

**SKRIPSI**

**THE USE OF CRITICAL INCIDENT METHOD TO IMPROVE  
STUDENTS SPEAKING SKILL AT THE SECOND GRADE  
STUDENTS OF MAN 1 MAMUJU**



**By**

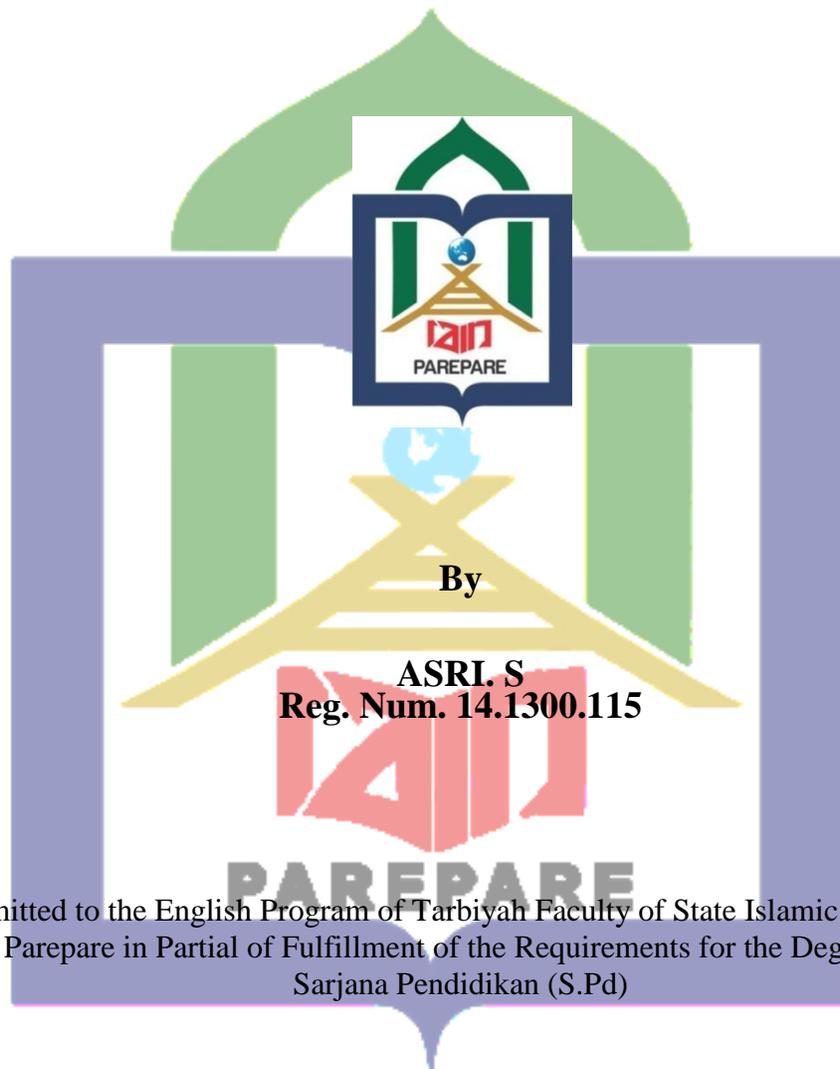
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Reg. Num. 14.1300.115**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

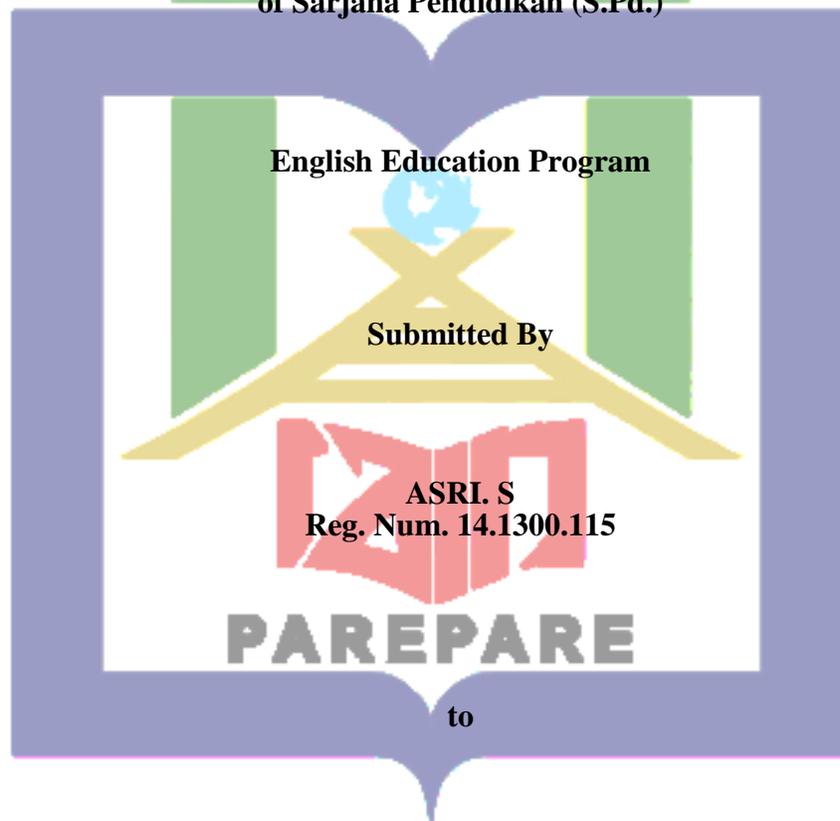
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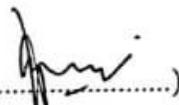
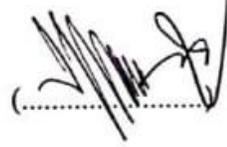
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STUDENTS OF MAN 1 MAMUJU**

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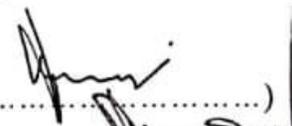
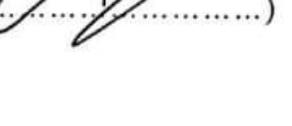
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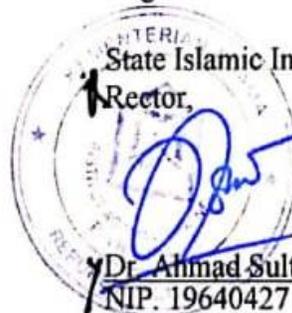
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## DECLARATION OF THE RESEARCH AUTHENTICITY

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State that skripsi hes own writing and If it can be proved that was copied, complied duplicated by any other people, this skripsi and degree that has been gotten would be postponed.

Parepare, Maret 28<sup>th</sup> 2020

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## ABSTRAC

**Asri. S.** *The Use of Critical Incident Method to Improve Students Speaking Skill at the Second Grade Students of MAN 1 Mamuju* (Supervised by Syarifuddin Tjali, and Amzah, Selle).

This study aims to see the improvement of implementing the Critical Incident in teaching speaking at the second year students of MAN 1 Mamuju.

The design of this study is a quantitative method using quasi-experimental design (nonequivalent control group) with two groups, namely experimental group and control group. The population of this study is the second year students of MAN 1 Mamuju which consists of five classes where the total number is 165 students. The sampling process of this research is purposive sampling technique. The researcher took one class, XI MIA1 which divided into two groups, the first group was XI MIA 1(A) as experimental group consisted of 35 students and the second group was XI MIA 2(B) as control group consisted of 31 students. The data was collected through pretest and posttest. It aims to know whether the Critical Incident method can improve students' speaking skill then implementing discussion method.

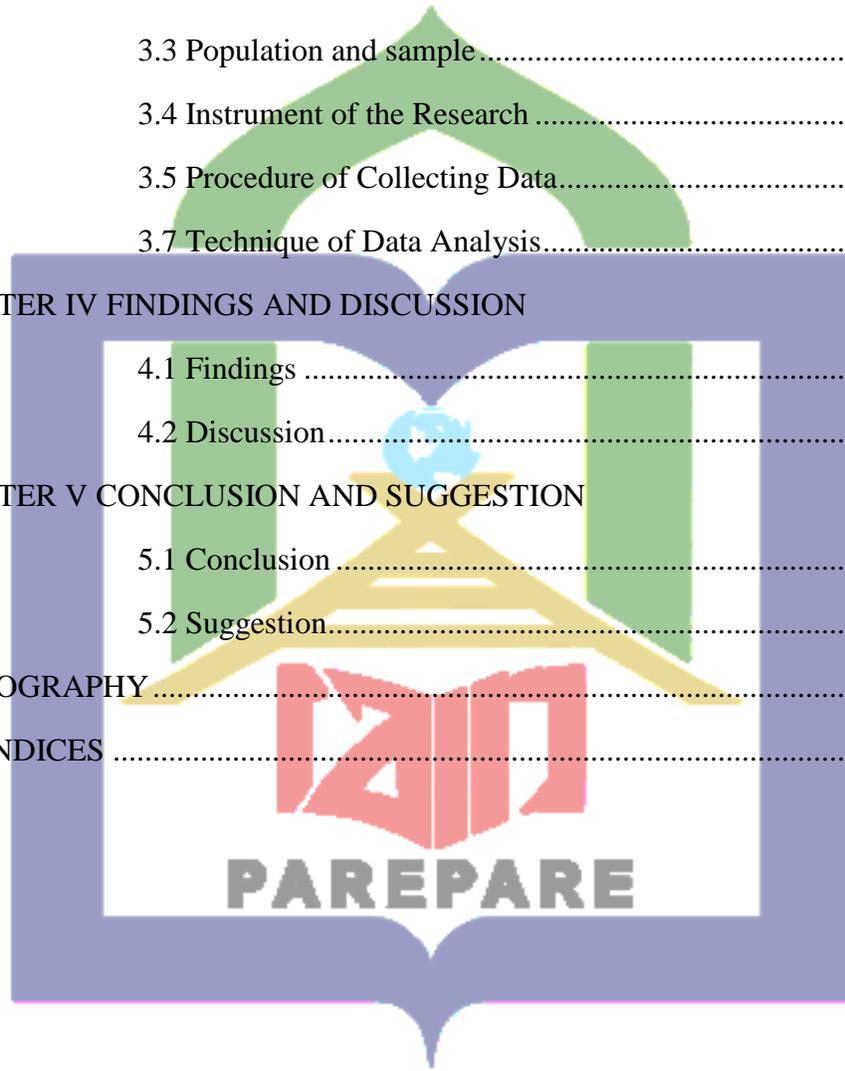
The result of this research shows that students' speaking skill significantly improves. Based on the calculation, the result of the data analysis by using t-test showed the value of  $t_{test}(t_o)$  was higher than  $t_{table}(t_i)$ ,  $t_o > t_i = 15.22 > 1.66901$ , in significant degree of 0.05 (5%). As the statistical hypothesis shows, if  $t_{test}(t_o) > t_{table}(t_i)$  in significant degree of 0.05 (5%), it means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. In conclusion, critical incident method is able to improve the students' speaking skill.

**Keywords:** Critical Incident Method, speaking skill.

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# CHAPTER I

## INTRODUCTION

### I.I Background

Language is one of the main aspects used in communication English as international language should be learnt by people who want to communicate English effectively. Especially in four basic skills in language production such as speaking, listening, reading, and writing. According to Larry L. Barker in Dedy Mulyanas book stated that language has three functions: naming (naming or labeling), interaction, and transmitting information. Naming or aduction refers to attempt to identify objects, actions, or people by naming them so they can be referred to in communication. The interaction function, according to Barker, emphasizes the sharing of ideas and emotions, which can invite sympathy and understanding or anger and confusion. Through language, information can be communicated to others. You also receive information every day, from the time you wake up until you get back to sleep, from other people, whether directly or indirectly (through mass media for example). This language function is called the transmission function.<sup>1</sup>

According to one estimate, there are about a billion people in the world today learning English as a foreign language.<sup>2</sup> Study abroad, they want begin cooperation with foreigner, they want to be a tour guide, etc. So there are many other reasons to learning foreign language. In learning foreign language, students cannot use the language directly for the first time they use to communicate with other. The result of

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<sup>1</sup>Deddy Mulyana, *Ilmu Komunikasi* (Bandung: PT Remaja Rosdakarya, 2009), p.266.

<sup>2</sup>Keith Jhonson, *An Introduction to Foreign Language Learning and Teaching* (Licensing agency Ltd, 2001), p.3.

this research is expected to be useful information for the English teachers, students, and researchers.

By this experiencing using Critical Incident Method to improve students' speaking skill. This research expected to encourage the students mastering the English lesson. The student feel relax and enjoy when they learn English lesson. And solve their problems in understanding the meaning of the word, because the teachers use the critical incident method in teaching. Therefore, they make a practice in speaking and try to make it naturally.<sup>3</sup> The students need to know that speaking is not only say something correctly according to grammar, vocabulary, and pronunciation, but it is how to producing language appropriately according to the functional, place, situation, whom and the social convention in the foreign language.<sup>4</sup>

There are many English learner speak out there especially the students speaking with the other without think to who they will speak, consequently the students when they start conversation with their interlocutors, they did not get a respond although both of them the learner and their interlocutors brings to misunderstanding.

This problem cause the learners were like to make a conversation with other friends or another people using mother tongue, so it can influence their speaking and the students usually viewed their interlocutors that almost there did not have difference between the old and young man, they usually speak with another without know social background. The other problem is they seldom use English as their daily

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<sup>3</sup>Sufdariani, Using Audio Visual to Improve the Speaking Ability of the First Year Students of SMP Negeri 6 Majene (Unpublshead Skripsi STAIN Parepare, 2009), p. 1.

<sup>4</sup>A. Kaharuddin Bahar, *the Communicative Competence-Based English Language Testing* (Yogyakarta: Trustmedia,2013), p. 15.

conversation more over when they begin the conversation they usually start speaking without greetings or permission. In terms of language production e.g. speaking, students tend to use the first language when they are speaking in a foreign language. For example English learner meet the foreigner in the beach while taking pictures of the sunset. The learner approached the man and started speaking by addressing a question “Sir, why do want to take a picture?” The foreigner suddenly started at him angrily and said” who are you to ask such a thing to me? Get out of my sight. I am busy”.<sup>5</sup>

This cases is which one of many cases happened when while students will to talk with the other. They usually starts conversation with make a question without begin greeting or permission, so the interlocutors give not a good responded because they asking a question someone and the sound not very friendly and impolite in a situation speaking.

Based on the researcher’s pre-observation at MAN 1 Mamuju, it was found that the students were still confused to begin speaking. From that information at school, it was reported that most of students still has low ability in speaking.

As life need, a student must learn to be actively involved with issues, data, materials, topics, concepts, and problems the researcher tries to apply the learning model that may be effective to increase the students’ speakingskill. The researcher will apply critical incident method in teaching speaking that has not applied yet by teacher of MAN 1 Mamuju. In this research, the researcher wants to make a situation where the students feel enjoy learning process so that they will be motivated to speak

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<sup>5</sup>A. Kaharuddin Bahar, *Interactional Speaking, a Guide to Enhance Natural Communication Skill in English* (Yogyakarta: Trust Media Publishing,2014), p. 5.

which considered applicable and useful in increasing students' speaking ability and make the students active during the learning process.

In line with the problem discussed in the paragraph prior to, it is very interesting to seek what model is good for teaching speaking. Moreover, in this research, the researcher tries to find out the use critical incident method in improving students' speaking skill for the second grade at MAN 1 Mamuju in academic year of 2019/2020.

## **1.2 Problem statement**

Based on the background above, the researcher formulated problem statement is:

1.2.1 Is the use of critical incident method able to improve the students' speaking skill better than the use of conventional way?

## **1.3 Objective of the Research**

1.3.1 The objective of this study is examining the use of critical incident method to improve students' speaking skill.

## **1.4 Significance of the Research**

The result of this research is expected to be useful information for the English teachers, students, researchers, and school.

1.4.1 The students

By this experiencing using Critical Incident Method to improve students' speaking skill. This research expected to encourage the students mastering the English lesson. The student feel relax and enjoy when they learn English lesson. And solve their problems in understanding the meaning of the word in the criticism, because the teachers use the critical incident method. Therefore, the students can increase their ability in speaking.

#### 1.4.2 The teachers

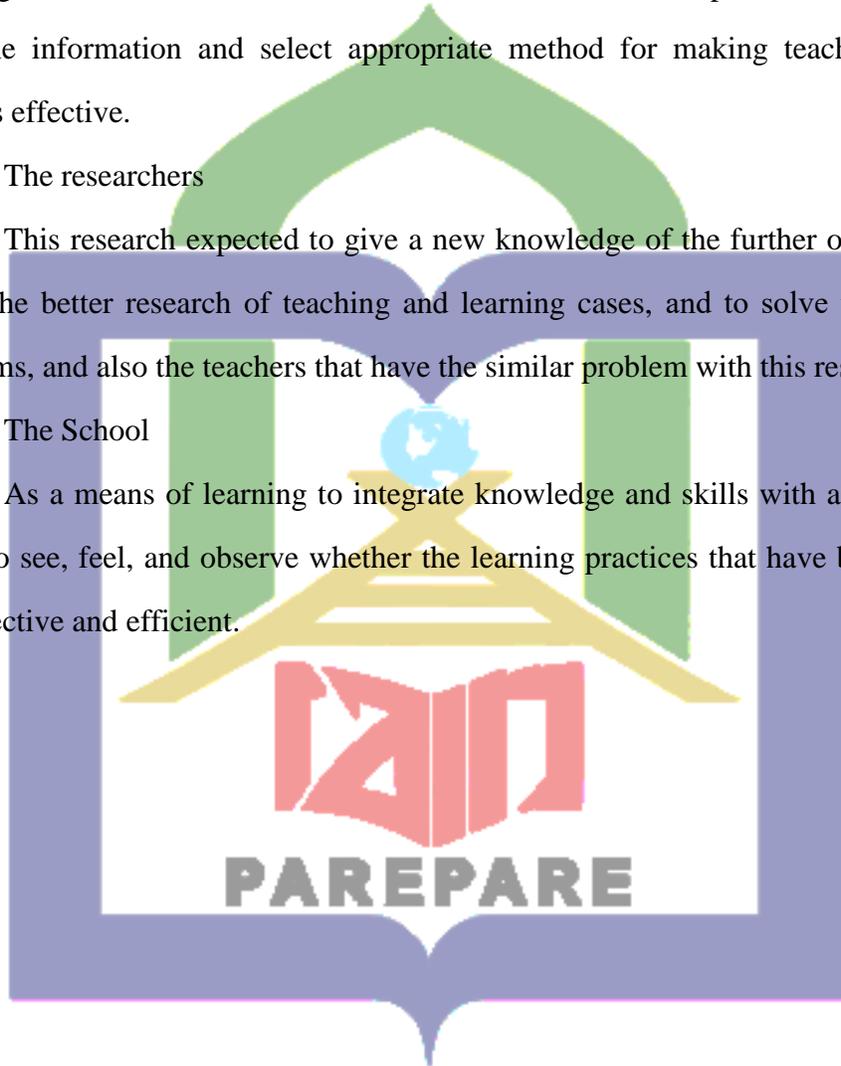
Using this research, it is hoped that teachers can make their teaching learning process effectively. It is expected also that the teacher becomes more aware that learning is so wide. Therefore, the teachers become creative person and always update the information and select appropriate method for making teaching-learning process effective.

#### 1.4.3 The researchers

This research expected to give a new knowledge of the further of researchers to do the better research of teaching and learning cases, and to solve the students' problems, and also the teachers that have the similar problem with this research.

#### 1.4.4 The School

As a means of learning to integrate knowledge and skills with a direct jump so as to see, feel, and observe whether the learning practices that have been done so far effective and efficient.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Previous Related Research Findings

There have been some findings related to this study. Some of them are:

Nirwana in her research “Efektivitas penggunaan metode critical incident dalam meningkatkan hasil belajar akhlak peserta didik” found that critical incident method was successfully implemented for junior high school, SMPN 2 Cempa, Pinrang. Students could understand easily the material and change their behaviour after studying.<sup>6</sup>

David Hodges, John C McLahan, and Gabrielle M Finn in their research “Exploring reflektive critical incident documentation of professionalism lapses in a medical undergraduate setting” at University of Durham, Thornby shown that students can understand easily. This result research is successful.<sup>7</sup>

Based on the research findings above the researcher concluded that have been doing the research about the critical incident method. With its engaging and motivating classroom environment, student-centered learning model and positive behavior reinforcement, critical incident method has proven to be successful within various classroom settings. Both of research used critical incident method, but different because of the first research used in students’ behaviour and the second research on student integration of science vocabulary.

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<sup>6</sup>Nirwana, *Efektifitasan Penggunaan Metode Critical Incident dalam Meningkatkan Hasil Belajar Akhlak Peserta Didik Kelas VII SMP Negeri 2 Cempa Kab.Pinrang*,(2017).

<sup>7</sup>David Hodges, John C McLahan, and Gabrielle M Finn, “*Exploring Reflective Critical Incident Documentation of Professionalism Lapses in a Medical Undergraduate Setting*,” Research Article (July 2009), <https://doi.org/10.1186/1472-6920-9-44>. (accessed 21 January 2019).

Also, the researchers implement the critical incident method in increasing the students' behavior as well as their attention towards the English class. It's related with other researcher "Critical Incident Method". Through critical incident method, the students were able to generate ideas and organize them into a speak more effectively. Besides, the implementation of critical incident method in speaking classes could also improve the practice of the teaching and learning process. In reference to the result of the study, critical incident method could increase the students' ability in speaking in terms of encouraging the students. Thus, in this research, the researcher implement the critical incident method in teaching speaking in English class.

## **2.2 Some Pertinent Ideas**

### **2.2.1 The Concept of Critical Incident**

#### **2.2.1.1 Method**

Understanding methods, etymologically, the term method comes from the Greek "method". This word consists of two syllables: i.e. "metha", which means through or passing and "hodos" which means road or method. The method of Arabic is called "Tariqat" method. In the large Indonesian dictionary, the method is an orderly and thoughtful way to achieve the purpose". So that it can be understood that the method means a way that must be passed to present learning material in order to achieve teaching goals.<sup>8</sup>The selection of the right method is highly recommended in delivering learning material, so that the planned learning goals are achieved in accordance with the goals of education.

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<sup>8</sup>ArmaiArif, *Pengantar Ilmu dan Metodologi Pendidikan Islam*(2002), p. 40.

In Husain's book, the social research methodology explained that the method is part of the method of learning methods chosen based on the learning strategies that have been chosen and set. The method is the way in which the work is a tool to achieve the purpose of learning. The method is a procedure or way to find out something to find out systematic steps. While the methodology is a study in studying the rules of a method.<sup>9</sup>

A method provides a tool enhance seen but does not provide automatic insight. We must see throught the armament of methodological techniques and the reliance on mechanical procedures. Method alone –whatever they might be do not generate good research or astute analyses. How researchers use methods maters. Mechanistic applications of methods yield mundane data and routine reports. A keen eye, open mind, discerning ear, and steady hand can bring you close to what you study and are more important than developing methodological tools.

Methods are merely tools. However, some tools are more useful than others. When combined with insight and industry, grounded theory methods offer sharp tools for generating, mining, and making sense of data. Grounded theory can give you flexible guidelines rather than ritg prescriptions. With flexible guidelines, you direct your study but let your imagination flow.<sup>10</sup>

Meth-od A general or established way or order of doing anything, or the means or manner by which it is presented or taught.<sup>11</sup>

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<sup>9</sup>Husain Usman, dan Purnomosetiady Akbar, *Metodologi Penelitian Sosial*(Ed. Ll, Cet. 1; Jakarta: Bumi Aksara, 2008), p.11.

<sup>10</sup>Kathy Charmaz. *Constructing Grounded Theory*. 2014. P. 25

<sup>11</sup>*The New International Webster's Comprehensive Dictionary, of the English Language*, Deluxe Encyclopedic Edition, (Columbia, 2003), P. 802.

The paper by Richards and Rodgers examines the nature of methods in more detail and proposes a framework for their systematic description and analysis. A method is defined in term of three interrelated levels: approach, design, and procedure. Approach refers to the objectives, syllabus, and roles of teacher, learners, and materials in a method. Procedure is concerned with the techniques and instructional practices in a method. The way these different levels of conceptualization, organization, and implementation are realized in different methodological proposals is illustrated from an examination of a number of current options. Methods (and those who propose or write about methods) are seen to differ not only in the solutions they adopt to questions of approach, design, and procedure, but also in the degree to which they make explicit their under laying assumptions.<sup>12</sup>

#### 2.2.1.2 The Critical Incident

The Critical Incident method is a learning method aims to involve students to look at their experiences in beginning of lesson. Critical incident can be interpreted as an important event, an experience that remains in memory. Learning by using this method aims to involve students in learning by reflecting on their experiences.<sup>13</sup> This method is enable students to learn active because students are required to be active in the learning process at the beginning of learning. This method can jack up student enthusiasm in learning. Therefore, when students have passionate about learning then learning objectives will be achieved easily. According to E. Kusmana, provides an understanding of the method that method is a set of techniques that support a pattern

<sup>12</sup>Michael H. Long, Jack C. Richards, *Methodology in Tesol*, Copyright 1987. P. 117-118

<sup>13</sup>Bahrissalim & Abdul Haris, *Pendidikan dan Latihan Profesi Guru (PLPG)*, h. 75.

that is used to achieve a goal.<sup>14</sup> Selecting of appropriate method is very important to improve the effectiveness of the teaching and learning process. Besides that the selection and use of teaching methods can streamline the teacher's work.

According to researchers in Spain, when we are being told a story, though, things change dramatically. Not only are the language processing parts in our brain activated, but any other area in our brain that we would use when experiencing the events of the story are too.<sup>15</sup> Learning by using critical incident methods (criticizing important experiences) fabricates material. This learning activity is used to encourage active learning and invites students to remember - experiences that have never been forgotten that are also associated with material.

#### 2.2.1.3 The use of critical incident method

Zaini states the the use of the critical incident method must pay attention to the steps as follows:

- 2.2.1.3.1 The teacher tells students, topics or material that will be studied in learning activities;
- 2.2.1.3.2 The teacher gives them a few minutes to remember their important unforgettable experiences related to the material to be learned;
- 2.2.1.3.3 The teacher asks about what important experiences they have experienced that are fun, moving, sad and loving.
- 2.2.1.3.4 The teacher explains the lesson by associating the topic with the student's experiences that they have told.

<sup>14</sup><https://nitamaniez.wordpress.com/2010/01/07/Peranan-Pemilihan-Metode-Mengajar-Dalam-Meningkatkan-Efektivitas-Belajar-Mengajar/>

<sup>15</sup><https://www.nytimes.com/2012/03/18/opinion/sunday/the-neuroscience-of-your-brain-on-fiction.html?pagewanted=all>

2.2.1.3.5 The teacher concludes the lesson.<sup>16</sup>

#### 2.2.1.4 Objectives of critical incident method

The purpose of using this method is to involve students from the start by looking at their experiences.<sup>17</sup> According to Djamarah, the objectives of the critical incident method as follows: 1) Teacher is easy to master class; 2) Teacher is easy to organize the class; 3) This method can be apply in a large number of students; 4) this method is easy to prepare and implement; (5) Teacher is easy to explain the lesson well.<sup>18</sup>

#### 2.2.1.5 Weakness of the Critical Incident Method

The weakness of this critical incident active learning method is that students are only active at the beginning of the lesson, while the rest listen to an explanation from the teacher. Therefore to deal with these problems there are times when the use of other active learning method to still generate student activity both at the beginning and in the middle of the learning process.<sup>19</sup>

According to Djamarah, the weekness of the critical incident method as follows: 1) the students will become verbalism (understanding of words); 2) the students who have visual learning style will face difficulties in learning proces, while auditory students will be easy to understand the lesson; 3) When this method is always used in whole of the learning process wiil cause bored class; 4) The teacher is

<sup>16</sup>Bahrissalim & Abdul Haris, *Pendidikan dan Latihan Profesi Guru (PLPG)*, h. 75.

<sup>17</sup>Hisyam Zaini Bermawy, Munthe Sekar, & AyuAryani, *Strategi Pembelajaran Aktif di Perguruan Tinggi (Cet. 1:Yogyakarta: Surgana Agustus 2002)* p. 2.

<sup>18</sup>Djamarah, Syaiful Bahri dan Aswan Zain. 2010. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.

<sup>19</sup>SitiNurfauziah, [http://repository.uinjkt.ac.id/dspace/bitstream/ok\\_pdf](http://repository.uinjkt.ac.id/dspace/bitstream/ok_pdf), h. 75. (22 Mei 2016).

difficult to conclude that students understand and interested in his lesson; (5) This method also causes students to be passive.<sup>20</sup>

## 2.2.2 The Concept of speaking

### 2.2.2.1 Definitions of Speaking

To view speaking as the concept, it essential that we take into account the definition of speaking proposed by some linguists and language practitioners, and dictionaries. According to oxford advanced learner's dictionary, speaking is to talk to somebody about something: to have a conversation with somebody.<sup>21</sup>In Webster, speaking is to express or convey ideas, opinions, in or in a speech to speak about a matter, actions speak louder than words<sup>22</sup> Speaking is the act of saying something orally in which the act is built by language system containing grammar, vocabulary, pronunciation as well as cultural awareness in a spoken discourse<sup>23</sup>. Brown state that speaking is productive skill that can be directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of test-taker's listening skill, which necessary compromises the reability and validity of an oral production test<sup>24</sup>. Brown, Burns, and Joyce in Bahar's book state that speaking is an interactive process of constructing meaning that involves producing, receiving and

<sup>20</sup>Djamarah, Syaiful Bahri dan Aswan Zain. 2010. *Strategi Belajar Mengajar*. Jakarta:Rineka Cipta.

<sup>21</sup>*Oxford Advanced Learner's Dictionary, New 8<sup>th</sup> edition*, (Oxford University Press, 2010), p.1428

<sup>22</sup>*The New International Webster's Comprehensive Dictionary of the English Language, Deluxe Encyclopedic Edition* (Florida: Trident Press International, 2003), p.1204

<sup>23</sup>Bahar, A. Kaharuddin, *The Communicative Competence-Based English Language Teaching*, (Yogyakarta: TrustMedia, 2013), P.22

<sup>24</sup>Brown, H. Douglas, *Language Assesment Principles and Classroom Practice*, (United States of America: Longman, 2004), p.140

processing information. Its form and meaning are dependent on the context in which occurs, including the participants themselves, their collective experiences, the physical environment, and the process of speaking.

For, the reason, in social context, speaking not only requires the speakers to know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguist competence), but they also need to understand when, why, and in what ways to produce language.<sup>25</sup> Speaking is the process of spoken language to express thoughts and feelings, express their experience and variety of information.

The idea is a review of what we talked about and words are to express it. Speaking is a complex matter because it involves thinking language and social skills. Speaking in general can be interpreted a delivery purpose (ideas, thoughts, hearts) one person to another by using oral language, so that purpose can be understood.

#### 2.2.2.2 Reasons for Teaching Speaking

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities—chance to practice real-life speaking in the safety of the classroom. Secondly, speaking task in which students try to use any or all of language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. And finally, the more students have opportunities to active the various elements of language they have stored in their brains, the automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be

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<sup>25</sup>Bahar, A. Kaharuddin. *Interactional Speaking*, (Yogyakarta: Trust Media Publishing, 2014), p.2

able to use words and phrases fluently without very much conscious thought. Good speaking fully—and if the teacher has set up the activity properly and can then give sympathetic and useful feedback—they will get tremendous satisfaction from it.<sup>26</sup>

### 2.2.2.3 Problem with Speaking Activities

There are four problems in speaking that students face. Firstly, Inhibition is a situation where learners trying to say things in foreign language in classroom, but they are worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. Secondly, nothing to say is the circumstances of learners where they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking. Thirdly, low or uneven participation is only a participant can talk and in large group this means that each one will have only very little talking time.

This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. Lastly, mother tongue use is the circumstances in classes where all, or a number of the learners share the same mother tongue they may tend to use it easier, because it feels unnatural to speak to one another in foreign language.<sup>27</sup>

### 2.2.2.4 What Makes Speaking Difficult?

The first, clustering. Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering. The second, redundancy. The speaker has an opportunity to make meaning

<sup>26</sup>Jeremy Harmer, *How to Teach English* (China:Pearson Longman.2010), p.123

<sup>27</sup>Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (New York:Longman, Second Edition, 2001), p. 267-279.

clearer through the redundancy of language of language. Learners can capitalize on this feature of spoken language. The third, reduced forms. Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English (see the section below on teaching pronunciation). Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them. The fourth, performance variables. One of the advantages of spoken language is that the process of thinking as you speak allows you manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate the fifth, colloquial language, make sure your student are reasonably well acquainted with the words, idioms, and phrases of colloquial language that they get practice in producing these forms. The sixth, rate of delivery. Another salient characteristic of fluency rate delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency. The seventh, stress, rhythm, and intonation.

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken of spoken English and its intonation patterns convey important messages. The last, interaction. As noted in previous section, learning of produce waves of language in a vacuum—without interlocutors—would rob speaking skill of its richest component: the creativity of conversational negotiation.<sup>28</sup>

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<sup>28</sup>Brown, H, Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition*, (San Francisco State University:Longman), p.270

### 2.2.2.5 The Components of Speaking

#### 2.2.2.5.1 Pronunciation

There are some techniques for learning pronunciation, 1) Listen and imitate: a technique use I the direct method in which students listen to a teacher-provided model and repeat or imitate it. 2) Phonetic training: use of articulatory descriptions, articulatory diagrams, and phonetic alphabet. 3) Minimal-pair drills: the technique for helping students distinguish between similar and problematic sounds in target language through listening discrimination and spoken practice. Minimal-pair drills typically begin with word-level drills and then move on to sentence-level drills (both paradigmatic and syntagmatic). 4) Contextualized minimal pairs: this technique was Bowen's attempt to make minimal-pair drills responsive to cognitive approach criticisms of meaninglessness and lack context. In this technique, the teacher establishes the setting (e.g. a blacksmith shoeing a horse) and presents key vocabulary: students are then trained to respond to a sentence stem with the appropriate meaningful response (or b) 5) visual aids: enhancement of the teacher's description of how sounds are produced by audiovisual aids as sound-color charts, fidel wall charts, rods, pictures, mirrors, props, and realita. These devices are also used to cue more accurate production of the target sounds. 6) Tongue twisters: A technique from speech correction strategies for native speakers (e.g. she sells seashells by seashore). 7) Developmental approximation drills: a technique suggested by first-language acquisition studies in which second-language speakers are taught to retrace the steps that many English-speaking children follow as they acquire certain sounds in their first language. Thus, just a little children learning English often acquire /W/ before /r/ or /y/ before /I/, adults who have difficulty producing /I/ or /r/

can be encouraged to begin by pronouncing words with initial /w/ or /y/, and then shift to /r/ or /l/. 8) practice of vowel shifts and stress shift related by affixation: A technique based on rules of generative phonology (Chomsky and Halle 1968) used with intermediate or advanced learners to raise awareness, the teacher points out the rule-based nature of vowel and stress shifts in words related etymologically. 9) Reading aloud / recitation: passages or scripts for learners to practice and then read aloud, focusing on stress, timing, and intonation. This technique may or may not involve memorization of the text and it works best genres that are usually intended to be spoken, such as speeches, poems, plays scripts and dialogues. 10) Recordings of learners' production: audio and video recordings of rehearsed and spontaneous speeches, free conversations, and role plays. Subsequent play-back offers opportunities for feedback from teachers and peers as well as for teacher-, peer-, and self-evaluation<sup>29</sup>.

#### 2.2.2.5.2 Vocabulary

These three approaches to vocabulary instruction and learning: incidental learning, explicit instruction, and independent strategy development. The first, Incidental learning of vocabulary requires that teachers provide opportunities for extensive reading and listening. Learning through listening Fluency

According to David Nunan, to be successful in acquiring the speaking skill in the target language, the following sub skills should be developed: 1) The ability to articulate phonological features of the language comprehensibly, 2) Mastery of stress, rhythm, intonation, patterns, 3) An acceptable degree of fluency, 4) Transactional and

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<sup>29</sup>Murcia, Marianne Celce and *All Teaching Pronunciation*, Second Edition (Cambridge University Press, 2010), P.10

interpersonal skills, 5) Skills in taking short and long speaking turns, 6) Skills in the management of interaction, 7) Skills in negotiation meaning, 8) Conversational listening skills (successful conversations require good listeners as well as good speakers), 9) Skills in knowing about and negotiating purposes for conversations, 10) Using appropriate conversational formulae and fillers.<sup>30</sup>

#### 2.2.2.5.2. Grammar

Grammar in reality, most of student has impotence to express their ideas. To master in grammar, student should be able to increase their learning English in grammatical so that they will be able to get plus when they speak well because they have a good grammar. A good we have, it makes the people also who hear what we say can understand.

In communicative grammar translation method, grammar isn't taught merely for studying language rules but for helping students to infiltrate language rules for the sake of developing listening, speaking, reading and writing skills in better way.<sup>31</sup>

#### 2.2.2.6 Types of Speaking

Firstly, Imitative is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled pronunciation: no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role

<sup>30</sup>David Nunan, *Designing Task for the Communicative Classroom*, (Cambridge: Cambridge University Press, 1989), P.32

<sup>31</sup>Kaharuddin, *Communicative Grammar Translation Method*, (Yogyakarta: trustmediapublishing, 2013), P.61

listening of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

Secondly, Intensive is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements—intonation, stress, rhythm, juncture) the speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Example, directed response tasks, reading aloud, sentences and dialogue completion: limited picture-cued tasks including simple sequences: and translation up to the simple sentence level.

Thirdly, responsive is interaction and test comprehension but the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts:

B: Excuse me, do you have the time?

C: yeah. Nine-fifteen.

Fourthly, extensive (Monologue) include speeches, oral presentations, and story-telling, during with opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together. Language style is frequently more deliberative and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of novel or movie).

Fifthly, interactive. The difference between responsive and interactive speaking in the length and complexity of the interaction, which sometimes includes multiple exchange and/or multiple participants. Interaction can take two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.<sup>32</sup>

Transactional speaking is conducted for the purpose of conveying and exchanging specific information. It can be viewed as an extended form of responsive speaking. This type of speaking is more responsive nature than negotiation as in conversations. Transactional speaking refers to situations where the focus is on what is said or done. The meaning and making oneself understood clearly and accurately are the central focus. In terms job interview, discussion. The main features of transactional speaking are: its function to exchange information. it is message-oriented which means to communicate meaning. Participants use strategies understand each other. It needs more questions, repetitions, checks for comprehension. Ideas negotiation normally occurs. Language accuracy is not always important. In addition, participants in transactional speaking are in need of some skills in order to enable them involve in transactional discourse activities. The skills can be classified into the abilities of the participant to explain a need intonation, describe something, ask question, ask for clarification, confirm information, justify an opinion, make suggestions, clarify understanding, make comparisons, agree and disagree.<sup>33</sup>

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<sup>32</sup>Brown, H. Douglas, *Language Assesment Principles and Classroom Practices*. (United States of America: Longman, 2004), P. 141-142

<sup>33</sup>Bahar, A. Kaharuddin, *Transactional Speaking*, (Gowa: GunadarmaIlmu, 2014), P.6

Interpersonal speaking is interactional activity which is carried out more for purpose of maintaining social relationship than for transmission of facts and information. This interactional speaking is a little trickier for some learners because it can involve some of the following factors: casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm.<sup>34</sup>

Interactional speaking is commonly found in our real social life in terms of interpersonal dialogues or conversation. It is called interactional for some reasons i.e. it primarily establishes social interaction, it focus on satisfying the participants, social needs, and it is interactive and requires two-way participation. Interactional speaking can obviously be illustrated as two or more people meet somewhere, they will exchange greetings, engage in small talk, recount recent experiences, and so forth. The participants involve the interactional discourse because they want to get along familiarly and to establish a comfortable atmosphere of interaction among them. Hence, interactional speaking reflects to rule and procedures that govern face-to-face encounters such as the conversation discourse is casual in which the participants are chatting about many things. They will change their conversation topics very often, for instance, a conversation probably starts about the weather then move into sports and then into current news before ending. Besides, the participants will many rejoinders, such as: really? Or oh no!. During the interaction is going on, they often interrupt each other, in which one person will stop the other from speaking by asking a question.<sup>35</sup>

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<sup>34</sup>Bahar, A. Kaharuddin, *The Communicative Competence-Based English Language Teaching* (Yogyakarta: TrustMedia,2013), P. 24

<sup>35</sup>A. Kaharuddin Bahar, *Interactional Speaking*,(Yogyakarta: TrustMedia Publishing, 2014),P.3

Performance speaking refers to a process of communication by involving a speaker and an audience to transmit information to the audience and meeting their social needs e.g. making a speech and a presentation<sup>36</sup>

### 2.2.2.7 Micro and Macro Skill of Speaking

2.2.2.8 Speaking skills can be drawn up for some purpose, they are:

#### Microskills

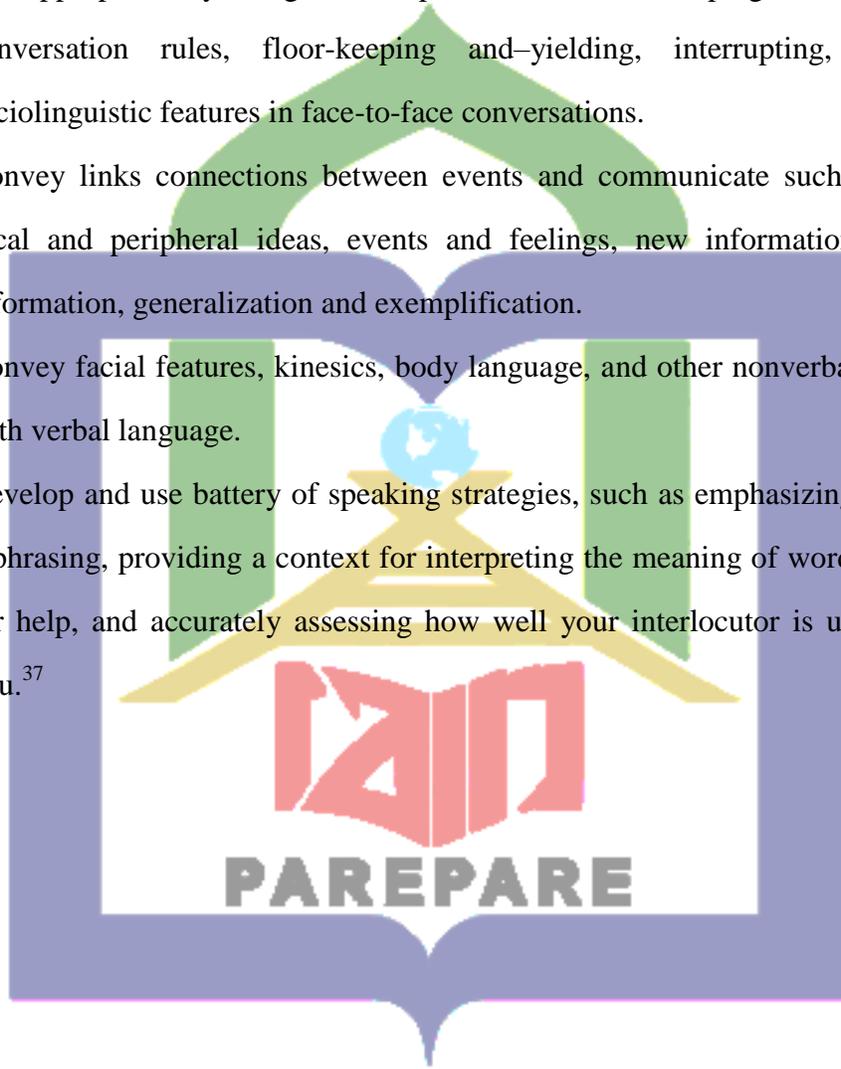
1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduce forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, and pluralization), word order, patterns, rules, elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause, groups, breath groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

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<sup>36</sup>Arafah, Burhanuddin and A. KaharuddinBahar, *The Art of Developing Speaking as a Performance* (Yogyakarta: TrustMedia, 2015), P.4

### Macroskills

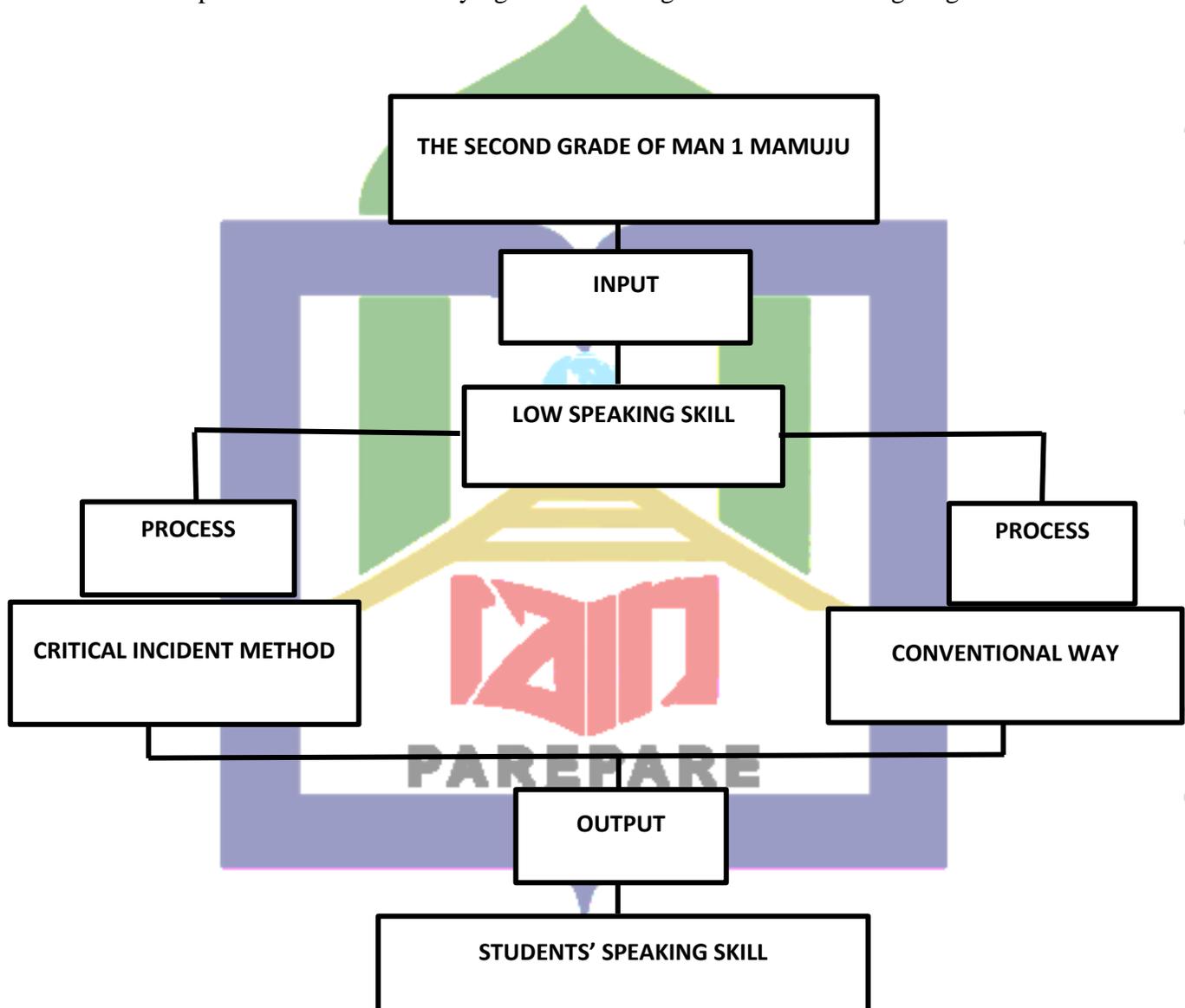
1. Appropriately accomplish communicative functions according to situations, participants, and goals.
2. Use appropriate style, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and–yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
3. Convey links connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
5. Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.<sup>37</sup>



<sup>37</sup>Brown, H.Douglas, *Language Assessment Principles and Classroom Practices*, (United States of America: Longman, 2004), P.142-143

### 2.3 Conceptual Framework

In contrasting this research proposal, the researcher was considering some previous findings to support the researcher's proposal, especially in Speaking. The conceptual framework underlying this research given in the following diagram:



In this research, the researcher will make the process of collecting data about students' speaking ability at MAN 1 Mamuju. The speaking skill will make the researcher focus on the ability to speak in description of incident that have good grammatical usage or structural, also the generic structure. The researcher will implement the critical incident method to guide the teacher and students in teaching speaking.

## 2.4 Hypothesis

The researcher formulate the hypothesis as follows:

- 2.4.1  $H_0$  (Null hypothesis): The Critical Incident Methodis notbetter to improve students' speaking skill than the use of convensional way.
- 2.4.2  $H_1$  (Alternative hypothesis): The Critical Incident Methodis better in improving students' speaking skill than the use of conventional way.

## 2.5 Variable and Operational Definition

### 2.5.1 Variable

There are two variables involve in this research, dependent variable and independent variable, which are independent variable is the Critical Incident Method and the dependent variable is Speaking Skill.

### 2.5.2 Operational Definition of Variable

- 2.5.2.1 The critical incident is one of learning design that can be implemented by the teacher in teaching the students' English ability. It is able to increase the students' Speaking skill.
- 2.5.2.2 The students' mastery in speaking is the result and successfulness as well as progress of students' skill in English at MAN 1 Mamuju.

## CHAPTER III

### METHOD OF THE RESEARCH

This part describes about the description of the research design, location of the research, population, sample, instrument of research, and procedure of collecting data.

#### 3.1 Research Design

The method of the research was a quantitative research which uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. It generally requires a well-controlled setting.<sup>38</sup> The design of this research was Quasi-experimental study which applied nonequivalent control group design and use two classes with pre-test and post-test. The design presented as follow:

$$\begin{array}{l} E = O_1 \quad X \quad O_2 \\ C = O_1 X O_2 \end{array}$$

Where:

E : Experimental Group

C : Control Group

O<sub>1</sub> : Pre-test for the experiment group and control group

X : Treatment O<sub>2</sub>: Post-test for the experiment group and control group<sup>39</sup>

<sup>38</sup>Donald Ary, et.al., eds., *Introduction to Research in Education – 8th Edition*, (USA: Wadsworth Cengage Learning, 2006), p. 22.

<sup>39</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2010), p. 116.

### 3.2 Location and Duration of the Research

The location of the research took a place at MAN 1 Mamuju. The researcher used the quantitative research that have several times to collect and analyze data. So, the researcher used around two months for collecting the data.

### 3.3 Population and Sample

#### 3.3.1 Population

The population of the research was the second grade students of MAN 1Mamuju academic year 2019/2020. The total of population are 165students.

Table 3.1 The Total Students of MAN 1 Mamuju

No.	Class	Sex		Total
		Male	Female	
1.	XI MIA 1	15	20	35
2.	XI MIA 2	16	17	31
3.	XI IPS 1	5	27	32
4.	XI IPS 2	15	18	33
5.	XI AGAMA	13	21	34
<b>TOTAL</b>				165 Students

(Source:Administration of MAN 1 Mamuju)

### 3.3.2 Sample

The method sampling which used in this research was purposive sampling. It took two classes which one class of experimental class and one class as control group. Purposive sampling also referred to as judgment sampling, was the process of selecting a sample that was believed to be representative of a given population. In other words, the teacher selected the sample using his/her experience and knowledge of the group to be sampled.<sup>40</sup> The researcher chose XI MIA<sup>1</sup> consist of 35 students as the experiment group and XI MIA<sup>2</sup> consisted of 31 students as the control group.

## 3.4 The Instrument and Process of Collecting Data

### 3.4.1 The Instrument

To collect the data, the researcher used oral speaking test as the instrument. The test applied in pre-test and post-test. The pre-test intended to know the student's ability in speaking before giving the treatment, while the post-test intended to know the students' speaking ability after giving the treatment orally.

### 3.4.2 Procedure of Collecting Data

The procedures of collecting data as follows:

#### 3.4.2.1 Test

The research used test to get data result about process of learning speaking ability. The test was pre-test and post-test.

##### 3.4.2.1.1 Pre-Test

Before doing the treatment, the researcher gave the student speaking test about telling their holiday with description of they experience. After giving pre-test the

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<sup>40</sup>L. R. Gay, Geoffrey E. Mills, and Peter W. Air asian, *Educational Research Competencies for Analysis and Applications*, Tenth Edition (USA: Pearson Education, Inc, 2012), p. 141.

researcher checked the students' work to know the students' ability in speaking. After that, the researcher gave a treatment by implementing The Critical Incident Method.

#### 3.4.2.1.2 Treatment

After giving pre-test, the researcher taught speaking to the students through critical incident method. In this case, experimental group handled by the researcher, it meant the students were helped to improve their speaking through new method. While control group taught through discussion method. The treatment were given for four meetings. Procedures of treatment by using critical incident method in learning process as follows:

The first meeting was telling about first time learning English the topic in the first treatment was telling about first time learning English. Firstly, the researcher would greet the students, then introduction each other, after that the researcher gave motivation about the importance of English to the students before giving material especially for mastering one of significant English skill, speaking. After that researcher would like to introduced the method that would be implemented in teaching speaking namely the Critical Incident method. The researcher applied the techniques instruction of the Critical Incident method to the students by asking the students to tell about first time learning English. Before asking them to do that the researcher gave the students time to think about their experience about ten minutes. Then, the researcher guided the students how to tell about their experience first time learning English by using critical method. The researcher made the students remember their first time learning English. Finally, the students practiced all the teacher technique instruction one by one in front of the class.

The second meeting was telling about their moment with family. Seems like the first meeting, in this second meeting the researcher would greet the students, after that explained to students the topic or material to be studied. Before asking the students to tell about their experience the researcher repeated to explain the roles of Critical Incident. Then, gave students a few minutes to remember their unforgettable experiences related to the family. Next, asking what experiences they think are unforgettable with their family, here as what the purpose of Critical Incident the researcher made the students remember their experience related to the topic today. Then, asking the students to find a couple. Finally, the students expressed their Critical Incident about family to their couple.

The third meeting was telling about childhood. In this meeting, as well as the researcher greeted the students, then gave yell-yell to make the students more spirit. After that the researcher gave short explanation about Critical Incident to make them remember that method. Next, the researcher divided them into group that consist of four members. After that gave the topic to the students, the topic was talking about their Childhood. The researcher gave time to make them remember about their childhood. Then, the students are asked to tell their critical incident about childhood in group start from who was first letter A till Z.

The fourth meeting was telling about gift. In last treatment, the researcher would give the students topic about gift. Here, seems like the first, second, third meeting where the researcher greeted students, and gave them games before start studying in purpose to make the students more spirit. Then, the researcher asked the students “Does anyone ever give someone gift? Does anyone ever get gift? after that

the researcher gave the students to remember about ten minutes. Then, pointed one by one to tell about their critical incident about gift.

#### 3.4.2.1.3 Post-Test

After giving the treatment, the researcher gave the students post-test in the last test about their unforgettable moment to find the result of the treatment and measure the students' speaking ability through the Critical Incident Method.

### 3.5 Technique of Data Analysis

The data collected through the test that analyzed by using quantitative analysis. This analysis employed statically calculation to the test the hypothesis. The following were the steps which undertaken in quantitative analyze. Some formulas were applied in this research to process data as follows:

#### 3.5.1 Tabulating The Scores Of Students Speaking Test

Table 3.2 Scoring Formulation for Students' Speaking Skill

Classification	Score	Criteria
Fluency	9-10	- Directly explain completely
	7-8	- Explain completely while thinking
	5-6	- Explain but not complete
	3-4	- Explain while thinking but not complete
	1-2	- Purpose is not clear, needs a lot of communicating usually does not respond.
Accuracy	9-10	- No mistake
	7-8	- One inaccurate
	5-6	- Two inaccurate word
	3-4	- Three inaccurate word
	1-2	- More than three inaccurate
Content	9-10	- Message required is dealt with effectively
	7-8	- Message required is dealt with effectively

	5-6	but a little unsystematic - Message required is adequately conveyed and organized but some lost of detail
	3-4	- Message is broadly conveyed but with little subtlety and some lost of detail
	1-2	- Inadequate or irrelevant attempts at conveying the message
Pronunciation	9-10	- Very good pronunciation
	7-8	- Good pronunciation
	5-6	- Fair pronunciation
	3-4	- Poor pronunciation
	1-2	- Very poor pronunciation

(Data' source of MAN IMamuju)

### 3.5.2 Calculating the students' score

To calculate the student' score, the researcher used the formula in the following:

$$\text{Score} = \frac{\text{Students' Correct Answer}}{\text{Total Score}} \times 100$$

### 3.5.3 The classification of the students' speaking score as follow

Table 3.3. Classification Students' Score

No.	Classification	Score
1.	Very Good	80 – 100
2.	Good	66 – 79
3.	Fair	56 – 65
4.	Poor	40 – 55
5.	Very poor	≤ 39 <sup>41</sup>

<sup>41</sup>SuharsiminArikunto, *Dasar-Dasar Evaluasi Pendidikan*(Jakarta: Bumi Aksara, 2009), p. 254.

Based on Suharsimi Arikunto's statements that the student who got 80 – 100 scores, they will be in very good position, the students who got 66 – 79 scores, they will be in good position, the students who got 56 – 65 scores, they will be in fair position, while the students who got 40 – 55 scores, they will be in poor position and the student will be in very poor position if they got  $\leq 39$  scores. The total score is 100 that have been gotten from total score of content is 30 total scores, the organization is 20 total scores, the vocabulary is 20 total scores, the language use is 25 total scores and the mechanics of speaking is 5 total scores.

#### 3.5.4 Calculating the percentage of the students score

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency of the correct answer

N = Total number of sample<sup>42</sup>

The data of this research was analyzed by using t-test formula which is adapted by Suharsimi Arikunto, as follows:

$$Mx = \left( \frac{\sum x}{Nx} \right)$$

$Mx$  = mean of gained score of control group

X = gained score of control group

$Nx$  = number of students of control group

<sup>42</sup>Prof. Dr. Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (EdisiRevisi)*, p. 263.

$$M_y = \left( \frac{\sum y}{N_y} \right)$$

$M_y$  = mean of gained score of experimental group

$Y$  = gained score of experimental group

$N_y$  = number of students of experimental group

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{N_x}$$

$\sum x^2$  = deviation of control group

$\sum X^2$  = squared of control group's gained score

$\sum x$  = gained score of control group

$N_x$  = number of students of control group

$$\sum y^2 = \sum Y^2 - \frac{(\sum y)^2}{N_y}$$

$\sum y^2$  = deviation of experimental group

$\sum Y^2$  = squared of experimental group's gained score

$\sum y$  = gained score of experimental group

$N_y$  = number of students of experimental group

$$t_0 = \frac{M_x M_y}{\sqrt{\left( \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

$t_0$  = value of hypotheses testing

$M_x$  = mean of control group

$M_y$  = mean of experimental group

$\sum x^2$  = standard deviation of control group

$\Sigma y^2$  = standard deviation of experimental group

$N_x$  = number of students of control group

$N_y$  = number of students of experimental group

$$df = N_x + N_y - 2$$

df = degrees of freedom

$N_x$  = number of students of control group

$N_y$  = number of students of experimental group<sup>43</sup>

**3.5.5** In applying these formula the researcher will use IBM SPSS Statistic 21 to help the writer calculated thre data. This program will used to calculate the statistically part of this research.

**3.5.6** Criteria of testing hypothesis

The statistical hypotheses in this research are as follows:

To test hypothesis, the researcher will use one-tail test, with 0,05 level of significance and degree of freedom (DF) =  $N_1 + N_2 - 2$ .

1. If  $t\text{-table} > t\text{-test}$ ,  $H_0$  is accepted and  $H_a$  is rejected. It means that implementing critical incident method will not be able to improve students' speaking skill.
2. If  $t\text{-table} < t\text{-test}$ ,  $H_a$  is accepted and  $H_0$  is rejected. The result of t-table is smaller than t-test value. It means that implementing critical incident method will be able to improve students' speaking skill.

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<sup>43</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik Edisi Revisi 2010*, (Jakarta: PT. RinekaCipta, 2010), p.354.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of two items, the findings of the research and the discussion of the research findings. In finding item, the researcher shows all of the data which were collected during the research. While, in the discussion item, the researcher analyze all of the data to show the finding.

#### 4.1 Finding

The findings of this research deals with the students' score in pre-test and post-test, the students' score classification, mean score, the significant differences between the score of pre-test and post-test, and hypothesis testing of the faired samples. This findings are described as follows:

##### 4.1.1 Students' Speaking in Using Critical Incident Method as Experimental group.

This section described the result of data analysis pre-test and post-test in using Critical Incident method at XI MIA<sup>1</sup> class as Experimental group in MAN 1 Mamuju in academic year of 2019/2020.

##### 4.1.1.1 The Students' Score of Pre-test in Experimental Group

In pre-test the researcher gave some questions to the students for making conversation to see their skill in speaking before using Critical Incident method, the kind of the test is oral test. Therefore, the researcher recorded the students' answer to gain the value of the students. There are four aspects to give score for students, they were fluency, accuracy, content and pronunciation. The result was described in the following table:

Table 4.1 Students' Score in Experiment Group (Pre-Test)

NO	Name	Fluency	Accuracy	Content	Pronunciation	Total	Score
1	MC	6	4	5	5	20	50
2	AM	4	4	4	4	16	40
3	AL	5	4	6	5	20	50
4	AI	6	5	8	6	25	63
5	BN	4	4	5	4	17	43
6	BA	4	4	4	4	10	25
7	FA	4	3	4	4	15	38
8	IS	4	4	4	4	16	40
9	HF	2	2	3	3	10	25
10	MN	3	3	4	3	13	33
11	MR	4	3	5	4	16	40
12	FD	4	3	3	4	14	35
13	MD	5	4	5	4	18	45
14	MT	5	3	4	4	16	40
15	ZA	3	4	5	4	16	40
16	AR	4	4	4	5	17	43
17	AF	3	3	4	4	14	35
18	FU	5	3	4	5	17	43
19	HB	6	4	6	4	20	50
20	RR	6	4	6	4	20	50
21	ZR	3	4	4	4	15	38
22	ND	3	4	5	5	17	43
23	NA	4	3	4	4	15	38
24	NK	4	3	5	4	16	40
25	NP	5	5	6	5	21	53
26	MS	3	4	5	4	16	40
27	RW	4	4	5	5	18	45
28	RZ	3	3	5	5	16	40

Continuance of table 4.1

29	SA	3	3	5	5	16	40
30	SD	4	4	5	5	18	45
31	TM	5	4	4	5	18	45
32	WI	5	4	5	5	19	48
33	WN	5	5	4	4	18	45
34	KA	5	4	4	5	18	45
35	ST	4	4	4	4	16	40
							<b>1473</b>

(Data' Source: the students' score in experiment Group (pre-test))

After knowing the students' score in pre-test of experimental group on the criteria of speaking skill which are fluency, accuracy, content, and pronunciation. The next table is to know students' speaking skill in post-test of experimental group.

#### 4.1.1.2 The Students' Score of Post-test in Experimental group

While the students' score on post-test or the result of students after giving treatment can be seen clearly in the following table:

Table 4.2 Students' Score in Experiment group (Post-Test)

NO	Name	Fluency	Accuracy	Content	Pronunciation	Total	Score
1	MC	7	6	8	6	27	68
2	AM	6	6	6	7	25	63
3	AL	7	6	8	6	27	68
4	AI	8	7	9	8	32	80
5	BN	7	6	7	6	26	65
6	BA	6	6	8	6	26	65
7	FA	6	6	7	6	25	63
8	IS	6	6	8	6	26	65
9	HF	7	5	8	6	26	65
10	MN	6	5	7	7	25	63

Continuance of table 4.2

11	MR	7	6	7	6	26	65
12	FD	6	6	7	6	25	63
13	MD	6	5	8	7	26	65
14	MT	7	5	8	7	27	68
15	ZA	6	7	8	7	28	70
16	AR	7	6	7	7	27	68
17	AF	7	7	7	7	28	70
18	FU	7	5	8	6	26	65
19	HB	6	6	7	6	25	63
20	RR	7	7	9	7	30	75
21	ZR	6	6	8	6	26	65
22	ND	5	5	8	7	25	63
23	NA	6	5	7	7	25	63
24	NK	7	6	8	6	27	68
25	NP	7	7	8	7	29	73
26	MS	6	5	8	6	25	63
27	RW	6	6	6	7	25	63
28	RZ	6	5	7	6	24	60
29	SA	5	5	7	7	24	60
30	SD	5	5	6	6	22	55
31	TM	6	6	6	6	24	60
32	WI	6	6	7	6	25	63
33	WN	6	6	7	7	26	65
34	KA	7	6	7	6	26	65
35	ST	5	5	8	6	24	60
							<b>2283</b>

(Data' Source: the students' score in Experiment group (post-test))

After presented the data as on the table above, then classify the data in five classifications by looking at the table 4.3 below:

#### 4.1.1.3 Scoring Classifications Achievement of the Students in Experimental group on Pre-test and Post-test

Table 4.3 The Rate Percentage of the Students' Pretest and Posttest Score in Experimental Group (Critical Incident)

No	Classification	Scores	Frequency		Percentage	
			Pretest	Posttest	Pretest	Posttest
1	Very Good	80-100	0	1	0	2.86%
2	Good	66-79	0	9	0	25.71%
3	Fair	56-65	1	24	2.86%	68.57%
4	Poor	40-55	26	1	74.29%	2.86%
5	Very Poor	≤ 39	8	0	22.85%	0
<b>Total</b>			<b>35</b>		<b>100%</b>	

Table 4.3 shows that the average score of students before using Critical Incident method represented that most of students' speaking skill got poor classification. As the result of it, the researcher approximated that the speaking achievement of the students was low, because they were still shy to speak, don't know how to express their feeling, lack of motivation in learning English and they could not dispense their skill especially in speaking. After giving treatment through Critical Incident method no one student got very poor, it is different from students' percentage before giving treatment because the students' speaking achievement after treatment bigger than before using Critical Incident method . It could be proven that teaching speaking through using method leads the students express their feeling and

more interest in learning English. It could say that using Critical Incident method is significant.

#### 4.1.2 Students' Speaking Skill as Control group

This section described the result of data analysis pre-test and post-test in implementing "Discussion" at XI MIA<sup>2</sup> class as control group in MAN 1 Mamuju in academic year of 2019/2020:

##### 4.1.2.1 The Students' in Implementing about Discussion Score of Pre-test in Control group

In this pre-test researcher also gave the questions seems like in the Experimental group. The result was described in the following table:

Table 4. 4Students' Scorein Control group (Pre-test)

NO	Name	Fluency	Accurac y	content	Pronunciati on	Total	Score
1	AR	5	4	6	5	20	50
2	AA	6	3	8	5	22	55
3	AM	3	3	4	4	14	35
4	AF	5	4	5	5	19	48
5	AG	3	2	4	3	12	30
6	MD	3	3	3	3	14	35
7	DS	6	4	5	5	20	50
8	DA	5	4	4	5	18	45
9	DC	6	4	5	5	20	50
10	FM	3	4	4	3	14	35
11	FT	5	5	5	4	19	48
12	GR	6	4	5	5	20	50
13	IN	3	4	3	3	13	33
14	JF	5	5	5	6	21	53
15	MF	6	4	4	6	20	50

Continuance of table 4.4

16	MH	5	4	5	5	19	48
17	MN	3	4	5	4	16	40
18	MA	5	4	5	7	21	53
19	MM	5	4	4	5	18	45
20	NA	4	3	4	4	15	38
21	NH	5	4	5	4	18	45
22	NB	6	5	6	5	22	55
23	NK	3	4	3	4	14	35
24	ND	3	3	4	3	13	33
25	RA	4	4	4	4	16	40
26	SW	5	3	4	5	17	43
27	SH	6	5	8	6	25	63
28	SR	3	4	5	4	16	40
29	WU	4	3	4	4	15	38
30	YD	5	4	5	5	19	48
31	MH	3	4	6	4	17	43
							1374

(Data' Source: the students' score in control group (pre-test))

The table above show the score of pre-test in control group based on speaking criteria. Next table will show the post-test score in control group.

4.1.2.2 The Students' Score of Post-test in Control Group While the students' score on post-test of control group through "Discussion" can be seen clearly in the table

4.5: Table 4.5 the Students' Score on Post-test

NO	Name	Fluency	Accuracy	Content	Pronunciation	Total	Score
1	AR	5	4	7	5	21	53
2	AA	6	5	8	5	24	60
3	AM	6	5	6	6	23	58
4	AF	5	5	5	5	20	50

Continuance of table 4.5

5	AG	5	5	6	6	22	55
6	MD	6	4	6	5	21	53
7	DS	5	4	4	4	17	43
8	DA	4	3	5	4	16	40
9	DC	4	5	7	5	21	48
10	FM	4	4	6	5	19	48
11	FT	6	4	5	5	20	50
12	GR	5	5	7	6	23	58
13	IN	4	4	5	4	17	43
14	JF	6	5	6	6	23	58
15	MF	6	5	6	5	22	55
16	MH	4	4	6	5	19	48
17	MN	5	4	5	5	19	48
18	MA	5	4	6	5	20	50
19	MM	5	5	7	6	23	58
20	NA	4	4	5	5	18	45
21	NH	4	4	6	4	18	45
22	NB	5	4	5	5	19	48
23	NK	4	4	5	4	17	43
24	ND	4	3	4	4	15	38
25	RA	4	4	4	4	16	40
26	SW	5	5	7	6	23	58
27	SH	6	6	8	7	27	68
28	SR	5	4	5	4	18	45
29	WU	5	4	4	5	18	45
30	YD	5	4	5	5	19	48
31	MH	4	4	6	4	18	45
						609	1544

(Data' Source: the students' score in Control group (post-test))

Based on table above about students' speaking in the post-test the researcher find some students get improvement. It can be seen by the next table about percentage of students' pre-test and post-test in control group.

#### 4.1.2.3 Scoring Classifications Achievement of the Students in Control group on Pretest and Post-test

Table 4.6 The Rate Percentage of the Students' Pretest and Posttest Score in Control group

No	Classification	Scores	Frequency		Percentage	
			Pretest	Posttest	Pretest	Posttest
1	Very Good	80-100	0	0	0	0
2	Good	66-79	0	1	0	3.26%
3	Fair	56-65	1	6	3.26%	19.35 %
4	Poor	40-55	21	23	67.74%	74.13%
5	Very Poor	≤ 39	9	1	29%	3.26%
<b>Total</b>			<b>31</b>		<b>100%</b>	

Five classifications as table 4.6 shows that before giving treatment through "Discussion" indicated that many students got poor. It was also signify that the skill of students was also still fairly satisfactory. So, the students need the way to increase their skill in English especially in speaking. By the result of it, the researcher taught them through "Discussion", and after giving the method the students have improved. It also different percentage of students' score before and after giving "Discussion" based on the result above because there were one addition in good classification.

### 4.1.3 The Different Improvement of Students' Speaking Skill between Experimental group and Control group

To know was using Critical Incident method better than Discussion as follow:

#### 4.1.3.1 The Raw Score of Pretest and Posttest in Experimental and Control group

##### 4.1.3.1.1 Experimental group

To calculate speaking score of pre-test and posttest in Experimental group, the researcher included in the following table.

Table 4.7 The Raw Score Students' Speaking Skill of Pre-test and Posttest in

Experimental group					
No	Name	Pretest (X <sub>1</sub> )	Posttest (X <sub>2</sub> )	X <sub>1</sub> <sup>2</sup>	X <sub>2</sub> <sup>2</sup>
1.	MC	50	68	2500	4624
2.	AM	40	63	1600	3969
3.	AL	50	68	2500	4624
4.	AI	63	80	3969	6400
5.	BN	43	65	1849	4225
6.	BA	25	65	625	4225
7.	FA	38	63	1444	3969
8.	IS	40	65	1600	4225
9.	HF	25	65	625	4225
10.	MN	33	63	1089	3969
11.	MR	40	65	1600	4225
12.	FD	35	63	1225	3969
13.	MD	45	65	2025	4225
14.	MT	40	68	1600	4624
15.	ZA	40	70	1600	4900
16.	AR	43	68	1849	4624
17.	AF	35	70	1225	4900
18.	FU	43	65	1849	4225

Continuance of table 4.7

19	HB	50	63	2500	3969
20	RR	50	75	2500	5625
21	ZR	38	65	1444	4225
22	ND	43	63	1849	3969
23	NA	38	63	1444	3969
24	NK	40	68	1600	4624
25	NP	53	73	2809	5329
26	MS	40	63	1600	3969
27	RW	45	63	2025	3969
28	RZ	40	60	1600	3600
29	SA	40	60	1600	3600
30	SD	45	55	2025	3025
31	TM	45	60	2025	3600
32	WI	48	63	2304	3969
33	WN	45	65	2025	4225
34	KA	45	65	2025	4225
35	ST	40	60	1600	3600
		<b>1473</b>	<b>2283</b>	<b>63749</b>	<b>149639</b>

Based on table above we can see the raw score students' speaking skill of pre-test and post-test in experimental group. The score of pre-test is 1473 and the post-test 2283. So we can find the difference between score of pre-test and post-test.

#### 4.1.3.1.2 Control group

To calculate speaking score of pre-test and posttest in control group, the researcher included in the following table.

Table 4.8 The Raw Score of Students' Speaking Skill of Pre-test and Posttest in Control group

<b>N o</b>	<b>Name</b>	<b>Pretest (X<sub>1</sub>)</b>	<b>Posttest (X<sub>2</sub>)</b>	<b>X<sub>1</sub><sup>2</sup></b>	<b>X<sub>2</sub><sup>2</sup></b>
1.	AR	50	53	2500	2809
2.	AA	55	60	3025	3600
3.	AM	35	58	1225	3364
4.	AF	48	50	2304	2500
5.	AG	30	55	900	3025
6.	MD	35	53	1225	2809
7.	DS	50	43	2500	1849
8.	DA	45	40	2025	1600
9.	DC	50	48	2500	2304
10.	FM	35	48	1225	2304
11.	FT	48	50	2304	2500
12.	GR	50	58	2500	3364
13.	IN	33	43	1089	1849
14.	JF	53	58	2809	3364
15.	MF	50	55	2500	3025
16.	MH	48	48	2304	2304
17.	MN	40	48	1600	2304
18.	MA	53	50	2809	2500
19.	MM	45	58	2025	3364
20.	NA	38	45	1444	2025
21.	NH	45	45	2025	2025
22.	NB	55	48	3025	2304

23	NK	35	43	1226	1849
24	ND	33	38	1089	1444
25	RA	40	40	1600	1600
26	SW	43	58	1849	3364
27	SH	63	68	3969	4624

Continuance of the table 4.8

28	SR	40	45	1600	2025
29	WU	38	45	1444	2025
30	YD	48	48	2304	2304
31	MH	43	45	1849	2025
		1374	1544	<b>62793</b>	<b>78352</b>

The table above show about the raw scores tudents' speaking skill of pre-test and post-test in experimental group. The total score in pre-test is 1374 and post-test 1544. We can see the difference based on the table above.

#### 4.1.3.2 The Mean Score and Standard Deviation in Experimental and Control group

After calculating the raw score seems like the table above, then determined the mean score and standard deviation of pre-test and posttest both in Experimental group and control group below. To calculate the mean score of students' speaking skill in pre-test and post-test the researcher applied the formula as follow:

- **Mean score in Experimental group:**

Pre-test:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1473}{35}$$

$$X = 42.09$$

Post-test:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{2283}{35}$$

$$X = 65.23$$

- **Mean score in control group:**

Pre-test:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1374}{31}$$

$$X = 44.32$$

Post-test:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1544}{31}$$

$$X = 49.81$$

Then, to determine standard deviation of students' score in pretest and posttest the researcher used the formula:

#### Standard deviation in experimental group:

**-Pre-test:  $\sum X_1^2 = 63749$**

$$SD_1 = \sqrt{\frac{SS}{N}}$$

Where:

$$SS_1 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$SS_1 = 63749 - \frac{(1473)^2}{35}$$

$$SS_1 = 63749 - \frac{2169729}{35}$$

$$SS_1 = 63749 - 61992.26$$

$$SS_1 = 1756.74$$

$$SD_1 = \sqrt{\frac{1756.74}{35}}$$

$$SD_1 = \sqrt{50.19}$$

$$SD_1 = 7.08$$

**-Post-test:  $\sum X_2^2 = 149639$**

$$SD_1 = \sqrt{\frac{SS}{N}}$$

Where:

$$SS_1 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$SS_1 = 149639 - \frac{(2283)^2}{35}$$

$$SS_1 = 149639 - \frac{5212089}{35}$$

$$SS_1 = 149639 - 148916.83$$

$$SS_1 = 722.17$$

$$SD_1 = \sqrt{\frac{722.17}{35}}$$

$$SD_1 = \sqrt{20.63}$$

$$SD_1 = 4.54$$

- **Standard deviation in control group:**

**-Pre-test:  $\sum X_1^2 = 62793$**

$$SD_1 = \sqrt{\frac{SS}{N}}$$

Where:

**-Post-test:  $\sum X_2^2 = 78352$**

$$SD_1 = \sqrt{\frac{SS}{N}}$$

Where:

$$SS_1 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$SS_1 = 62793 - \frac{(1374)^2}{31}$$

$$SS_1 = 62793 - \frac{1887876}{31}$$

$$SS_1 = 62793 - 60899.23$$

$$SS_1 = 1893.77$$

$$SD_1 = \sqrt{\frac{1893.77}{31}}$$

$$SD_1 = \sqrt{61.09}$$

$$SD_1 = 7.82$$

$$SS_1 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$SS_1 = 78352 - \frac{(1544)^2}{31}$$

$$SS_1 = 78352 - \frac{2383936}{31}$$

$$SS_1 = 78352 - 76901.16$$

$$SS_1 = 1450.84$$

$$SD_1 = \sqrt{\frac{1450.84}{31}}$$

$$SD_1 = \sqrt{46.80}$$

$$SD_1 = 6.84$$

To make it clear the result of the mean score and standard deviation of pre-test and post-test for Experimental group and control group, the researcher presented the table below:

Table 4.9 The Mean Score and Standard Deviation

Group	Mean score		Standard deviation	
	Pre-test	Post-test	Pre-test	Post-test
Experimental group	42.09	65.23	7.08	4.54
Control group	44.32	49.81	7.82	6.84

Table 4.9 shows that the students' speaking skill in Experimental group and control group almost have the same skill before treatment. It can be seen from the mean score gained by the students in Experimental group and the mean score in control group was not far difference score. Although the score in Experimental group (42.09) is lower than in control group (44.32), it showed just a little different score both of them. But after treatment (post-test), the main score obtained by the students in Experimental group (65.23) is higher than the main score in control group (49.81). The result score both in experimental and control group before and after treatment

were increase. It means after using “Critical Incident” method and Discussion the students’ English speaking skill found the improvement. In classifications poor to good for Experimental group and for control group in classifications poor to good.

Meanwhile, the standard deviation of the students in Experimental group was lower than standard deviation in control group. It indicated that the students’ speaking skill in Experimental group was varied than the students in control group whether in pre-test or post-test. But the conclusion from the table 4.9 shows the standard deviation in experimental and control group in pre-test and post-test were lower than the mean score in experimental and control group, it means the mean score was able to use as the representative of whole the data.

To know the different improvement of students’ speaking skill through “Critical Incident” method as Experimental group and telling time as control group, the researcher indicated the mean score in following table:

Table 4.10 Different Score of Students’ Pre-test and Post-test in Experimental and Control group

Group	Mean score		Different score
	Pre-test	Post-test	
Experimental group	42.09	65.23	23.14
Control group	44.32	49.81	5.49

Table 4.10 showed that there were different improvement of students’ value in Experimental group and control group, although both of them exist raising score after giving treatment. As the table 4.10, it can be proven that there was difference of speaking achievement between experiment and control group. The mean score in experimental group (23.14) was higher than the mean score in control group (5.49) or

23.14 > 5.49. it means that the students' speaking skill after using Critical Incident as Experimental group was more significant increasing than the students speaking skill through "Discussion" as control group. Therefore, the students who taught by using Critical Incident was better than the students who taught by Discussion" by look at the mean score.

#### 4.1.3.3 The Application of T-test Formula in Experimental group and Control group

In this testing hypothesis, the researcher applied t-test formula at the level of significance with  $\alpha =$  with degree of freedom is  $df = N_1 + N_2 - 2$ . Below is the result of calculation:

# T-test for Experimental group:

$$\begin{aligned}
 t &= \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{65.23 - 42.09}{\sqrt{\left(\frac{1756.74 + 722.17}{35 + 31 - 2}\right)\left(\frac{1}{35} + \frac{1}{31}\right)}} \\
 &= \frac{23.14}{\sqrt{\left(\frac{2478.91}{64}\right)(0.06)}} \\
 &= \frac{23.14}{\sqrt{(38.73)(0.06)}} \\
 &= \frac{23.14}{\sqrt{2.3238}} \\
 &= \frac{23.14}{1.52}
 \end{aligned}$$

$$= 15.22$$

# T-test for Control group:

$$\begin{aligned}
 t &= \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{49.81 - 44.32}{\sqrt{\left(\frac{1893.77 + 1450.84}{35 + 31 - 2}\right)\left(\frac{1}{35} + \frac{1}{31}\right)}} \\
 &= \frac{5.49}{\sqrt{\left(\frac{3344.61}{64}\right)(0.06)}} \\
 &= \frac{5.49}{\sqrt{(52.26)(0.06)}} \\
 &= \frac{5.49}{\sqrt{3.1356}} \\
 &= \frac{5.49}{1.77}
 \end{aligned}$$

$$= 3.10$$

$$df = N_1 + N_2 - 2$$

$$= 35 + 31 - 2 = 64$$

$\alpha = 0,05$

So, the result of t-table with two tail test is shown: 1.66901

Table 4.11 the result of t-test and t-table value

T-test for experimental group	T-test for control group	t-table value
<b>15.22</b>	<b>3.10</b>	1.66901

T-test value of the students in Experimental group(15.22) was higher than t-table value (1.66901) as the table 4.11 from the analysis after giving treatment. While T-test value of the students in control group(3.10) was higher than t-table value (1.66901) as well. According to statistical hypothesis, if t-table value was lower than t-test value,  $H_a$  is accepted and  $H_0$  is rejected. It meant that using “Critical Incident method” and “Discussion” are able to improve students’ speaking skill at the Eleventh grade of MAN 1 Mamuju. But, there was significant difference score between the students who taught by “Critical Incident method” and taught by “Discussion”. Based on the table of the t-test and t-table value above said that t-test in Experimental group was higher than t-test in control group. Therefore, the researcher conclude that applied Critical Incident method” to improve speaking was one of the good way to lead the students more attracted in learning English especially for speaking. And learning English through “Critical Incident method” better than “Discussion” to improve students’ speaking skill.

4.1.3.4 The Effective of Teaching Process for both Experimental group through “Critical Incident method” and Control group through conventional way(Discussion)

To find out how effective applying “Critical Incident method” and conventional way “Discussion” to improve speaking skill, the researcher have got some information from students’ activities in learning process.

There were four meetings in Experimental group and four meetings in control group, and two meetings for gave the test. To know the knowledge of students before and after treatment, the researcher gave the test namely pretest and post-test. The kind of the test was oral test consisted of ten questions for pre-test and ten questions for post-test. The researcher call one student in doing the test, and it be done until all the students have been tested, it aims to talk about the theme that researcher gave. The student was telling about experience depends on theme that the researcher gave. The students answered the questions each other from the test to know students’ speaking skill. The researcher recorded the answers of the students while they were on the test, the goal of making it easier evaluate of students’ speaking skill in some aspect, these are fluency, accuracy, content and pronunciation.

#### 4.1.3.4.1 Experimental group

The first treatment: telling about first time learning English The topic in the first treatment was telling about first time learning English. Firstly, the researcher would greet the students, then introduction each other, after that the researcher gave motivation about the importance of English to the students before giving material especially for mastering one of significant English skill, speaking. After that researcher would like to introduce the method that would be implemented in teaching speaking namely the Critical Incident method. The researcher applied the techniques instruction of the Critical Incident method to the students by asking the students to tell about first time learning English. Before asking them to do that the researcher

gave the students time to think about their experience around ten minutes. Then, the researcher guided the students how to tell about their experience first time learning English by using critical method. The researcher made the students remember their first time learning English. In this meeting, there were some students asking the English of some words, the researcher helped them and if they still have problem with the English the researcher asked them to open their dictionary, but there some students didn't have dictionary so the researcher recommended them to download dictionary application. After that, the students arranged what they were going to tell. Finally, the students practiced all the teacher technique instruction. They practiced one by one to come forward in the class.

The second treatment : telling about their moment with family Seems like the first meeting, in this second meeting the researcher would greet the students, after that explain to students the topic or material to be studied. Before asking the students to tell about their experience the researcher would like to repeat to explain the roles of Critical Incident. Then, gave some vocabularies related to the topic because in first meeting there were some students don't know how to express their felling because of leg of vocabularies. After that the researcher taught them how to read that vocabularies in correct pronunciation. Next, the researcher gave a few minutes to remember their unforgettable experiences related to the family. Then, asking what experiences they think are unforgettable with their family, here as what the purpose of Critical Incident the researcher made the students remember their experience related to the topic today. Then, asking the students to find a couple. Finally, the students expressed their Critical Incident about family to their couple. Then in last time, the researcher gave change to the 3 couples who want to tell about their critical

incident about family. In this meeting, the students were active by seeing the students' enthusiastic to tell their Critical Incident, there were some students telling about their happiness with family, funny moment with family but most of them told about their sadness with family.

The third treatment: telling about childhood in this meeting, as well as the researcher would greet the students, then gave yell-yell to make the students spirit. After that the researcher gave short explanation about Critical Incident to make them remember that method. Next, the researcher divided them into group that consist of four members. Before asking the students to tell about the topic, the researcher gave some expression related to the topic in purpose to make students easy to express what they want to say. After that gave the topic to the students, the topic was talking about their Childhood. The researcher give time to make them remember about their childhood. Then, the students are asked to tell their critical incident about childhood in group start from who was first letter A till Z. there is some group were very active and also there also calm. The active group told their childhood in funny way, so they were very active and as what I heard in that group there was feedback from their group member, it means that the students have a brave to express their feeling.

The fourth treatment: telling about gift In last treatment, the researcher would gave the students topic about gift. Here, seems like the first, second, third meeting where the researcher would greet students, and gave them games before start studying in purpose to make the students would be spirit. Then, the researcher gave them expression related to the topic because in the third meeting there were some students used that expression it means that, giving expressing helped them to express their feeling. Next, helped them to read in correct intonation and pronunciation. After

that the researcher asked the students “Does anyone ever give someone gift? Does anyone ever get gift? there were students said me, after that the researcher chose who said me to tell about their experience about giving or getting gift, there two student directly told her experience in front of class. There were students need time to arrange what they were going to tell, so the researcher asked the students to remember about it around ten minutes. Then, pointed one by one to tell about their critical incident about gift. most of them tell about gift that was given from their special friends, so the class was very active.

#### .1.3.4.2 Control group

In control group, the researcher gave some materials for students but different treatment. The researcher gave the treatment through “Discussion”. Through this method, the students also faced the improvement in speaking, the explanation improvement of students in fourth meetings they were:

The first meeting: The theme of discussion was Discussion In this meeting, the researcher gave guiding used conventional way is “Discussion”, seems like introducing the topic, but specially talk about agree and disagree an opinion, opening and closing the discussion. All must memorized by all the students to make the students have basic before begin the discussion. With memorized all of that, would enrich the new knowledge of students because they have known some statement in English especially in doing the discussion. Because the students have basic before doing discussion in the class, they would not reluctant to speak and with that it would guide the students how to open, and to close the discussion process. And it would be try to improve the students’ skill in speaking. The researcher had not seen the enthusiastic in this meeting because the main activity was not began yet.

The second meeting: The theme of discussion was organization the researcher gave the topic to the students about do you agree or disagree about this statement “having organization can improve our confidence”. This topic was familiar so the students easy to express their feeling. The researcher asked them who was agree go to left side and who was disagree go to right side. Then the researcher gave time to each group to discuss their opinion around ten minutes. After that, the researcher asked them to express their feeling first is the agree team then disagree. In this meeting was not really active because only some of them speak.

The third meeting The theme of discussion was working The researcher gave the topic to the students about do you agree or disagree about this statement “after finishing Senior High School we should be working”. This topic was very interesting for them because general and familiar in students’ life. It could drive student to speak without doubtful or hesitate. Because they did not bashful to say in foreign language, so it was try students to increase their motivation in speaking. In this meeting, the students more excited to express their opinion while in the second meeting, it just because existed in the topic, many students felt difficult to speak in previous meeting due to they do not interest in it. It could conclude that students’ interest was based on the topic discussion. The topic was able to stimulate students in talking, although they still lack in vocabularies but, at least they have motivation in learning process.

The fourth meeting: The theme of discussion was “internet” The researcher gave the topic to the students about Do you agree or disagree about this statement with “internet, students can learn more information and learn it quickly”. This topic was easy for students because that was familiar, so the students have enthusiasm to

express her/his opinions for their friends. The students were enjoy as well with the method because the topic was attracted them to speak. In doing this method, the students also feel free to ask his/her friends when they did not know the vocabularies in English word. It was like in the experimental group, because the students was not hesitate to asking questions with their friends or the researcher, so it would make the students have got provision in doing learning process, and it could help the student to increase their speaking skill. In this treatment, the students have the different opinions and no one group wanted to lose their opinion because they defend their argumentation each other. One group said that, our group agree that with internet students, can learn more information and learn quickly, because internet have provided many information, the students only type something what they need and what they want to know about the knowledge and many others things that we can get in internet”. While other group said that “our group disagree with internet, because the students is really easy to copy and paste some information in internet, so they do not have effort to study, they just get the instant information with internet. From the result of it this method would try to stimulate students’ thinking, because they try to find out the solution of the problem in the topic discussion.

#### **4.2 Discussions**

In this part will explain the discussion about the result findings that showed in the previous chapter. This section of this research will provides insight about the students’ English speaking skill before and after treatment through Critical Incident in Experimental group, then explained students’ English speaking skill before and after implementing “Discussion” in control group, and the last explained the

significant different improvement of students' speaking skill between Experimental group and control group. It is based on the problem statement that exist in chapter I.

#### 4.2.1 Students' Speaking Skill Before and After Treatment of "Critical Incident" Method at Experimental group.

Before using "Critical Incident" method based on the result finding, it found the students' skill in speaking was still low. The classifications of students in speaking a lot of students got poor and very poor. It proven that speaking skill of students is not good enough, the researcher discovered that, the students are still less on the accuracy aspect. Those happened because beside students were still shy to say something in front of their friends or lack of confidence, they also still lack of motivation to study duo to was not attractive about English and also they cannot remembering anything to say in English, these problems supported by Rivers in Lai Mei Leong's journal who thinks that learners often have nothing to say because their teachers had selected a topic that is not appropriate for them and less information about it and the learners is very difficult to tell things in a foreign language because they have little opinions about what to say and which vocabularies to apply.

By the result of it, the alternative way to solve the problems that the students faced, the researcher gave the treatment through Critical Incident method, it supposed that this method is able to improve students' English skill especially in expressing something what they want to say to others. "Critical Incident" method is one of way to make studying more interesting that encourage students to improve their speaking skill and try to help students expressing their feeling by giving situation that they have felt, and also that enable students to express their opinions, and it is very essential to improve their speaking. According to Penny Ur in chapter II, who said

that using pair work or group work is able to provide the students with a lot more practice and also feel more comfortable to speak. On the other hand pair work or group work will create opportunities for learners' knowledge to be shared. Therefore, it helps students to build up their confidence for further conversations.

In this treatment of Experimental group there were four meetings, the first meeting the researcher gave the me about the first time learning English. The second meeting was about family, the students told about their unforgettable moment with their family. The third was about childhood, the students told their childhood such as funny moment, sad moment or happy moment. And last meeting about gift, the students told about their experience giving and getting gift.

By doing this method, many students more motivated and confidence to speak in front of the class after they found the partner. Ni assumes that students have much confidence in learning language sure that they have ability the language well and because of that they will perform very actively in classroom. Therefore "critical incident" method gave the students awareness that learning English is easy and fun.

#### 4.2.2 Students' Speaking Skill Before and After Implementing conventional way "Discussion" at Control group

Besides that, after the researcher explained the process and the result finding of Experimental group, the researcher move to explain the pre-test of control group based on the result finding as well, it found the students' English speaking skill in pretest was also still low. It was the same factors that problem faced in Experimental group, are certain lacks such as lack of motivation, lack of self-confidence and even nothing to say which could make the students feel bashful to speak, and fearful to make mistakes.

But after teaching speaking through “Discussion” there was an improvement as well, and it can say this method was also good. Classroom “Discussion” tried to stimulate the students in order to find out the solution from the problem of discussion topic. Relating of this opinion, Killen support that “Discussion” is effective way due to allowing students to share their knowledge and experience, and also they can generate new ideas or produce the solutions of the problem. In addition, “Discussion” can training in reflective thinking, because the students are trying to express their mind of the topic, they reflect to talk when the teacher gave the problem discussion. And also, training in self-expression. The main point of this method is gave opportunities for the students to think about information and try to solve the problem discussed.<sup>44</sup>

There were four meetings in control group seems like in Experimental group. As for the topics in control group were *the first meeting*, the researcher gave “material about discussion”, *the second meeting* the researcher gave the theme about “organization”, *the third meeting* about “working”, and *the fourth meeting* about “internet”. In that four meeting, the researcher have seen the activities of students when received the method, they also have enthusiasm in learning as the discussion progressed, it was because of they attract on discussion topic.

#### 4.2.3 The Different Improvement of Students’ Speaking Skill between Experimental group and Control group

<sup>44</sup>S. Menggo, Seken Ketut, and Ratminingsih, “the Effect of Discussion Technique and English Learning Motivation toward Students’ Speaking Ability,” *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, Vol. 1 (Tahun 2013), p. 2. (<http://www.neliti.com/publications/117772/the-effect-of-discussion-technique-and-english-learning-motivation>) (accessed November 9, 2018)

From the result above, the researcher can conclude that using “Critical Incident” method in Experimental group and conventional way “Discussion” in control group there were any improvement both of them. But to know that implementation of “Critical Incident” method better to improve students’ speaking skill than conventional way “Discussion”, the researcher found the different from the t-test value who exist in table 4.11. The score in Experimental group higher than the score in control group, it can be seen from the different amount of variance score for experimental was 15.22, while control group was 3.10 ( $23.14 > 5.49$ ). Therefore, “Critical Incident” method more significant improved than conventional way “Discussion”.

According to researcher, based on the observation as doing the research, there were significant different both of them, the researcher has observed the students when joined this material by using “Critical Incident” method in Experimental group. The students were very enthusiasm and attractive to speak in English. The students feel free to say something and enjoy the topic and material what the researcher gave and also they enjoy the way of method through critical incident. Moreover, this method let the learners have more time and opportunities to talk. It because of the learning talk about experience. Therefore, the students are excited and motivated, rather than fearful about learning a foreign language.

On the contrary, in control group, the students actually have also enthusiasm to learn when doing the discussion. But the deficiency of this method was exist in students motivation to speak, because just the talkative participant who want to speak. For the students who feel shy to talk, they would not speak at all although the researcher forced or motivated them to say something, and most of them worried

about making mistakes when they are trying to say things in a foreign language in the classroom. Therefore, the researcher concluded that discussion method just dominated of students who have self-confidence to talk. As Kristin Hammond said that the class discussion allows a few individual students to dominate the class conversation. It can be used only to students who have some basic knowledge in the topic or theme discussion and some of the students may feel shy or reluctant to take part while others may try to dominate.

The conclusion, to find out the statistical hypothesis received between null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ), the researcher applied t-test formula at the level of significance with  $\alpha =$  with degree of freedom is  $df = N_1 + N_2 - 2$  ( $35 + 31 - 2 = 64$ ). According to Sugiyono if t-table was lower than t-test value it means  $H_a$  is accepted and  $H_0$  is rejected.

This research found that the t-test value is 15.22 greater than t-table value 1.66901 ( $15.22 > 1.66901$ ). It meant that implementing “Critical Incident” method is able to improve students’ speaking skill at the second grade of MAN 1 Mamuju or in other word  $H_a$  was accepted and  $H_0$  was rejected. After seeing the result, it found that there was a significant difference of students’ speaking skill in pre-test and post-test between Experimental group and control group, but from the different result of t-test through “critical incident” in Experimental group was greater than using conventional way “Discussion” in control group. It was caused by the involvement of the students’ during the learning process, and also using “critical incident” method made English become joyful subject to be learnt and it will become inspirited for teaching method. So, using “critical incident” method to improve students’ English speaking skill better than using conventional way “Discussion”.

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Based on the research findings and discussions in previous chapter, the result of the data analysis showed that:

- 5.1.1 The students' English speaking skill of the second grade of MAN 1 Mamuju in class XI MIA<sup>1</sup> as experimental class was improved significantly through teaching speaking by using "Critical Incident" method. It could be seen from the different score of pre-test and post-test. Where the score of post-test was 65.23, which is compared with the score of pre-test that is 42.09. And also from analyzing the data by using the test formula showed that t-test (15.22) in post-test was higher than t-table value (1.66901) means the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It shows that there were significant different the students' speaking skill before and after using "critical incident" method. Therefore this method is able to say as good method.
- 5.1.2 The students' speaking skill in class XI MIA<sup>2</sup> as control class by teaching speaking through Conventional Way "discussion" was also improved seems in experimental class. Because, there was different improvement that indicated in the mean score of pretest and posttest. The mean score in posttest was 49.81

higher than the mean score in pretest that is 44.32. Therefore teaching speaking through “Discussion” was good as well. And it also could be seen from the test



formula showed that t-test (3.10) in post-test was higher than t-table value (1.66901).

5.1.3 The implementation of “critical incident” method to improve students’ English speaking skill better than “Discussion”, because there were significant different improvement of the students’ speaking skill at the eleventh grade of MAN 1 Mamuju before and after using “critical incident” method in experimental class and “discussion” in control class. According to the researcher, teaching English through both method actually were the good ways to improve speaking skill, although the improvement of students faced was not the same both of them, it seen from the result score in t-test formula. The different improvement of students between experimental class was higher than improvement of students in control class ( $15.22 > 3.10$ ). The researcher found there were some factors affecting the differences both in experimental and control class, such as: motivation in learning and speak in English, self-confidence in speaking, the interest in topic as well as the enjoyment to learn. Therefore, teaching speaking through “critical incident” method better than teaching through “Discussion”.

## 5.2 Suggestion

After conducting the research at the second grade of MAN 1 Mamuju by using “critical incident” method, the researcher has found out the positive effect in learning English especially for speaking skill. There some important things that can be suggested to readers and hopefully it can be useful to others, especially for:

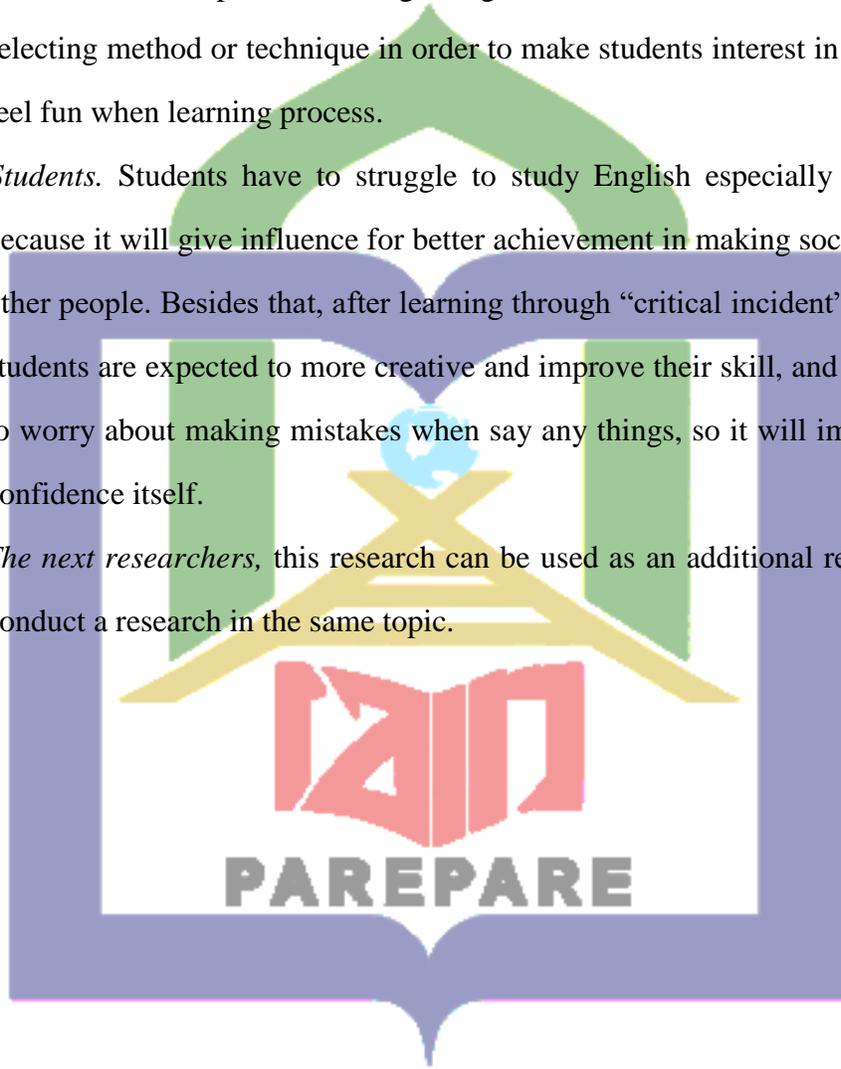
5.2.1 *English teachers.* Teaching English through “critical incident” method can improved speaking skill. Therefore it is a one of suggestion to apply in classroom, because beside it is easy to learnt, it also can help students more

interest to speak, making them enjoy in learning, and it can improve their motivation to study English.

5.2.2 *Teachers.* Study English known as difficult subject for a lot beginner learners, so to become impressed of beginning, the teacher should be able smart in selecting method or technique in order to make students interest in learning and feel fun when learning process.

5.2.3 *Students.* Students have to struggle to study English especially in speaking, because it will give influence for better achievement in making social contact to other people. Besides that, after learning through “critical incident” method, the students are expected to more creative and improve their skill, and also no need to worry about making mistakes when say any things, so it will improved their confidence itself.

5.2.4 *The next researchers,* this research can be used as an additional reference who conduct a research in the same topic.



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## Appendix. 1 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	
Satuan Pendidikan	: MAN1Mamuju
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI MIA <sup>1</sup> /1
Alokasi Waktu	: 2 x 45 menit
Materi	: Speaking
Pertemuan	: 1
<b>A. Standar Kompetensi</b>	
<ul style="list-style-type: none"> <li>▪ <b>Berbicara</b></li> </ul> <p>Menunjukkan keterampilan berbicara dan komunikatif serta mengungkapkan makna dalam teks interaksi interpersonal lisan dalam konteks kehidupan sehari-hari.</p>	
<b>B. Kompetensi Dasar dan Indikator Pencapaian</b>	
Kompetensi Dasar	Indikator
<ul style="list-style-type: none"> <li>▪ Menerapkan fungsi sosial dan mengungkapkan makna dalam interaksi interpersonal secara lisan dengan lancar dan dapat dimengerti, yang melibatkan tindakan: “Telling about First Time Learning English”.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Menggunakan tindak tutur ungkapan “Telling about First Time Learning English” dalam bahasa Inggris dengan percaya diri.</li> <li>▪ Melakukan percakapan interpersonal dengan menggunakan ungkapan “Telling about First Time Learning English” melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri</li> </ul>
<b>C. Tujuan Pembelajaran</b>	

<p>Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:</p> <ul style="list-style-type: none"> <li>▪ Menggunakan tindak tutur ungkapan “Telling about First Time Learning English” dalam bahasa Inggris dengan baik dan percaya diri.</li> <li>▪ Memberi respon atau feedback dalam tindak tutur “Telling about First Time Learning English” melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri.</li> </ul>		
<p><b>D. Materi Ajar:</b> Telling about First Time Learning English</p>		
<p><b>E. Metode Pembelajaran</b> Critical Incident method</p>		
<p><b>F. Media Pembelajaran</b></p>		
<p>1. <b>Alat/Bahan</b></p> <ul style="list-style-type: none"> <li>❖ spidol, papan tulis, buku, dan kamus</li> </ul>		
<p><b>G. Kegiatan Pembelajaran</b></p>		
Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> <li>➤ <b>Orientasi</b> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran.</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> </ul> </li> <li>➤ <b>Motivasi</b> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.</li> <li>• Menyampaikan tujuan pembelajaran</li> </ul> </li> <li>➤ <b>Pemberian Acuan.</b> <ul style="list-style-type: none"> <li>1. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator yang akan dicapai.</li> </ul> </li> </ul>	20
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Menyampaikan topik atau tema kepada siswa, adapun topic pembelajaran yang</li> </ul>	60

	<p>diberikan oleh guru/peneliti. Pada treatment Pertama tentang “Telling about First Time Learning English”</p> <ul style="list-style-type: none"> <li>• Setelah menyampaikan topik pembelajaran, guru/peneliti menjelaskan materi dan memberikan kesempatan kepada siswa untuk mengingat pengalaman yang pernah dialami mengenai topik yang diberikan.</li> <li>• Setelah itu siswa diminta untuk menyusun atau membuat konsep untuk menceritakan pengalaman pertama kali belajar bahasa inggris tentunya dengan bantuan peneliti.</li> <li>• Jika semua siswa selesai melakukan semua aktivitas, maka peneliti/guru meminta siswa untuk memaparkan hasil cerita mereka satu persatu maju kekelas untuk memaparkan pengalaman mereka.</li> </ul>	
Kegiatan Penutup	<ul style="list-style-type: none"> <li>• Menanyakan kesulitan dalam melakukan aktivitas pembelajaran</li> <li>• Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikut.</li> <li>• Memberikan kesimpulan mengenai materi ajar, menutup pembelajaran dan memberi salam.</li> </ul>	20

**H. Evaluasi**  
Technique : Oral  
Kinds of instrument test : performance test

peneliti

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<b>RENCANA PELAKSANAAN PEMBELAJARAN (RPP)</b>	
Satuan Pendidikan	: MAN1Mamuju
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI MIA <sup>1</sup> /1
Alokasi Waktu	: 2 x 45 menit
Materi	: Speaking
Pertemuan	: 2
<b>A. Standar Kompetensi</b>	
<ul style="list-style-type: none"> <li>▪ <b>Berbicara</b></li> </ul> <p>Menunjukkan keterampilan berbicara dan komunikatif serta mengungkapkan makna dalam teks interaksi interpersonal lisan dalam konteks kehidupan sehari-hari.</p>	
<b>B. Kompetensi Dasar dan Indicator Pencapaian</b>	
Kompetensi Dasar	Indikator
<ul style="list-style-type: none"> <li>▪ Menerapkan fungsi sosial dan mengungkapkan makna dalam interaksi interpersonal secara lisan dengan lancar dan dapat dimengerti, yang melibatkan tindakan: “Telling about Your Moment with Family”.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Menggunakan tindak tutur ungkapan “Telling about Your Moment with Family” dalam bahasa Inggris dengan percaya diri.</li> <li>▪ Melakukan percakapan interpersonal dengan menggunakan ungkapan “Telling about Your Moment with Family” melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri</li> </ul>
<b>C. Tujuan Pembelajaran</b>	
Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:	

- Menggunakan tindak tutur ungkapan “Telling about Your Moment with Family” dalam bahasa Inggris dengan baik dan percaya diri.
- Memberi respon atau feedback dalam tindak tutur “Telling about Your Moment with Family” melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri.

#### D. Materi Ajar:

Telling about Your Moment with Family

#### E. Metode Pembelajaran

Critical Incident method

#### F. Media Pembelajaran

##### 2. Alat/Bahan

- ❖ spidol, papan tulis, buku, dan kamus

#### G. Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> <li>➤ <b>Orientasi</b> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran.</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> </ul> </li> <li>➤ <b>Motivasi</b> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.</li> <li>• Menyampaikan tujuan pembelajaran</li> </ul> </li> <li>➤ <b>Pemberian Acuan.</b> <ol style="list-style-type: none"> <li>1. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator yang akan dicapai.</li> </ol> </li> </ul>	20
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Menyampaikan topik atau tema kepada siswa, adapun topic pembelajaran yang diberikan oleh guru/peneliti. Pada treatment kedua tentang “Telling about Your Moment</li> </ul>	60

	<p>with Family”</p> <ul style="list-style-type: none"> <li>• Setelah menyampaikan topik pembelajaran, guru/peneliti menjelaskan materi dan memberikan beberapa kosakata yang terkait dengan tema pembelajaran hari ini. Dan membantu bagaimana cara menyebutkan kosakata tersebut.</li> <li>• Peneliti memberi waktu kepada siswa untuk mengingat pengalaman mereka terkait dengan tema pembelajaran hari ini.</li> <li>• Peneliti memberi kesempatan kepada siswa untuk mencari pasangan</li> <li>• Setelah itu siswa diminta untuk menyusun atau membuat konsep untuk menceritakan pengalaman mereka terkait kenangan yang tak bisa mereka lupa bersama keluarga bersama dengan pasangan mereka masing-masing</li> <li>• Jika semua siswa selesai melakukan semua aktivitas, maka peneliti/guru meminta 3 pasangan siswa untuk memaparkan hasil cerita mereka didepan kelas untuk memaparkan pengalaman mereka.</li> </ul>	
Kegiatan Penutup	<ul style="list-style-type: none"> <li>• Menanyakan kesulitan dalam melakukan aktivitas pembelajaran</li> <li>• Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikut.</li> <li>• Memberikan kesimpulan mengenai materi ajar, menutup pembelajaran dan memberi salam.</li> </ul>	20
<p><b>H. Evaluasi</b></p> <p>Technique : Oral</p> <p>Kinds of instrument test : performance test</p>		

**Peneliti**

**ASRLS**  
**NIM. 14.1300.115**

<b>RENCANA PELAKSANAAN PEMBELAJARAN (RPP)</b>	
Satuan Pendidikan	: MAN1Mamuju
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI MIA <sup>1</sup> /1
Alokasi Waktu	: 2 x 45 menit
Materi	: Speaking
Pertemuan	: 3
<b>A. Standar Kompetensi</b>	
<ul style="list-style-type: none"> <li>▪ <b>Berbicara</b></li> </ul> <p>Menunjukkan keterampilan berbicara dan komunikatif serta mengungkapkan makna dalam teks interaksi interpersonal lisan dalam konteks kehidupan sehari-hari.</p>	
<b>B. Kompetensi Dasar dan Indicator Pencapaian</b>	
Kompetensi Dasar	Indikator
<ul style="list-style-type: none"> <li>▪ Menerapkan fungsi sosial dan mengungkapkan makna dalam interaksi interpersonal secara lisan dengan lancar dan dapat dimengerti, yang melibatkan tindakan: “Telling about Your Childhood”.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Menggunakan tindak tutur ungkapan “Telling about Your Childhood” dalam bahasa Inggris dengan percaya diri.</li> <li>▪ Melakukan percakapan interpersonal dengan menggunakan ungkapan “Telling about Your Childhood” melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri</li> </ul>
<b>C. Tujuan Pembelajaran</b>	
Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:	

- Menggunakan tindak tutur ungkapan “Telling about Your Childhood” dalam bahasa Inggris dengan baik dan percaya diri.
- Memberi respon atau feedback dalam tindak tutur “Telling about Your Childhood” melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri.

#### D. Materi Ajar:

Telling about Your Childhood

#### E. Metode Pembelajaran

Critical Incident method

#### F. Media Pembelajaran

##### 3. Alat/Bahan

- ❖ spidol, papan tulis, buku, dan kamus

#### G. Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> <li>➤ <b>Orientasi</b> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran.</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> </ul> </li> <li>➤ <b>Motivasi</b> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.</li> <li>• Menyampaikan tujuan pembelajaran</li> </ul> </li> <li>➤ <b>Pemberian Acuan.</b> <ol style="list-style-type: none"> <li>1. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator yang akan dicapai.</li> </ol> </li> </ul>	20
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Menyampaikan topik atau tema kepada siswa, adapun topic pembelajaran yang diberikan oleh guru/peneliti. Pada treatment ketiga tentang “Telling about Your</li> </ul>	60

	<p>Childhood”</p> <ul style="list-style-type: none"> <li>• Setelah menyampaikan topik pembelajaran, guru/peneliti menjelaskan materi dan memberikan beberapa ungkapan ekspresi yang terkait dengan tema pembelajaran hari ini. Dan membantu bagaimana cara menyebutkan ungkapan tersebut.</li> <li>• Peneliti memberi waktu kepada siswa untuk mengingat pengalaman mereka terkait dengan tema pembelajaran hari ini.</li> <li>• Peneliti membagi siswa dalam beberapa kelompok yang terdiri dari 4 orang setiap kelompoknya</li> <li>• Setelah itu siswa diminta untuk menyusun atau membuat konsep untuk menceritakan pengalaman mereka terkait kenangan yang tak bisa mereka lupa saat kecil bersama dengan teman kelompok mereka masing-masing</li> </ul>	
Kegiatan Penutup	<ul style="list-style-type: none"> <li>• Menanyakan kesulitan dalam melakukan aktivitas pembelajaran</li> <li>• Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikut.</li> <li>• Memberikan kesimpulan mengenai materi ajar, menutup pembelajaran dan memberi salam.</li> </ul>	20

**H. E .,**  
**I. valuasi**  
Technique : Oral  
Kinds of instrument test : performance test

Peneliti

ASRLS  
NIM. 14.1300.115

<b>RENCANA PELAKSANAAN PEMBELAJARAN (RPP)</b>					
Satuan Pendidikan	: MAN1Mamuju				
Mata Pelajaran	: Bahasa Inggris				
Kelas/ Semester	: XI MIA <sup>1</sup> /1				
Alokasi Waktu	: 2 x 45 menit				
Materi	: Speaking				
Pertemuan	: 4				
<p><b>J. Standar Kompetensi</b></p> <ul style="list-style-type: none"> <li>▪ <b>Berbicara</b></li> </ul> <p>Menunjukkan keterampilan berbicara dan komunikatif serta mengungkapkan makna dalam teks interaksi interpersonal lisan dalam konteks kehidupan sehari-hari.</p> <p><b>K. Kompetensi Dasar dan Indikator Pencapaian</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Kompetensi Dasar</th> <th style="text-align: center;">Indikator</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>▪ Menerapkan fungsi sosial dan mengungkapkan makna dalam interaksi interpersonal secara lisan dengan lancar dan dapat dimengerti, yang melibatkan tindakan: “Telling about Gift that You Have”.</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>▪ Menggunakan tindak tutur ungkapan “Telling about Gift that You Have”.dalam bahasa inggris dengan percaya diri.</li> <li>▪ Melakukan percakapan interpersonal dengan menggunakan ungkapan “Telling about Gift that You Have”. melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri</li> </ul> </td> </tr> </tbody> </table>		Kompetensi Dasar	Indikator	<ul style="list-style-type: none"> <li>▪ Menerapkan fungsi sosial dan mengungkapkan makna dalam interaksi interpersonal secara lisan dengan lancar dan dapat dimengerti, yang melibatkan tindakan: “Telling about Gift that You Have”.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Menggunakan tindak tutur ungkapan “Telling about Gift that You Have”.dalam bahasa inggris dengan percaya diri.</li> <li>▪ Melakukan percakapan interpersonal dengan menggunakan ungkapan “Telling about Gift that You Have”. melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri</li> </ul>
Kompetensi Dasar	Indikator				
<ul style="list-style-type: none"> <li>▪ Menerapkan fungsi sosial dan mengungkapkan makna dalam interaksi interpersonal secara lisan dengan lancar dan dapat dimengerti, yang melibatkan tindakan: “Telling about Gift that You Have”.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Menggunakan tindak tutur ungkapan “Telling about Gift that You Have”.dalam bahasa inggris dengan percaya diri.</li> <li>▪ Melakukan percakapan interpersonal dengan menggunakan ungkapan “Telling about Gift that You Have”. melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri</li> </ul>				
<p><b>L. Tujuan Pembelajaran</b></p> <p>Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:</p>					

- Menggunakan tindak tutur ungkapan “Telling about Gift that You Have”.dalam bahasa Inggris dengan baik dan percaya diri.
- Memberi respon atau feedback dalam tindak tutur “Telling about Gift that You Have”.melalui kegiatan terintegrasi menyimak, berbicara dan menulis dengan percaya diri.

**M. Materi Ajar:**

“Telling about Gift that You Have”.

**N. Metode Pembelajaran**

Critical Incident method

**O. Media Pembelajaran**

**4. Alat/Bahan**

- ❖ spidol, papan tulis, buku, dan kamus

**P. Kegiatan Pembelajaran**

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> <li>➤ <b>Orientasi</b> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran.</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> </ul> </li> <li>➤ <b>Motivasi</b> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.</li> <li>• Menyampaikan tujuan pembelajaran</li> </ul> </li> <li>➤ <b>Pemberian Acuan.</b> <ol style="list-style-type: none"> <li>1. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator yang akan dicapai.</li> </ol> </li> </ul>	20
Kegiatan Inti	<ul style="list-style-type: none"> <li>• .Menyampaikan topik atau tema kepada siswa, adapun topic pembelajaran yang diberikan oleh guru/peneliti. Pada treatment ketiga tentang “Telling about Gift that You</li> </ul>	60

	<p>Have”.</p> <ul style="list-style-type: none"> <li>• Setelah menyampaikan topik pembelajaran, guru/peneliti menjelaskan materi dan memberikan beberapa ungkapan ekspresi yang terkait dengan tema pembelajaran hari ini. Dan membantu bagaimana cara menyebutkan ungkapan tersebut.</li> <li>• Peneliti melontarkan pertanyaan kepada siswa apakah ada yang pernah dapat hadiah? Atau yang memberi hadiah?</li> <li>• Dan memilih beberapa siswa untuk menceritakan pengalaman mereka mengenai mendapat atau memberi hadiah</li> <li>• Kemudian bagi siswa yang belum menceritakan pengalamannya diberi waktu untuk mengingat pengalaman mereka terkait dengan tema pembelajaran hari ini.</li> <li>• Setelah itu, siswa diberikan kesempatan untuk menceritakan pengalamannya.</li> </ul>	
Kegiatan Penutup	<ul style="list-style-type: none"> <li>• Menanyakan kesulitan dalam melakukan aktivitas pembelajaran</li> <li>• Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikut.</li> <li>• Memberikan kesimpulan mengenai materi ajar, menutup pembelajaran dan memberi salam.</li> </ul>	20

**Q. Evaluasi**

Technique

: Oral

Kinds of instrument test : performance test

Peneliti

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**Appendix. 2 Instrument of Pre-test and Post-test**

**Instrument of the pre-test**

Pre-test

Telling about holiday

- did you ever go to holiday?
- Where was it ?
- When did you go to holiday?
- With whom did you go?
- How was your feeling?

**Instrument of the post-test**

Post- test

Telling about your unforgettable moment

- Do you have unforgettable moment? What is that?
- Why you can forget that moment?
- When did the moment happen?

**PAREPARE**

**Appendix. 3 Students's Speaking Skill of Pre-test of Experiment Group**

Researcher : what is your name

Nurul Khuldiyah : eee my name is Nurul khuldiyah yo can call me nurul.

Telling about holiday

Researcher : did you ever go to holiday?

Nurul khuldiyah : yes i ever

Reseacher : Where was it ?

Nurul khuldiyah : in pantai lombang-lombang

Researcher : When did you go to holiday?

Nurul Khuldiyah : last week

Reseachher : With whom did you go?

Nurul Khuldiyah: my pamili and my prens

Researcher : how was your feeling?

Nurul Khuldiyah: i feeling hepi bikaus my pamili banyak yang ikut and we membawa fish kemudian bakar ikan bareng-bareng.

Researcher : what is your name

Arnal : my name is ARNAL.

Telling about holiday

Researcher : did you ever go to holiday?

Asrnal : eee yes i ever

Reseacher : Where was it ?

Arnal : permandian air panas

Researcher : When did you go to holiday?

Arnal : when i kelas one

Reseachher : With whom did you go?

Arnal: ee my fren

Researcher : how was your feeling?

Arnal: i feeling hepi karena saat itu mach fren yang ikut dan kami cook telur ke dalm kolam air dengan secara ramai ramai.

Researcher : what is your name

Imam suritno : my name ii Imam suritno

Researcher : did you ever go to holiday?

Imam suritno :yes im ever

Reseachher : Where was it ?

Imam suritno: in Malino

Researcher : When did you go to holiday?

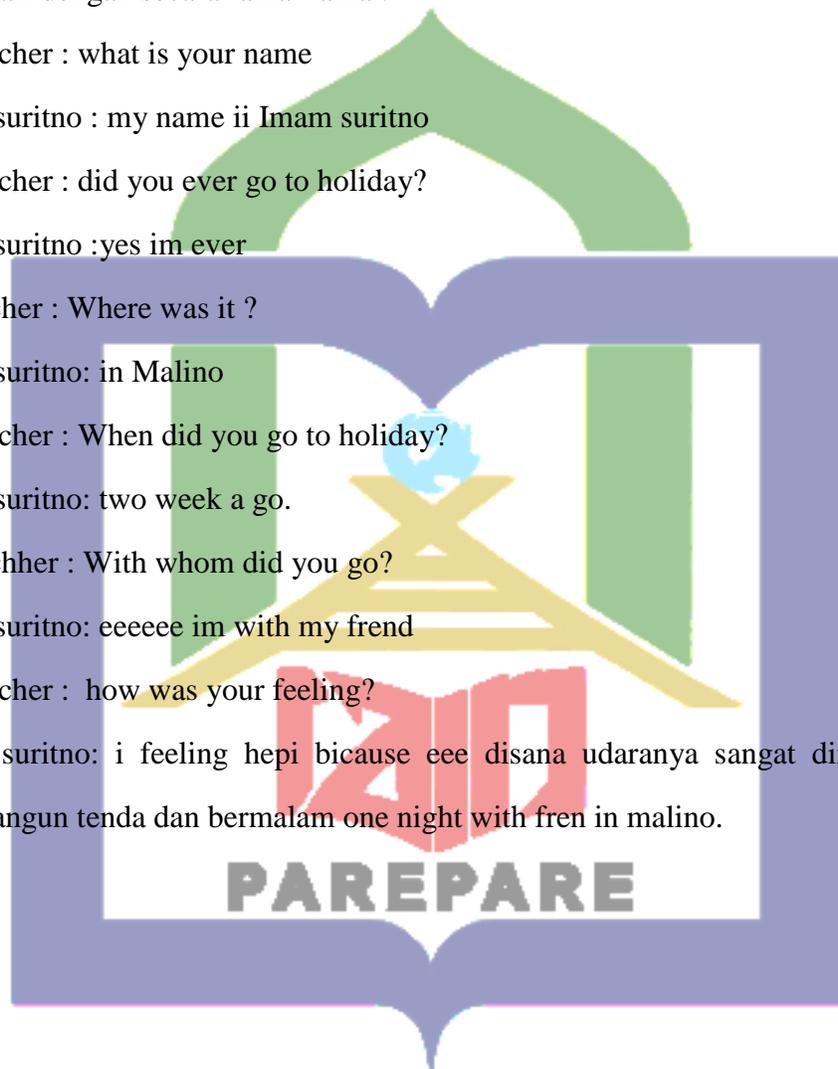
Imam suritno: two week a go.

Reseachher : With whom did you go?

Imam suritno: eeeee im with my frend

Researcher : how was your feeling?

Imam suritno: i feeling hepi bicause eee disana udaranya sangat dingin and we membangun tenda dan bermalam one night with fren in malino.



#### Appendix. 4 Students's Speaking Skill of Pre-test of Control Group

Researcher : what is your name

Dwi cahyuni : dwi cahyuni .

Researcher : did you ever go to holiday?

Dwi cahyuni: yes pernah

Researcher : Where was it ?

Dwi cahyuni: eee in pulau karampuang

Researcher : When did you go to holiday?

Dwi cahyuni: bifor lebaran Tahun lalu

Researcher : With whom did you go?

Dwi cahyuni: wit my pamili and my pren

Researcher : how was your feeling?

Dwi cahyuni: eee i fill so hepi because selain we ramai rami pergi rekreasi waktu itu juga i sweem and menyelam di pulau itu eee the fiu so bautupul in laut and i see beautupul fish.

Researcher : what is your name

fitri : my name is fitri.

Telling about holiday

Researcher : did you ever go to holiday?

fitri : eee yes

Researcher : Where was it ?

fitri : pantai malauwwa

Researcher : When did you go to holiday?

fitri: seminggu yang lalu

Reseachher : With whom did you go?

fitri: with keluarga.

Researcher : how was your feeling?

fitri:eeee i gembira sekali because waktu itu we sekeluarga bisa kumpul semua.

Because selama ini i and keluarga jarang berkumpul dan berlibur bersama

Researcher : what is your name

Gilang ramadhan : my name gilang ramadhan

Researcher : did you ever go to holiday?

Gilang ramadhan: yes ever

Researcher : Where was it ?

Gilang ramadhan : kali mamuju

Researcher : When did you go to holiday?

Gilang ramadhan: eeee sebulan yang lalu.

Researcher : With whom did you go?

Gilang ramadhan:with my friend

Researcher : how was your feeling?

Gilang ramadhan: i feeling hepi because waktu itu i and my friend ke kali mamuju naik sepeda jadi biasanya eeee if we go out biasanya naik motor tapi but waktu itu we naik sepeda supaya bisa tiba di tempat itu baru kali itu saya naik sepeda jauh sekali sampai baju saya basah semua because keringat.

**. Appendix. 5 Students's Speaking Skill of Post-test of Experiment Group**

Researcher: what is your name?

Students : my name is A. Misbah Maharani and you can call me Misbah

Talking about your unforgettable moment:

Researcher: Do you have unforgettable moment? What is that?

A Misbah Maharani: yes ee i have is fall in bicycle at the time my sister say to me for by pulse in the seller and on the street i dont see the sleep police than i fall it is so sick

Researcher: Why you can't forget that moment?

A Misbah Maharani : yes because eee before i never like that.

Researcher: When did the moment happen?

A Misbah Maharani : last month

Researcher: what is your name?

Nurul khuldiyah : my name is nurul khuldiyah

Talking about your unforgettable moment:

Researcher: Do you have unforgettable moment? What is that?

Nurul khuldiyah : eeee yes i have when i perform in hut bhayangkara ke 73th i and my friend join dance copeticion mulai from dari awal latihan untill we can show up our performs.

Researcher: Why you can't forget that moment?

Nurul khuldiyah : eee because mach something fun at the moment wit my frend

Researcher: When did the moment happen?

Nurul khuldiyah : it is about one mont a go.

Researcher: what is your name?

Sakinah : my name sakinah im eee 17 year old

Talking about your unforgettable moment:

Researcher: Do you have unforgettable moment? What is that?

Sakinah : yes i have when i join paskibraka selection

Researcher: Why you can't forget that moment?

Sakinah: because at the moument many people join the selection and i berhasil lolos to be paskibraka

Researcher:When did the moment happen?

Sakinah: eee it is about two month a go and saat itu i fill not good Kurang enak badan.



**Appendix. 6 Students's Speaking Skill of Post-test of Control Group**

Researcher: what is your name?

Dwi cahyuni : my name is dwi cahyuni

Talking about your unforgettable moment:

Researcher: Do you have unforgettable moment? What is that?

Dwi cahyuni: yes when i tenggelam in the swimming pool

Researcher: Why you can't forget that moment?

Dwi cahyuni: because waktu itu im hampir mati because water enter to my nose.  
And i can not forget the moment.

Researcher: When did the moment happen?

Dwi cahyuni: yesterday.

Researcher: what is your name?

Reski Amaliyah : my name is reski amaliyah

Talking about your unforgettable moment:

Researcher: Do you have unforgettable moment? What is that?

Dwi cahyuni: yes ketika saya dipukul bapak because im nogti

Researcher: Why you can't forget that moment?

Dwi cahyuni: because my foot merah and sick my father hit me sampai kayunya patah

Researcher: When did the moment happen?

Dwi cahyuni: when i sd kelas five.

Researcher: what is your name?

M Alif fahri fahreza : my name is M Alif fahri fahreza

Talking about your unforgettable moment:

Researcher: Do you have unforgettable moment? What is that?

M Alif fahri fahreza: yes i have when fall in motorcicle

Researcher: Why you can't forget that moment?

M Alif fahri fahreza: because it is make i enten to houspital my hed berdarah

Researcher: When did the moment happen?

M Alif fahri fahreza: tree mots a go when i back to home from school.



#### **Appendix. 7 Distribution of T-Table**

Df	$\alpha$ (level of significance) ( <i>one-tailed test</i> )					
	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	4,541	5.841
4	0,741	1,533	2.132	2.776	3,747	4.604
5	0,727	1,476	2.015	2.571	3,365	4.032
6	0,718	1,440	1.943	2.447	3,143	3.707
7	0,711	1,415	1.895	2.365	2,998	3.499
8	0,706	1,397	1.860	2.306	2,896	3.355
9	0,703	1,383	1.833	2.262	2,821	3.250
10	0,700	1,372	1.812	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	2,681	3.055
13	0,692	1,350	1.771	2.160	2,650	3.012
14	0,691	1,345	1.761	2.145	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	1,328	1.729	2.093	2,539	2.861
20	0,687	1,325	1.725	2.086	2,528	2.845

21	0,686	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.829
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	2,492	2.797
25	0,684	1,316	1.708	2.060	2,485	2.787
26	0,684	1,315	1.706	2.056	2,479	2.7798
27	0,684	1,314	1.703	2.052	2,473	2.771
28	0,683	1,313	1.701	2.048	2,467	2.763
29	0,683	1,311	1.699	2.045	2,462	2.756
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	2.000	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617



Appendix. 8 Documentation





**PAREPARE**





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
**FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax (0421) 24404  
 PO Box 909 Parepare 91100, website , email

Nomor : B.1063 /In.39.5.1/PP.00.9/07/2019  
 Lampiran : -  
 Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. GUBERNUR SULAWESI BARAT  
 C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
 di  
 KAB. MAMUJU

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : ASRI. S  
 Tempat/Tgl. Lahir : MAMUJU, 01 Oktober 1995  
 NIM : 14.1300.115  
 Fakultas / Program Studi : Tarbiyah / Tadris Bahasa Inggris  
 Semester : X (Sepuluh)  
 Alamat : KAB. MAMUJU

Bermaksud akan mengadakan penelitian di wilayah KAB. MAMUJU dalam rangka penyusunan skripsi yang berjudul :

**"THE USE CRITICAL INCIDENT METHOD TO IMPROVE STUDENTS' SPEAKING SKILL AT THE SECOND GRADE STUDENTS OF MAN 1 MAMUJU"**

Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*

09 Juli 2019



Wakil Dekan I,

Herda

Tembusan :

1. Rektor IAIN Parepare



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN MAMUJU**  
**MADRASAH ALIYAH NEGERI 1 MAMUJU**  
 Alamat : Jl Soekarno Hatta email manmamuju@gmail.com

### **SURAT KETERANGAN**

Nomor. 469 /Ma.31.01/PP.00.6/09/ 2019

Yang bertanda tangan di bawah ini :

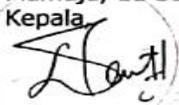
Nama : Hj. Sumiati, S.Ag  
 NIP : 197203061999032002  
 Pangkat : Pembina TK I -IV/b  
 Jabatan : Kepala Madrasah Aliyah Negeri 1 Mamuju

Menerangkan dengan benar bahwa :

Nama : Asri S  
 NIM : 14.1300.115  
 Tempat Tanggal Lahir : Mamuju, 1 Oktober 1995  
 Alamat : Jl. Soekarno Hatta

Benar telah melaksanakan Penelitian dengan Judul Skripsi : "The Use of Critical Incident Method To Improve Students Speaking Skill At The Second grade students of MAN 1 Mamuju" mulai tgl, 11 Juli s/d 11 September 2019

Demikian Surat keterangan ini kami berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Mamuju, 11 September 2019  
 Kepala  
  
 Hj. Sumiati, S.Ag

## CURRICULUM VITAE



The writer was born in Mamuju, West Sulawesi on October 1<sup>st</sup> 1995. His name is **ASRI. S**. He is the fourth of six siblings. He has two brothers and three sisters. His father's name is Mr. Sainuddin and His mother's name is Mrs. Anisa Ali.

Formal education Started from Elementary School at SDN Inpres Padang Panga and graduated 2008. Then he continued Junior high School at MTs.N Mamuju and graduated on 2011. He decided to continue his study to Madrasah Aliyah Negeri 1 (MAN 1) Mamuju and graduated on 2014. However, he continues his study at Institute Islamic College (IAIN) Parepare on 2014 and he is focusing his study at English Education Program Tarbiyah Faculty. On 2019, he completed his Skripsi research on the title "The Use of Critical Incident Method to Improve Students Speaking Skill at the Second Grade Students of MAN 1 Mamuju".