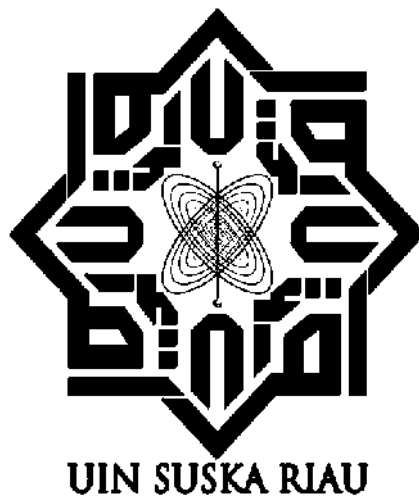


**THE EFFECT OF USING CRITICAL INCIDENT TECHNIQUE
TOWARDS THE SPEAKING ABILITY OF THE SECOND
YEAR STUDENTS OF MAN 2 MODEL
PEKANBARU**



BY

RAHMA DEVI YANI

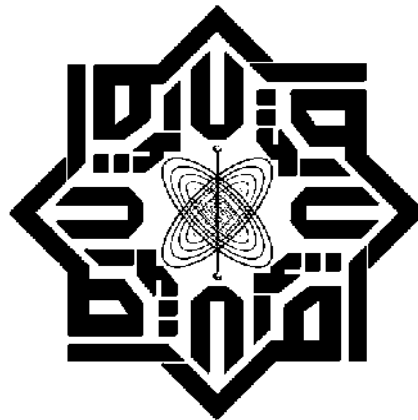
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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

**THE EFFECT OF USING CRITICAL INCIDENT TECHNIQUE
TOWARDS THE SPEAKING ABILITY OF THE SECOND
YEAR STUDENTS OF MAN 2 MODEL
PEKANBARU**

A Thesis

Submitted to Fulfill One of Requirement
for the Undergraduate Degree in English Education
(S.Pd.)



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1434 H/2013 M**

SUPERVISOR APPROVAL

The thesis entitled: "*The Effect of Using Critical Incident Technique Towards the Speaking Ability of the Second Year Students of MAN 2 Model Pekanbaru*" is written by Rahma Devi Yani, NIM. 10814001506. It is accepted and approved to be examined in the meeting of final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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In the Name of Allah the Most Gracious and the Most Merciful

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Finally, the writer realizes that this paper has many weaknesses and shortcomings. Therefore, comments, critiques, suggestions and advices are seriously needed in order to improve this project paper. May Allah Almighty bless them all. Amin....

Pekanbaru, August 24th 2012

The researcher

RAHMA DEVI YANI

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ABSTRAK

Rahma Devi Yani (2012): “Pengaruh Penggunaan Teknik Critical Incident terhadap Kemampuan Siswa dalam Berbicara Kelas Dua MAN 2 Model Pekanbaru”.

Berdasarkan KTSP, berbicara adalah salah satu kemampuan dalam menguasai bahasa Inggris yang harus diajarkan dan dipelajari pada tingkat SMA. MAN 2 MODEL Pekanbaru merupakan salah satu pengguna kurikulum tersebut sebagai dalam proses belajar mengajar. Setelah melakukan study pendahuluan di MAN 2 MODEL Pekanbaru, sebagian siswa pada kelas dua masih memiliki kelemahan dalam berbicara. Peneliti menginterpretasikan bahwa mereka mempunyai kelemahan tersebut ditunjukkan kurangnya percaya diri dalam mengexpresikan ide-ide mereka dalam bahasa Inggris. Dengan demikian, peneliti tertarik untuk melakukan penelitian dengan judul pengaruh penggunaan teknik Critical Incident terhadap kemampuan siswa dalam berbicara bahasa Inggris kelas dua MAN 2 MODEL Pekanbaru.

Jenis penelitian ini adalah penelitian kuasi. Fokus utama dalam penelitian ini adalah untuk mencari perbedaan yang signifikan pada kemampuan siswa berbicara bahasa Inggris kelas dua MAN 2 MODEL Pekanbaru antara siswa yang diajarkan dengan teknik Critical Incident dan yang diajarkan dengan Natural approach sebagai metode konvensional. Subjek dalam penelitian ini adalah siswa MAN 2 MODEL kelas dua. Pada penelitian ini, peneliti mengambil 2 kelas; kelas eksperimen dan control dari 9 kelas yang terdiri dari 70 siswa sebagai sampel dari sejumlah populasi 199 secara acak berdasarkan kelas. Dalam pengumpulan data, peneliti menggunakan tes dan lembar observasi. Tes yang digunakan adalah oral presentasi. Dalam penganalisan data, peneliti menggunakan SPSS 16.

Akhirnya, peneliti menemukan bahwa angka signifikan $0.000 < 0.5$. dan penerapan teknik Critical Incident sangat bagus (95.83). maksudnya masih ada prosedur yang belum terlaksana secara lengkap. berdasarkan hasil signifikansi tersebut, H_a diterima dan H_0 ditolak. Selain itu, dapat pula dibuktikan dari nilai mean post-test kemampuan berbicara siswa pada kelas experiment adalah 62.74, sedangkan nilai mean post-test pada kelas control adalah 54.74. lebih jauh lagi, rata-rata-rata peningkatan kemampuan siswa berbicara pada kelas experiment adalah 6.7 (11%) sedangkan pada kelas control adalah 14.30 (28%) jadi, ada perbedaan peningkatan yang signifikan kemampuan siswa dalam berbicara bahasa Inggris antara siswa yang diajarkan dengan teknik Critical Incident dan siswa yang diajarkan secara konvensional; natural approach. Perbedaan pada mean tersebut menunjukkan bahwa penggunaan teknik Critical Incident lebih bagus dari pada natural approach.

ABSTRACT

Rahma Devi Yani (2012): “The Effect of Using Critical Incident Technique towards the Speaking Ability of the Second Year Students of MAN 2 Model Pekanbaru”.

Based on school based curriculum (KTSP), speaking is as one of skills in mastering English that must be taught and learned in senior high school. MAN 2 Model Pekanbaru is one of school that uses it as a guide in teaching learning process. After doing preliminary observation at MAN 2 Model Pekanbaru, some of the students of the second year still have low ability in their speaking. The researcher interpret that they have low ability in speaking were indicated because they have lack of self confidence in expressing their ideas in English. Thus, the researcher interested to conduct the research entitle The Effect of Using Using Critical Incident Technique Toward the Speaking Ability of the Second Year Students of MAN 2 Model Pekanbaru.

The type research was quasi-experimental research. The main focus of this research was to find out a significant difference of improvement of students' speaking ability at the second year of MAN 2 Model Pekanbaru between students who were taught by using impromptu speech technique and who were taught by using natural approach as the conventional way. The subject of this research was the second year students of MAN 2 Model Pekanbaru. In this research, the researcher took two classes; experimental and control class from the nine classes. It meant that 70 students as the sample from 199 students of population by using clustering sample randomly based on group. In collecting the data, the researcher used test and observation list. The test used was oral presentation test. In analyzing the data, the researcher used SPSS16.

Finally, the research found that the significant number was $0.000 < 0.05$, and the implementation of Critical Incident Technique well done (95.83%). It means that there were still any missing item procedures. Based on the significance result above, H_a is accepted and H_o is rejected. Besides, it can be proved from mean score of students' speaking ability of post-test at experimental class was 62.74, while students' speaking ability of post-test at control class was 54.74. Furthermore, the mean score improvement of students' speaking at experimental class was 14.30 (28%) while in control class only 6.7 (11%). In conclusion, there is a significance difference of improvement of students' speaking ability between students who were taught by using Critical Incident technique and who were taught by using conventional way; natural approach so, the difference on mean indicate that the use of Critical Incident technique is better than natural approach.

Pست الثانى فى المدرسة الثانوية الحكومية الثانية عشر باكانبارو.
(2012) : أثر الإستخدام تقنيات كلمة مرتجلة على التحدث للطلاب الصف

بالاضافه الى KTSP, الكلام أحد من مهارة اللغة الإنجليزىه لابد ان يعمل و يتعلم فى المدرسة الثانوية MAN 2 MODEL باكانبارو هو احد من مدرسة التى يستخدمه كالإرشاد فى دورة التعلم. يفعل بالبحث الأول فى MAN 2 MODEL , بعض الطلاب من الفصل الثانى ليس عندهم المهارة فى . فسرت الباحثة أن ليس عندهم الإعتماد على النفس فى بيان افكارهم وأراءهم فى اللغة الإنجليزىه. تريد الباحثة ان تعمل البحث بالموضوع أثر الإستخدام تقنيات كلمة المرتجلة على التحدث للطلاب الصف الثانى فى المدرسة الثانويه الحكوميه الثانى عشر باكانبارو

كان نوع البحث هو البحث .النص الهدف الأولى من هذا البحث هو لبيحث عن المخالفة الكبرى فى مهارة كلام الطلاب فى القسم الثانى فى MAN 2 MODEL باكانبارو بين الطلاب الذين يعلم بطريق كلمة مرتجلة والذين يعلم كما العادة. أفراد من هذا البحث هو الطلاب MAN 2 MODEL . أخذت الباحثة فى هذا البحث70
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البيانات استخدمت الباحثة التدريبيه من دفتر. التمرينة التى تستخدم هي التمرين الشفوي فى تحليل البيانات تستخدم SPSS 16

وأخيرا, يظهر البحث أن النمرة الكبرى هي $0,05 < 0,000$. أستخدام الكلمة المرتجلة بطريقة جيدة, لا توجد من بعضها المتركة. كل من هذه ترتيب الطريقة قدمت مائة على مائة.(95.83%).المراد هناك الضف الذي لم يعمل كاملا وبإضافة إلى ذلك, Ho Ha . لأن هو يستطيع ان يشهد من النتيجة الطلاب فى مهارة الكلام من Post -test فى فصل التدريبي هو.61,61 انما مهارة الكلام الطلاب من Post -test فى فصل المحاسبي هو.77, 51. أبعد من ذلك, مهارة القراءة تقريبا فى الفصل التجارى 12 67 (26%) 3,31 (8%) , ان فيه المخالفة الكبرى بين مهارة كلام الطلاب الذين يعلم بطريق كلمة مرتجلة وهم الذين لايعلم به يعنى بطريق العادة. فلهذه المخالفة يظهر أن إستخدام طريق كلمة Critical Incident Critical Incident natural approach استخدام طريق العادة.

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CHAPTER I

INTRODUCTION

A. Background Of The Problem

Speaking is the first mode in which children acquire language, it constitutes the bulk of most people's daily engagement with linguistic activity, and it is the prime motor of language change.¹ On teaching language, speaking is a complex skill, which is considered as measuring language mastery. Speaking can't be showed if there are no skills of the communication in English language. Because in speaking, the students learn how to be able to communicate each other. How people can understand and comprehend the interaction.

As a skill of language in teaching language, speaking has an important rule in communication, so the students master this that skill. Communication is an essential need for human beings. Language as the tool of communication has an important role to reveal an intention to someone else. People will be able to express their thoughts and feelings by using language.

On development skills, means that the teacher helps students in producing language grammatically, logically, and in right pronunciation. In teaching and learning English processes of Indonesian school, especially educational level, speaking skill is included in language skills so, the students

¹ Hughes, Rebecca. 2006. *Spoken English, TESOL and Applied Linguistics Challenges for Theory and Practice*. United State: St. Martin Press. p. 144

should master it. It means, speaking is an important communication skill important in all subject areas in the curriculum. Therefore, speaking is not only a language skill (communication skills), but also problems for the students to master and challenge them to learn it. It can motivate the students to be serious in learning.

MAN 2 MODEL PEKANBARU there are two competences. The first, standard competency; to express meaning of monolog text in narrative, spoof, and hartatory exposition accurately, fluently and acceptable in meaningful context of daily life and be able to acces knowledge. Second, base competency; responding the meaning of monolog text namely narrative text accurately, fluently, and acceptable of Narrative in daily life and so be able to acces knowledge. In fact, based on the writer observation, the writer found that more students in each class do not have ability to speak English. When the teachers ask them to speak, in majority, they are not able to do it well. They need to think what they are going to say. They look confused to express their ideas and they don't have self confident to speak. Then, when a teacher asks them questions, they seen not understand and cannot give response. So, the writer conclude that the problem in speaking could be influenced from many factors. There are internal and external factors. Internal factors are from the students themselves. The problem is that they are afraid of making mistakes because they have lack of vocabulary about their story. On the other hand, even though they have a lot of vocabulary, but they are ashamed to speak, they are not brave enough to speak in front of their friends. A lot of

them are shy to use English in real communication. Only some students are brave enough to use English in real communication.

Based on explanation above it is clear that speaking skill should be mastered by the students. Basically, in MAN 2 MODEL PEKANBARU has done the process of teaching English that follow the indicators and aspects - aspects of the curriculum, but in fact most students in grade 2 at MAN 2 MODEL PEKANBARU, is still not able to communicate / speak in English, at least in daily conversations. The clear views explain that most of students still have the problem and difficulties in communication of English, especially in speaking. The speaking ability of the students is still very far from the expectations of the curriculum. It can be seen from the following symptoms:

1. Some students are not active in speaking English.
2. Some students are not confident to communicate English in teaching and learning process.
3. Some students are silent when the teacher asks them in English.
4. Some students are nervous when they answer the teacher's question.
5. Some of the students are not able to express their ideas in English.
6. Some of the students have low participation in the discussion class.

In the classroom, the Teacher must create the situation that can encourage real communication, many activities can be designed to make majors' element lively. techniques can be applied in teaching speaking because technique is one of potential activities that gives students feeling of

freedom to express themselves. One of the techniques is a critical incident technique. It is one of interesting technique that can be implemented by the teacher/ writer in teaching speaking. Critical incident technique (CIT) is a method of gathering facts (incidents) from domain experts or less experienced users of the existing system to gain knowledge of how to improve the performance of the individuals involved. CIT is activities, that can be found in contextual teaching and learning (CLT). According to Zaini, Hisyam., Bermawiy Munthe., and Sekar ayu Aryani, stated that “Critical incident technique (CIT) is used to bring out the students to show their experiences”.² Therefore, a teacher must be able to involve the students to practice and make the students feel that their experience is important for themselves and share it to the others.

Based on the symptoms above, some of the students have the difficulties that should be solved. The writer is interested in conducting a research which relates to the use of critical incident technique (CIT). Therefore, the writer feels it is necessary to conduct a research entitled:

“THE EFFECT OF USING CRITICAL INCIDENT TECHNIQUE TOWARDS THE SPEAKING ABILITY AT THE SECOND YEAR STUDENTS OF MAN 2 MODEL PEKANBARU”.

² Hisyam Zaini, et all, *Active Learning Strategies*, Yogyakarta: Insan Madani, 2008, p, 2

B. The Definition of the Term

1. Critical Incident Technique

Critical Incident Technique (CIT) is a technique of gathering facts (incidents) from domain experts or less experienced users of the existing system to gain knowledge of how to improve the performance of the individuals involved. In this research, Critical Incident Technique (CIT) is a technique used by the researcher to know its effect toward students' speaking ability.

2. Speaking Ability

Speaking ability is a proficiency of using the language orally.³ In this research, this term means that how the students explore their ideas in spoken language.

C. The Problem

1. The Identification of the Problem

Based on the background of the study mentioned above, the identification of the problem of the research are:

- a. Why are some students not active in speaking class?
- b. Why are some students not confident to communicate English in teaching and learning process?

³ Scott Thornbury. *An A-Z of ELT: A Dictionary of Terms and Concepts used in English Language Teaching*. (Malaysia: Macmillan, 2006), p. 208

- c. Why are some students silent when the teacher asks them in English?
- d. Why are some students nervous when they answer the teacher's question?
- e. Why are some of the students not able to express their ideas in English?
- f. Why do some of the students have low participation in the discussion class?
- g. How is the second year student's ability in speaking by using Critical Incident Technique?
- h. How is the second year students' ability in speaking without using Critical Incident Technique?
- i. Is Critical Incident Technique effective to help students in increasing their speaking ability?

2. The Limitation of the Problem

The writer limits the discussing of the problem about "THE EFFECT OF USING CRITICAL INCIDENT TECHNIQUE TOWARDS STUDENTS SPEAKING ABILITY AT THE SECOND YEAR OF MAN 2 MODEL PEKANBARU".

3. Formulation of the Problem

Based on the problems above, the writer formulates the problems of this research in the following research question:

- a. How is the second year student's speaking ability taught by using Critical Incident Technique (CIT)?
- b. How is the second year students' speaking ability taught without using Critical Incident Technique (CIT)?
- c. Is there any significant difference of the second year students speaking ability taught by using Critical Incident Technique (CIT) ?

D. The Objectives and the Significance of the Research

1. The Objective of The Research

- a. To find out the data about the second year student's speaking ability taught by using Critical Incident Technique (CIT).
- b. To find out the data about the second year student's speaking ability taught without using Critical Incident Technique (CIT).
- c. To find out the data about the significant different of student's speaking ability between taught by using Critical Incident Technique and those who were taught without using Critical Incident Technique.

2. The Significances of the Research

- a. To broaden the writer's knowledge about teaching speaking by using critical incident technique.

- b. To give some inputs for students of MAN 2 MODEL Pekanbaru to improve their speaking ability.
- c. To give some contributions to the students in order to improve student's ability in their speaking.
- d. To fulfill one of the requirements to finish the writer's undergraduate study program (S1) at the Education and Teachers' Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

CHAPTER II

REVIEWING OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Speaking

Speaking is the productive aural/oral skill.⁴ We can say that the speaker must consider the person they are talking to as listeners. The activity that the person does primary based on particular goal. So, it is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across. Flanders says, “The importance of public speaking is demonstrated daily through the words of people in all walks of life: words that help move information from one person to another, words that influence the thinking of others; and words that move people to action.”⁵ Therefore, speaking process should pay attention to willingness and how to say as well as to whom appropriately.

The successful speaking of people can be characterized by talking a lot, participation is even, motivation is high, and language is one of an acceptable levels. There are five basic types of speaking or oral production. They are:⁶

a. Imitative

It is someone interested only what is labelled by “pronunciation.”

She/he imitates a native speaker’s pronunciation.

⁴ David Nunan, *Practical English Language Teaching*, (Sydney, Mc Graw Hill, 2003), p. 48

⁵ Cathrine Flanders, *The Challenge of Effective Speaking*. (New York: Wadsworth Publishing Company, inc. 1979), p. 13

⁶ H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (New York: San Francisco State University, 2004), p.141

b. Intensive

It is someone's ability to gain the meaning of the conversation based on the context.

c. Responsive

It refers to someone's comprehension of the short conversation, standard greeting and small talk, simple request and comment, and the like.

d. Interactive

Interaction consists of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It was more complex than responsive.

e. Extensive (monologue)

Extensive oral production includes speech, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out all together. All of the components which can sign how far students' speaking proficiency is.

2. Speaking Ability

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Speaking is also one of the important skills that must be mastered by students. It can also be known from Kalayo and Fauzan's overview on their opening speech in explanation teaching speaking. They say:

“Many language learners regard speaking ability as the measured of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language, they regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishment in spoken communication”.⁷

Speaking means to say words, when doing this, a person uses his brain and arbitrary organs to say the words or the utterance. Though the activities, the speaker's purpose is to deliver meaning to the person whom is talking to. Hornby states that speaking is the ability of people to make use of the language in ordinary one. In addition to the ideas above, Finocchiaro and Bonomo say that there are six important things to be considered in speaking ability. They are:

- a. Decide what learners want to say.
- b. Select words that fall into the pattern they are going to use.
- c. Select words that fall into the pattern conveying the meaning
- d. Use correct arrangement words
- e. Make sure the appropriate situations'
- f. Place tongue and lips in certain position to produce sounds.⁸

In addition, speaker must be able to make other people understand his or her saying. If the other people can capture the point from speaking, it means that he or she has done a good communication. Speaking is a tool

⁷ Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: Unri press, 2007), p. 101

⁸ Rita, *Improving Students Motivation to Speak English Through Half Crossword at the Year Seven Study*, (Padang: State University of Padang.2009), p.15

communication which becomes the most significant element in teaching as well. Besides, speaking is an activity of presenting thought or ideas in spoken language. In the four English skills, speaking appears as the most important intuitively: people who know language are referred to as 'speaker' of that language and the people who do not know the language is as foreign language learners.

Then, language learners also should know the parts or areas of knowledge involved in speaking. According to Kalayo and Fauzan, there are three areas of that language. The first is mechanics. It is on how we use the right words in the right sequences with the correct pronunciation. So, it includes pronunciation, grammar, and vocabulary. Speaking relates to communication. As a consequence to achieve a successful communication, we have to improve our speaking ability. Referring to Richards and Rodgers in McDonough and Shaw, Communicative view of languages has four characteristics;

- a. Language is a system for the expression of meaning.
- b. The primary function of language is for interaction and communication.
- c. The structured of languages reflects its functional and communicative uses.
- d. The primary units of languages are not merely its grammatical and communicative meaning as exemplified in discourse.⁹

According to Harmer, there are two elements of speaking that we should pay to in having a good ability to speak fluently, there are: Language

⁹ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT*, (New York: Pearson Education, 2003), p 135

features consist of first. Connected speech. In connected speech sound are modified (assimilation), omitted (elision), added (linking r), or weakened (through contraction and stress patterning). Second, expressive devices that consist of pitch and stress of particular and non verbal (paralinguistic). The use of those devices contributes to the ability to convey meaning. They allow extra expression of emotion and intensity. Therefore, students are able to deploy at least some of such supra segmental features and devices in the same way if they are not to be fully effective communicators. Third, lexis and grammar that supply a variety of phrases for different functions such as agreeing and disagreeing, expressive surprise, shock, or approval. Mental/Social processing consists of first, language processing that involves. The retrieval of words and phrases from memory and their assembly into syntactically and proportionally appropriate. Second, interacting with others that speaking involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so. Third information processing that the teacher needs to be able to process the information. However, it should be remembered this instant response is very cultural specific, and is not prized by speaker in many other language communities. Mental/ social processing.¹⁰

¹⁰ Jeremy Harmer, *the Practice of English Language Teaching*, op., cit, p. 269

Next, in evaluating students' speaking skill Brown suggests some forms as follows:¹¹

- a. Grammar
- b. Vocabulary
- c. Comprehension
- d. Fluency
- e. Pronunciation

In conclusion, speaking skill is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. The components of speaking above must be considered and each of them is correlated each other.

3. Teaching Speaking

Teaching is a complex and controversial profession. Teaching speaking is not an easy way as turning up our hand. It needs being professional, dealing with the teacher proficiency in mastering knowledge that related in and technique used. Brown argued that teaching consists of those activities (techniques and exercises) related to delivery of information.¹² It refers to how the teacher transfers the information or knowledge to the students by using technique and exercise. In this research, the research used impromptu speech technique as tool to teach speaking to the students.

¹¹ H Douglass Brown, *Language Assessment: Principles and Classroom Practice*, San Fransisco State University: Longman, 2003, p. 142

¹² James Dean Brown, *The Elements of Language Curriculum*, Boston: Heinle and Heinle Publisher, 1995, p. 179

Teaching speaking here was about hortatory exposition text that is a text designed to persuade the readers or listeners that something should or should not be the case.¹³ In this research, hortatory exposition text tends to persuasive text by giving thesis at the first paragraph, arguments that support the thesis, and recommendation at the end of text as the reinforcement of the arguments.

Speaking skill is one of components involved in curriculum of language teaching that has to be taught by the teachers. The purpose of teaching spoken language is to develop the students' ability in interacting success of the language is that English and involving comprehension as well as production.¹⁴ Besides, speaking is also a crucial part of the language learning process.¹⁵ It is as a tool in delivering or presenting thought or ideas in spoken language. The successful of a teacher can be decided by the way of the presenting the material whether the language is acceptable and easy to understand by the students or not. In edition, there are five principles for teaching English. They are:¹⁶

- a. Be aware of the differences between second language and foreign language learning context.
- b. Give students practice with both fluency and accuracy.
- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
- d. Plan speaking task that involves negotiation for meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

¹³ Th. M. Sudarwati and Eudia Grace, *Look Ahead; for Senior High School Students Year XI*, Erlangga, 2006, p. 204

¹⁴ Arthur Hughes, *Testing for Language Teacher*, Cambridge: Cambridge University, 2003, p.113

¹⁵ *Op.Cit*, Kalayo Hasibuan, p, 104

¹⁶ *Loc.Cit*, David Nunan, P, 54-56

Briefly, learning to speak in a foreign language will be facilitated when learners are actively engaged in attempting to communicate. In other words, the students are using any and all the target language at their command to perform some kinds of oral task.¹⁷ Communicative competence is taken to be the objective of language teaching. Then, the teaching point is simply to get meaning across, to be able to communicate some referential meaning in the target language.

According to I. S. P. Nation Jonathan Newton, the aims of a beginners teaching speaking are:¹⁸

- a. To help the learners be able to cope with meaning focused output as soon as possible.
- b. To motivate them in their language study by getting them to engage in successful speaking.
- c. To make the early learning as relevant as possible to their language use needs.

The logical starting place of any language teaching is oral work. There are some usefulness of oral language. They are:¹⁹

- a. To suggest new ideas: when the teacher wants to increase students' speaking. Firstly he has to introduce new ideas to the students so that they will discuss or talk among them on the topic. The topic given is according to experiences and interests of students.
- b. When the new ideas are introduced, the students' vocabularies would be improved.

¹⁷ Jeremy Harmer, *How to Teach English: An Introduction to the Practice Language Teaching*, England: Longman, 1998, p, 87

¹⁸ I. S. P. Nation Lonathan Newton, *Teaching ESL/ EFL Listening and Speaking*, New York: Routledge, 2009, p, 17

¹⁹ Dr. M. F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools and Technique*, Jaipur: Sunrise Publishers Distributors, 2008, p, 102-103

- c. When the students learn new ideas and vocabulary, they must be given the knowledge of way of arranging words properly so they can apply them in their speech.
- d. When students learn way of arranging words properly, the teacher should develop students' habit in speaking. He can develop it by asking questions and receiving answers from students so the habit of speaking can be developed among to the students.

In conclusion, teaching speaking cannot be ignored as an important English skill to be mastered in order to enable the students to use the target language as well as possible. In teaching speaking, the researcher teaches the students deal with the students' text books and their prior knowledge added by supplement material that still correlate to syllabus by applying critical incident technique.

4. The Concept of Critical Incident Technique

In teaching and learning process, teacher should have the interest strategy. An interest strategy of teaching is needed in teaching and learning process in order to achieve the goals in curriculum. The aim of speaking is to improve student's ability in order that they will be able to communicate to others. In order to get the target, the teacher needs to use the appropriate and interesting strategy in teaching. One of the goals of speaking is to make students able to express themselves orally. The researcher has one technique to make the students express themselves to others based on students experinces.

a. The Definition of Critical Incident Technique

*Flanagan (1954) pointed out that critical incident technique of experinced analysis is used to identify self behaviors that classify in good and poor performance.*²⁰ In this case it means that the analysis of speaking students performance in their learning of English. In addition, *critical incident technique*, incident involves the collection of observations of student's behaviors that are both effective and ineffective.²¹ So, based on the opinions above, the writer concludes that the critical incident technique prepares students to communicate to each other with personal context of every student. Then the students can share their experinces to the others.

*According to Dave Ngo, Critical Incident Technique is a method of gathering facts (incidents) from domain experts or less experienced users of the existing system to gain knowledge of how to improve the performance of the individuals involved.*²²

*According to Abbott & Schuster, 1984, "Critical Incident Technique is simply, critical incident involves the collection of observations of students behaviors that are both effective and ineffective."*²³

b. The Advantages of Critical Incident Technique.²⁴

- 1) Flexible method that can be used to improve multi-user systems.

²⁰ Flanagan. Critical Incident Technique. Retrieved on 21 June 2011 p, 1
<http://www.humanresources.hrvinet.com/critical-incident-technique-cit-model/>

²¹ Ibid p, 1

²² Davi Ngo, hrvinet.com. *Critical Incident Technique (CIT)*,
<http://www.usabilitybok.org/methods/p2052>, on 21 June 2011

²³ Flanagan, *Critical Incident Technique Model*,
<http://www.humanresources.hrvinet.com/critical-incident-technique-cit-model/>. Acces at 18 june, 2011. 20.00wib.

²⁴ Ibid p. 2

- 2) Focuses on important issues e.g. safety critical events, so may bring major benefits.
- 3) The CIT is useful for identifying rare events that might not be picked up by other methods that focus on common or everyday events.
- 4) Can be applied using questionnaires or interviews.
- 5) Be useful when problems occur but the cause and severity are not known.
- 6) Data are collected directly from the respondent in his or her own words (users' views, NOT designers').
- 7) Focus on unusual or extraordinary may be more helpful than routine data.
- 8) Does not force the respondents into any given framework.
- 9) Flexible method.
- 10) Inexpensive and provides rich information.
- 11) Identifies even rare events that might be missed by other methods which only focus on common and everyday events.
- 12) Useful when problems occur but the cause and severity are not known.
- 13) Emphasizes the features that will make a system particularly vulnerable and can bring major benefits.

The writer can conclude about the advantages that Critical Incident Technique is useful in learning processes especially in speaking. Students can show their experiences in every day event that they got; the data, story, by interview, or video and share it by english performance. The students will enjoy to show and share the story in front of the class by good preparation before and without thinking or do not confuse what are they want to share to the class. It is because the students have done group discussion before from their experiences.

c. Purpose of Critical Incident Technique (CIT):²⁵

- 1) Build speaking descriptions, speaking specification and speaking standard.
- 2) Create a list of good and bad behaviors which can then be used for performance appraisal.
- 3) Test the effectiveness of the speaking description and speaking specification.

It means that Critical Incident Technique can show students experiences and students share by speaking English about the discussion of the experiences based on topic. Then the teacher will get the value of students speaking performance.

d. The Critical Incident Technique includes five steps as follows²⁶:

1) Prepare Critical Incident:

- a) Make interviews plan and inform to individuals who concerned.
- b) Critical Incidents can be collected using self experiences, questionnaires, critical reports, phone interviews.

2) Obtain materials: Obtain records such as investigation and accident records from individuals or agencies concerned.

3) Gather facts:

- a) Interview individuals who have experienced problems or who have observed others who have had problems.
- b) You can use critical incident technique in order to do interview.

4) Analysis:

- a) Brainstorm and create lists of dimensions, events of job behaviors

²⁵ Jhon myer, *Purpose of Critical Incident Technique*,
<http://www.humanresources.hrvinet.com/critical-incident-technique-cit-model/> Retrieved on 21 June 2011.

²⁶ Ibid.

- b) The analyst looks for events that occur with some frequency, how often they occur and under what conditions the events occur.
- c) Create categories of these frequent events.
 - d. List examples of effective and ineffective behavior for each dimension

5) Interpret:

- a) The analyst rates each incident according to its value to the other students.
- b) Review results of a critical incident technique can be fed back into system to reduce or eliminate the cause of loss.
- c) The final and most important aspect is the evaluation, which will determine if the solution that was selected will solve the root cause of the critical incident.

In other explanation about steps of Critical Incident Technique are as follows:

Step 1: Gathering Facts

The methodology usually student is an open-ended questionnaire, gathering retrospective data. The events should have happened fairly recently: the longer the time period between the events and their gathering, the greater the danger that the users may reply with imagined stereotypical responses. Interviews can also be used, but these must be handled with extreme care not to bias the user.

Step 2: Content Analysis

Subsequent steps in the CIT consist of identifying the content or themes represented by clusters of incidents and conducting "retranslation" exercises during which the analyst or other respondents sort the incidents into

content dimensions or categories. These steps help to identify incidents that are judged to represent dimensions of the behavior being considered.

This can be done using a simple spreadsheet. Every item is entered as a separate incident to start with, and then each of the incidents is compiled into categories. Category membership is marked as: identical, quite similar, could be similar. This continues until each item is assigned to a category on at least a 'quite similar' basis. Each category is then given a name and the number of the responses in the category are counted. These are in turn converted into percentages (of total number of responses) and a report is formulated.

Step 3: Creating Feedback

It is important to consider not only the bad (negative) features of the report, but also the positive ones, so as not to undo good work, or to make destructive recommendations. The poor features should be arranged in order of frequency, using the number of responses per category. Same with the good features.

Go back to the software and examine the circumstances that led up to each category of critical incident. Identify what aspect of the interface was responsible for the incident. Sometimes one finds that there is nothing, but several aspects of an interaction that lead to a critical incident; it is their conjunction together that makes it critical and it would be an error to focus on

one salient aspect - for instance, to focus on the very last event before the incident.

e. The Procedure of Critical Incident Technique

Critical incident technique is a technique to show and to re thinking about students experiences and than make they are will be better in the future.²⁷ The step of Critical Incident Technique to get a good speaking performance of the students experience based on topic are including:

1. The teacher ask the students to make the condition of their experiences based on the topic of the lesson. For example about the debate, drama, games, sti,ulation practice, pactizing of imajination, study case, video, and etc.
2. Ask the students to share their story about their experienced. What are the students do, think, and fill in their experience.
3. Ask the students to think and ask themselves about the purpose of their experience. Aks about the advantages, implication and make the conclusion about the experience.
4. Finally, ask the students to think about their action in the future with their experience. How students can make the new action about new experience of their life in the future, how can they make experienced become something usefull in daily life.

²⁷ Melvin L Silberman, *101 Active Learning Strategies to Teach Any Subject*, Bandung. Nusa Media.,2011, P, 215

And the writer conclude the step based on the condition of the class with the indicators:

1. The teacher gives the firsts knowlrdge about the use of critical incident technique.
2. Students should prepare some topic about their experience in daily live.
3. The teacher aks the students to share the xperience in the group. And discuss about the problemn of the experience, what would students do and what the solusion? (collecting details of the incident from the experience of the student)
4. The teacher the other students to look at the solution to help decide how to resolve the feedback about the topic.
5. The teacher ask the students to share their english performance based on the topic in front of the class. After the group discuss the topic based on the group.

f. Drawbacks of the Method

- 1) It focuses on critical incidents therefore routine incidents will not be reported. It is therefore poor as a tool for routine task analysis.
- 2) Respondents may still reply with stereotypes, not actual events. Using more structure in the form improves this but not always.
- 3) Success of the user reported critical incident method depends on the ability of typical end users to recognize and report critical

incidents effectively, but there is no reason to believe that all users have this ability naturally.

B. Relevant research

As a matter fact, there are some previous researchers regarding with the effectiveness of using technique in improving students speaking ability. one of which was conducted by Yanti entitled ‘the influence of using picture stories in teaching speaking toward student’s speaking achievement at second year students of MAN Rengat’. She found out that the students did not have ideas when they wanted to speak English without any visual aids (picture). They said to speak English with their friends or teacher and they had low interest to speak English at the classroom. She also found that by using games in teaching speaking could influence the student’s speaking achievement.

In 2009, RITA²⁸ conducted a research entitled ‘improving students motivation to speak English through half crossword at the second year seven students of SMPN 2 Rambah Hilir’, she concluded that by using half crossword was effective means to arouse the student’s motivation in learning speaking. In this research, the differentiation with the writer, the strategy is different and the writer only wants to know the effect of critical Incident Technique toward speaking ability of students and not achievement.

²⁸ Rita, *Improving Students Motivation to Speak English Through Half Crossword at the Second Year Seven Students of SMPN 2 Rambah Hilir*, 2009, unpublished.

In 2009, Yasir Amri²⁹ conducted the classroom action research entitled “Improving Students’ Speaking Skill by Using Improvised Drama Technique of Semester two at Class B of the English Education Department of UIN Suska Riau”, the researcher took this research as her related finding because the technique used in that research has the same advantages, one of them is Improvised Drama which is able to improve students’ speaking spontaneity and confidence. In fact, by having analyzed and calculated the data from the test, observation, field note, and interview showed that improved drama technique improved the students’ speaking skill.

C. Operational Concept

In order to avoid misunderstanding about this study, it is necessary to explain about the variable used in this study. As mentioned by Syafi’i that all related theoretical frameworks can be operated in the operational concepts.³⁰

As told earlier, this research focuses on students speaking ability. The theoretical concepts of this research explained above are still in general and abstract. They need to be described operationally by particular words or indicators so that they can be measured empirically. In this research, the writer concludes several indicators to be operated in the operational concept.

And the research consist of two variables (variable X and variable Y) which variable X is the group of control and experiment, which refer to the

²⁹ Yasir Amri, mIproving Students’ Speaking Skill by Using Improvised Drama Technique of Semester two at Class B of the English Education Department of UIN Suska Riau, 2009, unpublished.

³⁰ M.Syafi’i, *From Paragraph to a Research Report: A Writing of English for Academic Purposes*, Pekanbaru:LBSI,2007, p. 122

assumption of statistical analysis of using Independent sample T-test, where the independent scale should be nominal and variable Y is the students speaking ability. Therefore, the operational concepts can be seen in the following indicators:

CIT model is a method used for collecting observations of human behavior that are judged to be “effective” or “ineffective” in work, activities. “Critical incident is an event that has a significant effect, either positive or negative, on task performance or user satisfaction, thus affecting usability.”³¹

According to Melvin L Silberman there are five steps of Critical Incident Technique procedure with the indicators as follow:

1. The teacher gives the first knowledge about the use of critical incident technique.
2. Students should prepare some topic about their experience in daily life.
3. The teacher asks the students to share the experience in the group. And discuss about the problem of the experience, what would students do and what the solution? (collecting details of the incident from the experience of the student)
4. The teacher asks the other students to look at the solution to help decide how to resolve the feedback about the topic.

³¹ Jacob Hanrick, *Computer Science at Virginia Tech*.
<http://www.humanresources.hrvinet.com/critical-incident-technique-cit-model/>. Acces at 18 june, 2011. 20.00wib.

5. The teacher ask the students to share their english performance based on the topic in front of the class. After the group discuss the topic based on the group.

Then the indicators of students speaking skill Brown suggests some forms as the dependent or Y variable can be seen as follows:³²

1. The students are able to use correct grammar in speaking. (grammar)
2. The students are able to use proper words in speaking.(vocabularies)
3. The students are able to express the comprehensible ideas.(comprehension)
4. The students are able to produce acceptable pronunciation in speaking (pronunciation)
5. The students are able to produce speech without filter and pause while retelling a story.(fluency)

D. Assumption and hypotheses

1. The Assumption

This Research is based on following assumptions:

- a. Teaching speaking by using Critical Incident Technique may improve students speaking ability.
- b. Using Critical Incident Technique in teaching speaking may improve students in retelling story of their live.
- c. Speaking ability is varied.

³² Jeremy Harmer, *loc.cit.*, p. 269

2. The Hypothesis

Ho : There is no significant difference of the improvement of students speaking ability between those students who are taught by using Critical Incident Technique at the second year students of MAN 2 MODEL PEKANBARU.

H_a : There is significant difference of the improvement of students speaking ability between those students who are taught by using Critical Incident Technique at the second year students of MAN 2 MODEL PEKANBARU.

CHAPTER III

THE RESEARCH METHOD

A. The Research Design

The type of this research is an experimental research. Experiment is testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.³³ In this research, the writer will use quasi-experimental design with non equivalent control group. This design is identical to the pretest –posttest control group design in all respect except for the random assignment of subject to conditions.³⁴ It is an appropriate one to this research in order to know the significant difference of using Critical Incident Technique to improve students speaking ability. In this research, the writer used oral test. It involves two classes, an experiment class and control class. The experiment class means the students who are given the treatment by using Critical Incident Technique, while the control class is a group of students who are not given Critical Incident Technique.

³³Jhon.W.Cresswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, New Jersey: Pearson Education, 2008, p. 299

³⁴Ibid, p. 15

The Research Design Simply Schematized as Follow.³⁵

Group A O ——— X ——— O

Group B O ————— O

Where:

X = represents an exposure of a group to an experimental variable or event, the effects of which are to be measured.

O = represent an observation or measurement.

X's and O's in a given row are applied to the same specific persons. X's and O's vertical to one another are simultaneous.

The left-to-right dimension indicates the temporal order (sometimes indicated with an arrow).

In conducting this research, the researcher takes two classes; one class is as an experimental class taught by critical incident technique and one other is as a control class taught by conventional technique. In the experimental class, the students is administered by giving pre-test at the beginning of the teaching learning in order to know students speaking ability. Then there is a treatment at the middle. During treatment, the writer corporates with the observer, and post-test at the end of the teaching and learning processes in order to find out the effect of using critical incident technique towards students' speaking ability.

³⁵Jhon.W.Cresswell, Reserch Design : Qualitative and Quantitative Approaches, California: SAGE Published, 1994, p. 133

TABLE III.1**The Table of Experiment and Control Class**

1.	Experimental Class	Sample	Pre-test	Treatments	Post test
2.	Control Class	Sample	Pre-test		Post test

B. The Location and the Time of the Research

The research was be conducted at the second year students of of MAN 2 Model Pekanbaru. The research was be done for eighth weeks, started from April to July 2012.

C. The Subject and the Object of the Research

Subject of the research is the second year students of MAN 2 Model Pekanbaru. The object of this research is the effect of critical incident technique towards students' speaking ability.

D. The Population and the Sample of the Research

The population of this research is the second year students of MAN 2 MODEL PEKANBARU in 2011/2012 academic year. It has seven classes, which consist of four classes of science and three classes of social department. The number of the second year students of MAN 2 MODEL PEKANBARU is 245 students. The population was relatively large, then the writer took only two classes of seven classes after knowing their homogeneous from their score; XI IPA I was as the experimental class and XI IPA II was as the control class. Those

were as the samples of the research by number 70 students; 35 students for control class and 35 students for experimental class.

TABLE III.2

Sample of the Research

No	Class	Total students
1	XI IPA ¹ (Experimental class)	35
2	XI IPA ² (Control class)	35
TOTAL		70

The Research Design Simply Schematized as Follow:³⁶

Pre-and Posttest Designs		Time	
Control Group	Pretest (Speaking Ability)	Conventional Technique	Posttest (Speaking Ability)
Experimental Group	Pretest (Speaking Ability)	Critical Incident Technique	Posttest (Speaking Ability)

E. The Reliability and the Validity of the Test

The test used for testing students' speaking ability has to have reliability and validity. According to Gay, reliability is the degree to which a test

³⁶ Jhon.W.Cresswell. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. (New Jersey: Pearson Education, 2008), p. 314

consistently measures whatever it is measuring.³⁷ It is reflected in the obtaining how far the test or instrument test that enable to measure the same subject on different occasions that indicates the similar result. In short, the characteristic of reliability is sometimes termed consistency. In this research, to know the reliability of the speaking test, the writer used inter rater reliability, because the researcher has two raters in order to score the students' speaking ability. Gay said that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then the scores of the rater 1 correlated with the scores of the rater 2. The higher correlation, the higher the inter judge reliability. The following table will describe the correlation between score of rater 1 and the score of the rater 2 by using pearson product moment correlation formula through SPSS 16 Version:

TABLE III. 3

Correlations

		Rater_1	Rater_2
Rater_1	Pearson Correlation	1	.500**
	Sig. (2-tailed)		.002
	N	35	35
Rater_2	Pearson Correlation	.500**	1
	Sig. (2-tailed)	.002	
	N	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

³⁷ Op.cit. L.R. Gay. P. 169

From the output above, it can be seen that r calculation is 0.500 will be correlated to r table, $df=68$. Because $df=68$ is not found from the r table, so the writer takes $df=70$ to be correlated either at level 5% or 1%. At level 5% r table is 0.232, while at level 1% r table is 0.302. Thus, the r observation is obtained higher than r table, either at level 5% or 1%. So the writer conclude that there is a significance correlation between score of rater 1 and score of rater 2. In the other words, the speaking test is reliable. The reliability of speaking test is very high.

To know the validity of the test, the writer used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured called content validity.³⁸ It means the test had fulfilled the validity of the content. In other words, the materials of the test have been taught at the second year of MAN 2 MODEL Pekanbaru. It was familiar material and closed to the students' daily life. It was appropriate to the students' knowledge, insight and experience. Moreover, the materials was takes from guidance book for the students and other related resources. The writer prepared some topics based on the topics discussed at the time. The topic would be chosen randomly by students and they presented it in front of class. The voice of the students was recorded.

³⁸ Ag. Bambang Setiyadi, *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*, Yogyakarta: Graha Ilmu, 2006, p.23

F. The Technique of Collecting Data

In this research, the the writer used test as an instrument to collect data. The test was used to find out the students' speaking ability. The data of this research was the scores of the students' speaking ability obtained by using speaking test. The test was done twice, the first was pre-test given before treatment and the second was posttest given after treatment intended to obtain students' speaking ability at the second year of MAN 2 MODEL Pekanbaru.

The speaking result was evaluated by concerning five components and each component had score or level. Each component had 20 the highest score and the total of all components was 100. The specification of the test is as follow:

TABLE III.4
The Specification of the Test

No	Speaking skill	The highest score
1	Pronunciation	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
	Total	100

Hughey states that the mean score is classification of students' score as follow:

TABLE III.5
Classification Of Students' Final Score

Score	Category
85-100	Very Good to Excellent
65-84	Average to Good
45-64	Poor to Fair
45	Very poor

G. The Technique of Data Presentation and Analysis

1. Different Score

This analysis was used to find out the improvement of students' speaking ability that occurred before and after learning process that was calculated by D factor (Different Score). It is the difference between the pretest and posttest.

D = different score between pre-test and post-test

The results of calculation of the N-Gain then interpreted using the classification of Hake in Meltzer.

TABLE III.6
N-Gain (g) classification

g scale	Interpretation
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Middle
$g < 0,3$	Low

2. The Reliability and validity of the Test

The test that measuring of students' speaking ability had to have reliability and validity. According to Gay, reliability is the degree to

which a test consistently measures whatever it is measuring.³⁹ It is reflected in the obtaining how far the test or instrument test that enable to measure the same subject on different occasions that indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency.

In this research, to know the reliability of the speaking test, the writer used inters rater reliability. The writer has two raters in order to score the students' speaking ability. Gay says that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both (more) judges. The higher correlation, the higher the inter judge reliability. The writer used SPSS.16 Version to see the score correlation between the raters.

r product moment can be obtained by considering the degree of freedom (df) as below:

$$df = N - nr$$

N = number of cases

nr = the total variable correlated

Statistically the hypotheses are:

$$H_0 : r_o < r_t$$

$$H_a : r_o \geq r_t$$

H_0 was accepted if $r_o < r_t$ or there was no significant correlation between score from rater 1, rater 2.

³⁹ L. R. Gay, op.cit., p. 169.

H_a was accepted if $r_o = r_t$ or there was a significant correlation between score from rater 1, rater 2.

To know the validity of the test, the researcher used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured called content validity.⁴⁰ It means the test had fulfilled the validity of the content.

3. T – test

In order to find out whether there was a significant difference on students' ability in speaking between those taught by using critical incidents technique and those were not, the data was statistically analyzed. In this research, the researcher used SPSS.16 Version to calculate the data. The result of t-test analyzing could be seen on the SPSS output. The significant level chosen in analyzing the score t_o (t-observed) was 5% or 0.05.

H_a was accepted if: $t_o > t_t$

or If probabilities < 0.05

It means there was a significant difference on students' ability in speaking between those taught by using critical incident technique and those were not.

H_o was accepted if: $t_o < t_t$

or If probabilities > 0.05

⁴⁰Ag. Bambang Setiyadi, Metode Penelitian Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif, Edisi Pertama (Yogyakarta: Graha Ilmu, 2006), p. 23.

It means there was no a significant difference on students' ability in speaking between those taught by using critical incident technique and those were not.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data

The aim of this research is to obtain the significant difference of improvement of students' speaking ability between the students who were taught by using critical incident technique and those who were not.

The first data was different score analysis. It was used to find out the improvement of students' ability in speaking between both of classes. The second was t-test analysis. It was used to determine that there was the significant difference between the mean of independent and dependent variable. The writer taught within eight meeting that consisted of twice in a week. It was from April 30th to July 16th of 2012 including pre-test and post-test.

In giving test; pre-test and post-test, the students were asked to speak spontaneously without any specific preparation by giving certain topic that had been explained by the teacher. The sequence of students' speaking was obtained about 5 (five) minutes. The speaking test was deal with narrative text. It was the topic that being taught at the time and was evaluated by concerning five components of students' speaking ability; pronunciation, grammar, vocabulary, fluency, and comprehension. Each component had its score.

B. The Data Presentation

1. The improvement of students' ability in speaking

Different was calculated with the help of Microsoft Excel program by dividing the difference of post-test score and pre-test score with the difference of ideal score and pre-test scores.

TABLE IV.1

Different Score

No	Name	Exp class		Different Score (D)	Cont Class		Different Score (D)
		Pre	Post		Pre	Post	
1	S-1	42	58	16	46	48	2
2	S-2	46	52	6	44	44	0
3	S-3	44	52	8	52	50	-2
4	S-4	52	60	8	44	50	6
5	S-5	52	54	2	42	56	14
6	S-6	52	54	2	54	56	2
7	S-7	46	58	12	42	48	6
8	S-8	54	60	6	48	50	2
9	S-9	52	66	14	40	56	16
10	S-10	50	68	18	54	54	0
11	S-11	42	64	22	52	58	6
12	S-12	42	72	30	52	54	2
13	S-13	44	70	26	48	48	0
14	S-14	48	60	12	40	40	0
15	S-15	46	62	16	44	50	6
16	S-16	54	70	16	52	54	2
17	S-17	50	64	14	44	48	4
18	S-18	46	64	18	46	54	8
19	S-19	40	58	18	48	48	0
20	S-20	50	58	8	46	60	14
21	S-21	42	72	30	50	50	0
22	S-22	52	66	14	52	58	6
23	S-23	54	60	6	56	60	4
24	S-24	50	58	8	46	48	2
25	S-25	52	60	8	46	54	8
26	S-26	50	62	12	50	60	10
27	S-27	50	64	14	52	52	0
28	S-28	50	58	8	54	60	6
29	S-29	54	68	14	50	52	2
30	S-30	50	68	18	52	70	18
31	S-31	50	66	16	50	64	14
32	S-32	44	70	26	44	60	16
33	S-33	46	64	18	48	66	18
34	S-34	52	62	10	48	68	20
35	S-35	56	74	18	48	68	20

2. The Effect of using Critical Incident Technique toward Students' Speaking Ability

The data of this speaking test were the scores of the students' improvement from pre-test to post-test for both experimental and control class. The data was collected through the following procedures:

- a. The writer asked the students either experimental or control class to speak orally in the spur of the moment (spontaneously speaking).
- b. The students' speaking performance was recorded and evaluated by using Brown theory. They are pronunciation, grammar, vocabulary, fluency and comprehension.
- c. The students' speaking results were evaluated by two raters.
- d. The writer added the scores from the raters and divided it.

Actually, the numbers of students either experimental or control class has 36 each, but there were only 35 students for experimental class and 35 students for control class who always come and followed learning activities. In this case, there were five other students; two students from experimental class and control class for the rest, who did not get enough treatment even some of them never had it at all. It was caused by many reasons, they were sick, absent, unmotivated; go outside when studying English begin, and stop studying, but those factors did not influence the validity of the data because there were the same data from the beginning until the end. So, the data were only taken from the students who always

come to school and followed the treatment given. To make clearer, the students' speaking test result could be seen on the Appendix 1 (Students' pre-test score of experimental class), Appendix 2 (Students' pre-test score of control class), Appendix 3 (Students' post-test score of experimental class), and Appendix 4 (Students' post-test score of control class).

3. Pre-test

a. Experimental class

Based on the table of speaking components of students' speaking ability at experimental class (**Appendix 1**), it can be seen that the students' speaking ability in each component was various proven by each mean of each component; pronunciation, grammar, vocabulary, fluency and comprehension. Among the five components that had been mentioned, the lowest mean score was pronunciation; 41.4 and the highest mean score was comprehension; 55.4 while students' grammar was 45.7, vocabulary was 53.4 and fluency was 47.4 So these indicated that the students had low ability in using those components that had important role in spoken English. However, the total of mean score of students' speaking ability at experiment pre-test was 48.69. While the description of students' pre-test of experimental class at the second year of MAN 2 MODEL Pekanbaru was on the following table:

TABLE IV.2

**The Description Of Frequency Of Students' Pre-Test Scores Of
Experimental Class**

		Pre_exp			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	2.9	2.9	2.9
	42	4	11.4	11.4	14.3
	44	3	8.6	8.6	22.9
	46	5	14.3	14.3	37.1
	48	1	2.9	2.9	40.0
	50	9	25.7	25.7	65.7
	52	7	20.0	20.0	85.7
	54	4	11.4	11.4	97.1
	56	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Referring on the table above, it shows that there was 1 student who got score 40 (2.9%), 4 students got 42 (11.4%), 3 students got 44 (8.6%), 5 students got 46 (14.3%), 1 students got 48 (2.9%), 9 students got 50 (25.7%), 7 students got 52 (20.0%), 4 students got 54 (11.4%), and 1 student got 56 (2.9%).

Based on table above, it can be seen that the total number of students was 35 students. The highest score was 56 and the lowest score was 40. The highest frequency was 9 at the score of 50. While, the statistical of this data is at the following table:

TABLE IV.3
Statistics

Pre_exp		
N	Valid	35
	Missing	0
Mean		48.69
Std. Error of Mean		.719
Median		50.00
Mode		50
Std. Deviation		4.255
Minimum		40
Maximum		56
Sum		1704

b. Control class

Based on the table of speaking components of students' speaking ability at control class (**Appendix 2**), it can be seen that the students' speaking ability in each component was various proven by each mean of each component; pronunciation, grammar, vocabulary, fluency and comprehension. Among the five components that have been mentioned, the lowest mean score was pronunciation; 41 and the highest mean score was comprehension; 55 while students' grammar was 47, vocabulary was 51 and fluency was 45. So these indicate that the students have low ability in using those components that had important role in spoken English. However the total of mean score of students' speaking ability at experiment pre-test was 48.11. While the description of

students' pre-test of control class at the second year of MAN 2 MODEL Pekanbaru was on the following table:

TABLE IV.4
The Description Of Frequency Of Students' Pre-Test Scores Of Control Class

		Pre_control			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	5.7	5.7	5.7
	42	2	5.7	5.7	11.4
	44	5	14.3	14.3	25.7
	46	5	14.3	14.3	40.0
	48	6	17.1	17.1	57.1
	50	4	11.4	11.4	68.6
	52	7	20.0	20.0	88.6
	54	3	8.6	8.6	97.1
	56	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Based on the table above, it can be seen that there were 2 students who got 40 (5.7%), 2 students got 42 (5.7%), 5 students got 44 (14.3%), 5 students got 46 (14.3%), 6 students got 48 (17.1%), 4 students got 50 (11.4%), 7 students got 52 (20.0%), 3 students got 54 (8.6%), and 1 students got 56 (2.9%).

Based on the table above, it can be seen that the total number of students was 35 students. The higher score was 56, and the lowest score was 40. The highest frequency was 7 at score of 52. While the statistical of this data is at the following table:

TABLE IV.5
Statistics

Pre_control		
N	Valid	35
	Missing	0
Mean		48.11
Std. Error of Mean		.710
Median		48.00
Mode		52
Std. Deviation		4.199
Minimum		40
Maximum		56
Sum		1684

4. Post-test

a. Experimental Class

Based on the table of speaking components of students' speaking ability at experimental class (**Appendix 3**), it can be seen that the students' speaking ability in each component was various proven by each mean of each component; pronunciation, grammar, vocabulary, fluency and comprehension. Among the five components that had been mentioned, the lowest mean score was pronunciation; 58 and the highest mean score was comprehension; 74 while students' grammar was 63, vocabulary was 70 and fluency was 66. So, these indicated that the students had low ability in using those components that had

important role in spoken English. However the total of mean score of students' speaking ability at experiment pos-test was 62.74. While the description of students' post-test of experimental class at the second year of MAN 2 MODEL Pekanbaru was on the following table:

TABLE IV.6

The Description Of Frequency Of Students' Post-Test Scores Of Experimental Class

		Post_exp			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	52	2	5.7	5.7	5.7
	54	2	5.7	5.7	11.4
	58	6	17.1	17.1	28.6
	60	5	14.3	14.3	42.9
	62	3	8.6	8.6	51.4
	64	5	14.3	14.3	65.7
	66	3	8.6	8.6	74.3
	68	3	8.6	8.6	82.9
	70	3	8.6	8.6	91.4
	72	2	5.7	5.7	97.1
	74	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Based on the table above, it can be seen that there were 2 students who got 52 (5.7%), 2 student got 54 (5.7%), 6 students got 58 (17.1%), 5 student got 60 (14.3%), 3 students got 62 (8.6%), 5 students got 64 (14.3%), 3 students got 66 (8.6%), 3 students got 68 (8.6%), 3 students got 70 (8.6%), 2 students got 72 (5.7%), and 1 students got 74 (2.9%).

Based on the table above, it can be seen that the total number of students was 35 students. The higher score was 74, and the lowest score was 52. The highest frequency was 6 at score of 58. While, the statistical of this data is at the following table:

TABLE IV.7
Statistics

N	Valid	35
	Missing	0
Mean		62.74
Std. Error of Mean		.977
Median		62.00
Mode		58
Std. Deviation		5.782
Minimum		52
Maximum		74
Sum		2196

b. Control Class

Based on the table of speaking components of students' speaking ability at control class (**Appendix 4**), it can be seen that the students' speaking ability in each component is various proven by each mean of each component; pronunciation, grammar, vocabulary, fluency and comprehension. Among the five components that have been mentioned, the lowest mean score was pronunciation; 45 and the highest mean score was comprehension; 63 while students' grammar was 51, vocabulary was 59 and fluency was 55. So these indicated that the students had low ability in using those components that had

important role in spoken English. However the total of mean score of students' speaking ability at control post-test was 54.74. While the description of students' post-test of control class at the second year of MAN 2 MODEL Pekanbaru was on the following table:

TABLE IV.8
The Description Of Frequency Of Students' Post-Test Scores Of Control Class

Post_control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	2.9	2.9	2.9
44	1	2.9	2.9	5.7
48	6	17.1	17.1	22.9
50	5	14.3	14.3	37.1
52	2	5.7	5.7	42.9
54	5	14.3	14.3	57.1
56	3	8.6	8.6	65.7
58	2	5.7	5.7	71.4
60	5	14.3	14.3	85.7
64	1	2.9	2.9	88.6
66	1	2.9	2.9	91.4
68	2	5.7	5.7	97.1
70	1	2.9	2.9	100.0
Total	35	100.0	100.0	

Based on the table above, it can be seen that there are 1 students who got 40 (2.9%), 1 student got 44 (2.9%), 6 student got 48 (17.1%), 5 student got 50 (14.3%), 2 students got 52 (5.7%), 5 students got 54 (14.3%), 3 students got 56 (8.6%), 2 students got 58 (5.7%), 5 students got 60 (14.3%), 1 students got 64

(2.9%), 1 student got 64 (2.9%), 1 student got 66 (2.9%), 2 student got 68 (5.7%), 1 student got 70 (2.9%),

Based on the table above, it can be seen that the total number of students was 35 students. The higher score was 70, and the lowest score was 40. The highest frequency was 6 at score of 48. While the statistical of this data is at the following table:

TABLE IV.9
Statistics

Post_control		
N	Valid	35
	Missing	0
	Mean	54.74
	Std. Error of Mean	1.194
	Median	54.00
	Mode	48
	Std. Deviation	7.064
	Minimum	40
	Maximum	70
	Sum	1916

However, generally the statistical description of data can be seen at the following table description:

TABLE IV.10
General Statistics

		Pre_ex	Post_ex	Pre_con	Post_con
N	Valid	35	35	35	35
	Missing	0	0	0	0
Mean		48.69	62.74	48.11	54.74
Std. Error of Mean		.719	.977	.710	1.194
Median		50.00	62.00	48.00	54.00
Mode		50	58	52	48
Std. Deviation		4.255	5.782	4.199	7.064
Minimum		40	52	40	40
Maximum		56	72	56	70
Sum		1704	2196	1684	1916

Based on the statistical description table above, it shows the detail description of all the data. It can be seen the differences mean, std. error of mean, median, mode, std. deviation and other data of both experimental and control class.

C. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the difference on students' speaking ability between those students who were taught by using critical incident technique and those who were not at the second year of MAN 2 MODEL Pekanbaru.

TABLE IV.11**Group Statistics**

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	1	35	14.06	7.071	1.195
	2	35	6.63	6.682	1.130

Based on the table above, it could be seen that the total students' from each class, the experimental class (1) consisted of 35 students and so did control class (2). The mean of experimental class improvement was 14.06, and the mean of control class improvement was 6.63. Standard deviation from experimental class was 7.071, while standard deviation from control class was 6.682. Standard error mean from experimental class was 1.195, and control class was 1.130.

TABLE IV.12
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.006	.939	4.517	68	.000	7.429	1.644	4.147	10.710
	Equal variances not assumed			4.517	67.784	.000	7.429	1.644	4.147	10.710

Based on the output SPSS above, Independent-Sample T-test shows

Levene's Test to know the same variance.¹

Ho = Variance population identic

Ha = Variance population not identic

If probabilities > 0.05, Ho is accepted.

If probabilities < 0.05, Ho is rejected.

¹ Hartono. SPSS 16.0 Analisis Data Statistika dan Penelitian. (Pekanbaru: Pustaka Pelajar, 2008), P. 159

Based on the output SPSS above, it answered the hypothesis of the research that H_a is accepted because $0.000 < 0.05$. It means that H_0 is rejected. From the output above also, it could be seen that score t-test was 4.517 with $df=68$, because $df=68$ was not found from the “t” table, so the researcher took $df=70$. Mean difference was 7.429 and standard error difference was 1.644. Lower interval of the difference was 4.147 and upper confidence difference was 10.710.

If t_o (t Observation), 4.517 compared with t_t with df 70, the t critic point was:

Significance 5% = 2,00

Significance 1% = 2,65

It could be seen that the t_o was higher than $t_t = 4.517$ in significance 5% and 1% ($2,00 < 4.517 > 2,65$). It means H_0 was rejected and H_a was accepted; or there was a significant difference of the improvement of students' speaking ability between the students who were taught by using critical incident technique and those who were not.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

Referring to the data analyses and data presentation explained at the chapter IV, the writer, making concluded that the answer of the formulation of the problem:

1. From analysis of Independent Sample T-Test formula, there is a significant difference of improvement of students' speaking ability who were taught by using critical incident technique at the second year students of MAN 2 MODEL Pekanbaru. The H_0 is rejected and H_a is accepted because $0.000 < 0.05$. Besides, Mean students' score in pre-test at experimental class is 48.69. Mean students' score in post-test at experimental class is 62,74. And the mean improvement of students speaking ability at experimental class is 14.06. From the calculation above, clear that students' speaking ability in experimental class increases 28%. While, Mean students' score in pre-test at control class is 48.11. Mean students' score in post-test at control class is 54.74. and the mean improvement of students' speaking ability at control class is 6.63 From the calculation above, it is clear that students' speaking ability in control class increases 11%. It means that the effect of critical incident technique is better than natural approach as the conventional way.

B. Suggestion

Pertaining to the research findings, the researcher would like to give some suggestion to the teacher, students and the school. From the conclusion of the research above, it is known that using critical incident technique can give the significant improvement toward students' speaking ability.

1. The teacher should support the technique used by using interesting topic that is suitable to the students' level and presents the lesson objective clearly and explains some difficult vocabularies in order to make the students motivated in learning activity. Besides, teacher can encourage students' awareness about the importance of speaking ability to convey the meaning to be understood spontaneously because one does not need thinking more to speak in the real time. Actually, the teacher should have construct variety, creativity and enjoyable learning in order to make the students not be bored. The students will be interested in teaching learning activity. Besides, dealing with this method, the teacher has to encourage students' speaking practice.
2. The students have to have hard effort to improve their speaking ability and take a part actively in some interactions in order to support their speaking mastery.
3. The institution will be more effective if this technique is implemented in the small class because the researcher can control the students' learning activities and the most important thing is that timing. It means that this activity needs more time in order to give chance to the students.

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