



INNOVATIVE: Journal Of Social Science Research
Volume 4 Nomor 3 Tahun 2024 Page 11416-11425
E-ISSN 2807-4238 and P-ISSN 2807-4246
Website: <https://j-innovative.org/index.php/Innovative>

Improving Students' Writing Ability Through Fishbone Method at Class VII.1 of SMP Negeri 1 Tongauna

lin Wahyudi

Universitas Lakidende

Email : yudi.mcfadden@gmail.com

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis siswa melalui metode fishbone. Penelitian ini adalah penelitian tindakan kelas yang terdiri dari dua siklus. Penelitian ini terdiri dari empat langkah di setiap siklusnya, yaitu perencanaan, tindakan, observasi, dan refleksi. Setiap siklus dilaksanakan selama tiga pertemuan. Dalam mengajar menulis kepada siswa, peneliti menggunakan Metode Fishbone. Hal ini membuat siswa merasa mudah untuk mengorganisir ide mereka dan membuat siswa tertarik belajar bahasa Inggris terutama dalam menulis teks deskriptif. Objek dari penelitian ini adalah di SMPN 1 Tongauna. Para subjek adalah semua siswa kelas VII.1 SMPN 1 Tongauna pada tahun akademik 2017/2018 yang terdiri dari 30 siswa. Jumlah siswa laki-laki adalah 16 siswa dan siswa perempuan sebanyak 14 siswa. Data dikumpulkan melalui data kualitatif (lembar observasi) dan data kuantitatif (tes tulisan). Berdasarkan temuan data kualitatif, siswa mampu menghasilkan ide-ide mereka untuk menghasilkan teks deskriptif yang terorganisir dengan baik. Mereka juga mampu menggunakan kosakata dan tata bahasa yang tepat dalam tulisan mereka. Sedangkan hasil dari data kuantitatif menunjukkan bahwa rata-rata nilai siswa meningkat. Pada pre-test, sebelum menggunakan metode fishbone, skor total siswa adalah 1120. Hanya ada 2 siswa yang lulus skor standar ($KKM \geq 70$) sedangkan siswa yang tidak lulus skor standar ($KKM \leq 70$) sebanyak 28 siswa. Target kriteria pencapaian belum tercapai. Jika minimal 75% siswa mendapatkan skor standar 70, maka berarti kemampuan menulis mereka meningkat. Pada siklus I, skor total siswa adalah 1775. Siswa yang lulus KKM sebanyak 9 siswa, kemudian 21 siswa tidak berhasil. Ini berarti kemampuan menulis siswa pada siklus I telah meningkat dibandingkan pre-test. Namun, siklus ini masih belum berhasil dan perlu ditingkatkan pada siklus II. Pada siklus II, skor total adalah 1970. Siswa yang mencapai kriteria keberhasilan ($KKM \geq 70$) meningkat menjadi 16 siswa, sementara 14 siswa tidak berhasil. Kemudian pada tes berikutnya pada post-test, siswa yang mencapai kriteria keberhasilan ($KKM \geq 70$) meningkat menjadi 23 siswa sementara 7 siswa tidak berhasil dengan skor total 2205. Berdasarkan

temuan hasil pada siklus II dan post tes, hal tersebut menjelaskan bahwa terdapat peningkatan yang signifikan pada skor menulis siswa, sehingga penelitian dihentikan. Dari hasil tersebut dapat disimpulkan bahwa penerapan metode fishbone dapat meningkatkan kemampuan siswa dalam menulis yang difokuskan pada aspek kosakata dan tata bahasa.

Kata Kunci: *Kemampuan Menulis, Metode Fishbone*

Abstract

This research was aimed to improve students' writing ability through fishbone method. The research was classroom action research that consisted of two cycles. This research was containing of four steps in each cycles such as planning, action, observation, and reflection. Each cycle conducted three meetings. In teaching writing to students, the researcher used Fishbone Method. Its to make the students feel easy to organize their idea and make students interested learning English especially in writing descriptive text. The object of this research was in SMPN 1 Tongauna. The subjects were all students at class VII.1 of SMPN 1 Tongauna in the academic year of 2017/2018 which consist of 30 students. The total of male was 16 students and female consist of 14 students. The data were collected through qualitative data (observation sheet) and quantitative data (writing test). Based on the findings of qualitative data, the students were able to generate their ideas to produce well organized the descriptive text. They were also able to use appropriate vocabulary and grammar in their writings. While the result of quantitative data, the students' mean score improved. In pre-test, before used fishbone method the students' total score was 1120. It was only 2 students that pass the standard score ($KKM \geq 70$) while the students who did not pass the standard score ($KKM \leq 70$) were 28 students. It has not reached the target of achievement criteria. Where if minimally 75% students got standard score 70, it means their writing ability are improve. In cycle I, the students' total score was 1775, the students who passed standard score was 9 students, then 21 students was unsuccessful. It means the students writing ability in cycle I had increased than pre-test. However, this cycle still was unsuccessful and needed to be improved in the cycle II. In cycle II, the total score was 1970. The students who reached the criteria of success ($KKM \geq 70$) increased to 16 students while 14 students were unsuccessful. Then on the next test in post test, the students who reached the criteria of success ($KKM \geq 70$) increased to 23 students while 7 students were not improve with the total score was 2205. Based on the finding result in cycle II and post test had explained that there was a significant improvements in students' writing score, its mean that the research was stopped. From the result, it can be concluded that the implementation of fishbone method could improve the students' writing ability that focused on vocabulary and grammar aspect.

Keywords: *Writing Ability, Fishbone Method*

INTRODUCTION

Language has the important role in our daily life, because language is devices of communication. Without language, communication will not be perfect and will be difficult to share information. Along with period development, language develop too become more stylish and have variation. As we know, there are many language in the world and every country has variety language too. Such as in Indonesia that has many language and it cause of many tribe in Indonesia. According to BPS (Badan Pusat Statistik) 2020, there are 1211 language in Indonesia.

English is an international language. Therefore, english has learned in every school in order to students can be able to using this international language. In Indonesia, english has learned from kindergarten to university level. But, there are some areas in Indonesia which learning English from junior high school to university level.

English has four skill namely speaking, writing, listening, and reading, all of it should be mastered to reach English well. English is very important to be studied, besides English as an international language that holds important role in the world, it is very useful also to communicate with people from another country. By English we can face global life where the competition of job is very strict. English is the first asset to enter in the international life, such as marketing, business, the relations of our government and another country, etc. So, students' ability in mastering English becomes an important goal in the process of teaching and learning English.

Writing is one of productive skill in English, because it is part of English skill which produce the language. Writing is very important to create a good relation with others especially foreigner. To have relation or communication not only with speak directly with people, but we can do it with write letter, email, message. Beside it, writing very important in writing test because it can be judgment for our graduation too. Actually, writing not only for communication with other or for answer the test, but it is also for reveal our opinion or argument about something.

Considering that writing skill is very important, so it is become a reason in this research. Then, to be a good writter is not easy, besides we recomend to have a good discussion, we have to get many ideas also in writing. In the school, many students who have poor ideas in writing. It can be happened because they are difficult to organize ideas in their writing. In this case, teacher have important role to help students make a good writing with teaching how to organize their ideas in a writing.

Therefore, teacher need appropriate method or technique to teach students to organize their ideas. Such as make brainstorming, at least it can help students to organize

the ideas. There are some brainstorming activities in teaching writing, one of them is fishbone diagram/method. Fishbone method is a kind of diagram that create by Dr. Kaoru Ishikawa as a quality control from Japan. It is called a fishbone diagram because the shape of this diagram like a bone of fish. A fishbone diagram consists of three part. First, the head as a problem or topic which will be analyzed. Second, the body as a description of a problem or topic. Last, the tail as a result or conclusion of the problem or topic. So, based on explanation above, fishbone method is appropriate method in teaching writing, because it can be helped the students to express their ideas in the writing and help the students focus on the topic.

In this research, the researcher choose SMPN 1 Tongauna because the students in there have problem with writing skill. Commonly, the problem has found at class VII.1, and the information has given by the teacher. Non formal discussion with the english teacher reveals that in English teaching and learning process especially writing skill, the teacher found many students who difficult in writing. It cause, lack of the ideas when the teacher ask them to write something like describing people, thing, animal, etc. the students waste their time just for think what they will write. This problem often found directly, when the teacher is teaching in the class.

In relating with the problems above, the researcher interested to conduct a research entitled "Improving Students' Writing Ability Through Fishbone Method at Class VII.1 of SMPN 1 Tonguna."

RESEARCH METHOD

This test was quantitative technique to collecting data. To complete the quantitative data, the researcher used writing test to measure the students' ability in writing. The quantitative data was taken from the score of students' writing ability by the following criteria:

Tabel 1. Writing Criteria

Component	Score	Criteria
vocabulary/style	5 excellent to very good	sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.
	4 good to average	adequate range, effective word or idiom form, choice, usage but meaning confused or obscured.

	3 fair to poor	limited range, frequent error odd word/idiom form, choice, usage, meaning confused or obscured.
	2 poor	essentially translation, little knowledge of english vocabulary, idiom, word form, or not enough to evaluate.
	1 very poor	all of aspect are not enough to evaluated.
Component	Score	Criteria
grammar	5 excellent to very good	effective, complex contractions, few errors of agreement, tense, number, word, order/function, articles, pronouns, preposition.
	4 good to average	effective but simple constructions, minor problem complex construction, several error agreement, tense, number, word, order/function, articles, pronouns, preposition, but meaning seldom obscured.
	3 fair to poor	major problems in simple/complex construction, frequent error of negation, agreement, tense, number, word, order/function articles, pronoun, prepositions and /or fragment, run-ons, deflection or obscured.
	2 poor	virtually no mastery of sentence constructions rule, dominated by errors, does not communicate, or not enough to evaluate.
	1 very poor	all of aspect are not enough to evaluated.

(Gelb in Buzan, 2006: 54)

RESULT AND DISCUSSION

Finding of the Research

The condition before the research was described in pre-test which conducted on Tuesday, March 27th 2018 at 09.20 – 10.40 a.m. The pre-test data was used to get the baseline data of the research. Then, from the data of pre-test showed that many students who had problem in writing descriptive text. They were not able to organize their ideas well and they were lacking to used the variation of vocabulary, so many repetition in their

writing. These problem had become the main problem in writing descriptive text.

Based on the data, the result of pre-test was showed the total score was 1120 and the average was 37,33. Then, the percentage of students that pass the KKM in pre-test was 6,66%, it mean that only 2 students who pass the $KKM \geq 70$. After knowing the result in pre-test, the researcher did a discussion with the english teacher to made planning for the next meeting (Cycle I). The pre-test data of the students' score in writing could be seen at the following table below :

Table 3. The Result of Students' Writing Score in Pre Test

Students	Rater 1		Rater 2		Total	Score
	V	G	V	G		
1	1	1	1	1	4	20
2	1	2	2	1	6	30
3	3	3	2	3	11	55
4	1	1	1	1	4	20
5	2	3	3	3	11	55
6	3	4	4	3	14	70
7	3	2	3	3	11	55
8	3	3	3	3	12	60
9	1	1	1	1	4	20
10	1	1	1	1	4	20
11	1	1	1	1	4	20
12	1	2	2	3	8	40
13	3	2	3	2	10	50
14	4	3	4	3	14	70
15	2	2	2	2	8	40
16	1	1	2	1	5	25
17	2	2	2	2	8	40
18	3	2	3	3	11	55
19	1	1	2	1	5	25
20	1	1	2	1	5	25
21	2	2	2	2	8	40
22	1	1	1	1	4	20
23	3	2	2	3	10	50
24	2	2	2	2	8	40
25	1	1	1	1	4	20
26	2	2	3	2	9	45

27	1	1	1	1	4	20
28	1	1	2	1	5	25
29	1	1	1	1	4	20
30	2	2	3	2	9	45
Total						1120

Discussion

This research was conducted in two cycle, in each cycle consist three meetings. Then, the finding of this research showed the improvement of the students' ability in writing descriptive text. It could be seen from the students' score in writing before conducting the research to cycle 1, cycle 2, and post test. Therefore, the question of this research was "Can fishbone method improve the students' writing ability at class VII.1 of SMPN 1 Tonguna ?" The result of this question was that fishbone method could improve the students' ability in writing descriptive text. Garvey in Agus S. (2020: 15) argued fishbone method can help to construct some factors that associated with a particular topic and show how they can relate together. It meant, the students can brainstorm their ideas about what they would write and write their text with related arguments, so their text can be arranged systematically.

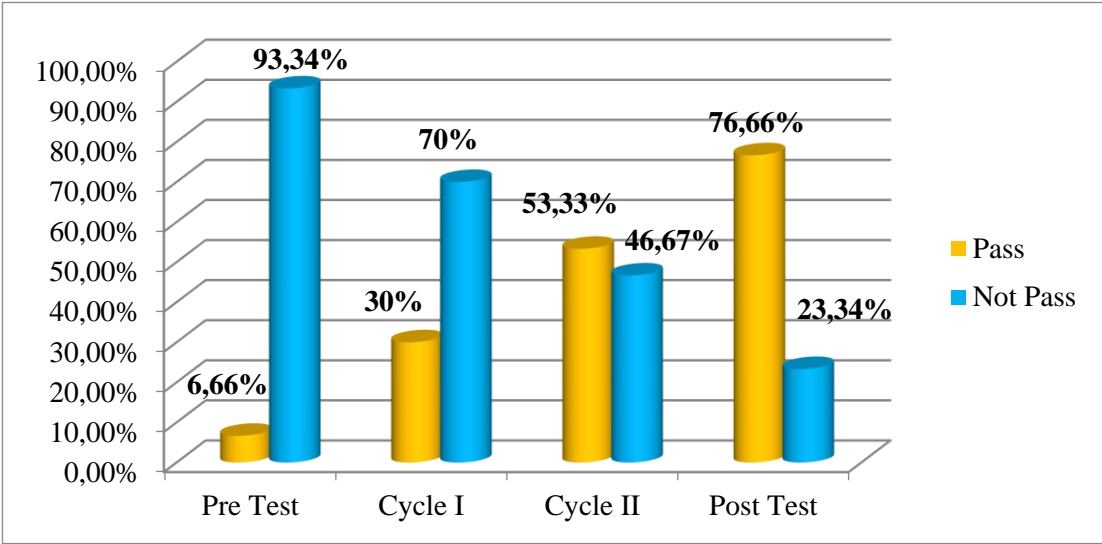
The improvement also had showed in activites of teacher and students, it had proved in the observation sheet. In the first cycle, the students was passive in the learning process. They were afraid to did mistake and shy to asking with the teacher about their problem. However, in the cycle 2 the problem was overcome. The students more active and be brave to respond or asking with the teacher. It happened because the effort of the researcher who always giving motivation and inducement to the students. Thus, the students can be able did the best in learning process and they had improvement during teaching and learning process that conducted by the researcher.

Based on the data analysis above, the researcher found that the use of fishbone method in improving students' skill in writing descriptive text was effective. The improvement could be seen from the students' writing score, organizing the ideas in writing and the ability of making descriptive text. By analyzing those instruments and conducting cycles, the researcher got the students' improvement of the writing ability. The researcher found that the fishbone method could improve students' ability in writing especially writing descriptive text. It happened because the students use fishbone method in their learning process.

Before conducting the research, the researcher found that the students' writing ability is low. The students could not organize well their writing and they were not active and motivated in writing. After conducting cycles, the students' score in writing ability was

increased in each cycle. The percentage of students' score that pass the standard score before implementing the research was 6,66%. It meant only 2 students who could pass the standar score (≥ 70). After implementing the research, the students' score that pass the standard score was increased 30% in cycle 1, 53,33% in cycle 2, and 76,66% in post test.

The graphic below illustrated the students' improvement score before conducting the research (Pre Test), cycle 1, cycle 2, and post test.



In conclusion, the fishbone method was an effective way in improving students' ability in writing descriptive text and could be a good way in increasing students' awareness of their own learning process and progress.

CONCLUSION

1. This research had conducted in two cycles, and there were three meetings in every cycle. Two meetings in every cycle used to delivered the material and the last meeting used to evaluation. From the result of evaluation in every cycle could be seen the students' score in writing before conducting the research that was pre test to cycle 1, cycle 2, and post test was improve. Then, in teaching writing using fishbone method, the students were excited in writing. They were also motivated and active in the classroom. They focused on the material that the researcher delivered. Therefore, the process of teaching and learning became more effective. To improve students' writing ability especially in descriptive text the researcher as the teacher followed the procedures of fishbone method as follows :
 - a. The students were divided in small group, four or five people in one group.
 - b. Teacher gave a topic about decriptive text.

- c. In doing the task, a student in each group have a role as writer and maker a fishbone diagram.
 - d. Each member in group gave their ideas/opinion about the topic, and the writer would write the ideas into fishbone diagram.
 - e. After the fishbone diagram was done, students wrote it into paragraphs.
2. Based on the result of the research that had been done, it could be concluded that fishbone method can improved students' writing ability at Class VII.1 of SMPN 1 Tongauna. There was a significant improvement of the students' writing ability in descriptive text after using fishbone method. It can be seen from the result of the research before using fishbone method students' score who were able to passed standard score (≥ 70) was 2 students or 6,66%. In cycle I students' score had increased 30% or 9 students passed standard score, in the cycle II students who passed standard score were 23 students or 76,66%, and in post test the improving become 86,66% or 26 students passed standard score. So, the researcher concluded that fishbone method could improve students' ability in writing descriptive text at class VII.1 of SMPN 1 Tonguna.

REFERENCES

- Agus Setiawan, Riki. 2020. *Improving Students' Ability in Writing Hortatory Exposition Text at the Eleventh Grade of Class IPA 3 of SMAN 4 Bengkulu*. Bengkulu: Bengkulu University.
- Amelia, Eci. 2017. *Improving Students' Writing Ability Through Memory Board Technique at Grade VIII.D of SMPN 1 Unaaha*. Unaaha : Lakidende University.
- Arikunto, Suharsimi. Suhardjono and Supardi. 2020. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.
- Badan Pendidikan dan Pelatihan Keuangan Kementerian Keuangan. 2013. *Teknik Ilustrasi Masalah – Fishbone Diagrams*. <http://www.bppk.kemenkeu.go.id/publikasi/artikel/418-artikel-soft-competency/10999-teknik-ilustrasi-masalah-fishbone-diagrams>. Retrieved March 12, 2018.
- Burns, Anne. 2010. *Doing Action Research in English Language Teaching*. New York: Routledge.
- Dalman. 2012. *Keterampilan Menulis*. Jakarta: PT. RajaGrafindo Persada.
- Dong-Xiao, Niu. Huan-Huan, Qiao. Hui-Juan, Zhai and Xin, Lu. 2013. *Power Grid Construction Project Cost Risk Factors Analysis Based on the Fishbone Diagram Theory*. <http://booksc.org/book/44238735/ef37e6>. Retrieved March 02, 2018.
- Dwi aryanti, Lusi. 2015. *Improving Students' Writing Ability Through Pairs Check Technique At Grade VII^P Of Smp Negeri 1 Konawe*. Unaaha: Lakidende University.
- F. Olson, Judith. 2019. *Writing Skills Success in 20 Minutes a Day, 4th Edition*. New York: Learning Express.

- Gupta, K., Sleezer, C.M., & Russ- Eft, D.F. 2007. *A Practical Guide to Needs Assessment*. San Fransisco: Pfeiffer. http://b-ok.org/book/696703/d63bcb/?_ir=1. Retrieved February 23, 2018.
- Hasyim. 2002. *The Effectiveness of Lecturer's Correction on Students' Writing Ability at Students of English Study Program of Haluoleo University*. Thesis Unhalu. Unpublished.
- Hogue, Ann. 2008. *First Step in Academic Writing*. New York: Pearson Longman. <http://b-ok.org/book/1185316/041bdd>. Retrieved February 23, 2018.
- https://id.m.wikipedia.org/wiki/Daftar_bahasa_di_Indonesia_menurut_BPS_2010.
- Kadriani, Lusi. 2015. *Improving Students' Writing Ability Through Think Pair Share Technique at Grade VIII SMPN 1 Unaaha*. Unaaha: Lakidende University.
- Linayanti. 2016. *Improving Students' Writing Ability Through Jigsaw Technique At Grade VIII SMPN 1 Pondidaha*. Unaaha: Lakidende University.
- Mulyawati, Ani. 2011. *Students' Writing Ability in Recount Text at Grade VIII of MTs. Negeri Wawotobi*. Thesis Unilaki. Unpublished.
- Project Management Skills. *Fishbone Diagram Cause And Effect Analysis*. <https://www.project-management-skills.com/fishbone-diagram.html>. Retrieved March 12, 2018.
- Rahayu Ningsih, Sri. 2016. *Improving Students' Writing Ability On Descriptive Text Through Roundtable Technique At Grade VIII.B Of SMPN 3 Wawotobi*. Unaaha: Lakidende University.
- Riana Astuti Fara, Sifti. 2015. *Improving Students' Reading Comprehension Using Fishbone Diagram*. Unaaha: Slamet Riyadi University.
- Sanjaya, Limbran. 2016. *Improving Students' Writing Ability Through Assessment Search At Grade VIII.D Of SMPN 1 Lambuya*. Unaaha: Lakidende University.
- Suhartini, Tatik. 2013. *Improving Students' Writing Ability Through Pairs Check Technique At Grade VIII Of Smp Negeri 1 Tongauna*. Unaaha: Lakidende University.
- Sukardi. 2003. *Metodologi Pendidikan (Kompetensi dan Praktiknya)*. Jakarta: Bumi Aksara.
- Tampubolon, Saur. 2020. *Penelitian Tindakan Kelas*. Jakarta: Erlangga.
- Zhao, Chunhua. Zhang, Jin. Zhong, Xianyou. Zeng, Jia and Chen, Shijun. 2012. *Analysis of Accident Safety Risk of Tower Crane Based on Fishbone Diagram and the Analytic Hierarchy Process*. <http://booksc.org/book/30156553/bc3eca>. Retrieved March 02, 2018.