

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the foreign languages that Indonesian students learn. In the global era in which competitions among countries in the world will be hard, English plays an important role in assisting Indonesian human resource.

As one of the most important international language, English is a minimum requirement in facing the global era. In Indonesia, English is one of the subjects that have to be taught in formal school in certain levels and the students are expected to be able to master it.

Teaching English as a foreign language (EFL) involves four language skill; listening, reading, speaking and writing. As a productive skill, Speaking is a crucial part in a language learning process. By speaking, the students can get much information and increase their knowledge through the interaction with other people orally. Speaking is also a tool of communication for the students

to communicate with teachers, and classmates. Through speaking, the teacher can convey the lesson and the students can expand their knowledge. The students can convey what they don't understand about the lesson to the teacher. That is why the speaking skill is really needed in teaching and learning English.

Additionally, teaching English does not only build the interaction between teacher and student, but also among the student and their environment. It is necessary to the students to be able in speaking skill. The mastery of speaking skill in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language

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learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. In oral, the students can declare it spontaneous, easy or difficult to speak depends on his way and his habit to speak English.

Speaking is the total measurement of students' ability in English, if they can speak, although they have many mistakes in grammar, it is not significant problem, for by practicing it regularly and making errors work, and the grammar can be fixed by itself. Not only that, but also they can upgrade their vocabulary and pronunciation.

On the latest curriculum, the curriculum 2013 mentions that the students are expected to have good ability in speaking. Thus, speaking must be taught in the class appropriately. Furthermore, speaking is essential for senior high school students in their future. They need to have a good speaking skills in order to make themselves communicate using English.

However teaching speaking is difficult because speaking English is not a native language for the students. Basically, students have many difficulties to

learn it. Actually, to master speaking ability was not easy because there were many factors can be mastered. Dury (2008: 33) said speaking is difficult to be

mastered by the students, because there are many things to be considered, such ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as, listening to and reacting to someone who speak with us.

Based on the preliminary study and interviewed, there were many facts that the researcher found in Senior High School number 1 VII Koto Sei. Sarik.

First, the teacher usually used books as the source of learning. After the teacher explained the material, she asked students to carry out the exercise in the book. The second, most of students have got difficulties in speaking. They can not express their ideas, opinions, feeling or tell something orally even though in simple sentence. The last, teachers also have evaluated English's score but it was not referring to the four skill of English, such as listening, speaking, writing and reading. The English teacher gave English score in general and did not based on the four English skill and each components. So, the researcher did the test with the students to know their score in speaking

Table 1.1

Students' Speaking English Score

Students	Measure of speaking components						Criteria of Minimum Standard
	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total score	
26	1,00	15,00	11,00	8,00	12,00	44,53	80
Ideal scores	4	36	24	24	24	100	

Source: score's speaking of senior high school 1 VII Koto Sei, Sarik

The table above was assessed by using Hughes criteria (2003:112-135).

It showed that the mean score of students' speaking test was 44,53. It is far from the minimal Criteria Competence (KKM). It meant that the students' speaking ability was still low. It is not just students' score but the the researcher also put an example of transcript of speaking test by students class X6 in Senior High School :

- R : What is your name ?
S : My name is Ahmad Salim

- R : How old are you?
 S : Mmmm.. i am al seventy
 R : How do you spell your name ?
 S : Eeeee...
 R : Where do you live ?
 S : Mmmm..i laif eeee in sungai sariak
 R : What is your hobby ?
 S : I hobby football.
 R : How many brother and sister do you have ?
 S : -----
 R : Where do you usually spend your holiday ?
 S : -----

Based on the transcript, it can be seen that there are some problem faced by students in speaking skill. *First*, the students lack of vocabulary, it makes the students difficult to put their idea into good speaking.. For example the student can answer the question. See line 12 and 14. When researcher asked about *How many brother and sister do you have ?* The student can't answer, because the student can't have many vocabulary.

Second, the students lack of grammar in the classroom, the students can't make the structure of the sentence well because they didn't master grammar yet. Therefore, they difficult to arranged a sentence. From the

transcript, it can be seen that the students has problem in grammar such as *"I am al seventy"* it should be *"I am seventeen years old"*. *"I hobby football"* it must be *"My hobby is playing football"*

Third, the students lack of pronunciation. In pronunciation, the students have problem when they spoke English. They often said the word suitable with the written. Not only that, but also they prefer to speak by using mother language than speak English. So that they unusual to pronounce English word. Pronunciation is important to learn because sounds of

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Indonesian language and English are very different. For example, in line 4 “*I am al seventy*”. He should say “*I am seventeen years old*”. And line 8 “*I laif eeee in sungai sariak*”. He should say “*I live in sungai sariak*”.

Fourth, the students lack of fluency. In the classroom, the students can't speak well. In the speaking performance the students speak by snatches, slow, and sometimes just silent. This problem occur because they seldom practice their speaking in English. From the transcript, we can see the students says “*Eeeee, mmmmm*”. It showed if the students have not good fluency.

Fifth, most of the students have low motivation to speak English in the class. It can be seen when the speaking class, the students less response to the teacher, moreover they often go out the class. Sometimes, when the teacher explains the materials to the students and asks them to speak English in the classroom, they do not pay attention and make noise in the classroom.

The last, the English teacher taught more on speaking skill. In teaching English, the teacher often do the things related to reading skill. Finally, They did not have more opportunities to develop their speaking skill. The technique or strategy that used by teacher in the classroom is unable yet to encourage the students' speaking skill and their motivation. There are only few students who can follow the speaking class material given by the teacher. It creates a problem in developing the skill, particularly speaking skill.

Based on the phenomenon, the researcher is interested to use new strategy in this school. The researcher uses PMI (Plus Minus and Interesting)

Strategy towards students' speaking skill. The researcher wants to prove whether with using PMI (Plus Minus and Interesting) Strategy in speaking activity give significance difference to students' speaking skill.

Based on the background of the problem above, the researcher is interested to conduct the research under the title of: **“The Effect of PMI (Plus Minus and Interesting) Strategy Towards Students' Speaking Ability at Class X of Senior High School Number 1 VII Koto Sei. Sarik”**.

B. Identification of The Prolem

Based on the background of the study above, the researcher found some problem. First, students have low in speaking. When they speak, they make many errors in pronunciation. They were difficult to pronounce the words and make many mistakes in spelling the word. Second, they were lack of vocabulary. Their quantity of vocabulary was low, they did not know what to say because they did not have a lot of vocabulary. The third factor was they still thought about grammar or structure of the sentence when they speak. They still thought when they said something, was it in simple present or past tense. So they were busy thing of grammar, because of that condition, only few students got involve or active in the teaching learning process.

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Fifth, the English teacher seldom taught focus on speaking skill. In

teaching English, the teacher often do the activity related to reading skill. Finally, they did not have more opportunities to develop their speaking skill. The technique or strategy that used by the teacher in the classroom is unable yet to encourage the students' speaking skill and their motivation. There are only few students who can follow the speaking class material given by the teacher. It creates a problem in developing the skill, particularly speaking skill.

Actually, there are several techniques or strategies that can help the students to solve their problem in speaking, one of the strategy can be used is PMI (Plus Minus and Interesting) strategy which that strategy can give significant effect toward students' speaking ability.

C. Limited of The Problem

Based on the identification of the problem above, researcher needs to limit the problem that will solve in this research. This research is focused on the effect PMI (Plus Minus and Interesting) strategy toward students' speaking ability. Researcher will conduct this research in class X of Senior High School 1 VII Koto Sei. Sarik

D. Formulation of The Problem

In order to discover the findings in details and give benefits from this research, so the research questions are formulated as: Is there significant difference between students those taught with Plus Minus and Interesting Strategy and students' Conventional Strategy toward Students' Speaking ability at Class X of Senior High School 1 VII Koto Sei. Sarik?

E. Purpose of the Research

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The purpose of this research is expected to find significant differences of students' speaking ability between students who are taught PMI Strategy and students who are taught with Conventional Strategy.

F. Significance Research

This research aimed at giving theoretical and practical contributions to some parties.

1. To the English Department of UIN Imam Bonjol Padang, the researcher expects that the result of this research study can be a reference related to the topic the effect of PMI strategy toward students' speaking ability.
2. To future researchers who wish to discuss the topic of speaking skill and PMI strategy, the result of this research study can be a practical reference.
3. To English educators or instructors especially those in MAN 1 VII Koto Sei. Sarik, the result of this research study is expected to help them in develop students' speaking ability.
4. To the students of ninth class in MAN 1 VII Koto Sei. Sarik,, this study is expected to improve their speaking ability.

G. Definition of Key Term

The following will be given to make the readers have the same perception for some terms used in this study to avoid misunderstanding, so the terms here are to be defined as follows:

1. PMI strategy is a strategy uses the table to divide the pluses, minuses, and interesting point from the statement given by the teacher, De Bono, E (1995)

2. SMAN 1 VII Koto Sei. Sarik Kabupaten Padang Pariaman refers to Senior High School. SMAN 1 VII Koto Sei. Sarik which is under the supervision of National Education Department of Indonesia.
3. Speaking skill is a proficiency of using the language orally, Tornbury, Scot(2006)



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