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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Frame Work

##### 1. The Background of the School

State Junior high school 3 Tambang is one of the Junior High Schools in Kubang Raya Pekanbaru which is located at Jl. Tuanku Tambusai No.30 Kecamatan Tambang Kabupaten Kampar Provinsi Riau. English is one of the subject courses in their curriculum, school-based Curriculum (KTSP). In this school, the students' study English twice a week (2x40 minutes per meeting). It means that the student have 80 minutes in a week and the passing grade (KKM) for English is 75. State Junior High School 3 Tambang in the first smester study descriptive and recount text. The writer focused on the descriptive text. Thus, the scoring rubric for assessing the students can be seen as follows:

**Tabel II.1**  
**Scoring Rubric of Students' Speaking Ability**

Score	Description
88-100	The students can express the meaning of some words, information, generic structures, language features and communicative purpose very clearly.
75-87	The students can express the meaning of some words, information, generic structures, language features and communicative purpose clearly.
62-74	The students have limited understanding to express the meaning of some words, information, generic structures, language features and communicative purpose clearly.
50-61	The students have little understanding to express the meaning of some words, information, generic structures, language features and communicative purpose clearly.
<50	The students have no understanding to express the meaning

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of some words, information, generic structures, language features and communicative purpose clearly.
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State Junior High School 3 Tambang is located in Jl. Tuanku Tambusai No. 30 Tambang district, Riau Province. The same as another school, State Junior High School 3 Tambang provides English subject in the school. The students are learning about all aspects in English such as speaking, reading, listening, and also writing. In this research the researcher focuses on one aspect that is speaking.

In speaking skill, the competence is to give the students chance to speak up frequently so that the students can improve their speaking ability easily and nicely. Hence, the students can achieve the English score especially in English better than they are expecting in the process of learning. In speaking skill, the standard competency is to give expression of the meaning in functional oral text and simple short monologue in descriptive and recount text for interaction with environment and the indicators of achievement competencies are asking and answering some information orally in short text in descriptive and recount form and doing simple short monologue or dialogue in descriptive and recount text. It means that all of the topics in speaking subject expect the students' to be able communicate to each other although it is just a daily conversation.

According to Tarigan (1992, p.8), speaking is the skill intended to express message through oral language. It can be said speaking is a medium to express ideas, opinion, feeling, argument, and message. In doing this research, the writer wants to introduce a new and appropriate



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strategy in order to make the students understand and give a solution to their problem in learning English especially speaking that is PMI (Plus, Minus, and Interesting) strategy. The English teacher in that school have already given the students many of strategies to help them to do their speaking easily such as impromptu speaking, direct speaking, ask the students to do their presentation, mind mapping, and many others. But in fact, the students still have problems in speaking that is why the writer wants to introduce a new strategy in State Junior High School 3 Tambang.

## 2. The Nature 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 aspects of learning a second or foreign language, because the purpose of learning a language is to be able to communicate by using a language. According to Long and Jack (1987), speaking is a complex set of abilities that involves many components including pronunciation, vocabulary, and grammar skill. By mastering the components involved in speaking, speaker can produce a good spoken language.

According to Kalayo and Fauzan (2007, p.101), many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess

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their progress in term of their accomplishments in spoken communication. It means that the mastery of the language can be seen from the speaking fluency.

Speaking is either as interaction or a social and situations based on activity. Speaking is the productive aural/oral skill. The writer can say that the speaker must consider the person they are talking to as listener. The people speak for some reasons or based on particular goal. So, it is important that everything writer wants 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. Speaking is a prominent skill among the others. It is an application after measuring other language skill such as listening, reading, and writing. These cannot be separated With each other. Therefore, it is important to practice speaking a lot to develop our ability, because no one can achieve the maximum without practicing. In addition, speaking process should pay attention to willingness and how to say as well to whom appropriately.

In conclusion, speaking is an important process that should be mastered by the students to help them communicate with other people easily. Speaking skill is one of the productive skills in English. Because of that, the students need more practice in order to be familiar with the second language itself.

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**3. The Function of Speaking**

Speaking has many functions in daily life to communicate to other people. According to (2000, p.253), there are seven functions of communication, as follows:

- a. Introducing self and other people
- b. Exchanging personal information
- c. Asking how to spell someone's name
- d. Giving commands
- e. Apologizing and thinking
- f. Identifying and describing people
- g. Asking for information

**4. The Types of Classroom Speaking Performance**

According to Brown ( 2004, p.141 ), there are five types of similar categories that are applied to the kinds of oral production that students are expected to carry out in the classroom they are, imitative, responsive, interactive, and extensive.

**a. Imitative**

The first ability type of speaking performance is the ability simply parrots back a word or phrase or possibly a sentence. While, this is a purely phonetic level oral production, or number of prosodic, lexical, and grammatical properties of language maybe included in the criterion performance.

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b. Responsive

Responsive assesment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standards greetings and small talk, simple request and comments and the like.

c. Interactive

The difference between responsive and interactive speaking is in the length complexity of the interaction, which sometimes include multiple exchanges and multiple participants. Interaction can take two forms of the transactional language, which has the purpose of exchange the spesific information or interpersonal exchange, which have purpose mainting social relationships. In interpersonal exchange, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conversation.

d. Intensive

A second type of speaking frequently employed in assesment context is the production of short streches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

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#### e. Extensive

Extensive oral production task includes speeches, oral presentation, and storytelling during which opportunity for oral interaction from listener is either high limited (perhaps to nonverbal responses) or ruled out altogether.

All of the components can sign how far students' speaking proficiency is.

Students' speaking ability can be seen by their communication orally and their skill in spoken language activities directly. Hasibuan says "to help students develop communicative efficiency in speaking; instructors can use a balanced activities approach that combines language input, structured output, and communicative output." He also says that "language learners need to recognize that speaking involves three areas of knowledge:

- a) Mechanics (pronunciation, grammar, and vocabulary)
- b) Functions (transaction and interaction)
- c) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants)."

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## 5. The Micro and Macro Skill of Speaking

In addition, Brown (2004, p.142), stated that there are two kinds of skill that must be mastered in speaking ability:

### A. Microskill.

- a) Produce chunks of language of different lengths.
- b) Orally produce differences among the English phonemes and allophonic variants.
- c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
- d) Produce reduced forms of words and phrases.
- e) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- f) Produce fluent speech at different rates of delivery.
- g) Monitor your own oral production and use various strategic devicespauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- h) Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralisation), word order, patterns, rules, and elliptical forms.
- i) Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
- j) Express a particular meaning in different grammatical forms.
- k) Use cohesive devices in spoken discourse.

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**B. Macroskills**

- a) Use cohesive devices in spoken discourse.
- b) Accomplish appropriately communicative functions according to situations, participants, and goals.
- c) Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- d) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- f) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

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## 6. The Assessment of Speaking

Hughes (2003, p.131), stated that there are some proficiency descriptions of speaking, which speaking skills are assessed based on the components of speaking as in the following:

**Tabel II.2**  
**Components To Assess**  
**Students' Speaking Ability**

### 1) Acent

Score	Requirements
6	Native pronunciation, with no trace of "foreign accent"
5	No conficous mispronunciation, but would not be taken for a native speaker
4	Marked "foreign accent" and occasional mispronunciation which do not interfere with understanding
3	"foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
2	Frequent gross error and very heavy accent make understanding difficult, require frequent repetition.
1	Pronunciation frequently unintelligible

### 2) Grammar

Score	Requirements
6	No more than to errors during the interview
5	Few errors, with no patterns of failure
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
2	Constant errors showing control of very few major patterns

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	and frequently preventing communication
1	Grammar almost entirely inaccurate except in stock phrases

**3) Vocabulary**

Score	Requirements
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
5	Profesioanal vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations
4	Profesional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non technical subject with some circumlocution
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common profesional and social topic
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
1	Vocabulary in adequate for event the simplest converstation

**4) Fluency**

Score	Requirements
6	Speech on all profesonal and general topic as effortless and smooth as a native speaker
5	Speech is effortless and smooth, but perceptively non native in speed and evenness
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for word
3	Speech is frequently hesitant and jerky, sentence may be uncompleted
2	Speech is very slow and uneven except for short or routine sentences
1	Speech is so halting and fragmentary that converstation is

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	virtually imposible
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**5) Comprehension**

Score	Requirements
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker
5	Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or shirred speech
4	Understand quite well normal educate speech when engaged in a dialogue, but requires occasional repetition or rephrasing
3	Understand careful, somewhat simplefied speech when engaged in a dialogue, but may require considerable repetition and rephrasing
2	Understands only slow, very simple speech on common social and touristic topic; requires constants repetition and rephrasing
1	Understand to little for the simplest type of conversation

**7. The Purpose of Teaching Speaking**

According to Hughes, “The purpose of teaching spoken language is to develop students’ ability in interacting success of the language, involving comprehension as well as production.” In addition, Ur states that there are four characteristics of successful speaking activity:

- a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.
- b. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

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- c. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.
- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

**8. The Students Speaking Ability**

Speaking is delivering a message, information or idea to communicate to other people. Regarding Cameron (2010, p.40), noted that speaking is the active use of language to express meanings so that other people can make sense of them. According to Klippel (1984, p.47), speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of the speaking.

There are several components that should be considered in speaking which is explained below:

**a. Grammar.**

Grammar is sometimes defined as 'the way words are put together to make correct sentences'. Grammar is one of the language components. Brown (2000, p.362), stated that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Using the correct grammar makes someone know the real meaning in the sentence.

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## b. Vocabulary

Language consists of words. Vocabulary is the collection of words that an individual knows (Linse, 2005, p.121)

“Nunan views that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary we will be unable to use the structures and functions we may have learned for comprehensible communication. It means that mastery is one of the important components in communication process because the language exists by words, and words added from vocabulary” (Nunan, 1994).

## c. Comprehension

According to Oxford (2008, p.86), comprehension is the ability to understand something. It indicates that in comprehension the speakers and listeners have to understand what the intended meaning of the speaker when he or she says something.

## d. Fluency and Accuracy

Brown (2000, p.268,269), stated that fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility. And accuracy is the extent to which the students speech matches what the people actually say when they use the languages.

## e. Pronunciation

Pronunciation is a way in which a language or a particular sound is spoken (Oxford, p.352). Pronunciation is necessary in speaking since it has sounds that express meaning.

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Based on the explanation above, it can be concluded that students speaking ability can be measured on the aspects of pronunciation, grammar, vocabulary, fluency, accuracy, and comprehension. Students should pay attention to their grammar in expressing their ideas. Also, they have to choose correct vocabulary to describe what they want to deliver.

### 9. The Factors that Influence Students' Speaking Ability

According to Harmer (2002, p.51), motivation that brings students to the task of learning English can be effected and influenced by the attitude of a number of people. It is worth considering what and who these are since they from part of the world around students' feeling and angagement with learning process.

There are several factors that influence students' speaking ability in learning they are personal and sociocultural factors that include individual characteristics, such as attitudes and values students bring to college basedon prior personal, family, and cultural experiences. The second component is the classroom environment factors that pertain to instructional experiences in different course. The third component is internal factors or students' beliefs and perception.

The internal factors are the students' itself (students' goal, belief, attitude and personality) and external are the students' environment (the students' family, teacher, friend and classroom).

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## 10. The Nature of Plus Minus Interesting Strategy

Fogarty and Kern (2009, P.38) described PMI strategy that requires looking at three perspectives: the positive or plus, the negative or minus, and the natural or the interesting. It means “plus” is related to the positive element of the topic. It can be all of benefits or advantages of a particular thing. : “minus” is related to negative element. It means that it deals that ether or disadvantages of one thing. “interesting” is related to those points that either good or bad, but are regarded as natural observation, comments or points of interest.

Furthermore, Dawn Wee (2010, p.45), stated that PMI is a simple strategy to look at the problem from all sides. Schancesz (2010, p.23), stated that PMI is an effective strategy used by teacher to generate ideas about a question or problem and help them to see and value of both possibilities of solution for the problem. This strategy can make students think better and more confident to speak about their comprehension.

The aim of teaching speaking is to make students become an active learners. In order to achieve it, the teacher needs to use a technique to help the students speak bravely. According to Cambridge advanced learner’s dictionary, technique means a way of doing activity which needs skill. From the statement above, the writer concludes that if the students know about lot of techniques in learning, it will be easy for them to be the active learners.

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One of the strategies that can be used by the students in order to ease them to speak is Plus Minus Interesting Strategy. As womelli (2005, p.124), said Plus Minus Interesting Strategy stands for pluses, minuses, and interesting. In addition, this technique helps students to share the idea by announcing 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.

Edward de Bono was the first person to explain this strategy. Edward de Bono (1982, p.19), stated that The Plus Minus Interesting is an attention-directing tool. Moreover, Plus Minus Interesting is an important Decision Making tool: The mind tools used so far in this section have focused on selecting a course of action from a range of options. 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.

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 dicision-making meant to be directed towards improvement in the situation. In doing Plus Minus Interesting,

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writer deliberately directs our attention first towards the Plus points, then towards the Minus points and finally towards the Interesting points.

Klippel (1992, p.97), explained about the procedures of Plus, Minus, and Interesting strategy in teaching, as follows:

- a. Teacher gives the class an idea or topic. Then, topic is familiar for students.
- b. The students have to think of the plus point, minus point, and interesting point of an idea.
- c. The students work with a partner and share their ideas for a few minutes.
- d. The ideas are discussed with whole class.

Moreover, Sanchez (2010) stated that advantages of PMI strategy are:

- a. PMI can help students generate ideas about a question or problem.
- b. This strategy can help students to see and value both sides of an argument.
- c. This strategy can help students to make informed decision.
- d. This strategy encourages students to reflect on creative and border aspect of a topic
- e. This strategy can make students free to share their ideas to other.

In conclusion, through this strategy students can comprehend a problem and find the solution easily. This strategy can build confidence

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of student in speaking. Based on their knowledge about the topic, they can share it to other confidently.

**B. The Relevant Research**

There are two relevant researches which have relevancy to this research. They are:

1. The Use of PMI to Develop the Students' Critical Thinking through Speaking Activities (An Action Research in Acceleration I of SMP 1 Karanganyar in the Academic Year 2008/2009) by Supartinah in 2009. Her research consisted 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 stated that PMI could improve the students' vocabulary and pronunciation so that it implied to the improvement of students' speaking ability. Therefore, PMI Technique is very potential to be applied in speaking class.
2. PMI (PLUS-MINUS-INTERESTING) Implementation for Classroom was Used by Prof. Ubon Sanpatchayapong in 2013. Her journal in APEC official site states that teachers may implement a PMI Chart in their classroom at any or all levels: Elementary, Intermediate, and Advanced. 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

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discussions in English at a classroom forum or conference with the teacher.

The first research above has similarity in the technique used in the research. But Supartinah used PMI to enhance students' critical thinking through speaking activity in classroom action research; meanwhile the writer used PMI in experimental research. The second research proved that PMI can be useful in the classroom at all level, and encourage discussion in English. Both of these research were focused on the usage of PMI in teaching and learning program.

### C. The Operational Concept

A concept is an element that avoids misinterpreting and understanding in a scientific research, as a concept, it is still abstract forms. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept. In a research plan, the concept has to be interpreted into particular words in order to be easy to measure. It means that operational concept is needed to avoid misinterpreting to the paper content. Actually, there are two variables in this research. They are variable X and Y. Variable X is as independent variable (The Plus Minus Interesting Strategy). And Variable Y is dependent variable (Speaking Ability).

Klippel (1992, p.97), explains about the procedures of Plus, Minus, and Interesting strategy (Variable X) in teaching, as follows:

1. Teacher gives the class an idea or topic. Then, topic is familiar for students.

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

Then, the indicators of Variable Y or speaking ability based on syllabus can be seen as follows:

- a. The students are able to speak with correct pronunciation.
- b. The students are able to use correct grammar in speaking.
- c. The students are able to use appropriate vocabulary.
- d. The students are able to express their ideas correctly.
- e. The students are able to speak with appropriate word.

**D. The Assumption and Hypothesis****a. The Assumption**

The better using Plus Minus Interesting Strategy is, the better Students' Speaking Ability of the second year at State Junior High School 3 Tambang will be.

**b. The Hypotheses**

Based on assumption above, the hypothesis for this study can be formulated as follows:

**H<sub>a</sub>** : There is a significant effect of using Plus Minus Interesting Strategy on students' speaking ability at the second year of State junior High School 3 Tambang.

**H<sub>0</sub>** : There is no significant effect of using Plus Minus Interesting Strategy on students' speaking ability at the second year of State Junior High School 3 Tambang.



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