#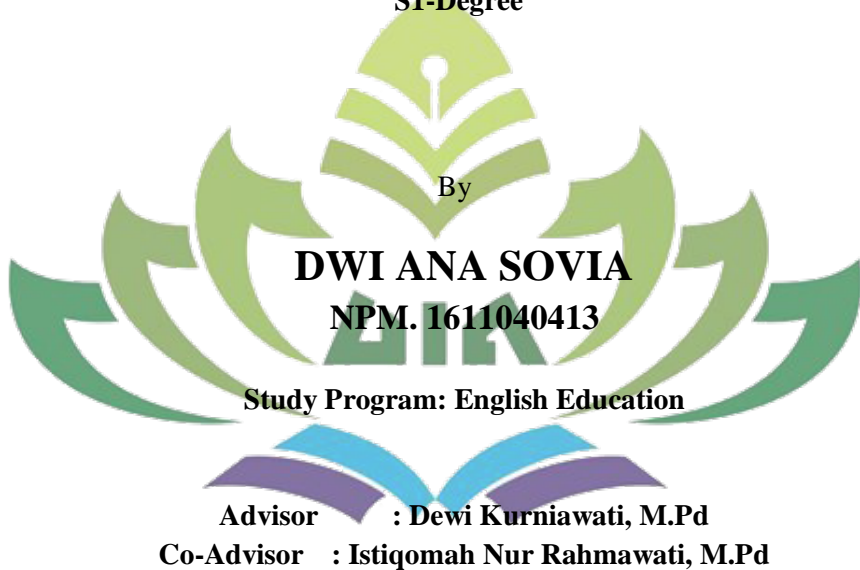 THE INFLUENCE OF USING PLUS MINUS INTERESTING (PMI) TOWARDS STUDENT'S SPEAKING MONOLOGUE ABILITY IN ANALYTICAL EXPOSITION AT THE FIRST SEMESTEROF THE ELEVENTH GRADE OF SMA N 1 SEMAKAIN THE ACADEMIC YEAR OF 2021/2022

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By

DWI ANA SOVIA
NPM. 1611040413

Study Program: English Education

Advisor   : Dewi Kurniawati, M.Pd
Co-Advisor   : Istiqomah Nur Rahmawati, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2023**

i

ABSTRACT

THE INFLUENCE OF USING PLUS MINUS INTERESTING (PMI) TOWARDS STUDENT'S SPEAKING MONOLOGUE ABILITY IN ANALYTICAL EXPOSITION AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMA N 1 SEMAKA IN THE ACADEMIC YEAR OF 2021/2022
By:

DWI ANA SOVIA

The research objective is to determine whether there is an influence of using Plus Minus Interesting on students' speaking monologue ability in analytical exposition in the First Semester of the Eleventh Grade of SMA N1 Semaka in the Academic Year of 2021/2022. Considering the preliminary studies, students' speaking abilities at SMA N 1 Semaka's eleventh grade remained low. That 56.6 percent of students attained the minimal proficiency criteria where an average score of 57 is required.

The researcher utilized a quasi-experimental design. The research population was the eleventh grades of SMA N1 Semaka, which consists of six classes with 225 students. The researcher took the sample by using cluster random sampling. XI IPA 1, as an experimental class, consisting of 35 students, and XI IPA 3, as a control class, also consisting of 35 students. In collecting the data, the researcher used a monologue speaking test for the pre-test and post-test with the topics of the influence of social media and games online.

The researcher analyzed the data using a paired sample test formula. The result of t-observed was 17.09 and the t-table was 2.042. It means the t-observed is higher than the t-table. This result means there is an influence of using Plus Minus Interesting towards a student's speaking monologue ability in analytical exposition in the first semester of the eleventh grade of SMA N1 Semaka in the academic year of 2021/2022.

Key words: Analytical Exposition, Experimental Research, Plus Minus Interesting (PMI), Student's Speaking Monologue Ability.

DECLARATION

The researcher is a student with the following identity:

Name   : Dwi Ana Sovia
Student's Number   : 1611040413
Thesis   : The Influence of Using Plus Minus Interesting (PMI) Strategy Towards Student's Speaking Monologue Ability in Analytical Exposition at the First Semester of the Eleventh Grade of SMA N 1 Semaka in the Academic Year of 2021/2022

  I state this entitled: The Influence of Using Plus Minus Interesting (PMI) Strategy Towards Student's Speaking Monologue Ability in Analytical Exposition at the First Semester of the Eleventh Grade of SMA N 1 Semaka in the Academic Year of 2021/2022 is entirely my work. I am fully aware that I have quoted some statements, references, and ideas from various sources, which are appropriately acknowledged in the text.

Bandar Lampung, February 20th, 2021
Declared

Dwi Ana Sovia
1611040413

APPROVAL

Title : THE INFLUENCE OF USING PLUS MINUS INTERESTING(PMI) STRATEGY TOWARDS STUDENT'S SPEAKING MONOLOGUE ABILITY IN ANALYTICAL EXPOSITION AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMA N 1 SEMAKA IN THE ACADEMIC YEAR OF 2021/2022

Student's Name : Dwi Ana Sovia
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Study Program : English Education
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APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
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ADMISSION

A Thesis entitled: "**THE INFLUENCE OF USING THE PLUS MINUS INTERESTING (PMI) STRATEGY TOWARD STUDENTS' SPEAKING MONOLOGUE ABILITY IN ANALYTICAL EXPOSITION TEXT AT THE ELEVENTH GRADE OF SMA N 1 SEMAKA IN THE FIRST SEMESTER IN THE ACADEMIC YEAR 2021/2022**", BY DWI ANA SOVIA, NPM: 1611040413, Study Program: English Education, was tested and defended in examinationsession held on:. December 26 2022

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The Dean of
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Prof. Dr. Hj. Nirva Diana. M.Pd
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MOTTO

بِسْمِ ٱللَّهِ ٱلرَّحْمَـٰنِ ٱلرَّحِيمِ ۝

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝

فَإِذَا فَرَغْتَ فَٱنصَبْ ۝

(6) most certainly, there is ease with hardship (7) So, whenever you are free, strive in devotion (8) and turn to your lord with longing[1]

(Q.S. Al- Insyiraah, 6-8)

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[1]Tafheemul Quran Surah 94 Al-,,Insyiraah, Ayat 1-8" (On-Line), Available on:http//www.islamicstudies.info/(October, 01 2018).

DEDICATION

This thesis dedicates to:

1. The greatest inspirations in my life are my beloved parents, Kholidun and Nur Halizar, who have already prayed for my success. Thanks for all the motivation and support.
2. My beloved sister Eka Lestari, my beloved young brother Putra Kurniawan, my beloved niece, Maulia Zahira, and my beloved brother-in-law Herianto always supported me and cheered me up until the completion of this thesis.
3. My best motivator Mr. Andi
4. My best tutors Mr Satria Adi Pradana
5. My beloved lecturers and Almamater UIN Raden Intan Lampung which has contributed a lot to my development.
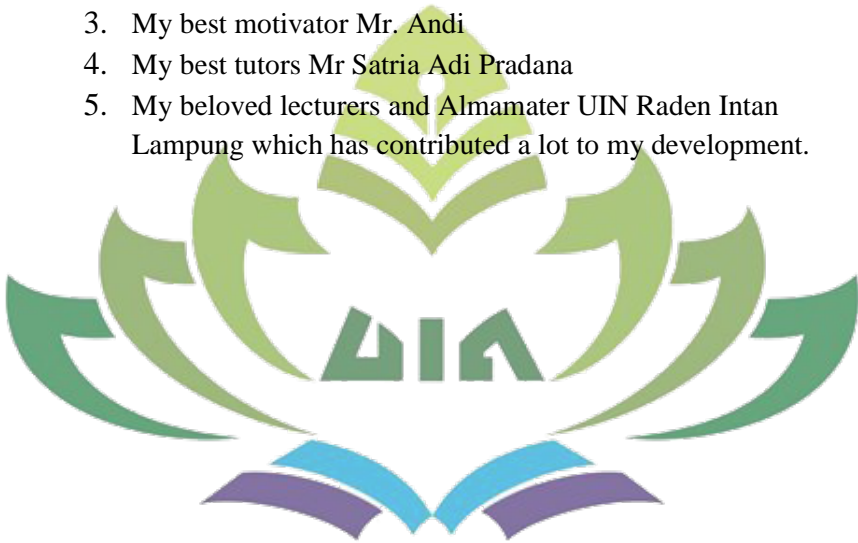
CURRICULUM VITAE

The researcher's name is Dwi Ana Sovia. She was born in Muara Enim on December 24th, 1997. She is the second child of three children of lovely couple Kholidun and Nur Halizar. She has one sister whose name is Eka Lestari and a young brother whose name is Putra Kurniawan. Her brother-in-law is Herianto, and she has one niece, her name is Maulia Zahira.

Dwi ana sovia began her study at the elementary school of SD N 2 Karang Rejo Tanggamus, and she graduated her school in elementary school in 2009. Then, she continued at Junior High School Number 2 Semaka Tanggamus, and she graduated her study in 2012. Then, the researcher decided to continue her study in SMA N 1 Semaka and graduated in 2015. Then, the researcher decided to continue her study in the State Islamic University of Lampung (UIN) as a student of the English Study Program of Tarbiyah and teacher training faculty.

During her study in UIN Bandar Lampung, the researcher was active as a debater and joined some of the regional and national debate competitions. In 2019, she was chosen as the participant of the Student Mobility Program in Malaysia, Singapore, and Thailand. In 2021, she has joined the English debate competition in Padang, Fortunately, she could get the gold medal in PKM II Padang.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

First of all, In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty God for blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis submits as compulsory fulfillment of the S1 degree of English Education study program requirements at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan). The researcher realizes that she never finished this thesis without help and support from others. So that, the researcher would like to thank the following people for their idea, time, and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, with his staff, has allowed the researcher to study until the accomplishment of this thesis.
2. Dr. Moh. Muhasin, M.Hum, as the chairperson of the English Education study program, always gives the motivation to complete this thesis.
3. Dewi Kurniawati, M.Pd, as Advisor for his guidance and help to finish this thesis
4. Istiqomah Nur Rahmawati M.Pd, as Co-Advisor, for the patience in giving guidance and support for completing the thesis.
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6. All the students of the first semester of the eleventh grade of SMA N 1 Semaka in the Academic Year of 2021/2022 For excellent participation and great attention during the process in this research.

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9. Mr. Andi was a motivator, and Mr. Satria Adi Pradana was the tutor for giving extensive support until the researcher finished her thesis.
10. All of my friends of class H in the English Department 2016 of UIN Raden Intan Lampung. Especially to my beloved friend: Kristianingsih
11. All his colleagues and people who cannot mention individually here have contributed significantly towards the completion of this thesis.

Finally, none or nothing is perfect, and neither is this final thesis. Any corrections, comments, and criticism for this thesis are always open-heartedly welcome.

Bandar Lampung, February 20th, 2021

The researcher,
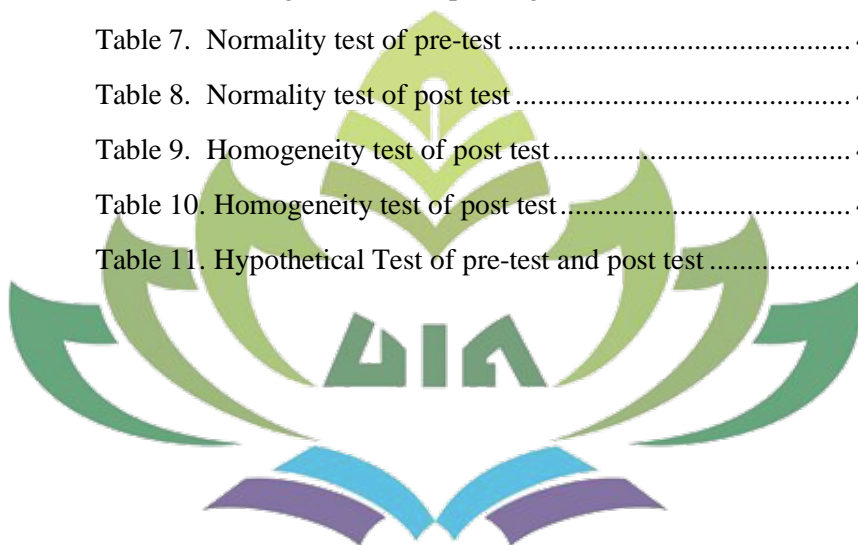
Dwi Ana Sovia
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of Indonesia's compulsory courses, and it is educated from Junior High School trough College. In learning English, learners must be able to use English both orally and in writing. Learners must learn certain elements and skills to interact using language to establish understanding and benefit from communication.In order to achieve the objectives of the Indonesian curriculum and to engage in conversation using language, they must be taught skillfully and communicatively during the learning process. Students must learn four skills in order to study English. They are engaged in the activities of listening, speaking, reading, and writing. According to Thornbury, speaking a foreign language remains an essential aid in verbal learning. Through speaking, we are able to communicate with others and convey knowledge and ideas.[1]

Speaking is the process of communicating by the use of words.[2] Besides, Broughton *et al.* state that Speaking is sound-producing by combining vocal sounds to such an extent, thus the audience can interpret those sounds in the correct meaning.[3] Besides, Grugeon *et al.* state that Speaking is an opportunity for learners to express their concept and premise.[4] In conclusion, Speaking is producing the combination of a vocal sound that turns into words, and a speaker constructs it to be useful meaning, so the speaker can share their idea, feeling, and intentions with others.

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[1] Scott Thornbury, How *to Teach Speaking*, (Edinburg: Pearson Education Limited, 2002), p.1.

[2] John Munro, *Teaching Oral Language: Building a Firm Foundation Using ICPALER in the Early Primary Year* (Victoria: B.P.A. Print Group, 2011),p. 2.

[3] Geoffrey Broughton *et al*, *Teaching English as a Foreign Language*, *(2nd Ed),* (New York: Routledge, 1980), p.27

[4] Elizabeth Grugeon, *et al. Teaching Speaking & Listening in the Primary School* (London: David Fulton Publisher, 2005), 3.

When it comes to mastering speaking skills, students may experience difficulties. According to Brown and Yule, Speaking stands as the greatest challenging aspect of language learning. Students often consider it the hardest one because when someone speaks and the other makes noise, it will disturb the speaker.[5] Ur states that some complications that possibly hamper the students in developing their skills in Speaking are inhibition, having no ideas to say, low participation, and students preferring to use their mother tongue.[6] The pronouncement above clarifies that the teacher has to find an excellent technique or strategy to make the students speak English.

The researcher interviewed an English teacher at SMA N 1 Semaka as part of his preliminary study. The name of the teacher is Fika, S.Pd. It was revealed that the students were still communicating in a passive way. In teaching speaking, the teacher used a three-phase technique where the teacher introduces the lesson, gives several explanations, examples about the topic, and a question-and-answer section, or used think pair share debate strategy in learning.

Occasionally, the teacher assisted the learners in expressing an idea in front of the room. The teacher encouraged the learner to speak English bravely in front of the class by giving an extra point. From the explanation above, the students ideally should speak English well, and they did not have a problem speaking. Unfortunately, learners were still hard to communicate by using English. The teacher stated that students' speaking skill is low. They were too familiar with using their native language in daily life than using English. Even in the simple form, the students had difficulties in using English for communicative objectives. The fact is, the students were afraid of making mistakes, the causes of students had a little vocabulary, and students lacked knowledge

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[5] Gillian Brown and George Yule, *Teaching the Spoken Language: Approach Based on the Analysis of Conversational English*. (Cambridge: Cambridge University Press, 1989), 25.

[6] Penny Ur. *A Course in Language Learning*: Practice and Theory. (Cambridge: Cambridge University Press, 1996), 121.

of how to sound the words. Crucially, students could answer the question, but they did not explain why they chose the answer. The students were reluctant to speak English.[7]

Established by the preliminary study, it also initiated the data discourse test of students. The test was about monologue speaking tests that students executed in the course.

The grade of the students speaking can be perceived in the resulting table 1:

Table 1
The SMA N 1 Semaka Eleventh Grade Speaking Score in the
First Semester of Academic Year 2021/2022

No	Pupils' Score	The Amount of Pupils	Percentage
1	≥ 57	97	43.1%
2	< 57	128	56.8%
	Total	225	100 %

Source: Table of Students Eleventh grade Scores SMA N 1 Semaka

Based on the table of students' monologue scores at eleventh class of SMA N 1 Semaka, from 225 students, 97 students approved the speaking test based on the average score, and 128 students failed the speaking test. The average score of speaking skills in the eleventh class of SMA N 1 Semaka in first semester is 58. Numerous students received a score less than 58. It revenues numerous students quiet had troubles in their discourse monologue ability.

According to those problems, in solving students' speaking monologue difficulties, the teacher should provide a suitable strategy in teaching to create an exciting and effective classroom atmosphere. The goal is to reduce the difficulties that students face and make it easier for them to express themselves to achieve

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[7] Fika, English Teacher S.M.A. Negeri 1 Semaka, *An Interview*, (4 September 2020), Unpublished

the target language that the teacher has already prepared. The teacher should find a strategy that can make the students feel courageous to express in the classroom. Finally, students can share and change over their idea with other students in the class. The student will easily reserve the material, and they will feel enjoy and challenged in learning.

Several types of genre texts can be used in teaching in speaking monologue, such as narrative, descriptive, procedures, explanation, recount, report, analytical exposition, argument, etc. They assist the teacher in achieving the teaching-learning process' instructional goals, and they can also be interesting for the students. One of a kind genre used is analytical exposition text. In that text, students are expected to generate many ideas because in speaking analytical exposition, they must present their point of view on a topic. This form of verbal text is used to convince listener about the item. To strengthen the persuading, the utterer makes selected points as the essential details the item. They should be able to organize their thoughts into logical reason by using the right words.

A Plus Minus Interesting (PMI) is one of the strategies that can teach speaking monologue ability in analytical exposition. PMI (Plus Minus Interesting) is a strategy developed by Edward de Bono. According to him, PMI is an excellent way to develop students' critical thinking through speaking.[8] Plus Minus Interesting (PMI) strategy is one of the learning models that can help the learner prepare the idea before speaking in front of the class. It uses to help the learner in planning their idea on the issues.

Related to the Plus Minus Interesting strategy, Hasibuan and Samosir proposed their research. It was to determine whether there is a significant effect of the plus-minus interesting method on students' achievement in text analytical exposition at the

---

[8] Edward de Bono, *Lateral Thinking*, (Midlesex: Penguin Books, 1970), 56.

eleventh class of SMK Negeri 1 Padang Sidempuan. After doing several experiments, pretest, and posttest, they calculated the data using experiment analysis. Finally, it concluded a significant effect of the PMI Method on students' achievement in writing analytical exposition text at the eleventh grade of SMK Negeri 1 Padang Sidempuan.[9]

Kurnia conducted other research. Her research aimed was to compare students' speaking ability taught without using the Plus Minus Interesting Technique and students' speaking ability taught by using the Plus Minus Interesting Technique. She researched in State Senior High School 2 Pekanbaru. The problems that learners faced were students who lacked speaking ability and had difficulties communicating by using English. Quasi-Experimental research was her research design. After collecting data using pretest and posttest, she can conclude a significant effect of using the Plus Minus Interesting Technique to learners' talking capability in the second Year of State Senior High School 2 Pekanbaru.[10]

The differences in this research among those previous studies were if the first focused on students' ability to write an analytical exposition and the second focused on student speaking ability. This research would focus on the student speaking monologue capability in analytical and expository text. The research would research the influence of plus minus interesting (PMI) strategy speaking monologue ability in analytical exposition text in the second semester of the eleventh grade SMA N 1 Semaka. Therefore, the research entitled: "the influence of

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[9] Asriani Hasibuan dan Tri Lastri Putriana Samosir, "*the Effect of Plus Minus Interesting (PMI) Method on Students' Achievement in Writing Analytical Exposition Text a Study at the Eleventh Grade of Students S.M.K. Negeri 1 Padang sidimpuan*", *Journal Education and development STKIP Tapanuli Selatan*, Vol.6 No.1(2017), 1, https://bit.ly/32xNQVS

[10] Elisa Kurnia, "*the Effect of Using Plus Minus Interesting Technique Toward Students' Speaking Ability at the Second Year of State Senior High School 2 Pekanbaru*", *(*Thesis of S-1 Degree English Education U.I.N. Sultan Syarif Kasim Riau, 2012), http://bit.ly/UniversitasIslamNegeriSultanSyarifKasimRiauRepository

Plus Minus Interesting (PMI) strategy in speaking monologue ability in analytical exposition text at the eleventh grade of SMA N 1 Semaka in the first semester in the academic year 2021/2022".

B. Identification of the Problem

According to need analysis that researcher did at the eleventh class of SMA N 1 Semaka in the primary semester in the academic Year 2021/2022, it found several problems:

1. The students' speaking skill was low.
2. Several students were accustomed to using their native language in daily life.
3. The students were afraid of making mistakes.
4. Students had a little vocabulary.
5. Students lacked understanding of how to pronounce the words.
6. Students lacked the idea to speak.

C. Limitation of the Problem

Students in the learning process found various problems. Thus, the research would focus on the Influence of using the Plus Minus Interesting (PMI) strategy toward learners' speaking monologue capability in analytical exposition text at the eleventh class of SMA N 1 Semaka in the primary semester academic year 2021-2022 and only focused on using monologue speech. The material would be analytical exposition text.

D. Formulation of the Problem

Based on limitation of problem, the problem was presented under following form: "Is there any influence of using Plus Minus Interesting (PMI) strategy toward students' speaking monologue ability in analytic exposition text at the eleventh grade level of SMA N 1 Semaka in the primary semester in academic Year 2021-2022?

E.   The Objective of the Research

The study's goal was to observe whether or if there had a significant influence from the Plus Minus Interesting (PMI) toward students' speaking monologue capacity in an analytic exposition text.

F.   Significance of the Research

The following is an example of use of this research at having a significant influence on students' speaking monologue ability in an analytic exposition text:

1. Theoretical Significance

   Study would aid in the teaching and learning of English, notably in teaching speaking. The study's findings could provide a reference for those who like to research English teaching and learning.

2. Practical Significance

   a. For the English teachers

       By having experiences and various teaching strategies, the educator would become more confident and ready to contribute in the teaching and the procedure for learning. To the next of teaching speaking, the teacher would have a variety of strategies and would select the most appropriate strategy and method for the students.

   b. For the students

       The students would gain much experience in speaking ability. The students could construct their spoken ability based on the experiences that they had gotten from their teacher. By using various teaching methods, students would feel more at ease when confronted with the teaching-learning process. It would motivate the students to speak.

   c. For the next researchers

       The study can be an alternative source when students intend to research the same technique or skill. They can develop other ideas based on this research.

G. The Scope of the Research

The research's restriction would be the subject and object that would be investigated.

1. The Topic of the Investigation

   The research focus was students in the primary semester of the eleventh class SMA N 1 Semaka in academic Year 2021-2022.

2. The Object of the Research

   The research objective was Plus Minus Interesting (PMI) and students' speaking monologue analytical exposition text ability in at the eleventh class of SMA N 1 Semaka in the primary semester in academic Year 2021-2022.

3. The Place of the Research

   The research would be conducted at SMA N 1 Semaka, Tanggamus, Lampung.

4. The Time of the Research

   The study would be done in the eleventh grade of SMA N 1 Semaka in the first academic Year 2021/2022.
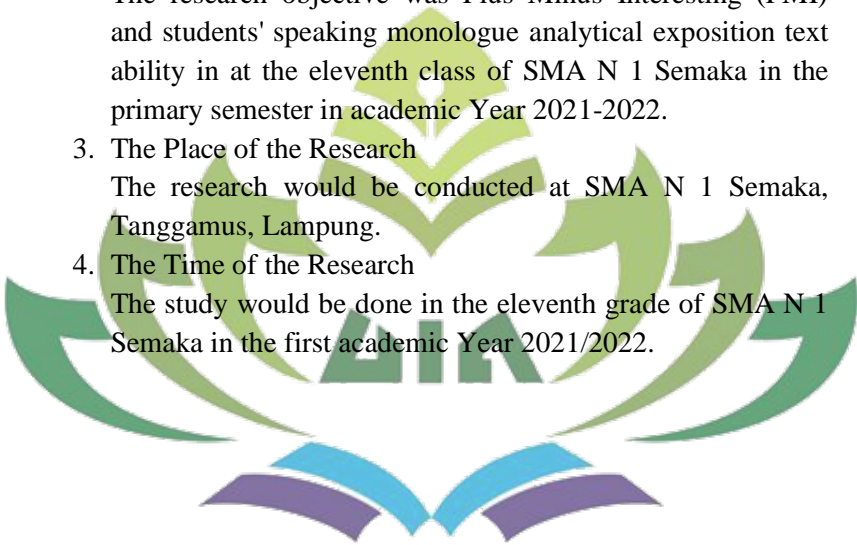
CHAPTER II
REVIEW OF LITERATURE

A. Speaking

People are social beings, and one of the most critical aspects of social interaction is exchanging experiences, proposing and accepting the mind, and expressing feelings. As a result, there must be common elements in social activities that are both approved and understood by the listener. We require communication in order to connect with our fellow humans. According to Bloomfield in Ani, Speaking is a way of communication.[1] Speaking is an essential part of daily life because it allows us to communicate with others, express our opinions, state our purpose and message, express feelings in any emotional state, etc.

According to Munro, Speaking is spoken communication using words. The aim is to share the thought, intentions, feeling, and goals with others. When the speaker speaks the words, the speaker will use sound patterns, which we call a word such as cat, dog, black, and chase. The speaker produces words in different ways to express different thoughts.[2] In addition, Broughton *et al.* state that Speaking produces a vocal sound combination in such a way, so the listener can reconstruct those sounds to be a valuable appraising of our original meaning. In other words, Speaking is where the speaker starts with an idea and extends it into language. At the same time, the listener receives the language and comprehends the idea.[3]

According to Thornbury, Speaking is producing words followed by words, phrases followed by phrases, and utterance by utterance.

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[1] Andi Mas Ani, *Penggunaan Media Kartu Gambar Berwarna Sebagai Upaya Meningkatkan Kemampuan Berbicara pada Mata Pelajaran Bahasa Inggris di Kelas VIII SMP 4 Mataram Semester Ganjil Tahun Pelajaran 2016/2017,* Jurnal Ilmu Sosial dan Pendidikan, Vol. 2 No. 1 (2018), 96, http://ejournal.mandalanursa.org/index.php/JISIP/article/download/246/237

[2] John Munro, *Teaching Oral Language: Building a Firm Foundation Using ICPALER in the Early Primary Year* (Victoria: B.P.A. Print Group, 2011), 2.

[3] Geoffrey Broughton *et al., Teaching English as a Foreign Language*, (2nd Ed), (New York: Routledge, 1980), p.27.

Each utterance is contingent on the preceding utterance and the time planning of producing the utterance is very limited.[4]

In conclusion, Speaking produces a vocal sound that turns into words. A speaker constructs it to be useful meaning to share their ideas, feelings, and intentions with others. Speaking involves elements that students need to. Those elements are grammar, comprehension, vocabulary, pronunciation, and fluency.

B. Element of Speaking Assessment

Speaking ability is a person's ability to communicate his thoughts to others orally. However, it is not easy to develop if a person does not practice regularly. Students can improve their speaking skills by practicing with their teachers, parents, and friends. Practicing speaking English improves conversation skills, expands vocabulary, improves grammar, perfect pronunciation, and trains hearing to understand better what the speaker is saying. Luoma states, in language teaching, the ability to communicate are an essential component of the course. As a result, they are an essential subject of assessment. Assessing Speaking is challenging because various factors influence our perception of someone's ability to communicate in foreign language. We expect accurate test results and are appropriate for our purpose.[5]

Assessing speaking in language teaching is important because it is one effort to raise educational standards. Assessing speaking employs to know acquiring knowledge. In evaluating students' speaking skills, Hornby suggests some form as follows:[6]

1. Pronunciation

   Pronunciation relates to the capacity of learners to converse easily with articulated in an understandable manner. The three fundamentals of the primary scope involving instruction techniques to support learners when learning how to pronounce

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[4] Scott Thornbury, *How to Teach Speaking* (London: Longman, 2005), 2.

[5] Sari Luoma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004), 1.

[6] A.S Hornby, E.V Gatenby, and H. Wakefield, *Oxford Advanced Learner's Dictionary of Current English,* (United Kingdom: Oxford University Press,1963),628.

words. The main is exhortation. It refers to the order to copy then imitate the speech or actions of someone's articulation to produce what a sound that requires any more description. The secondary is tongue exercise. It relates to the composition practices involving word uses or phrase to practice certain sounds, their repercussions, stress structures, speed, and articulation. The third is practical phonetics. It refers to speech organ, articulation, sound description, stress description, rhythm, and intonation.

2. Grammar

Grammar is the studying of ways letters and elements of phrases come together to form sentences, organizational relationships in linguistic or a language, comprising articulation, implication, and language antiquity. It is a logical established then rule of structure that manages the arrangement of sentences, catchphrases, and relations in any ordinary language.[7]

3. Vocabulary

The proper rhetoric is referred to as vocabulary or wording which is a way for people to communicate. It relates to preference languages that are eligible for meaning. There are two kinds of vocabulary. There are two types of classes: restricted class and accessible class. Definite article, pronoun, and especially in conjunction are all used in the Close class e.g.[8]

4. Fluency

The smoothness of flow in which words, phrases, sentences, and statements are joined is known as fluency while producing a language. Fluency is the maximal effective production of the system of communication so far gained by learners. The situation concerns speakers which are able to develop a speech quickly and easily.[9]

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[7] Don A. Welty, and Dorothy R. Welty, *the Teacher Aid in the Instruction Team,* (New York: McGraw Hill, 1976), 47.

[8] Timothy M. Harris, *Testing English as Second Language,* (New York: McGraw Hill Book Company,1974), 68-69.

[9] Hornby,826

C. Teaching Speaking

For Indonesian, English remains a second language. It indicates that English is taught properly. Speaking is one of the skills that the students must develop. According to Richard, mastering speaking skills in English is the priority for many second-language learners or foreign language learners. Learners often appraise their achievement in language learning and the effectiveness of English courses based on how far they believe they have advanced in their spoken language proficiency. [10] In short, the effectiveness of English courses will determine learners' ability in speaking skill proficiency.

In speaking, to communicate effectively, students need to pay attention to certain things. According to Nation, to communicate effectively, there are four strands' learners need to get in learning aims of a language course: fluent control of the sounds, spelling, vocabulary, grammar, and discourse features of the language. [11] To achieve those aims, teachers need to prepare speaking activities that are available for the student.

According to Richards, three core points need to be done in planning speaking activities for an English class. The first point is determining what sorts of speaking skills the class will focus on. The second point is identifying strategies in teaching, like providing such opportunities for learners to gain in some sort of talks. [12]

Planning in speaking activities such as what speaking skill needs to focus on and teaching strategies is essential in teaching speaking to make a learner communicate effectively and understand it. Bailey states that to be a good talker, the learner should have a simple technique in speaking, so the listener will understand clearly and it will be easy for the talker. [13] In other

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[10] Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*, (New York: Cambridge University Press, 2008), 19.

[11] I.S.P. Nation *et al.*, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge,

2009), p.3

[12] *Ibid*, 29.

[13] Edward P. Bailey, *Plan English of Work: A Guide to Business Writing and Speaking* (New York: Oxford University Press, 1996), 131.

words, in instruction, communication as the educator, they should plan the teaching-learning process. They have to prepare or determine what language skill or focus they want to achieve and what techniques or strategies to ensure the teaching-learning process runs well.

D. Types of Speaking

Brown classifies types of classroom speaking performance into six types. Those types are expected to carry out in the classroom by learners:

1. Imitative

    Classroom for speaking time is very limited. It makes teaching speaking may use a tape recorder speech by a speaker. A learner can rehearsal an inflection form or try accustoming to identify a specific sound of the vowel. This kind imitation should do infinity for meaningful interaction goals, concentrating going on various aspects of linguistic arrangement.

2. Intensive

    Exhaustive Communication focuses on phonological and grammatical language aspects. It drives single stage beyond imitative communication. Intensive Speaking is premeditated for speaking performance as some pair work activity where learners tight examine several forms of language.

3. Responsive

    Responsive Speaking is a student speech activity in the classroom. The teacher or student will have brief replies to the questions.

4. Transactional (dialogue)

    Transactional language goes one step beyond responsive Speaking. It is carried out to convey information specifically to extend responsive language form. An example of transactional language in conversations is a conversation that can be part of a group work activity.

5. Interpersonal (dialogue)

    The other form of conversation mentioned in the previous was interpersonal dialogue carried out more to maintain a social relationship than transmitting facts and information. Learners need to learn how such features as the relationship between interlocutor, casual style, and sarcasm are coded linguistically in this conversation.

6. Extensive (monologue)

    Extended or monologue is a degree of student speaking ability that is medium to advanced. Students give extended monologues in the oral reports form, speeches resume of brief addresses to process information without any interruption, and the speech will go on whether or not the listeners comprehend what the speaker means. This monologue can be planned or impromptu.[14] It can be said that extensive Speaking is the ultimate speaking skill that requires vital language components.[15]

    From the explanation above, it can conclude that speaking in a classroom context is especially extensive Speaking because it is the most suitable than others for intermediate classes.

E. Types of Classrooms Speaking Activities

    According to Harmer, kinds of speaking activities can be used in the classroom, [16]six speaking activities are:

1. Acting from a Script

    Acting from a Script activity is a classroom speaking activity that asks the learner to turn out acts starting shows, files, or conversations printed by them. Filming is the outcome sometimes, and ask the learner to come to the front of the class frequently. Teachers need to allow learners to practice their

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[14] H. Douglas Brown, *Teaching by Principles*: *an Interactive Approach to Language Pedagogy* (Cambridge: Cambridge University Press, 2001), 272-274.

[15] H. D. Brown and P. Abeywickrama, *Language assessment: principles and classroom practice (2nd Ed.)* (New York: Pearson Education Inc, 20100, 184-185.

[16] Jeremy Harmer*, the Practice of English Language Teaching, (3rd Edition),* (Cambridge: Longman, 2001), 271-274.

written script before they perform in front of the class. This kind of practice allows learners to learn continuously in producing language.

2. Playing Communication Games

Playing communication games is a classroom speaking activity that lures students to have communication with their partners. It usually depends on information gaps, puzzles, drawing a picture, arranging things properly, and finding similarities and differences between pictures. Learners have to speak to the pair in order to make the required assignments.

3. Discussions

Discussions are classroom speaking activities that allow learners to have and give an opinion in the front class. Sometimes discussion fails if the learner cannot think of anything to say. They might use the confidence of the language to say the idea.

BuzzFeed Group is one of the discussions where students will have quick discussions in a small group before learners speak in front of the class. Learners need to think about the idea and language before performing to make tension levels decrease.

An instant comment is the second way of discussion where learners need to respond fluent and directly into the lesson. The teacher can show the photographs or topics of the lesson and ask the learner to give their idea that runs in their mind for the first time. Another way is the formal debate. The learner prepares an idea in a positive and negative argument. The talker will produce their paragraph argument where the listener will pitch their idea or thought in their script.

In the middle of the lesson, some discussions may happen, the teacher does not prepare them. It can give several the greatest gratifying and creative communication in verbal courses. Successful discussions resolve be influenced by on the teacher's capacity in the direction of push in addition to boost and possibly change our assertiveness to mistakes then inaccuracies from one minute to the next. Pre-planned dialogues

will depend proceeding the way we propose learners do the assignments at hand.

The best way of boosting discussion is to give learners activities that push them to decide or agree to choose between specific alternatives.

4. Prepared Talk

Prepared talk is a classroom activity that asks a learner (learner in a group) to make a presentation, and the topic will base on their own choice. We do not design the presentation for spontaneous conversation because learners prepare for this activity. However, learners may talk by using notes rather than a script. Prepared talk can be a proper speaking genre and can fascinate both speakers and listeners if appropriately organized.

5. Questionnaires

Questionnaires are a speaking activity that asks the learners to make questionnaires from some kinds of topic. While making questions, learners may use repetitive language patterns, which will affect the communication continuum. The teacher can be the facilitator who can help learners to design the questioners. The results of questioners can form written work, discussions, or prepared talks.

6. Simulation and role-play

Simulation and role-play are classroom speaking activities where the learner simulates a real-life encounter such as an interview, business meeting, and euro plane cabin. Learners take the role of the character from the other thought and feelings. Simulation and role-play can push learners' oral fluency and train learners to specific situations or English for a specific purpose.

F. Analytical Exposition Text

1. Description of Analytical Exposition

A text that expounds an argument, point of view about the phenomenon or the specific thing calls as analytical exposition text. The text focuses on arranging the argument, rebuttal, or

opinion about the case or reality of life.[17] Analytical exposition is the writing used to convince the person who reads about an issue that happens.

The social function of the text is to elaborate an idea, opinion, or argument of a phenomenon or an issue so that the reader can accept and agree with the idea or that argument itself.

2. Generic Structure of Analytical Exposition

Pardiyono reveals that the text elements of this text are:

a. Thesis statement

A thesis statement is part of the paragraph that the writer introduces the critical point of the essay that the writer is going to discuss.

b. Arguments

The argument is part of the paragraph where the writer presents their idea in supporting the crucial point in the thesis statement. In this part, usually, arguments comprise over more than one opinion. Additional point of view elaborated, the extra the person who reads will believe in writer's point of view.

c. Restatement and recommendation

The last paragraph of the analytical exposition is restatement and recommendation. Restatement means the writer restating her point of view about the issues that have been discussed. Recommendation means the writer recommends the reader to believe in that point of view. This paragraph is in the same way termed the end of complete script.

One characteristic the text is grammatical features. Each genre of the text has structural types. That one is deciding kind of the text is. The types are assisted in diverse ways. In a concise explanation, Gerot, and Wignell thought that the structural features an analytic exposition typescript are:

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[17] Pardiyono, *12 Writing Clues for Better Writing Competence* (Yogyakarta: C.V Andi Offset, 2006), 171.

1) The text will emphasis on common social and non-social content,
2) The text usages the simple present tense,
3) A relational process is used in this text,
4) Internal conjunction is used to step an idea,
5) Perceptive over underlying conjunction or standardization.

Figure 1: Example of Analytical Exposition Text

Topic
Corruption has happened for many years, and today it has become a bad culture inIndonesia.
Argument 1
Most adult Indonesian or Foreigners have known and admitted that corruption happens in many places. When we manage to get some documents in public service offices, we usually need money to pay. Manipulations happen everywhere.
Argument 2
The actions to eliminate corruption are weak. The ever-stronger culture seems not to end when the responsible institutions who have to reinforce justice today commit corruption. This is the worst. Corruption happens in police departments, courts where the judges, public, lawyers make deals to do corruption.
Argument 3
The citizens have no goodwill to fight against corruption. If only the people werecritical, disciplined, and obey the rules, and willing to report any wrong behaviors, this country would not be the number one corrupting country in the world.
Conclusion:
Corruption is becoming a bad culture in Indonesia if it is not ended soon by allof us. It seems that there must be a more severe penalty for the corruptors.

As Agus states, an analytic exposition text is a form of oral or transcribed text proposed to argue the hearers or person who reads about thing is in the item.[18] On the way to strengthen the urging, the utterer makes several points such as the fundamental reasons

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[18] Hendri Agus, A Journal: Analytical Exposition Text, Retrieved on September, 5 2019 from http//www.education-learning-analytical-text-study-case.ac.id.p.1.

something is the case. They should be able to organize their thoughts into logical reason by using proper words.

Finally, an analytic exposition is a written form or spoken text that highpoints ideas of the author or speaker in a particular issue. The aim is to induce the person who reads or listeners in the direction of argue through the idea offered by the writer or speaker. In this systematic study, the researcher concentrated on spoken Analytical Exposition version, which a text stands to intricate speaker's thought or opinion about the phenomenon that happened in the surrounding.

G. Plus Minus Interesting (PMI)

The goal of speaking learning is to make students become active participants in the learning. To accomplish that as well, the teacher must use a strategy that encourages students to speak boldly. Teachers' effective strategies for delivering information in the classroom play a crucial part in building knowledge further communicative, cooperative, personalized, expressive, and satisfied. These strategies help students get involved in the class topic, engage them in learning, encourage critical thinking train them on task. One strategy that can be used is PMI. According to Nation and Thomas, this strategy works well for developing analytical reasoning in students through speaking activities.[19]

Plus Minus Interesting Strategy, according to De Bono, stands an imaginative, inventive, and critical devising, thoughtful strategy, and consideration path device that encourage learners to deliberate numerous perspectives on a subject matter.[20] PMI (Plus Minus Interesting) is the most straightforward and powerful thinking tool. This strategy forces us to see three views: the strength, the weaknesses, the Implications, and the outcome of the topics. PMI requires learners to consider all concepts. Even learners might reject the ideas. It allows learners to think about all

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[19] Nation and Thomas, *Speaking Performance Through Small Group Work.* (Cambridge: Cambridge University Press, 1988), 51.

[20] De Bono Edward, *De Bono's Thinking Course*, London: B.B.C. Book, 1988, 1.

factors and other people's points of view.[21] PMI thinking tools allow us to see more clearly and broadly. Then we react to seeing what we see.[22]

> P Stands for a plus of the excellent point
> M Stands for Minus of the lousy point
> I Stand for an Interesting or exciting point.[23]

PMI strategy can achieve the natural challenge to intelligence to find as many P or M, or I point as you can. PMI is a miniature thinking course just by itself. PMI is not looking at the value of the point itself, PMI is not a value judgment, but PMI is a thinking tool used to see what points are to be seen when we look in one direction.[24] According to De Bono, PMI strategy can be used both speaking and writing. Both monologue and dialogue seaking can be used for PMI. The speaker can ask someone to do PMI, and the speakers can the react the opinion to a suggestion.[25]

Finally, the PMI strategy be existent a three-sided strategy that lets learners to contemplate creatively. PMI stands as thinking plan that supports learners in a discussion on the way to find an opinion from a different point of view before speaking. The students will think about the positive points of the theme, the negative points of the theme, and the last are the interesting points of the theme.

Plus	Minus	Interesting
Students place all of their positive ideas	Students place all of their opposing ideas	Learners situate some concepts thatthey ensure which ar exciting and requisite impending exploration.

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[21] Hemant Lata Sharma and Priyamvada, *PMI (Plus-Minus-Interesting): A Creative Thinking Strategy to Foster Critical Thinking (*International Journal of Academic Research and Development, Vol. 2 Issue. 6 (November 2017)), 974-477. http://www.academicjournal.in/download/1113/2-6-322-519.pdf

[22] *Ibid*, 21.

[23] Edward De Bono, 1982. *Loc. Cit*, 18.

[24] *Ibid*, 20-22.

[25] De Bono Edward, *De Bono's Thinking Course*, London: B.B.C. Book, 1988, p.23.

What do they like? What did they learn? What h a v e t h e y done well?	What did they not like? What did they not understand? What could things have been improved?	They also can put questions in this section. Anything sort out interesting idea about this? Whatever potency the importance of act and non-act is? What other does it make you consider about?

Figure 2: Plus Minus Interesting Strategy

All cars should be painted yellow

Plus	**Minus**	**Interesting**
• Easier to see on the roads • Easier to see t night • No problem in deciding which color you wanted • No waiting to get the color you wanted • Easier for the manufacturer • The deal would need less stock • It might take the "macho" element out of car ownership • Cars would tend to become just transport items • In a minor collision, the paint rubbed off onto your car is the same	• Boring • Very difficult to find your car in a car park • Easier to steal cars • The abundance of yellow might tire the eyes • Car chases would be intricate for the police • Accident witnesses would have a more challenging time • Restriction of your freedom to choose • Same paint companies might go out of business	• Interesting to see if different shades of yellow arose • Interesting to see if people appreciate the safety factor • Interesting to see whether attitudes towards cars changed • Interesting to see if trim acquired a different color • Interesting to see if this were enforceable • Interesting to see who would support the suggestion

Figure 3: Plus Minus Interesting Strategy

PMI strategy encourages learners to generate their ideas when teaching speaking monologue ability. It is challenging to speak an idea spontaneously, so PMI is a solution for students to discover the idea before writing or speaking. Plus, Minus Interesting allows

students to speak from three perspectives instead of just one. The students will think about the positive points of the theme, the negative points of the theme, and the last are the interesting points of the theme. It makes it easier for them to put words together to form sentences.

H. The procedure of Plus Minus Interesting (PMI)

According to Fredrick, here is the procedure in implementing PMI:
1. The teacher extends the idea or the topic in the class.
2. The pupils should reflect of the desirable point, deficiency point, and fascinating point of the topic.
3. The students work on their own for a few minutes.
4. Each student works with a partner, and they share their ideas.
5. The ideas are discussed with the whole class.[26]

Here is the following Bono's Procedure of Applying PMI:
1. The teacher explains the PMI.
2. The teacher gives the idea.
3. The teacher asks the student to discuss the plus, minus, exciting points of the idea.
4. Students discuss in a group that consists of five students.
5. After three minutes, a spokesman for each group gave the input.[27]

As stated by various experts, both of the procedures listed above are specific procedures for speaking material. The research would use the first procedures since the main procedure was uncomplicated to teach, and the stages were effortless. In the first procedure, each student had the same opportunity to state their idea by themselves. We could see on the first procedure that "the ideas are discussed with the whole class." While the second procedure, only a spokesperson could give the idea of the group. As we could see, there was a procedure "after three minutes, a spokesman for each group gave the input." Based on those considerations The research would use the first procedure.

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[26] Klippel Fredrick, *Keep Talking: Communicative Fluency Activities for Language Teaching (*Cambridge: Cambridge University Press, 1992), 97-98.
[27] Edward De Bono, *De Bono's Thinking Course* (London: MICA Management Resources, 1982), 19.

I. Advantages and Disadvantages of Plus Minus Interesting (PMI)

1. Advantages of Plus Minus Interesting (PMI)

Sanchez in Nurinsani states PMI has advantages:

a. PMI may help learners to generate the ideas of the problem.
b. This strategy can help learners to look at the value from different sides of opinion.
c. PMI helps learners to think about the decision.
d. These strategies support learners to have creativity and border in making an opinion about the topic.
e. PMI allows learners to share their opinion.[28]

James in Asriani and Tri says PMI has four primary advantages. Those advantages are:

a. PMI is going to help learners avoid rejecting an idea that seems terrible at first sight.
b. PMI is showing the negative of an idea that we like very much.
c. PMI shows that ideas are positive or negative and can show interesting points if they lead to other ideas.
d. PMI helps the learner to decide the judgments based on the value of the idea.

From the above explanation, it was clear that the plus minus interesting strategy had numerous advantages. Students could easily know a issue, discover a suspension, and speak using this strategy. This strategy could help students gain confidence in their speaking abilities and confidently share their work with others.

2. Disadvantages of Plus Minus Interesting (PMI)

The resulting are the weaknesses of the Plus Minus Interesting (PMI) Strategy:

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[28] Aulia Nurinsani A, *Using Plus Minus Interesting (PMI) Strategy in Teaching Speaking towards the Second Grade Student of M.T.S. Mahyajatul Qurra'lassang-Takalar.* (Thesis of S-1 UIN Alauddin Makassar, 2017), 20. http://repositori.uin-alauddin.ac.id/7860/

a. The PMI have to be set immediately following course thus that the response of teacher stays immediate then accurate.

b. While the frequency of PMI use should be flexible, it must be consistent for the feedback to be perceived, assessed, then used as a valuable consideration of course progress.

c. The tutor must respond to each demand raised by learners in PMI.

Finally, PMI has disadvantages based on the above explanation. It should be given the proper attention in order to keep the material fresh. The teacher must then evaluate and respond to the questions posed by the students as part of the PMI strategy. The PMI strategy took up considerably stage in the teaching-learning procedure when the tutor did not effectively use it.

J. Think Pair Share Debate

The think-pair-share debate is one debate strategy that can help students develop their ability to communicate their point of view. Students need to think and take notes individually. Then students work in groups to come up with reasons to support both sides of an idea of the topic. Following that, two points collaborate to decide which side they wish to support and fine-tune their justifications list. Finally, each student makes a presentation to the class about their conclusion and supporting arguments.

According to Kemmis in Era, think-pair-share debate forces students to consider all sides of an issue and interact with the facts of a given topic and one another.[29]

We might conclude from the preceding that debating is a clash of arguments for every issue. There are always opposing viewpoints and those who favor or oppose a particular topic. The think-pair-share debate aims to elucidate the reasoning for each argument. Students should communicate their arguments with good communication skills to make those reasons understandable and convincing.

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[29] Septriana Era, N. & B. Handoyo. 2006. Penerapan Think Pair Share (TPS) dalam Pembelajaran Kooperatif untuk Meningkatkan Prestasi Belajar. Jurnal Pendidikan Inovatif, 2(1):47-50.

K. The procedure of the Think-Pair-Share Debate

There are specific debate procedures: according to Kemmis, there are six debate steps:[30]

1. Students must first be made aware of a contentious issue and the various perspectives that can be taken on it.

2. Students should be allowed to do some research on the topic and create their own opinions.

3. Forming pairings is possible. Students can share their thoughts on the subject and learn from others. Students should be encouraged to consider potential counter-arguments and how they may respond to them at this step.

4. A debate in which the two sides share their viewpoints and offer their arguments must take place. It could also be small groups or pairs of people exchanging their different points of view.

5. Finally, the class and instructor should be allowed to share their views on which side made the most compelling case.

This stage is crucial because it teaches students that this style of thinking and debating may lead to actual results and create a sense of closure on the subject.

L. Advantages and Disadvantages of Think-Pair-Share Debate

Kruger explains the advantages and disadvantages of debate.

1. **Advantages of Think-Pair-Share Debate**

The advantages of the think pair share debate are allowing students to think critically on both sides of an issue, improving students' sharing skill and expression skills in a public setting, improving techniques for seeking information, gaining experience for gathering, evaluating, and synthesizing data from multiple sources in order to create arguments, fostering an appreciation of differing ideas, and trying to improve the idea. Furthermore, think pair debate would strengthen students' English-speaking skills, as they would be better able to share

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[30] Ibid, p. 45.

ideas, express an opinion, and convey their viewpoints in English.

Think pair debate can assist students in enhancing their speaking and reasoning skills. Students are expected to think critically, analytically, and constructively as a result of the discussion. They also will be sportier as a result of the debate.

2. **Disadvantages of Think-Pair-Share Debate**
   a. When they express their thoughts, it can be excessive at times.
   b. If the teacher does not intervene, the arguing will continue indefinitely.
   c. Active students will always be active, and passive students will always be students.[31]

Finally, in conducting think pair debate in teaching speaking, the teacher must share their views on which side made the most compelling case. Teachers must encourage students who do not actively speak in the class by allowing them to speak freely and motivating them to be courageous in learning.

M. Frame of Thinking

English is one of Indonesia's compulsory courses, and it exists since low-grade high education to college. Leaning to talk is one of the essential expertise in learning langage among the other skills. We can communicate with others and convey knowledge and ideas through speaking. When it comes to mastering speaking skills, students may experience difficulties. Some complications that possibly hamper the students' speaking skills are inhibition, having no ideas to say, low participation, and using their mother tongue. So that the teacher has to be capable of finding out an excellent technique or strategy to make the students speak English.

In teaching speaking, an English teacher at SMA N 1 Semaka uses a three-phase technique. The teacher introduces the lesson, gives several explanations, examples about the topic, and a

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[31]A.N. Kruger, *Modern Debate: It is Logic and Strategy*, (New York: McGraw-Hill Book Company, 1960), 5.

question-and-answer section, or the teacher also uses discussion in learning. The teacher also encourages the learner to speak English bravely in front of the class by giving an extra point. Unfortunately, learners are still hard to communicate by using English. We might not consider that the educator is not proficient and infertile in language instruction, but students' speaking monologue skill is low.

According to those problems, in solving students' speaking monologue difficulties, the teacher shall provide a suitable strategy in teaching to create an exciting and compelling classroom atmosphere. Finally, students can share and change over their idea with other students in the class.

A Plus Minus Interesting (PMI) is one of the strategies that can teach speaking monologue ability in analytical exposition. Plus Minus Interesting Strategy is a imaginative, inventive, and critical devising, thoughtful plan, and consideration path device that encourages learners to deliberate compound perspectives on a matter.

Regarding the instruction of speaking and stating to the border of the concepts revealed previously, the researcher expected that Plus Minus Interesting (PMI) strategy was suitable for teaching speaking. It used to help learners plan their ideas on the issues to gain a better achievement in English subjects and specifically improved students' speaking ability.

N. Hypothesis

The researcher framed the assumptions of this investigation as follows:

H_a: There is a significant influence in using the Plus Minus Interesting strategy toward students speaking monologue ability in analytical exposition text at the first semester of the eleventh grade SMA N 1 Semaka in the academic Year of 2021/2022.

H_o: There is no significant influence in using the Plus Minus Interesting (PMI) strategy toward students' monologue speaking ability in analytical exposition text at the first

semester of the eleventh grade SMA N 1 Semaka in the academic Year of 2021/2022.

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