

THE EFFECT OF TEACHING TECHNIQUE AND CRITICAL THINKING TOWARDS STUDENTS' WRITING SKILL

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Abstract: The purpose of this research was to: determine the interactive effect of teaching technique and critical thinking towards students' writing skill. The research method used was experimental one. Sample size of 80 students consisted of 40 for experiment class from SMK PGRI Sukamulya and 40 from SMK Bani Usman Manunggal for control class. The sampling technique used was cluster sampling. Research instruments were used to test the results of critical thinking (30 items) and writing skill scoring that had been tested valid and reliable. The used test was two-way ANOVA analysis the result showed: (1) There is a significant effect of teaching technique towards students' writing skill at Private Vocational High School in Tangerang. It is proved by the value of sig 0,000 < 0,05 and Fo = 77,449. (2) There is a significant effect of critical thinking towards students' writing skill at Private Vocational High School in Tangerang. It is proved by the value of sig 0,000 < 0,05 and Fo = 51,791. (3) There are any significant interactive effects of teaching technique and critical thinking towards students' writing skill at Private Vocational High School in Tangerang. It is proved by the value of sig 0,033 < 0,05 and Fo = 4,725.

Keywords: Put 3-5 your keywords here; keywords separated by semicolon.

Introduction

This suggests that teaching technique and critical thinking contribute to the improvement of students writing skill. Keyword: Teaching Technique, Critical Thinking, Writing Skill INTRODUCTION Language is essential to every aspect and interaction in our everyday lives. We use language to inform the people around us of what we feel, what we desire, and question/understand the world around us. We communicate effectively with our words, gestures, and tone of voice in a multitude of situation. Being able to communicate with each other, form bonds, teamwork, and it's what separates humans from other animal species. Communication drives our lives and better ourselves. The importance of communication can be often overlooked. Even with the ability to communicate with each other. Misunderstandings happen. Remember, communication is a two-way street that should be embraced and not ignored. Believe it or not, some people can be arrogant to believe they can't go to foreign countries without knowing anything of the language or culture of the people in the places they visit. The importance of language is beneficial regardless of if it is done for fun or for career improvement or even just for personal travel.

Additionally, there is the psychological aspect of direct communication during your business transactions. Clients will be more likely to trust what you are saying and there will be a more intimate relationship than if you were to conduct all communication through a translator. This could be an important step in building strong and lasting business relationships that help ensure the success of your own business. Some schools are recognizing the importance of language. They begin offering to teach a second language as early as middle school. Many schools and employers are requiring specific language requirements as part of their application process. In Indonesia, English as a Foreign Language (EFL), it is usually learned in environments where the language of the community and the school is not English.

For those reason, English is an important subject can learn at school. Without knowing proper English, student will not be able to communicate effectively n English. A person who does not poses proper English limits his or her ability to achieve their highest potential. Knowledge of the English language is important to learn to be able to communicate with others in finding and maintaining a job. English is the fourth of the most widely spoken native language in the world, and in terms of sheer number of speakers,

it is the most spoken official language in the world. It is the primary language used in international affairs. The English language has official status even in nations where it is not the primary spoken language.

English is indisputably the primary language of global trade and commerce. In many countries, most tourism authorities and other officials in contact with the public speak English to interact and engage with tourists and immigrants. When we learn a English language, there are four skills that we need to complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. And writing is the fourth of the four-language skills Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Learning writing skills is important because many parts of it are the foundational skills of literacy. The writing must be purposeful and able to be used in all content areas. One key to successful writing, however, is the ability to write in multiple forms and for a variety of purposes. Writing also belongs to an important activity in English class. School Based Curriculum as the curriculum applied in Indonesia, educational curriculum explains that the student of Senior High School not only learns about grammar and vocabulary, but also they should reach the discourse level. It can be said that student not only focus on understanding the text taught but also focus on constructing a new text as well.

There are some reasons to make the students practice inside or outside class. They can choose their own theme or topic to be written on certain type of text. Students have more opportunity for language processing that is thinking about the language. It is stated by Harmer (2004:86) “states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning” from this explanation it can be said student will pay more attention about the topic, suitable title, choice of words (diction); they will do revising again and again to get satisfying result expected. As one of the important skills in English, writing is also considered as the most complicated language skill to be learnt than other language skill. writing skill is more complex and difficult to teach, requiring mastery not only grammatical devises but also concept and judgment.

In writing process, we always involve thinking skill and creative skill. Not only that but it is supported by tight rules. Mastery vocabulary and grammar becomes the main key to get good writing. We have to choose appropriate vocabularies to arrange word to be sentence and develop it to paragraph. Beside we have to use compatible tense, which is include in grammar, to express an event in a certain time. As the skill which have to be mastered by student, writing is not simply speech written down on paper. Learning to write is not natural extension of learning. Writing requires systematic instruction and practice. They used to make mistake when they use simple past tense. Sometimes they confused to decide regular and irregular verb when they write sentence. They usually use pattern simple present tense to make paragraph of recount text. They don't have enough self-confident to make their own sentence. Because of this problem, most of students are not able to write well. Writing, for language learners, is the most difficult skill than the other skills.

In writing, one is not only dealing with generating ideas but also organizing ideas by constructing words into meaningful sentences. Moreover, the degree of difficulties in writing will be multiplied when one is writing in a foreign language. In this case is English. Richards & Renandya (2002: 303) say that “writing is the most difficult skill for foreign language learner to master, which its difficulties are not only laying in organizing and generating ideas but also in translating those ideas into readable text”. Organizing ideas is an important key in writing.

Unlike speaking, writing is not limited to time and space. Knapp and Watkins (2005:15) say that “writing takes language out of the constraints and immediacy of time and arranges it hierarchically”. Therefore, in writing, one may explore her/his ideas or information and draw them into the form of written language without cutting the details during the process. Writing, which was once considered the domain of the well-educated, has become an essential tool for people of all walks of life in today's global community (Weigel, 2002). It is one of the least understood language production tasks, which both professional and nonprofessional writers often lament that the process of writing is arduous and complex. Base on this case, student need to have a critical thinking in order they can generate the idea.

According to Cottrell (2005), “critical thinking is a cognitive activity which means thinking in the best way and using mental processes like attention, selection, judgment, etc. It makes people more precise in the way they work and think, more accurate in relevant issues, better decision maker” Critical thinking is based on reflective thinking that is focused on interpreting, analyzing, critiquing, synthesizing, and evaluating information, arguments and experiences with a set of reflective attitudes, skills, and abilities to



guide thoughts, beliefs, and actions. However, evaluation can and should be a constructive reflection of positive and negative attributes. When we think critically, we are evaluating the outcomes of our thought processes-how good a decision is or how well a problem has been solved. Critical thinking also involves evaluating the thinking process and the reasoning that went into the conclusion we've arrived at or the kinds of factors considered in making a decision. Critical thinking is sometimes called directed thinking because it focuses on obtaining a desired outcome.

Daydreams, night dreams, and other sorts of thinking that are not engaged in for a specific purpose are not subsumed under the critical thinking category. Neither is the type of thinking that underlies our routine habits, which, although goal directed, involve very little conscious evaluation, such as getting up in the morning, brushing our teeth, or taking a usual route to school and work. These are examples of non-directed or automatic thinking. Other examples of noncritical thinking include the rote call of information (e.g., listing the capitals) or the failure to consider evidence that might support a conclusion that you do not like. Based on the researcher's teaching experience, particularly in teaching writing, it is found that the great number of students had problems in English writing.

First, the students had low ability in generating, organizing, and elaborating ideas, for they did not understand how to specify this. Second, the students were confused in using correct grammar. Third, the students had limited vocabulary (diction). The last, the students were poor in using mechanical convention in their composition. As the result, they were not able to construct the writing well. All above, one of the important factors causing students' poor writing skill is the technique used by the teacher where the teacher uses inappropriate writing teaching techniques or strategies, teaching media, and teaching materials. The writing teaching techniques or strategies in the classroom normally employed by the teacher may not work very well or be monotonous and not interesting for the students. As a result, the students have difficulty developing themselves in teaching and learning process.

Hence, the role of the teacher extremely demanded as a motivator, facilitator, and educator, is most important thing to use the effective way of teaching so that the students will be well trained or well experienced, especially in writing class. Extracting from the facts above, one of possible solutions to overcome the problem is by making use of graphic organizer technique. Ellis (2004) states "the spatial arrangement of graphic organizers allows the students to identify the missing information or absent connections in one's strategic thinking". It is one way of arranging concepts to organize the prior knowledge and generate a lot of ideas in which one word as a topic links to the other related word.

Also, Perles (2012) asserts that "the ways in using graphic organizer technique: brainstorming, structuring, and restructuring". Firstly, brainstorming is one of the steps of the writing process such as the students' minds, sitting, and thinking of the topic. Then, the teacher asks the students to brainstorm the topic to get information and ideas referring to the topic. Secondly, structuring means the teacher chooses a topic and gathers ideas or information about the topic to help the students use a different graphic organizer to structure their thoughts. Lastly, restructuring means encourages the students to use an organizer after they finish their first draft in order to make sure that the information is well structured.

There are some problems in this study, and it is formulated as follow: Is there any effect of teaching technique towards students' writing skill at Private Vocational High School in Tangerang? Is there any effect of critical thinking towards students' writing skill at Private Vocational High School in Tangerang? Are there any interactive effects of teaching technique and critical thinking towards students' writing skill at Private Vocational High School in Tangerang? METHOD This research was conducted at private SMK in Tangerang, namely SMK PGRI Sukamulya and SMK Bani Usman Manunggal. The research will be done 4 months.

The object of this research was the students on Second Grade or class XI in the second semester. The method which s used in this research is experiment research. Experimental research is the only type of research that can test hypotheses to established cause-and-effect relationship. It represents the strongest chain of reasoning about the link between variables. In experimental studies, the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect on one or more dependent variables. (L.R Gay and Peter Airasian, 2000:367). In testing hypotheses, the only type of research can be used is experimental research. It is used to established cause and effect. The cause of dependent variable can affect to independent variable. The research used is experimental method.

It means to give the different treatments upon two students learning groups. One group was treated as experiment group, which was given treatment b using graphic organizer, while another group is given



treatment by using conventional technique. For each group, then it will be divided into two based on student critical thinking, a group of students with high critical thinking and a group of students with low critical thinking. This research has two kinds of validity, they are internal validity and external validity.

Internal validity is related to the effect of treatment towards student's writing skill, which based on the accuracy of the procedure, collected data, and summing up the conclusion. While external validity is related to whether the result of research could be generalized to another subject which do not have the similarity in condition and characteristic as well, in order to achieve the goal, hence through this research, there are some controls on the extra variables.

Method

The target population of this research is all students at private Vocational High schools in Tangerang, possesses more than 6554 students which is divided into several parallel classes, where each class consist of more or less 30-45 students. According to Sudjana (1992:6), sample is part of population. In this research, total sample 80 students, who are divided into two classes; one experiment class consist of 40 students, and one control class consist of 40 students as well. In each class of experiment is divided into 2 subclasses, in which there are two typical students with different critical thinking.

The experiment classes are XI marketing A and XI marketing B at SMK PGRI Sukamulya meanwhile the control classes are XI marketing A and XI marketing at SMK Bani Usman Manunggal. In this research, there are 4 (four) sub-classes with different treatment and ability.

The sampling technique of this research is intact class based on factorial group design, with the following steps: (a) choose the location for this research, (b) choose the classes for this research, (c) choose the sample for this research by giving the previous test to determine which kind of critical thinking they have. Those who are determined will be the research object, (d) collect all student's name before giving them instrument of the research. The sample choosing of this research is taken into 2 (two) phases: First phase, deciding the four classes for this research. Since there are four classes taken, so two classes are set as experiment class while another two classes are set as control class.

Second phase, taking the sample according to the students numbering in this research. The subject taken are based on his/her characteristic upon critical thinking. The researcher took 50% of the students with different critical thinking treated by graphic organizer technique as experiment class, and 50% of student with different critical thinking treated with conventional technique as control class. This phase is conducted after giving the preferential test to the students in order to know about their critical thinking, both experiment class and control class. Then the result of the test is scored and classified according to their critical thinking. As we know, there are two kind of critical thinking namely, high critical thinking and low critical thinking. The 80 students with different critical thinking from 4 sub-classes was chosen as sample of this research. Meanwhile the students who are not part of both samples are treated equally in order to avoid the artificial condition in learning process so that students will not notice that they are being observed.

Thus, we have 4 groups for this research, such as 20 students who have high critical thinking, treated by using graphic organizer; 20 students have low critical thinking treated by using graphic organizer; 20 student who have high critical thinking, treated by using conventional technique; and 20 students who have low critical thinking treated by using conventional technique.

Those groups divided into four classes; 2 (two) experimental classes (teaching technique) consist of 40 students with different learning motivation and two control classes (conventional technique) consist of 40 students with different critical thinking.

Results and Discussion

Based on the descriptive statistics above the students' writing skill using graphic organizer teaching technique with 20 students of high critical thinking has mean 71.25 and standard deviation 6.069. Meanwhile students' writing skill using graphic organizer with 20 students of low critical thinking has mean 65.30, and standard deviation 4.692.

In addition to that, the statistic shows that the students' writing skill using conventional teaching technique with 20 students of high critical thinking has mean 63.40 and standard deviation 5.020.



Meanwhile students' writing skill using Conventional technique with 20 students of low critical thinking has mean 52.30, and standard deviation 5.312.

The value of Kolmogorov-Smirnov (K-S) for the result of the data of dependent variable of writing skill is 0.883, and $\text{sig} = 0,416 > 0.05$. It means that the result of students' writing skill has normal distribution. It means that the whole data come from homogeneous sample. Therefore, the hypothesis is accepted. It shows that the sample comes from the population with the same variance and homogeneity.

Based on the normality and homogeneity test, it can be concluded that the requirement must be fulfilled by the research data analyzed by ANOVA. ANOVA technique has been completed. It is achieved that the ANOVA with the value $\text{Sig } 0.000 < 0.05$ and $F_0 = 77.449$ can be drawn a conclusion that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. It means that there is an effect of teaching technique on students' writing skill at private vocational high school in Tangerang significantly.

In the other words, it can be seen different result of students' writing skill using teaching technique and conventional technique. Second Hypothesis There is an Effect of Critical Thinking on Students' Writing Skill at Private Vocational High School in Tangerang Based on the table 4.9. it is achieved that the ANOVA with the value $\text{Sig } 0.000 < 0.05$ and $F_0 = 51.791$ can be drawn a conclusion that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted.

It means that there is an effect of critical thinking on students' writing skill at private vocational high school in Tangerang significantly. In the other word, it can be seen different result of students' writing skill with high critical thinking and low critical thinking. Third Hypothesis There are interactive effects of teaching technique and critical Thinking on Students' Writing Skill at Private Vocational High School in Tangerang.

It is achieved that the ANOVA with the value $\text{Sig} = 0.033 < 0.05$ $F_0 = 4.725$ therefore can be drawn a conclusion that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It means that there are interactive effects of teaching technique and critical thinking on students' writing skill at Private Vocational High School in Tangerang.

Meanwhile the adjusted R Square value is 0.638. It shows that students' writing skill using teaching technique with high critical thinking give significant effect of 63.8% to improve students' writing skill at Private Vocational High School in Tangerang.

As there are significant interaction effects of teaching technique and critical thinking on students' writing skill. Furthermore, it is needed to do a Pos Hoc test. Because there are significant interaction effects of teaching technique and critical thinking on students' writing skill, it is essentially needed to do a further testing called Tukey Testing.

Conclusions

Conclusion Based on the result of study hypothesis test in chapter four, it can be concluded as follow: There is a significant effect of teaching technique on students' writing skill at Private Vocational High School in Tangerang. This is proved by the value $\text{Sig} = 0.000 < 0.05$ and $F_0 = 77.449$ There is a significant effect of critical thinking on students' writing skill at Private Vocational High School in Tangerang. This is proved by the value of $\text{Sig} = 0.000 < 0.05$ and $F_0 = 51.791$ There are significant interaction effects of teaching technique and critical thinking towards students' writing skill at Private Vocational High School in Tangerang. This is proved by the value of $\text{Sig} = 0.033 < 0.05$ and $F_0 = 4.725$ Based on the further test (Tukey test), there are four interaction models. They are: Interaction model A1B1 and A1B2 In group A1B1 and A1B2, Mean Difference is 5.95, it means that the average of the group A1B1 and A1B2 is 5.95. The value is quite high, and it is proved by the $\text{Sig } 0.004 < 0,005$ or can be told that special for the group A1, there is difference significance in writing skill between group B1 and B2. Interaction model A1B1 and A2B1 In group A1B1 and A2B1, Mean Difference is 7.85, it means that the average of the group A1B1 and A2B1 is 7.85. The value is quite high, and it is proved by the $\text{Sig } 0.000 < 0,005$ or can be told that special for the group B1, there is difference significance in writing skill between group A1 and A2.

Interaction model A1B2 and A2B2 In group A1B2 and A2B2, Mean Difference is 1.90, it means that the average of the group A1B1 and A2B1 is 7.85. The value is quite low, and it is proved by the Sig

0.670 > 0,005 or can be told that special for the group B2, there is no difference significance in writing skill between group A1 dan A2.

Interaction model A2B1 and A2B2 In group A2B1 and A2B2, Mean Difference is 11.10, it means that the average of the group A2B1 and A2B2 is 11.10. The value is quite high, and it is proved by the Sig 0.000 < 0,005 or can be told that special for the group A2, there is difference significance in writing skill between group B1 and B2.

Suggestion for Students Graphic organizers include various kinds of graphs and diagrams that organize ideas visually. Therefore, they help students to classify ideas and communicate effectively. They are of great help for teaching and learning for their feature of visualization. On writing process, Graphic organizers encourage students to approach writing assignments systematically and creatively. Teachers are expected to use good teaching technique to not only improve students' skill but also explore student thinking ability, especially critical thinking. And graphic organizers are some of the most effective visual learning strategies for students and are applied across the curriculum to enhance learning and understanding of subject matter content. In addition to help students organize their thinking and writing process, graphic organizers can act as instructional tools. Teachers can use graphic organizers to illustrate a student's knowledge about a topic or section of text showing areas for improvement. For School and Other Educational Institution This research is expected to be a reference to enhance the quality of teaching and learning at school.

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