

THE IMPROVEMENT OF THE STUDENTS' SPEAKING PROFICIENCY THROUGH PLUS, MINUS, INTERESTING (PMI) STRATEGY

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ABSTRACT

This research aimed to find out whether through Plus, Minus, Interesting (PMI) Strategy (An Experimental Study at the Second Grade of SMA Datuk Ribandang Makassar) can improve the students' speaking proficiency in terms speaking accuracy dealing with pronunciation and fluency dealing with smoothness. A pre-experimental design was employed with one class of the second grade in SMA Datuk Ribandang Makassar, selected purposively as sample. The data obtained through a pre-test and post-test in speaking test. The research results 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. It was proved by the students' mean score of pre-test was (5.28) and in post-test was (7.62). The findings of this research shows that the value of t-test in the posttest is higher than t table ($4.29 > 2.09$). It means that 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.

Keywords: *Speaking Proficiency, Plus, Minus, Interesting (PMI) Strategy*

INTRODUCTION

In teaching learning process, the teacher is the person from whom the students will get lesson through teaching and learning process, and the students are the persons who receive the lesson presented by their teacher. A good teaching strategy is marked by the students' ability to understand the lesson presented by teacher using certain strategy. If students can understand the lesson, the teaching strategy is operationally considered to be an appropriate strategy. If otherwise happens, the teaching strategy is not considered good. If the last takes place, the teacher must wisely consider other teaching strategies which are appropriate to the students' receptive ability. It illustrates, therefore, that it is important to apply an appropriate teaching strategy to meet the goal of teaching-learning process.

In the classroom the students seldom practice speaking orally. Most of them do not speak English in learning and teaching process. They only listen to the English words read by the teacher, but they seldom try to speak out the word or sentences that they have listened from the teacher in the classroom.

Based on many facts as above that in learning and teaching process, most of the students do not speak English, so they have less speaking ability. The change of the classroom situation is very essential to avoid the students from being stressed and frustrated. The teacher needs good materials and preparations to solve the problem and make the students who seldom speak orally in order to become talkative.

CONCEPT OF PLUS, MINUS, INTERESTING (PMI) STRATEGY

This strategy helps pupils to examine all sides of an idea, topic or argument. It steers pupils away from their initial emotive responses to an issue and encourages them to think about the disadvantages of an idea which they may like very much. A PMI obliges them to consider all ideas, even ones they might normally reject at first sight, and to decide their stance on an idea or issue after they have analyzed it instead of before. As follows the definitions or the concepts by the expert:

De Bono (1982:20) states that Plus, Minus, Interesting (PMI) is a simple strategy which could be used in the classroom by students to encourage them to look at problems from all sides. Increasingly, teachers need to challenge students to develop better thinking and to apply a variety of strategies to help them improve their deep thinking abilities. Students' instinctive responses to a question, or problem, may lead to limited thinking about a problem in order to come up with a quick answer and may cause students to overlook more in-depth, or alternative, responses. If you were frustrated by simplistic, vague or superficial responses to questions, or problems, you set for your students, then the following strategy may help.

a. The Purposes of Plus, Minus, Interesting (PMI) Strategy

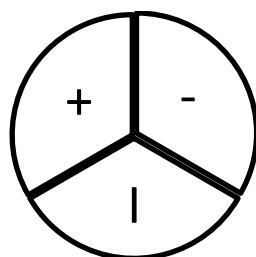
According to Edward De Bono (1982:65), Plus, Minus, Interesting (PMI) have several purposes as follows:

- 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 think broadly and creatively about an issue
- 6) To view an idea or issue from several points of view
- 7) To suspend judgment idea plus---explore an idea before rejecting it
- 8) To reflect on a unit or topic or lesson
- 9) To brainstorm ideas for a new topic, assignment or question
- 10) To identify areas where more thought or research is needed
- 11) To evaluate learning or teaching
- 12) To encourage students to think and reflect on their learning and to look at a question or issue from a number of angles

b. Procedures in Plus, Minus, Interesting (PMI) Strategy

According to Edward De Bono (1982:44), there are two charts of Plus, Minus, Interesting (PMI) Strategy as follows:

Plus	Minus	Interesting



- 1) Give each student or team a large sheet of paper which had one of the above drawn on it.
- 2) Students could work individually in pairs or small groups.
- 3) In the **Plus** column (or sector) the students placed all of their positive ideas such as:
 - a) what they liked
 - b) what they learnt
 - c) what they thought they have done well
- 4) In the **Minus** column (or sector) the students placed all of their negative ideas such as:
 - a) what they did not like
 - b) what they did not understand
 - c) what things could have been improved
- 5) In the **Interesting** column students put any ideas that they have which were interesting and need further investigation. They could also put questions in this section.

According to Edward De Bono (1985:48), there are several PMI Strategy at work as follows: (1) A problem or question is proposed by the teacher. Students reflect on materials they have seen, read or heard during teaching and classroom activities, (2) Students apply the PMI questions to a problem, or task, proposed by the teacher, as follows: P – what are the positive ideas about this? M – what are the negative ideas about this? I – what is interesting, or unusual, about this? (3) Students may work individually, in pairs, or in groups.

The activity example of PMI Strategy as follows:

- 1) Ask students, “What is your opinion about the transportation of our city?”
- 2) Explain that identifying the positive and negative factors involved in an issue can help clarify thinking about an idea, and that noting the interesting

aspects of an issue can open additional possibilities or raise further questions about the topic.

- 3) Students choose the transportation which they want to explain the positive, negative, and interesting aspects of the transportation.
- 4) Share a large version of the PMI chart, and record students' view of what would be positive (plus), negative (minus), and interesting about transportation. Ask students to explain their thinking during the class discussion.
- 5) Discuss the value of the process.

RESEARCH METODOLOGY

This research applied pre-experimental research method where the research only used one class to whom the treatment was applied. The pre experimental involve one group pre-test and post-test design. Farhady (1982:20) a pre-test was given before instruction (or treatment) begins. So there will be two tests: O_1 = the pre-test, and O_2 = the post-test. X was used to symbolize the treatment. The research design was presented in the following table:



Where:

- O_1 : pre-test
- X : treatment
- O_2 : post-test

(Gay, 2006)

The research used the instrument namely speaking test. The speaking test was consisted of pretest before the students was given treatment and there would be post test after the students had been given treatment.

The population of this research was all the of the second grade students of SMA Datuk Ribandang Makassar. The total number of the classes was two which consisted of one class of natural science department where contained 20 students and one class of social science department where contained 31 students. The sample was selected based on purposive sampling technique. The researcher only took one class as a sample for this research and it belong to class of natural science department where contains 20 students. Based on the sampling technique, purposive mean the researcher had a purpose to a class which was chosen by the researcher.

In examining the test, the researcher used the following scoring rubric:

A) Accuracy

a. Pronunciation

Classification	Score	Criteria
Excellent	9.6 – 10	Pronunciation is only slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very Good	8.6 – 9.5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors, but most utterances are correct.
Good	8.6 – 9.5	Pronunciation is still moderately influenced by the mother tongue, but no serious phonologies errors. A few grammatical and lexical errors, but only are causing confusion.
Average	6.6 – 7.5	Pronunciation is influenced by the mother tongue, only a few phonologies errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	5.6 – 6.5	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in a communication. Many grammatical and lexical errors.
Very Poor	4.6 – 5.5	Serious pronunciation errors as many basic grammatical and lexical errors. No evidence of having mastered any of the language performances and areas practiced in the course.

(J.B.Heaton, 1988:100)

B) Fluency

a) Smoothness

Classification	Score	Criteria
Excellent	9.6 – 10	Speaking without too great effort with wide range of expression searching for words. Searching for words but occasionally only one or two unnatural pauses.
Very Good	8.6 - 9.5	Has to make an effort at times to search for word. Nevertheless, smoothes delivery on the whole and only a few unnatural pauses.
Good	7.6 - 8.5	Although he has made an effort on the search of the word; there are not too many unnatural pauses, fairly smooth delivery mostly. Occasionally, fragmentally but success in conveying the general meaning fair range of expression.

Average	6.6 - 7.5	Has to make an effort for much of the time, often has to search for desired meaning, rather halting delivery and fragmentary. Range of expression often limited.
Poor	5.6 – 6.5	Long pauses while he searches for desired frequently fragmentary and halting delivery, almost gives up making the effort at times limited range of expression.
Very Poor	3.6 – 5.5	Full of long and unnatural pauses. Very halting and fragmentally delivery. At times giving up making the effort, very limited range of expression.

(J.B.Heaton, 1988:100)

FINDINGS AND DISCUSSION

The research of data results found that in using Plus, Minus, Interesting (PMI) Strategy can improve the students' accuracy and fluency in speaking proficiency. The data were collected by administrating the test, the test were done twice namely pre-test and post-test, the pre-test was given before the treatment and the post-test was given after the treatment.

1. The Improvement of students' accuracy in Speaking Proficiency Through Plus, Minus, Interesting (PMI) Strategy

The use of Plus, Minus, Interesting (PMI) strategy is effective to improve the students' accuracy in terms of pronunciation in speaking proficiency. It can be seen from the table below in which it describes the students' score of accuracy.

Table 4.1. The students' mean score of accuracy

No	Indicators	Pre-Test	Post-Test
1	Pronunciation	5.27	7.17
	$\sum x$	5.27	7.17
	\bar{x}	5.27	7.17

2. The Improvement of students' fluency in Speaking Proficiency Through Plus, Minus, Interesting (PMI) Strategy

The use of Plus, Minus, Interesting (PMI) strategy is effective to improved the students' fluency in terms of smoothness in speaking proficiency. It can be seen from the table below in which it describes the students' score of fluency.

Table 4.2. The students' mean score of fluency.

No	Indicators		
		Pre-Test	Post-Test
1	Smoothness	5.30	8.08
	$\sum x$	5.30	8.08

\bar{x}	5.30	8.08
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3. There Is Any Significant Difference between Students' Accuracy and Fluency in Speaking Proficiency Through Plus, Minus, Interesting (PMI) Strategy in Speaking Proficiency

The students' accuracy and fluency in speaking proficiency is treated using Plus, Minus, Interesting is effective. In order to see a significant difference between the result of pre-test and post-test of the students, the t-test was to be applied. The level of significance 5% (0.05) at the degree of freedom ($df = N - 1$) = 19. The result of the calculation is shown as follows:

Table 4.3. The hypothesis of the students

No	Variable	Pre-Test	Post-Test	Improvement (%)
1	Pronunciation	5.27	7.17	36.1
2	Smoothness	5.30	8.08	52.4
	$\sum x$	10.57	15.25	88.5
	\bar{x}	5.28	7.62	44.25

Table 4.4. Hypothesis testing

t-test value	t-table value
4.29	2.09

The table above shows that hypothesis testing. Where t-test value 4.29 (see appendix 4) is greater than t-table value 2.09 (see appendix 5), it means alternative hypothesis (H1) is accepted and null hypothesis is rejected. So that, the use of Plus, Minus, Interesting (PMI) strategy in teaching and learning in speaking English is successful improve students' accuracy and fluency in speaking proficiency.

DISCUSSION

1. The Improvement of students' accuracy in Speaking Proficiency through Plus, Minus, Interesting (PMI) Strategy

The effectiveness of Plus, Minus, Interesting (PMI) Strategy to improve students' ability to speak can be seen by the difference of the students' result of mean score in pre-test and post-test. The use of Plus, Minus, Interesting (PMI) Strategy is effective to improve the students' accuracy and fluency in speaking proficiency.

Based on the table 4.1, it indicates that the use of Plus, Minus, Interesting (PMI) Strategy in teaching and learning pronunciation in speaking proficiency is

successful. Based on the table 4.1, it indicates that the mean score of post-test is greater than mean score of pre-test on pronunciation after conducting treatment.

The students' mean score in pretest where the students' score in pre-test of accuracy in terms of pronunciation are 5.27, and in post-test are 7.17. And the mean score of pronunciation in pre-test and post-test are 5.27 and 7.17. It indicates that mean score in post-test is greater than mean score in pre-test. On the other word, the result of t-test value (4.29) is greater than t-table value (2.09).

2. The Improvement of students' fluency in Speaking Proficiency through Plus, Minus, Interesting (PMI) Strategy

The use of Plus, Minus, Interesting (PMI) Strategy in improving the students' accuracy and fluency in speaking proficiency can be seen by the difference of the students' result of mean score in pre-test and post-test. The use of Plus, minus, Interesting (PMI) Strategy is effective to improve the students' fluency in speaking proficiency.

Based on the table 4.2, it indicates that the use of Plus, Minus, Interesting (PMI) Strategy in teaching and learning fluency in speaking proficiency is successful. Based on the table 4.2, it indicates that the means of pre-test and post-test are significantly different. Mean score of post-test is greater than mean score of pre-test on fluency after conducting treatment.

Based on the table, the result of the score in pretest and post test above, where the students' score in pre-test of fluency in terms of smoothness is 5.30, and in post-test is 8.08. And the mean score of smoothness in pre-test and post-test are 5.30 and 8.08. It indicates that mean score in post-test is greater than mean score in pre-test. On the other word, the result of t-test value (4.29) is greater than t-table value (2.09).

The result of data analysis above showed that the students' fluency in speaking proficiency improved significantly. When most of us first heard a new idea or a new solution to a problem, we reacted instinctively by either liking it or disliking it. Then we used our intelligence to defend that viewpoint. An easy way to escape this trap was to do a PMI. (De Bono 1985)

3. There Is Any Significant Difference between Students' Accuracy and Fluency in Speaking Proficiency in Pre-Test and Post-Test Using Plus, Minus, Interesting (PMI) Strategy.

The students' accuracy and accuracy in speaking proficiency in pre-test and post-test is treated using Plus, Minus, Interesting (PMI) Strategy is effective. The comparison between pre-test and post-test have any significant difference. It can be seen from the table below in which it describes the students' score of pre-test and post-test which is treated using Plus, Minus, Interesting (PMI) Strategy.

Based on the table 4.3, it indicates that the use of Plus, Minus, Interesting (PMI) Strategy in teaching and learning speaking was successful. Where the result

of the students' mean score on pronunciation and smoothness in pre-test is 5.28, and in post test is 7.62.

And based on the table 4.4, it indicates that t-test value is greater than t-table value. There is a significant difference between the mean score of post-test (7.62) and the mean score of pre-test (5.28). In addition, the t-test is greater than t-table that is $4.29 > 2.09$. Therefore the null hypothesis (H_0) is rejected, while the alternative hypothesis is accepted.

This research was aimed at investigating whether the use of Plus, Minus, Interesting (PMI) Strategy significantly increased students' speaking proficiency in English of accuracy and fluency. The speaking test in pretest and posttest was used as the instrument in this study. Furthermore, t-test formula was used to compute the pretest and posttest score. Besides, the students' pre-test data were analyzed to know the initial ability in speaking English and to measure the students' equity before the treatment. Having received some treatments, the post-test was administered to the students. This test was intended to measure whether Plus, Minus, Interesting (PMI) Strategy can help students to improve their speaking proficiency in accuracy and fluency. The post-test computation result showed that the findings may be concluded that the two aspects in speaking assessment accuracy and fluency, have significantly increased (value of t (4.29) is greater than the ratio on t table (2.09). Thus, the alternative hypothesis was not rejected which means that there were significant differences between pre-test and post-test' scores after treatment. From the explanation above, it can be drawn a conclusion that the students who receive the treatment have significant improvement mainly in accuracy and fluency.

And it means that Plus, Minus, Interesting (PMI) Strategy is good and suitable to use in teaching speaking especially in accuracy and fluency at the second grade of SMA Datuk Ribandang Makassar. As the successful results of PMI strategy viewed from several dimensions. First, PMI could improve the students' critical thinking. The result of the test held after each cycle showed that the students had better and better scores. Second, PMI could improve the students' motivation in joining the lesson. It could be known from the students' reflection and the result of interview. Third, PMI could improve the students' vocabulary and pronunciation so that it implied to the improvement of their speaking ability. The students got many new vocabularies and practiced to pronounce many new words during their discussion. Fourth, PMI could improve the students' self-confidence. (Supartinah, 2009).

CONCLUSION

Based on the result of data analysis and the discussion of the result in the previous chapter, the researcher concludes that:

1. Plus, Minus, Interesting (PMI) Strategy gives the students' achievement in improving accuracy and fluency. It is proven by the improvement which

indicates that the mean score of post-test (7,62) is higher than the mean score pre-test (5.28).

2. Plus, Minus, Interesting (PMI) Strategy is effective to improve the students' accuracy and fluency. It also can be seen from the result of t-test is greater (4.29) than t-table (2,09). That means there is the significance different by using Plus, Minus, Interesting (PMI) Strategy in teaching speaking. In the other word there is the improvement of the students' accuracy and fluency through Plus, Minus, Interesting (PMI) Strategy in teaching process.

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