IMPLEMENTING CRITICAL INCIDENT TECHNIQUE TO ENHANCE THE STUDENTS WRITING ABILITY IN RECOUNT TEXT

Misnawati

Dosen Program Studi Bahasa Inggris FKIP Universitas Almuslim

ABSTRACT

This thesis is entitled implementing critical incident technique to enhance the students' writing ability in recount text (a collaborative classroom action research to the first year students of MAN Gandapura). This research was done because many of the students in MAN Gandapura would unable to make a good paragraph of writing although for one paragraph because of that the researcher needed form this research to increase the students' ability in writing, especially in writing recount text. The researcher conducted the collaborative classroom action research as research methodology and referring to qualitative research. The object of this study was the students at the first year of MAN Gandapura; which consists of thirty students. The researcher found the analysis were the result of this research in MAN Gandapura sufficiently improving recount text through observation checklist, field notes, test and questionnaires as instrument to get the data from the research. The first data collected from observation checklist which the mean score of the observation sheet was increasing through each cycles. Second, the data collected by using field notes which record all the teaching and learning process in both of cycles; cycle 1 and cycle 2. Third, the average score of the students in doing pre-test in the first meeting in cycle 1 was 49, 06 and the average score of the post- test for the cycle 1 was 65,3 and cycle 2 was 72, 7 which more than 70 as criteria of success. The last was questionnaire analyzing of the students responded toward implementation of the critical incident (CI) technique. The result of students score to mark the item in the questionnaire was 80%. It meant the students motivate of using critical incident technique in writing recount text. After the researcher did all steps of the research (cycle 1 and cycle 2). The researcher concluded that the implementation of the critical incident (CI) technique in teaching and learning process could increase students' ability in writing recount text and got 'agree' students' response when implementing the critical incident technique in the classroom.

Key words: Writing, Recount Text and Critical Incident (CI) Technique

INTRODUCTION

Writing is an activity to write the ideas and the feeling of the item which is displayed in mind. When talking about teaching writing commonly deal with kinds of writing and teaching strategies. There are control writing, guide writing and free writing. The teaching of control writing is usually for the beginner or for the students of senior high school. In this relation, writing is the attention of control composition is usually much right. The teachers' job is to prove relax control is having the students write what they have the teacher will prove whether the students cable to write and practice it.

According to School Base Curriculum of MAN Gandapura, teaching writing to the first year students is hoped the students are able to express the meaning in short functional written text, simple essay like as Recount text, Narrative text, and Procedure text in real life context. The students are able to express the meaning and rhetoric procedures accurately, fluently, and acceptable by using several written languages in real life context like recount, narrative, and procedure.

The researcher was interesting to improve students' ability in writing because there were some problems in teaching writing when teaching practice was done at MAN Gandapura. There were some problems were faced by the students. First, Students had difficult in generating ideas in writing. Second, students were not able to write a good paragraph. The last, students had low motivation in writing. The researcher also found some problems from English teacher; (1) the teacher did not have a good and interesting technique to improve students' writing ability, and (2) the teacher was not concern to teach writing skill.

Therefore, the researcher tried to find a technique to solve the problem in teaching

writing. One of technique critical incident is a technique to improve the students' writing ability by making composition about the students' experience by using the students own words. The researcher would like to improve the students' ability in writing by using Critical Incident. It is possible to give solution to face the problems. Through Critical Incident the students can produce as many ideas as possible to write and can be motivated in learning writing.

Based on the explanation, the researcher wanted to apply the Critical Incident Technique in teaching writing process. The object of the research was the first year students of MAN Gandapura. The researcher expected that the applying of Critical Incident (CI) Technique would give a good beneficial towards teaching writing to the first year students of MAN Gandapura. In another words, the researcher also expected that this research would be success and could contribute the technique for the teacher in the school as the formal Education center in teaching English for the students.

Writing is a difficult matter of four language skills. Writing is a complex, many skills involve in it with combining the number of diverse elements. The writing skill is complex and sometime difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgmental element. By writing process that will enable the students to realize the specific goal at each stage of the composing process. Thus process writing in the classroom may be constructed as a program of the instruction which provides students with a series of planned learning experience to help them understand the nature of writing at every point.

Based on the explanation above, the researcher concludes that writing is a process not a product. While writing process, the students learn how to write and raise the ideas on paper, the students know the way of writing step by step. The students can communicate by written text. Writing has a significant role in learning English for the students.

Paragraph consists of three components which are connected each other can create a good paragraph. Three components of paragraph they are the topic sentence, supporting sentence, and concluding sentence. The topic sentence is a general sentence that states the main idea of a paragraph. Often the topic sentence is the first sentence in the paragraph. Occasionally, it comes at the end of the paragraph. Every good paragraph has a topic sentence, which clearly states the topic and the most important sentence in a paragraph. It briefly indicates what the paragraph is going to discuss.

The position of topic sentences may be the first or last sentence in a paragraph, but it also be found the end or in the middle and may be implied rather that state. A topic sentence has two essential parts: the topic and the controlling idea.

Supporting sentence develop the topic sentence. That is, the students explain the topic sentence by giving reasons, example, facts, statistics, and quotation. The supporting sentence can be place before the topic sentence or after the topic sentence. Through the supporting sentence the students explain their writing, so that the teacher understands what the students write.

The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. A concluding sentence serves three purposes, they are; it signals the end of the paragraph. It summarizes the main points of the paragraph. It gives a final comment on the topic and, leaves the reader with the most important ideas, to think about.

The paragraph is usually a series of sentences that develops one topic. A paragraph can be as long or as short as necessary to develop the topic. The purpose of paragraph is to show a change of thought or change of topic. First that reason each of paragraph must be limited to a single topic. The topic is most often expressed in the topic sentence, which is usually the first sentence of paragraph. The other sentences in the paragraph develop the main ideas of the paragraph. Any sentence that do not related to the topic sentence should be removed.

Unity means that the students discuss only one main idea in a paragraph. The

main is stated in the topic sentence and then each and every supporting sentence develops that idea. If, for example, the students announce in their topic sentence that they are going to discuss two important save the forest, discuss only those do not discuss anything else such as save money.

Coherence means that the paragraph is easy to read and understand because (1) the supporting sentences are in some kind of logical order and (2) the ideas are connected by the use of appropriate transition signals. Coherence also means one sentence follows another in clear logical, sequences. The coherence allows the readers to move from one ideas to the next, sealing the connection of with the topic.

For example, in the paragraph about the forest, there are two supporting ideas, forest is useful and cold. Each of these supporting ideas is discussed, one after the, and an example is given for each one. This is one kind of logical order.

Recount text has no complication among the participants and that differentiates recount text from narrative. The details in a recount can include *what* happened, *who* was involved, *where* it took place, *when* it happened and *why* it occurred. Recount can be either written or spoken. Examples of recount include; Biographies and autobiographies, newspapers or the television news letters and postcards, textbooks, conversations with friends. A well-structured recount includes details of the event or topic and personal opinions. Written recount often start with a *heading* or *title*.

The purpose of recount text is to give the audience a description of what occurred and when it occurred. Recount text has a social function. Recount "tell what happened". The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a descriptions of what occurred and when it occurred. The purpose of the literary / story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

The Critical Incident (CI) Technique is a set of procedures used for collecting direct observations of human behavior that have critical significance and meet methodically defined criteria. A critical incident can be described as one that makes a significant contribution-either positively or negatively-to an activity or phenomenon. Critical incidents can be gathered in various ways, but typically students are asked to write a story about an experience they have had.

Critical incident work is one way that can assist the students to extend to cognitive skills of reflection and critical analysis. It is not always an easy process. In fact, the teacher can probably expect that the neediest students will be those who experience the greatest difficulty in making this conceptual leap. The Critical Incident technique gives them a starting point and a process for advancing organizational development through learning experiences.

Based on the points above, the researcher can conclude that Critical Incident Technique in writing skill has advantages are; the students can use the experience in their life as learning material, the students learn to analyze the experience and write it. The students have the opportunity to learn each other through listen the experience of friend and make summary by telling in front of classroom. Critical Incident Technique can make and help the students to improve their writing skill.

RESEARCH METHODS

The research design used in this research is Classroom Action Research (CAR). It means that in conducting the research, the researcher worked together with teacher to solve the students' problem in transactional dialogue in teaching and learning process in the classroom and to give contribution to development teaching theory in Education. Collaborative classroom action research is kind of a classroom action research that involves some people like the principal, teacher, lecture simultaneously. It aims to improve teaching practically quality, contribute teaching theoretical development or educational and teacher career progression.

Action research is a form of self-reflective inquiry undertaken by participant in social (including educational) situation in order to improve the rationally and justice of (a) their own social or education practice, (b) their understanding of these practices, and say the situation in which practices are carried out. The purpose of this research was increasing the effectiveness of teaching technique and increased the teacher ability in teaching learning process. In was conducting this research, firstly the researcher asked the English teacher at MAN Gandapura to help her in finding the students' problem in the classroom and had to solve this problem, exactly in learning writing. Here, both of the researcher and the collaborative teacher had to improve the students' problem by using Critical Incident Technique.

This research would be conducted at MAN Gandapura. This school was located on Geurugok. The school had 6 classes, two parallel classes in the first grade, the second grade, and third grade. The object of the research was the first grade students at MAN Gandapura exactly the students at X_5 consists of 30 students. In this research, the researcher used a procedure of the action research. Collaborative classroom action research was a kind of classroom action research. It meant that the researcher collaborated with the English teacher at the school in conducting this research. CAR consists of four steps: (1) doing preliminary study, (2) planning the action, (3) implementing of action, (4) observing the action and (5) collecting and reflecting the action.

FINDINGS AND DISCUSSIONS

Data was collected from the first year students of MAN Gandapura. The research was done to know whether technique of critical incident could improve students' ability in writing recount text, how the students could express their ideas in writing recount text by using critical incident, and to know how the students motivate about technique of critical incident in writing recount text. The researcher did data presentation and research findings through two cycles. This research was done in two

cycles to get more accurate data. Application of each cycle involved planning the action, implementing and observing the plan, analysis, and reflection.

First meeting was conducted on Wednesday, March 06th, 2013. In teaching writing recount text by using critical incident technique, the teacher passed it through three phases as describe below: In the pre-teaching phase, the researcher acted as the teacher opened the class by greeting, introduce herself and checking the students' attendance list. Then, the teacher explained the objectives of the meeting. Furthermore, the teacher geared the students' attention to the topic by asking some questions about recount text.

In the while-teaching activities, the teacher explained the recount text and the teacher gave an example of recount text and asked the students to find out the information in the text. The teacher also asked the students to find out the characteristics of recount text such as using past tense, time conjunction, adverb, adjective, and etc. After that, the students gave their responses about the text. Before ending the lesson, the teacher gave written test to the students to measure the students' ability on writing recount text before introduce the critical incident technique. This test was the pre-test for the students in the first meeting of cycle one. The students asked to write the recount text.

Based on the data found, in the pre-test calculated through the formula, the mean score of the students' ability in writing was 49, 06 and categories in the level "fair". In other words, the result showed that the ability of the first year students of MAN Gandapura in writing were still low and had to be improved.

Second meeting was conducted on Friday, March 08th, 2013. As at previously done in the first meeting, in which the teacher did the teaching process through three phases, so did in the second meeting. In the pre-teaching phase, the teacher started the teaching process by greeting and checking the students' attendance list and encouraging the students about critical incident technique. The teacher also gave motivation to the students in developing

their ability in writing recount text by using critical incident technique.

In this meeting, the teacher asked the students to extend the information about the text and find out some difficulties words of the text and wrote them on the whiteboard. After that, the students also asked to find out the topic, supporting sentence, and concluding sentence of the text. The teacher introduced the critical incident technique to the students by asking the students about their moment in the past time. The students mentioned some their moment like when celebration, on their vacation, and so on. By using critical incident technique, the students are demanded to recall about the moment in the past time. In this phase, the teacher explained again about recount text and critical incident technique to the students and asked their difficulties, because many students were still confused during the activity. At the end of the study both the teacher and the students were happy because many students could understand about recount text and how to create the recount text by using critical incident technique. In other words, the researcher and the teacher succeeded to motivate the students to write recount text through critical incident technique.

Third meeting was conducted on Wednesday, March 13th 2013. This meeting focused on the students' activities in presented and wrote the recount text. In this meeting, the students paid attention to the critical incident. Then the teacher asked one of the students the generic structure of recount text. Then, the students asked to write recount text. The teacher wrote some titles of recount text based on the title were chosen. After they finished the test, the teacher asked the students read their composition in front of class while the other students identified and analyzed the text. The teacher gave written test for the first cycle to the students to measure the students' ability on writing recount text. Then, the teacher gave comments, input and making follow up and reflection on the students' work. Based on the data found in the post- test calculated through the formula, the average score of students in writing was 65, 3. The score 65, 3 was categorized in the level "good".

Analysis of the Teaching and Learning Process

The analysis of teaching and learning process was done based on the information obtained from the observation checklists for the teacher and the students and field notes. The information was about the students' and the teacher's activities in the class in learning process applied through critical incident technique in writing recount text.

Based on the observation conducted by the teacher and collaborator during the process of teaching and learning on the first cycle, it was found that some of the students were still had the difficulties in finding the ideas and organized them became a good and coherence sentences. But the students can finish their writing without caring about the result of the writing.

In fact, the learning technique applied by the teacher could motivate the students in writing recount text. When the teaching and learning process, the students got some improvements like working hard to find out the ideas and wrote it become a good writing of recount text. It means that the students had tried to give the best in writing recount text but it was not good enough to be considered that the teaching and learning process was success. The teacher should continue to the second cycle to get expected result.

After analyzing the result in cycle 1, some findings were got of teaching and learning process, there were some processes that have not achieved yet. The teacher had to change some ways in order to get best achievement. First, the teacher had to give introduction clearly in the beginning of the stage, taught them how to find out the ideas and organized them well in writing a recount text. Second, the teacher asked the students to write everything which support their theme of writing. Third, the teacher could prepare the students well by setting the time in each phase until the students had deadline to finish the writing and did not take long time in it. So, the teacher revised the plan and continued it in cycle 2.

Cycle 2 was carried out from 22th March to 03th April 2013 and it was conducted in three meetings. As in the first cycle, planning, implementing, observing, and analysis and reflection were also presented in this cycle. All the activities were made by using critical incident technique to improve students' ability in writing recount text.

Meeting 1 was conducted on Friday, March 22th 2013. In this meeting, the teacher adhered the critical incident technique contained the recount text under the title "my vacation with my beloved sister and young brother" on the white board and asked the students to determine the sentences uses and generic structure in this form of text. In this occasion, most the students did. Then, the teacher called a student and showed the parts of the text to other friends. Here, the teacher also explained more and made them understood about recount text.

Meeting 2 was conducted on Friday, March 29th 2013.this meeting focused on students' activities in discovering the information which contained of the text and mention the parts of the text. In this phase, the teacher asked the students to discover the generic structure of the text, such as orientation, events, and conclusion. The students mention it one by one in the front of class; furthermore the teacher explained it clearly. The students also asked to mention the parts of the text such as topic sentence, supporting sentence, and concluding sentence. The students wrote them on the white board; furthermore the teacher explained it again clearly. At the end of the study, the teacher asked the students' difficulties during the learning process and corrected their errors in writing recount text.

This meeting was conducted on Wednesday, April 03th 2013.in this meeting the teacher asked the students' comprehension and difficulties about recount text, then the teacher explained it clearly what they did not understand before. After that, the teacher gave the test to the students, the teacher wrote the developing paragraph of recount text under the title "My holiday". The students developed it by using their own ideas. After they finished the test, the teacher gave the questionnaire to the students and asked them to answer it. after the students answered the test and questionnaires, the teacher collected the students' writing test and questionnaire. Here, the teacher and the collaborator wanted to know whether the students would get better score than in the first cycle or not. Based on the data found in the final test calculated through the formula, the mean score of students' ability in writing recount text by using critical incident technique was 72, 7 and categorized in the level "Good" and it had reached the criteria of success.

Similar of the first cycle, the reflection in second cycle was focused on the result of teaching and learning process and on the students' learning result after the improvement given in the second cycle.

To know the students' improvement in writing recount text or whether the implementation succeed or not, the researcher used scoring rubric introduced by Brown. While, to know the students' perception about the learning process or whether they felt happy or not on the implementation of writing recount text by using critical incident technique, the researcher gave questionnaire that consisted of 15 questions list. The students directed to cross the choice (a, b, c, d, or e) in the provided options that the questions related the learning technique. The choice was crossed honestly without repressing on their choice. The questions were made in two forms, positive and negative statement about the activities and task in finding the students' motivation in writing recount text by using critical incident technique. The questionnaire was crossed by the students using the Likert Scale. The researcher analyzed the students' perception toward the use of critical incident technique in knowing the students' motivation in writing recount text by using critical incident technique.

After analyzing, the researcher and the collaborator found that most of the first grade students at MAN Gandapura were motivated in writing recount text by using critical incident technique. The students' motivation in learning process conducted

based on the result of questionnaire was presented in table below:

The data above presented the result of the students' perception of using critical incident technique in writing recount text. The result showed that the mean score of 15 questions were responded by 30 students was 4, 0 (agree). It means the students agreed of using critical incident technique in writing recount text could motivate the students.

Based on the observation for the teacher and the students' activities, field notes, result test and questionnaire, the researcher could analyze that students had high motivation during learning process and they could improve their ability in writing recount text by using critical incident technique because this technique could make the students had motivation in learning process and did not make them felt bored during the activity and easily for the students in writing recount text by using critical incident technique which so simple because the students just recall their experience and wrote it on the paper.

Based on analyzing the result in cycle 2, some new findings were got. With the result of the analysis of teaching and learning process, there were some processes that have achieved by the teacher; the teacher had changed some ways in order to get best achievement. First, the students become active in writing recount text, worked well in wrote recount text by relaxing during their experience in past and rose it on paper. Second, students got the average score was 72, 7 in the final test, it means that the students' ability in writing recount text had improved. Third, the result of observation forms also showed better development.

The main point of this section in this cycle was the students' score in writing recount text had improved became 72,7, it indicated the students' ability in writing recount text also reached the good achievement and the students was not only motivated to write but also happy in doing the activities. Reflection was done to determine whether the second cycle was succeeded or not. The researcher made reflection on the criteria of success of second cycle. In criteria of success, the researcher did assessment about teacher' and students' activities, students' motivation and students' score in writing recount text through critical incident technique. The researcher did reflection through observation checklist form, field notes, test, and questionnaire.

Based on the data presented above, it showed that the students were active, motivated and responded to the teacher in teaching and learning process, they showed the good attitude and looked very enthusiastic, furthermore through critical incident technique the first year students of MAN Gandapura had successfully improved their ability in writing recount text. the evident can be seen from the mean score of the test in the first cycle (65) and in the second cycle (72), on the other word, the researcher could say that the result of the test had reached the criteria of succeed. While, based on the result of percentage of questionnaire that was 80% students were motivated in writing recount text by using critical incident technique. It means that critical incident technique could improve the students' ability and motivated them in writing recount text.

Based on the data presented on the first and the second cycle of this research, all the instruments showed us that critical incident technique had improved the students' ability in writing recount text, they had able to find out the ideas and wrote it in good paragraph and step of recount text. In addition, the most expected result of conducting this research had been reached. In this study, the researcher had gotten two important parts: (1) the students' ability in writing recount text had improved well; (2) the students were motivated in writing recount text by using critical incident technique.

CONCLUSIONS

Based on the research result presented in the previous chapter, some conclusions could be mentioned as follows: after analyzing the data of research, the researcher could improve the students' ability in writing recount text. It showed that the students' score reached 65, 3 in cycle one by giving the test for the students

wrote recount text based on the title they chosen. But, it had not reached the goal score the teacher wants. So, the students had to go on learning writing recount text by using critical incident in cycle 2 to reach the goal score. The teacher changes the test for the students by asking to develop the text by using the students own ideas, and the students got score 72, 7 in cycle two. It had reached the goal score of learning writing recount text. In other word, the teacher succeeded and could improve the students' ability in writing recount text by using critical incident and after analyzing the data of research, the researcher also could motivate the students' ability in writing recount text which was showed from the result of the teacher observation and the students' observation in teaching and learning process. It was showed also from the questionnaire' result of the students' perception in learning writing recount text by using critical incident was "agreed".

In order to complete this thesis, the researcher gives some suggestions. The suggestions are as follows: the researcher suggests that the students should learn more about recount text in order they can increase their ability so that they can write recount text in the better way, the researcher suggests that the teacher should always find fun and enjoyable teaching technique in teaching writing to avoid the students from getting bored and the researcher hopes that critical incident technique gives contribution for other researcher in doing the research either writing skill or other skill.

BIBLIOGRAPHY

Brown, H. Douglas.2001. *Teaching by principles*. Second edition. San Francisco, Longman.

Hornby, A. S. 1974. *Advanced Learners' Dictionary of Current English*. New York: Oxford University Press.

Kemmis and Taggart. 1998. *Participatory Action Research*. In N. K Denzim and Y.S Lincoln (eds), Handbook of Qualitative Research (2nd ed., p. 22). Thousand Oaks, CA: Sage.

Luhulima. 1995. *Materi Pokok Writing 3 Modul 1- 9*. Jakarta: Universitas Terbuka.

Sugiyono. 2010. *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D*. Bandung: Alfabeta.

Wallace. 2004. *Teaching Speaking, Listening, and Writing*. London: Elt Journal.

Winarsunu, Tulus. 2004. *Statistik dalam Penelitian Psikologi dan Pendidikan*. Malang: Universitas Muhammadiyah Malang.