

# **IMPROVING STUDENTS' SPEAKING ABILITY THROUGH PMI (PLUS, MINUS, AND INTERESTING) STRATEGY AT JUNIOR HIGH SCHOOL**

**Mirawati<sup>1</sup>, Zul Amri<sup>2</sup>**  
**Program Studi Pendidikan Bahasa dan Sastra Inggris**  
**FBS Universitas Negeri Padang**  
**email: bya\_wee@yahoo.co.id**

## **ABSTRAK**

PMI strategi diharapkan dapat membantu siswa untuk lebih aktif dan mengerti materi yang diajarkan oleh guru. Strategi ini mengajarkan siswa untuk mengenali dan mengerti tentang sebuah masalah atau objek dari sudut pandang yang berbeda, yaitu siswa dapat mengetahui plus (keuntungan atau positif) dari suatu objek, minus (negatif atau kekurangan) dari suatu objek serta hal yang menarik dan dapat membuat siswa menjadi aktif dan menyampaikan pendapat secara bebas, sehingga akan tercipta kelas berbicara yang interaktif dan menarik bagi siswa.

Kata kunci: PMI (plus, minus, and interesting), teaching speaking, junior high school students.

### **A. Introduction**

Speaking is an important skill that should be mastered by students. By speaking, students can express their ideas, opinion, and information the skill orally. In speaking, students do not only practice alone but also build interaction with other. According to Tarigan (1992:8), speaking is the skill intended to express message orally. It means that speaking is a medium to express ideas, feeling, emotions and so forth. Through speaking, students can build communication and interaction with others and make them understand and other.

According to Widowson (1984:20), speaking is the active productive skill. It is the ability of someone to communicate orally with others. Through speaking activity, the listeners get much information from the speaker, such as information happening around them. Interaction between the speaker and listener in speaking activity can run well if they understand each other.

Moreover, in learning speaking, students sometimes find some problems or difficulties, and make them not interested to learn. Based on the writer's teaching experience at SMP 3 Lubuk Alung, most of students get

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<sup>1</sup> The writer of paper from English Department for Graduation Period March 2013

<sup>2</sup> The advisor, a lecture of English Department, FBS at Padang State University

some difficulties in speaking. These might be caused by many factors, such as, (1) the topic or material given by teacher was not interesting, (2) the teacher did not have appropriate strategy to make students active in speaking class, (3) the teacher did not give opportunity to students to practice in the class. These problems make speaking class boring and not challenging for the students.

However, these cases above can be solved if the teacher has appropriate or good strategy to make students interested in learning. There are some strategies that can be used in teaching speaking, such as minimal responses strategy, storytelling, and reporting back strategy. These strategies can improve student's speaking ability. The other one is PMI (Plus, minus, and interesting) strategy.

Fisher (1995:78) says that PMI is a strategy that aims at encouraging the learner to think about any situation before coming to a judgment about it. It means that the students should be careful to consider the effect of the problem. Students are expected to solve the problem by thinking the plus, minus, and the interesting ideas that can be taken from it.

Moreover, Fogarty and Kern (2009:38) describe PMI as a strategy that requires looking at three perspectives: the positive or pluses, the negative or minuses and the neutral 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 with bad or disadvantages of one thing. "Interesting" is related to those points that either good or bad, but are regarded as neutral observation, comments or points of interest.

Furthermore, Dawn Wee (2010:45) states that PMI is a simple strategy to look at the problem from all sides. Shancesz (2010: 23) states 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 confidence to speak about their comprehension.

Through this strategy students can find solution of the problem 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.

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

1. teacher gives the class an idea or topic. The topic is familiar for students.
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 the whole class.

Heartland (2004:13) states some procedures of teaching speaking through PMI strategy. They are follows:

1. teacher draws a PMI frame on the board. Teacher label each column and explain the term and its use. Teacher explain that “Plus” comments will show what students see as positive, “Minus” comments will show what students see as negative, “Interesting question” will show what students would like to know about the topic or its pluses and minuses. Then above the PMI frame on the board, teacher writes the topic for discussion.
2. teacher assigns roles for small group work, reviews the cooperative guidelines, and distributes one blank PMI per trio. Then, teacher allows the groups three of five minutes for listening the pluses of the topic. The teacher repeats the procedure for the minuses. After minus list time is up, teacher gives the opportunity for each group to ask the interesting questions. After each group has finished its question list, teacher invites on plus, minus, and one question from each group.
3. after reviewing the procedures, teacher ask the students to explain when and where they might use a PMI, how it can help their thinking in school and outside school, and what the advantages of using a PMI are.

According to Streeter (2004:123), there are some benefits of using PMI strategy in teaching. 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 areas. 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.

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

1. PMI can help students generate ideas about a question or problem.
2. This strategy can help students to see and value both sides of an argument.
3. This strategy helps students to make informed decision.
4. This strategy encourages students to reflect on creative and border aspect of a topic.
5. 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 confidences of student in speaking. Based on their knowledge about the topic, they can share it to other confidently.

## B. Discussion

### 1. Preparation of Teaching

Before teaching and learning process begins, teachers have to prepare everything to make teaching and learning successful. There are some preparations of teaching:

- a. The teacher should select the material. The material should be related to the topic and appropriate to the curriculum and students need.
- b. The teacher prepares lesson plan. It helps te teacher to teach. It can direct the teacher in the teaching process.
- c. The teacher should prepare the media which is used in teaching learning process. The media should be interesting for the students.
- d. The teacher should determine objectives and indicators of the teaching. It aims to know how far students understand about the lesson and whether the aims of teaching can be reached or not.
- e. The teacher selects a good strategy. Good strategy can make students fun and enjoy to study. The students feel comfortable and interested in studying in the class.
- f. The teacher determines the time allocation. The time allocation is needed to know how long the teacher delivers the material to the students.
- g. The teacher makes evaluation of students. Before evaluating, the teacher gives some questions for the students to ask idea, suggestion, and addition.

### 2. Application

There are three main stages of teaching speaking activities, namely pre-teaching, whilst teaching, and post teaching.

#### a. Pre-teaching activity

Pre-teaching activity is an activity of process before coming into new material or lesson. One kind of pre teaching activities is brainstorming. Brainstorming is intended to stimulate students to be active and interested in the topic given by teacher. The teacher encourages the students' experience or background knowledge before starting the lesson.

There are some steps in pre teaching activities:

#### 1) Teacher greets the students

Greeting is the activities done at the beginning of the teaching and learning process that is by doing interaction like this:

Teacher : Good morning students, how are you?

Students : Morning miss, I'm fine. And you?

Teacher : I'm fine too. Thank you.

#### 2) Teacher checks students' attendance.



3) Teacher gives students motivation.

Teacher : Do you practice English every day?

Students : Yes miss.

Teacher : Very good.

4) Teacher reviews the previous lesson. It aims to know how far students understand about the lesson, and make them remember it.

b. Whilst-teaching activity

Whilst teaching activity is the core of teaching learning process. In whilst teaching, the teacher builds students' knowledge about the topic that they are going to study.

There are some steps in whilst teaching activities. They are:

1) Teacher introduces the topic to the students.

Teacher shows the picture and asks some questions related to the picture to the students.



Teacher : Do you know what it is?

Students : Yes miss, it is humberger, potatoes.

Teacher : Good, do you know what kind of food it is?

Students : it is fast food, Mam.

Teacher : Very good. What thing do you like from it?

Students : It is so delicious, Mam.

Teacher : What thing that you do not like from it?

Student 1 : That food is not healthy, Mam.

Student 2 : It is expensive, Mam.

Teacher : Good, why it is not healthy?

Students : It consists of preservative.

Teacher : So, what do you think about the plus point from it?

- Students : It is delicious, easy to get it.  
Teacher : And what is the minus from it?  
Students : It is not good for our health.  
Teacher : what is the point that we can take from it?  
Students : It is delicious, expensive, easy to get it but not healthy.  
Teacher : so, we can take interesting point of it. Although fast food is delicious and easy to get, but it is unhealthy for us.

- 2) Teacher gives the new topic and shows the picture to the students, and teacher also asks the students to describe the picture.

Topic: Living in the Village



- 3) Teacher divides students into several groups. Each group should discuss about plus, minus, and interesting ideas from the topic.  
4) Teacher lets students to discuss and share their opinion of the topic with their group.  
5) Teacher limits the time for students to discuss the topic in their group discussion  
6) The teacher asks the each group to present their discussion in classical discussion. The group should explain about the plus, minus, and interesting idea from the topic and another group can compare and make list from the group present.  
7) Teacher assesses students' ability during classical discussion.
- So, by using this strategy, students can speak about the plus, minus, and interesting of the topic that is discussed. It means that students speak in the classroom actively and they are involved in teaching learning process. So, it can improve students' ability in speaking.

c. Post-teaching activity

Post teaching activities are necessary as the follow up phase on what the students have studied.

There are some steps in past activities:

1) Teacher concludes the lesson

Teacher : So, we know from all things which are described. We know the plus and minus point of that. What can be interesting point of it? If we want to know about something, we should make a decision. That is good or not, and what is interesting from it. We should be selective and think better.

2) Teacher evaluates teaching learning process. This activity aims to know how far the students comprehend about the lesson.

3) Teacher gives homework for the students for the next meeting by giving some pictures (see appendix).

4) Teacher says leaving taking.

Teacher : That's all our lesson today. Thanks for you attention. See you.

Students : See you.

### C. Conclusions

Speaking is one of important language abilities that should be mastered by students. In speaking, students should build interaction with other, because speaking is a way or tool to communicate. Through speaking, students can share what they think and feel freely. It makes students enjoy and confidence.

Furthermore, to improve students' speaking ability, the teacher should have some strategies. One of the strategies is PMI (Plus, Minus, and Interesting). In PMI there are three stages of activities, namely pre-teaching activity, whilst teaching activity, and post teaching activity.

Therefore, this strategy is very effective to use in teaching speaking. Through this strategy, students know the plus, minus, and interesting from a topic. They can tell and share it to other students. Besides, students are expected to look at problem from all sides. Through PMI strategy, students can find the solution of the problem easily. They will learn what the plus or positive, minus or negative idea from the topic, and the interesting ideas from it.

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