

**THE USE OF PMI (PLUS, MINUS, AND INTERESTING) TO
DEVELOP STUDENTS' CRITICAL THINKING THROUGH
SPEAKING ACTIVITIES OF THE SEVENTH GRADE AT
SMPN 1 DARUL IHSAN KABUPATEN ACEH TIMUR**

THESIS

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THESIS

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TABLE OF CONTENTS

ACKNOWLEDGMENT	i
TABLE OF CONTENTS.....	iii
ABSTRACT	iv
CHAPTER I : INTRODUCTION	
A. Background of The Study	1
B. Problem of The Study	4
C. The Purpose of Study	4
D. Scope and Significance of Study	5
E. Terminology	5
CHAPTER II : LITERATURE REVIEW	
A. Critical Thinking.....	7
1. Definition of Critical Thinking	7
2. Developing of Critical Thinking in Classroom Activity.....	10
3. Indicators of Critical Thinking.....	11
B. Speaking	12
1. Definition of Speaking.....	12
2. Types of Speaking Performance	13
3. Micro Skills of Oral Communication	15
4. Speaking Test.....	17
5. How to Score Speaking to Develop Students' Critical Thinking	19
C. Plus Minus Interesting	20
1. Definition of Plus-Minus-Interesting Technique	20
2. Procedure of Applying PMI Technique	21
3. Teaching Speaking by Using PMI Technique	22
4. Advantage of using PMI Technique	23
CHAPTER III : RESEARCH METHODOLOGY	
A. Research Location	25
B. Subject of the Research.....	25
C. Research Design	25
D. Research Procedure.....	27
E. Technique of Collecting Data	29
F. Technique of Data Analysis.....	30
G. Steps in the Research	25
CHAPTER IV : RESULT and DISCUSSION	
A. Process of the Research.....	32
B. Research Result.....	43

C. Discussion 50

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion 53

B. Suggestion 54

BIBLIOGRAPHY

APPENDIX

AUTOBIOGRAPHY

ABSTRACT

Critical thinking is one of the important thing in argumentation. The students who does not have the critical thinking find difficulties in express their ideas, because they are difficult in finding the reason, especially in “like and dislike expression”. They know what are their likes and dislikes, but they are difficult to express why they like and dislike something in speaking. Therefore, the writer is interested to increase students’ critical thinking by using Plus Minus Interesting technique and to find out their responses during the teaching and learning process. The purpose of this research to know does PMI develop students’ critical thinking through of The Eight Grade at SMPN 1 Darul Ihsan Kabupaten Aceh Timur and to find out students’ responses toward teaching and learning English by using PMI (Plus, Minus, Interesting). This research was class room action research and the data are analyzed by descriptive analysis. The subject of this research was students level VII¹ of SMPN 1 Darul Ihsan Kabupaten Aceh Timur. The writer found that PMI technique increased students’ critical thinking. In Pre-test result, the students have 52,91 of mean score. After the first cycle the score increased. They have 81,54 of mean score of the post-test. The inreasing from the pre-test was 28,63%. Besides that the development of students’ critical thinking could be seen by their activities during the discussion. They could express their ideas clearly by using PMI technique, although some of them used indonesian language.

Keywords: Critical Thinking, Plus Minus Interesting, Speaking

CHAPTER I

INTRODUCTION

A. Background of The study

Critical thinking is an important skill in the 21st century learning. Critical thinking leads students to survive in their next real world. It equips students with specific skills that can be used in every area of their life. This includes skills that are essential for students to manage change in today's rapidly evolving world. Because, all of educators are interested in teaching critical thinking to their students.

According to cottrell, critical thinking is a complex process of deliberation which involves a wide range of skills and attitudes. It includes identifying other people's positions, arguments and conclusions; evaluating the evidence for alternative points of view; weighing up opposing arguments and evidence fairly; recognising techniques used to make certain positions more appealing than others, such as false logic and persuasive devices; drawing conclusions about whether arguments are valid and justifiable, based on good evidence and sensible assumptions; presenting a point of view in structured, clear, well-reasoned way that convinces other.¹

Teaching critical thinking is to improve the students' thinking skills, so that they have a better preparation to succeed in their real life in the world. There is a question which should be considered by all educators: Do all teachers and

¹ Stella Cottrell, *Critical Thinking Skills: Developing Effective Analysis and Argument*, (New York: Palgrave Macmillan, 2005), p.2

educators teach critical thinking in their subjects? The answer, sadly, is often no. Schafersman quoted the idea of Norman, 1980, about “Cognitive Engineering and education”, in Problem solving and education: Issues in Teaching and Research: it is strange that we expect students to learn, yet seldom teach them anything about learning. Clement and Lochhead added that the teachers at school should be teaching students how to think.²

Teacher do an exelectic job on the first thing, that is transmitting the content of the respective academic discipline, but they often fail to teach students how to think effectively about this subject matter. In 1983, the National Commission on Excellence in Education warned:

“Many 17-year-olds do not possess the “higher-order” intellectual skills we should expect on them. Nearly 40 percent cannot draw inferences from written material; only one-fifth can write a persuasive essay; and only one-third can solve a mathematic problem requiring several steps”.³

There are many reasons why the teachers at school do not teach the students how to think but they teach them what to think. The first goal of education, “what to think”, is so traditionally obvious that instructors and students may focus all their energies and effort on the task of transmitting and acquiring basic knowledge. Many teacher and students are successful for this first goal. On the other hand, the second of education, “how to think” or critical thinking, the teachers are fail to recognize it and students fail to realize its absence.

In Indonesia there are many text books. Most of them do not lead the students to high critical thinking. For the reading activities, many text books lead

² Schafersman, 1991 on <http://www.freeinquiry.com/critical-thinking.html>, accessed on September 25, 2015

³ Ibid.

the students for the comprehension only. It happens in speaking activities. The students are asked to choose the right responses for certain utterances, or write their responses with their own sentences.⁴

From the example of English text book, it can be concluded that most of the English text book do not lead the students to have critical thinking. Most of the tasks given are limited to comprehension task, whether it is speaking or reading. It happens to the examination. Almost all of the questions given are limited to the comprehension question.

SMPN 1 Darul Ihsan is one of new school in East Aceh. This school has no achievement in English competition. Students in SMPN 1 Darul Ihsan, especially the eighth grade, they are good when present a presentation in English, but, they find many difficulties to explore their idea in answering the questions from students. One of students of the seventh grade told the teacher "*bu, ketika presentasi dalam bahasa Inggris saya merasa mantap, akan tetapi ketika harus menjawab pertanyaan dari teman saya merasa grogi bu*".

This fact indicated that there is something which must be improve, that is students' critical thinking. An appropriate technique of teaching and learning is needed to develop students' critical thinking. Based on the problem above, the researcher suggests PMI (Plus Minus Interesting) to minimize the problem.

PMI (Plus Minus Interesting) is an technique developed by Edward de Bono. According to him, PMI is a good way to develop students' critical thinking

⁴ 45Supartinah. The Use Of Pmi (Plus, Minus, And Interesting) To Develop Students' Critical Thinking Through Speaking Activities. http://digilib.uns.ac.id/pengguna.php?mn=detail&d_id=15952

through speaking.⁵ In PMI technique, the students learn many things in their learning community about how to think and share ideas among them. Besides, it gives many chances and practices for the students to speak.

Based on the explanation above the writer interested to conduct a research to develop students' critical thinking by using PMI (Plus, Minus, Interesting), hopefully, by using this technique students' critical thinking can be developed significantly. Therefore, the title of this research is "The Use of PMI (Plus, Minus, and Interesting) to Develop Students' Critical Thinking Through Speaking Activities of The Seventh Grade at SMPN 1 Darul Ihsan Kabupaten Aceh Timur".

B. Problems of The Study

The problems of this study are:

1. Does PMI develop students' critical thinking through speaking of The Eight Grade at SMPN 1 Darul Ihsan Kabupaten Aceh Timur?
2. How does student's responses toward teaching and learning English by using PMI (Plus, Minus, Interesting)?

C. Purpose of The Study

The purpose of this study are:

1. To know does PMI develop students' critical thinking through of The Eight Grade at SMPN 1 Darul Ihsan Kabupaten Aceh Timur.
2. To find out students' responses toward teaching and learning English by using PMI (Plus, Minus, Interesting).

⁵ Edward de Bono, *Lateral Thinking*, (Middlesex: Penguin Books, 1970), p. 56

D. Scope and Significance of The Study

Speaking is one of the language skills seems to be difficult task for the students. Therefore, this study is intended to expose the useful of learning process with PMI technique. It is limited to improve the Eight grade of SMP Negeri 1 Darul Ihsan in Speaking skills about asking, answering and refusing of the statement.

According to this research, there are some significances of this study. Hopefully, the result of this research can contribute some advantages that are not only for the writer to fulfill one of the requirements to achieve undergraduate degree, but also for the teachers, the students and the readers.

- a. For the teacher, to help the teacher in developing students' critical thinking by using PMI Technique, especially in speaking.
- b. For the students, to optimize students' critical thinking and to solve their difficulties in giving the arguments.
- c. For the readers, as reference material or resource for everyone who need.

E. Terminology

Here are the definitions of some words which are used in this research:

1. PMI (Plus Minus Interesting)

PMI (Plus Minus Interesting) is a technique method in teaching critical thinking. The letters are chosen to give a nicely pronounceable abbreviation so that we may ask ourselves, or others, to 'do PMI'.

P stands for Plus or the good points.

M stands for Minus or the bad points.

I stands for Interesting or the interesting points.⁶

2. Critical Thinking

Browne and Keeley (1986) refer to critical thinking as filtering, separating the relevant from the irrelevant. Chaffee (1985) says that critical thinking is "making sense of our world by carefully examining our thinking and the thinking of others in order to clarify and improve our understanding". Others (Beardsley 1975; Missimer 1990; Kahane 1992; Freeman, 1993) define critical thinking much more technically: understanding argument, recognizing fallacies, distinguishing premises from conclusions, and isolating salient issues from non-relevant information.⁷

⁶ Edward de Bono, de Bono's Thinking Course, (Canada: MICA Management Resource, 2006), p. 18

⁷ Giedrė Klimovienė, et.al, Developing Critical Thinking through Cooperative Learning, (Kaunas University of Technology: Studies About Language, 2006), No.9, p. 77

CHAPTER II

LITERATURE REVIEW

A. Critical Thinking

1. Definition of Critical Thinking

People have been thinking about ‘critical thinking’ and researching how to teach it for about 100 years. In a way, Socrates began this approach to learning over 2,000 years ago, but John Dewey, the American philosopher, psychologist and educator, is widely regarded as the ‘father’ of the modern critical thinking tradition. He called it ‘reflective thinking’ and defined it as:

Active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it and the further conclusions to which it tends.⁷

It can be defined as an ‘active’ process, Dewey has different thinking with another thinking which just receive ideas and information from another person. For Dewey, critical thinking is essentially an active process – while think about things through and for itself, raise questions yourself, find relevant information yourself and so on, rather than learning in a largely passive way from someone else.

In defining critical thinking as ‘persistent’ and ‘careful’ Dewey is contrasting it with the kind of unrefl ective thinking we all engage in sometimes, for example when we jump to a conclusion or make a ‘snap’

⁷ Jhon Dewey, *How We Think* Boston, (MA: D.C. Heath and Cop: 1909), p. 9

decision without thinking about it. Sometimes, of course, we have to do this because we need to decide quickly or the issue is not important enough to warrant careful thought, but often we do it when we ought to stop and think – when we ought to ‘persist’ a bit.

However, the most important thing about Dewey’s definition is in what he says about the ‘grounds which support’ a belief and the ‘further conclusions to which it tends’. To express this in more familiar language, he is saying that what matters are the reasons we have for believing something and the implications of our beliefs. It is no exaggeration to say that critical thinking attaches huge importance to reasoning, to giving reasons and to evaluating reasoning as well as possible. There is more to it than that, but skilful reasoning is a key element.

Another definition is due to Edward Glaser, co-author of what has become the world’s single most widely used test of critical thinking, the *Watson–Glaser Critical Thinking Appraisal*. Glaser defined critical thinking as:

(1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one’s experience; (2) knowledge of the methods of logical enquiry and reasoning; and (3) some skill in applying those methods. Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that

supports it and the further conclusions to which it tends.⁸ (Glaser, 1941, p. 5)

It is immediately obvious that this definition owes a lot to Dewey's original definition. Glaser refers to 'evidence' in place of 'grounds' but otherwise the second sentence is much the same. The first sentence speaks about an 'attitude' or disposition to be thoughtful about problems and recognises that you can apply what he calls 'the methods of logical enquiry and reasoning' with more or less 'skill'. The tradition has picked up on both these elements, recognising that critical thinking is partly a matter of having certain thinking skills (we will say which shortly), but is not just a matter of having these skills: it is also a matter of being disposed to use them (someone might be very skilled at, say, turning somersaults, but might not be disposed to do so). We will return to these points shortly, but let us now look at a third definition from this tradition.

One of the most famous contributors to the development of the critical thinking tradition is Robert Ennis; his definition, which has gained wide currency in the field, is:

Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do. (Cf. Norris and Ennis, 1989)

Notice the emphasis on being 'reasonable' and 'reflective', which picks up on earlier definitions, but notice also that Ennis speaks of 'deciding what to do', which was not explicitly mentioned earlier; so decision-making

⁸ Edward Glaser, *An Experiment in the Development of Critical Thinking*, (New York: Teachers College, Columbia University:1941), p.5

is part of critical thinking in Ennis's conception. Unlike Dewey's definition, this definition needs no further explanation because the words are familiar to us. We shall see later that there may be questions about how good a definition it is, but it is reasonably clear what Ennis means.

2. Developing Critical Thinking in Classroom Activity

Classroom climate is one of important factor in developing this thinking skill. The classroom should be characterized by high expectation, teacher warmth and encouragement, and pleasant physical surroundings. Teachers can use collaborative or cooperative learning, because these types of learning can produce students with better critical thinking skills than competitive or individual learning. Teacher should make sure that students can learn effectively in a cooperative group setting. To achieve the goal, the group must have several characteristics:⁹

- a. The group size should be a number that will allow each team member a chance to express his opinions on each topic discussed, usually 4-5 students. Additionally, there should be not only group accountability, but individual accountability for each team member as well
- b. The group has to learn how to resolve conflicts effectively by using a sets of operating rules. The most important is the group needs to evaluate their group processes. All of these characteristics help to develop critical thinking by spawning questions that other group members must analyze and answer.

⁹ Supartinah. The Use Of Pmi (Plus, Minus, And Interesting) To Develop Students' Critical Thinking Through Speaking Activities. http://digilib.uns.ac.id/pengguna.php?mn=detail&d_id=15952

3. Indicators of Critical Thinking

Nickerson in Schafersman, an authority on critical thinking, characterizes a good critical thinker in terms of knowledge, abilities, attitudes, and habitual ways of behaving. Here are some of the characteristics of such a thinker:¹⁰

- uses evidence skillfully and impartially
- organizes thoughts and articulates them concisely and coherently
- distinguishes between logically valid and invalid inferences
- suspends judgment in the absence of sufficient evidence to support a decision
- understands the difference between reasoning and rationalizing
- attempts to anticipate the probable consequences of alternative actions
- understands the idea of degrees of belief
- sees similarities and analogies that are not superficially apparent
- can learn independently and has an abiding interest in doing so
- applies problem-solving techniques in domains other than those in which learned
- can structure informally represented problems in such a way that formal techniques, such as mathematics, can be used to solve them
- can strip a verbal argument of irrelevancies and phrase it in its essential terms

¹⁰ Steven D. Schafersman, AN INTRODUCTION TO CRITICAL THINKING, <http://www.freeinquiry.com/critical-thinking.html>, p. 4

- habitually questions one's own views and attempts to understand both the assumptions that are critical to those views and the implications of the views
- is sensitive to the difference between the validity of a belief and the intensity with which it is held
- is aware of the fact that one's understanding is always limited, often much more so than would be apparent to one with a noninquiring attitude
- recognizes the fallibility of one's own opinions, the probability of bias in those opinions, and the danger of weighting evidence according to personal preferences

B. Speaking

1. Definition of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning.

Chastain states that speech combines both a code and message. The code is composed of the sounds, vocabulary, and structures of the language. These component are organized into appropriate combinations in order to convey the speaker's ideas and opinions.¹¹

¹¹ Chastain et.al, *Interactive Approaches to Second Language Reading*. (New York: Cambridge Universities Press, 1995), p. 334

Another expert, Harris, defined a speaking as a complex skills that need different abilities which often develop at different rates. There are some factors influencing someone's speaking skills.¹² They are:

- a. Vocabulary
- b. Structure
- c. Pronunciation and
- d. intonation

2. Types of Speaking Performance

Brown describes six categories of speaking skill area. Those six categories are as follows:¹³

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

¹² Alber J. Harris and Sipay Edward R. *How to Increase Speaking Ability*. (New York: Longman, 1994), p.108.

¹³ Douglas H. Brown, *Language assessment Principles and Classroom Practices*. (San Fransisco: Longman, 2004), p. 271

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.

3. Micro Skills of Oral Communication

Brown adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore he mentions micro skills of oral communication:¹⁴

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
4. Produce reduced forms if words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devicespauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.

¹⁴ Douglas H. Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. (San Fransisco: State University, 2001), p. 271

8. Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms
9. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to the situation, participants and goals.
13. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinetics, body languages, and other non verbal cues among with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or

to get knowledge and information from other people in the whole life situation.

4. Speaking Test

According to Weir, there are some kinds of speaking task. There are:¹⁵

a. Verbal Essay

The candidate is asked to speak for three minutes on either one or more specified general topics

b. Oral Presentation

The candidate is given a choice of three topics and has one minute to prepare a short presentation on the topic.

c. Interview

The interview is the most common of all oral tests: for many people, it is the only kind of oral tests. It is a direct, face to face exchange between learner and interviewer.

d. Information Transfer (description of a picture sequence)

Before the test, the learner is given sequence of pictures to look at. Then, the interview asks the learner has finished speaking, the interviewer may ask question designed to elicit particular information.

e. Question on single Picture

The technique of the type, basically is similar with the technique on description of sequence of pictures. But, in this case, the

¹⁵ Cyril J. Weir, *Communicative Language teaching*. (New York: Prentice Hall, 1990), p. 73-79

examiner/interviewer asks the candidate the student a number of questions about the content of the picture.

f. Interaction task

In this type, student completes a task by obtaining missing information. One student is as speaker, and another as a writer informant. The speaker and writer informant is saying something that the receiver doesn't already know. The listener or reader is actively decoding and reacting. Then listener speaks, becoming the informant for a while.

g. Information gap teacher-students

Information gaps are:

1. Information gaps are part of everyday communication
2. The speaker and the writer informant is saying something that receiver does not know already.
3. The reader is actively decoding and reacting.
4. Then the listener speaks, becoming the informant for a while.
5. The new receiver cannot predict exactly what will be said, and many other.

h. Role Play

1. Role play is one of a whole of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increase motivation. Not only in peer learning encouraged by it, but also the sharing between teacher and students of the responsibility for the learning process.

2. Role play situation where the candidate is expected to play one of the role in an interaction which might be reasonably expected of him in the real world. The interaction can take a place between two students.

5. How to Score Speaking to Develop Students' Critical Thinking

Below is the term how to scoring Students critical thinking.

Table 2.2. How to Score Speaking to Develop Students' Critical Thinking

No	Aspect	Criteria	Score
1	Does the student clearly state the main point?	a. Does not state or imply the main point	1
		b. Implies the main point but does not state it clearly	2
		c. States the main idea quite clearly	3
		d. States the main idea clearly, enthusiastically and interestingly for the audience.	4
2	Does the student use reasoning to support the main point?	a. Offers no supporting reasons for the main point	1
		b. Supporting given but they are off target or they do not support for the main poin.	2
		c. Gives the relevant supporting reasons, has quite good diversity.	3
		d. Gives excellent supporting reasons, good diversity.	4
3	Does the student use relevant fact in appropriate ways to support the main point?	a. Gives no fact, uses completely irrelevant facts.	1
		b. Gives facts to support the main point but the generalization from them are weak, somewhat inappropriate or incomplete facts.	2
		c. Gives several appropriate facts that support the main point, generalization from facts are appropriate and complete.	3
		d. Gives highly appropriate facts, excellent generalization from fact that support the main point, fact used well in making the argument.	4

4	Does the student present a well organized argument?	a. Organization is disconnected, locked direction, confused to the main point.	1
		b. Organization is clear, but not effective, connection to the main point is not sharp, often out of place	2
		c. Organization is good and contributed to the effectiveness of the argument, but a few details are out of place, sometime the connection to the main point is out the place.	3
		d. Organization is clear and enhance the argument.	4

C. Plus Minus Interesting (PMI)

1. Definition of Plus-Minus-Interesting Technique

The PMI is powerful thinking tool that is so simple that is it is almost unlearn able - because thinks he or she uses it anyway. Through PMI technique we can give attention for good point in Plus, bad point in minus, and interesting in interesting. Bono says that in doing PMI you deliberately direct your attention first towards the plus point, then toward the minus points and finally toward the interesting points.

P stands for Plus or the good points

M stands for Minus or the bad points

I stands for Interesting or the interesting points.¹⁶

Bono added that PMI is the first of the CoRT lessons that there are used in schools. The reason of putting it in the first is that unless some sense

¹⁶ Edward De Bono, *De Bono's Thinking Course*.(London: MICA Management Resources, 1982), p. 18

of the PMI is absorbed the rest of the 60 are a waste of time. The PMI sets the mood of objectivity and scanning.¹⁷

2. Procedure of Applying PMI Technique

The PMI grid, comprises three columns (Plus, Minus, Interesting), in the Plus column students write down all the positive aspects of taking the action. In the Minus column they write down the negative effects. In the Interesting column they note all the implications and likely outcomes of taking the action, regardless of being positive, negative or unsure.

Plus, Minus, Interesting (PMI) Grid

Plus	Minus	Interesting

P stand for plus or the good points

M stand for minus or bad points

I stand for interesting or interesting points¹⁸

Asks the students to set up a PMI chart. After students make their charts, give them a statement to consider. The statement should be about something they have been studying and should require them to use that knowledge to respond. It should present something with more than one side, and it can be worded either positively or negatively.

Then have them fill in the advantages of the idea in the pluses column, the disadvantages or negatives in the minuses column, and those aspects of

¹⁷ Ibid, p.19

¹⁸ Ibid, p. 18-19

the idea that do not fall neatly into either category—plus or minus—in the interesting column. After students finish, ask them to share their responses with a partner or small group.

3. Teaching Speaking by Using PMI Technique

This teaching procedure is a good processing activity, especially so for decision making processes. It works well by holding back on action and reconsidering the positive, negative, and interesting aspect of the situation before making about what to do, particularly if decision- making is meant to be directed toward improvement in the situation.

In teaching speaking, a facilitator / teacher should plan many activities to increase opportunities for spoken production in the target language. It is hope that the participants / students will have numerous opportunities in a range of speaking activities. One of techniques that can be applied is PMI (Plus Minus Interesting). According to Nation and Thomas, this method is suitable to develop students' critical thinking through speaking activities. He agrees to de Bono has developed material for teaching of thinking.¹⁹

There are some procedure in applying PMI technique, 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

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

- 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

Idea: Should I move to the big city?

Table 2.1. Idea of Plus Minus Interesting

PLUS	MINUS	INTERESTING
More going on (+5)	Have to sell house (-6)	Easier to find new job? (+1)
Easier to see friends (+5)	More pollution (-3)	Met more people (+2)
Easier to get places (+3)	Less space (-3)	More difficult to get own work done (-4)
	No countryside (-2)	
	More difficult to get to work (-4)	
+13	-18	-1

The scores the table as 13 (Plus) – 18 (Minus) – 1 (Interesting) = -6 for her, the comforts of settled rural existence outweigh the call of the “bright light” it would be much better for her to live outside the city, but close enough to travel if necessary.

4. Advantage of using PMI Technique

PMI technique is very useful for the students to consider their decisions and opinions carefully, it also makes a great summary device.²⁰

From the statement, it can help students to consider in doing activity in

²⁰ Rick Wormeli. summarization in Any Subject Alexandria: Association for Supervision and Curriculum Development (ASCD), 2005. P. 124

writing, and more carefully to make their opinions. It also help students to make a summary in good order. Allen also said that this teaching procedure is a good processing activity, especially so for decision making processes.²¹

Through this technique, the students make dicisions through fill the columm plus, minus, and interesting based on topic that has been given by the teacher.

²¹ Allen, and Unwin. What Expert Teachers Do. (Alexadnria street: Post Pre-press Group, 2010). P. 89

CHAPTER III

RESEARCH METHODOLOGY

A. Research Location

This research conducted at SMPN 1 Darul Ihsan Kabupaten Aceh Timur, which is located at Jln. Keude Dua Kecamatan Darul Ihsan. The number of teachers at SMPN 1 Darul Ihsan Kabupaten Aceh Timur are 28 teachers consisting 5 males and 23 females. The school is led by a wise man namely Sri Susilawati, S. Pd. This school has seven English teachers. This school used KTSP curriculum.

B. The Subject of the Research

The research of this study is the students of VII-¹ class. There are 22 students, 10 male and 11 female. The students come from some sub district in Idi Rayeuk. All of them come from the poor social condition. Their parent are low educated people. They are cheerful students. Their achievement in English test is not quite good especially in speaking

C. The Research Design

This research is a classroom action research. Classroom action research is systematic inquiry done by teachers (or other individuals in the teaching/learning environment) to gather information about and subsequently improve how their particular schools operate, how they teach, and how well their students learn. Wallace states that classroom action research is a

process; which is done by systematically collecting data on teachers' every day practice and analyze their future practice should be.²²

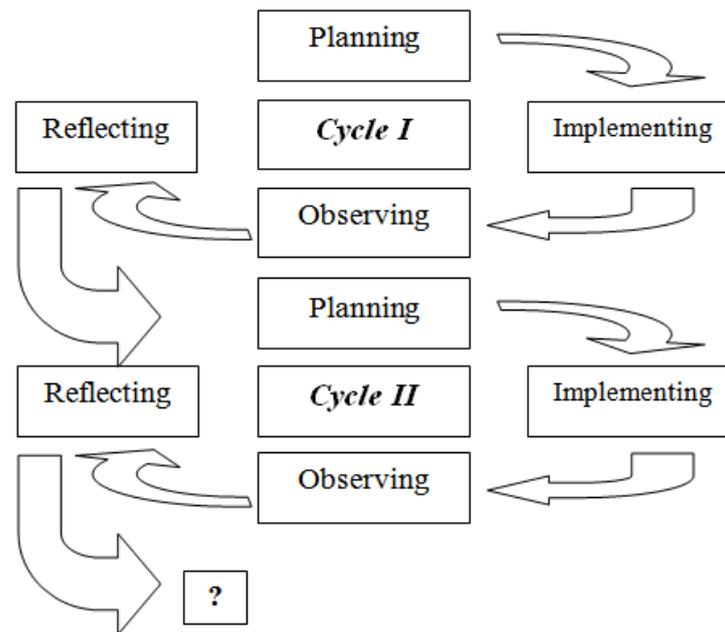
Classroom action research is also a common methodology employed for improving conditions and practice in classroom and in other practitioner-based environments such as administrative, leadership, social, and community settings. Through action research, teachers and others working in a practitioner-based environment use their expertise and knowledge to conduct systematic inquiry that helps improve conditions and solve problems. As practitioners interact in the environment, they gain experience. They use this experience to inform practice. However, experience must be matched with evaluative skills to improve the practicing environment. Effective evaluation of a program, situation or condition which is in essence based in systematic analysis-can be facilitated through action research. Action research encourages the researcher to consider the interconnectedness of the environment and everyone in it, the conditions present in the environment, and the interactions among the individuals in the environment.²³

By the definition above, it can be concluded that action research is a series at procedures carried out by a teacher in the classroom to improve aspects of teaching and to evaluate the success in appropriateness of certain activities.

²² Michael J. Wallace, *Action Research for Language Teachers*, (New York: Cambridge University Press, 1998), P. 4

²³ Dorothy Valcarcel Craig, *Action Research Essentials*, (San Fansisco: Jossey-Bass, 2009), p. 3

In this research, the researcher's role was a teacher and also as an active participant observation. The researcher used Basic Model of Action Research by Lewin. She implemented the following:



D. The Research Procedure

1. Early Reflection

During the first month the researcher felt that the students found some difficulties to share, express their idea, give reasons and to hold arguments in spoken language

2. Fact Finding Analysis

Based on the result of speaking test, it can be concluded that the score of speaking is the lowest among the others skills like listening, reading, writing. The main reason is the lack of self confidence, lack of practies, and the low of critical thinking. The fact was also being seen from the result of

pre-test. The students could not express their opinion well. They also did not have many reasons and facts to support their idea.

3. Action Plan

Based on the problem and the reason, the researcher made a plan to maximize the practice of speaking and to make a situation so that the students have high self confidence in sharing, expressing idea, giving reason and facts and holding argument in spoken language. The plan was constructed to develop students' critical thinking by using PMI technique.

4. The Implementation of the Plan

The researcher used PMI technique through speaking activities to overcome the problem. PMI technique was used during the lesson. The procedure of PMI was:

- a. The class broke up into small groups with four or five members
- b. The teacher gave each group, or the whole class, an idea
- c. The group gave the idea using PMI.
 - 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 wrote down all the points under the heading P, M, I
- e. One of the members in the group presented the result in front of the class.

5. Observation on Action

The researcher recorded the important occurrences during the teaching and learning process. She was helped by a collaborator to observe teacher and

students' activities during the speaking class. The collaborator then gave inputs and suggestion. She noted the strength and weakness of the lesson plan implementation using PMI technique in teaching speaking.

6. Reflection

After carrying out the teaching learning process using PMI technique, the researcher recited the occurness in the classroom as the effect of the action. She and her collaborator evaluated the process and the result of the implementation of the PMI technique in teaching speaking. The evaluation gave benefit in deciding what she had to do in next cycle.

E. The Technique of Collecting Data

As another research, classroom action research also needs to collect data to support the investigation. It is a fundamental thing to be well throughout by a researcher before to conduct a research. The several ways to collect data are like questionnaire, observation, field notes, interview, documentation, and test. In this research, the researcher gathered the data to support above. The researcher chooses some of which are appropriate to his school environment, and can be done there, in gaining the data, the researcher attempts to employ the following methods:

1. Observation

Observation is either an activity of a living being, such as a human, consisting of receiving knowledge of the outside world through the senses, or the recording of data using scientific instruments. The term may also refer to any data collected during this activity. When conducting observation, the

researcher used the observation scheme to make it more systematic containing list of activity or happening which might happen.²⁴

The observation form in this research is used to know the activities during the teaching and learning process, such as how the teacher carried out the material, what the teacher did to manage the classroom and the students' response, etc. In this observation, the researcher uses checklist to get the data.

2. Test

Test is important part of every teaching and learning experience. Test (assessment), an assessment intended to measure the respondents' knowledge or other abilities. The researcher carried out the oral test in this research. Speaking test is suitable test to approve how students explore their idea by giving the argumentations.

F. The Technique of Analyzing the Data

There are two types of data in this research. First is numerical data or quantitative data. The numerical data is in the form of speaking score. The speaking score as the result of pre-test or post-test in this research was analyzed by comparing the mean of each test to find out the improvement of the students' achievement.

The formula to find the mean of students' score is:

$$\frac{\textit{Acquired Score}}{\textit{Maximum Score}} \times 100$$

The formula to get the mean is as follow:

²⁴ Koentjaraningrat, *Metode-Metode Penelitian Masyarakat*, (Jakarta: PT. Gramedia, 1989), P. 46

$$\bar{x} = \frac{\sum x}{N} \times 100\%$$

Where:

\bar{x} : Mean

$\sum x$: The total number of score

N : The total number of students

Another type of data is qualitative data. This type of data was analyzed in several stages. The qualitative data was analyzed by using Constant Comparative Method as suggested by Strauss and Glaser in Lincoln and Guba.²⁵ The process includes the following steps:

1. Comparing incidents applicable to each category

In this stage, the researcher starts with making the code of every incident in her data from her observation.

2. Integrating categories and their properties

In this stage the researcher compares the data which are taken during the observation. It is followed by finding the relationship between them.

3. Delimiting the theory

In this stage, the researcher constructs the theory based on the result of the previous stage

4. Writing the theory

The researcher arranges the research findings based on the result of the previous stage.

²⁵ Lincoln and Guba, *Experiential Learning: Experience as the source of learning and development*. (Englewood Cliffs, NJ: Prentice-Hall, 1985), p.339

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Process of the Research

The problem faced by students is that they had low of critical thinking. The students' low critical thinking can be seen from their speaking activities. The students got some difficulties when they should state their ideas, give their reasons, give fact and hold their arguments. The facts can be seen in their daily activities in speaking.

The other indicator is when students did pre-tes. They found some difficulties when did it. The result of the pre-test showed in the table:

Table 4.1. The result of pre-test

NO	ASPECTS	AVERAGE SCORE
1	Starting Idea / Opinion	56,66
2	Giving Reasons	54,16
3	Giving Facts	55
4	Holding Argument	45,83

These are some of the result:

- Teacher : What is the lesson do you like and what is the lesson do not you like?
Student : I like Math and i do not like English.
Teacher : Why do you like Math? Can you tell me about the reasons?
Student : I like Math because it is interesting
Teacher : Why do not you like English?
Students : Emmm.... I do not know.

Another students:

- Teacher : What is the lesson do you like and what is the lesson do not you like?
 Student : I like English and Math. I do not like Civic education and Indonesian Language
 Teacher : Why do you like English and Math? Can you tell me about the reasons?
 Student : I like English and Math because is emmmmm..... Math is easy
 Teacher : Do you have another reasons?
 Students : No
 Teacher : Why do not you like Civic Education?
 Students : Because.... i do not like it

Based on the facts that the students had low critical thinking, it was recognized that the students had problem in starting idea, giving reasons, giving facts and holding the arguments. The problem faced by students are caused by the technique used by the teacher and lack of high-order thinking materials for students. The teacher usually used a book as the only one source in learning. For speaking activities the teacher usually gave some utterances to learn and practice. The students usually repeated the teacher's utterance, and then practices in pairs. By using this technique, the students got bored because they did the same things for many chances and there was no activity to explore their ideas.

Based on the problems above, the researcher promotted PMI technique. PMI is a technique which divided students into small groups that consist of 4 or 5 students each group. Where students helped each other in that group to find the Plus, Minus, and the interesting of an idea given by teacher. After found the plus minus and the interesting, they should make a conclusion toward the idea given.

By implementing the PMI technique in speaking class, it was expected that the students' critical thinking improved. By using PMI technique, the students have more challenging activities, and the students became more motivated to speak. By implementing the PMI technique, the target expected is that the average score of critical thinking at least 76 (the minimum requirement score is 75).

First Cycle Implementation.

1. General Planning

After getting score from pre-test, the writer made the concept of lesson plan for four meetings. It had been done for ninety minutes for each meeting. The writer also prepared material of teaching, media and instruments. In the first cycle the writer decided to carry out Plus Minus Interesting technique to develop students' critical thinking.

There are some procedure in applying PMI technique, 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

2. Action

The first meeting (February 6, 2016)

The writer introduces herself to the students and explained her purpose of teaching in their class and her attention of the research. After introducing process, the writer giving some leading question. “Well, do you still remember how to use the expression of like and dislike?” ASA answered that “Yes Miss. I like Apple. I do not like banana kan?”. The teacher replied, “oh very good!”. Ok students, now, we will learn and practice the use of like and dislike with many reasons. Do you remember about our school regulation?. Students MS answered: “we must come to school 10 minutes before the lesson begin.” Students MHD said: “we must memakai seragam.” The teacher said: “oh very good. We must come to school 10 minutes before the lesson begin. We must memakai seragam.” What is the English language of seragam? Students RJ answered: “uniform miss!”. The teacher replied: “very nice RJ. So, we must....” The students RJ cut the sentence: “we must wear the uniform miss!”

After giving leading question, the teacher divided them into four groups consist of five students. The teacher give them an example of Plus Minus Interesting. The students paid attention to the teacher’s explanation. The teacher give them an issue to be discussed. The idea was: how if there is no Math (lesson) in the school. In this discussion the students used

Indonesian, Aceh and English languages. Four groups discussed confidently in loud voices. The rest was dominated by one students (the leader).

After their discussion, they presented the result. One of the members of the group presented it in front of the class. The representative students stood up in their groups and read the result of their discussion. Another students sat on their groups. For the first time of presentation, the students looked shy and still had low of self confident. The students could do the presentation quite well.

The second meeting (February 9, 2016)

The material for the second meeting was “the utterances of like and dislike.” The topic was about school uniform. The activities of the second meeting were opening, main activity and closing. This activities did in 90 minutes.

The activities of teaching and learning process started by greetings by the teacher “good morning, students.” The students replied the teacher’s greeting by saying “good morning, miss!” happily. The teacher asked them about the students condition: “how are you today?.” The students replied: “ I am fine, thank you and you?.” The teacher answered: “ I am very well, thank you.”

The teacher reminded them about the example of PMI with an idea. The teacher reminded them by saying: “Alright students, do you still remember the example of PMI that we had on our last meeting?.” The

students answered: “Yes miss!. Yang ini kan.... how if there was no math in the world?.” The teacher replied: “yes, that is right.”

The teacher continued and asked the students to work in a group by saying: “well, students, now I want you to work in your group.” The students (UM) cut the teacher’s sentence by saying: “Miss the same group ya?.” The teacher said: “OK, please join to your group as what you had on previous meeting.” Then, the teacher gave them a topic “How if the students do not wear uniform to school?.”

All the students did their job enthusiastically. They started to find the plus and minus of the issue. The discussion was successful although they often used Indonesian in their discussion. In presenting the presentation, they mixed the Indonesian and English language in holding the arguments. In the second meeting they usually find the reasons why they like and they do not like.

After teaching and learning process the teacher gave them a homework. The teacher gave an issue “How if the government forbids the people to use a motorcycle when go to school?” Then the teacher asked them to give their statement toward this issue by showing the plus and minus of the issue by using their own words. This is personal homework, there was no same statement. The homework will be submitted in the next meeting.

The third meeting (February 13, 2016)

The teacher started the teaching and learning process by greeting. After greeting the teacher checked students’ homework by saying: “before

strating the lesson, let me check your homework. Did you finish your homework?." The students answered that they have done their homework by saying: "Yes miss, we did our homework." The teacher replied: "Very good., alright, RJ what is the positive impact of that issue?." RJ answered: "there was no space between the poorer students and richer students, we can decrease traffic accident, can create good dicipline to students, we can decrease the air pollution." The teacher praised it by saying: "Excellent, now, FSN do you find the negative ones?" FSN answered: "Yes, Miss! The students who live far from school will be late, spend much time, and spend much money." Teacher said: "Very good! Anyone of you find the interesting?" Students answered: Yes Miss!! Students (JA) answered: "we will be healthy miss, because we go to school by our feet and bicycles." Students (MM) answered: "we can go to school together miss." The teacher praised them by saying: "Well done, students."

After checking the homework, the teacher asked them to sit in the usual group. The teacher gave them an issue to be discussed. The issue was "How if you should move to abroad?." The teacher asked them to discuss this issue by using the PMI technique. After the discussion, the students presented it in front of the class. After presentation the teacher told them to prepared themselves in facing the examination next week.

The fourth meeting (February 16, 2016)

After greeting, the teacher asked them about the schedule by saying: "well students, what is our schedule for today?." The students answered that

they knew it by saying: “Ujian miss!” The teacher said: “All right... do you know the rules of our test today?.” Some students said: “No, Miss!!” The teacher told them about the rule of the test by saying: “The test was dialoge. I will ask you about the expression of like and dislike. It is related to the topic that we have discussed, they are the lesson at school, school’s uniform and living abroad.” The students looked so serious in paying attention to the teacher. The teacher continued: “Now, are you ready for the test?.” Then the teacher reminded the studetns: “Well, all of you should be ready to get your turn, i will call your name one by one. The rest can make a preparation outside the class.”

After all of students got their turn to do the test, the teacher closed the class by saying: “well, students.... we have finished our test today. Thank you for your participation. See you next time.” Although some students have a grammatical error, they could express their ideas clearly. They also could give reasons and facts. The result increased when it compared to the previous one.

3. Observation

Based on the observation, the students high participation in the speaking activities. There was a collaborative learning among the students whether in pairs or in groups. The first impression the students had during the lesson is that they like the lesson because they did not study with text book, but they watched a scene for the example of expression, then they worked in pairs to practice the dialog. The students worked in group. Through the PMI

technique activities, the students felt enjoyable in doing their task. Besides, they did not come under pressure.

In this stage (First Cycle), most of students looked like confused and gave many question in this cycle at the first meeting, second meeting and the third meeting. They did not feel shy when they did not know some English word. They asked to their friends, even they asked the teacher. They learned in cooperative way. It could be seen that the students could develop their communication strategies. In PMI activities, especially for young learners, it is very useful to use communication strategies, because they often have difficulty in choosing such kind of words to say. They talked many things in their groups related to the topics. They got many new vocabularies from one discussion / one topic.

4. Reflection

This step is the end of cycle I, it was done for analyzing the data got and concluding it. But, it stills less from the target. The evaluation and the result of first cycle I became the reflection of the writer to do cycle II.

a. The result of PMI

The result of PMI technique proves that it can effectively develop students' critical thinking. It can be seen from the students' involvement during the discussion. It also could be seen from the result of pre-test and post-test. They did some activities indicated as a flow of critical thinking. The indicators of students progress are: they can express their idea clearly, they could also give the reasons, although they had not had much evidence in

holding their arguments, and they asked and answered question logically and they gave a protest.

Second Cycle Implementation

1. Planning

Similar with first cycle, the writer conducted the second cycle for three treatments. The time also was ninety minutes for each meeting. Based on the result of their work in the previous cycle, the weakness of students had been analyzed. Therefore, in this cycle the writer tried to improve in the teaching learning process. The following were the description of each meeting.

2. Action

The first meeting (February 20, 2016)

This meeting was hold to increase students' improvement in speaking. The activities of the first meeting were opening, main activity and closing. The activities of teaching and learning process were started by greeting and check the attendance of students.

After everything was ready, the teacher gave some leading questions. "Well, do you remember how to use the expression of agreement and disagreement?" Student MHD answered "Yes, Mom. I agree with you. I do not agree with your idea". The teacher praised: "Very good". Then the teacher continued "Ok Students, we will learn and practice about the use of agreement and disagreement related to the school's regulation. Do you remember about it?". Students ASA said: "Yes, Miss. we should come to

school 10 minute before 7.30". Students RJ said: "we must wear uniform".

The teacher said: Good!!!

After leading question, the teacher showed them about the conversation between two person related to the agreement and disagreement. The students enjoy the scene very much. They kept silence while watching it. After the scene finished. The teacher showed them a dialog text. The students repeated what the teacher said.

After repeating the dialog, the teacher gave them the example of PMI technique. The topic is: The exictence of fashion trends.

Plus:

1. There is variation over time in what people wear
2. More clothes are sold
3. There are more job opportunities, for example, designer and factory worker in making new clothes.

Minus:

1. Getting new clothes costs money.
2. Some fashion trends are ugly.
3. There is much attention paid to clothes.
4. People follow the trends, so you can wear anything, and so there is a less variation in what people wear.
5. There are models who are too thin.

Interesting:

1. Fashion trends from the past can come back.

2. Some clothes on cat walk look strange.

3. What sets fashion trends?

After giving an example of PMI technique, the students worked in groups of five. The teacher gave an idea to be discussed, the idea was: How if our school begins at 09.00 a.m? The discussion ran well. It looked more alive than the previous discussion. Most students involved in the discussion. Finally, the students were given an extension task. “Please finish your discussion in your home. Write down the Plus, Minus and Interesting statements related to How if our school begins at 09.00 a.m? ”. In ending the class the teacher advised the students “Well, students, do not forget to study at home and do your homework well, thank you for your attention and see you next”. The students replied: “see you, mom”

The second meeting (February 23, 2016)

In the second meeting the teacher check their homework by watching their presentation. Each group sent their member of group to present their discussion result. After presentation the teacher discussed about Plus Minus and interesting of the topic.

After checked the homework the teacher gave them new topic to be discussed. The students seat in their groups. The topic was “how if we learn every time in the classroom?”. The teacher asked them to discuss this topic and present it by showing the Plus Minus and Interesting.

The students discussed enthusiastically. In this steps, most of them express their idea by using English language. The discussion run well. They

can hold their argument by giving a fact and give an example. They discussed without an ego in the discussion process.

After discussion the teacher choose a students to present their discussion by speech. They expressed their argument by using monolog text. They told their arguments in front of the class like a story telling. This is one of their monolog text.

“my honorable, my English teacher, Mrs. Maria and my beloved friends. I will present my discussion presentation about “how if we learn every time in the classroom?”. It is one of interesting topic to be discussed. We have possitive effects. First, the situation looks like dicipline, because all of the students in the class. Second, the BK teacher is easy to control the students and teacher. Where is a class whom has not teacher in the class. Third, we are not tired to move to another place for learning and it is not waste of time. Because we need a time and strength to move from the class to a field or another places. The negative effect are: the students will bore if learning in one place only, second, the teaching and learning process are not interesting. Third, the students will feel lack of motivation because of their bored and the condition of the class. The interesting is moving to another place is fresh thing for me because we can learn in new condition and go out from this class. but, it is not a simple thing, we need big field and another place for learning outside the class.”

After all presentation, the teacher told them about the speaking test in the next meeting. The teacher told them about rules of the test and the topic that she gave. The topics was “what if the students are allowed to bring cell phone and what if the students are allowed to drive a car to school.”

The third meeting (February 27, 2016)

After greeting, the teacher asked them about the schedule by saying: “well students, what is our schedule for today?.” The students answered that

they knew it by saying: “Ujian miss!” The teacher said: “All right... do you know the rules of our test today?.” Some students said: “Yes, Miss!!” The teacher reminded them about the rules of the test by saying: “The test was monolog. You will tell me about your responses toward the issues, Plus Minus and Interesting. The topics will be random topics. The students looked so serious in paying attention to the teacher. The teacher continued: “Now, are you ready for the test?.” Then the teacher reminded the students: “Well, all of you should be ready to get your turn, i will call your name one by one. The rest can make a preparation outside the class.”

After all of students got their turn to do the test, the teacher closed the class by saying: “well, students.... we have finished our test today. Thank you for your participation. See you next time.” Although some students have a grammatical error, they could express their ideas clearly. They also could give reasons and facts. The result increased when it compared to the previous one.

3. Observation

This stage aimed at examining the final result of action in the first cycle accompanied with the analysis of its strength and weaknesses.

a. The result of PMI

First, the result of PMI proved that it could effectively develop students' critical thinking. The students could express their idea more clearly than it was in daily teaching and learning activities. They could also give their

reasons, and they had had many evidence in holding their arguments. Those could be seen during their discussion.

Second, after PMI technique applied the students enthusiasm worked in group. They discussed a problem in their group. After getting the example of PMI treatment, the students were given a topic to be discussed. They had a sharing ideas, and experience working together. They enjoy the lesson. Compared to the daily teaching and learning activities, they had more motivation in joining the lesson.

Third, they had high self-confidence in doing their task, something was not seen in daily teaching and learning activities. They did not look shy when presented the result of discussion. They gave their best discussion by applying PMI technique.

b. The strength and the weaknesses

1. The strength

- a. Based on the reflection in the first cycle, it was found out some strengths of the research. They were: using PMI can increase the students' motivation in following the lesson.
- b. There was an improvement of the students' critical thinking
- c. Pairs and group work enhanced the students' participation in speaking class.
- d. Group work with PMI technique enabled students to developed their life skills. By working together in their group the students respected others and they had the ability of working together.

- e. Group work of PMI technique enabled student to develop their self-confidence.
2. The weaknesses
- a. Few students still had problem related to English grammar. It was recognized by the grammatically wrong sentences used by the students, although it decreased compared the previous one.
 - b. The weakness were also found in the students' learning processes. Few students still use indonesian, especially when they wanted to hold their arguments in their discussion.

By analyzing the observation result as the reflection, the researcher and her collabolorator conclude that PMI gave some advantages in learning and teaching process. However, there were some weaknesses found during the teaching and learning process. The weakness should be considered and solved for a better result. As a conclusion, the teacher should considered to the students grammar and pronunciation.

4. Reflection

The result of observation in carrying out the PMI technique showed for outstanding dimensions: (1) the improvement of the students critical thinking, (2) the improvement of the students motivation in joining the lesson and (3) the improvement of the students' self confidence. The outstanding dimensions could be seen from the following descriptions.

- a. The improvement of the students' critical thinking

In the pre-test, the students could not express their idea clearly. In the first cycle, they could express their ideas clearly. They could also give their more reasons, they had some evidence in holding the argument. The early presumption that the development of students' critical thinking can be seen from the result of post-test, is not right. Even in discussion (in group working) the students did it. They did not realize that the teacher taught them to be critical, but they did it along their discussion. They were very active and enthusiastic in all activities. They gave statements, asked and answered the questions, gave reasons, hold the arguments and gave protest in the discussion.

b. The improvement of the students motivation in joining the lesson

After getting the example of PMI technique treatment, the students are given a topic to be discussed. They had sharing ideas, and experiences of working together. They enjoy the lesson. They more motivated in joining the learning process in cycle 1 than the daily learning activities before the treatments. In daily teaching and learning process, they are not enjoy during the teaching and learning process because they did not know how to express their idea, and it was not happened in the first cycle. The students enjoyed the lessons very much.

c. The improvement of the students' self confidence

During the daily teaching and learning activities, some students felt doubt when they had to speak to the class, but it was not happened in the first cycle. They only felt ashamed in first meeting. In the second meeting they

did not ashamed when they had to speak and present the result of discussion in front of the class.

B. Research Result

The result of students' PMI test could be seen below. The result showed that the students got improvement in each meeting.

NO	Name of Students	Research Result Scores			
		Cycle I		Cycle II	
		Pre-Test	Post-Test	Pre-Test	Pos-Test
1	ASA	43,75	62,5	68,75	87,5
2	ASA	50	65	68,75	81,25
3	FSN	43,75	62,5	62,5	81,25
4	JA	43,75	62,5	68,75	81,25
5	KNK	62,5	62,5	7,00	81,25
6	MA	37,5	62,5	68,75	81,25
7	MHD	56,25	65	68,75	81,25
8	MKH	50	65	75	81,25
9	MM	50	65	68,75	81,25
10	MS	56,25	67,5	68,75	87,5
11	MLL	43,75	60	62,5	81,25
12	MZK	56,25	60	75	87,5
13	NU	50	65	68,75	75
14	NF	50	65	68,75	75
15	NW	43,75	67	56,25	81,25
16	RJ	50	60	75	93,75
17	SM	43,75	65	68,75	81,25
18	SZ	43,75	65	68,75	81,25
19	UM	50	60	75	81,25
20	WN	56,25	65	68,75	75
21	MN	50	65	75	81,25
Mean		52,91	65,59524	72,02381	81,54

Based on the first and the second cycle, there was a significant increasing in critical thinking. The students are able to think critically. While the discussion processes, the students could express their ideas, share the ideas, hold the arguments, give the reasons and give the face related the issue.

In first cycle, the students could express their idea, give the reason and hold the arguments. Although they used Indonesia language and English language.

In second cycle, they used english language. Although they have some grammatical mistakes and errors in using English language.

C. Discussion

The implementation of this chapter has provided the overview of research findings of PMI used in this study. The research findings showed some important point as follows: (1) the improvements of students' critical thinking, (2) students' responses toward teaching and learning by using PMI.

1. The improvements of the students' critical thinking.

As it happened in cycle 1, the students could express their idea clearly. They could also give their more reasons, facts and they could recognize their argument well. The improvement of the students' critical thinking was not only seen by the result of test, but also in the students' discussion. In the discussion they explored their idea and shared it to the member of group. They are not only sharing, but also listen to another arguments. They did good discussion process in finding the attitude toward one issu or topic.

The students worked in group using PMI technique. The group work is very important for students. Krashen, Long and Porter in Nation and Tomas see the communication acticvities involving group work as a source of language that the learners are able to understand. This source is very important for the learner who do not meet the language outside the classroom or whose mastery of the language is not sufficient to understand the language

used outside the classroom.²⁶ Nation and Thomas wrote that PMI technique is one of the ways in learning speaking, particularly for expressing and finding out the intellectual attitudes.²⁷

2. Students' responses toward teaching and learning by using PMI.

The implementation of PMI in English lesson made them better, because of many reasons. Some of them were the time for discussion and sharing idea, the relax time they enjoyed, and the topic of discussion. Although they did the same technique, they were not bored because they always got the different topic to discuss. They like doing so, because they could get many advantages of having discussion.

They have self-confidence because of the environment and the climate of their group work. Hadfield stated that it is important to establish climate of trust among the member of group, so that they can feel confident enough to say and do things in front of others without fear. This is particularly important in the foreign language classroom as it very easy to feel stupid when struggling to speak a foreign language. He added that the attitude of the teacher is vital here. It means that for the beginner's group, who are especially vulnerable to insecurity and nervousness, it is important for the teacher to have reassuring, encouraging, and comforting manner. But it

²⁶ Krashen and Long & Porter in Nation and Thomas, Kessler, Carolyn. *Cooperative Language Learnin, a Teacher's Resource Book*. (New Jersey: A Simon and Schuster Company Eaglewood Cliffs, 1988), p. 13

²⁷ Nation and Thomas. *Speaking Performance through Small Group Work*. (Cambridge: Cambridge University, 1988), p. 51

perhaps even more important for the group members feel support, encouragement and acceptance from the group.²⁸

²⁸ Harfield. *How to Teach English, An Introduction To The Practice Of English Language Teaching*.(USA:Graficas Estella, 2003), p. 80

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSIONS

Having implemented PMI technique to improve students' critical thinking in speaking ability, the researcher can create two conclusions as follows:

1. PMI technique can improve students' critical thinking. This can be seen by the score of test and the English teaching and learning process. During an English teaching and learning process, the students could express their idea clearly by showing the plus, minus and interesting of the issue of the topic. Then, they showed the facts to support their arguments and holding the arguments.
2. The students have good responses toward English speaking teaching and learning process by using PMI technique. PMI technique can improve their motivation in teaching and learning process. It can be seen by their participation in discussing the topic. Every student gave the statement and supported by the fact. A classroom situation becomes more alive with various challenging activities. Although there was a challenging in teaching and learning process, they are very enjoy in learning English.

B. SUGGESTIONS

The findings of the research showed the improvement of students in learning speaking. For the reason, there are some suggestions for the teacher and reader, as following:

1. English speaking activities should be enjoyable and free of stress, because enjoyment can increase students' participation in speaking class. The teacher should choose the suitable method and interesting technique related to the topic in applying in the speaking class.
2. PMI technique was beneficial to improve the students' critical thinking and improve students' motivation in joining the lesson. Therefore, PMI technique is recommended to be applied in speaking class.

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**RENCANA PELAKSAAN PEMBELAJARAN
(RPP)**

- SMP : Negeri 1 Darul Ihsan
- Mata Pelajaran : Bahasa Inggris
- Kelas/ Semester : VIII/ 2 (Dua)
- Alokasi Waktu : 4 kali pertemuan (8x45 menit)
- Standar Kompetensi : Berbicara
7. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.
- Kompetensi Dasar :
- 9.1 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.
- Indikator :
- 9.1.1 Bertanya dan menjawab tentang meminta, memberi, dan mengingkari informasi.
- 9.1.2 Bertanya dan menjawab tentang meminta, memberi, menolak pendapat.
- 9.1.3 Bertanya dan menjawab tentang meminta, menawarkan, menerima, dan menolak sesuatu
- Jenis teks : Teks descriptive dan recount
- Aspek/ Skill : Berbicara
- Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

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

2. Materi pembelajaran

- a. Meminta, memberi, dan mengingkari informasi
- b. Meminta, memberi, dan menolak pendapat

3. Metode Pembelajaran/Teknik: PMI (Plus Minus Interesting)

4. Langkah-langkah Kegiatan

Pertemuan 1

a. Kegiatan Pendahuluan

- Greetings
- Guru memperkenalkan diri, maksud dan tujuannya pada pertemuan ini
- Guru mengabsen siswa

b. Kegiatan Inti

- Guru memberikan contoh percakapan tentang like and dislike
- Siswa mempraktikkan percakapan yang diberikan oleh guru
- Guru membagi siswa kepada 5 kelompok
- Setiap setiap kelompok dipimpin oleh seorang ketua.
- Guru memberikan sebuah issue tentang “how if there is no Math (lesson) in the school”
- Siswa mendiskusikan materi tersebut dengan teman sekelompoknya.
- Guru mengamati proses diskusi tersebut.
- Salah seorang siswa mempresentasikan hasil diskusinya di depan kelas.
- Guru merespon presentasi tersebut dengan positif

c. Kegiatan Penutup

- Closing

5. Sumber Belajar

- a. Pelajaran bahasa Inggris kelas VIII/Dirjen Dikdasmen
- b. Suplemen bahasa Inggris
- c. Kamus bahasa Inggris

6. Penilaian

- Teknik : Tes Lisan

No	Aspect	Criteria	Score
1	Does the student clearly state the main point?	a. Does not state or imply the main point	1
		b. Implies the main point but does not state it clearly	2
		c. States the main idea quite clearly	3

		d. States the main idea clearly, enthusiastically and interestingly for the audience.	4
2	Does the student use reasoning to support the main point?	a. Offers no supporting reasons for the main point	1
		b. Supporting given but they are off target or they do not support for the main point.	2
		c. Gives the relevant supporting reasons, has quite good diversity.	3
		d. Gives excellent supporting reasons, good diversity.	4
3	Does the student use relevant fact in appropriate ways to support the main point?	a. Gives no fact, uses completely irrelevant facts.	1
		b. Gives facts to support the main point but the generalization from them are weak, somewhat inappropriate or incomplete facts.	2
		c. Gives several appropriate facts that support the main point, generalization from facts are appropriate and complete.	3
		d. Gives highly appropriate facts, excellent generalization from fact that support the main point, fact used well in making the argument.	4
4	Does the student present a well organized argument?	a. Organization is disconnected, locked direction, confused to the main point.	1
		b. Organization is clear, but not effective, connection to the main point is not sharp, often out of place	2
		c. Organization is good and contributed to the effectiveness of the argument, but a few details are out of place, sometime the connection to the main point is out the place.	3
		d. Organization is clear and enhance the argument.	4

Mengetahui
Kepala Sekolah

Idi, 2016
Guru Mata Pelajaran

MARIA ULFA

RENCANA PELAKSAAN PEMBELAJARAN
(RPP)

- SMP : Negeri 1 Darul Ihsan
- Mata Pelajaran : Bahasa Inggris
- Kelas/ Semester : VIII/ 2 (Dua)
- Alokasi Waktu : 4 kali pertemuan (8x45 menit)
- Standar Kompetensi : Berbicara
8. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.
- Kompetensi Dasar :
- 9.2 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.
- Indikator :
- 9.2.1 Bertanya dan menjawab tentang meminta, memberi, dan mengingkari informasi.
- 9.2.2 Bertanya dan menjawab tentang meminta, memberi, menolak pendapat.
- 9.2.3 Bertanya dan menjawab tentang meminta, menawarkan, menerima, dan menolak sesuatu
- Jenis teks : Teks descriptive dan recount
- Aspek/ Skill : Berbicara
- Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

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

2. Materi pembelajaran

- a. Meminta, memberi, dan mengingkari informasi
- b. Meminta, memberi, dan menolak pendapat

3. Metode Pembelajaran/Teknik: PMI (Plus Minus Interesting)

4. Langkah-langkah Kegiatan

Pertemuan 2

a. Kegiatan Pendahuluan

- Greetings
- Guru menanyakan keadaan siswa
- Guru mengabsen siswa

b. Kegiatan Inti

- Guru mengingatkan siswa tentang PMI technique
- Guru membagi siswa kepada 5 kelompok
- Setiap setiap kelompok dipimpin oleh seorang ketua.
- Guru memberikan sebuah issue tentang “How if the students do not wear uniform to school?.”
- Siswa mendiskusikan materi tersebut dengan teman sekelompoknya.
- Guru mengamati proses diskusi tersebut.
- Salah seorang siswa mempresentasikan hasil diskusinya di depan kelas.
- Guru merespon presentasi tersebut dengan positif

c. Kegiatan Penutup

- Closing
- Guru memberikan PR kepada siswa untuk memberikan argument tentang topic “How if the government forbids the people to use a motorcycle when go to school?”

5. Sumber Belajar

- a. Pelajaran bahasa Inggris kelas VIII/Dirjen Dikdasmen
- b. Suplemen bahasa Inggris
- c. Kamus bahasa Inggris

6. Penilaian

- Teknik : Tes Lisan

No	Aspect	Criteria	Score
1	Does the student clearly state	e. Does not state or imply the main point	1

	the main point?	f. Implies the main point but does not state it clearly	2
		g. States the main idea quite clearly	3
		h. States the main idea clearly, enthusiastically and interestingly for the audience.	4
2	Does the student use reasoning to support the main point?	e. Offers no supporting reasons for the main point	1
		f. Supporting given but they are off target or they do not support for the main poin.	2
		g. Gives the relevant supporting reasons, has quite good diversity.	3
		h. Gives excellent supporting reasons, good diversity.	4
3	Does the student use relevant fact in appropriate ways to support the main point?	e. Gives no fact, uses completely irrelevant facts.	1
		f. Gives facts to support the main point but the generalization from them are weak, somewhat inappropriate or incomplete facts.	2
		g. Gives several appropriate facts that support the main point, generalization from facts are appropriate and complete.	3
		h. Gives highly appropriate facts, excellent generalization from fact that support the main point, fact used well in making the argument.	4
4	Does the student present a well organized argument?	e. Organization is disconnected, locked direction, confused to the main point.	1
		f. Organization is clear, but not effective, connection to the main point is not sharp, often out of place	2
		g. Organization is good and contributed to the effectiveness of the argument, but a few details are out of place, sometime the connection to the main point is out the place.	3
		h. Organization is clear and enhance the argument.	4

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Kepala Sekolah

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

- SMP : Negeri 1 Darul Ihsan
- Mata Pelajaran : Bahasa Inggris
- Kelas/ Semester : VIII/ 2 (Dua)
- Alokasi Waktu : 4 kali pertemuan (8x45 menit)
- Standar Kompetensi : Berbicara
7. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.
- Kompetensi Dasar :
- 9.3 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.
- Indikator :
- 9.3.1 Bertanya dan menjawab tentang meminta, memberi, dan mengingkari informasi.
- 9.3.2 Bertanya dan menjawab tentang meminta, memberi, menolak pendapat.
- 9.3.3 Bertanya dan menjawab tentang meminta, menawarkan, menerima, dan menolak sesuatu
- Jenis teks : Teks descriptive dan recount
- Aspek/ Skill : Berbicara
- Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

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

2. Materi pembelajaran

- a. Meminta, memberi, dan mengingkari informasi
- b. Meminta, memberi, dan menolak pendapat

3. Metode Pembelajaran/Teknik: PMI (Plus Minus Interesting)

4. Langkah-langkah Kegiatan

Pertemuan 3

a. Kegiatan Pendahuluan

- Greetings
- Guru mengabsen siswa

b. Kegiatan Inti

- Guru menanyakan siswa tentang pekerjaan rumah mereka.
- Guru dan siswa memeriksa pekerjaan rumah secara bersama-sama
- Guru membagi siswa kepada 5 kelompok
- Setiap setiap kelompok dipimpin oleh seorang ketua.
- Guru memberikan sebuah issue tentang “how if there is no Math (lesson) in the school”
- Siswa mendiskusikan materi tersebut dengan teman sekelompoknya.
- Guru mengamati proses diskusi tersebut.
- Salah seorang siswa mempresentasikan hasil diskusinya di depan kelas.
- Guru merespon presentasi tersebut dengan positif

c. Kegiatan Penutup

- Closing
- Guru mengumumkan kepada siswa bahwa pertemuan selanjutnya adalah ujian dan mempersiapkan diri mereka dalam menghadapi ujian nantinya.

5. Sumber Belajar

- a. Pelajaran bahasa Inggris kelas VIII/Dirjen Dikdasmen
- b. Suplemen bahasa Inggris
- c. Kamus bahasa Inggris

6. Penilaian

- Teknik : Tes Lisan

No	Aspect	Criteria	Score
1	Does the student clearly state the main point?	i. Does not state or imply the main point	1
		j. Implies the main point but does not state it clearly	2

		k. States the main idea quite clearly	3
		l. States the main idea clearly, enthusiastically and interestingly for the audience.	4
2	Does the student use reasoning to support the main point?	i. Offers no supporting reasons for the main point	1
		j. Supporting given but they are off target or they do not support for the main poin.	2
		k. Gives the relevant supporting reasons, has quite good diversity.	3
		l. Gives excellent supporting reasons, good diversity.	4
3	Does the student use relevant fact in appropriate ways to support the main point?	i. Gives no fact, uses completely irrelevant facts.	1
		j. Gives facts to support the main point but the generalization from them are weak, somewhat inappropriate or incomplete facts.	2
		k. Gives several appropriate facts that support the main point, generalization from facts are appropriate and complete.	3
		l. Gives highly appropriate facts, excellent generalization from fact that support the main point, fact used well in making the argument.	4
4	Does the student present a well organized argument?	i. Organization is disconnected, locked direction, confused to the main point.	1
		j. Organization is clear, but not effective, connection to the main point is not sharp, often out of place	2
		k. Organization is good and contributed to the effectiveness of the argument, but a few details are out of place, sometime the connection to the main point is out the place.	3
		l. Organization is clear and enhance the argument.	4

Idi, 2016

Guru Mata Pelajaran

Mengetahui

Kepala Sekolah

MARIA ULFA

RENCANA PELAKSAAN PEMBELAJARAN

(RPP)

SMP : Negeri 1 Darul Ihsan

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2 (Dua)

Alokasi Waktu : 4 kali pertemuan (8x45 menit)

Standar Kompetensi : Berbicara

7. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar :

9.4 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.

Indikator :

9.4.1 Bertanya dan menjawab tentang meminta, memberi, dan mengingkari informasi.

9.4.2 Bertanya dan menjawab tentang meminta, memberi, menolak pendapat.

9.4.3 Bertanya dan menjawab tentang meminta, menawarkan, menerima, dan menolak sesuatu

Jenis teks : Teks descriptive dan recount

Aspek/ Skill : Berbicara

Alokasi Waktu : 2 x 40 menit

8. Tujuan Pembelajaran

Pada akhir pembelajaran 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.

9. Materi pembelajaran

- a. Meminta, memberi, dan mengingkari informasi
- b. Meminta, memberi, dan menolak pendapat

10. Metode Pembelajaran/Teknik: PMI (Plus Minus Interesting)

11. Langkah-langkah Kegiatan

Pertemuan 4

a. Kegiatan Pendahuluan

- Greetings
- Guru mengabsen siswa

b. Kegiatan Inti

- Guru mengingatkan siswa tentang agenda ujian hari ini.
- Guru memberi tahu siswa tentang peraturan dalam ujian.
- Ujian dilakukan secara lisan dan individu. Siswa yang belum dipanggil namanya menunggu di luar.
- Guru mengajak siswa untuk melakukan conversation tentang materi yang telah dipelajari serta menilai performa mereka dengan rubrik penilaian yang telah disediakan.

c. Kegiatan Penutup

- Closing

12. Sumber Belajar

- a. Pelajaran bahasa Inggris kelas VIII/Dirjen Dikdasmen
- b. Suplemen bahasa Inggris
- c. Kamus bahasa Inggris

13. Penilaian

- Teknik : Tes Lisan

No	Aspect	Criteria	Score
1	Does the student clearly state the main point?	m. Does not state or imply the main point	1
		n. Implies the main point but does not state it clearly	2
		o. States the main idea quite clearly	3
		p. States the main idea clearly, enthusiastically and interestingly for the audience.	4
2	Does the student use reasoning	m. Offers no supporting reasons for the main point	1

	to support the main point?	n. Supporting given but they are off target or they do not support for the main poin.	2
		o. Gives the relevant supporting reasons, has quite good diversity.	3
		p. Gives excellent supporting reasons, good diversity.	4
3	Does the student use relevant fact in appropriate ways to support the main point?	m. Gives no fact, uses completely irrelevant facts.	1
		n. Gives facts to support the main point but the generalization from them are weak, somewhat inappropriate or incomplete facts.	2
		o. Gives several appropriate facts that support the main point, generalization from facts are appropriate and complete.	3
		p. Gives highly appropriate facts, excellent generalization from fact that support the main point, fact used well in making the argument.	4
4	Does the student present a well organized argument?	m. Organization is disconnected, locked direction, confused to the main point.	1
		n. Organization is clear, but not effective, connection to the main point is not sharp, often out of place	2
		o. Organization is good and contributed to the effectiveness of the argument, but a few details are out of place, sometime the connection to the main point is out the place.	3
		p. Organization is clear and enhance the argument.	4

Mengetahui
Kepala Sekolah

Idi, 2016
Guru Mata Pelajaran

MARIA ULFA

Topic.

1. What lesson do you like? Why do you like it?
2. What lesson do not you like? Why do not you like it?
3. How if there was no math in the school?
4. What school uniform do you like? Why do you like it?
5. Which one do you like, living in indonesia or living abroad? Why do you like it?
6. What if there was no school uniform? Do you like it? Why?