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The Effect of Fishbone Method on Students Writing Ability of Report Text

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Abstract

This research was a quasi-experimental study in which the researcher utilized a pre-test and post-test design to assess the effect of Fishbone method before and after treatment. The population in this study were all of eleventh grade students of SMA Negeri 1 Tanjung Raya in the academic year 2021. The researcher utilized a cluster random sampling to select the sample of two classes. 25 students from the experimental group (class XI Science-1) and 25 students from the control group (class XI Science-3). The instrument of this research was writing tests. T-test was used to analyze the data collected in this research. The result of T-test indicated that sig (2-tailed) of the experimental class (0.000) was lower than sig $\alpha = 0.05$ *or* $t_{observed}$ *was higher than* t_{table} *(*$9.163 > 1.711$*). While sig (2-tailed) of the control class (0.000) was lower than sig* $\alpha = 0.005$ *or* $t_{observed}$ *was higher than* t_{table} *(*$7.197 > 1.711$*). It may be concluded that students who are taught utilizing the Fishbone method achieve better results than students who are taught using traditional teaching methods. It denotes that the alternative hypothesis (Ha) has been accepted whereas the null hypothesis (Ho) has been rejected. As a result, the Fishbone method outperforms traditional teaching methods in terms of students' ability to write report prose.*

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INTRODUCTION

In general, writing is one of the alternative languages for communicating with one another. Writing ability is a skill that is required to pour one's thoughts and feelings onto another in order to persuade the reader to understand what the author is trying to say. Unfortunately, writing is difficult since there are several components that should be understood in order to enhance writing skills, including content, grammar, form, style, and mechanics. According to Sufeni (2018), the most challenging aspect of writing is the content because people don't always know what they should write.

Writing is the most difficult skill to learn since it requires critical thinking to produce words, phrases, and paragraphs all at once. It signifies that writing is the act of producing text. As stated by Mirlohi, Ketabi, and Roustaei (2012), Writing appears to be the most difficult of the four skills learned by students when compared to the others.

In addition, writing is a difficult skill to master. It entails a lengthy, step-by-step procedure. Certain grammatical principles must be followed when writing, as well as the proper use of words in sentences. Every sentence in a paragraph must have certain connections and be organized in a logical manner. Peregoy and Boyle (2008) state that there are various steps to writing: a) Pre-writing. It is the process before writing that is known as idea generation; b) Drafting. Drafting is the process of putting thoughts on paper based on brainstorming and concepts; c) Revising. Rearranging supporting information, reviewing or changing sentences is the phase of revising; d) Editing. It is the process in which spelling, grammar, punctuation, and other errors are corrected; and e) publishing. It is the last phase, and it is when the paragraph's final copy is created. The final copy will be shared with another person at this step.

Moreover, Rass (2001) claims that writing is a tough skill for non-native speakers, such as Indonesians, because they are required to create written work that exhibits mastery of all parts of a foreign language, including content, organization, vocabulary, and technique. While the standard competency of writing skills is established in the curriculum 2013, there are numerous sorts of text that students in Indonesia should be able to grasp. Each of these writings has distinct traits that set it apart from the others. Among the thirteen types of texts, one form of text that students should master, especially for eleventh grade students, is report text.

A report text is a text that provides general information about subjects such as people, places, and things. It includes facts, descriptions, and information. The information must be accurate; the writer cannot alter or add to it. Report text, according to Hyland (2004, p.19), is "text that delivers factual information, usually by identifying things and then summarizing their qualities." Furthermore, according to Gerot and Wignell (1994, p.196), the social function of report text is to describe how things are in our environment, including natural, man-made, and social phenomena.

There are several studies have been conducted related to this research (Tristy, 2010; Octaria, 2012; Novita, 2014; Agustina 2014; Fhadila, 2018). Tristy (2010) conducted classroom action research entitled Improving Students Skill in Writing Report Text with All About Animal VCD. Next, Octaria (2012) conducted research entitled Improving Students Achievement in Writing Report text Through Semantic Mapping Technique by using classroom action research. Novita (2014) did the research about using Inverted Pyramid to teach writing Report. While Agustina (2014) did the research about teaching writing a report using the Lotus Blossom Strategy. And Fhadila (2018) conducted classroom action research about teaching writing report text through Mind Mapping.

From the previous study above, it can be concluded that there is no experimental research about writing report text. Moreover, the previous researchers have been conducted many methods, techniques, or strategies to improve students writing ability. Unfortunately, among some methods that apply in teaching writing report text, there

are still other methods that have not been studied, such as chain writing, modeled writing, and Fishbone method.

The fishbone method is one of the alternate methods for improving students writing abilities, particularly in report writing. The Fishbone method is a type of diagram that aids in the organization of ideas in writing so that students can order their thoughts in a unique way before beginning to develop them into a text. According to Watkins et al. (2011, p.198), there are several advantages to employing a fishbone diagram, including: a) it is simple to execute; b) it allows students to focus more; and c) it reveals several areas of weakness that may be addressed before generating further difficulties.

The fishbone method has been the subject of some past research. The first one come from from Safitri (2016), the study is about the influence of using Fishbone Ishikawa to improve students' writing skill. Experimental research was used to conduct the study. The post-test findings revealed that the experimental and control classes' mean scores were considerably different. It reveals that the t-value is 4.67, and that it is more than the p-values of 0.05 (2.0106) and 0.01 (2.6822). Finally, Fishbone Ishikawa could be used to teach English, particularly writing skills.

The second study, The Effect of the Fishbone Method on Students' Achievement in Writing Analytical Exposition Text, was conducted by Sidabutar (2016). A quasi-experimental design was used to perform the research. The degree of freedom (df)= 54 revealed that the t-observed value is bigger than the t-table value (3.69>1.701). The fishbone method had an impact on students' analytical exposition writing skills, according to the conclusions of the data analysis study.

Following a comparison and contrast of the prior investigations, it is clear that there are some differences and commonalities. The results of prior trials have all been favourable. The findings show that the fishbone method has a greater impact on students' writing abilities. Therefore, the researcher experimented with the research design.

METHOD

This research was a quasi-experimental study in which the researcher utilized a pre-test and post-test design to assess the effect of treatment before and after. Mackey and Gass (2005, p.146) assert that to investigate the research question, a quasi-experimental study with a comparison or control group is used. The goal of this research was to find empirical proof of the Fishbone method's influence on students' ability to create report writing. The researcher divided the population into two classes: the experimental class and the control class. To begin, the researcher administered a pre-test to both classes in order to assess the students' writing abilities before to instruction. The researcher then taught the students in the experimental class using the Fishbone method, whereas the students in the control group were taught using the traditional method. Both classes share the same learning content and duration. The researcher administered the post-test to both classes after five meetings.

The population in this study were all of eleventh grade students of SMA Negeri 1 Tanjung Raya in the academic year 2021. The researcher utilized a cluster random sampling to select the sample of two classes. 25 students from the experimental group (class XI Science-1) and 25 students from the control group (class XI Science-3).

A written test including a pre-test and a post-test was used to collect the data. After being given a report text topic, the students took the written test. The students are then given the task of defining their theme. In a nutshell, the researcher assigned students an animal-related topic. Furthermore, students should specify the types of animals they will write about in a report text. The students spent roughly 90 minutes writing the report text. After the students finished writing their material, the researcher graded it using the previously validated rating score.

Next, the researcher used SPSS 25 to perform the normality and homogeneity tests. The researcher then used the paired T-test in SPSS 25 to analyze the data. It's utilized to see if the hypothesis is correct by comparing the scores of students in the experimental and control groups.

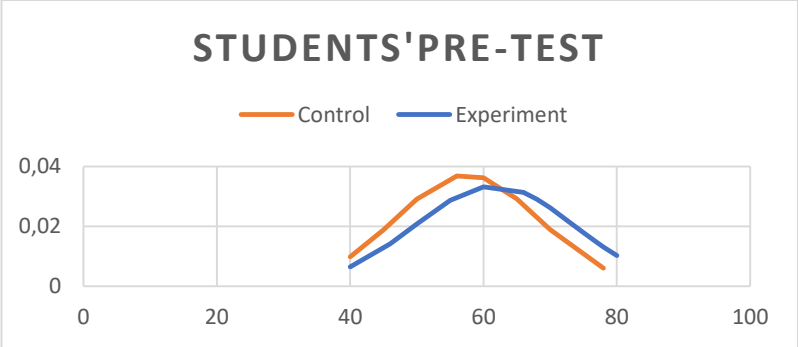
RESULT AND DISCUSSION

Research Finding

This research was conducted at the eleventh-grade students of SMA Negeri 1 Tanjung Raya in the academic year of 2021. There were 183 students which were divided into six classes. Two of them were chosen as samples of this research, class XI Science 1 which consisted of 25 students as an experimental class, and class XI Science 3 which consisted of 25 students as control class. There was a set of data to be described in this research. The data was the students' writing scores (pre-test and post-test) which were used to measure students' writing ability of report text.

1. Pre-test Result

The result of Students' pre-test can be seen in the following graphic.



Graphic 1. The Results of students Pre-test

The graphic above shows that students writing in experimental class have a maximum score of 80.00 and a minimum score of 40.00. The mean score is 61.64, the standard deviation is 12.15, and the variance is 147.65. Students writing in control class have a maximum score of 78.00 and a minimum score of 40.00. The mean score is 57.52, the standard deviation is 10.94, and the variance is 119.84. The mean score of students writing tests in the experimental class was higher than the mean score of students writing tests in the control class (61.64.>57.52), according to the analysis. Furthermore, the standard deviation of the experimental class (12.15>10.94) was larger than the standard deviation of the control class.

2. Post-test Result

The researcher not only analyzes data from pre-test scores, but also data from post-test scores. The following graph depicts the results of the students' post-test.

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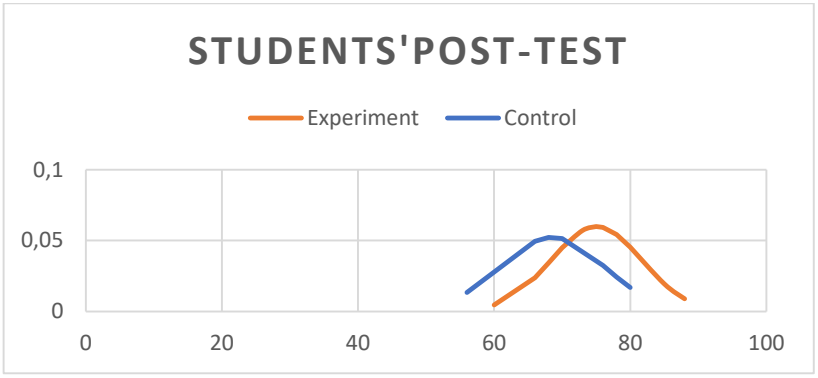

Graphic 2. The Results of Students Post-test

The graphic above shows that students writing in experimental class have a maximum score of 88.00 and a lowest score of 60.00, with a mean score of 75.04, variance of 46.20, and standard deviation of 6.79. Students writing in control class have a maximum score of 80.00 and a minimum score of 56.00, with a mean score of 68.56, the standard deviation is 7.78, and the variance is 176.00. The mean score of students writing tests in the experimental class was higher than the mean score of students writing tests in the control class ($75.04 > 68.56$), according to the analysis. But the standard deviation of the experimental class was lower than the standard deviation of control class ($6.79 < 7.78$).

Normality Testing

Normality testing is done to determine if the data is normally distributed or not in both classes. The researcher analyzed the normality of writing tests by using the Kolmogorov-Smirnov formula in SPSS 25. The following is a description of the normality testing result.

Table 3. The Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Scores	Pre-test of Experiment	.160	25	.098	.946	25	.201
	Post-test of Experiment	.138	25	.200*	.966	25	.557
	Pre-test of Control	.154	25	.130	.954	25	.314
	Post-test of Control	.151	25	.147	.923	25	.061

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The pre-test and post-test scores of students in both experimental and control classes are normally distributed, as shown in the table above. The significance level of each class is higher than the significance level of the table ($\alpha = 0.05$). The significant level for the experimental class is 0.098 for pre-test and 0.200 for post-test, which is greater than $\alpha = 0.05$. The significant level for the control class is 0.130 for pre-test and 0.147 for post-test, which is higher than $\alpha = 0.05$.

Homogeneity Testing

The homogeneity testing was used to find out whether the data in both experimental and control classes are homogenous or not. To find out the homogeneity

of the data, the researcher used Levene formula by using SPSS 25. The result of the homogeneity testing is described as follows.

Table 4. The Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pre-test	Based on Mean	.455	1	48	.503
	Based on Median	.278	1	48	.601
	Based on Median and with adjusted df	.278	1	46.349	.601
	Based on trimmed mean	.443	1	48	.509

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Post-test	Based on Mean	1.039	1	48	.313
	Based on Median	1.026	1	48	.316
	Based on Median and with adjusted df	1.026	1	47.934	.316
	Based on trimmed mean	1.062	1	48	.308

The data from the pre-test and post-test are homogeneous, as shown in the table above. The significance levels of the pre-test (0.503) and post-test (0.313) are both higher than the significance level of 0.05.

Hypothesis Testing

In this research, the researcher used T-test formula by using SPSS 25. T-test is used to know whether there is a significant effect of using fishbone method or not.

The hypothesis is as follows:

H_a = Fishbone method produces higher results on students' ability in writing report text than the conventional teaching method

H_0= Fishbone method does not produce higher results on students' ability in writing report text than the conventional teaching method

If $t_0 > t_{table}$ or significance was <0.05 in the significance degree 5% the Ha is accepted and H_0 is rejected. It means the students who are taught by using the Fishbone method have higher results than the students who are taught by using the conventional teaching method.

If $t_0 < t_{table}$ or significance was >0.05 in the significance degree 5% the Ha is rejected and H_0 is accepted. It means the students who are taught by using the conventional teaching method have higher results than the students who are taught by using the Fishbone method.

The result of the hypothesis testing is described as follows

Table 5. The Hypothesis Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre-test Experiment - Post-test Experiment	-13.400	9.309	1.862	-17.243	-9.557	-9.163	24	.000
Pair 2	Pre-test Control - Post-test Control	-11.040	6.024	1.205	-13.527	-8.553	-7.197	24	.000

The table above shows that sig (2-tailed) of the experimental class (0.000) was lower than sig $\alpha = 0.05$ or $t_{observed}$ was higher than t_{table} ($9.163 > 1.711$). While sig (2-tailed) of the control class (0.000) was lower than sig $\alpha = 0.005$ or $t_{observed}$ was higher than t_{table} ($7.197 > 1.711$). It may be concluded that students who are taught utilizing the Fishbone method achieve better results than students who are taught using traditional methods. It denotes that the alternative hypothesis (Ha) has been accepted while the null hypothesis (Ho) has been rejected. As a result, the Fishbone method outperforms traditional teaching methods in terms of students' ability to write report text.

Discussion

Some study findings are to be discussed based on the statistical analysis of the data. The Fishbone Method, for example, may be an excellent way to improve students' ability to write report text. Students can compose a text by following the phases of the Fishbone method, which are based on the generic structure of report text.

The second is the difference in writing skill between students who were taught using the fishbone method and those who were taught using the traditional teaching method. According to the findings of this study's T-test, there was a substantial difference in the students' ability to write report text between the two classes. Students who were taught utilizing the Fishbone method scored higher than students who were taught using the conventional teaching method. The Fishbone method assisted students in creating an outline, which they then refined into an excellent report text writing.

Moreover, the result of the research is in line with the research by Safitri (2016), the study is about the influence of Fishbone Ishikawa on students' writing Skill. Experimental research was used to conduct the study. The post-test findings revealed that the experimental and control classes' mean scores were considerably different. It reveals that the t-value is 4.67, and that it is more than the p-values of 0.05 (2.0106) and 0.01 (2.6822). Finally, Fishbone Ishikawa could be used to teach English, particularly writing skills.

The next study comes from Sidabutar (2016). The study is about the effect of the Fishbone Method on students' writing analytical exposition Text. It was conducted by

A quasi-experimental design was used to perform the research. The result revealed that the t-observed value is greater than the t-table value (3.69>1.701) with degree of freedom (df)= 54. According to the findings of the data analysis study, the fishbone method had an impact on students' analytical exposition writing skills.

In this research, Fishbone method used in experimental class provides more opportunities for students to develop their writing skills. This method aids students in organizing their thoughts in writing so that they can structure them in a unique way before beginning to develop the ideas into a text. As a result, the Fishbone method generates better results in terms of students' ability to write report text.

CONCLUSION

The fishbone method can be used to teach writing in a different way, especially report writing. This method helps students to organize ideas in writing, so their writing skills can be improved. It is proven by the result of the hypothesis testing calculation, sig (2-tailed) of the experimental class (0.000) was lower than sig $\alpha = 0.05$ or $t_{observed}$ was higher than t_{table} ($9.163 > 1.711$). While sig (2-tailed) of the control class (0.000) was lower than sig $\alpha = 0.005$ or $t_{observed}$ was higher than t_{table} ($7.197 > 1.711$). It may be concluded that students who are taught utilizing the Fishbone method achieve better results than students who are taught using traditional teaching methods. It indicates that the alternative hypothesis (Ha) has been accepted whereas the null hypothesis (Ho) has been rejected. As a result, the Fishbone method outperforms traditional teaching methods in terms of students' ability to write report text.

Moreover, it is proposed that future study be conducted on a bigger population and sample size in order to obtain knowledge and empirical data. It is also suggested to do the same research for other skills and other types of writing text.

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