

THE USE OF CRITICAL INCIDENT IN TEACHING WRITING SKILL TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI MARGA TUNGGAL

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Abstract: The problem of this research was “Is it significantly effective to teach writing by using Critical Incident to the eighth grade students of SMP Negeri Marga Tunggal in Academic Year 2016/2017?” Therefore, the objective of this research was to find out whether or not it was significantly effective to teach writing by using Critical Incident. In this research, the researcher proposed two hypotheses. That is, null hypothesis (H_0) and alternative hypothesis (H_a). The method applied was pre-experimental. The number of the sample was 34 students. The data were collected by using writing test. The data obtained analyzed through four techniques: 1) Individual Score, 2) Comparison to Minimum Mastery Criteria, 3) Normality Testing and 4) Paired t-test calculation. The results of this research: (1) Students’ mean score in the pre-test was 64.26, (2) Student’ mean score of post-test was 71.57 and (3) the result of paired t-test was 5.66, which was higher than 1.697 value of the t_{table} with 95% significant level for one tailed-test. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that it was significantly effective to teach writing by using Critical Incident to the eighth grade students of SMP Negeri Marga Tunggal in academic year 2016/2017.

Key Words: *Teaching, Writing, Critical Incident*

1. INTRODUCTION

In learning English, there are four skills which must be mastered by students, namely; listening, speaking, reading and writing. These four skills share fairly the same degree of importance since each of with supports each other. As one of English language skills, writing becomes more and more important nowadays. According to Byrne (1998:1), writing involves the encoding message of some kinds which is translated into ideas language. It means that writing is one of the way communications in written form. In this situation, a teacher has a great responsibility to promote the students’ skill in writing. The effectiveness of

learning in the classroom depends on the teacher’s skill to seek for teaching strategy to be used in the classroom to encounter students’ learning problems (Gebhard, 2000: 55). Teacher is facilitator of an interesting and meaningful learning to make students able to write well about the text. One of the strategies that can be used by English teachers is Critical Incident. Critical Incident is learning that engage the students’ personal experience. According to Zaini, Muthe, and Aryani, (2008:2-3), critical incident is the strategy used to involves student from the beginning by looking at experience of students. Furthermore, Tripp (2012:25) Critical Incident is usually trying to

confirm (verify) something we already suspected (hypothesized), but analysis can also reveal something entirely new. Critical incident is the teacher, effort in creating an environment that allows the system learning process, so that learning can be achieved efficiently.

Meanwhile, based on the interview which was obtained from the teacher of English of SMP NEGERI Marga Tunggal, the researcher found that the students had problems in writing. The problems were: (a) Lack of vocabulary and grammar, the problems was many students cannot construct a good sentence, for example: the usage of subject, verb or object. In addition, the students also got difficulties in determining the tenses. (b) The students did not know how to arrange one sentence to another sentence. (c) The students do not have sufficient motivation to learn English especially in writing classroom, so that they do not have willingness to participate during the teaching learning process. (d) The students also tended to be passive during the teaching and learning process. Therefore, if the students do not pay a good attention on the vocabulary, grammar, organization, content, and mechanics, their writing skill will not get improvement. The consequent of this problem is the student's poor performance in writing test or task.

Based on the facts above, the researcher need to overcome those problem. The researcher needs to apply a strategy in teaching writing. The researcher was interested in conducting a research entitled "The use of Critical Incident in teaching writing to the eighth grade students of SMP Negeri Marga Tunggal".

2. METHOD

The method used in this research is pre-experimental method. According to

Arikunto (2010:123), pre-experimental is a research design which an experiment procedure is applied but does not follow the entire rule. There is only one group that the researcher was investigate in this investigation. The diagram, of pre-test and post-test is as follows:

Table 1. One Group Pre-Test and Post-Test Design

Group	Pre-Test	Treatment	Post-Test
Experiment	T ₁	X	T ₂

In which:

T₁ : Pre-test
X : Treatment
T₂ : Post-test

Based on this method, the research was conducted through three stages, namely: (1) pre-test, (2) treatment, (3) post-test. The steps were taken in applying the pre-experimental method is as follow:

- Surveying the literature relating to the topic investigated;
- Reading relevant literature;
- Formulating research problem clearly;
- Designing the research proposal;
- Giving the pre-test;
- Conducting the experiment;
- Giving the post-test to collecting the data;
- Analyzing the data;
- Drawing conclusion and
- Writing the research report.

Hatch and Farhady (1982:12) define that variables is an attribute of a person or of an object which "varies" from person to person or from object to object. In this research, there are two variables, independent and dependent variables. The independent variable was critical incident and the dependent variable was the students' writing achievement.

Frankel and Wallen (2009:91) state that population is the group of interest to the researcher, the group to which the researcher would like to generalize the results of the study. The population of this research was all of the eighth grade students at SMP Negeri Marga Tunggal. There are 97 students of three classes in SMP treated as the population of the research.

According to Fraenkel and Wallen (2009:90), sample is a group of subjects on which information is obtained. Sample is items selected randomly from a population and used to test hypotheses about the population. Cohen, Manion, and Morrison (2007:15) states that there are many methods of selecting sample such as random sampling, probability sampling, systematic sampling, stratified sampling, cluster sampling, volunteer sampling, quota sampling and purposive sampling. The researcher took one class as the sample of this investigation. The researcher used the cluster random sampling to choose the sample of the research. According to Fraenkel and Wallen (2009:95), cluster random sampling is the selection of groups, or clusters, of subjects rather than individuals. The result is class VIII³ that consisting of 34 students were taken as the sample of this research.

In collecting the data, a written test was applied. The data obtained analyzed through four techniques: 1) Individual Score, 2) Comparison to Minimum Mastery Criteria, 3) Normality Testing and 4) Paired t-test calculation.

3. FINDINGS AND DISCUSSION

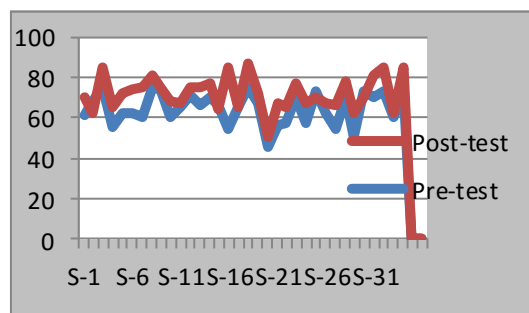
The result of the test covers four description of this research; they were the data findings of 1) comparison between pre-test and post-test, 2) the result of pre-test, 3) the result of post-test, and 4)

Paired t-test. In this research, it was found that it is significantly effective to teach writing by using Critical Incident to the eighth grade students of SMP.

In this research, the data that obtained from the test had been calculated by Rater I and Rater II. Both two raters calculated the students' composition based on the five criteria. Those five criteria cover (1) the content (C), (2) Organization (O), (3) vocabulary (V), (4) language use (LU), and (5) mechanics (M). It was found that the highest score in pre-test was 75 it was reached by 3 students and the second highest score was 74.5 it was also reached by 1 student. The lowest score was 46; it was reached by 1 student and the average score was 64.26.

However, in the post-test analysis, the result was higher than in the pre-test. It was found that the highest score was 87. That was reached by 1 students and the second highest score was 84.5 it was reached by 3 students. The lowest score was 50 that were reached by 1 student. The mean of the students' scores in the post-test was 71.57 and the Paired t-test or the t-obt was 5.66. Since the t-obtained (5.66) was higher t-table (1.697), it means that teaching writing by using Critical Incident was significantly effective to be used in teaching English.

Furthermore, the difference between the students' achievement in their pre-test and post-test was elaborated further in the following description. Graph 3.1 below shows the comparison of the student's score in the pre-test and those in the post-test:



Graph 1. the Comparison Result of the Test between Pre-test and Post-test

Based on the chart 3.1 presented above, the researcher interpreted that after doing the research by using Critical Incident, the students' achievement were increased. This can be notified from the difference between the students' mean score obtained in the pre-test and that in the post-test. In the pre-test the students' average score was 64.26 and the students' average score in the post-test was 71.57. This revealed that there was significance difference between the score in the pre-test and in the post-test. It means that the students' average in the post-test was higher than the students' average score in the pre-test. Finally, the result of paired t-test calculation was 5.66, while the critical value was 1.697. It means that the null hypothesis (H_0) was rejected and that the alternative hypothesis (H_a) was accepted. The further From the explanation above, the researcher concluded that it was significantly effective to teach writing by using Critical Incident to the eighth grade students of SMP Negeri Marga Tunggal in Academic Year 2016/2017.

In addition, in the pre-test the researcher found that there were 15 students who were in the "passed" qualification. The following table shows the number of students in the conversion score of the pre-test.

Table 2. The Number of Students in the Conversion Score of the Pre-test

Interval Score	Qualification	The number of students
66.67-100	Passed	15
34-66.66	Failed	19
Total		34

The percentages of the students' categories in the pre-test were shown in the following chart:

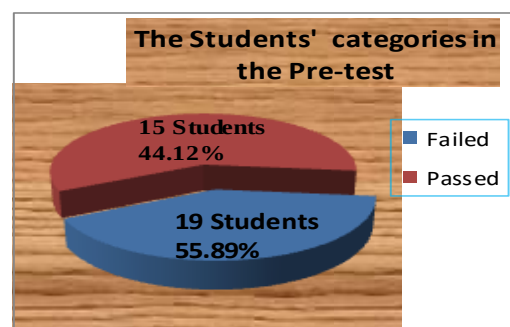


Chart 1: The students' score in the pre-test

Based on the conversion of individual score above, it can be seen that in the pre-test, the researcher found that there were 15 or 44.12% who were in the "passed" qualification; however there were still 19 students or 55.89% who were in the "failed" qualification. In addition, the mean score of pre-test (64.26) reveals that mean score was below MMC.

In the post-test, the highest score was 87 reached by 1 students, and the lowest score was 50 reached by 1 student, while the average score was 71.57. In the post-test there were 25 students in the "passed" qualification, in contrast, there were only 9 students who were in the "failed" qualification. The following table shows the number of students in the conversion score of the post-test.

Table 3. The Number of Students in the Conversion score of the Post-test

Interval Score	Qualification	The number of students
66.67-100	Passed	25
34-66.66	Failed	9
Total		34

The percentages of the students' categories in the post-test were shown in the following chart :

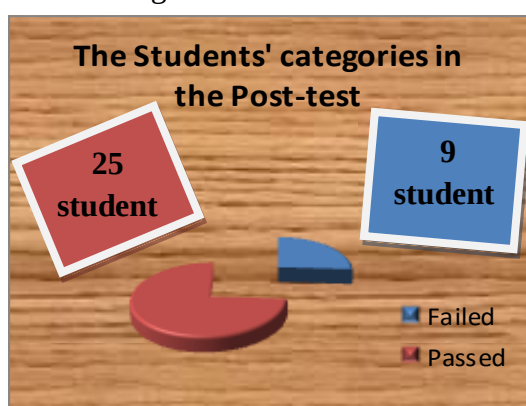


Chart 2: The students' score in the post-test

In the post-test, the researcher found that there were 25 student or 73.53% in the "passed" qualification, contrary there were only 9 students or 26.47% who were in the "failed" qualification. In addition, the mean score of post-test (71.57) reveals that mean score was higher than Minimum Mastery Criteria (MMC).

From the table of the comparison scores of the pre-test and the post-test. The researcher found that the result of the standard deviation was 7.53. After the researcher found the result of the standard of deviation, then the researcher found that the result of standard error differences was 1.29. Standard error differences had been found, next, the researcher calculated the paired t-test. The paired t-test of pre-test and post-test that found by the researcher was 5.66. The students'

average score in the pre-test and post-test of the test, the paired t-test calculation showed that the t- obtained was 5.66 and the critical value at significance qualification 0.05 with degree of freedom (df) 33 (34-1) is 1.697. It means that t-obtained "t" (1.697) was higher than its t-critical value. Consequently, the null hypotheses (Ho) is rejected and the alternative hypotheses (Ha) is accepted. The researcher calculates that it is significantly effective to teach writing by using Critical Incident to the eighth grade students of SMP Negeri in the academic year of 2016/2017.

4. CONCLUSION

Based on the findings presented above, it could be concluded that it was significantly effective to teach writing by using Critical Incident to the eighth grade students of SMP. It was proven through the significant difference between two means scores in the pre-test and post-test. It was 7.53. There was improvement of the average scores or the average ability from the pre-test (64.26) to the post-test (71.57). The students made progress. Their average ability changed from the "failed" to be "passed" qualification.

The significant difference on the students' improvement was also noted from the result of the paired t-test calculations. The researcher found that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected since the result of the calculation of the paired t-test was higher than the t-critical value. The t-obtained was 5.66 which was higher than 1.697 as its critical value. Briefly, it can be interpreted that it was significantly effective to teach writing by using Critical Incident to the eighth grade students of SMP Negeri Marga Tunggal in the academic year of 2016/2017.

Considering that writing paragraph is not easy for the students, so the researcher proposed some suggestions. The suggestions are for the English teachers, for the students, for the other researchers and for the institution.

The teachers of English did not only focus concern the writing production of learning, but also care of the writing process of learning. As matter of fact, Critical Incident can be applied in teaching any text, especially recount text.

The students must be active in learning English. Practice will be the best key in improving writing skill.

The other researchers, the researcher also suggests that this strategy can be used as a reference in researching and writing research.

The institution can provide the qualitative books, journals, catalogues, and articles that published in English because it would be easier for the teachers to use the facilities and to research any topics with various teaching methods, strategies, or techniques that the teacher selected.

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