

## PLUS, MINUS, INTERESTING (PMI) TECHNIQUE: A SOLUTION FOR TEACHING ENGLISH WRITING

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**Abstract.** The research aimed to know the influence of Plus, Minus, Interesting (PMI) technique towards students' writing ability at SMA YP UNILA Bandar Lampung. In this research the writer used experimental method or know a descriptive quantitative research. The population was 246 students in 8 classes. The sample was collected using the cluster random sampling approach. The writer used two classes as research samples: XI IPS 1 as an experimental class with 30 students and XI IPA 8 as a control class with 30 students. It consisted of 60 students. In collecting the data, the writer used writing test to measure students' writing ability. The writer used t-test formula to calculate the data analysis. According to the data analysis, the writer got the result that  $H_a$  was accepted. It was obtained that  $t_{test} = 3.39, t_{table}$  for  $\alpha = 0.05$  was 1.68 and for  $\alpha = 0.01$  was 2.42 ( $3.39 > 1.68 < 2.42$ ). So,  $H_a$  was accepted. It means that there was significant influence of Plus, Minus, Interesting (PMI) Technique Towards Students' Writing Ability at The Eleventh Grade of SMA YP UNILA Bandar Lampung in academic year 2022/2023. And the average score of students' writing ability who was taught through Plus, Minus, Interesting (PMI) Technique was higher than conventional technique. It was  $65.5 > 58$ . Based on the result of the research, it is clear that students' Plus, Minus, Interesting (PMI) has good effect to students' writing ability.

**Keywords:** Plus, Minus, Interesting, PMI, Writing Ability

**Abstrak.** Penelitian ini bertujuan untuk mengetahui pengaruh teknik *Plus, Minus, Interesting (PMI)* terhadap kemampuan menulis siswa di SMA YP UNILA Bandar Lampung. Dalam penelitian ini penulis menggunakan metode eksperimen atau penelitian kuantitatif deskriptif. Populasinya adalah 246 siswa di 8 kelas. Sampel dikumpulkan dengan menggunakan pendekatan *cluster random sampling*. Penulis menggunakan dua kelas sebagai sampel penelitian: XI IPS 1 sebagai kelas eksperimen dengan 30 siswa dan XI IPA 8 sebagai kelas kontrol dengan 30 siswa. Semuanya terdiri dari 60 siswa. Dalam mengumpulkan data, penulis menggunakan tes menulis untuk mengukur kemampuan menulis siswa. Penulis menggunakan rumus uji-t untuk menghitung analisis data. Menurut analisis data, penulis mendapatkan hasil bahwa  $H_a$  diterima. Diperoleh bahwa  $t_{(uji)} = 3,39, t_{table}$  untuk  $\alpha = 0,05$  adalah 1,68 dan untuk  $\alpha = 0,01$  adalah 2,42 ( $3,39 > 1,68 < 2,42$ ). Jadi,  $H_a$  diterima. Artinya ada pengaruh signifikan Teknik *Plus, Minus, Interesting (PMI)* terhadap kemampuan menulis siswa kelas sebelas SMA YP UNILA Bandar Lampung tahun ajaran 2022/2023. Dan nilai rata-rata kemampuan menulis siswa yang diajar melalui teknik *Plus, Minus, Interesting (PMI)* lebih tinggi dibandingkan teknik konvensional. Itu adalah  $65,5 > 58$ . Berdasarkan hasil penelitian, jelas bahwa *Plus, Minus, Interesting (PMI)* berpengaruh baik terhadap kemampuan menulis siswa.

**Keywords:** Plus, Minus, Interesting, PMI, Writing Ability

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## INTRODUCTION

Writing is one of the four fundamental skills of language alongside listening, speaking, reading and writing. Writing skill assumes the highest order on a scale of hierarchy and develops only after the former three have been learned or acquired. This is the most pertinent reason why it is globally termed as the secondary skill. As a secondary skill, it is not perceived so prominently by laymen: nevertheless educated elites and scholastic mass regard it as an emblem of knowledge, intelligence and educationally upright personality. Most of the educational systems across the world attribute advanced writing skill as a vital means and end of formal education regardless of level, discipline and mode of learning. On the basis of this view, it can be claimed that writing skill bears a pivotal role beyond peoples' usual comprehension. Writing skill is essential for every university student, teacher, researcher and freelance writer. All these jobs require advanced skills since their expertise is judged through the quality of writing. Such institutions tend to prefer how they write to what they write for information. By mastering writing, they can express their idea, thought, feeling, and opinion. The students may also be able to give their knowledge of the ideas and all they need to other people in writing. There are important points that must be considered in writing, the students to be able to organize ideas, means and thoughts in paragraphs by using good structure, a correct grammar and appropriate vocabulary during the writing process. This implies that students need to understand the use of language and be able to come up with their ideas in writing (White, F. D., 2013).

Writing is a way to end up thinking something you could not have started our thinking". Writing is in fact, a transaction with words whereby you free yourself from what you presently think, feel and perceive (Jusman., 2014). It means that writing as a thinking process can help the students in communication and express their feeling and ideas. On the other hand, Smalzer states "Writing is both process and product. The writer imagines, organizes, drafts, edits, reads, and rereads". It means that writing is not only the expression of ideas, but it is a way to shape them and all thoughts we have in our heads on paper (Smalzer, W. R., 2014). According to Murcia," Viewing writing as an act of communication suggest an interactive process which take place between the writer and the reader via text". The goal of writing as well as the perceived audience of readers is valued in such an approach (Murcia, Marriane Celce., 2013).

The teacher should be a model for their students, as long as the teacher could enjoy while writing naturally (Tricia Hedge, 2013). Writing may be seen as an enjoyable activity by students, thereby encouraging their interest in learning. To choose the best methods and media, as well as to formulate a presentation strategy. It could engage the students in writing. Select a

coherence material suitable to students of their age. Therefore, the teacher can evaluate their design according to learning outcomes.

**METHOD**

In this research, the writer took two classes as the sample of the research. One class as the experimental class and one class as the control class. One was the experimental class is XI IPS 1 consist of 30 students. The other class as the control class is XI IPA 8 consist of 30 students. The writer will teach writing through PMI technique in experimental class and will apply conventional technique in control class. The writer used a cluster random sampling technique, in view of the homogeneous nature of the classes. The writer draws random sample from the class to be used for research purposes in clusters of random sampling. The writer took a writing test to collect the data. And the writer asked the students to write a note based on the subject in question.

**Table 1.** Result of readability of the test

Question Number	Respondent		Total
	Yes	No	
1	30	0	30
2	29	1	30
3	27	3	30
4	26	4	30
5	30	0	30

There were 100% of the answers to one question that were yes. There were 96% who answered "yes" in the two questions. 90% of the respondents gave yes answer to all three questions. There were 87 % of those answering yes on the 4 questions. 100% of those who answered yes from five questions.

**The Data Normality Test**

$H_o =$  The sample collected from the population in normal distribution.

$H_a =$  The sample taken from the population which is out of normal distribution.

To find the normality of data in this research, the writer applied a formula as set out below. The normality of a test was the following formula:

$$X^2_{ratio} = \sum_i^k = 1 \frac{(O_i - E_i)^2}{E_i}$$

Notes:

$O_i$  : Observed frequency

$E_i$  : Expected frequency

With the criterion

$H_0$  is rejected if  $\chi^2_{\text{ratio}} \geq \chi^2_{(1-\alpha) (K-3)}$

With a for significant level of 5% (0.05) and 1% (0.001)

### The Homogeneity Test of Variance

$$F = \frac{S^1 (\text{The highest Variance})}{S^2 (\text{The lowest Variance})}$$

Notes:

F = The homogeneity of variance

$S^1$  = The highest variance of experimental class

$S^2$  = The lowest variance of control class

With the test criterion:

$H_0$  is accepted if  $F (1-\alpha) (n_1-1) < F < F_{1/2 \alpha} (n_1-1, n_2-1)$  and significance level 0,05 and 0,01.

$H_0$  accepted if  $t_{\text{test}} > t_{\text{table}} (1-1/2 \alpha) (df) = (n_1 + n_2 - 2)$  with significance level 0.05 and 0.01 by looking at G table,  $T_{\text{tab}} = t (1-1/2 \alpha)(df)$ .

$H_0: \alpha^2_1 = \alpha^2_2$  (The variances of the data are homogenous)

$H_a: \alpha^2_1 \neq \alpha^2_2$  (The variances of the data are not homogenous)

## RESULTS

### The Data Normality of Experimental Class and Control Class

To find the student's writing ability, the writer used same test on experimental class and control. In experimental class the writer taught with Plus, Minus, Interesting (PMI) technique and in control class the writer taught using conventional techniques. After presenting whole materials and gave the test. The result has been obtained by the writer. The data can be seen in the table below:

**Table 2.** The results of students' scores in the experimental class and control class

Group	Max Score	Min Score	Mean Score	Standard Deviation
Experimental Class	86	45	65.5	10.36
Control Class	78	38	58	7.95

**Table 3.** The result of normality test in experimental class and control class

Group	$\chi^2_{ratio}$	$\chi^2_{table} (0.05)$	$\chi^2_{table} (0.01)$
Experimental Class	4.56	7.81	11.3
Control Class	2.72	7.81	11.3

After analyzing the data, the writer found that the data have normal distribution because  $\chi^2_{ratio} < \chi^2_{table}$ . ( $\chi^2_{ratio}$  was lower then  $\chi^2_{table}$ ). So, the  $H_0$  hypothesis was accepted.

### The Homogeneity Test

After analyzing the data, the writer found that  $f_{table}$  at significant level of 0.05 is 1.85 and 0.01 is 2.41 and  $f_{ratio}$  is 1.01. So,  $H_0$  is accepted ( $1.70 < 1.85 < 2.41$ ) because  $f_{ratio} < f_{table}$ . It means that the variance of the data in experimental class and control class are homogenous.

### The Hypothesis Test

**Table 5.** Result test

No.	Information	Result
1.	Average score of students' writing ability that used Plus, Minus, Interesting (PMI) technique.	65.5
2.	Average score of students' writing ability that used conventional technique.	58
3.	Standard deviation of experimental class	10.36
4.	Standard deviation of control class	7.95
5.	$t_{test}$	3.39
6.	$t_{table}$ for $\alpha$ (0.05)	1.68
7.	$t_{table}$ for $\alpha$ (0.01)	2.48

The researcher hypothesizes that there is an influence of using Plus, Minus, Interesting (PMI) technique towards students' writing ability and students taught using Plus, Minus, Interesting (PMI) technique have higher average score on their writing ability compared to students that are taught using conventional technique. The average score that using Plus, Minus, Interesting (PMI) technique was 65.5, while the conventional technique was 58. It also can be seen from the  $t_{test}$  was 3.39 and  $t_{table}$  for  $\alpha=0.05$  was 1.68, while for  $\alpha=0.01$  was 2.42 ( $3.39 > 1.68 < 2.42$ ).

### Equality Test of Two Averages

Based on the calculating above, it was got  $t_{test} 3.39 > 2.02 < 2.07$ . criterion  $H_a$  accepted if  $t_{test} > t_{table}$ . Therefore,  $H_a$  was accepted. It means that there was an influence of Plus, Minus,

Interesting (PMI) technique towards students' writing ability at the eleventh grade of SMA YP UNILA Bandar Lampung in academic year 2022/2023.

## DISCUSSION

Cameron (2010) states that writing is the ability to arrange the graphic symbol in certain language so that other person can understand the graphic representation. Based on the data analysis by using t-test and testing of hypothesis. The writer got the result that  $H_a$  was accepted. It showed by the  $t_{test}$  was higher than  $t_{table}$  with significant level 5% and 1% ( $3.39 > 1.68 < 2.42$ ). It means that there is significant influence of Plus, Minus, Interesting (PMI) technique towards students' writing ability. It was proved by the average writing ability. It was proved by the average score in experimental class was higher than in control class ( $65.5 > 5,68$  and  $3.39 > 1.68 < 2.42$ ). From the result above, it can be concluded that both hypothesis in this research were accepted. The first hypothesis, there is an influence of using Plus, Minus, Interesting (PMI) technique towards students' writing ability at the eleventh grade of SMA YP UNILA Bandar Lampung in academic year 2022/2023. And the second hypothesis, the average score of students' writing ability which is taught through conventional technique at the eleventh grade of SMA YP Unila Bandar Lampung in academic year 2022/2023.

It means that this research was valid. The data of the students were good and the score of students in experimental class was higher than control class. It was appropriate to the aim of this research. The students who were taught through Plus, Minus, Interesting (PMI) was higher than control class. This activity can be used to improve students' writing ability in learning English. By applying thus technique, the students were motivated well in learning English, especially learning writing. Therefore, the students easier in finishing their task. It is clear that if students can compose paragraphs with new and creative ideas. There are so many techniques and strategies have it is own unique and can be used in the classroom. In this paper the writer applied on of them, it was creating a Plus, Minus, Interesting (PMI). The students should be taught by using a technique or a strategy, because without it they cannot be active in learning. If the students are not active enough, how could they follow the lesson and understand what being said.

## CONCLUSION

Based on the result of the data above, the writer concluded that: There was an influence Plus, Minus, Interesting (PMI) towards students' writing ability at the eleventh grade of SMA

YP UNILA Bandar Lampung in academic year 2022/2023. The result of  $t_{test} = 3.39$ ,  $t_{table}$  for  $\alpha = 0.05$  was 1.68 and for  $\alpha = 0.01$  was 2.42 ( $3.39 > 1.68 < 2.42$ ). Plus, Minus, Interesting (PMI) was applied successfully and students' score was increased. Not only score but also the effectiveness and activeness of students increased well. Before the writer taught by using Plus, Minus, Interesting (PMI), the students were not interest in writing, because they often run out of new ideas and are confused to express words to become paragraphs in writing activity. However, after the writer taught by using Plus, Minus, Interesting (PMI), they were interest and they get easy in making writing text. It is happened because in Plus, Minus, Interesting (PMI) the students are able to try brainstorming and find their ideas and share them to a composition.

## SUGGESTION

For The Teacher is the teacher should give more attention and motivation to their the students to learn English, And then, the teacher should make the students' interested to write and compose paragraphs. The teacher needs to pay closer attention to pupils who do not quite understand what they are learning. For The Students: in this classroom, students should have a higher level of participation and cooperation. The students should learn how to work together to solve the tasks, not focusing too much on personal achievement. The students must pay attention to the teacher when she or he was explaining the material. For further research: The results of this research could contribute to the next study. This study is expected to benefit from further research, both in theory and in results. In addition, it can also be a success to use Plus, Minus, Interesting.

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