can be characterized by talking a lot, participation is even, motivation is high, and language is one of the acceptable levels. There are five basic types of speaking or oral production (Brown, 2004:141). They are:

a. Imitative

It is someone interested in what is labelled by “pronunciation.” She/he imitates a native speaker’s pronunciation.

b. Intensive

It is someone’s ability to gain the meaning of the conversation based on the context.

c. Responsive

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

d. 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.

e. Extensive (monologue)

Extensive oral production includes speech, oral presentation, and storytelling, in which the opportunity for oral interaction from listeners is

either highly limited (perhaps to nonverbal responses) or ruled out all together. All of the components can sign how far students' speaking proficiency is.

Based on the explanation above, the researcher used extensive (monologue) as a types of speaking, it can be seen by student's speaking ability communication orally and their skill in spoken language activities directly.

In addition Hasibuan (2017:101) states that "language learners need to recognize that speaking involves three areas of knowledge, they are; mechanics (pronunciation, grammar, and vocabulary), functions (transaction and interaction), social, cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants)."

In a typical spoken interaction, two or more people talk to each other about things that they think are mutually interesting and relevant in the situation. Their aim can be to pass the time, amuse each other, share opinions or get something done, or they can aim to do several of these and other things at once. The point in their interaction is that they do these things together Louma (2004 : 20). Meanwhile, speaking not only just speaking as we like, making framework to identify social and contextual aspect are needed.

3. Component of Speaking

The aim of teaching English as foreign language is to make the learners are able to speak or communicate using target language, to transfer the idea and feeling fluently. In evaluating students' speaking skill, Brown (2004:140) suggests some forms as follows:

1. Grammar.

According to Ur (1996:75) 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 the speaker put together meaningful words and parts of words of a language to communicate messages that are comprehensible.

2. Vocabulary

One of the important aspects that supports 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. Ur (1996:60) stated 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.

3. Comprehension

Comprehension is the ability to understand. Comprehension also means knowing about something; ability to get knowledge that has earned. It is derived from the student themselves who are able to understand the lesson.

4. Fluency

Fluency means the quality of being able to speak or write a language, especially for a foreign language. Schmidt (2009:151) 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 the speed and ease without holding up the flow of talk. It means that fluency consists of the ease and speed of flow of speech and comprehension for oral communication.

5. Pronunciation

Pronunciation means the way in which a language or a particular word or sound is pronounced. According to Ur, (1996:52) the aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other (competent) speakers.

Therefore, as an English teacher, you not only teach well pronunciation but also make it possible for the students to acquire good pronunciation by imitating you.

B. Plus, Minus, Interesting Strategy

1. The Nature of Plus, Minus, Interesting Strategy

The aim of teaching speaking is to make students become an active learners. In order to achieve it, the teacher needs to use a strategy to help the students speak bravely. According to Oxford advanced learner's dictionary strategy means a plan of action designed to achieve a long-term or overall aim. At knowledge, to do action in teaching learning process, students need skill to be mastered. From the statement above, we conclude that if the students know about lot of strategy in learning, it will be easy for them to be the active learners. In teaching speaking, a facilitator / teacher should plan many activities to increase opportunities for spoken production in the target language. It is hoped that the participants / students will have numerous opportunities in a range of speaking activities. One of the strategy that can be applied is PMI (Plus, Minus, and Interesting).

Bono (1995:18) states that "The Plus, Minus, Interesting is an attention-directing tool". He was the first to explain this strategy. In doing a PMI you deliberately direct your attention first towards the Plus points then towards the Minus points and finally towards the Interesting points. This is

done in a very deliberate and disciplined manner over a period of about 2 to 3 minutes in all Bono (1995 : 19).

A Plus, Minus, Interesting is a useful way of recognizing the value of an idea, rather than being influenced by the emotions that surround it. It works well by holding back an action and reconsidering the positive, negative, and interesting aspect of the situation before making a decision about what to do, particularly if the decision-making meant to be directed towards improvement in the situation.

According to Wormeli (2005:124) Plus, Minus, Interesting strategy stands for pluses, minuses, and interesting. In addition, this strategy help students to share the idea by announce the result from what they have been discussed in Plus, Minus, Interesting term. In the activity of Plus, Minus, Interesting, the students need to consider the plus point, the minus point, and the interesting point on the chart of Plus, Minus Interesting.

In other words, Plus Minus Interesting chart can help the students to enlarge their opinion about the current issue in many aspects, not only think in one side, but the students become a wise decision maker because Plus Minus Interesting gives them chance to think both negative and positive sides of the issue itself by exploring and discussing the idea that they already got from the issue, so that the students can explores their critical thinking and think clearly also speak bravely after considering Plus, Minus, and Interesting

point from the story that given by the teacher. It helps student's view things from a different point of view.

From the statements above, this teaching strategy is a good processing activity, this can be used within a range of classroom activities, examining issues, and also enhance the students' speaking ability.

According to Mirawati (2003) there are some benefits of using PMI strategy in teaching (as cited in Streeter, 2004 : 123). They are :

1. Plus, Minus, and Interesting strategy can foster analytical thinking of students. By applying the strategy students can try their thinking ability and they are also easy to find solution of the problem.
2. This strategy can be used in many content area. It means that the strategy can be used in teaching or non teaching process. Someone can use this strategy to solve the problem at any time.
3. This strategy can be applied in group discussion. Through this strategy students can share their information or opinion about something, and they feel confident to share their idea in discussion.

2. Teaching Speaking through PMI Strategy

There are several procedures of Plus, Minus, Interesting (PMI) strategy that can be used in speaking class. According to Bono (1995:18) statement, there are some procedure of PMI strategy:

- a. The class breaks up into small groups with four or five members.

b. The teacher gives each group, or the whole class, an idea, for example “All seats should be taken out of bus”

c. The group gives the idea the PMI treatment.

P - All the possible good points are discussed

M - All the bad points are discussed

I - points of interest are discussed

d. A group secretary writes down all the points under the heading P, M, I

e. One of the members in the group presents the result in front of the class

In this study, the researcher applies the procedures of Plus, Minus, Interesting (PMI) strategy are modified from Bono (1998:18), they are follows:

a. The class breaks up into small groups with five or six members.

b. The teacher gives each group, or the whole class, a short narrative story, for example “Cinderella story”

c. The group discuss and give their opinion of the PMI treatment in 10 minutes.

P - All the possible good points are discussed

M - All the bad points are discussed

I - points of interest are discussed

d. All of members writes down all the points under the heading P, M, I

e. One by one of the members in the group presents the result in front of the class in 2-3 minutes.

Based on the explanation above, students can find solution of the problem that given by the teacher and share it in discussion. In this activity,

students can share their opinion freely. This strategy can make the students more active and communicative in class.

In conclusion, through this strategy students can comprehend a problem and find the solution easily. They consider how about the solution that they get after thinking about the Plus, Minus, and Interesting some problem or topic. This strategy can build confidences of student in speaking. Based on their knowledge about the topic, they can share it to other confidently. There is also give benefit for their in the future to consider something before make a decision.

Table 2.1 The Example of Plus, Minus, Interesting Chart

Narrative Text : Cinderella		
Plus	Minus	Interesting
<ul style="list-style-type: none"> - Cinderella was a beautiful and diligent girl - The prince never stopped went to every house in the town with the slipper until he found Cinderella 	<ul style="list-style-type: none"> - Cinderella's stepmother and stepsister was very wicked and tricky 	<ul style="list-style-type: none"> - There was an amazing story that a fairy mother can turned Cinderella into beautiful princess at one night.

C. Narrative Text

1. Definition of Narrative Text

Narrative text is one of genre which is taught at the tenth grade students. Anderson and Anderson (1997: 8) says that narrative text is a piece

of text which tells a story and in doing so entertains and informs the reader or listener. There are some features of a Narrative Text as Anderson & Anderson states (1997:8):

a. Constructing a narrative

The steps for constructing a narrative text are:

- 1.) An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
- 2.) A complication that sets off a chain event that influences what will happen in the story.
- 3.) A sequence of events where the characters react to the complication.
- 4.) A resolution in which the characters finally sort out the complication.
- 5.) A coda that provides a comment or moral based on what has been learned from the story (an optional step).

b. Language features of a narrative

The language features usually found in a narrative are:

- 1.) Specific characters
- 2.) Time words that connect events to tell when they occur
- 3.) Verbs to show the actions that occur in the story
- 4.) Descriptive words to portray the characters and setting

c. **Structure of narrative texts**

There are four stages in a narrative (and an optional fifth stage). Frequently the four steps will be repeated, increasing the suspense of the story. Able writers creating developed narratives may play with the structure, creating far greater variety in format.

1.) Orientation

The orientation may be brief or continue for several pages, allowing the writer to create a visual picture of the setting, atmosphere and time of the story. Generally the main character and possibly some minor characters are introduced with some details about their personalities, attitudes and appearance.

2.) Complication

A problem or series of problems interrupt or complicate the lives of the characters. These problems help to build up the suspense and have to be resolved one at a time. Realistic stories generally have one complication, but most adventure stories will have a series to build up excitement.

3.) Series of events

In this part of the story a sequence of expected and unexpected actions affect the setting, atmosphere, characters or time. The resolution brings the series of events to a close and resolves the main problem,

challenge or situation that the story is based on. The main character has to act to resolve the situation in a believable way to stop a disaster occurring. There may be a temporary resolution resolving some of the problems and at a later stage a final resolution

4.) Reorientation/coda

The usual pattern of life returns but changes have taken place or knowledge has been gained from the experiences. This may be written in the form of moral or coda, e.g. in a fable.

d. **Types of narratives**

Narrative has some types in the stories. There are many different types of narratives including Anderson & Anderson (1997:18) Humor, Romance, Crime, Real-life fiction, Historical fiction, Mystery, Fantasy, Science fiction, Diary-novels, Adventure. Narrative is one of the interesting stories that taught to the students in school. Besides, they can get moral value that can easy to find in the narrative text. Narrative text has opportunity to the students to learn language more fun and imaginative. Students were in the Senior High School has been taught about narrative. Because of narrative text is included in the standard competency in tenth graders of Senior High School.

A. Previous Studies

In writing and conducting this study, there are many references needed. Previous studies which similar to this study from several researcher.

First, Mantra (2016) conducted a study entitled “*Implementation of Plus, Minus Strategy in Improving Speaking Skill of the Fourth Semester Students’ of FKIP UNMAS Denpasar*”. It was a classroom action research (CAR). The result of this study was clearly seen that the students posted positive response toward the implementation of Plus, Minus strategy. The application of Plus, Minus strategy could improve the students’ achievement in speaking skill, it showed the students’ personal improvement. It can also be seen in the comparing average score of pre- test, cycle I and cycle II which was the average score of pre-test improved significantly. The questionnaire also became a successful record of the strategy. Based on this research after taught by Plus, Minus strategy they could share their opinions with their group and they were more motivated in speaking skill.

Second, Sanpatchayapong (2013) conducted a study entitled “*Idea Sharing : PMI a Tool for Student Reflection*” . Her journal states that teachers may implement a PMI Chart in their classroom at any or all levels: Elementary, Intermediate, and Advanced. But, all classes are different, and there are always things to pay attention to and to learn from. Therefore, PMI is helping students to assist them when reflecting on language skills and problems; to improve students’ grammar; to help students learn how to ask questions; to encourage discussions in English at a classroom forum or conference with the teacher.

Third, Supartinah (2009) conducted a study entitled “*The Use of PMI (Plus, Minus, and Interesting) to Develop Students’ Critical Thinking Through Speaking Activities (An Action Research in Acceleration I of SMP 1 Karanganyar in the Academic Year 2008/2009)*”. Her research consists of three cycles, with three meetings in every cycle. There were two types of data in her research; qualitative and quantitative, which were collected by observation, interview, questionnaire, and test. In research finding, she states that PMI can improve the students’ vocabulary and pronunciation so that it implied to the improvement of students’ speaking ability. Therefore, PMI is very potential to be applied in speaking class.

Based on those previous studies, the researcher wants to conduct the same study that is in implementing Plus, Minus, Interesting (PMI) strategy to improve students’ speaking. However, the study is different with the previous one since it is conducted in Senior High School. Besides, the researcher uses experimental research, especially quasy-experimental as research design. That’s all, the researcher concludes that this study is different on research design, school, material, and students’ level with previous studies above.