

**THE INFLUENCE OF PLUS, MINUS, INTERESTING (PMI) TECHNIQUE
TOWARDS STUDENTS' WRITING ABILITY AT THE ELEVENTH
GRADE OF SMA YP UNILA BANDAR LAMPUNG IN 2022/2023**

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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 taken by using cluster random sampling technique. The writer took two classes as the sample of research, the first class was XI IPS 1 as experimental class there are 30 students and the second class was XI IPA 8 as control class there are 30. It consisted of 60 students. In the collecting data to measuring students' writing ability, the writer used writing test. In calculating the data analysis, the writer used t-test formula. Based on the data analysis, the writer got the result that H_α 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_α 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 was taught through 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.*

INTRODUCTION

In education area, English is learnt by students in order to be able to communicate in English well. In learning English students should know four language skill; they are listening, speaking, reading, and writing. One skill and other skill cannot be separated. It is known that the purpose of teaching or learning English is to make the students are able to communicate using English in oral or written form. However, there are still many students who just practice English in the class. Therefore, their ability in mastering English skills cannot improve well, especially in writing.

Writing is one of English skills that should be mastering by the students, besides listening, reading and speaking.

By mastering writing, they can express their idea, thought, feeling, and opinion. The students can also share their idea knowledge and everything that they have to other people in written form. In the process of writing, the students have to able to organize their ideas, means, and thoughts into paragraphs by using good structure, acceptable grammar, and appropriate vocabulary. It means in the writing process, students need to understands the use of language and develop ideas in written form.

(Brown, H. Douglas 2001) that "Writing is a way to end up thinking something you couldn't have started our thinking". Writing is in fact, a transaction with words whereby you free yourself from what you presently think, feel and

perceive". Its mean that writing as a thinking process can help the students in communication and express their feeling and ideas.

(Nunan, David. 2003) states "writing is both process and product. The writer imagines, organizes, drafts, edits, reads, and rereads". Its mean that writing is not only a process of expressing, but also product our ideas and everything which are in our mind in written form.

(Murcia, Marriane Celce. 2001) states that " Viewing writing as an act of communication suggest an interactive process which take place between the writer and the reader via text. Such as an approach place value a goal of writing as well as on the perceived reader audience.

(Tricia Hedge, 2005) states the teacher should be a model for their students, as long as the teacher could enjoy while writing naturally. Students will see that writing as a pleasurable activity then it can encourage students interest. Choosing the best methods, media, strategy to present material. It could engage the students in writing. Select the coherence material that suitable for the students of their ages. Therefore, the teacher can evaluate their design according to learning outcomes

METHOD OF THE RESEARCH

In the research, the writer uses descriptive quantitative research. To conduct the research, the writer uses quasi experimental design. The first is used as experimental class in which the writer will use PMI technique in teaching writing and the second class is used as a control class in which the writer will use conventional technique in teaching writing.

There were 8 classes in population consisted of 246 students. In this research the writer took two classes as a sample of the research. One class for experimental class and one class for control class. The samples of this

research were on XI IPS.1 and XI IPA.8.

In sampling technique, the writer used cluster random sampling, because the classes were homogeneous. In cluster random sampling, the writer draw a random sample of the class which will be used as the sample of the research. To collecting data the writer used writing test. The writer will ask the students to write text based on the topic given.

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

From 1 question there was 100% who gave Yes answer. From 2 question there was 96% who gave Yes answer. From 3 question 90% who gave Yes answer. From 4 questions there was 87% who gave Yes answer. From 5 question 100% who gave Yes answer

The data Normality Test

H_0 = The sample taken from population of normal distribution.

H_a = The sample taken from the population of un normal distribution.

IN this research, to know the normality of data, the writer will use formula as follows:

The formula of Normality of the test as follows:

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

Notes:

O_i : Observed frequency

E_i : Expected frequency

With the criterion

H_0 is rejected if $\chi^2_{ratio} \geq \chi^2_{(1-\alpha)(K-3)}$
 With a for significant level of 5% (0.05) and 1% (0.001)

The Homogeneity Test of Variance

$$\frac{S^1(\text{The Highest Variance})}{S^2(\text{The Lowest Variance})}$$

$$F = \frac{S^1}{S^2}$$

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 $F (1-\alpha) (n_1-1) < F < F_{\frac{1}{2} \alpha} (n_1-1, n_2-1)$ and significance level 0,05 and 0,01

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

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

distribution because $\chi^2_{ratio} < \chi^2_{table} = 4.56 < 7.81 < 11.3$. (χ^2_{ratio} was lower than χ^2_{table}). χ^2_{table} at significance level of 0.05 is 7.81 and 0.01 is 11.3 and then χ^2_{ratio} is 4.56. So, the H_0 hypothesis was accepted.

The Data Normality of Control Class

The descriptive analysis of the data students who are taught using conventional technique shows that the scores is 38 up to 78, the mean is 58, the mode is 59.16, the median is 63.9, and the standard deviation is 7,95.

$$n = 30$$

$$\sum f_1 \cdot x_1 = 1741$$

$$\sum f_1 \cdot x_1^2 = 102867$$

$$S_1^2 = 63.14$$

$$R = 76 - 38 = 40$$

$$K = 6$$

$$P = 7$$

$$S_1 = 7.95$$

Standard Deviation:

$$S_1 = \sqrt{63.14}$$

$$S_1 = 7.95$$

After the analyzing data, the writer found that the data have normal distribution because $\chi^2_{ratio} < \chi^2_{table} = 2.72 < 7.81 < 11.3$. (χ^2_{ratio} was lower than χ^2_{table}), at significance level of 0.05 is 7.81 and 0.01 is 11.3 and then χ^2_{ratio} is 2.72. so, the H_0 hypothesis was accepted.

The Homogeneity Test

After analyzing the data, the writer found that f_{ratio} 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

Based on the calculating above, the writer used t-test formula and got the t-test was obtained: $t_{test} = 3.39$

Standard deviation:

$$S_1^2 = \sqrt{107.29}$$

$$S_1 = 10.36$$

After analyzing the data, the writer found that the data have normal

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.

CONCLUSION

Based on the result of this data analysis and hypothesis test, 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. It can be seen that the result $t_{test} = 3.39$, t_{table} for $\alpha = 0.05$ was 1.68 and for $\alpha = 0.01$ was 2.42 ($3.39 > 1.68 > 2.42$).

SUGGESTION

1. For The Teacher

- a) The teacher should give more attention and give more motivation to their the students to learn English, then the teacher should make the students' interested to write and compose paragraphs.
- b) The teacher must pay more attention to students who are still lacking in understanding the material being taught.

2. FOR THE STUDENTS

- a) The students should be more active and collaborative in the class.
- b) The students should learn how to work cooperatively in solving the tasks, not too focused on self-achievement.
- c) The students' should pay more attention to their teacher when she or her explains the material.

3. FOR FURTHER RESEARCH

- a) The result of this research can give contribution to the next research.
- b) The further research is expected could take benefits in this study both from theories and result. Moreover, could also success in applying Plus, Minus, Interesting.

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