IMPROVING STUDENTS' SPEAKING ABILITY THROUGH PMI (PLUS, MINUS AND INTERESTING) METHOD

(A Pre Experimental Research at the Ninth Grade Students of SMP Muhammadiyah 1 Makassar)

A THESIS

Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment of the Requirement
for Degree of Education in English Department

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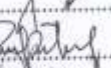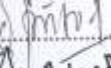## PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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IRDAYANTI NANDA RAUF

MOTTO

> *"Yesterday is History, Tomorrow is Mystery."*

> *"Tough Situation Build Strong People."*

This thesis was honoraly dedicated for:

"My beloved parent, Abdul Rauf and Suryati. I am very grateful for your endless love and big prayer that you give to me."

"My lovely siblings, Samsul, Salim, Irman Rauf and Irfan Rauf. Thanks for your prays, loves, helps and supports."

ABSTRACT

Irdayanti Nanda Rauf. 2019. *Improving Students' Speaking Ability through PMI (Plus, Minus and Interesting) method (A Pre-experimental Research at Ninth Grade Students of SMP Muhammadiyah 1 Makassar)*. Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Nunung Anugrawati and Eka Prabawati Rum).

This research aimed to find out whether or not the use of PMI (Plus, Minus and Interesting) method effective to improve students' speaking ability at ninth Grade Students' of SMP Muhammadiyah 1 Makassar.

The researcher used Pre-experimental research with pre-test and post-test design, and collected the data by giving Pre-test, treatment and Post-test. The sample of the research was class IX B of SMP Muhammadiyah 1 Makassar which consisted of 30 students. This research used Purposive Sampling Technique to select the sample.

The result of data analysis that PMI (Plus, Minus and Interesting) was effective to improve the students' speaking ability it was shown by the mean score between before and after giving treatment is 58.4 becomes 72.83. It means that there is significance difference between before and after giving the treatment. It was proved by the result of the statistical analysis of the level of significant 0.05 with degrees of freedom (df=N-1, 30-1=29), it is found that the t-table value is 2.04. Indicated that the value t-test of pronunciation is greater than t-table (12.80>2.04). It means that, through of PMI (Plus, Minus and Interesting) was very good in improving students' speaking ability.

Keywords: PMI (Plus, Minus and Interesting) and Speaking Ability.

Irdayanti Nanda Rauf . 2019 . *Meningkatkan Kemampuan Berbicara Siswa melalui metode PMI (Plus, Minus dan Interesting) (Penelitian Pra-eksperimental pada Siswa Kelas Sembilan di SMPMuhammadiyah 1 Makasassar)* .Pelatihan dan Pendidikan Fakultas Keguruan, Universitas Muhammadiyah Makassar (dibimbing oleh Nunung Anugrawati dan Eka Prabawati Rum).

Penelitian ini bertujuan untuk mengetahui apakah atau tidak penggunaan metode PMI (Plus, Minus dan menarik) untuk meningkatkan kemampuan berbicara siswa pada Siswa Kelas X di SMP Muhammadiyah 1 Makassar.

Penelitian ini menggunakan penelitian Pre eksperimental dengan pre-test dan post-test design, dan mengumpulkan data dengan memberikan Pre-test, pengobatan dan Post-test .Sampel penelitian ini adalah siswa kelas IX B SMP Muhammadiyah 1 Makassar yang terdiri dari 30 siswa .Penelitian ini menggunakan Purposive Sampling Technique untuk memilih sampel.

Hasil analisis data bahwa PMI (Plus, Minus dan Menarik) efektif untuk meningkatkan kemampuan berbicara siswa ditunjukkan dengan skor rata-rata antara sebelum dan setelah pemberian perlakuan adalah 58.4 menjadi 72.83. Ini berarti ada perbedaan yang signifikan antara sebelum dan sesudah memberikan perawatan. Itu dibuktikan dengan hasil analisis statistik tingkat signifikan 0.05 dengan derajat kebebasan (df = N-1, 30-1 = 29), ditemukan bahwa nilai t-tabel adalah 2.04. Diindikasikan bahwa nilai t-test pengucapan lebih besar dari t-tabel (12.80>2.04). Artinya, melalui PMI (Plus, Minus dan Interesting) sangat baik dalam meningkatkan kemampuan berbicara siswa.

Kata kunci :PMI (Plus, Minus dan Menarik) dan Kemampuan Berbicara .

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The researcher realizes that thesis is still need more improvement to get better result, so that suggestion and advises are always expected. Finally, willingly the writer prays may all our efforts be blessed by Allah SWT.

Makassar, 2019

<div align="right">The Researcher</div>

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CHAPTER I

INTRODUCTION

A. Background

Basically, there are four skills required in English teaching learning program. They are reading, speaking, listening and writing. Based on those skill, speaking is one of the most important skill in language learning. By speaking, we can convey information and ideas, and maintain social relationship by communicating with others.

Speaking is an important skill that should be mastered by students. By speaking, students can express their idea, 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 skills intended to express message orally. It means is speaking is a medium to express idea, 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.

In principle, speaking skill is one of the most widely implemented, especially in the learning process. In Indonesia is not easy speaking skill to

young learners in Indonesia is not easy because of the status of English as a foreign language. Thus, children learn English as a foreign language tend to consider English as a subject, not as a language for communication.

To make the situation easier, the English teaching should focus on the students' ability to communicate well through speaking. Through the speaking, the students can express ideas that exist in their thinking. Speaking activity is a process that happens gradually. It requires experience, time and enough practice so that speaking is an integral part in the whole process of students learning. All of them is certainly happened during the students learn.

In reality, although English has been taught since in elementary school, most of the students in junior high schools rarely use English when they communicate with their teacher or their partner in the classroom. This condition can be caused at least by two main factors that from students and also from the teacher. The researcher found that the students have problem in speaking when the researcher*Magang* III (Internship) in SMP Muhammadiyah 1 Makassar,many students still have difficulties in learning English, especially in speaking.

According to the condition, there are some various things that happen to the students speaking ability which can be seem based on the following phenomena: The first, the students do not have enough English ability such as vocabulary or pronunciation mastery. The second, the lack of students' mastery in vocabulary and also pronunciation make students do not feel confident when they want to share their idea in English orally. The third, they

are afraid of making mistakes and being mocked by their friends. Those conditions are not supported with enough motivation given by the teacher. It means that the students feel shyness in communication and also the condition that can be caused by teacher are: The first, the teacher does not create the appropriate conditions in class where the students can actively communicate with others in English. It can be caused by the situation that there are no adequate resources including teaching topic or materials that given by the teacher was not interesting and also teaching media. The second, the lack of resources also impacts the teacher's knowledge about teaching and learning method in which the students have more opportunities to explore themselves. The teacher still used the traditional method where he or she becomes the center of the class.

By considering the fact above, the researcher tries to used PMI(Plus, Minus and Interesting) method to improve speaking ability to be one of the effective models in learning process.

B. Problem Statement

Based on the backgrounds discussed above, the reseacher underlines the problem statements as follow:

"Is the implementation of PMI method effective in improving the students' speaking ability at SMP Muhammadiyah 1 Makassar?"

C. Objective of the Research

Based on the problem statements above, the objective of the research is to find out whether or not the implementation of PMI in improving the students speaking ability at SMP Muhammadiyah 1 Makassar.

D. Significance of the Research

The research activity is significantly carried out in the following needs, they are:

a. To give some information to the teacher about Plus, Minus Interesting Method in teaching speaking.

b. To give some contributions to the students in order to develop students' ability in speaking by using Plus, Minus Interesting Method.

c. To enhance the researcher knowledge about teaching speaking by using Plus, Minus Interesting Method.

E. Scope of the Research

The scope of this research focused on identifying the students' improvement of speaking ability in learning English through asking, answering and refusing of the statement by used PMI method. In this case, the speaking was limited to the pronunciation, vocabulary and fluency.

CHAPTER II

LITERATURE REVIEW

A. Previous of Related Research Findings

There are some previous researcher that related to this research. The researcher takes some previous research to be compared with this research.

Aziz (2015), focused on improving speaking proficiency.The result of her research from 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.

Mirawati (2013) conducted the study on improving students' speaking skill through PMI Strategy at SMP 3 Lubuk Alung, the researcher showed to the conclusion that PMI could improve the students' speaking skill be better.

Supartinah (2009) conducted the strategy 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). 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 states that PMI can improve the students' Critical Thinking. Therefore, PMI Technique is very potential to be applied in speaking class.

Based on the previous findings above the researcher can explain that teaching speaking by using PMI (Plus, Minus and Interesting) as a method can

improve students speaking skill because speaking using PMI (Plus, Minus and Interesting) is one of interesting method in teaching English. Besides the learners can share their ideas by their own words, the learners also can be easy to understand the lessons by using PMI (Plus, Minus and Interesting). Moreover, by using this method can make the students more enthusiastic and enjoy the learning process.

The similarity of the reseach is the researchers find out the learning process used Plus, Minus and Interesting (PMI) method in teaching learning process. The dismilarity of the research in the first research conducted research focuses on improving accuracy and fluency, the second of the research using CAR as a research method and the last one focuses on develop the Students' Critical Thinking through Speaking Activities. While in this research, the researcher focused on the pronunciation, vocabulary and fluency at SMP Muhammadiyah 1 Makassar and find out the implementation of Plus, Minus and Interesting (PMI) method in improving the students speaking ability.

B. Theoretical Review

1. The Concept of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking requires that speaker not only know how to produce specific point of language. Chastain (1976: 356) states that speaking is a productive skill. As such, its development is undertaken after the receptive, of listening comprehension, perhaps of reading, and it is always somewhat behind that of

the receptive skill. Byrne (1976:8) also states that oral communication is two ways processes between speaker and listener and involves the productive skills of speaking and receptive skills of listening (understanding).

Based on Oxford Advanced Learner's Dictionary, speak is to talk or say something to mention. Speaking is a means of oral communication in giving ideas or information to others. It is the most essential way in which the speaker can express himself through the language. An act of communication through speaking is commonly performed in face to face interaction and happens as part of dialogue or rather than form of verbal exchange.

Based on the meaning of speaking above, the researcher concludes thatspeaking is an oral communication between speaker and listener in giving information each other. It is the act or an instance of uttering words as the processof exchange information each other.

In other view, speaking is fundamental and instrumental act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, warn, and exclaim to affect them in still other ways. The nature of the speech act should therefore play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. They select and utter a sentence they will bring just this affect.

2. The Elements of Speaking

Speaking is making use words in ordinary voice, uttering words, knowing and being able to use language; expressing one in words; making speech. While skill is the ability to do something well. Therefore, we can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is to perform the linguistics knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and need orally (Hornby. 1995: 826). Besides, there also four components that can help the speaker and the listener to understand the messages that people try to communicate, the components of speaking are described as in the following:

1) Pronunciation

Pronunciation cannot largely learn successfully by imitation and repetition. Therefore, teachers should have good standard of pronunciation in order that the students can imitate their teacher in any teaching and learning process, but we cannot expect our students to sound exactly like American or Britain and the teachers should introduce the activities will be done in order to give the opportunities to make a lot of repetition.

2) Vocabulary

There are two types of vocabulary in general; they are active and passive vocabulary. Active vocabulary is the words which the students will need to understand and passive vocabulary is the words which we want the students to understand, but they will not use themselves.

3) Grammar

Tarigan in Rusdi, 2015 states that grammar is the description of structure of language and the ways of arranging linguistics units, word and phrases to form sentences in the language. It usually concerns also with the meaning and function of the sentence.

Grammar is sometimes defined as the way words are put together to make correct sentences. A specific instance of grammar is usually called a structure would be the past tense, noun plurals, the comparisons of objectives, and so forth (Ur, in Rusdi 2015).

Grammar is generally introduced in one of two ways in most textbooks. Either the new grammar is incorporated in the dialogue and narrative or presented in example sentences at the beginning of the lesson. After the students have studied this initial presentation, the individual grammar points are isolated and practice. The teacher either drills the grammar into the students or introduces the concept through meaningful explanation examples and exercise.

4) Accuracy and Fluency

It is now very clear that accuracy and fluency are both important goals to pursue in CLT. While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. Fluency is probably best achieved by allowing the stream of speech to flow; then, as some of this speech spills over

beyond comprehensibility, the 'riverbanks' of instruction on some details of phonology, grammar, or discourse can channel the speech on a more purposeful course.

3. The Characteristics of Speaking

Speaking skill is seen as somewhat difficult for some language learners. A speaker should at least pronounce the words well, choose the suit dictions, and try to do grammatically correct though, perhaps in any cases, it is common when a speaker speaks without having good attention at accuracy or fluency. Brown says that there are eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult:

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

4. Variables

   One of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as uh, um, well, you know, I mean, like, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5. Colloquial Language

   Make sure our students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing those forms.

6. Rate of Delivery

   Another salient characteristic of fluency is rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, Rhythm, and Intonation

   This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction

Learning to produce waves of language in a vacuum without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

This analysis shows how easily speaking skill can be accommodated within this particular view of language. When a teacher asks students to use the spoken language in the classroom, the teacher needs them to take part in a process where not only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. For example, the hearer may respond or give feedback as to whether the hearer has understood or not what the speaker has just said

4. Types of Speaking Performance

According Brown (2004: 271) describes six categories of speaking skill area. This is six categories are as follows:

a) Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b) Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c) Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example, here is conversation which is done in pair work.

e) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f) Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

5. Teaching Speaking

According to Havrive kavi in Kiftiah 2014 states that what is meant by teaching speaking is to ESL learners to produce the English speech sounds and sound patterns, ask the learners to use word and sentences stress and intonation patterns, ask the learner to use words and sentences according to the proper social setting, audience, situation and subject matter, after that organize their thoughts in a meaningful and logical sequence, then use language as a means of expressing values and judgments, finally use the language quickly and confidently with unnatural pauses, which are called as fluency. In addition, Havrive Kavie also gives some suggestion for the English teacher while teaching oral language, they are:

1. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge. The students are

engages to speak more in front of the class; it can be pair work and depends on the material.

2. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

3. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.

4. Indicate positive signs when commenting on a student's response.

5. Ask eliciting questions such as "what do you mean? How did reach that conclusion?" in order to prompt students to speak more.

6. Provide written feedback like "your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice"

7. Do not correct students' pronunciation mistakes very often while speaking.

8. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

9. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

10. Provide the vocabulary beforehand those students in speaking activities.

11. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language

6. Technique in Teaching Speaking

Many of classroom speaking activities which are currently used are:

1. Acting from script

This activity encourages students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

2. Communication games

Speaking activities based on games are often a useful way of giving students valuable practice, where younger learners are involved. Games based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback.

3. Discussion

One of the reasons that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely expose in discussion situations.

4. Prepared talks

A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Students should speak from

notes rather than from a script. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker

5. Questionnaires

Questionnaires are useful because by being pre planed they ensure that both questioner are respondent have something to say each other. Depending on how tightly design they are, they may well encourage the natural use of certain receptive language pattern and thus be situated in the middle of our communication continuum. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process.

6. Simulation and role-play

Many students derive greet benefit from simulation and role-play Students simulate a real-life encounter as if they were doing so in the real world. A simulation and role-play can be used to encourage general oral fluency to train students for specific situation.

7. Debate

Debate is an activity in which opposite points of view are presented and argued. Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue.

All speaking activities above encourage students to practice speaking in classroom. Teacher should choose appropriate activities above based on the level of the students.

Every teaching and learning process can be enjoyable if teacher gives the appropriate activity based on students' levels. Beside it transferring knowledge can be done easily.

C. Plus Minus and Interesting (PMI)

Edward de Bono was the first to explain this technique. Edward de Bono states that The Plus, Minus Interesting is an attention-direction 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 technique 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 decision-making meant to be directed towards improvement in the situation. In doing Plus Minus Interesting, we deliberately direct our attention first towards the Plus points, then towards the Minus points and finally towards the Interesting points.

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 it self 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 statement given by the teacher.

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 techniques that can be applied is PMI (Plus, Minus, and Interesting). According Nation and Thomas (1988: 51), this method is suitable to develop students' critical thinking through speaking activities. He agrees to de Bono who has developed material for teaching of 'thinking'. Thismaterial is designed for native speakers, but its small group creative approach to problem solving is particularly appropriate in the foreign language classroom. One of the techniques used is PMI (Plus, Minus and Interesting).

The reason is that PMI is the simplest way of thinking. Besides, it is suitable for the beginning learners. The PMI treatment of ideas are:

P   = Plus - the good points of idea

M   = Minus - the bad points of idea

I   = Interesting - neither good nor bad but interesting nevertheless

A problem can be defined as a situation where there is a gap between reality and situation that we hope. Problem can be viewed as a task where a thinker tries to find solution and think critically to the task. According to Bono PMI was designed to help students focus attention to more than one perspective and opinion. It means that in PMI strategy teacher prosecute students to attention than give opinion based on their point of view. Thus, it makes the students interest to study English.

Bennett (2001) defines that PMI as assist in making wise decision, critical thinking (analysis) and evaluation. It means that, it will help students to give the opinion depend on critical thinking. When they get problems, they can analyze it and they make decision. After that, the students can make evaluation.

Furthermore, Conklin (2013) states that PMI is a strategy of teaching language, usually a second language, in which the target language is allows students to rate decisions and outcomes as plus, minus, or interesting. In here, the teacher asked the students to definite the plus, minus, or interesting. The students prosecute to use English language. This strategy, with using the PMI chart the students can develop their ideas.

There are some procedure in applying PMI method, there are:

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 a 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 the front of the class.

Here is an example:

Idea: Should I move to the big city?

Table 2.1.Idea of Plus Minus Interesting

PLUS	MINUS	INTERESTING
More going on	Have to sell house	Easier to find new job?
Easier to see friends	More pollution	Met more people
Easier to get places	Less space	More difficult to get own work done
	No countryside	
	More difficult to get to work	

From the table, we can see that carrying out the process is quite easy. What is not easy is to direct attention deliberately in one direction after another when your prejudices have already been decided for you what you should feel about an idea.

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 argument.

3. This strategy helps students to make informed decision.

4. This strategy encourages students to reflect on creative and border aspect.

According to Supartinah (2010) states that disadvantages of PMI are:

1. The ability of stating idea was good, but they still had lack of reasons and facts to support their idea.

2. Some students still had bad grammar. It was recognized by the grammatically wrong sentences used by the students, although it decreased compared to the previous one.

3. Some students still had inappropriate pronunciation for some words.

4. The disadvantages were also found in the students' learning process. It was still found the use of Indonesian during the discussion, although it decreased if it is compared to the previous one.

D. Conceptual Framework

The schematic conceptual framework is presented as follows:

```
                    ┌──────────────────────┐
                    │  Speaking Materials  │
                    └──────────┬───────────┘
                               ↓
          ┌──────────────────────────────────────────┐
          │  Plus, Minus and Interesting (PMI) method │
          └────────────────────┬─────────────────────┘
                               ↓
                    ┌──────────────────────┐
                    │    Speaking Skill    │
                    └──────────┬───────────┘
            ┌──────────────────┼──────────────────┐
            ↓                  ↓                   ↓
    ┌───────────────┐  ┌───────────────┐  ┌───────────────┐
    │ Pronunciation │  │   Vocabulary  │  │    Fluency    │
    └───────────────┘  └───────────────┘  └───────────────┘
```
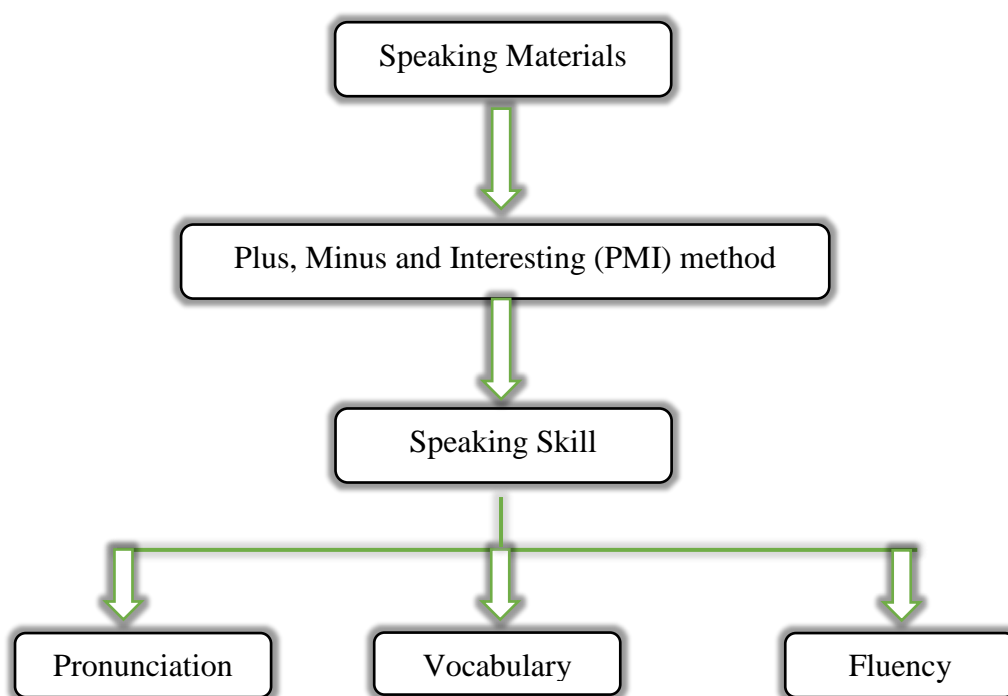
Figure. 2.1: *Conceptual Framework*

The conceptual framework above described the researchconducted by the researcher. The research was pre-experimental research which described about the used of PMI (Plus, Minus and Interesting) method in teaching speaking skill as a supporter of express their ideas to speaking. After that about speaking skill to the students, the researcher concluded that students had different elements of speaking skill. Based on the figure above, it showedthe

pronunciation, vocabulary and fluency were theelements of speaking skill that the researcher would be scored.

E. Hypothesis

H0   : Using PMI (Plus, Minus and Interesting) method is not effective to improve students' speaking ability at the eight grade students of SMP MUHAMMADIYAH 1 MAKASSAR.

H1   : Using PMI (Plus, Minus and Interesting) method is effective to improve students speaking ability at the eight grade students of SMP MUHAMMADIYAH 1 MAKSSAR.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used quantitative approach. It is design to be a pre-experimental design with pre-test & post-test design. The comparison between the pre-test and post-test score depends on the success of the treatment. The design is:

Table 3.1.Research design

Pre-test	Treatment	Post-test
O1	X	O2

Notes:

O1 = the result of the students' pre-test.

X = treatment by using PMI (Plus, Minus and Interesting) method

O2 = the result of the students' post-test.

(Gay, 1981)

B. Variable and Indicators

1. Variable

There were two variables of the research namely, independent variable and dependent variable. The variables are as follow:

a. Independent variable in this research was PMI (Plus, Minus and Interesting) method

b. Dependent variable in this research was students' speaking ability.

2. Indicator

The indicator of this research was the use of PMI (Plus, Minus and

Interesting) method to improve speaking skill in terms of pronunciation, vocabulary and fluency.

C. Population and Sample

1. Population

A population is a group of elements or cases, whether individuals, object or events that conform to specific criteria and to which we intend to generalize the result of the research (McMillan, 1992). Besides, population is the group to which the researcher would like the result of a study to be generalized. It includes all individuals with certain characteristics (Wallen and Fraenkel, 1991:339). Therefore, the populationin this study was the ninth grade of SMP Muhammadiyah 1 Makassar. There were four classes of this school, they are IX-A, IX-B, IX-C, IX-D. It consisted of 24 students of IX-A, 30 students of IX-B, 28 students of IX-C, and 25 students of IX-D.The total number of population was 107 students.

2. Sample of the Study

The sample of this study was taken from the population. Arikunto (2006) states that the amount subject is less than 100, it is better to take all the population and if the amount of the subject is more than 100, it is better to take sample about 10-15% or 20-25% of the population. Based on the limitation of the research, the researcher used purposive sampling techniques. One class would be the sample. The sample of this research was IX-B class with 30 students. The certain reason to took this class as a sample because on

this level the students are categorized as low in speaking skill in term of pronunciation, vocabulary and fluency.

D. Instrument of the Research

The instrument in collecting the data was speaking test which is conducted twice, they were pre-test and post-test. The speaking test was given to the students to know their ability in speaking. The researcher asked the students to perform their speaking in front of class one by one after giving the topic. The researcher analyzed the result of the test and gave scored. In scoring technique, the researcher measured three elements of speaking; they are pronunciation, vocabulary and fluency.

E. Research Procedure

Pre-test and post-test used to measure the improvement of students' ability to speak English. The procedure of collecting data of this research is performed as follows:

1. Pre-test

Pre-test used to the students to know their ability in speaking. The pretest is the speaking test gave before treatment. As a pre-test the students asked speaks based on the topic and the students gave idea about the topic through plus point, minus point and interesting point.

2. Treatment

Activating PMI (Plus, Minus and Interesting) method mean the researcher help the student to learn how to speak.

a. Meeting 1

1) The researcher gave a topic.

2) The group gave 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.

3) Every student wrote down all the points under the heading PMI.

4) One of the members in the group presents the result in the front of the class.

b. Meeting 2

1) The researcher continued the materials.

2) The researcher asked to back and sit together with their group mates.

3) The researcher gave another topic.

4) One of the members in the group presents the result in the front of the class.

c. Meeting 3

1) The researcher continued the materials.

2) The researcher asked to back and sit together with their group mates.

3) The researcher gave another topic.

4) One of the members in the group presents the result in the font of the class.

d. Meeting 4

    1) The researcher repeated and reminded all the material to all of students.

    2) The researcher asked one by one the students about their understood.

    3) The researcherasked to the students to tell about "*The Teacher*". The aims are to prepare the students to face the post-test.

    4) The researcher checked the task and gave explanation to the students.

    5) The researcher gave advices and suggestions.

3. Post test

Post-test is the last procedure in this study. It gave to the students after treatment. The post-test is conducted to find out the student achievement and their progress. In the post-test, the researcher asked the student based on the topic and the students tell their idea about the topic through plus point, minus point and interesting point.

F. Techniques of Data Analysis

The data from the English speaking test gave score based on the three English speaking ability scoring classification. In this case the researcher gave score on the students' pronunciation, vocabulary and fluency. To make it clear the researcher described all classifications as follow:

a. Pronunciation

Table 3.2 Scoring Guide for Pronunciation

Classification	Score	Criteria
Excellent	91-100	Pronunciation is only very slightly influenced by the mother tongue. A few grammatical and lexical errors but most utterance is correct.
Good	75-90	Pronunciation is still moderately influenced by the mother tongue. No serious phonological errors. A few grammatical and lexical errors but only cause confusing.
Fair	61-74	Pronunciation is influenced by mother tongue only a few serous phonological errors. Several grammatical and lexical errors, even some of which cause confusing.
Less	51-60	Pronunciation seriously influenced by the mother tongue with errors causing breakdown in communication. May basic grammatical and lexical errors.
Poor	X<50	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills practiced in the course.

Heaton (1989)

b. Vocabulary

Table 3.3 Scoring Guide for Vocabulary

Classification	Score	Criteria
Excellent	91-100	Using the vocabulary and idioms like native speakers
Good	75-90	Sometimes using the inappropriate vocabulary.
Fair	61-74	Often using the inappropriate vocabulary, the conversation becomes limited because the students vocabulary.
Less	51-60	Using the wrong vocabulary so it is difficult to understand.
Poor	X<50	The vocabulary is very limited.

Hayati (2017)

c. Fluency

Table 3.4 Scoring Guide for Fluency

Classification	Score	Criteria
Excellent	91-100	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	75-90	Although he has to make effort and search for words, there are not unnatural pauses. Fairly smooth, delivery mostly, in conveying the general meaning. Fairly range expression.
Fair	61-74	Has to make effort for much of time. Often has to reach for the desired the effort at time limited range of expression.
Less	51-60	Long pauses while he searches for desire meaning. Frequently fragmentally and halting delivery. Almost give up making the effort at times. Limited range of expression.
Poor	X<50	Full of long and natural pauses. Very halting and fragmentary delivery. At the time gives us making the effort, very limited range of expression.

Heaton (1989)

To find out students mean score of the pre-test and post-test, the researcherapplied the formula:

$$\overline{X} = \frac{\sum X}{N}$$

Notation:$\overline{X}$: Mean Score

$\sum$x : Total sum of all scores

N : The total number of the sample

(Gay, 1981:298)

Classifying the students' score into seven classifications score

Table 3.5.Classification of students' score

No	Score	Classification
1	91-100	Excellent
2	75-90	Good
3	61-74	Fair
4	51-60	Less
5	X<50	Poor

Depdiknas (1985)

Calculating the percentage of the students' score

$$P = \frac{F}{N} \text{ x } 100\%$$

Where: P = Rate percentage

F = Frequency of the correct answer

N = the total number of students

(Sudjana:1999)

Finding the significant different of the pretest and posttest using the following formula:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 \frac{(\sum D)^2}{N}}{N(N-1)}}} \qquad \text{Where} : \overline{D} = \frac{\sum D}{N}$$

Notation:t   : Test of significance

$\overline{D}$: The mean of different score

$\sum D$: The sum of total score of significance

$\sum D^2$: The square of the sum for difference

N : The total number of students

(Gay, 1981:366)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The Result of Student's Speaking Test

The researchanalyzed the datafrom the pre-test and post-test. The data were served 4 tables which consist of some forms of analysis namely classification, score, frequency and percentage. Below was the result of data analysis of pre-test.

a) The Rate Percentage of Pre-test Score in Speaking Ability
Table 4.1: Pre – Test of Speaking

No.	Classification	Pre-Test	
		F	%
1	Excellent (91-100)	0	0%
2	Good (75-90)	1	3.33%
3	Fair (61-74)	6	20%
4	Less (51-60)	21	70%
5	Poor (X<50)	2	6.67%
	Total	**30**	**100%**

Based on Table 4.1, the percentaged of the pre-test showed that, for excellent category (91-100) out 30 students none of them got excellent for speaking ability. There were 6 students (20%) got fair category (61-74) score, and for less category (51-60) there were 21 (70%) students got less score,there were 2 students (6.67 %) got poor category (X<50) and only 1 of them got good category (75-90). Therefore, the result can be concluded that the students' in speaking in pre-test was less categorized.

The figure the students' score percentage of Speaking Ability, it's showed the pre-test result as below:

Figure 4.1 the Score Percentage of Students' Speaking Ability

Figure 4.1 indicated the score percentage of students' speaking ability were too less. Before used the PMI (Plus, Minus and Interesting) method, some of students felt difficult to speak English. It was showed by the graphic that it was 22 students from 30 students got less score for less category (51-60) and another got fair (61-74) , poor (X<51) and good category (75-90) score.

b) **The Rate Percentage of Pre-test Score in Term of Pronunciation, Vocabulary and Fluency**

Table 4.2: Pre - Test of Pronunciation

No.	Classification	Pre-Test	
		F	**%**
1	Excellent (91-100)	0	0%
2	Good (75-90)	4	13.33%
3	Fair (61-74)	4	13.33%
4	Less (51-60)	19	63.34%
5	Poor (X<50)	3	10%
	Total	**30**	**100%**

Based on Table 4.2, the percentaged of the pre-test showed that, for excellent category (91-100) out 30 students none of them got excellent for speaking ability in term of pronunciation. There were 4 students (13.33%) got fair category (61-74) score,and for less category (51-60) there were 19 (63.33%) students got less score,there were 3 students (10 %) got poor category (X<50) and only 4 of them got good category (75-90). Therefore, the result can be concluded that the students' in speaking in pre-test was less categorized.

The figure the students' score percentage of pronunciation in speaking, it's showed the pre-test result as below:
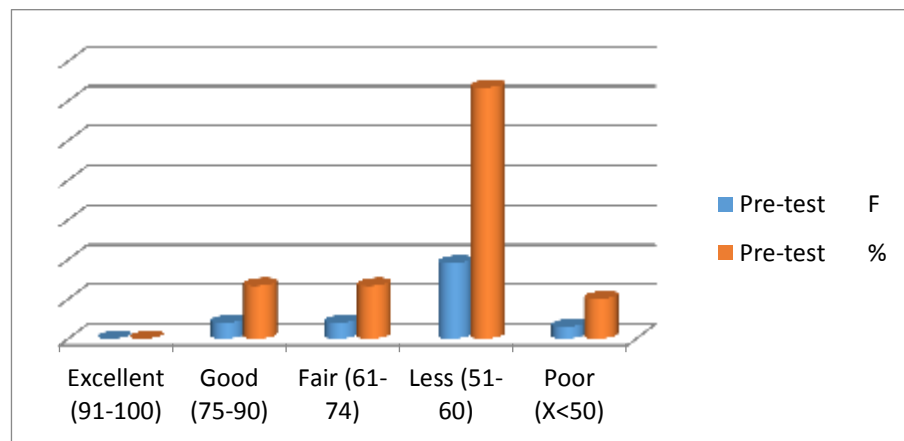
Figure 4.2 the Score Percentage of Students' Speaking in term of pronunciation

Figure 4.2 indicated the score percentage of students' speaking in term ofpronunciation were too less. Before used the PMI (Plus, Minus and Interesting) method, some of students felt difficult to speak English. It was showed by the graphic that it was 19 students from 30 students got less score for less category (51-60) and another got fair (61-74) , poor (X<51) and good category (75-90) score.

Table 4.3: Pre-test of Vocabulary

No	Classification	Pre-Test	
		F	**%**
1	Excellent (91-100)	0	0%
2	Good (75-90)	3	10%
3	Fair (61-74)	2	6.67%
4	Less (51-60)	13	43.33%
5	Poor (X<50)	12	40%
	Total	**30**	**100%**

Based on Table 4.3 the percentaged of the pre-test above showed that out of 30 students none of them got excellent category (91-100) score for speaking ability in term of vocabulary. There were 12students (40%) got poor category (X<50), 13 of them (43.33%) got less category (51-60), 2 students (6.67%) got fair category (61-74) \ and only 3 students (10%) got good category (75-90) score. Those, the result can be concluded that the students' speaking in pre-test less categorized (51-60).

The figure the students' score percentage of vocabulary in speaking, it's showed the pre-test result as below:
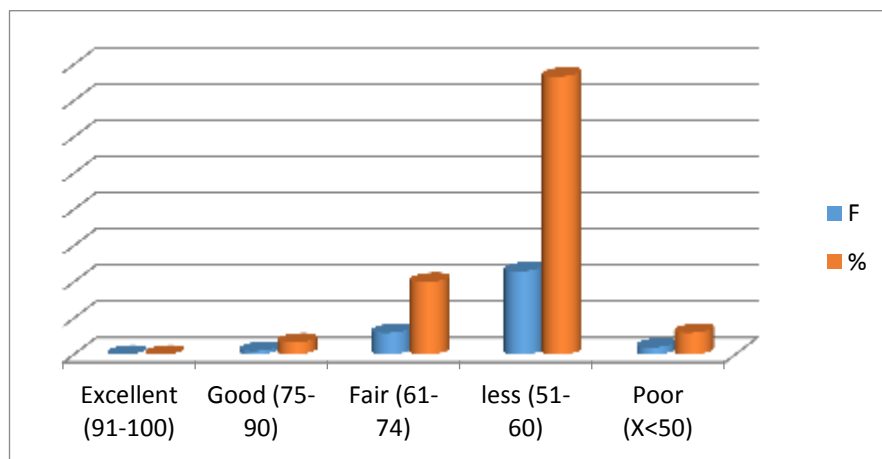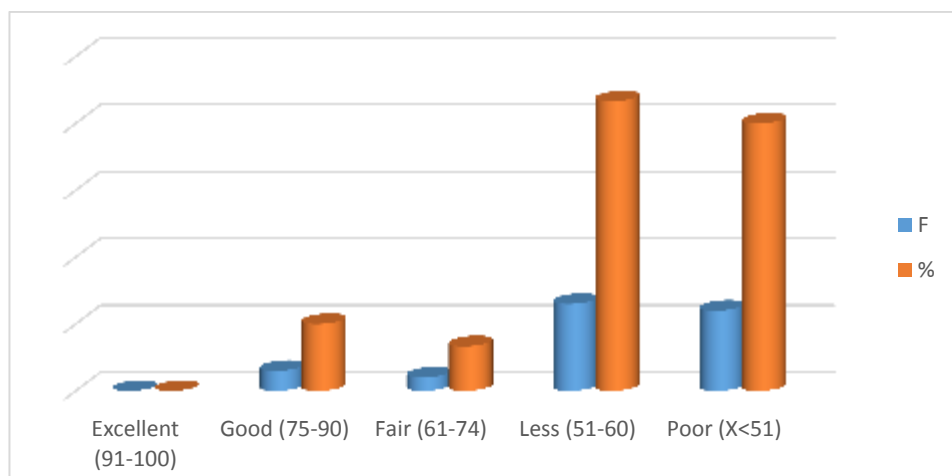

Figure 4.3 the Score Percentage of Students' Speaking in term of vocabulary

Figure 4.3 indicated the score percentage of students' speaking in term ofvocabulary were too less. Before used the problem PMI (Plus, Minus and Interesting) method, some of students felt difficult to speak English. It was showed by the graphic that it was 13 students from 30 students got less score for less category (51-60) and another got fair (61-74) , poor (X<51) and good category (75-90) score.

Table 4.4: Pre-test of Fluency

No	Classification	Pre-Test	
		F	%
1	Excellent (91-100)	0	0%
2	Good (75-90)	2	6.67%
3	Fair (61-74)	3	10%
4	Less (51-60)	7	23.33%
5	Poor (X<50)	18	60%
Total		**30**	**100%**

Based on Table 4.4 the percentaged of the pre-test above showed that out of 30 students none of them got excellent category (91-100) score for speaking ability in term of fluency. There were 18 students (60%) got poor category (X<50), 7 of them (23.33%) got less category (51-60), 3 students (10%) got fair category (61-74) \ and only 2 students (6.67%) got good category (75-90) score. Therefore, the result can be concluded that the students' speaking in pre-test poor categorized (X<50).

The figure the students' score percentaged of fluency in speaking, it's showed the pre-test result as below:

Figure 4.4 the Score Percentage of Students' Speaking in term of Fluency

Figure 4.4 indicated the score percentaged of students'
speaking in term of fluency were too poor. Before usedPMI (Plus,
Minus and Interesting)method, some of students felt difficult to speak
English. It was showed by the graphic that it was 18 students from 30
students got poor (X<51) score and another got fair (61-74), less (51-
60) and good (75-90) score.

c) **The Rate Percentage of Post Test in Term of Speaking Ability**
Table 4.5: Post - Test of Speaking Ability

No	Classification	Post-test	
		F	**%**
1	Excellent (91-100)	2	6.67%
2	Good (75-90)	9	30 %
3	Fair (61-74)	17	56.66 %
4	Less (51-60)	2	6.67 %
5	Poor (X<50)	0	0.00 %
	Total	**30**	**100%**

Based on Table 4.5 the percentaged of the post-test showed that
out of 30 students none of them got poor (X<50) score for speaking
ability. There were 17 students (56.66%) got fair (61-74) score, 9 of
them (30%) got good (75-90) score and also 2 students (6.67%) got
less (51-60) score but only 2 student (6.67%) got excellent (91-100)

score. Therefore, the result can be concluded that the students'
speaking ability in post test was fair categorized (61-74).

The figure the students' score percentage of speaking ability,
it's showed the post-test result as below:
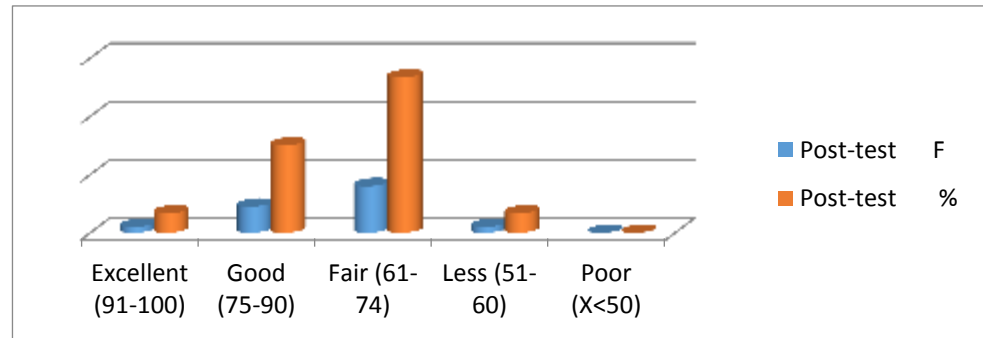
Figure 4.5 the Score Percentage of Students' Speaking in term of Pronunciation

Figure 4.5 in post-test result, indicated the score percentage of
students' speaking ability were better and higher than in the pre-test.
After used PMI (Plus, Minus and Interetsing) method, the students'
ability in speaking was better than pre-test. It was showed by the score
of percentage of students was averaged fair (53.33%).

d) **The Rate Percentage of Post Test in Term of Pronunciation, Vocabulary and Fluency**

Table 4.6: Post - Test of Pronunciation

No	Classification	Post-test	
		F	**%**
1	Excellent (91-100)	2	6.67%
2	Good (75-90)	18	60.00 %
3	Fair (61-74)	8	26.66 %
4	Less (51-60)	2	6.67 %
5	Poor (X<50)	0	0.00 %
	Total	**30**	**100%**

Based on Table 4.6 the percentaged of the post-test showed that
out of 30 students none of them got poor (X<50) score for speaking

ability in term of pronunciation. There were 8 students (26.67%) got fair (6-74) score, 18 of them (60.00%) got good (75-90) score and also 2 students (6.67%) got less (51-60) score but only 2 student (6.67%) got excellent (91-100) score. Therefore, the result can be concluded that the students' pronunciation speaking in post test was fair categorized (61-74).

The figure the students' score percentage of pronunciation in speaking, it's showed the p0st-test result as below:

Figure 4.6 the Score Percentage of Students' Speaking in term of Pronunciation

Figure 4.6 in post-test result, indicated the score percentage of students' speaking in term of pronunciation were better and higher than in the pre-test. After used PMI (Plus, Minus and Interetsing) method, the students' ability in speaking was better than pre-test. It was showed by the score of percentage of students was averaged good (60.00%).

Table 4.7: Post - Test of Vocabulary

No	Classification	Post-test	
		F	%
1	Excellent (91-100)	3	10.00%
2	Good (75-90)	5	16.67 %
3	Fair (61-74)	18	60.00 %
4	Less (51-60)	4	13.33 %
5	Poor (X<50)	0	0.00 %
	Total	**30**	**100%**

Based on Table 4.7, the percentaged of the post-test showed that out of 30 students none of them got poor (X<50) score for speaking ability in term of vocabulary. There were 18 students (60.00%) got fair (61-74) score, 5 of them (8.33%) got good (75-90) score and also 4 students (13.33%) got less (51-60) score but only 3 student (10.00%) got excellent (91-100) score. Therefore, the result can be concluded that the students' vocabulary speaking in post test was fair categorized (61-74).

The figure the students' score percentage of vocabulary in speaking, it's showed the pre-test result as below:
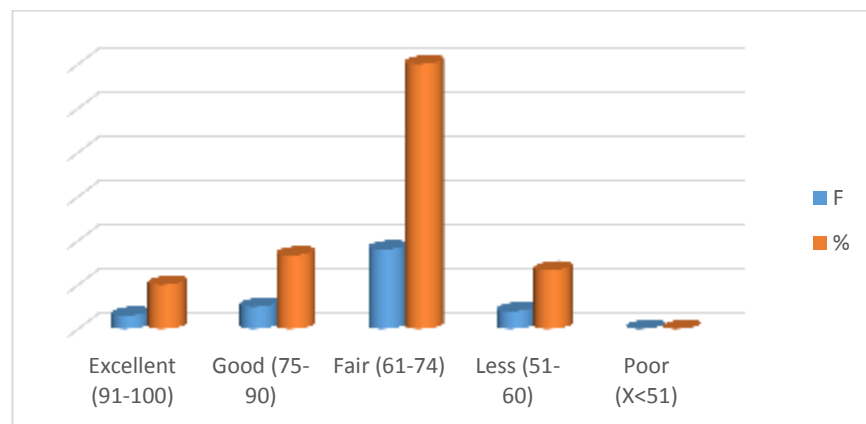
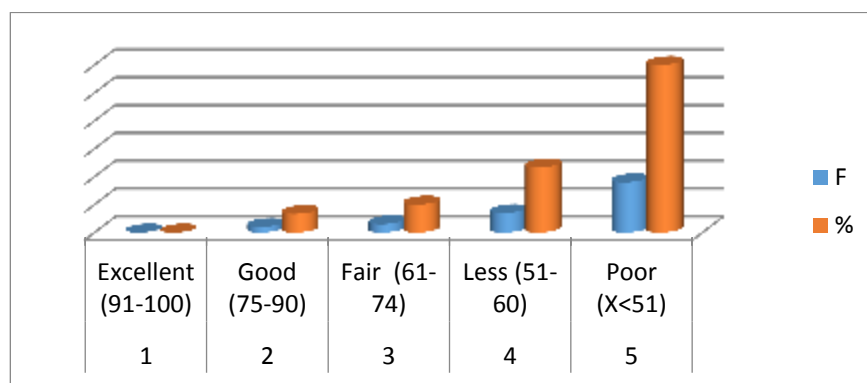*Figure 4.7 the Score Percentage of Students' Speaking in term of Vocabulary*

Figure 4.7 in post-test result, indicated the score percentage of students' speaking in term of vocabulary were better and higher than in the pre-test. After used PMI (Plus, Minus and Interesting)method in treatments, the students' ability in speaking was better than pre-test. It was showed by the score of percentage of students was averaged fair (60.00%).

Table 4.8: Post-test of Fluency

No	Classification	Post-test	
		F	**%**
1	Excellent (91-100)	2	6.67
2	Good (75-90)	7	23.33
3	Fair (61-74)	17	56.67
4	Less (51-60)	4	13.33
5	Poor (X<50)	0	0.00
Total		**30**	**100%**

Based on Table 4.8 the percentaged of the post-test showed that out of 30 students, none of them got poor (X<50) score for speaking ability in term of fluency. There were 4 students (13.33%) got less score (51-60), 17 of them (56.67%) got fair score (61-74), 7 students (23.33%) got good score (75-90) but only 2 students (6.67%) got excellent score (91-100). Therefore, the result can be concluded that the students' fluency in speaking in post-test was fair categorized.

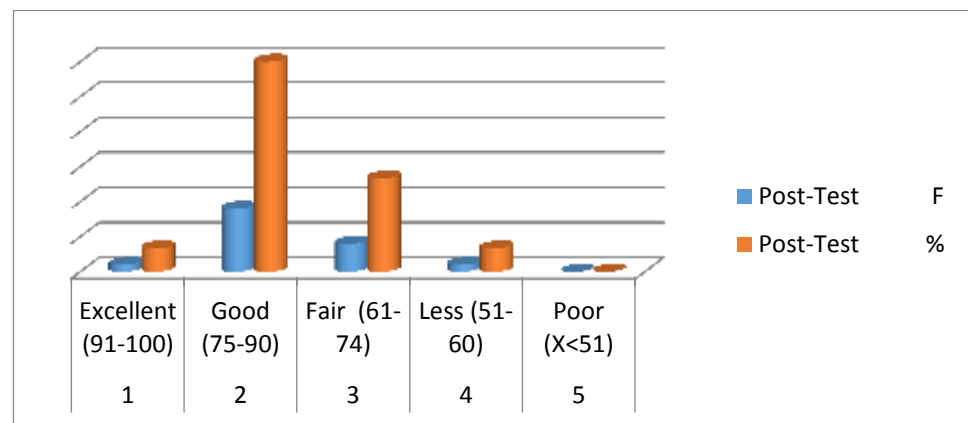The grapic the students' score percentage of fluency in speaking, it's showed the pre-test result as below:
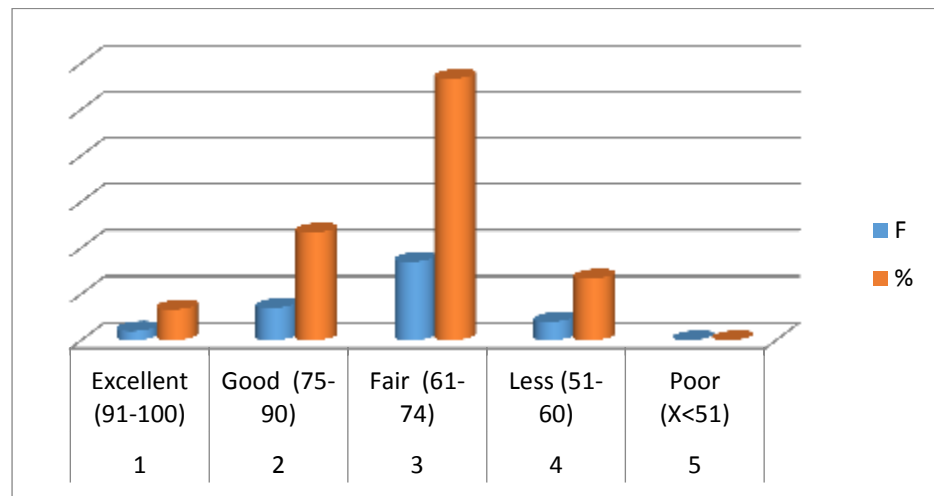
Figure 4.8 The Score Percentage of Students' Speaking in term of Fluency

Figure 4.8 In post-test result, indicated the score percentaged of students' speaking in term of fluency were better and higher than in the pre-test. After used problem solving method in treatments, the students' ability in speaking was better than pre-test. It was showed by the score of percentage of students was averaged fair (56.67%).

e) **Mean Score of Pre-Test and Post-Test**

Table 4.7: Mean Score of Pre-Test and Post-Test

Variable	Pre-test	Post-test
Speaking Ability	58.4	72.83

The table above showed that the students' mean score of speaking ability in pre-test was 58.4 while the students' mean score of speaking ability in post-test was 72.83. It was analyzed that there was improvement of students' speaking ability after the application of PMI (Plus, Minus and Interesting) Method in the classroom.

f) **Hyphothesis Testing**

The hypothesis is tested by using T-test analysis. In this case, the researcher used t-test (test of significance) for paired sample test, that is, a test to know the significant difference between the result of students' in pre-test and post-test the researcher used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N − 1, where N = Number of subject (30 students) then the value of t-table is 2.04 the t-test statistical, analysis for paired sample is applied. The results of the data analysis t-test of the students' speaking ability through PMI (Plus, Minus and Interesting) Method are showed in the table below;

Table 4.8.The Significance between Pre-Test and Post-Test Score of the Students' speaking ability

Variable	T-test	T-table	Comparison	Classification
Speaking Ability	12.80	2.04	t-test > t-table	Significant

The data on the table 4.8 above shows thatthe t-test value of pronunciation is greater than t-table (12.80>2.04). It indicated that there was a significant different between the result of the students' speaking ability in term of pronunciation, vocabulary and fluency. It can be concluded that the null hypothesis (H0) was rejected where as alternative hypothesis (H1) was accepted. In other words, the used of PMI (Plus, Minus and Interesting) method can stimulate the students' to speak English.

B. Discussion

1. The Use of PMI (Plus, Minus and Interesting) in Speaking Ability in term of Pronunciation, Vocabulary and Fluency.

The description of the data collected used PMI (Plus, Minus and Interesting) method as explained in the previous section showed that the students' was stimulated. It was supported by the frequency and rate percentage of the result of the students' score of pre-test and post-test. The students score after implemented the students to speak English through PMI (Plus, Minus and Interesting) method in small group and one by one to discussion was better than before the treatment given to the students.

Based on the findings result, the students' score percentaged in speaking before used the PMI (Plus, Minus and Interesting) showed that the students' ability in speaking at the ninth grades students of SMP Muhammadiyah 1 Makassar especially class IXB were very less. It was showed in pre test that out of 30 students, none of them got excellent (91-100) score for speaking ability. There were 6 students (20%) got fair (61-74) score, 21 of them (70%) got less (51-60) score, 2 students (6.67 %) got poor (X<50) and only 1 of them got good (75-90) score. Students' speaking ability is supported by the mean score of students on pre-test was 58.4. So the result can be concluded that the students' in pre-test was less categorized. It was because most of students did not know how to speak English especially in term of pronunciation, vocabulary and fluency.

In treatments, at the first meeting the researcher actually found that there were most of the students got problem in speaking, because the most

of students still difficult to speak English .The second meeting until last they tried to speak well and also they paid attention to explanation that given by the researcher to them at the end of each meeting. The researcher applied PMI (Plus, Minus and Interesting) in English teaching and learning to stimulated students to speak English. After giving some treatments by PMI (Plus, Minus and Interesting), the students speaking ability in term of pronunciation, vocabulary and fluency was improved. It was suitable with Conklin (2012) states that PMI is a strategy of teaching language, usually a second language, in which the target language is allows students to rate decisionsand outcomes as plus, minus, or interesting. The improvement was proved by the students' score percentaged in speaking ability before pre-test and post-test. In the post-test result; showed one of the students got poor score for speaking ability. There were 17 students (56.66%) got fair (61-74) score, 9 of them (30%) got good (75-90) score and also 2 students (6.67%) got less (51-60) score but only 2 students (6.67%) got excellent (91-100) score. Students' speaking ability is supported by the mean score of students on post-test was 72.83. So the result can be concluded that the students' in pre test was fair categorized. It was suitable with Supartinah (2009) suggested that states that PMI can improve the students' Critical Thinking. Therefore, PMI (Plus, Minus and Interesting) method is very potential to be applied in speaking class. Before giving an understanding of PMI (Plus, Minus and Interesting) first discuss the issue or the topic. PMI (Plus, Minus and

Interesting) method gave pressure to determine the idea of PMI. The importance of this teaching and learning method for learning in principle was a process of interaction between humans and the environment.

There were some weakness of this researh, the first was the researcher need much time to applying this method in order this research was run well, the second was involved many people (to do discuss), the third was not at all of the subject containt of a problem,the fourthwasthe researcher need a good planning and ripely, and the last was this method not effective if any students be passived. And there were some strongest of PMI (Plus, Minus and Interesting) method was be expected to be useful or great information and positive contribution for both English teachers and the students. Firstly, for the researher, that this research can be referenced for other researcher. Secondly, for the students, that this method can make the students be more actived to speak English and attracted to learn English.

Finally, the main goal of this research of enhancing the students' competence in speaking ability had been achieved whether individual and classical goal. It was proven by a quite improvement of their spoken English grades (pronunciation, vocabulary and fluency) as well as their class participation from the first meeting in treatment up to the last meeting.

2. Test of Significance Testing and Hypothesis

From the t-test, the researcher found that the t-test value of speaking ability is greater than t-table (12.80>2.04) on the level of significant (α) = 0.05 with the degree of freedom (df) = N – 1, where N = Number of subject (30 students).It was means that the result of teaching the students in speaking through PMI (Plus, Minus and Interesting) method in the classroom.

Based on the result of the t-test, the researcher found that there was a significant difference between the result of pre-test before and post pest. It means that there was significant difference result of the pre test before and after teaching and learning processed by used PMI (Plus, Minus and Interesting) method in the classroom. It was because the students learned and practiced their English through PMI (Plus, Minus and Interesting) method in the classroom that could enlarge their new experience and knowledge. Based on the data it can be concluded that the ninth grades students of SMP Muhammadiyah 1 Makassar was improved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the pre experimental Research about Improving Student's speaking Ability through PMI (Plus, Minus and Interesting) method and based on the researcher findings in the previous chapter, the researcher concluded that:

PMI (Plus, Minus and Interesting) was effective to improve the students' speaking ability it was shown by the mean score between before and after giving treatment is 58.4 becomes 72.83. It means that there is significance difference between before and after giving the treatment.

B. Suggestion

Based on the conclusion of research above, it is known that using PMI(Plus, Minus and Interesting) Method in teaching speaking was effective in improving the students' speaking ability at the ninth grades of SMP Muhammadiyah 1 Makassar. So, PMI(Plus, Minus and Interesting) Method is one of the best techniques which should be chosen by English Teacher to improve students' speaking ability. Besides, English Teacher should use many ways to encourage students in speaking English, such as:

1. The Teacher should motivate the students to speak English during teaching and learning process.

2. The Teacher should construct creative and enjoyable learning for students in order that the students are far away from boredom.

3. The further researchers are suggested to find out much references about PMI (Plus, Minus and Interesting) method.

4. PMI (Plus, Minus and Interesting) method is not only used for the beginning but also for advance itself.

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APPENDICES

LESSON PLAN

School   : SMP MUHAMMADIYAH1 MAKASSAR

Subject : English

Grade   : VIII

Skill Focus : Speaking

Method focus : PMI (Plus, Minus and Interesting)

Time Allotment : 2 x 45 minutes (90 minutes)

A. Standar Kompetensi   : 11. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar   : 11.1 Mengungkapkan makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkunganterdekat yang melibatkan tindak tutur, meminta, memberi, menolak jasa, memberi, menolak barang, memberi dan mengingkari, menolak pendapat dan menawarkan/ menerima/ menolak sesuatu.

C. Kompetensi Inti

1. Memahami dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku yang jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

4. Mencoba mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori

D. Tujuan pembelajaran

Pada akhirnya pembelajaran, siswa dapat:

1. Siswa dapat mengungkapkan makna dalam percakapan transaksional yang pendek dan sederhana secara akurat lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur meminta, memberi, menolak jasa, memberi, menolak barang, memberi dan mengingkari, menolak pendapat dan menawarkan/ menerima/ menolak sesuatu.

2. Merespon pertanyaan.

3. Merespon instruksi.

E. Materi Pembelajaran

a. Meminta, memberi, dan mengingkari informasi

b. Meminta, memberi, dan menolak pendapat

F. Metode Pembelajaran

    a. PMI (Plus, Minus and Interesting)

    b. Diskusi kelompok

G. Alat dan Sumber Belajar

    Alat   : Intrument dan Spidol

    Sumber   : Kamus bahasa inggris dan Internet

H. Langkah-langkah Kegiatan

Pertemuan ke-1

Phase	Activities	Time
Opening	1. The researcher opens the lesson by greeting "Assalamualaikum wr. Wb, Good Morning students…" 2. The researcher checks the students' roll	20 minutes

	3. The researcher introduces himself and his purpose 4. The students are asked to introduce themselves one by one by using English 5. The researcher builds the students' motivation 6. The researcher explains about PMI (Plus, Minus and Interesting) and the rules when applying it 7. The researcher divides the students into some groups (4-5 students each group).	

Main	1. The researcher gives a theme "how if our school begins at 09:00 a.m."
	
	2. The group gives the idea the PMI treatment:
	   a) P - All the possible good points are discussed.
	   b) M - All the bad points are discussed.
	   c) I - points of interest are discussed.
	
	3. Every student writes down all the points under the heading PMI.
	
	4. One of the members in the grouppresents the result in the font of the class.
		20 minutes

Closing	1. The researcher gives a conclusion about the materials. 2. The researcher closes the lesson by praying.	5 minutes

Pertemuan Ke-2

Phase	Activities	Time
Opening	1. The researcher opens the lesson by greeting "Assalamualaikum wr. Wb, Good Morning students…" 2. The researcher checks the students' roll 3. The researcher asks the students about the previous material and give explanation	10 minutes
Main	1. The researcher continues the materials. 2. The researcher will ask to back and sit together with their group mates. 3. The researcher gives another theme"What lesson do not you like? Why do not you like it?" 4. One of the members in the group presents the result in the font of the class.	20 minutes
Closing	1. The researcher gives a conclusion about the materials. 2. The researcher closes the lesson by praying.	15 minutes

Pertemuan Ke-3

Phase	Activities	Time
Opening	1. The researcher opens the lesson by greeting "Assalamualaikum wr. Wb, Good Morning students…" 2. The researcher checks the students' roll 3. The researcher explains the previous materials	10 minutes
Main	1. The researcher continues the materials. 2. The researcher will ask to back and sit	20 minutes

Phase	Activities	Time
	together with their group mates. 3. The researcher gives another theme"How if there was no math in the school?" 4. One of the members in the group presents the result in the font of the class.	
Closing	1. The researcher gives a conclusion about the materials. 2. The researcher closes the lesson by praying.	15 minutes

Pertemuan ke-4

Phase	Activities	Time
Opening	1. The researcher opens the lesson by greeting "Assalamualaikum wr. Wb, Good Morning students…" and then checking the students' roll 2. before starting the teaching learning process, the researcher gives some suggestion and motivation to make students felt relaxed and created enjoyable in the class.	15 minutes
Main	1. The researcher repeats and reminds all the material to all of the students. 2. The researcher asks one by one the students about their understanding. 3. The researcher ask the students to tell about *"The Teacher"*. The aims are to prepare the students to face the post-test 4. The researcher checks the task and gives explanation to the students	25 minutes

	5. The researcher gives advices and suggestions	
Closing	The researcher closes the class	5 minutes

Makassar,   Oktober 2018

Guru Mata Pelajaran   Researcher

Abdi Akhiruddin, S.Pd.   Irdayanti Nanda Rauf

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APPENDIX B

Research Instrument

"PRE-TEST"

Name :

Class :

Theme: "Should I move to the big city"

Instruction:
- Gives plus point, minus point, and interesting point from the theme!
- Presents the result in the front of the class!

Plus	Minus	Interesting

APPENDIX B.1

"POS-TEST"

Name:

Group:

Class:

Theme : "how if the students don't wear uniform to school?"

Instruction:

- Gives plus point, minus point, and interesting point from the theme!
- Presents the result in the front of the class!

Plus	Minus	Interesting

APPENDIX C

C. 1 The Students' Scores of Pre-test (X_1) and Post-test (X_2),

C.1.1 Speaking Ability

Samples	Speaking	
	Pre-test	Post-test
S-1	58	72
S-2	62	72
S-3	58	68
S-4	58	70
S-5	52	68
S-6	58	67
S-7	52	68
S-8	72	83
S-9	55	75
S-10	52	65
S-11	67	70
S-12	55	68
S-13	53	68
S-14	73	91
S-15	52	65
S-16	60	82
S-17	67	72
S-18	78	93
S-19	52	68
S-20	50	77
S-21	53	87
S-22	72	83
S-23	58	75
S-24	50	58

Samples		
S-25	52	60
S-26	53	68
S-27	57	70
S-28	60	73
S-29	60	75
S-30	53	75
Total	$\sum$ X=1752	$\sum$ X=2186
Mean	**58.4**	**72.83**

C.1.2 Pronunciation

Samples	Pronunciation	
	Pre-test	**Post-test**
S-1	60	75
S-2	65	80
S-3	60	75
S-4	65	75
S-5	60	75
S-6	55	65
S-7	60	70
S-8	75	80
S-9	60	85
S-10	55	70
S-11	70	75
S-12	60	75
S-13	60	75

S-14	75	80
S-15	55	70
S-16	70	80
S-17	55	65
S-18	80	95
S-19	55	70
S-20	50	75
S-21	60	75
S-22	80	95
S-23	50	70
S-24	50	55
S-25	55	60
S-26	55	70
S-27	60	75
S-28	60	75
S-29	60	75
S-30	60	75
Total	$\sum X = 1835$	$\sum X = 2235$

C.1.3 Vocabulary

Samples	Vocabulary	
	Pre-test	**Post-test**
S-1	55	75
S-2	60	70

S-3	55	65
S-4	60	65
S-5	50	65
S-6	60	65
S-7	50	65
S-8	70	75
S-9	55	70
S-10	50	60
S-11	60	65
S-12	55	65
S-13	50	60
S-14	75	95
S-15	50	65
S-16	50	85
S-17	70	80
S-18	80	95
S-19	50	65
S-20	50	85
S-21	50	85
S-22	60	65
S-23	75	95
S-24	50	60
S-25	50	60
S-26	55	65
S-27	60	65
S-28	60	65

Samples	Pre-test	Post-test
S-29	55	65
S-30	50	65
Total	$\sum$ X=1720	$\sum$ X=2125

C.1.4 Fluency

Samples	Fluency	
	Pre-test	Post-test
S-1	60	65
S-2	60	65
S-3	60	65
S-4	50	70
S-5	45	65
S-6	60	70
S-7	45	70
S-8	70	95
S-9	50	70
S-10	50	65
S-11	70	70
S-12	50	65
S-13	50	70
S-14	70	95
S-15	50	60
S-16	60	80
S-17	60	70
S-18	75	90

S-19	50	70
S-20	50	70
S-21	50	85
S-22	75	90
S-23	50	60
S-24	50	60
S-25	50	60
S-26	50	70
S-27	50	70
S-28	60	80
S-29	50	85
S-30	50	85
Total	$\sum X=1670$	$\sum X=2185$

APPENDIX C.2

C.2 DATA ANALYSIS OF THE STUDENTS SCORE

C.2.1 Data Analysis of Speaking Ability

No	X_1	X_2	$(X1)^2$	$(X2)^2$	D(X2-X1)	$D(X2-X1)^2$
1.	58	72	3364	5184	14	196
2.	62	72	3844	5184	10	100
3.	58	68	3364	4624	10	100
4.	58	70	3364	4900	12	144
5.	52	68	2704	4624	16	256
6.	58	67	3364	4489	9	81
7.	52	68	2704	4624	16	256
8.	72	83	5184	6889	11	121
9.	55	75	3025	5625	20	400
10.	52	65	2704	4225	13	169
11.	67	70	4489	4900	3	9
12.	55	68	3025	4624	13	169
13.	53	68	2809	4624	15	225
14.	73	91	5329	8281	18	324
15.	52	65	2704	4225	13	169
16.	60	82	3600	6724	22	484
17.	67	72	4489	5184	5	25
18.	78	93	6084	8649	15	225
19	52	68	2704	4624	16	256
20.	50	77	2500	5929	27	729
21.	53	87	2809	7569	34	1156
22.	72	83	5184	6889	11	121
23.	58	75	3364	5625	17	289
24.	50	58	2500	3364	8	64
25.	52	60	2704	3600	8	64
26.	53	68	2809	4624	15	225
27.	57	70	3249	4900	13	169
28.	60	73	3600	5329	13	169
29.	60	75	3600	5625	15	225
30.	53	75	2809	5625	22	484
Total	$\sum$X=1725	$\sum$X=2186	$\sum$X=103982	$\sum$X=161282	$\sum$X=434	$\sum$X=7404

In the other to see the students' score, the following is t-test was statis applied:

To find out $\overline{D}$:

$$\overline{D} = \frac{\sum D}{N} = \frac{434}{30} = 14.47$$

The calculation the t-test value

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{14.47}{\sqrt{\frac{7.404 - \frac{(434)^2}{30}}{30(30-1)}}}$$

$$t = \frac{14.47}{\sqrt{\frac{7.404 - 6.278}{30(29)}}}$$

$$t = \frac{14.47}{\sqrt{\frac{1.126}{870}}}$$

$$t = \frac{14.47}{\sqrt{1.29}}$$

$$t = \frac{14.47}{1.13}$$

$$t = 12.80$$

Thus, the t-test value is 12.80

C.2.2 Data Analysis of Pronunciation

No	X_1	X_2	$(X1)^2$	$(X2)^2$	D(X2-X1)	D(X2-X1)^2

1.	60	75	3600	5625	15	225
2.	65	80	4225	6400	15	225
3.	60	75	3600	5625	15	225
4.	65	75	4225	5625	10	100
5.	60	75	3600	5625	15	225
6.	55	65	3025	4225	10	100
7.	60	70	3600	4900	10	100
8.	75	80	5625	6400	5	25
9.	60	85	3600	7225	25	625
10.	55	70	3025	4900	15	225
11.	70	75	4900	5625	5	25
12.	60	75	3600	5625	15	225
13.	60	75	3600	5625	15	225
14.	75	80	5625	6400	5	25
15.	55	70	3025	4900	15	225
16.	70	80	4900	6400	10	100
17.	55	65	3025	4225	10	100
18.	80	95	6400	9025	15	225
19	55	70	3025	4900	15	225
20.	50	75	2500	5625	25	625
21.	60	75	3600	5625	15	225
22.	80	95	6400	9025	15	225
23.	50	70	2500	4900	20	400
24.	50	55	2500	3025	5	25
25.	55	60	3025	3600	5	25
26.	55	70	3025	4900	15	225
27.	60	75	3600	5625	15	225
28.	60	75	3600	5625	15	225
29.	60	75	3600	5625	15	225
30.	60	75	3600	5625	15	225

Total	$\sum$ X=1835	$\sum$ X=2235	$\sum$ X=114175	$\sum$ X=168475	$\sum$ X=400	$\sum$ X=6100

In the other to see the students' score, the following is t-test was statis applied:

To find out $\overline{D}$:

$$\overline{D} = \frac{\sum D}{N} = \frac{400}{30} = 13{,}33$$

The calculation the t-test value

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{13{,}33}{\sqrt{\frac{6.100 \frac{(400)^2}{30}}{30(30-1)}}}$$

$$t = \frac{13{,}33}{\sqrt{\frac{6.100 - 5.333}{30(29)}}}$$

$$t = \frac{13{,}33}{\sqrt{\frac{767}{870}}}$$

$$t = \frac{13{,}33}{\sqrt{0{,}88}}$$

$$t = \frac{13{,}33}{0{,}93}$$

$$t = 14{,}33$$

Thus, the t-test value is 14,33

C.2.3 Data Analysis of Vocabulary

No	X_1	X_2	$(X1)^2$	$(X2)^2$	D(X2-X1)	D(X2-X1)^2

1.	55	75	3025	5625	20	400
2.	60	70	3600	4900	10	100
3.	55	65	3025	4225	10	100
4.	60	65	3600	4225	5	25
5.	50	65	2500	4225	15	225
6.	60	65	3600	4225	5	25
7.	50	65	2500	4225	15	225
8.	70	75	4900	5625	5	25
9.	55	70	3025	4900	15	225
10.	50	60	2500	3600	10	100
11.	60	65	3600	4225	5	25
12.	55	65	3025	4225	10	100
13.	50	60	2500	3600	10	100
14.	75	95	5625	9025	20	400
15.	50	65	2500	4225	15	225
16.	50	85	2500	7225	35	1225
17.	70	80	4900	6400	10	100
18.	80	95	6400	9025	15	225
19	50	65	2500	4225	15	225
20.	50	85	2500	7225	35	1225
21.	50	85	2500	7225	35	1225
22.	60	65	3600	4225	5	25
23.	75	95	5625	9025	20	400
24.	50	60	2500	3600	10	100
25.	50	60	2500	3600	10	100
26.	55	65	3025	4225	10	100
27.	60	65	3600	4225	5	25
28.	60	65	3600	4225	5	25
29.	55	65	3025	4225	10	100
30.	50	65	2500	4225	15	225

Total	$\sum$ X=1720	$\sum$ X=2125	$\sum$ X=100800	$\sum$ X=153975	$\sum$ X=405	$\sum$ X=7625

In the other to see the students' score, the following is t-test was statis applied:

To find out $\overline{D}$:

$$\overline{D} = \frac{\sum D}{N} = \frac{405}{30} = 13,5$$

The calculation the t-test value

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{13,5}{\sqrt{\frac{7.625 \frac{(405)^2}{30}}{30(30-1)}}}$$

$$t = \frac{13,33}{\sqrt{\frac{7.625-5.467}{30(29)}}}$$

$$t = \frac{13,5}{\sqrt{\frac{2.158}{870}}}$$

$$t = \frac{13,5}{\sqrt{2,48}}$$

$$t = \frac{13,5}{1,57}$$

$$t = 8,59$$

Thus, the t-test value is 8,59

C.2.4 Data Analysis of Fluency

No	X_1	X_2	$(X1)^2$	$(X2)^2$	D(X2-X1)	D(X2-X1)^2

1.	60	65	3600	4225	5	25
2.	60	65	3600	4225	5	25
3.	60	65	3600	4225	5	25
4.	50	70	2500	4900	20	400
5.	45	65	2025	4225	20	400
6.	60	70	3600	4900	10	100
7.	45	70	2025	4900	25	625
8.	70	95	4900	9025	25	625
9.	50	70	2500	4900	20	400
10.	50	65	2500	4225	15	225
11.	70	70	4900	4900	0	0
12.	50	65	2500	4225	15	225
13.	50	70	2500	4900	20	400
14.	70	95	4900	9025	25	625
15.	50	60	2500	3600	10	100
16.	60	80	3600	6400	20	400
17.	60	70	3600	4900	10	100
18.	75	90	5625	8100	15	225
19	50	70	2500	4900	20	400
20.	50	70	2500	4900	20	400
21.	50	85	2500	7225	35	1225
22.	75	90	5625	8100	15	225
23.	50	60	2500	3600	10	100
24.	50	60	2500	3600	10	100
25.	50	60	2500	3600	10	100
26.	50	70	2500	4900	20	400
27.	50	70	2500	4900	20	400
28.	60	80	3600	6400	20	400
29.	50	85	2500	7225	35	1225
30.	50	85	2500	7225	35	1225

Total	$\sum$ X=1670	$\sum$ X=2185	$\sum$ X=95200	$\sum$ X=162375	$\sum$ X=515	$\sum$ X=11125

In the other to see the students' score, the following is t-test was statis applied:

To find out $\overline{D}$:

$$\overline{D} = \frac{\sum D}{N} = \frac{515}{30} = 17,16$$

The calculation the t-test value

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{17,16}{\sqrt{\frac{11.125 \quad \frac{(515)^2}{30}}{30(30-1)}}}$$

$$t = \frac{17,16}{\sqrt{\frac{11.125-8.840}{30(29)}}}$$

$$t = \frac{17,16}{\sqrt{\frac{2.285}{870}}}$$

$$t = \frac{17,16}{\sqrt{2,62}}$$

$$t = \frac{17,16}{1,61}$$

$$t = 10,65$$

Thus, the t-test value is 10,65

APPENDIX C. 3

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = N – 1=23 – 1= 22, T- table= 2.07387

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001

Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.3068

APPENDIX D
DOCUMENTATION

CURRICULUM VITAE

IRDAYANTI NANDA RAUF was born in Ujung Pandang, June 27, 1997. Her father's name is Abdul Rauf and her mother's name is Suryati. She is the fifth child of 5 siblings. She began her elementary school at SD Inpres Tello Baru ½ Makassar. She began her education with finishing her elementary school in SD Inpres Tello Baru ½ Makassar at 2008. She continued her junior school at SMP Islam Terpadu Wahdah Islamiyah Makassar and finished at 2011. After finishing her study in junior high school, she continued her study at SMAN 1 Parangloe Gowa and graduated in 2014. In the same year 2014, she was registered as a student of English Department of Makassar Muhammadiyah University on strata one program.