



**IMPROVING STUDENTS' WRITING SKILL
BY USING FISHBONE STRATEGY
AT VIII GRADE SMP N 5 PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial
Fulfillment of the Requirement for the Degree of Education Scholar (S.Pd) in English*

Written by:

**M.AQIB SITOMPUL
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**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2018



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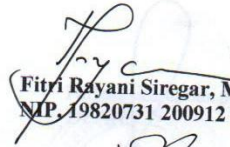


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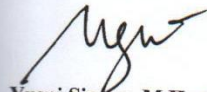
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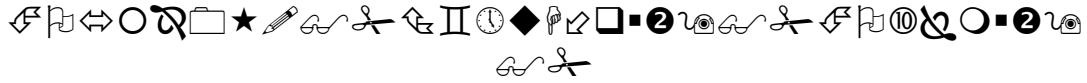
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ABSTRACT

This research talks about *improving students' writing skill by using fishbone strategy at VIII grade SMP N 5 Padangsidimpuan*. The students problem were students' writing skill still relatively lack, the students' are lack on vocabulary, structure, technique, literature, and ideas. Then, students' did not know how to express their ideas in writing, and the last students' did not know how to systematize the writing and organize the ideas into writing. The purposes of this research are to describe the improvement of students' writing skill and to identify the factors which influence students' writing skill by using Fishbone Strategy.

This research was categorized into classroom action research that consisted of two cycles. This research used model proposed by *Kemmis and Mc Taggart designed* were consisted four steps, there are; plan, action, observe, and reflect. The participants of this research were consisted of *28 students* in grade *VIII-1* of *SMP N 5 Padangsidimpuan*. The instrument of collecting the data is observation, test, and interview.

Based on the research result, showed the improvement of students writing skill through implementation fishbone strategy. The students mean score using fishbone diagram strategy in Cycle1 was 50.35 (32.14%). The students mean score in Cycle 2 was 61.96 (50%). It can be concluded that the mean score in the Cycle 2 was higher than previous Cycle. Based on observation sheet stated that the students who got improvement and the students were more active and interested in learning writing process. There are two factors influence when did the research, are first internal factor and second external factor. It asserted that Implementation Fishbone Diagram strategy can improve the students writing skill at grade VIII SMP N 5 Padangsidimpuan.

Key Words: Improving, Increase, Writing Skill, and Fishbone Strategy

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DENGAN MENGGUNAKAN STRATEGI FISHBONE DI
VIII GRADE SMP N 5 PADANGSIDIMPUAN**

ABSTRAK

Penelitian ini membahas tentang *peningkatan keterampilan menulis siswa dengan menggunakan strategi fishbone di kelas VIII SMP N 5 Padangsidimpuan*. Masalah siswa adalah keterampilan menulis yang masih relatif kurang, lemah pada kosakata, struktur, teknik, literatur, dan ide. siswa lemah dalam mengekspresikan ide secara tertulis, dan kurang memahami sistematika penulisan dan pengaturan ide ke dalam tulisan. Tujuan penelitian ini adalah untuk mengetahui peningkatan keterampilan menulis siswa dan mengidentifikasi faktor-faktor yang mempengaruhi keterampilan menulis siswa setelah menggunakan Strategi tulang ikan.

Penelitian ini dikategorikan ke dalam penelitian tindakan kelas yang terdiri dari dua siklus. Penelitian ini menggunakan desain yang diusulkan oleh *Kemmis dan Mc Taggart* yang dirancang terdiri dari empat langkah, yaitu; rencana, tindakan, amati, dan renungkan. Para peserta penelitian ini terdiri dari 28 siswa di kelas VIII-1 SMP N 5 Padangsidimpuan. Instrumen pengumpulan data adalah observasi, tes, dan wawancara.

Berdasarkan hasil penelitian, menunjukkan peningkatan keterampilan menulis siswa melalui penerapan strategi fishbone di dua siklus. Nilai rata-rata siswa setelah menggunakan strategi diagram tulang ikan di Siklus1 adalah 50,35 (32,14%). Nilai rata-rata siswa dalam Siklus 2 adalah 61,96 (50%). Dapat disimpulkan bahwa skor rata-rata dalam Siklus 2 lebih tinggi dari Siklus sebelumnya. Berdasarkan lembar Observasi dan wawancara dapat disimpulkan bahwa siswa memperoleh peningkatan dalam menulis, siswa lebih aktif, dan tertarik dalam proses pembelajaran. Ada dua faktor yang mempengaruhi ketika peneliti melakukan penelitian, yaitu faktor internal dan faktor eksternal. Dari penjelasan diatas dapat disimpulkan bahwa Implementasi strategi Fishbone Diagram dapat meningkatkan keterampilan menulis siswa di kelas VIII SMP N 5 Padangsidimpuan.

Kata Kunci: Peningkatan, Keterampilan Menulis, Strategi Tulang Ikan

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CHAPTER I

THE INTRODUCTION

A. Background of The Problem

Writing is one of the language skills which is very important to be mastered. It becomes important because writing is one way to communicate through written.. Writing is the most powerful communication tools to communicate with the readers. Many people use it to share and express ideas with others and eventhough to communicate with their ideas. As it is known, writing is not easy.

Furthermore writing is integrated part of language production. Writing is an activity where the students or writer express their ideas or feeling into language by write down in paper or by type writer. Writing is also is a transforming process or thoughts into language, it means that the writer should think the content of writing first and arrange the ideas using appropriate language (grammar and vocabulary) in to writing.

In reality and fact, many students' writing ability is relatively lack, based on the Interview with the students and the teacher and the observation of the researcher in the school. The data showed that from 33 students only 5 students that pass the KKM and Students' ability of 4 skills in English was quite low, especially in writing.¹ Although, the theory of text was explained in several

¹ Based on *Interview with* Mrs.Elmi, English Teacher in SMP N 5, December 21th 2017, at 10.00 PM.

times, most of them were hard to understand the content and showed the uninteresting feeling when teaching and learning process. The students score can be seen in the table below:

Table 1.1 Figure Score Students

Semester	Score
1st	65.60
2nd	69.00

The researcher found that there are some causes that make students lack in writing skill. The first problem is students are lack on vocabulary, structure, technique, literature, and ideas, even some of them have some ideas in their mind, but they didn't know how to express their ideas in writing. It is not just about how to choose words but also about how to write sentence in correct grammatical patterns.

The second problem is students never practicing their writing. With that problem, students not know how to start writing, how to systematize the writing and organize the ideas. Teacher just taught the theory and focus on grammar explanation. It makes students bored and make the process of the learning material is uninterested. Based on interview result with Mrs. Elmi as an English teacher of classroom VIII SMP N 5 Padangsidimpuan mentions that:

In English teaching learning syllabus of the second grade school related to writing school, there are some kinds of text that students need to be mastered. They are: Descriptive text, Narrative text, Procedure text, and

Report text. But from the criteria minimum learning mastery (KKM) conducted 70, but most of the students (like 10 or 15) still achieve substandard goal, that is 65- 69 score. This problem comes from student's problem self, like they didn't know to systemize the writing and organize the ideas. Then students still lack of motivation to study in writing; lack of mastering grammar, structure and tenses.²

Moreover, Alfin Ardiansyah state that students in their class VIII SMP N 5 still have lack motivation in teaching and learning in writing, and then teachers still use the same method. It is also caused assignment and students do not confident to show up their writing because still many mistakes in using structure, sentences, word, or pattern of tenses.³Then, the teacher did not guide the students about how to put ideas and develop them in free writing. So, the students did not interest with writing subject while teaching learning English.

Based on the problem the researcher will try to solve by using fishbone diagram. Fishbone Strategy is a kind of strategy that uses cause and effect diagram by Kaoru Ishikawa. It is a kind of diagram. It is called a fishbone diagram because the shapes of this diagram like a bone of fish. A fishbone diagram consists of three parts. 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 of the problem.

Ishikawa created the technique using a diagram-based approach for thinking through all of the possible causes of a problem. This technique helps

²Mrs. Elmi, English teacher in SMP N 5 Padangsidempuan, *Personal Interview*, December 21th 2017, at 10.00 AM.

³Alfin Ardiansyah, Students VIII class SMP N 5, *Personal Interview*, December 19th 2017, at 11.45 PM.

people to carry out one problem through analysis of the situation. This technique will show the causes of a particular effect and the relationships between cause and effect. Garvey argued fishbone diagram can help to construct some factors that associated with a particular topic and show how they can relate together.⁴ So that, this technique is appropriate to use in writing descriptive text because descriptive text is one of the writing to create vivid impression or what is being described into a texts. In another words the topic of this research is the effect and identification and description as the cause of the effect.

Further Fishbone strategy had been applied by Subaedah.⁵ the result was fishbone method could increase the students' writing skill. It supported by Lewis Sidabutar⁶ who has found that fishbone strategy gave effect on student analytical exposition in writing ability

Thus Based on the explanation above, the researcher is motivated to conduct classroom action research (CAR) to Fishbone Strategy in the writing correction stage to improve the students writing skill in SMP N 5 Padangsidempuan.

⁴Maria Garvey, *First step in academic writing* (New York : 2008, Pearson Longman), Retrieved from <http://economics.slss.ie/resources/c/2086/GraphicOrganizerFinal.pdf>, on February 08th, 2018, access at 10.00 PM.

⁵Subaedah, *Improving the Students' Writing Skills through Fishbone Method, a Classroom Action Research in Class XI Sepeda Motor of SMK Muhammadiyah 2 Bontoala, Makassar* (Unpublished Thesis: Makassar , 2011), p. Vii.

⁶Lewis Sidabutar, *The Effect Of Fishbone Strategy On Students' Achievement in Writing Analytical Exposition Text* (Unpublished Thesis: Medan, English Department Faculty Language and Arts, 2016), p.viii

B. Identification of the Problems

Based on the problem above, it could be seen that some problems of student's writing skill as follow:

1. The students' writing skill is relatively lack.
2. Students' are lack on vocabulary, structure, technique, literature, and ideas.
3. Students' did not know how to express their ideas in writing.
4. The students' did not know how to systematize the writing and organize the ideas.

Based on identification previously, the researcher focused the problem on students' writing skill is relatively lack. So, to solve the problems, as researcher knows, there are many techniques and many strategies that can solve students' problem in writing skill such as Peer Feedback Technique, PWIM (Picture Word Inductive Model), listing, and fishbone strategy.

C. Focus of the Problems

In this session, the researcher also focused in writing skill Paragraph Descriptive into: how the students can give thinking and their ideas to making product writing and can write as a good writerr. So the researcher focused on writing Descriptif text. The researcher solved the problem by focused on strategy, it was by using Fishbone Strategy (Fishbone Diagram) at grade VIII students of SMP Negeri 5 Padangsidimpuan 2nd semester, academic year 2018/2019. In this research, the researcher also focused to see the improving writing skill by using Fishbone Strategy in SMP N 5 Padangsidimpuan.

D. Formulation of the Problem

Based on the previous background above, the researcher can formulate the problem as:

1. Can Fishbone Strategy improve the students' writing skill at grade VIII Students of SMP N 5 Padangsidimpuan?
2. What are factors influence students' writing skill by using Fishbone Strategy at grade VIII Students of SMP N 5 Padangsidimpuan ?

E. Purposes of the Research

The purpose of the research generally is the researchers are to find out the improvement of Fishbone Strategy in students writing skill especially the purposes of the research are:

1. To describe the improvement of students' writing skill by using Fishbone Strategy at grade VIII students of SMP Negeri 5 Padangsidimpuan in the academic year of 2018/2019.
2. To identify the factors which influence students' writing skill by using Fishbone Strategy at grade VIII students of SMP Negeri 5 Padangsidimpuan in the academic year of 2018/2019.

F. Definition of the Key Terms

To avoid vagueness and misunderstanding between the researcher and the reader, the researcher stated the terminologies are:

1. Improving

Hornby A.S on the book *Oxford Advance Learners' Dictionary* state that current of English improving is “to make or become better”.⁷ It means the situation last tries to be better than the first situation. It can be done by doing it practically or doing something to make the improving in the case of what we want to improve. The way of improving can be more exercises, training, or practice it more and more.

2. Writing Skill

Writing skill is a complex process because it consists of complex activities. Writing skill activities need cooperation and collaboration in people mental activities, so that writing becomes a complex task for people. In writing, people must plan the topic clearly, organize the ideas, choose the good vocabulary, consider the right grammar and revise what they have written, especially in written descriptive text.

As a complex activity, writing consists of many step sin written. There are four components of writing process. first is prewriting, second is writing the first draft, third is editing the first draft, and the last is final writing.

3. Fish Bone strategy

Fishbone method is a kind of method that used cause and effect diagram. It is a visual illustration that clearly shows the relationship between

⁷A. S. Hornby, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2000), p. 222.

a topic and factors related to the topic. The shape of the diagram looks like the skeleton of fish.⁸ The bones of the fish represent factors that have been combined to form categories.

G. Significances of the Research

The result of this research was expected to be useful as:

1. To the field, result of the research is expected to be useful for students to help and to improve their writing in learning process and to get knowledge how to manage classroom is interesting.
2. To the next researcher, this research can be referable to the next researchers for studying the other subjects in the field of language teaching.
3. To the teacher, the result of the research is expected to be useful for the teacher as information, as source, and experience in teaching at SMP Negeri 5Padangsidempuan, especially in teaching and learning of writing by using fishbone strategy.

H. Indicator of Action

Action research is systematic inquiry conducted by teacher, researcher, principals, schools counselors, or other stockholders in the teaching learning environment to gather information about the ways that third particular schools

⁸Maria Garvey, *Ibid.*,

operate how they taught and how well their students learned.⁹ This information is gathered the goals of gaining insight, developing, reflective practice, effecting positive changes in the school environment outcomes and the lives of those involved.

I. Outline of the Thesis

The systematic of the thesis will be divided into five chapters, and each chapter consists of many sub chapters with detail as follows: chapter one, it consists of background of the problem, identification of the problem, focus on the problem, formulation of the problem, purpose of the research, definition of the key terms, significances of the research, indicator of action and the last is outline of the thesis.

Chapter two, it consists of sub chapter such as theoretical descriptions which explains about Writing Skill and Fishbone Strategy. Then review of related findings, conceptual framework and hypothesis of the action.

Chapter three, it consists of sub chapter as research methodology which explains about place and schedule of the research, research design, subject of the research, research instrument, procedures of the research and techniques of analyzing data.

Chapter four, it consists of the result of the research which explains about findings, data discussion and threats of the research.

⁹ Millis, Geoffrey E., *Action Research a guide for the Teacher Researcher* (New Jersey, Prentice Hall, 2000), P.6.

Finally, the last was chapter five which consists of conclusion and suggestion about the research.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

A. Theoretical Review

Review of related literature involves the systematic identification, location and analysis of document containing information related to the research problem. This research reviewed theories of the writing and fishbone strategy.

1. Writing

a. Definition of Writing

Writing is a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language, but a tool used to make languages be read. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols.

Edelstein in Nuraisyah's thesis state that writing is the way of discovering who you are and what you think, in another words, by through writing readers will be able to know your character and what you think end have on your mind.⁷¹ Edelstein shows that writing is one of the important ways to express people's thoughts and to communicate their

¹Nuraisyah, *Improving Students' writing Ability Trough Picture* (Unpublished Thesis: Stain Padangsidempuan, 2012), p.9.

ideas. It can conclude that the writing as a way to express something in their minds and make it into good product writing.

Writing is one of language skill which is use to communicate idea and through indirectly or without face with other people. The other way is to express idea or to express what in our mind into written. Hornby state that writing is a group of piece of writing especially by a particular person or on a particular object.²Beside it, writing is a personal which writer take ideas or prompts and transform them in to self-initiated topics.

Braille mention that writing involves more than just producing sentences, moreover it is the way to help the writer extend everything that comes to his mind and that comes to his feeling. The development of writing is therefore on of the greatest his feeling.³ Braille continue that the meaning can be catch is, writing more than just producing sentence only, moreover it is activities that can help the human to develop the ideas in their mind.

Writing is one of language skill s and productive skills that will be learn by students in junior high school until university. Students will be able to express their idea s and feeling by English writing. Learning

¹⁰A.S. Hornby, *Advance Learner's Dictionary* (New York: Oxford University Press, 2004), p.1561.

¹¹ Victoria Fromkin, *An Introduction to Language Ninth edition* (Los Angeles: University Of California), p. 540.

writing as a language foreign is not easy as learning native language; they will meet all of the learning problems dealing vocabulary, sound, and grammar.

Writing is also creative process and creatively man's making something out of nothing. When students write composition, for example they are being creative. Writing for students is a process that students not only improve their language ability but also ability stimulates thinking, and thus develop their cognitive skill and ability.

b. Kinds of Writing

Writing is the expression of the mind of writers, and most of the writers when they have some inner feelings related to their own self. Their surroundings, the political and the economical situation of the state or the facts related to their professions. Michael O'Malley mention that there are kinds of writing, are:

- 1) *Expository or information writing* is to share knowledge and give information, directions or ideas. Example, describing events and experience.
- 2) *Expressive/ descriptive writing* is a personal or describe something in which the writer describes thing, person or place. This type of writing is often based on observations of people, object or place and may include creative speculations and interpretation.
- 3) *Persuasive writing*, writer attempts to influence other and initiate action or change. This type of writing is often based on background information and facts.⁴

¹²J.Michael Omalley, *Ibid.*, p.137.

From explanation above, the researcher conclude that the kinds of writing is to help students make the concepts and connections between portions of information in writing. it can make students more creative and easy to understand what they write.

c. Purposes of Writing

In writing, the writer has purposes to convey messages to the reader. No matter what kind of writing the writer does, he/she should has a specific and clear purpose. It can be done by selecting right words and suitable sentences structure to convey the intended meaning. The purpose of a piece of writing will determine the rhetorical form chosen for it.

Kate Grenville in his books the title *Writing from Start to Finish: A Six Step Guides*, state that there are three purposes of writing: to entertain, to inform and to persuade.

1. To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers augh, but engage their feeling in some ways.

2. To inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

3. To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.⁵

In conclusion, the purpose of writing is not only to express the ideas, feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform and to persuade the readers.

d. The Component of Writing

Jacob in his book *Testing ESL Composition A Practical Approach* state that there are five components of writing, they are as follows:

- 1) Content. The writer has an ability to think creatively to develop his ideas.
- 2) Organization. The writer has fluent flowing expression to express the ideas, clearly stated or supported well relationship between paragraph, logical and sequencing.
- 3) Vocabulary. The writer has a lot of words and idioms to convey intended information, attitudes and feeling. Besides, he can use the appropriate word including prefix and suffix and express the ideas, clearly stated or supported well relationship between paragraph, logical and sequencing.
- 4) Language use. The writer can apply the basic agreement between sentences, tenses, numbers, words order or functions, articles, pronouns and preposition.
- 5) Mechanics. The writer is able to write in appropriate spelling, punctuation, and capitalization.⁶

⁵Kate Grenville, *Writing from Start to Finish: A Six Step Guides* (Australia: Allen and Unwin, 2001), p.1.

⁶Jacob, Holly L., *Testing ESL Composition A Practical Approach*(London: Newbury House Publisher, Inc, 1981),p.30

Based on explanation above, the researcher conclude that to get a good product writing, the must know and calculate all the component of the writing. there are five components and arrange with good sentence.

e. Process Writing

In writing there are some important things that the researcher has to notice when the researcher will make writing. Jeremy Harmer in his book state that the process of writing has four main elements. They are:

1. Planning

The writer has to think about three main issues, that is:

- a. The purpose of their writing skill since this will influence
- b. The audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language
- c. The content structure of the piece that is how the best of sequence the fact, ideas, or arguments which they have deiced or included

2. Drafting

One can refer to the first version of a piece of writing as a draft. A number drafts may be produced on the way to the final version

3. Editing

After writers produce a draft, then they usually read what the result of the draft is in order to see where it works and where it does not. Reflecting and revising are often helped by others readers (editor) who moment and make suggestion. Another reader's reaction to a piece of writing will help the author to make appropriate revision

4. Final report

After the writer edits their draft, it may be different from the original plan and the first draft because they make the changes which they consider to be necessary. However, in the final

report version, the writer is now ready to send the written text products to intended audience.⁷

Based on the explanation above, the researcher concludes that in producing the final draft which can be served to the readers. It needed some steps, such as; planning, drafting, and editing.

5. Evaluation of writing

Cyril J. Weir in his book *Communicative Language Teaching*, state that there are seven categories the most suitable for assessing writing task such as:

Table 2.1. Evaluation in writing⁸

A.	Relevance and adequacy of content
0	Answer bears almost no relation to the task set. Totally inadequate answer
1	Answer of limited relevance to task set. Possibly major gaps in treatment of topic and/or point less repetition
2	For the most part answer the task set, though there may be some gaps or redundant information
3	Relevant and adequate answer the task set.
B.	Compositional Organization
0	No apparent organization of content
1	Very little organization of content. Underlying structure not sufficiently apparent
2	Some organizational skill in evidence, but not adequately controlled
3	Overall shape and internal pattern clear. Organizational skills and adequately controlled

⁷ Harmer, Jeremy, *the Practice of English Language Teaching* (Cambridge: Longman. 2004), p.4-5.

⁸Weir, Cyril j., *Communicative Language Teaching* (New york: Pre10ntice Hall University of Reading, UK, 1990), p.69.

C.	Cohesion
0	Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible
1	Unsatisfactory cohesion may cause difficulty in comprehension of most of intended communication
2	Deficiencies may mean that certain parts of the communication are not always effective
3	Satisfactory use of cohesion resulting in effective communication
D.	Adequacy of Vocabulary for purpose
0	Vocabulary is adequate even for the most basic parts of the intended communication
1	Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetition
2	Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/or circumlocution
3	Appropriacies and/or circumlocution
E.	Grammar
0	Almost all grammatical patterns are accurate
1	Some grammatical inaccuracies
2	Frequent grammatical inaccuracies
3	Almost no grammatical inaccuracies
F.	Mechanical accuracy I (punctuation)
0	Ignorance of conventions of punctuation
1	Low standard of accuracy in punctuation
2	Some inaccuracies in punctuation
3	Almost no inaccuracies in punctuation
G.	Mechanical accuracy II (spelling)
0	Almost all spelling is accurate
1	Low standard of accuracy in spelling
2	Some inaccuracies in spelling
3	Almost no inaccuracies in spelling

Another evaluation of writing is task. The task must be specifying the amount of time students will have to complete their writing. Arthur

Hughes mentions that there are some criteria of writing task assessment.

There are:

Table 2.2. Evaluation in Writing⁹

Aspect	Indicator	Score
Grammar	Few if any noticeable error of grammar or word order	20
	Some errors of grammar or word which do not however interfere with comprehension	15
	Error of grammar of word order frequent; efforts of interpretation sometime required an readers part	10
	Error of grammar or word order frequent; efforts of interpretation sometime required on readers part	5
Vocabulary	Use of vocabulary and idiom rally (it at all) distinguishable from that educated nature writer	20
	Occasional uses in appropriate terms or relies in circulation expression or ideas hardly	15
	Using writing or inappropriate word fairly frequently expression of ideas may be limited became of in adequate vocabulary	10
	Limited vocabulary and frequent error clearly hinder expression of ideas	5
Mechanic	Few any causable lapses in punctuation or spelling	20
	Occasionally lapses in punctuation or spelling which do not however interfere with comprehension	15
	Error of punctuation or spelling frailly frequent occasional re-reading necessary for full comprehension	10
	Frequent error in spelling or punctuation sometime obscurity	5
Fluency	Choice of structure and vocabulary consistently appropriate like that of educated to the writer	20
	Occasional like of consistently in choice of structure and vocabulary which does not	15
	Patchy with some structure or vocabulary term	10

⁹Hughes, Arthur, *Testing for Language Teachers* (New York: University Press, 1990), p.91-93.

	noticeable in appropriate to generate style	
	Structure of vocabulary items sometime has only appropriate but also little sense communication	5
From (Organization)	Highly organized clear progression could well: like educated naïve speaker	20
	Material well organized could occasionally be clearly but communication not impaired	15
	Some lack organization re-reading required in clarification of ideas	10
	Little or no attempt as connectivity through reader can reduce some organization	5

So in this research, the researcher will use the second evaluation because important to know whether our task have good result or not.

2. Fishbone Strategy

a. Defenition of Fishbone Strategy

To make easier to write there are some strategies can be used to teach writing. such as First Peer Feedback Technique. This technique can make students fun and good way to interest in writing to improve their writing product.

The second is PWIM (Picture Word Inductive Model). This strategy can help students to solve their problem writing. This strategy leads students to identify each object in a picture that they will describe.

The third is listing. This strategy used to generates ideas. That mean what the name implies listing the writer ideas and experience. The writers

usually write down as many ideas as they can without stopping to analyze any of them.

The fourth strategy is fishbone strategy. Based on etymology, Fishbone derived from two words, they are fish and bone. First fish is written event that is influenced by the causes that will be written on the fish bone. Second bone is written categories that can affect the event. The most commonly used categories are person, method, machine, measurements, and environment. So the researcher concludes that fishbone diagram is originally an analysis tool that provides a systematic way of looking at effects and the causes that create or contribute to those effects.

Fishbone Strategy is a kind of method that uses cause and effect diagram. This strategy uses a diagram-based approach for thinking through all of the possible causes of a problem. This strategy helps people to carry out one problem through analysis of the situation. It will show the causes of a particular effect and the relationships between cause and effect.

Garvey argued fishbone method can help to construct some factors that associated with a particular topic and show how they can relate

together.¹⁰ This method is appropriate to use in writing descriptive text because descriptive text is one of the writing genre to create vivid impression. It consists need/ gaps/ main idea as effect or the head fish, the bone as category of part and detail category, and recommendation as a conclusion. So that, this technique is appropriate to use in writing descriptive text because descriptive text is one of the writing to create vivid impression or what is being described into a texts..

Gupta said that fishbone Strategy is a method that used cause and effect diagram. It can be used to identify the potential (or actual) cause for a performance problem.¹¹ Fishbone diagrams provide a structure for a group's discussion around the potential causes of the problem. It also used to illustrate and communicate the relationship among several potential or actual causes of a performance problem.

b. Advantages of Using Fishbone Strategy

Gupta mention that there are some advantages of using fishbone method. They are:

1. The fishbone method used fishbone diagrams permit a thoughtful analysis to avoid any possible root causes for a need.

¹⁰Garvey, Maria, *First step in academic writing*(New York:2008, Pearson Longman), Retrieved from <http://economics.slss.ie/resources/c/2086/GraphicOrganizerFinal.pdf>, on February 08th, 2018, access at 10.00 PM.

¹¹Gupta Kavita, et al., *A Practical Guide to Needs Assessment Update and Expanded Second Edition* (USA: Pfeiffer ASTD, 2007), p.145.

2. The fishbone technique is easy to implement and creates an easy to understand visual representation of the causes, categories of causes, and the need.
3. By using a fishbone diagram, the students are able to focus on the group on the possible causes or factors influencing the problem or need.
4. Even after the need has been addressed, the fishbone diagram shows many areas of weaknesses that can be revised before the causing more difficulties.¹²

Based on explanation above, the researcher concludes there are some advantage if the researcher apply the strategy in teaching. That is to avoid possible root cause for a need, easy to implement and understand visual representation of causes and category, and especially make students focus on group possible to influencing the problem.

c. Steps To Implement Fishbone Strategy

Garvey argued that there are four steps in implemented fishbone method. They are as followed:

1. Identify the main problem that will become the main topic of descriptive text.
2. Identify the main factors that caused the problem.
3. List the sub problems in each main factor.
4. Analyze the diagram and write the text based on the diagram.¹³

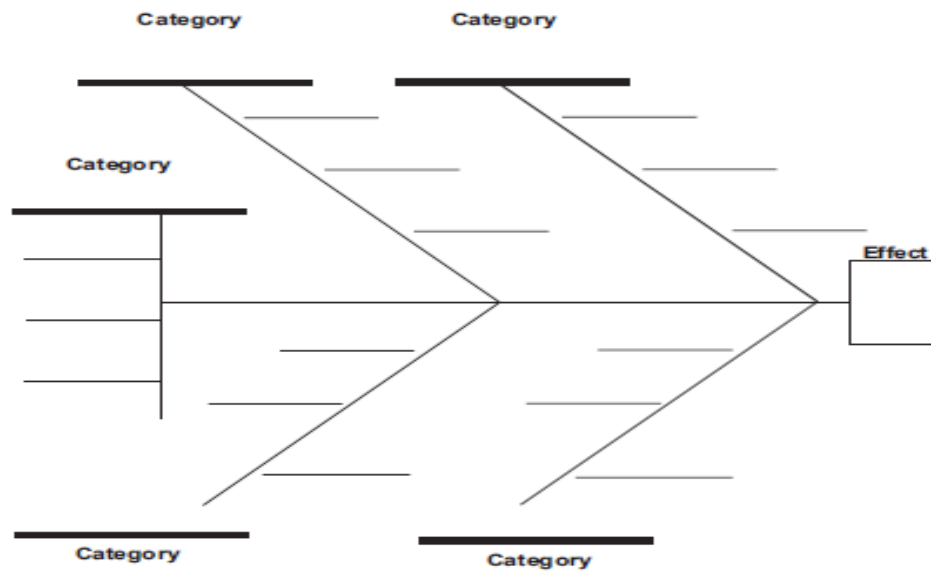
Based on explanation above, the steps of implement fishbone strategy can divided into four step. Those are: identify the main problem,

¹²Gupta Kavita, at All, *Ibid.*, p.147.

¹³Garvey, Maria, *Ibid.*,

identify the main factors, make list of sub the problem, and analyze the diagram and the last write the text based on diagram.

Figure 2.1. Picture of Fishbone Diagram



d. The Procedure Applying Fishbone strategy

Gupta argued that there are general procedures in applying fishbone diagram:

1. Identify gaps between the results that are required for the successful accomplishment of your topic result chain.
2. Generate a clear, concise statement of the needs. Make sure that everyone in the group agrees with the need as it is stated.
3. Identify the categories of causes of the need. Brainstorming is often an effective technique for identifying the categories of causes.

Gupta gave some tips to success in using fishbone method. He said that; make sure that there is consensus in the group about both the “need” and the characteristics of the “cause statement” before beginning the process of building the fishbone diagram.¹⁴ If appropriate, the students can graft branches that do not contain a lot of information on to other branches. Likewise, they can “split” branches that have too much information into two or more branches. Write the simple words while populating the fishbone diagram or use as many words as necessary to describe the cause or effect.

B. Review of Related Findings

Research is the study about he ceratin object to find out news fact about it. There have been many researchers done regard to this research problem it is writing. There are shown to present relatd elements with the research to complete an empty side of the research focus the related finding they are :

First is Subaedah.¹⁵ The problem of this research to find out the improving the students’ writing skill trough fishbone method. Two cycles had been conducted in her research, and the result had increased in different score. The means scores of descriptive in diagnostic test was 4.99 became 6.15 in cycle 1.

¹⁴Gupta Kavita, at al., *Ibid.*,p.150.

¹⁵Subaedah, *Improving the Students’ Writing Skills through Fishbone Method, a Classroom Action Research in Class XI Sepeda Motor of SMK Muhammadiyah 2 Bontoala, Makassar* (UNPUBLISHED THESIS: Makassar , 2011), P. Vii.

After revision in the cycle 2 the mean score in cycle 2 was 7.59 implemented of descriptive text. Therefore the improvement of descriptive text in cycle 2 was 23.45%. It means fishbone method could increase the students' writing skill.

Second is Lewis Sidabutar.¹⁶ The problem of this study was to find out whether there was significant effect of fishbone strategy on students analytical exposition writing ability. The experimental group was taught by using fishbone strategy, otherwise control group was taught by using discussion method. Two classes were taken as a sample of the research. The result shows that the value of t-observed is higher than the value of t-table ($3.69 > 1.702$ ($\alpha = 0.05$)) with the degree of freedom (df) = 54. Based on the result from data analysis of the study, the result indicates that fishbone strategy effects on students analytical exposition writing ability.

Third is R.A Setiawan mention.¹⁷ The problem of this research is to find out to what extent fishbone method can improve students' ability in writing hortatory exposition text. R.A setiawan stated that result of the study showed that the improvement from research subject which can bypass the default value 70 % from 30 students from primary data is 52.94 % students in the cycle 1 and then

¹⁶Sidabutar, Lewis, *The Effect Of Fishbone Strategy On Students' Achievement in Writing Analytical Exposition Text* (Unpublished Thesis: Medan, English Department Faculty Language and Arts, 2016), p.viii

¹⁷R.A Setiawan, *Improving Students' Ability In Writing Hortatory Exposition Text By Using Fishbone Method At The Eleventh Grade Of Class IPA 3 Of SMA N 4 Kota Bengkulu* (Unpublished Thesis: Bengkulu, 2014), p.3.

70.58 % in cycle 2. It means that teaching and learning process in the classroom became more effective. It could be concluded that there were significant improvements made by students after the implementation of fishbone method in learning writing.

Based on explanation and result from other researcher before, the researcher motivated to conduct the research in subject writing skill with use fishbone strategy. The researcher choose SMP N 5 padangsidempuan with different from other research to prove the theory.

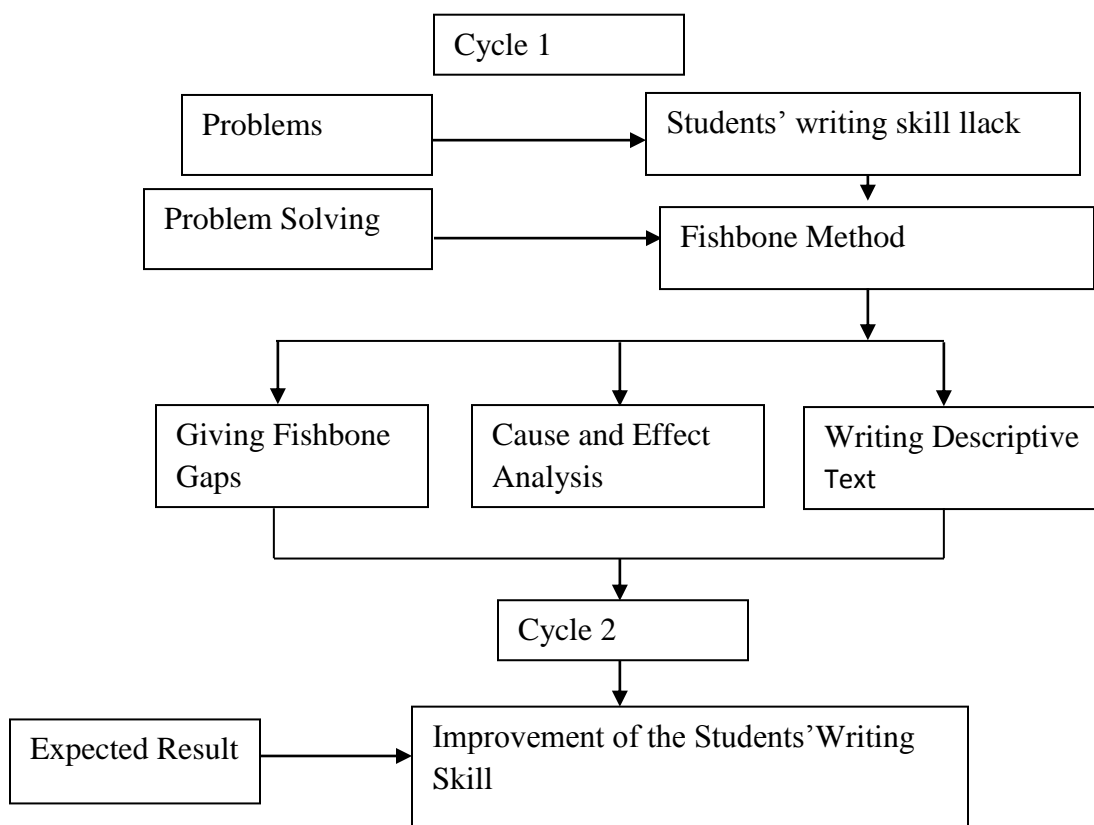
C. Conceptual Framework.

Based on the theoretical review and review of related findings, the research arrived at conceptual framework of this research. In teaching and learning process, especially in English, many problems and activities faced by the students and also the teachers. Therefore, mostly the success of the students in learning the English should be determined by themselves. Beside the students study the English at the school, they should study hard at home, that is by repeating again what they are getting at the school from the teacher to recognize or memorize the materials.

Writing is an activity of using the language to express the writer's thought or ideas in the written form. The writers are able to discovered ideas as well as way of expressing such as to express of feeling, arguments and thoughts in the form of words and sentences. Writing is one of the important skills in learning

English because the ability to write in foreign language is more complicated than the ability to speak, read or listen. The researcher describes the conceptual framework as follow:

Figure 2.2. Conceptual Framework



Hence, in teaching writing many problems that occur on students in writing skill at grade VIII SMP N 5 Padangsidimpunan, such as students get writing score is low. Therefore, to solve the problem the researcher use fishbone strategy to help students solve their problem.

D. Hypothesis Action

The hypothesis of action in this research is stated that: “Fishbone Strategy can improve students’ writing skill at SMP N 5 Padangsidempuan”.

CHAPTER III

THE RESEARCH METHODOLOGY

A. Research Design

In this research, classroom action (CAR) is applied. Wallace stated that classroom action research is different from more contemporary or conventional types of the research. It is focus on individual or small group professional practice and it is not concern with making general statement.¹ Action research is usually described as cyclic, with action and critical reflection taking place in turn. The reflection is used to review the previous action and plan in the next one.

Based on gay and Eurasian classroom action research is a type a practitioner research that is used to improve practitioner's practice. And action is implies doing or changing something.² It means that, classroom action research is conducted which use to improve the teachers' practice in the classroom for teaching through fishbone strategy.

The main concept of classroom action research consist of four step; namely planning, action, observation, and reflection. Planning means developing an action plan which is critically do to improve what will happened. Then action is chosen action which is believed as the resolution for the problem and then observation is the third step in the classroom research will be done

¹Michael Wallace, *Action Research for Language Teachers* (USA: Cambridge University Press, 1998), p.18.

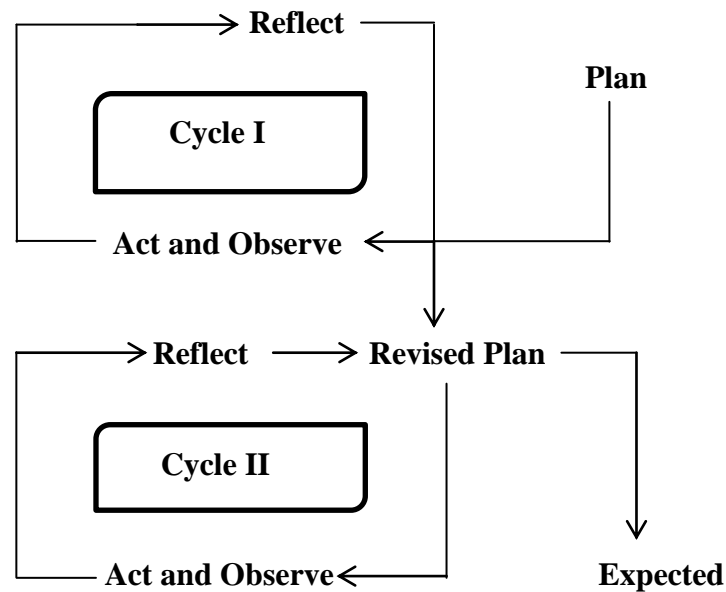
²L.R. Gay Eurasian, *Educational Research* (New Jersey: Prentice Hall Inc., 2011), p.29.

comprehensively to figure out the process of action. Finally reflection is recognizing and analysis an action that will be conducted in the classroom as it will be figured out on the observation notes.

In this research the researcher applied two cycles. Each cycle consist of two meetings, where each meeting consists of 2 x 45 minute. So, there are four meetings during research process. The required data will be collected by testing, observing, and interview. The main data will be observed by field notes as the quantitative data.

Kemmis and McTaggart in their book *Doing Action Research in English language* Koshy, who are major in this field, said that the steps in action research can be seen as following:³

Figure 3.1. Action Research by Kemmis



³Anne Burns, *Doing Action Research in English Language Teaching* (New York: Rutledge, 2010), p. 8.

So, the limitation of each cycle done and implemented continuously to reach 70 as KKM like what the researcher expected at the first. The cycle which recurs until the action researcher has achieved a satisfactory outcome and it is time to stop.

B. Place and Time of the Research

This research is done in SMP N 5 Padangsidimpuan. This school was located on JL. Perintis Kemerdekaan, No.61, mail Code 22731, Padang Matinggi, South Padangsidimpuan, Padangsidimpuan City. The researcher chose class VIII for their research. The classroom to be sufficient for research completion that need an effective learning as usually in the classroom. The time of this research is start from 12 November 2017 until 16 Augustus 2018. Based on the researcher observation, the subjects in this class were still lacking to comprehend English text especially in writing text.

C. Participants

The participants of this research is classroom VIII of in academic year 2018 where totally in one class is 28 students. The percent study is preceded by conducting a preliminary study in which researcher interviewed the English teacher currently teaching in class VIII students at SMP N 5 Padangsidimpuan.

The class by chosen by the researcher because the researcher find the drivers of students intelligences and skill in the classroom and most of the students still found many problems on their learning writing process. Another

participant in this research in English teacher of class VIII SMP 5 Padangsidempuan.

D. Instruments

For Gathering information about the topic of the research problems, the researcher will be use the instruments, they are:

1. Test

In general, testing is finding out how well something works. In terms of human beings, testing tells what level of knowledge or skill has acquired. A test supposed to be able to measure learning outcome which distinguish the every single student's ability between students already mastered and not yet the learning material.

But Brown in his book language assessment state that test is a method of measure person ability or knowledge or performance in a given domain.⁴ In short, a test as instrument of evaluation as a systematic procedure of description, collection and interpretation in order to measures the test taker's achievement ability, knowledge, and performance what they have been learned in learning process and to get a value judgment.

The purpose of a test is able to give the valid information on the students' abilities and knowledge. Hence, the successfulness of teaching and

⁴H. Douglas Brown, *Language Assessment* (San Francisco: Longman, 2004), p.3.

learning can be seen in the test's result. The Researcher use writing essay test in doing the test.

Table 3.1 Indicator of Writing⁵

Composition Indicator	Score			
	1	2	3	4
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanic	20	15	10	5
Fluency	20	15	10	5
From (Organization)	20	15	10	5

The researcher made a test about descriptive text based on curriculum 2013 and the student's handbook entitle English Book *When English Rings a Bell*⁶ class VIII SMP N 5 Padangsidempuan. Inside of the handbook, there are mastery about descriptive text to describe something or person, place and things. For example in chapter VII entitle "my uncle is zookeeper" and chapter VIII with entitle "What are you doing".

From explanation above, the researcher uses all components testing in writing. And then there are two types of validity: the first is content validity or correspondence between curriculum in objective and the objective in being assess. The second is constructor validity or construct validity is the appropriateness of inferences made on basis of observations or

⁵Arthur Hughes, *Testing for Language Teachers* (New York: University Press, 1990), p.91-93.

⁶Siti Wachidah, and friends, *When English Rings a Bell* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017), p.101.

measurements (often scores); especially whether a test measures the intended construct.

In this research the researcher used content validity. Content validity, it means that accuracy rather than a test seen in terms of the content.⁷ In other words, do the questions really assess the construct in question or the responses by the person answering the questions influenced by the other factor.

Validity test is the researcher chooses one of validator in writing skill to valid the test and determine valid or not valid from the validator in very cycle on the test. After that, the test can used as prove improvement the students' writing skill.

2. Observation Sheet

The observation method is the most commonly used method especially in studies relating behavioral science. Observation sheet is used to get information about phenomenon systematically. An observation sheet used to write something that happen in the class room. Is a list of things than an observer is going to look at when observing a class. Observation is not only give an observer a structure and frame work for an observation but also serve as a contract of understanding with the teacher, who may as a result be more comfortable.

⁷Pajo Bora, *Introduction to Research Methods: a Hands-On Approach* (United States of America: 2017), p. 150.

The researcher made an observation sheet base on list of observation for teacher and collaborator. However the collaborator also would write some notes about the teaching and learning processes which were not included in observation sheet. The aspects that would be observed were of students' activities and teacher performance. Observation sheet doing in cycle 1 and cycle 2. Every cycle which observe has five indicators like; appearance and write, procedure of the lesson, learning material, classroom management, and interaction with students.

In this case, the researcher doing observe to students activities during the teaching learning process and the factors which influence the teaching learning process. It was also used to know how the teacher managed the teaching and learning process, how to managed the students, etc.

The researcher use validity content to valid the observation sheet because the observation sheet same look like what happen during the teaching learning process in the classroom. The researcher valid the observation to validator to determine valid or not valid the observation.

3. Interview Guidance

The researcher would use the Interview Guidance. Interview Guidance is to know the condition of students and also to know the students' problem in writing skill by using interview guidance in the classroom.⁸ An interview

⁸A.S. Hornby, *Advance Learners Dictionary* (New York: Oxford University Press, 2004), p.1471

is a formal meeting at which someone is asked question in order to find out if they are suitable for a job or a course a study. It is used as a supporting data while researcher analysis data.

The researcher use interview guidance based on writing assessment. It is conduct with five indicators like grammar, vocabulary, mechanics, fluency, and form (organization). So the researcher can found and understand what is students' problem in grammar, vocabulary, mechanics, fluency, and of course the students' problem in form (organization).

E. Technique of Data Collection

The data collected by observing, testing and interview. There are:

1. Observation

The observation method is most commonly used method, especially in students relating behavioral science. Observation was used to get information about phenomenon that occurs, by doing observation and recording toward visible phenomenon systematically. However, the researcher uses observation to write information about phenomenon systematically. It is also writing something that happens in the classroom.

Observation takes when doing teaching learning process at VIII classroom SMP N 5 Padangsidimpuan second grade year 2018. Observation during the teaching learning process in cycle I and cycle II. It is to look the improvement when students during learning process in cycle I and II, and

then the teacher will be observe the researcher during teaching in learning process in cycle I and cycle II.

2. Test

According to Brown stated that test is a method of measure a person's ability, knowledge, or performance in a given domain.⁹ Further test is sequence of question or practice that would be used for surveying by individual or group. The students' writing test was conducted as a way to know the problem of the students in writing descriptive text and also to knew whether fishbone method was successful or not to improve the students' skill in writing descriptive text.

The test doing in SMP N 5 Padangsidempuan at grade VIII where students are totally is 28 students. Test doing at when researcher doing research start from August 2018 until finished. The test will be used in cycle I and cycle II to look the progress when researcher teaching in the class and all once to be researcher.

3. Interview

Interview was technique of data collection by asking question to respondents and the answer will be noted and record.¹⁰ Interviewing students' is also used as a source of the research data. The interview will run

⁹H. Douglas Brown, *Language Assessment* (San Francisco: Longman, 2004), p.3.

¹⁰M. Iqbal Hasan, *Pokok Pokok Metode Penelitian dan Aplikasinya* (Jakarta: Ghalic Indonesia, 2002), p.85.

out after and after each cycle in order to know what the students feel about teaching and learning process, as well as their improvement in writing skill.

Interview will be done at SMP N 5 Padangsidimpuan. The researcher uses Interview to see the improvement while teaching learning process in class VIII students' of SMP N 5 Padangsidimpuan. Interview was used from July 2018 until the students finished the entire test in two cycles. It is to see how after teaching learning process in cycle I and cycle II.

F. Procedures of Classroom Action

1. Cycle 1

a. Plan

- 1) Made a research schedule
- 2) Arranging the lesson
- 3) Determining the lesson material about the description of "my uncle is zookeeper"
- 4) Design the procedure teaching writing through Fishbone Diagram Strategy for the students
- 5) Preparing the test each cycle
- 6) Preparing instrument to be used by students
- 7) Preparing instruments for observation sheet, teacher observation sheet, and students' observation sheet
- 8) Made set of interview questions

b. Action

- 1) The researcher started the class by checking attendance list
- 2) The researcher explain the material about descriptive text
- 3) The students got some brainstorming about the descriptive text
- 4) The researcher divided the students into five group
- 5) The researcher set a fishbone diagram and each group got one fishbone diagram
- 6) The researcher gave three different topic for the groups
- 7) Each group choose one topic to be discussed
- 8) The researcher determined some aspects that students must focus on their text such as causes and effects (Fishbone Diagram) about the topic
- 9) The researcher asked the students to change their diagram to others and checked their diagram
- 10) Each group corrected the other group's diagram and added some information
- 11) Each group wrote a descriptive text based on fishbone diagram that they mad
- 12) Each group showed their text in front of the classroom in slide show form
- 13) The researcher and collaborator took notes in teachers observation sheet and gave score for students' text

14) The students were asked to answer several question related to material

15) The researcher also asked the difficulties for students along the teaching and learning process

c. Observation

1) Discussion with English teacher to observation planning

2) Monitoring to using fishbone diagram in teaching

3) The collaborator will fill teacher observation sheet and students observation sheet

4) Discussion with English teacher about weakness or finding activity during observation

d. Reflection

1) Analyzing the finding the observation

2) Analyzing the weakness and teacher progress was related to the application of using fishbone diagram strategy

3) Evaluating the data gotten from the class and made my decision for the next decision of the next meeting

2. Cycle 2

a. Plan

1) The researcher made some revision in the cycle 2 which helped by the collaborator

- 2) The researcher prepared the lesson plan about descriptive text but more focus on developing the students' understanding the materials
 - 3) The teacher explain the kinds of fishbone diagram that the teacher had modified in order to get the students' understanding in filling fishbone diagram
 - 4) The teacher fill teacher observation sheet and students' observation sheet
 - 5) The researcher prepared the writing test for the students
 - 6) The researcher only focus on individual task in order to reduce the noise in the classroom
 - 7) The researcher gave some interesting topic and would more paid attention to the effectiveness in teaching and learning process
 - 8) Made set of interview questions
- b. Act
- 1) The researcher prepared the class in order to make the class more attractive
 - 2) The researcher always monitored the students who were talking before going the material
 - 3) Teacher explain the material
 - 4) ask students to identify what they get from the topic

- 5) Teacher draw a fishbone example from identified object and write parts of identified
 - 6) Teacher ask students to generating sentence and paragraph
 - 7) Teacher ask students to arrange the word in to phrases
 - 8) Teacher ask students to compile them into a simple sentence
 - 9) Finally students arranged it into a descriptive text
 - 10) Teacher prepare the students individually before test
 - 11) Teacher give directions before do the test
 - 12) Giving the limited 50 minutes for students
 - 13) Monitoring time allocation with all activity in the class room
- c. Observation
- 1) Monitoring the teaching learning by using fishbone diagram strategy in teaching learning process
 - 2) Recording in the differences being in learning
 - 3) Discussing the problem in process learning and giving solution
- d. Reflection
- 1) Analyzing the weakness and progress when fishbone diagram apply
 - 2) Reflecting the fishbone diagram that using in learning process
 - 3) Reflecting of teaching activity and students learning result that using fishbone diagram strategy

- 4) Evaluating or interpreted the data gotten from the class and made any decision for the next meeting

G. Technique of Data Analysis

The data collected should be summarized and interpreted in order to help teacher makes decision about practice. The process of data analysis involves making sense out of text and imagines the data. Creswell in his book *Projects in Linguistics: A Practical Guide to Researching Language* state that it involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making and interpretation of the larger meaning of the data.¹¹

Primary, researcher counted quantitative data by computing the score of writing test students. The formula in the following:

$$M = \frac{\sum f \bar{x}}{N}$$

Explanation:

M: the mean score of student

$\sum f \bar{x}$: The total score

N : the number of the students

The percentage of students' improvement in writing skill was analyzed by the following formula:

¹¹Alison Wray, at All, *Projects in Linguistics: A Practical Guide to Researching Language* (London: Arnold, 1998), p.187.

$$P = \frac{R \times 100\%}{T}$$

Explanation:

P: the percentage of students who get the score 70

R: the number of students who get score up 70

T: the total number of students test

The score of students writing test consisted of two categories, there are pass or not pass. The score of students are passing if it is ≥ 70 . The score of students are not passing if it is ≤ 70 . The researcher will show on the following table:¹²

Table 3.2 Category Standard Score Students

Category	Standard Score	Frequency	Percentage
Pass	≥ 70		
Not Pass	≤ 70		

After calculating and scoring students' performance, their score were consulted the classification quality on the table below:

Table 3.3 Classification Quality of Students' Score¹³

No	Percentage/Score	Criteria
1	81 – 100%	Very Good

¹²Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Press, 2009)

¹³Dr. Riduwan, M.B.A, *Belajar Mudah Penelitian untuk Guru Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2011 Cetakan Ke 7), p.89.

2	61 – 81%	Good
3	41 – 61%	Enough
4	21 – 40%	Low
5	0 – 20%	Very Low

Finally researcher would summarize qualitative data by six steps as suggested by Creswell as in the following:

Step1: organize and prepare the data for analysis

Step2: read through all the data

Step3: begin detail analysis with coding process it is organizing materials into chunk before bringing meaning those chunks

Step4: use the coding process to generate description of the setting or people as well as categories or analysis

Step5: advance how to description and themes will be presented in the qualitative and quantitative

Step 6: make interpretation of meaning the data¹⁴

These step actually supported by kraucauer in Dentin who depict that main task of researcher was discover hidden meaning beyond text as a unity totally.

¹⁴Norman K. Denzin, Yvona Lincoln, *A Handbook of Qualitative research Translate by Darsiyanto and Friends* (Yogyakarta: Pustaka Pelajar, 2009), p.499.

CHAPTER IV

THE RESEARCH FINDING AND DISCUSSION

A. Data Description

This chapter presents finding and discussion based on analysis and result of data collected from implementation Fishbone Strategy in the classroom. The results of this research showed that Fishbone Strategy can improve 28 students in writing skill on two cycles at VIII grade SMP N 5 Padangsidempuan. Related to the research finding; the data was attained from teaching learning process, observation, interview, and evaluation.

The data description in this research described all of thing that have been found while teaching learning process when the researcher did the research. The data could be divided based on the primary data and while did the research, such as setting, process of learning, and system. First, setting it means about condition of classroom and teacher learning process in the classroom. The condition of the classroom full of the window, it makes the voice of teacher while explain the material did not reflected back by the wall. So it makes the students did not catch on the voice of the teacher.

Second process of learning, it is about the situation in the classroom while teaching learning process. The student much did not understand and always noisy while teaching learning process. The students did not know which what part

material their ask when teaching learning process. So sometimes it makes students felt lazy while teaching learning process.

Third the system it means the time or schedule to teach in the classroom about learning process. Each meeting was conducted on Wednesday and Thursday at 11.20 AM until 12.45 PM as 2 x 45 minutes one meeting. It means the time allocation was 90 minutes. The data could be found from learning process in every cycle. It was based on instrument are; test, observation sheet, and interview guidance.

The researcher divided the result of the research to describe the answers question on formulation of problem in chapter 1. The result of the research will be divided in two parts based on the questions on formulation of the problem, are:

1. *Student's achievement in implementing Fishbone Strategyat grade VIII Students of SMP N 5 Padangsidimpuan.* Researcher divided this action in two cycles. Each cycle consist of planning, actions, observation, and reflection. Researcher would describe that in cycle 1 and cycle 2.

a. Cycle 1

The cycle I was conducted in two meetings. They were the first meeting and the second meeting. Each meeting conducted of 2 x 45 minutes in one meeting it means that the time allocation was 90 minutes. It carries out on 8th August 2018 and 9th August 2018. There are some

differences in each cycle. Therefore researcher made activities for first cycle as follow:

1) Learning process in cycle 1

Teaching activity had some stages from opening learning until closing the class. Every activity in each meeting of teaching learning runs chronologically. Researcher would describe learning process and activity of teacher in cycle 1. There are criteria of teaching learning process in every cycle. They are classroom management, teacher physical appearance, teacher written, teacher opening, teacher explanation, teacher reinforcement, teacher classroom interaction, and teacher procedure.

Classroom management was strategies used by teacher when organizing classroom, learning process, and student. First for seat the teacher asked them to be more consistent on their sitting while teaching learning process. Further if they noise, the teacher gave motivation to them like this you are very lucky people in compare with them which not have occasion to school. However you do not thank god. Second teacher walked around class for checking learning and providing support as necessary. Last teacher evaluated their understanding about material that had learned by asking question.

Teacher physical appearance when the first time came to the class. The first teacher use blue shirt, trousers, and black shoes with bring a bag. The second teacher stood in front of class and showed a picture of fishbone gaps in whiteboard. The third teacher gave smile face to students, friendly, good manners, smart, and neat in the classroom. If students made noisy, researcher ask them about material and explain briefly to all students about material.

Teacher whiteboard written when write something in the whiteboard. The first teacher taught and wrote sideway. Second teacher divided whiteboard in two part if is needed. The third teacher writes definition about fishbone diagram and parts in fishbone gaps while explain that researcher draw a fishbone in whiteboard. Then researcher wrote the function parts in gaps and while explain it, and example of gaps when collect idea. The last teacher written not too big in whiteboard and students can read from all side room.

Teacher opens the class while starting learning process. The first researcher greeted to students and students respond. After that researcher ask students to brainstorming about descriptive text. When students mention their answer, researcher writes down a simple explanation about descriptive text in the whiteboard. After

that researcher introduce fishbone gaps to student and how to used fishbone gaps into paragraph descriptive text.

Teacher explained the teaching process of learning material in the classroom. The first teacher showed some example gaps in collecting idea. Second researcher explains to student about the meaning of fishbone diagram. After that researcher divided students in some group and gave theme material about describe animal. The last teacher asks students to mention one by one the part gaps and fill their ideas into gaps part. After that researcher ask students to make a paragraph based on fishbone gaps.

Teacher reinforcement the learning material while teaching in the classroom. Teacher gave students reward such as good job, that's right and wrong when students mention their answer. Then teacher says to Freya wow your answer is good because you have been wrote and draw well about fishbone gaps and your ides good. Then teacher invite other group to follow group written and their gaps. As addition researcher also give comment, suggestion, and impression in their groups. After researcher motivated students to always active in learning English process caused importance for their life in the future. So you must study hard in your learning next time.

Teacher classroom interaction in the classroom. First teacher gave students feedback on each person's progress such as openly soliciting student idea and feelings. Second teacher valuing and respecting what student think and say. Third researcher also make funny story to students and not at them. Last working with them as team and not against them.

Teaching procedure was the proper way of doing or applying fishbone strategy by teacher to students. First teacher explained learning process that targeted. It means teacher explained the objective of material by using fishbone gaps. Second teacher explained how to use fishbone gaps when collect their ideas into gaps. Third teacher asked student to make a tile based on theme is to describe animal. Fourth researcher asked student to identify needs to help student in their project and make that as head of fish. Fifth with using long paper, every group must draw a horizontal line as category of part. Sixth researcher command students to check their category of part is same with needs. Seventh after identify need and category of part, researcher ask students to make question "Why?" and fill that as detail category based on category of part before. Eight Then researcher asked students again to fill all parts gaps. Ninth after students finish identifies the all parts,

researcher asks students to arrange a sentence or paragraph descriptive text based on their fishbone gaps.

2) Result of test in cycle 1

After count and calculating the result of test in cycle 1, shown from 28 students there are some levels score of them. Then students' achievement in learning writing skill in cycle 1 was low (see appendixes 10). There are only 9 students who pass the KKM (70). The score of student writing in cycle 1 could be seen on table below:

Table 4.1. student writing score in cycle 1

No	Students Initial	Students Score
		Cycle 1
1	ARR	35
2	AFS	80*
3	AR	35
4	AFR	25
5	BAH	35
6	DFS	70*
7	DNT	75*
8	DS	35
9	DK	35
10	EL	65
11	EX	35
12	FL	30
13	FA	35
14	FNS	65
15	GS	70*
16	HH	35
17	IA	30
18	JS	70*
19	PSR	65
20	RA	65

21	RY	70*
22	RAS	30
23	SRAW	80*
24	SN	65
25	SW	70*
26	SS	75*
27	YMZ	35
28	YG	25
Total Score		1410
Mean Score		50.35
Percentage		34,12%

In this stage, the researcher analyzed the result in cycle one and evaluate the teaching learning process which was helped by the collaborator. They were noisy, they did not have pretension to complete with other students, they got difficulties in using vocabularies, right grammar, punctuation and form, but the researcher found the students' progress in writing skill. Observation result showed that there were some improvements achieved by the students after doing the action. The indicators mean score in writing skill could be seen through that following table below:

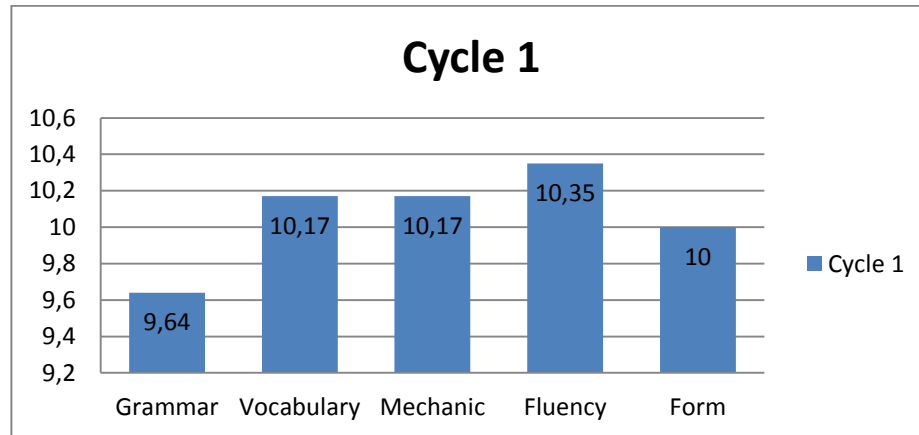
Table 4.3 Students Writing Score in Cycle 1

Criteria of Writing	Mean Score	Percentage
Grammar	9.64	32.14%
Vocabulary	10.17	
Mechanic	10.17	
Fluency	10.35	
From(Organization)	10	
Total	50.35	

From the table above it could be seen that the students writing skill is still low. It almost can beside that their scores was little improve than who pass the score. It was happened because the students did not ready to study, they did not understand and also difficult to learn fishbone gaps related to the descriptive text which the researcher gave in the previous meeting before. The results of the test showed the low improvement of the students writing skill in using fishbone strategy. It could be seen from the mean score in cycle 1 was 50.35(see appendixes 10).

In cycle 1, the result of indicator writing such as grammar, vocabulary, mechanic, fluency, and form unsatisfied because the students writing skill still low and bad. Many students did not increase the mean score in each indicator of writing. However their mechanic good to arrange sentences but while teaching learning process and do the test, the researcher still found that students lack in grammar and vocabulary. The researcher showed the result of indicator writing in cycle 1 could be seen in chart below:

Chart 4.1. The Students Writing Mean Score based on Indicators in Cycle 1



Based on the table above and result of cycle 1, the researcher concludes that the students still low in arrange grammar and vocabulary into descriptive text. It is as problem that researcher should anticipate in the next cycle. Therefore the researcher had to continue it to learning process in cycle 2.

b. Cycle 2

The cycle II was conducted in two meetings. Each meeting conducted in 2 x 45 minutes or there was 90 minutes again. In each cycle there some step must doing by the researcher again, there are; planning, action, observation, and reflection. The second cycle conducted on 15th August 2018 Wednesday until 16th August 2018 or Thursday. Therefore researcher made activities for first cycle as follow:

1) Learning process in cycle 2

Learning process describe the students series to do something that would be expected in this research. In sum up this section describe the learning process and teacher activity in cycle 2. Same as the first cycle, the criteria for it were classroom management, teacher physical appearance, teacher written, teacher opening, teacher explanation, teacher reinforcement, teacher classroom interaction, and teacher procedure.

Classroom management was strategies by used teacher in organizing classroom, learning, and student. Similarity with cycle 1, first for seat the teacher asked them to be more consistent on their sitting while teaching learning process. Second teacher walked around class for checking learning and providing support as necessary. Different with cycle 1, in cycle 2 Third action teacher answered student question clearly (explain material with simple ways as possible). Teacher gave simple clue for students understanding difficult or unfamiliar word in their gaps. Fifth teacher evaluated their understanding about the material that had been learning in cycle 1 before. Last told to students that English in fun ways and useful for their second language. It means teacher build or create a good rapport or relationship with student.

In this case teacher did some action for adding and improving from the first cycle. They were: first teacher use speak pattern and loudly to communicative. The last teacher use different intonation while explain material.

Teacher physical appearance was ways of teacher performing based on for her physical for doing teaching learning process. Similarity with cycle 1, First teacher used yellow shirt, gold trousers, and black shoes and dressed cleanly. Third teacher taught the learning loudly, enthusiastically and clearly. Fourth teacher always gave her smile for students, smart, friendly, good manners, and neat in the classroom. Different with cycle 1, in cycle 2 teachers did some action for adding and improving writing student from cycle 1. The way teacher gave some example of fishbone gaps and descriptive text and relationship between the two of them. Last teacher used hand and faced gesture to enhance meaning of word and sentence that might otherwise be unclear.

Teacher whiteboard written when write something or word in whiteboard. Similarity with cycle 1, First teacher stood and wrote sideway. Second teacher divided whiteboard in two parts. Different with cycle 1, in cycle 2 Third action teacher draw a picture of fishbone diagram while explain that to collect their ideas into

fishbone gaps. Then teacher write function of fishbone gaps and while explain it, and write example paragraph while explain relationship about two of them. The last teacher writing was right, nice, and readable from all side classrooms. That is not too small and not too long.

Teacher opening while start learning process. Similarity with cycle 1, the first researcher greeted to students and students respond. After that researcher ask students to brainstorming about fishbone gaps. When students mention their answer, researcher writes down a simple explanation about fishbone gaps in the whiteboard. Different with cycle 1, in cycle 2 after that researcher made a fishbone diagram to student and how to used gaps into paragraph descriptive text.

Teacher explanation process when teaching in the classroom. Different with cycle 1, in cycle 2 first action teacher showed a draw about fishbone gaps in the whiteboard. Second researcher mentions the part of fishbone gaps. Third teacher gave material and topic about person and ask student to describe. If student confused in material learning, the teacher gave to student example of fishbone gaps and descriptive text about person by teacher before. For his action, teacher adding some information and

improving student writing from previous cycle. They are: teacher gave related example about fishbone gaps and descriptive text with student experience. Second teacher guided student in writing descriptive text that was given explanation and hint about the topic (descriptive text about person).

Teacher reinforcement in the classroom. Similarity with cycle 1, Teacher gives reward to student such as good job, that's right, ok, and smart. Teacher said to them wow your good miss and one hundred for you! However you don't bore for study cause success have waited you. In addition the teacher gives applause, impression, motivation, and comment in their action. With like that student always enthusiasm in writing English learning.

Teacher classroom interaction in the classroom. Different with cycle 1, in cycle 2 First action students showing interesting while learning process. It seen student ready and happy while get knowledge from teacher. Teacher also prepares all addition to ordering material to student. Similarity with cycle 1, Second researcher give feedback on each person progress, openly soliciting student's idea and feeling. Third teacher valuing and respecting on what student think and say. Fourth laughing with them and not at

them. Fifth teacher working with them as team and not against them.

Different with cycle 1, in cycle 2 for this teacher action add improving from cycle 1. It was moved around class and gave time for student questioning. With like that student enthusiasm in writing learning.

Teaching procedure was the proper way of doing or applying fishbone strategy by teacher to students. Similarity with cycle 1, First teacher explained learning process that targeted. It means teacher explained the objective of material by using fishbone gaps. Second teacher explained how to using fishbone gaps when collect their ideas into gaps. Third teacher asked student to make a title based on theme is to describe person. Fourth researcher asked student to identify needs to help student in their project and make that as head of fish. Fifth with using long paper, every group must draw a horizontal line as category of part. Sixth researcher command students to check their category of part is same with needs. Seventh after identify need and category of part, researcher ask students to make question “Why?” and fill that as detail category based on category of part before. Eight Then researcher asked students again to fill all parts gaps. Ninth after students finish

identifies the all parts, researcher asks students to arrange a sentence or paragraph descriptive text based on their fishbone gaps.

2) Result of test in cycle 2

In the test cycle 2, the students got better understanding about fishbone gaps, how to organize ideas with fishbone diagram, and identify all parts fishbone diagram into descriptive text. They got better understanding about the materials. It almost can be said that their scores was improve (see appendix 14). It was happened because the students had already good background knowledge related to the topic which the researcher gave in the previous cycle before. The score of student writing in cycle 1 could be seen on table below:

Table 4.4 Student writing score in cycle 1

No	Students Initial	Students Score
		Cycle 2
1	ARR	50
2	AFS	80*
3	AR	50
4	AFR	50
5	BAH	30
6	DFS	80*
7	DNT	100*
8	DS	75*
9	DK	25
10	EL	70*
11	EX	25
12	FL	65
13	FA	75*
14	FNS	80*

15	GS	70*
16	HH	35
17	IA	45
18	JS	85*
19	PSR	80*
20	RA	85*
21	RY	50
22	RAS	50
23	SRAW	85*
24	SN	70*
25	SW	80*
26	SS	30
27	YMZ	50
28	YG	65
Total Score		1735
Mean Score		61,96
Percentage		50%

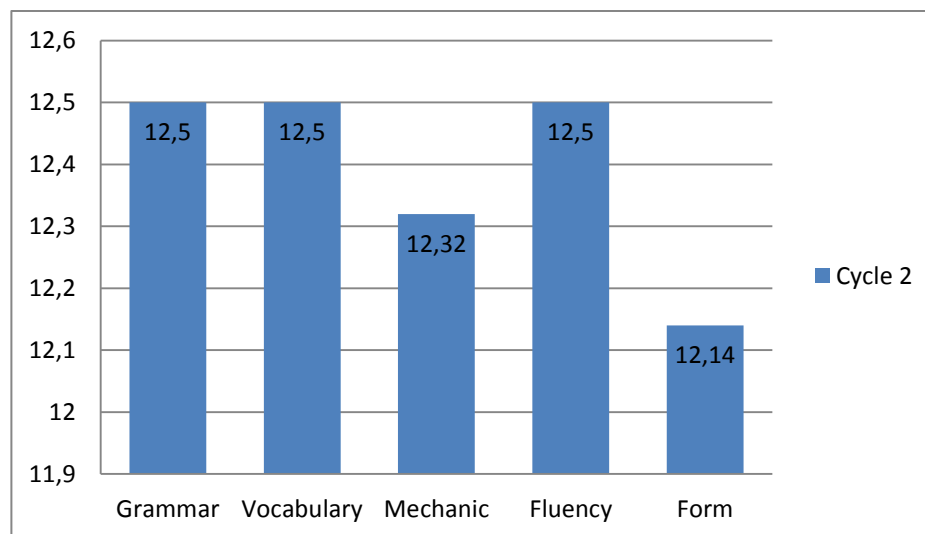
In general, the data above showed that the improvement of students writing skill in using fishbone strategy. It could be seen from the mean score between cycle 1 and cycle 2 where the mean score in cycle 1 was 50.35 and mean score of cycle 2 was 61.96 (see appendixes 13). The researcher showed indicators mean score in writing skill could be seen through that following table below:

Table 4.6 Students Writing Score in Cycle 2

Criteria of Writing	Mean Score	Percentage
Grammar	12,5	50%
Vocabulary	12.5	
Mechanic	12.32	
Fluency	12.5	
From(Organization)	12.14	
Total	61.96	

After during the research, the researcher had known that result of the test. Actually the result showed improved did in the cycle 2. Most of the students were able to identify and increase indicators writing, such as grammar, vocabulary, mechanic, fluency, and form in text descriptive. The mean score of students writing skill through fishbone diagram in the cycle 2 was 61.96 (see appendixes 13) with the higher mean score in grammar, vocabulary, and fluency. The researcher would be seen in chart below:

Chart 4.1. The Students Writing Mean Score based on Indicators in Cycle 2



Based on the result of cycle 2, the researcher conclude that the students score that pass standard score was 14 students or 50% and 14 students or 50% did not pass standard score (see appendixes 17). Therefore the researcher concludes that the result from during

the research, observation note sheet, teacher observation note sheet the researcher concluded that the indicator of success in this research had been achieved. Therefore the research could be ended in this cycle.

c. Comparison mean score Cycle 1 and Cycle 2

The comparison score of students in cycle 1 and cycle 2 based on test showed that from 9 students (who pass the standard KKM) in cycle 1 became 14 students (who pass the standard KKM) in cycle 2 (see appendix 15 and appendix 16) with the percentage 50%. It can conclude that the students writing skill in teaching learning process by using fishbone strategy improve from the previous cycle. To see the improvement of the result of student writing score from cycle 1 until cycle 2, researcher describe as follow:

Table 4.7 student writing improvement in cycle 1 and cycle 2

No	Students Initial	Students Score		State
		Cycle 1	Cycle 2	
1	ARR	35	50	50
2	AFS	80*	80*	80*
3	AR	35	50	50
4	AFR	25	50	50
5	BAH	35	30	30
6	DFS	70*	80*	80*
7	DNT	75*	100*	100*
8	DS	35	75*	75*
9	DK	35	25	25
10	EL	65	70*	70*
11	EX	35	25	25

12	FL	30	65	65
13	FA	35	75*	75*
14	FNS	65	80*	80*
15	GS	70*	70*	70*
16	HH	35	35	35
17	IA	30	45	45
18	JS	70*	85*	85*
19	PSR	65	80*	80*
20	RA	65	85*	85*
21	RY	70*	50	50
22	RAS	30	50	50
23	SRAW	80*	85*	85*
24	SN	65	70*	70*
25	SW	70*	80*	80*
26	SS	75*	30	30
27	YMZ	35	50	50
28	YG	25	65	65
Total Score		1410	1735	Improve
Mean Score		50.35	61,96	Improve
Percentage		34,12%	50%	Improve

Based on table above, researcher concludes that all students in cycle 1 are improved. However still has less in some students, it is caused their never tray to practice and practice about their writing in outside of the classroom. After did the research, researcher found different level and their means in each indicator writing. Here researcher describes it could be seen in the following table below:

Table 4.3 Students Mean Score Writing Skill in Cycle 1 and Cycle 2

Criteria of Writing	Mean Score Cycle 1	Percentage	Mean Score Cycle 2	Percentage
Grammar	9.64	32.14%	12.5	50%
Vocabulary	10.17		12.5	
Mechanic	10.17		12.32	
Fluency	10.35		12.5	

From(Organization)	10		12.14	
Total	1410		1735	

Same with explanation previous above, the students improvement based on indicators writing showed significant between cycle 1 and cycle 2. In cycle 1 many students still low in grammar and vocabulary however in mechanic and fluency still good. But after implementing fishbone strategy and test in cycle 2, showed the student understanding in grammar and vocabulary improve than previous cycle.

After implementing and teaching in the classroom, there is some strategy researcher used to improve student achievement in writing skill. Such as give related example in fishbone gaps and descriptive text or give briefly explanation in using gaps to collect idea and combine it into sentences or paragraph. Researcher gives direction and show and evaluates all the implication in every cycle. Researcher divided that into teaching skill, classroom management, and classroom applying. Researcher shows that in table below:

Table 4.4 Action of teaching in the classroom

Teaching Skill		Classroom Management		Classroom Applying	
Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
- <i>Physical appearance</i> Teacher used blue shirt, black shoes and bring bag	- <i>Physical Appearance</i> Teacher used yellow shirt, black shoes and bring bag to	- Teacher give some roll to student while learning	- Teacher give simple clue to help student in understandin g difficult in	- Teacher apply fishbone gaps to collect their ideas	- Teacher apply all parts to collect student ideas into or

<p>to give impression for student</p> <ul style="list-style-type: none"> - <i>Teacher written</i> Teacher wrote the function parts in gaps and give example of gaps - <i>Teacher explanation</i> teacher introduce fishbone gaps to student - <i>Teacher classroom interaction</i> - Researcher explain fishbone gaps and all parts - <i>Teacher Closing</i> Teacher motivated student in learning process 	<p>give impression for student</p> <ul style="list-style-type: none"> - <i>Teacher written</i> Teacher draw a picture of fishbone diagram in whiteboard and collect ideas into fishbone gaps - <i>Teacher Explanation</i> Researcher made a fishbone diagram and the using in collect idea - <i>Teacher interaction</i> Researcher gave related example to stimulate student understanding - <i>Teacher closing</i> Teacher give feedback to student 	process	fishbone gaps		sentences paragraph
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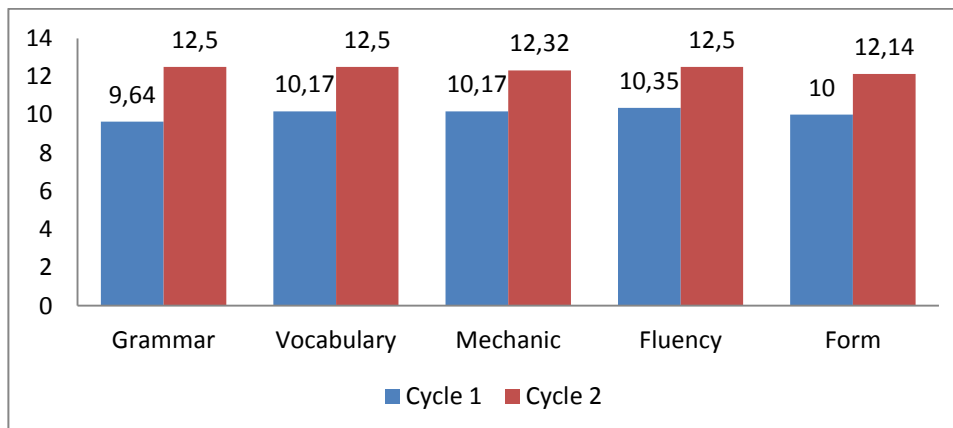
Table 4.7 Student Influence in Writing Indicator

- *In grammar*
she difficult to guest that grammar she use is right or not
- *In vocabulary*
The student difficult in Vocabulary is how to translate Indonesia words to English words

- *In mechanic*
The student still did not understand about mechanic in English
- *In fluency*
The student never practices in their house and I still less understood in English especially
- *In form*
The student did not understand about how to arrange or how form in a good sentence

Based on the table above, the score of indicators students in writing skill trough fishbone diagram strategy at grade VIII SMP N 5 Padangsidempuan was increased in cycle 1 to cycle 2. It could be seen from the result of students that mean score indicators was improvement in every cycle in chart below:

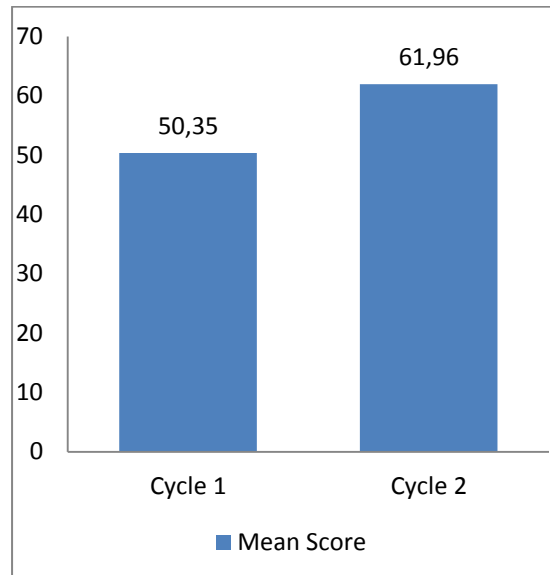
Chart 4.3. Students Indicators Writing Improvement in Cycle 1 and Cycle 2



From the analysis of the mean score of the writing skill test, it can be concluded that the use of Fishbone Diagram Strategy in teaching and learning writing of State 5 Junior High School does improve the students writing skill. The improvement of the writing skill can be seen from the students score (see appendixes 14).

After doing the test, the researcher had known that the improvement were in the skill mostly in making content of text, choosing appropriate words in vocabulary, making correct sentences of grammatical use, and correct all the grammatical uses in descriptive text. The improvement of the students writing score from the mean score of cycle 1 and cycle 2 could be seen on chart below:

Chart 4.4. Comparison Mean Score in Cycle 1 and Cycle 2



Based on analysis the result and research finding, it can be summarized that students writing skill improved. From the test in cycle 1, the students mean score was 50.35 increased to become 61.96 in test cycle 2. It means that the implementation of Fishbone Diagram Strategy can improve students writing skill.

2. The *influencing factors which students' writing skill by implementing Fishbone Strategy*, there are two factors most influence while researcher during the research. Researcher divided that into internal and external factor. Here the researcher showed that when did the research in teaching learning process. Here the researcher describe as follow:

a. Internal Factor

Internal factor can coming from indicator writing, such as grammar, vocabulary, mechanic, fluency, and form. The researcher uses the indicators as internal factor influence in this research. The researcher found that students had problem in each indicator in writing skill descriptive text. Here researcher describe as follow:

1) Grammar

There were four criteria's in indicator of grammar. From 28 students in the classroom, there are 10 student had frequent errors showing imperfect control of some patterns and did not understand how to systematize grammar in sentence. 8 students categorize good in arrange grammar into sentence. 10 students categorize middle or enough in arrange grammar into sentence. Mean score in cycle 1 was 270.

Based on problem above and interview whit students, said that she difficult to guesst that grammar she use is right or not.⁴⁰ So the students were difficulty in building a good sentence base on grammar in English. Their problem is cause' they have not mastered grammar well especially in tenses Example *in mgc home* it must be *in my home*.

In the interview with 3 students, are: EL, ARR, and DKN. Admitted that their difficulty in building words because their less in mastering words and patterns to use in sentence.⁴¹ The problem was related to mastery of tenses which caused their sentence was uncompleted and their grammars in sentence were wrong.

In conclusion students problem were difficulty in building sentences because they less mastered grammar well. They did not apply or practice in writing grammar and sentence. For solving the concerning problem, there are some actions conducted by researcher in cycle 2. Some action teacher gave briefly explanation about grammar and using grammar in a sentence and motivated student to practice their writing in their house.

⁴⁰FNS, Students in VIII-1 SMP N 5 Padangsidimpuan, *Private Interview*, August 9th 2018, at 12.50 PM.

⁴¹EL, ARR, and DKN, Students in VIII-1 SMP N 5 Padangsidimpuan, *Private Interview*, August 9th 2018, at 12.50 PM.

As result of test in cycle 2, student achievement in this indicator was improved. Like what was made in cycle 1, there were three criteria in indicator of grammar in cycle 2. There are 13 student categorize good, 8 student categorize enough, and 5 students categorize low in arrange grammar.

Based on problem above, that factor influence student problem was first said that she difficult to guest that grammar she use is right or not. Second student difficult in building words because their less in mastering words and patterns to use in sentence.

2) Vocabulary

There were three criteria's in indicator of vocabulary. From 28 students there are: 4 students less in arrange vocabulary in sentence. 19 students categorize enough in write vocabulary. The last 3 students had professional vocabulary adequate to discuss special interest, general vocabulary permit discussion with some circulation. Mean score in this indicator was 285.

Based on explanation above, there were students said that the difficulties in Vocabulary is how to translate Indonesia words to English words.⁴² Students were difficulty in adequate words. They

⁴²IA, Students in VIII-1 SMP N 5 Padangsidempuan, *Private Interview*, August 9th 2018, at 12.50 PM.

used the necessary words to express simple word in sentence. Their vocabularies almost same with others student in the classroom.

There are problem:

- a) My dog has red alour (my dog color is red)
- b) In mgc home there CBR motorcycle (I have CBR motorcycle in my home)

In addition the other students said that he did not understand with vocabulary and my vocabulary also less in English. Their reason because their vocabulary were limited and they did not have many vocabulary when written English. So their vocabularies were less.

In conclusion the student problems were difficulty in searching adequate words and mastering the specific words. These problem occur because they were lazy to bring dictionary when English learning. In addition their lazy to memorize vocabularies.

For solving the problem, there is some action conducted in cycle 2. Some action researcher gave tips for student in practice and memorizing vocabularies such as put a note in thing that always they use, using key words to written that could be practiced but student in the school or in the house. Then researcher gave some

vocabularies related to the learning material before starting learning process for the next meeting.

As result test in cycle 2 of student achievement in this indicator was improved. Like what teacher made test in cycle 1, there were three criteria in indicator of vocabulary in cycle 2. There are 13 student categorize good, 10 student categorize enough, and 5 student categorize low or limited vocabulary to basic personal. Mean score of this indicator was 12.5.

3) Mechanic

There were some criteria's in indicator of mechanic. From 28 students there are 13 students were less in using mechanic when written English. 2 students categorize middle or enough in using mechanic in their written. The last 14 students categorize in good when using mechanic. Mean score of this indicator was 285.

Problem face one of students said that he still did not understand about mechanic in English.⁴³ It means that students were difficulty in using comma, pull stop because they have not understood punctuation well and did not master in spelling in English. Here researcher showed the incorrect mechanic:

⁴³EL, Students in VIII-1 SMP N 5 Padangsidempuan, *Private Interview*, August 9th 2018, at 12.50 PM.

- a) In using pull stop. Example “She always makes me..... father”.
She use long words before pull stop more from two lines.
- b) In using comma and conjunction. Example “she like play she
have two babies and a mother. She forgets to put comma after
play.

In interview, most students said that their difficult in using comma, pull stop, interjection or question mark in their written. The problem was related to mastery of punctuation. They ever learned before, but sometime they forgot to use punctuation in the last sentence or conjunction in sentence or paragraph. They also said that English teacher never check their punctuation. So they confused to written and punctuation together.

For solving the concerning problem, there were some action conducted by researcher in cycle 2. There are researcher gave briefly explanation in using pull stop, comma, and conjunction together into text. The researcher also motivated student to practice their writing in their house.

As the result test in cycle 2 the student achievement in this indicator was improved. Like what made in cycle 1 test, there were three criteria in indicator mechanic of cycle 2. From 28 student there are 15 students categorize good and constant, 7 students

categorize enough, 4 students categorize low. Men score of their grade of this indicator was 12.32.

4) Fluency

There were some criteria's in indicator of fluency. From 28 students there are 14 students categorize good in fluency. 14 students are categorize less in arrange fluency.

Problem based on face of students said that he never practices in their house and I still less understood in English especially.⁴⁴ It means that the students were difficulties in using vocabulary and punctuation and structure in writing text. It means that they not have mastered about fluency and structure in English.

In the interview with YG, YMZ, DS, DK and ARR said that their difficult in fluency because the students still confuse about how to use vocabulary well and structure into sentence and paragraph. In conclusion students problem were difficulty in using vocabulary and structure because they less mastered vocabulary and student rolls.

For concerning problem there some action conducted by researcher in cycle 2. Some action, researcher gave more explanation about vocabulary items and structure. Researcher also

⁴⁴IA, Students in VIII-1 SMP N 5 Padangsidempuan, *Private Interview*, August 9th 2018, at 12.50 PM.

suggested students to practice their writing did not just do writing in the school but also in their house.

As result test in cycle 2 the student achievement in this indicator was improved. Like what made test in cycle 1, there were three criteria in indicator of fluency in cycle 2. From 28 student in the classroom, there are 12 student categorize good, 8 student categorize enough, and 4 student categorize low were made mistake. Mean score of their grade in this indicator was 12.5.

5) Form

There are some criteria's from this indicator. From 28 students there are 14 student good categorize in form sentence or paragraph. 10 students low categorize in form when arrange sentence.

Problem faced by one of the student said that he did not understand about how to arrange or how form in a good sentence.⁴⁵ In fact many students were difficulties in understanding how to organize ideas and connecting the word item into sentence or paragraph.

In interview, 6 students admitted that their difficult in understanding to connect some ideas into sentence. Their reason

⁴⁵ARR, Students in VIII-1 SMP N 5 Padangsidimpuan, *Private Interview*, August 9th 2018, at 12.50 PM.

was because they did not mastery in structure English and their vocabulary still limited.

For solving the concerning problems, there are some actions conducted by researcher in cycle 2. Some action the researcher motivated students to memorize more vocabularies and suggested student for reading English books.

As result test of cycle 2 the student achievement in indicator form was improved. Like what made in cycle 1, there were three criteria in this indicator of cycle 2. From 28 students there are 5 students categorize low were made mistake. Mean score of their grade in this indicator were 12.14.

b. External Factor

External factor coming from attitude students while teaching learning process. Here researcher describe as follow:

1. Doing permission

Asking permission is annoyed researcher and other student in learning process. When teacher explain material and identify all part fishbone diagram to students, there are some student often asking permission go to bathroom. There were 5 students who often asking permission while learning process. There are YMZ, RAS, HH, FL, and DS. Based on interview with students they said he

want to peeing cause learning so bored and weather was hot so it can make them was sleepy in the classroom.

So to solve the problem, researcher made a schedule to asking permission while learning process. As the result of students observation sheet cycle 1, there are five students often asking permission to bathroom. But in cycle 2 just 2 students often asking permission.

2. Disturbance friends

Actually there are 6 students always made noisy and 5 of them recall making noisy again. They are ARR, AFS, DK, FA, HH, and YMZ. So because their attitude make class was noisy. The student chit-chatted in the classroom there are SN, SW, JS, PSR, and HH with IA. They always talk with their friends and disturb others. It had made the others student in the classroom did not focus to hear explanation researcher about material. But IA said he really did not understand about English all.

The solution researcher gave to students, researcher advised them to be silent while learning process and did not chit-chat in the classroom. Researcher asks them and motivated them to follow the learning process caused the material could help them in organize ideas and arrange a good sentence or paragraph. As a result of

students observation sheet in cycle 1 there was 6 students made disturbance in the classroom and in cycle 2 there are 5 students always disturb other friend because they did not know about English learning especially in arrange sentence.

B. Discussion

Based on the explanation above, It relate to related findings in chapter two that the researcher used as a related finding. The result of this research was also similar to the previous studies. The first was the research from Subaedah;⁴⁶ mention that using fishbone diagram could improve students' writing skill. The mean score of her research was 4.99 became 6.15 in cycle 1. After revision in the cycle 2 the mean score in cycle 2 was 7.59 implemented of descriptive text. Therefore the improvement of descriptive text in cycle 2 was 23.45%. It means fishbone method could increase the students' writing skill. If researcher compare to this research mean score in cycle 1 was 50.35 became 61.96 as categorize improve and could be accepted.

Second Lewis Sidabutar in her research state that there was significant effect of fishbone strategy on students analytical exposition writing ability. The result shows that the value of t-observed is higher than the value of t-table ($3.69 > 1.702$ ($\alpha = 0.05$)) with the degree of freedom ($df = 54$). Based on the result from data analysis of the study, the result indicates that fishbone strategy effects

⁴⁶Subaedah, *Improving the Students' Writing Skills through Fishbone Method, a Classroom Action Research in Class XI Sepeda Motor of SMK Muhammadiyah 2 Bontoala, Makassar*(**Unpublished Thesis**: Makassar , 2011), P. Vii.

on students analytical exposition writing ability. From her statement researcher concludes that this research also could accepted if compare to mean score.

last previous study was from R.A setiawan;⁴⁷ state that there were significant improvements made by students after the implementation of fishbone method in learning writing. The result of the study showed that the improvement from research subject which can bypass the default value 70 % from 30 students from primary data is 52.94 % students in the cycle 1 and then 70.58 % in cycle 2. It means that teaching and learning process in the classroom became more effective. It could be concluded that there were significant improvements made by students after the implementation of fishbone method in learning writing. From her statement researcher concludes that this research also could accepted if compare to mean score.

Based on the explanation above, the teacher should use an appropriate strategy to improve the students' writing skill. A strategy which makes the students learn writing better is Fishbone Diagram. This strategy helps people to carry out one problem through analysis of the situation. It will show the causes of a particular effect and the relationships between cause and effect. There are:

1. For the first was the theory of using fishbone strategy could be an effective way to make students more understand how to organize information. It

⁴⁷R.A Setiawan, *Improving Students' Ability In Writing Hortatory Exposition Text By Using Fishbone Method At The Eleventh Grade Of Class IPA 3 Of SMA N 4 Kota Bengkulu (Unpublished Thesis: Bengkulu, 2014)*, P.3.

- supports theory from Martin in his journal entitled *fish story*⁴⁸ state that the visual tools can help students to understand and organize information. Fishbone strategies ensure that each student know the answer of identify parts fishbone diagram into descriptive text.
2. Fishbone diagram could improve the students' writing in generating ideas. Michigan theory in his pdf entitled *English Language Arts: Writing Across the Curriculum (1996)* state that when students use this diagram to guide development of a writing piece, ideas will be generated as a prewriting strategy.⁴⁹ The graphic helps students organize their drafts. Through fishbone diagram, the students could brainstorm their ideas and organize them before writing them on a paper.
 3. Fishbone could develop students' creative thinking in collecting ideas from brainstorming activities. Burton Shaw-Gunn in his book entitled *Essential Tool for Management Consulting* state that fishbone diagram is a highly visual graphic technique which stimulates arranged ideas and develops creative ideas.⁵⁰
 4. The improvements of students writing skill showed differentiate in every cycle. Like before the research conducted in VIII-1 class, the students are

⁴⁸Martin, Jacqueline., *Fish Story: Journal Penyelidikan Tindakan jilid 1* (2006), P. 29-41.

⁴⁹*English Language Arts 1996: Writing Across the Curriculum PDF* (Michigan: 2002) Retrieved March 15, 2018 from Michigan Education Website: michigan.gov/documents/mde/ELA_WAC_263481_7.pdf

⁵⁰Burtonshaw-Gunn, Simon A, *Essential Tool for Management Consulting*(United Kingdom: 2010, John Wiley and Son Ltd), Retrieved June15, 2018 from website <http://books.google.co.id/>

passive when teaching and learning process. They only listened to what the teacher said. They do not have ideas to share with the others. After the researcher implementing Fishbone Diagram, the students are free to share their ideas in the class and could arrange a good paragraph descriptive text based on fishbone gaps.

C. Threats of the Research

Including this research, researcher found some threats of this research.

Are:

1. Data of this research was objective because it was processed by the researcher test, interview guidance, and observation note sheet on increasing student writing skill.
2. Student need more for learning cause' some students did not get score criteria of mastery learning (KKM) and others get score KKM. It is cause' students not focus in learning process and did not want to write what teacher said. Some of student made a noisy and disturb others in learning process.
3. This strategy can increase students writing skill but did not increase student criteria of mastery learning (KKM). It needed research more, but the school cannot give time to researcher cause' can annoy teacher and students learning process based on the school curriculum.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the classroom action research, the researcher concludes that:

1. Based on test, students mean score in cycle 1 was 50.35(32.14%) increased and became 61.96 in cycle 2 (50%). The increasing from cycle 1 and cycle 2 was 18% and it could be conclude that the answer has been achieved.
2. The are two factors in influenced writing skill in at VIII grade SMP N 5 Padangsidimpuan. The first from internal factor based on indicator of writing and the second coming from student attitude while learning process.

B. Suggestion

Based on the result of this research, showed that using of fishbone strategy has significant improvement on students writing skill. Therefore, the researcher gave the following suggestions are offered:

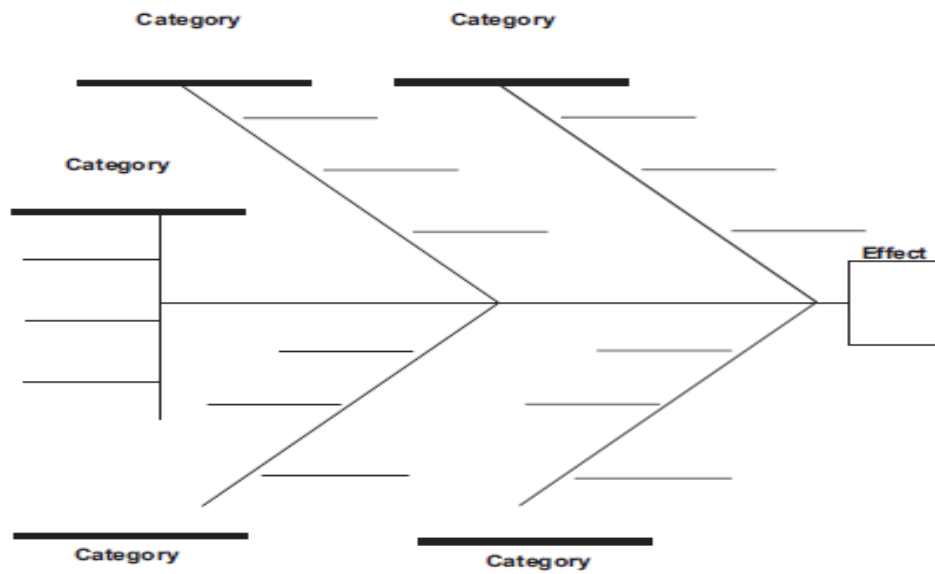
1. English teachers can use fishbone strategy as a strategy while teaching writing especially writing descriptive text. Besides, the teacher should consider about the explanation and the students' understanding.

2. Fishbone strategy is recommended for English teacher to brainstorm the students' ideas in identifying the descriptive text, because the students could develop their ideas when filling the fishbone gaps.
3. Further researchers can use this strategy for other type's research of text beside descriptive text and not only for improving writing but also other skills and other kinds of research.

Learning Material 1

Direction:

1. Teacher giving explanation about fishbone diagram and how to use it in descriptive text.



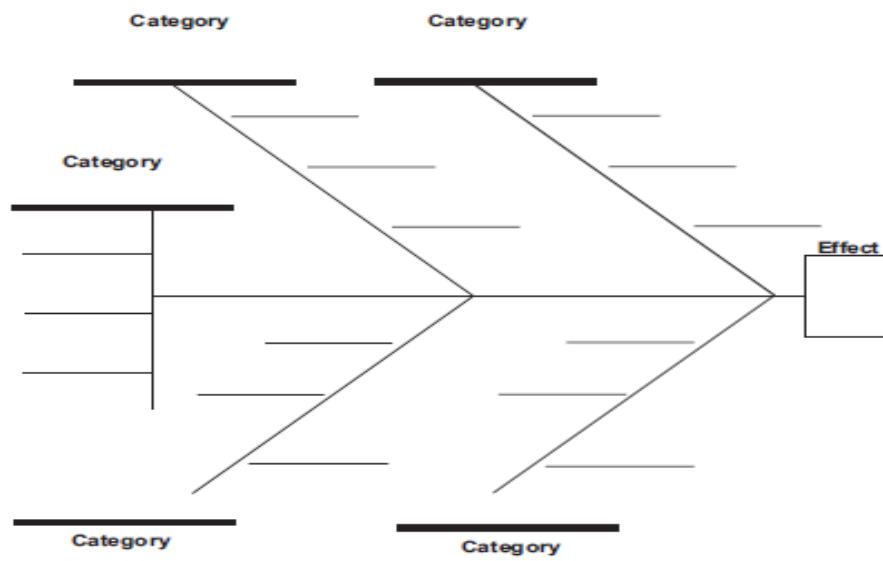
Padangsidempuan,..... 2018
Validator,

Sojuangon Rambe, S.S.M.Pd
Nip. 19790815 200604 1 003

Learning Material 2

Direction:

1. Teacher giving explanation about fishbone diagram and how to use it in descriptive text.



APPENDIX 1

Cycle 1 (Siklus 1)

RPP

(Rencana Pelaksanaan Pembelajaran)

A. Sekolah : SMP Negeri 5 Padangsidempuan

B. Mata Pelajaran : Bahasa Inggris

C. Kelas/Semester : VIII / 2

D. Materi Pokok : Teks descriptive

E. Skill : Writing

F. Alokasi waktu : 4 x 45 Menit (2 x Pertemuan)

G. Kompetensi Inti :

4.10. mampu menulis dan menyusun teks berdasarkan fungsi social, struktur teks, serta unsur kebahasaan dalam teks deskriptif.

H. Kompetensi Dasar

4.10. Menulis dan menyusun teks lisan dan tulis sederhana descriptive text, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai dengan konteks.

I. Tujuan Pembelajaran:

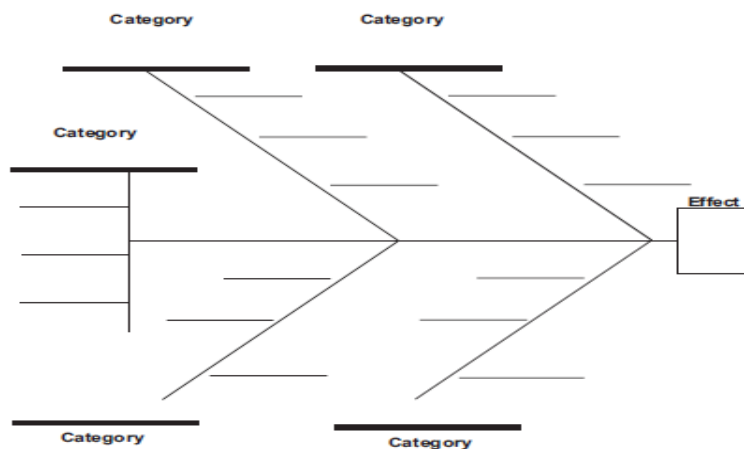
Pada akhir pembelajaran, siswa dapat mengungkapkan:

- a. Siswa terampil memahami, menyatakan, menanyakan, dan menulis descriptive text untuk Mengidentifikasi, mengenalkan, memuji, mengagumi, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan).
- b. Karakter siswa yang diharapkan :
 - 1) Trustworthiness (Dapat dipercaya)
 - 2) Respect (perhatian)
 - 3) Diligence (Tekun)

J. Materi Pembelajaran:

Describing about Animal

K. Metode Pembelajaran:



L. Langkah-langkah Pembelajaran:

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
<p>1. Kegiatan Awal</p> <ul style="list-style-type: none"> a. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing b. Guru mengabsen siswa c. Guru bertanya kepada siswa tentang materi yang berkaitan d. Guru menjelaskan tujuan pembelajaran yang akan dicapai 	<ul style="list-style-type: none"> a. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaannya masing-masing b. Menyatakan kehadirannya dengan mengatakan “present” c. Siswa mendengarkan dan menjawab pertanyaan guru tentang materi yang berkaitan d. Siswa mendengarkan dan memahami tujuan yang dijelaskan guru 	<p>20 Menit</p>
<p>2. Kegiatan Inti</p> <ul style="list-style-type: none"> a. Guru menjelaskan tentang judul dan gambaran umum tentang materi atau teks yang akan dipelajari b. Guru menjelaskan dan mengaplikasikan Fishbone Diagram. Dimana siswa diberi kesempatan untuk mengeksplorasi kemampuan menulis mereka. Adapun langkah-langkah yang dilakukan adalah: <ul style="list-style-type: none"> 1. Siswa dibagi kedalam group atau kelompok (pada bagian ini setiap siswa aktif melibatkan diri dan mengembangkan ide melalui pre-writing) 2. Guru memberikan contoh gambar Fishbone Diagram dan memberikan topic tentang animal kepada setiap kelompok dan menjelaskan instruksi 	<ul style="list-style-type: none"> a. Siswa mendengarkan penjelasan guru dengan secara seksama b. Siswa mengaplikasikan Fishbone Diagram serta mengeksplorasi kemampuan menulisnya <ul style="list-style-type: none"> 1) Siswa mengambil tempat duduk sesuai dengan pembagian kelompok 2) Siswa memperhatikan instruksi dan pedoman yang akan mereka lakukan dalam kegiatan kelompok 3) Siswa mengidentifikasi gaps (Need/main idea) 4) Siswa meletakkan need/main idea sebagai effect/kepala 	<p>50 Menit</p>

<p>kegiatan pembelajaran</p> <ol style="list-style-type: none"> 3. Setelah itu, guru menyuruh siswa mengidentifikasi gaps (Need/main idea) yang akan menentukan kesuksesan project/ tugas siswa 4. Setelah siswa menentukan needs (gaps/main idea), guru menyuruh siswa meletakkan need/gaps/ide sebagai effect atau kepala ikan 5. kemudian setelah itu,dengan menggunakan kertas panjang, setiap kelompok menggambar garis horizontal menyerupai tulang ikan dan mengindetifikasi category of Part. 6. Guru menyuruh Siswa untuk mencocokkan category of Part mereka dengan needs (gaps/main idea) yang mereka buat sebelumnya 7. Setelah mengidentifikasi needs dan category Part, guru menyuruh setiap kelompok saling bertanya “why?” dan menambahkan garis horisonatl kecil dari garis diagonal dan menulis “details category?” kedalam diagram mengelilingi category of Part 8. Guru menyuruh Siswa mengulangi kembali detail Category dan menyelesaikan details category yang disesuaikan dengan category of Parts 9. Setelah mengidentifikasi needs, category of Part, dan mengisi details category, guru menyuruh siswa untuk menyusun kalimat dan paragraph Descriptive Text berdasarkan hasil identifikasi needs, category of Part, dan details Category 10. Kemudian guru menyuruh siswa 	<p>ikan</p> <ol style="list-style-type: none"> 5) Siswa menggambar garis horizontal menyerupai tulang ikan(fishbone) dan menetapkannya sebagai category of part 6) Siswa mencocokkan category of part yang mereka dapatkan dengan needs(gaps/mainidea) 7) Siswa menggunakan kata “Why?” dan mencari alas an lain kenapa harus kata tersebut dibutuhkan sebagai category of part dan menambahkan garis sebagai details category 8) Siswa melakukan hal yang sama dengan category of part yang lainnya hingga selesai details category dari seluruh category of parts 9) Setelah mengidentifikasi seluruh bagian fishbone, siswa menyusun hasil identifikasi dan menyusun descriptive text berdasarkan hasil fishbone mereka 10) Siswa men-share hasil kerja kelompok mereka dengan kelompok lain dan guru serta mengevaluasi hasil kelompok kerja yang lain 11) Siswa mampu mengorganisasi tulisan yang lebih baik 12) Siswa bertanya tentang 	
--	--	--

<p>berbagi tulisan mereka dengan kelompok lain dan guru untuk mengevaluasi tulisan kelompok yang lain dan siswa yang lain menanggapi tulisan mereka dengan cara yang baik</p> <ol style="list-style-type: none"> 11. Terakhir, guru berharap siswa dapat membuat tulisan yang lebih baik 12. Guru membantu siswa yang membutuhkan bantuan dan menjawab pertanyaan siswa tentang kegiatan pembelajaran 13. Kemudian guru memberikan peluang kepada siswa untuk memeriksa kembali tulisan mereka dan memperbaiki hasil tulisan mereka dalam kelompok 14. Guru menyuruh siswa untuk mengumpulkan tugas kelompok yang mereka kerjakan di meja guru 15. Setelah itu, guru menyuruh siswa kembali untuk membuat paragraph sesuai dengan grap Fishbone Diagram dengan topic mereka sendiri secara individu sesuai dengan struktur bahasa, grammar, kosakata untuk meyelesaaikan tugas mereka secara individu 16. Sguru menyuruh siswa mengumpulkan tugas kelompok dan individu kepada guru 	<p>aktifitas didalam kerja kelompok dan tentang kegiatan lainnya selama kegiatan pembelajaran berlangsung</p> <ol style="list-style-type: none"> 13) Siswa memeriksa tugas tulisan mereka dan memperbaiki hasil tulisan kelompok 14) Siswa mengumpulkan tugas kelompok mereka ke meja guru 15) Siswa kembali membuat fishbone sendiri dengan topic sendiri daan menyesuaikannya dengan language feature descriptive text 16) Siswa mengumpulkan tulisan mereka kepada guru baik yang berkelompok maupun yang individu 	
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<p>3. Kegiatan Penutup</p> <ol style="list-style-type: none"> Guru dan siswa bersama-sama menyimpulkan pertemuan hari ini Guru memberikan kesempatan kepada siswa untuk mengungkapkan hal-hal yang mereka rasakan selama pembelajaran berlangsung Guru menanyakan kesulitan siswa ketika kegiatan pembelajaran berlangsung Guru menutup pembelajaran dan memotivasi siswa dalam pembelajaran bahasa Inggris Siswa memberi salam kepada guru 	<p>20 Menit</p>
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M. Sumber Belajar

- Internet
- Handbook students' English Book: When English Rings a Bell

N. Media Pembelajaran

- Laptop
- Whiteboard
- Fishbone Diagram

O. Evaluasi

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument/Soal
Siswa mampu menuliskan paragraph descriptive text tentang orang, hewan, tempat atau benda	Test tertulis	Essay Test	Write down 3 – 4 paragraph descriptive text about b. My Motorcycle c. My Big Family d. My Favorite Food Consist of Identification and Description

P. Pedoman Penilaian

Students' score : $\frac{\text{Students' mean score} \times 100}{\text{Maximum score}}$

$$M = \frac{\sum f \bar{x} \times 100\%}{N}$$

Where

M: the mean score of student

$\sum f \bar{x}$: The total score

N : the number of the students

Composition Indicator	Score			
	1	2	3	4
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanic	20	15	10	5
Fluency	20	15	10	5
From (Organization)	20	15	10	5

- a. Instrument Test
 1. Write down 3 – 4 paragraph descriptive text consist of Identification and Description about :
 - a. My Motorcycle
 - b. My Big Family
 - c. My Favorite Food

Validator,

SojuangonRambe, S.S.M.Pd
Nip. 19790815 200604 1 003

Padangsidempuan, 2018
Researcher,

M.AQIB SITOMPUL
Nim. 14 203 00065

APPENDIX 3

Cycle 2 (Siklus 1I)

RPP

(Rencana Pelaksanaan Pembelajaran)

A. Sekolah : SMP Negeri 5 Padangsidempuan

B. Mata Pelajaran : Bahasa Inggris

C. Kelas/Semester : VIII / 2

D. Materi Pokok : Teks descriptive

E. Skill : Writing

F. Alokasi waktu : 4 x 45 Menit (2 x Pertemuan)

G. Kompetensi Inti :

4.10. mampu menulis dan menyusun teks berdasarkan fungsi social, struktur teks, serta unsur kebahasaan dalam teks deskriptif.

H. Kompetensi Dasar

4.10. Menulis dan menyusun teks lisan dan tulis sederhana descriptive text, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai dengan konteks.

I. Tujuan Pembelajaran:

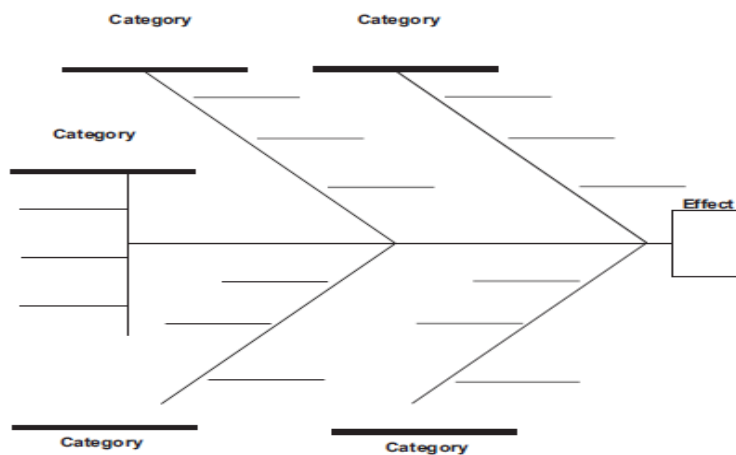
Pada akhir pembelajaran, siswa dapat mengungkapkan:

- a. Siswa terampil memahami, menyatakan, menanyakan, dan menulis descriptive text untuk Mengidentifikasi, mengenalkan, memuji, mengagumi, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan).
- b. Karakter siswa yang diharapkan :
 - 1) Trustworthiness (Dapat dipercaya)
 - 2) Respect (perhatian)
 - 3) Diligence (Tekun)

J. Materi Pembelajaran:

Describing about Person

K. Metode Pembelajaran:



L. Langkah-langkah Pembelajaran:

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
<p>1. Kegiatan Awal</p> <p>a. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing</p> <p>b. Guru mengabsen siswa</p> <p>c. Guru bertanya kepada siswa tentang materi yang berkaitan</p> <p>d. Guru menjelaskan tujuan pembelajaran yang akan dicapai</p>	<p>a. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaannya masing-masing</p> <p>b. Menyatakan kehadirannya dengan mengatakan “present”</p> <p>c. Siswa mendengarkan dan menjawab pertanyaan guru tentang materi yang berkaitan</p> <p>d. Siswa mendengarkan dan memahami tujuan yang dijelaskan guru</p>	<p>20 Menit</p>
<p>2. Kegiatan Inti</p> <p>a. Guru menjelaskan tentang judul dan gambaran umum tentang materi atau teks yang akan dipelajari</p> <p>b. Guru menjelaskan dan mengaplikasikan Fishbone Diagram. Dimana siswa diberi kesempatan untuk mengeksplorasi kemampuan menulis mereka. Adapun langkah-langkah yang dilakukan adalah:</p> <p>1. Siswa dibagi kedalam group atau kelompok (pada bagian ini setiap siswa aktif melibatkan diri dan mengembangkan ide melalui pre-writing)</p> <p>2. Guru memberikan contoh gambar Fishbone Diagram dan memberikan topic tentang Person kepada setiap kelompok dan menjelaskan instruksi kegiatan pembelajaran</p>	<p>a. Siswa mendengarkan penjelasan guru dengan secara seksama</p> <p>b. Siswa mengaplikasikan Fishbone Diagram serta mengeksplorasi kemampuan menulisnya</p> <p>1) Siswa mengambil tempat duduk sesuai dengan pembagian kelompok</p> <p>2) Siswa memperhatikan instruksi dan pedoman yang akan mereka lakukan dalam kegiatan kelompok</p> <p>3) Siswa mengidentifikasi gaps (Need/main idea)</p> <p>4) Siswa meletakkan need/main idea sebagai effect/kepala</p>	<p>50 Menit</p>

<p>3. Setelah itu, guru menyuruh siswa mengidentifikasi gaps (Need/main idea) yang akan menentukan kesuksesan project/ tugas siswa</p> <p>4. Setelah siswa menentukan needs (gaps/main idea), guru menyuruh siswa meletakkan need/gaps/ide sebagai effect atau kepala ikan</p> <p>5. kemudian setelah itu,dengan menggunakan kertas panjang, setiap kelompok menggambar garis horizontal menyerupai tulang ikan dan mengindetifikasi category of Part.</p> <p>6. Guru menyuruh Siswa untuk mencocokkan category of Part mereka dengan needs (gaps/main idea) yang mereka buat sebelumnya</p> <p>7. Setelah mengidentifikasi needs dan category Part, guru menyuruh setiap kelompok saling bertanya “why?” dan menambahkan garis horisonatl kecil dari garis diagonal dan menulis “details category?” kedalam diagram mengelilingi category of Part</p> <p>8. Guru menyuruh Siswa mengulangi kembali detail Category dan menyelesaikan details category yang disesuaikan dengan category of Parts</p> <p>9. Setelah mengidentifikasi needs, category of Part, dan mengisi details category, guru menyuruh siswa untuk menyusun kalimat dan paragraph Descriptive Text berdasarkan hasil identifikasi needs, category of Part, dan details Category</p> <p>10. Kemudian guru menyuruh siswa berbagi tulisan mereka dengan</p>	<p>ikan</p> <p>5) Siswa menggambar garis horizontal menyerupai tulang ikan(fishbone) dan menetapkannya sebagai category of part</p> <p>6) Siswa mencocokkan category of part yang mereka dapatkan dengan needs(gaps/mainidea)</p> <p>7) Siswa menggunakan kata “Why?” dan mencari alas an lain kenapaa harus kata tersebut dibutuhkan sebagai category of part dan menambahkan garis sebagai details category</p> <p>8) Siswa melakukan hal yang sama dengan category of part yang lainnya hingga selesai details category dari seluruh category of parts</p> <p>9) Setelah mengidentifikasi seluruh bagian fishbone, siswa menyusun hasil identifikasi dan menyusun descriptive text berdasarkan hasil fishbone mereka</p> <p>10) Siswa men-share hasil kerja kelompok mereka dengan kelompok lain dan guru serta mengevaluasi hasil kelompok kerja yang lain</p> <p>11) Siswa mampu mengorganisasi tulisan yang lebih baik</p> <p>12) Siswa bertanya tentang aktifitas didalam kerja</p>	
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<p>kelompok lain dan guru untuk mengevaluasi tulisan kelompok yang lain dan siswa yang lain menanggapi tulisan mereka dengan cara yang baik</p> <p>11. Terakhir, guru berharap siswa dapat membuat tulisan yang lebih baik</p> <p>12. Guru membantu siswa yang membutuhkan bantuan dan menjawab pertanyaan siswa tentang kegiatan pembelajaran</p> <p>13. Kemudian guru memberikan peluang kepada siswa untuk memeriksa kembali tulisan mereka dan memperbaiki hasil tulisan mereka dalam kelompok</p> <p>14. Guru menyuruh siswa untuk mengumpulkan tugas kelompok yang mereka kerjakan di meja guru</p> <p>15. Setelah itu, guru menyuruh siswa kembali untuk membuat paragraph sesuai dengan grap Fishbone Diagram dengan topic mereka sendiri secara individu sesuai dengan struktur bahasa, grammar, kosakata untuk meyelesaaiakan tugas mereka secara individu</p> <p>16. Sguru menyuruh siswa mengumpulkan tugas kelompok dan individu kepada guru</p>	<p>kelompok dan tentang kegiatan lainnya selama kegiatan pembelajaran berlangsung</p> <p>13) Siswa memeriksa tugas tulisan mereka dan memperbaiki hasil tulisan kelompok</p> <p>14) Siswa mengumpulkan tugas kelompok mereka ke meja guru</p> <p>15) Siswa kembali membuat fishbone sendiri dengan topic sendiri daan menyesuaikannya dengan language feature descriptive text</p> <p>16) Siswa mengumpulkan tulisan mereka kepada guru baik yang berkelompok maupun yang individu</p>	
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<p>3. Kegiatan Penutup</p> <ul style="list-style-type: none"> a. Guru dan siswa bersama-sama menyimpulkan pertemuan hari ini b. Guru memberikan kesempatan kepada siswa untuk mengungkapkan hal-hal yang mereka rasakan selama pembelajaran berlangsung c. Guru menanyakan kesulitan siswa ketika kegiatan pembelajaran berlangsung d. Guru menutup pembelajaran dan memotivasi siswa dalam pembelajaran bahasa Inggris e. Siswa memberi salam kepada guru 	<p>20 Menit</p>
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M. Sumber Belajar

- 3. Internet
- 4. Handbook students' English Book: When English Rings a Bell

N. Media Pembelajaran

- 1. Laptop
- 2. Whiteboard
- 3. Fishbone Diagram

O. Evaluasi

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument/Soal
Siswa mampu menuliskan paragraph descriptive text tentang orang, hewan, tempat atau benda	Test tertulis	Essay Test	Write down 3 – 4 paragraph descriptive text about a. My Pet b. My Best Friend c. My Idol Consist of Identification and Description

Q. Pedoman Penilaian

Students' score : $\frac{\text{Students' mean score} \times 100}{\text{Maximum score}}$

$$M = \frac{\sum f \bar{x} \times 100\%}{N}$$

Where

M: the mean score of student

$\sum f \bar{x}$: The total score

N : the number of the students

Composition Indicator	Score			
	1	2	3	4
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanic	20	15	10	5
Fluency	20	15	10	5
From (Organization)	20	15	10	5

- b. Instrument Test
 2. Write down 3 – 4 paragraph descriptive text consist of Identification and Description about :
 - a. My Pet
 - b. My Best Friend
 - c. My Idol

APPENDIX 2

Writing Test (cycle 1)

Mata Pelajaran : Bahasa Inggris
Nama :
Kelas/Semester : VIII-1/ II
Hari/Tanggal : /
Jam :

Soal

1. Write a descriptive text about **3-4 paragraphs** in the column below **consist of identification and description**, choose one of the following topics!
 - a. My Motorcycle
 - b. My Pet
 - c. My Favorite Food

<p>Title:</p> <p>Identification:</p> <p>Description:</p>

2. You have 45 minutes to collect your test!

APPENDIX 10

Table Students' Writing Skill in Cycle 1

No	Students Initial	Indicator					Score
		Grammar	Vocabulary	Mechanic	Fluency	Form	
1	ARR	5	10	5	5	5	35
2	AFS	15	15	15	20	15	80*
3	AR	10	10	5	5	5	35
4	AFR	5	5	5	5	5	25
5	BAH	5	10	5	5	5	35
6	DFS	10	15	15	15	15	70*
7	DNT	15	10	15	20	15	75*
8	DS	5	10	5	5	5	35
9	DK	10	10	5	5	5	35
10	EL	10	10	15	15	15	65
11	EX	10	10	5	5	5	35
12	FL	5	10	5	5	5	30
13	FA	10	10	5	5	5	35
14	FNS	10	10	15	15	15	65
15	GS	10	15	15	15	15	70*
16	HH	5	5	10	5	5	35
17	LA	5	5	10	5	5	30
18	JS	15	10	15	15	15	70*
19	PSR	10	10	15	15	15	65
20	RA	10	10	15	15	15	65
21	RY	15	10	15	15	15	70*
22	RAS	5	10	5	5	5	30
23	SRAW	20	15	15	15	15	80*
24	SN	10	10	15	15	15	65
25	SW	15	10	15	15	15	70*
26	SS	15	15	15	15	15	75*
27	YMZ	5	10	5	5	5	35
28	YG	5	5	5	5	5	25
Total Score		270	285	285	290	280	1410
Mean Score		9.64	10.17	10.17	10.35	10	50.35
Percentage							34,12%

Note: *The students who pass KKM (70)

Mean Score = $\frac{\text{Total score}}{\text{the total of students}}$ = $\frac{1370}{28}$ = 48,9

Percentage = $\frac{\text{the Total of students who get 70}}{\text{the total Number of Students Test}}$ = $\frac{9}{28}$ = 32,14 %

APPENDIX 11

Table Students' Writing Skill in Cycle 2

No	Students Initial	Indicator					Score
		Grammar	Vocabulary	Mechanic	Fluency	Form	
1	ARR	10	10	10	10	10	50
2	AFS	20	15	15	15	15	80*
3	AR	10	10	10	10	10	50
4	AFR	10	10	10	10	10	50
5	BAH	5	10	5	5	5	30
6	DFS	15	15	15	20	15	80*
7	DNT	20	20	20	20	20	100*
8	DS	15	15	15	15	15	75*
9	DK	5	5	5	5	5	25
10	EL	15	10	15	15	15	70*
11	EX	5	5	5	5	5	25
12	FL	10	15	15	10	15	65
13	FA	15	15	15	15	15	75*
14	FNS	15	15	15	20	15	80*
15	GS	15	15	15	10	15	70*
16	HH	5	10	10	5	5	35
17	IA	5	10	5	10	10	45
18	JS	20	20	15	15	15	85*
19	PSR	15	20	15	15	15	80*
20	RA	20	20	15	15	15	85*
21	RY	10	10	10	10	10	50
22	RAS	10	10	10	10	10	50
23	SRAW	20	15	15	20	15	85*
24	SN	15	10	15	15	15	70*
25	SW	20	15	15	15	15	80*
26	SS	5	5	10	5	5	30
27	YMZ	10	10	10	10	10	50
28	YG	10	10	15	15	15	65
Total Score		350	350	345	350	340	1735
Mean Score		12,5	12,5	12,32	12,5	12,14	61,96
Percentage							50%

Note: *The students who pass KKM (70)

$$\text{Mean Score} = \frac{\text{Total score}}{\text{the total of students}} = \frac{1615}{28} = 57,67$$

$$\text{Percentage} = \frac{\text{the Total of students who get 70}}{\text{the total Number of Students Test}} = \frac{14}{28} = 50\%$$

APPENDIX 13

TableDetails Comparative of Students Writing Skill

No	Students Initial	Students Score		State
		Cycle 1	Cycle 2	
1	ARR	35	50	50
2	AFS	80*	80*	80*
3	AR	35	50	50
4	AFR	25	50	50
5	BAH	35	30	30
6	DFS	70*	80*	80*
7	DNT	75*	100*	100*
8	DS	35	75*	75*
9	DK	35	25	25
10	EL	65	70*	70*
11	EX	35	25	25
12	FL	30	65	65
13	FA	35	75*	75*
14	FNS	65	80*	80*
15	GS	70*	70*	70*
16	HH	35	35	35
17	IA	30	45	45
18	JS	70*	85*	85*
19	PSR	65	80*	80*
20	RA	65	85*	85*
21	RY	70*	50	50
22	RAS	30	50	50
23	SRAW	80*	85*	85*
24	SN	65	70*	70*
25	SW	70*	80*	80*
26	SS	75*	30	30
27	YMZ	35	50	50
28	YG	25	65	65
Total Score		1410	1735	Improve
Mean Score		50.35	61,96	Improve
Percentage		34,12%	50%	Improve

Note: *The Students who got the score KKM

Appendix 15

Table 4.3. Factors Influenced in Writing Learning Process

Internal factor	External factor
Based on indicator : 1. grammar 2. Vocabulary 3. Mechanic 4. Fluency 5. Form	1. the students very noisy because difficult to understand material 2. some students are bored in teaching learning process

Appendix 16

Table Observation Sheet Comparison in Cycle 1 and Cycle 2

Cycle 1	Cycle 2
1. Did not pay attention	1. Pay attention
2. Did not understand about material	2. Know the material and strategy
3. Some students did not finish their task and still confused with the material	3. All students finish their task and more comprehend with the material
4. When researcher explain the material, some students start talk about something else	4. More active and focus to hear explanation the researcher about material

Appendix 17

Table 4.2. Interview Guidance Comparison in Cycle 1 and Cycle 2

Cycle 1	Cycle 2
<p>1. Awalnya kami kesulitan dan tidak paham dengan fishbone diagram strategy dan abang kurang tegas dengan teman2 kami yang membuat keributan <i>(first we difficult and did not understand with fishbone diagram strategy and brother too patient with my friends who make noisy)</i></p>	<p>1. Menggunakan fishbone digram untuk mengumpulkan ide sangat membantu dalam membuat kalimat atau paragraph <i>(using fishbone diagram helpful to collect the ideas in made a sentence or paragraph)</i></p>
<p>2. “ketika bapak pertama kali ngajar, bapak terlalu fokus sama materi jadi kurang perhatiin murid yang dibelakang yang main2 mestinya bapak datengin mereka dan kasih nasehat biar lebih perhatiin sama pelajaran bang”. <i>(When Mister taught us at the first time, Mister was too focus on the material so Mister was less care of students in behind. Mister should go there and give them a warn to pay attention on the lesson brother.)</i></p>	<p>2. Setelah pake fishbone kita bisa membuat teks nyasistematismatis, terus ngumpulin ide – idenya dalam fishbone itu. <i>(After using fishbone, we can arrange text systematize, and then We can collect the idea in fishbone.)</i></p>
<p>3. Sebelum menggunakan fishbone, tulisan saya sangat jelek dan mudah dalam menulis tetapi susah untuk menyusunnya <i>(Before used this fishbone, my writing always</i></p>	<p>3. setelah pakai fishbone ini, menulis jadi gampang bang. Karena kalau biasanya kitalang susah untuk menulis jadi gampang bang.</p>

<p><i>category bad and easy in write but difficult in arranged)</i></p>	<p>agi <i>(after using this fishbone, it easy in my writing because sometimes we not direct to write and not check again)</i></p>
<p>4. sebelumnyatulisansayasangatberantakanda nituterjadikarenasayabelumbisamembuat ide kedalamteks <i>(before my written very bad and that happen because I cannot made ideas in text)</i></p>	<p>4. setelahmenggunakan fishbone kedalamtulisansaya, jadi ide yang didalamotakdapatsayatulisid enya di diagram, kemudiansayabisamenyusun nyakedalam text <i>(after I using fishbone in my writing, so ideas in my brain can I write down my ideas in diagram, then I can arrange into text)</i></p>

Appendix 18

Table Students Score Category in Cycle 1

Category	Standard Score	Frequency	Percentage
Pass	>70	9	32.14%
Not Pass	<70	19	67.85%

Appendix 19

Table Students Score Category in Cycle 2

Category	Standard Score	Frequency	Percentage
Pass	>70	14	50%
Not Pass	<70	14	50S%

APPENDIX 14

Table Detail Comparison Students' Writing Skill Based On Test in Cycle 1 and Cycle 2

No	Students Initial	Indicator in Cycle 1					Score	Indicator in Cycle 2					Score
		Grammar	Vocabulary	Mechanic	Fluency	Form		Grammar	Vocabulary	Mechanic	Fluency	Form	
1	ARR	5	10	5	5	5	35	10	10	10	10	10	50
2	AFS	15	15	15	20	15	80*	20	15	15	15	15	80*
3	AR	10	10	5	5	5	35	10	10	10	10	10	50
4	AFR	5	5	5	5	5	25	10	10	10	10	10	50
5	BAH	5	10	5	5	5	35	5	10	5	5	5	30
6	DFS	10	15	15	15	15	70*	15	15	15	20	15	80*
7	DNT	15	10	15	20	15	75*	20	20	20	20	20	100*
8	DS	5	10	5	5	5	35	15	15	15	15	15	75*
9	DK	10	10	5	5	5	35	5	5	5	5	5	25
10	EL	10	10	15	15	15	65	15	10	15	15	15	70*
11	EX	10	10	5	5	5	35	5	5	5	5	5	25
12	FL	5	10	5	5	5	30	10	15	15	10	15	65
13	FA	10	10	5	5	5	35	15	15	15	15	15	75*
14	FNS	10	10	15	15	15	65	15	15	15	20	15	80*
15	GS	10	15	15	15	15	70*	15	15	15	10	15	70*
16	HH	5	5	10	5	5	35	5	10	10	5	5	35
17	LA	5	5	10	5	5	30	5	10	5	10	10	45
18	JS	15	10	15	15	15	70*	20	20	15	15	15	85*
19	PSR	10	10	15	15	15	65	15	20	15	15	15	80*
20	RA	10	10	15	15	15	65	20	20	15	15	15	85*
21	RY	15	10	15	15	15	70*	10	10	10	10	10	50
22	RAS	5	10	5	5	5	30	10	10	10	10	10	50
23	SRAW	20	15	15	15	15	80*	20	15	15	20	15	85*
24	SN	10	10	15	15	15	65	15	10	15	15	15	70*
25	SW	15	10	15	15	15	70*	20	15	15	15	15	80*
26	SS	15	15	15	15	15	75*	5	5	10	5	5	30
27	YMZ	5	10	5	5	5	35	10	10	10	10	10	50
28	YG	5	5	5	5	5	25	10	10	15	15	15	65
Total Score		270	270	285	285	290	280	350	350	345	350	350	1735
Mean Score		9.64	9.64	10.17	10.17	10.35	10	12.5	12,5	12,32	12,5	12,14	61,96
Percentage							34,12%						50%

Note: *The students who pass KKM (70)

APPENDIX 7

TEACHER OBSERVATIONS' SHEET IN TEACHING LEARNING PROCESS (CYCLE 1)

No.	Activities	Checklist		Notes
		Yes	No	
1.	Physic appearance and written			
	a. Dress cleanly and neatly	✓		Teacher use blue shirt, black shoes, and bring bag.
	b. Standing and writing face to students	✓		Teacher write something in whiteboard with sideways or faced to students
	c. Energetic and enthusiasm	✓		Teacher always smile, friendly, good manners, smart and neatly
	d. Writing is nice and readable		✓	Teacher did not writing nice to look and readable
	e. Writing is read from the all room side		✓	Teacher did not can read from all room side
	f. Having certain sequence system		✓	Teacher did not use sequence system to teach student
2.	Sound and classroom management			
	a. Loud voice		✓	Voice of teacher not loud but weak
	b. Talking intelligibly		✓	Teacher not talking intelligibly to control student
	c. Talking fluently	✓		Teacher talking very fluently
	d. Rhythm: it is clear in important part		✓	Teacher did not use rhythm in clear explanation
	e. Class noise control		✓	Teacher did not control students who made noisy
	f. Class formation arrangement	✓		Teacher are good in arrange student in group
3.	Opening			
	a. Doing the apperception		✓	Teacher did not use apperception in teaching learning process
	b. Explaining the purpose of the learning outcome		✓	Teacher did not explain to student about outcomes of material
4.	Implementing of learning material			
	Explaining Fishbone material by using Gaps Diagram			
	1) Teacher poses a question related to the text	✓		Teacher give question to students based on question related to text
	2) Teacher demonstrates how to make relevant information on the Gaps	✓		Teacher good demonstrate in using gaps
	3) Teacher demonstrates example information, using the Gaps to infer or predict a possible Information	✓		Teacher good give demonstrate information using gaps
	4) Teacher demonstrates the third possibility, the information must be located closed to the text, for example lion, "What is identification of lion?"		✓	Teacher good in arrange demonstrate about possibility in identify part of gaps
a. Giving the suitable example in Fishbone material	✓		Teacher good in give suitable example	

				in fishbone gaps
	b. Guiding students to practice the using of Fishbone Diagram Strategy with additional questions	✓		Teacher help students to practice in using fishbone diagram
5.	Evaluation			
	a. Asking the students to do test and the researcher looks students during the test time	✓		Teacher good in asking student about material
	b. After students finish in answering the test, the researcher collect the answer to give the assessment that appropriate with lesson plan	✓		Teacher collect the test and give assessment based on indicator writing in lesson plan
6.	Reinforcement and interaction with students			
	a. Individual performance reward		✓	Teacher did not gave a reward for student who finish the task
	b. Stimulating students' questions		✓	Teacher did not stimulate student to asking in learning process
	c. Stimulating students' responses	✓		Teacher good in stimulate student respond
	d. Responding students' questions	✓		Teacher good in respond and friendly about question student
7.	Closing			
	a. Making the conclusion based on Fishbone material	✓		Teacher good in conclude material
	b. Asking the difficulties of students about Fishbone material	✓		Teacher asks wit said "it is difficult?"
	c. Giving the motivation to students to apply Fishbone strategy in Writing Skill	✓		Teacher motivated student in apply fishbone gaps in another subject in English
No.	Activities	Checklist		Notes
		Yes	No	
1.	Teachers open the class by giving question or brainstorm activities to call the students background knowledge	✓		Teacher start meeting with greeting to student
2.	Teacher explain the material	✓		Teacher good in explain material
3.	Teacher explain the use of fishbone diagram	✓		Teacher good in explain used fishbone in paragraph
4.	Teacher give example how to use fishbone diagram		✓	Teacher good in arrange example
5.	Teacher give question to the students		✓	Teacher nerves when give question to student
6.	Teacher answer the students question	✓		Teacher also answer student question
7.	Teacher check students understanding	✓		Teacher ask student about their understanding about material
8.	Teacher gives feedback		✓	Teacher did not give feedback to student in while learning process
9.	Teacher observe the students project	✓		Teacher good in observed and help student in their project
10.	Teacher help students in group work	✓		Teacher good in help student in group project
11.	Teacher gives reinforcement	✓		Teacher good in give reinforcement to student

APPENDIX 8

TEACHER OBSERVATIONS' SHEET IN TEACHING LEARNING PROCESS (CYCLE 1I)

No.	Activities	Checklist		Notes
		Yes	No	
1.	Physic appearance and written			
	g. Dress cleanly and neatly	✓		Teacher use blue shirt, black shoes, and bring bag.
	h. Standing and writing face to students	✓		Teacher write something in whiteboard with sideways or faced to students
	i. Energetic and enthusiasm	✓		Teacher always smile, friendly, good manners, smart and neatly
	j. Writing is nice and readable	✓		Teacher good writing nice to look and readable
	k. Writing is read from the all room side		✓	Teacher did not can read from all room side
2.	l. Having certain sequence system	✓		Teacher confident in use sequence system to teach student
	Sound and classroom management			
	g. Loud voice	✓		Voice of teacher very loud
	h. Talking intelligibly	✓		Teacher talking intelligibly to control student
	i. Talking fluently	✓		Teacher talking very fluently
	j. Rhythm: it is clear in important part	✓		Teacher good in use rhythm in clear explanation
3.	k. Class noise control	✓		Teacher can control students who made noisy
	l. Class formation arrangement	✓		Teacher are good in arrange student in group
	Opening			
3.	c. Doing the apperception	✓		Teacher apperception in teaching learning process
	d. Explaining the purpose of the learning outcome	✓		Teacher good in explain to student about outcomes of material
4.	Implementing of learning material			
	Explaining Fishbone material by using Gaps Diagram			
	5) Teacher poses a question related to the text	✓		Teacher give question to students based on question related to text
	6) Teacher demonstrates how to make relevant information on the Gaps	✓		Teacher good demonstrate in using gaps
	7) Teacher demonstrates example information, using the Gaps to infer or predict a possible Information	✓		Teacher good give demonstrate information using gaps
	8) Teacher demonstrates the third possibility, the information must be located closed to the text, for example lion, "What is identification of Person?"	✓		Teacher good in arrange demonstrate about possibility in identify part of gaps
c. Giving the suitable example in Fishbone material	✓		Teacher good in give suitable example in fishbone gaps	

	d. Guiding students to practice the using of Fishbone Diagram Strategy with additional questions	✓		Teacher help students to practice in using fishbone diagram
5.	Evaluation			
	c. Asking the students to do test and the researcher looks students during the test time	✓		Teacher good in asking student about material
	d. After students finish in answering the test, the researcher collect the answer to give the assessment that appropriate with lesson plan	✓		Teacher collect the test and give assessment based on indicator writing in lesson plan
6.	Reinforcement and interaction with students			
	e. Individual performance reward	✓		Teacher good gave a reward for student who finish the task such as said “good job”, applause, and comment about their performance
	f. Stimulating students’ questions	✓		Teacher good in stimulate student to asking in learning process
	g. Stimulating students’ responses	✓		Teacher good in stimulate student respond
	h. Responding students’ questions	✓		Teacher good in respond and friendly about question student
7.	Closing			
	d. Making the conclusion based on Fishbone material	✓		Teacher good in conclude material
	e. Asking the difficulties of students about Fishbone material	✓		Teacher asks wit said “it is difficult?”
	f. Giving the motivation to students to apply Fishbone strategy in Writing Skill	✓		Teacher motivated student in apply fishbone gaps in another subject in English
No.	Activities	Checklist		Notes
		Yes	No	
1.	Teachers open the class by giving question or brainstorm activities to call the students background knowledge	✓		Teacher start meeting with greeting to student
2.	Teacher explain the material	✓		Teacher good in explain material
3.	Teacher explain the use of fishbone diagram	✓		Teacher good in explain used fishbone in paragraph
4.	Teacher give example how to use fishbone diagram	✓		Teacher good in arrange example
5.	Teacher give question to the students	✓		Teacher nerves when give question to student
6.	Teacher answer the students question	✓		Teacher also answer student question
7.	Teacher check students understanding	✓		Teacher ask student about their understanding about material
8.	Teacher gives feedback	✓		Teacher give feedback to student in while learning process
9.	Teacher observe the students project	✓		Teacher good in observed and help student in their project
10.	Teacher help students in group work	✓		Teacher good in help student in group project
11.	Teacher gives reinforcement	✓		Teacher good in give reinforcement to student

APPENDIX 5

**OBSERVATION NOTE SHEET
STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS
CLASSROOM ACTION RESEARCH**

Subject Matter : English
Class/ Semester : VIII/II
Cycle : I
Observer : M.AQIB SITOMPUL

No	Activities	Students																										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
1.	Students are not active in asking questions about learning material	✓			✓				✓	✓	✓	✓	✓	✓										✓				
2.	Students are noisy	✓	✓	✓	✓				✓	✓			✓	✓			✓			✓			✓					
3.	Students who move to another chair	✓		✓						✓													✓					
4.	Students who ask permission	✓								✓													✓					
5.	Students who do not finish the task	✓		✓	✓				✓	✓		✓	✓				✓			✓								
6.	Students are bored when learning	✓		✓	✓				✓				✓				✓						✓					

Appendix 20

PHOTO GRAPHS IN CYCLE 1



Picture 1: The researcher explain the material



Picture 2: The student's process in group



Picture 3: The individual experience of the students



Picture 4: The students do a test

PHOTO GRAPH IN CYCLE 2



Picture 5: The researcher explain the material more deeply



Picture 6: The students more active in learning process



Picture 7: The students test in cycle 2



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Telp (0634) 22080 Fax (0634) 24022

: 19/In.14/E.6a/PP.00.9/12/2017

Padangsidimpuan, 27 Desember 2017

: Biasa

: -

: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

Bapak/Ibu:

1. Rayendriani Fahmei Lubis, M.Ag

2. Sojuangan Rambe, S.S., M.Pd

Di-

Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

Nama	: M.AQIB SITOMPUL
Nim	: 14 203 00065
Fak/Jurusan	: FTIK/Tadris Bahasa Inggris 2
Judul Skripsi	: IMPROVING STUDENTS' WRITING SKILL BY USING FISHBONE STRATEGY AT VIII GRADE SMP N 5 PADANGSIDIMPUN

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

Ketua Jurusan Tadris Bahasa Inggris

Ray Lubis
Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Sekretaris Jurusan Tadris Bahasa Inggris

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Wakil Dekan
Bidang Akademik

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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

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PEMBIMBING II

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Nomor : B - 1368 /ln.14/E.4c/TL.00/08/2018
Hal : **Izin Penelitian**
Penyelesaian Skripsi.

7. Agustus 2018

Yth. Kepala SMP N 5 Padangsidimpuan
Kota Padangsidimpuan

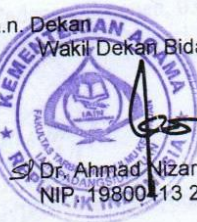
Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama : M. Aqib Sitompul
NIM : 1420300065
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris/Pendidikan Bahasa Inggris
Alamat : Asrama Kodim

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan iAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Students' Writing Skill by Using Fishbone Strategy at VIII Grade SMP N 5 Padangsidimpuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik



Dr. Ahmad Nizar Ranguti, S.Si., M.Pd.
NIP. 19800113 200604 1 002



PEMERINTAH KOTA PADANGSIDIMPUAN
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SURAT KETERANGAN
NOMOR : 422 /212/ SMP.5/ 2018

Yang bertanda tangan dibawah ini Kepala SMP Negeri 5 Padangsidempuan di Padangsidempuan,
menerangkan bahwa:

Nama : **M. AQIB SITOMPUL**
NIM : 1420300065
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris/Pendidikan Bahasa Inggris
Alamat : Asrama Kodim

benar telah mengadakan penelitian (Riset) di SMP Negeri 5 Padangsidempuan pada tanggal 08
Agustus 2018 sampai dengan selesai, guna untuk melengkapi penelitiannya yang berjudul :
**“Improving Students’ Writing Skill by Using Fishbone Strategy at VIII Grade SMP N 5
Padangsidempuan”**, sesuai dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN
Padangsidempuan, Nomor : B-1368/In.14/E.4c/TL.00/08/2018 tanggal 07 Agustus 2018.

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Padangsidempuan, 03 Oktober 2018
Kepala SMP Negeri 5 Padangsidempuan



JAMALI, S.Pd
NIP. 19680626 199412 1 001

CURRICULUM VITAE



A. Identify

Name : M. AQIB SITOMPUL
Reg. Num. : 14 203 00065
Place/Birth : Sibuluan I/May, 16th 1995
Sex : Male
Religion : Islam
Address : Street M.Hajirin Sibuluan Raya, Simpang
Tukka, Sibolga, Sumatera Utara

B. Parents

Fathers Name : Dahlan Sitompul
Mothers Name : Ratna Wati Panggabean

C. Educational Bckgrund

1. Elementary School : SD N 15978 Sibuluan I (2007)
2. Junior High School : MTS N Sibolga (2010)
3. Senior High School : MAN Sibolga (2014)
4. University : State Institue for Islamic Studies (2018)