

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Teaching Speaking

Teaching speaking is important thing in the language learning. In this case, teachers need some ways to make the learning process become interesting and motivating. In addition, she has to know the way to teach simple learning and encourage the students speak easily. By teaching speaking, students can communicate verbally in daily life situation.

2.1.1 The Definition of Teaching Speaking

Teaching speaking is teaching students in English second language. In teaching speaking English language, students:

- 1) Produce English sound and the sound pattern.
- 2) Use the word and sentence stress, rhyme of the second language and intonation pattern
- 3) Select the appropriate words and the sentences by the proper social setting, audience, subject matter, and situation.
- 4) Organize their thoughts in meaningful and logical sequence.
- 5) Use the language as a means of expressing values and also judgments.
- 6) Use language as quickly and confidently with the view unnatural pauses that called as fluency.

(Numan in Kayi, 2003)

Teaching speaking is sometimes the simple process of commercial language school around in the world because people are no training to teach conversation. Moreover, speaking is anything in a language other than our own although totally natural. (Nunan, 2013:48). Therefore, teaching conversation needs a simple way to teach them in a foreign language. In learning spoken language, sometimes grammar rules are ignored by students. In other words, the students need good habit in the English speaking practice.

Moreover, giving instruction to the students is an important thing in the learning process to make them easy for understanding in the lesson that they learn especially in speaking skill. Haskew and Mc Lendon (in Sutopo, 2009:9) state:

- a. Teaching is an action to promote the students' potential as they learn
- b. Teaching is an action to make students desired to learn to accomplishment of them
- c. Teaching is an action to make students understand what they learn
- d. Teaching is an action to give opportunity the students to learn as enjoy and freely to give judgment.
- e. Teaching is an action to increase the ability the person who are learning.

Furthermore, teaching speaking skill focuses on the students' activity and make them more active and creative. West (Fauziati:2002,145) said that through teaching speaking, teacher concerns to make students' interaction because teaching speaking related is to the communication. By communication, they can express the meaning to get the knowledge and information from their friends.

Moreover, teaching speaking students can get communication with the other friends creatively. Then, try to present in front of the class.

1.1.2 The Principles of Teaching Speaking

In the communicative model of language teaching, teacher assists the students in the real life communication in order to make them able to develop their ability in speaking skill. Harmer (2001,102) states that the principles of teaching speaking, they are:

- a) Help the students in their initial reluctance as they speak. Be encouraging: provide the opportunity: by simple way.
- b) Ask the students to talk what they are able to talk about.
- c) Ask the students to talk what they would like to talk about.
- d) Provide the exact of feedback
- e) Combine speaking skill with the others skill such as listening skill and reading skill.
- f) Incorporate teaching speech acts in the teaching speaking process.

1.1.3 Activities to Increase Speaking

Students are expected to interact with their friends, give opinion easily etc. By cooperative learning situation, they can get the interest and motivation in the learning speaking English. There are thirteen activities that increase speaking (Kayi:2006:1-4), namely:

a. Discussion

Giving an opinion or idea is a difficult thing in the learning process by the students because they are not mastering the topic. When they do not understand well, the learning process is not successful. Thus, encouraging the students is providing some activities which make the students easy to express the idea through the familiar topic and appropriate with students' words. For example: their daily activity, describing and situation of their class.

b. Role Play

Role play is one of the ways to make students speak in the classroom. In this way, each student plays with many characters in a story. Through this activity, the students get some characters. Moreover, they can think and they can play in front of the class. Therefore, they can enjoy when they learn English.

c. Simulations

Simulations are similar to role play, but simulations are more elaborate. In this activity, students can bring items when they play to make a realistic environment. For example, as students become a doctor, they can bring an injection and they play as a doctor. Harmer (1984) states that role play and simulation have many advantages. It makes and promotes the students' confidence because each student has a different role and each student takes different responsibility.

d. Plus Minus Interested (PMI)

Plus Minus Interested Strategy is a good way in teaching learning. This activity makes students more active and easier to get communication through a familiar topic. In this strategy, students get the topic, then they discuss about

Plus, Minus and Interesting. Plus means about positive element in the topic. It is related to the advantages or the benefits of the problem or particular of thing. Then Minus focuses on the negative element. In other words, it talks about bads or disadvantages of thing or the problem. Interesting is related to those points that are good or bad. Consequently, after getting the result of the discussion, they can present in front of the class in each groups.

e. Brainstorming

In this activity, students work in a group. In each group can give ideas in limited time. It is an effective way because the students can generate the ideas as quickly and freely and each students have the opportunity to speak. The good characteristic in this strategy that students should not think critically, but they can share the new ideas.

f. Storytelling

Storytelling is a way to make students can summarize the story or tale that they heard from someone or they can create own stories to tell their classmates. It makes students have more creative thinking in the learning. In this strategy, students can express their feeling or idea in a format of the beginning, development and the ending, belong the character and also the setting of the story.

g. Interviews

Conducting an interview is one of the way to get speaking with students. In interview, students can select the topics with various people. Preparing some questions in the interview is an important thing for the students. It makes

them practice to speak in English not only in the classroom, but also in the outside and it can help them become socialized. In this activity, students can interview their friends. Introducing their partner is one of the ways in this strategy. Moreover, students can present what they study in front of the class.

h. Story Completion

Storytelling can promote the ability of students' speaking. By this way, they can feel enjoy and freely when they are speaking. With the whole class students sit in a circle. Moreover, teacher gives a few of the story and the students have to continue the teacher's story. The sentences should be four to ten sentences. In addition, students can add the new character, the event, description etc.

i. Reporting

Reading a magazine or newspaper before coming to the class is a way in the reporting activity. After finishing, they can give report to their friends what they find in their interesting news. Telling anything about the experience of students' daily live in front of the class is also activity in this strategy. Thus, they can speak english freely as they did before.

j. Playing card

A playing card is an enjoyable way to make students speak in the learning process. This activity consists of four groups. Each suits will represent the topic. For example:

- Diamond means earning money
- Hearts means love and relationship

- Spades mean an unforgettable memory
- Clubs mean Best teacher

in each groups should choose a card. Then, Students write four to five the questions based on the topic for the other group. for instance:

“Diamond: earning money” as the topic, below are some possible questions:

- Is money important in your life? why?
- What do you do when you get earning money?
- What is the easiest way of earning money?

But in the beginning activity, the teacher should give an explanation to students that they are not allowed to use “yes” and “no” answer because students will get a little practice to produce spoken english. Students have to give open-ended question in each other, therefore, they can replay as complete.

k. Picture Narrating

Picture narrating is about the students’ activity to tell the story in the sequential picture. It based on criteria provide by the teacher as a rubric. Rubric consists of vocabulary and the structures they need to use during narrating.

l. Picture Describing

In this activity, students should describe a picture in each groups. In each groups consist of four to five students. They should describe what is in the picture. Then, the teacher gives time to discuss which each group who gets

different picture. After finishing, each group can present in front of the class.

It makes them more creative and imagine as they describe a person.

m. Find the difference

In this strategy student should find the difference in the picture. Students can work in pairs or couples. For instance, boys' picture are playing volleyball and girls' picture are playing tennis. They can discuss the differences or the similarities based on the picture in pairs. Then, each pair can present in front of the class.

From those activities above, teachers can use these activities in teaching speaking English. They can choose an activity that is related to the topic and objective of the lesson. Moreover, they have to consider the situation, condition of the students and materials that will be taught.

1.1.4 The Problem of Speaking Skill

Learners have some difficulties in the language learning. Particularly to improve their speaking skill is not easy for them. By (Munjayanah, 2004:17) stated that some problems in speaking ability:

a. Inhabitation

Speaking activity is different with the others skill such as listening, reading and writing. Speaking needs the real time for exposing to the audience. In the classroom, students often inhibited as they try to say thing in the foreign language: shy of the attention, worry the mistake that their speech attract.

b. Nothing to say

Even they are not inhibited, we often hear that learners complain as they cannot say anything in speaking English. Moreover, they do not have a motive to express English freely because they have beyond guilty feeling to speak English.

c. Low or uneven participation

Not all the participant can talk at a time if they are to be heard.

While in the large group, each one will have only very little talking time. A compound of the students can dominate when others speak very little or not at all is the problem.

d. Mother tongue use

By mother tongue makes students get easy to speak English naturally. But in the learning process, most of the students are not disciplined in using the target language.

1.2 Plus Minus, Interesting strategy

Dawn (2010:45) say Plus Minus Interesting is a simple strategy which makes students to think creatively.

In this strategy, assist the students to:

- Discern both side of an arguments
- Adjourn the judgement
- See the different point of view
- Think broadly the problem

➤ Establish informed decision

In addition, Fisher (2005) states that PMI is a strategy that makes students active in the class because they can think critically. Moreover, they will have focus attention to more than one perspective and judgement. The process involves the good point, bad point and interesting point about a given idea, object or event. In other hand, students should see the the Plus means the benefit, the good idea, etc. Minus means the deficiency, bad side and anything that seems to deduct, interesting means including from those points, the good and bad side.

Fisher(1995: 78) also give definition about this strategy, he said that PMI strategy is encouraging the students when they are thinking any situation before they give judgment. In other words, it makes students careful to consider the effect of the problem. Then, by having this strategy student can communicate each others through Plus Minus Interesting when they are solving the problem.

Edward de Bono (2007) states that Plus Minus, Interesting (PMI) strategy is about brainstorming activity which encourage the participants to give their ideas more than one viewpoint that is Plus, Minus, and Interesting in the discussion process. These followings are the explanation more about the three perspectives, namely:

- P stands for plus that is a positive element in the topic. It is related to the advantages or the benefits of the problem or particular of thing
- M stands for Minus that is negative element, talk about bads or disadvantages of thing or the problem.
- I stands for Interesting that is both of the side good and bad, but they are considered as the neutral observation, comment or about interest point.

According to Sanchez (2010) Plus Minus, Interesting (PMI) strategy is a good strategy in teaching speaking English. It increases the kind of personal communication that is students' need, including internally process, organize, and retain the idea. Plus Minus, Interesting (PMI) strategy makes the student active in the class because students have the opportunity to speak freely.

Mirawati (2013) says PMI strategy is useful for the students in the learning process. This strategy can build interaction students in the class. Besides, they be able to think better and they feel confident as they give opinion about their comprehension.

From those theories, PMI strategy is a good strategy and effective in the learning process. It makes teacher and students can express their thinking, easy to solve the problem, feel enjoy when learning process. Through those reasons the writer can summarize that those strategies appropriate on writer's study.

2.2.1 The Benefit of Using Plus Minus, Interesting strategy

Many experts state about the advantages the application of Plus Minus, Interesting (PMI) strategy. One of them by Streeter (2004:123) states that using Plus Minus Interesting strategy gives students' improvement in speaking English. They will get some the advantages in this learning, for example, students can try their thinking ability, they can easy to find the solution to a problem, They can share the information or the judgment about something, they can feel so confident as they share their idea in the discussion, they can know the value both sides of the argument, they can share the idea freely, they can make the informed decision. They can develop social interaction skill.

2.2.2 Procedure in Teaching Speaking using PlusMinus, Interesting (PMI) strategy

Here, the researcher explains about the procedure of using Plus Minus Interesting (PMI) strategy, Klippel (1992:97) states procedure of PMI. Firstly, the teacher asks for the students work in pair. Secondly, she gives new topic which is familiar to the students. Then, they have to think of the Plus Minus Interesting point of the idea related the material. Thirdly, after finishing in each partner, they can share their ideas for a few minutes. After that, the ideas can be discussed in the whole class.

Besides, Hearland (2014:13) explains about PMI procedure. They are: firstly, teacher illustrates about PMI strategy. He explains Plus Minus Interesting to the students. Secondly, teacher asks the students to make a group. Then, in five minutes each group has to focus on the recording to hear the pluses of the topic. Then, she repeats the procedure of minuses. Each group has the opportunity to ask the interesting question. Thirdly, each group can present their project in front of the class.

Brunner (2008:43) explains his procedure : first, the teacher asks the student to work in group. Then, she gives the class an idea or topic. The teacher explains what to do with their group and the teacher gives material or topic that can discuss by the students. Second, The students have to think of the Plus point, Minus point and Interesting point of an idea. The students starts to discuss after having the material of topic with their group. The students know Plus, Minus and Interesting point of an idea. Third, the students work with their group for a few minutes. The

teacher gives opportunity to the students for sharing ideas about the topic in each group. Fourth, each student works with a partner and shares their ideas. In other word, with give assessment the teacher can know about students' competence in speaking. The students discuss again the result that they get with their group. Last, the ideas are discussed with the whole class. The students are evaluated on their ability to perform the designed task or competency. The students express the result of discussion and conclusion in front of the class, the students perform the result that they get with their groups.

From some procedures above, the teacher apply some procedure of Plus Minus Interesting strategy by the different expert. First, Hearland in the learning teaching through Plus Minus Interesting strategy (2014:13), the teacher explains first about the material. Then, by Brunner (2008:43) the teacher makes a group to the students. The group consist of four students. Moreover, Klippel (1992:97) mentions one of several procedures in teaching speaking using Plus Minus Interesting is asking to the teacher gave new topic to the student. It should be familiar for them in order to make the students easy to give their ideas and opinion. Besides, Brunner (2008:43) mentions the procedures in teaching speaking is asking to the students to discuss with their friends about Plus Minus Interesting to give their opinion, ideas of the problem. After finishing, each group can present their results in front of the class. The last procedure is giving the assessment by the teacher as they perform. By assessment from the teacher, she can know about students' competence in speaking.

2.3 Previous Studies

The researcher finds some previous studies in teaching speaking through PMI (Plus Minus Interesting) strategy. Firstly, by Supartinah (2008) with the title “ *The Use of PMI (Plus Minus, Interesting) strategy to Develop Students’ Critical Thinking through Speaking Activities* ”. The design of this research is CAR (Classroom Action Research). There are three cycles which consist of three meetings every cycle. Then, she takes the subject from first grade Acceleration students in Academic year of 2008/2009. This research find that the result is Using of PMI (Plus Minus, Interesting) strategy is useful to improve the students’ critical thinking and improve the students’ motivation in joining the lesson.

Secondly, by Suryani Elfita, The title is *Teaching Speaking By Combining PMI (Plus, Minus, Interesting) And Gallery Walk Strategies For Junior High School*. She takes the subject from the eight grade. This study the writer combines two procedure become one. Then, this research find the result that this strategy is beneficial to improve the students’ motivation to speak English, increase their interest to learn English. Then, the students enjoy getting the lesson and make them have fun

Thirdly, the title is *The Effect of Using Plus-Minus-Interesting Technique Toward Students’ Ability In Writing Analytical Exposition Paragraph by Sijum Mides*. This research, the writer uses a quasi-experimental design which consists of the two classes that is treatment group and a control group. For the treatment class the researcher uses Plus Minus Interesting Technique, but in the control class without this strategy. Then, the result of this research is Using Plus Minus

Interesting (PMI) gives significant effect for the students' ability in writing analytical exposition paragraph because the students who use this strategy to get better score than students are not using it.

Those previous studies above show that all of the studies use quantitative design which have the aim to test the theory. The result of the studies show that PMI strategy improves the students' motivation in the lesson, makes the students' interest to learn English and improves students' ability in writing analytical exposition paragraph. Therefore, the writer uses the qualitative design which creates theory to know the procedure of PMI strategy, whether the teacher at MTs Tarbiatul Aulad implements PMI strategy based on the theory or she implements is different from theory. So, focuses of this study is to know the model of Plus Minus Interesting strategy in teaching speaking at MTs Tarbiatul Aulad.