

**TEACHING WRITING AN ANALYTICAL EXPOSITION TEXT TO
SENIOR HIGH SCHOOL STUDENTS BY USING THE FISHBONE
TECHNIQUE**

PAPER

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For Strata One (S1) Degree*



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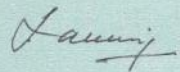
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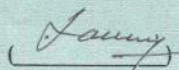
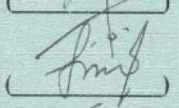
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ABSTRAK

Putri, humaira. 2013. Teaching Writing an Analytical Exposition Text to Senior High School Students by Using Fishbone Technique. Paper. Jurusan Pendidikan Bahasa Inggris. Universitas Negeri Padang.

Menulis merupakan salah satu dari empat keterampilan yang harus dikuasai dalam mempelajari Bahasa Inggris di SMA. Oleh karena itu, siswa diharapkan memiliki pemahaman yang baik terhadap semua aspek-aspek yang berkaitan dengan menulis. Namun pada kenyataannya tetap banyak siswa yang menghadapi kendala dalam menulis, seperti kurangnya ide dalam menulis, kurangnya kosa kata Bahasa Inggris sehingga siswa bingung untuk melanjutkan tulisannya, kurangnya pengetahuan tentang menulis teks Bahasa Inggris karena sedikitnya perhatian yang diberikan guru pada kegiatan menulis. Kesulitan-kesulitan tersebut juga disebabkan karena kurang menariknya teknik yang digunakan oleh guru di dalam proses pembelajaran. Diantara berbagai macam strategi dalam menulis, *Fishbone Technique* merupakan teknik yang dirancang untuk membantu siswa dalam menulis teks Bahasa Inggris, khususnya teks monolog *analytical exposition*. Teknik ini menggunakan diagram seperti tulang ikan yang bertujuan untuk mempermudah siswa menulis dengan membuat outline atau draf penulisan pada diagram. *Outline* yang ditulis pada diagram dilanjutkan dengan menyusunnya dalam bentuk teks, sehingga terbentuklah teks *analytical exposition*.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an important subject in school. Since English is one of the subjects which are examined in final examination, it should be taught in both senior and junior high school. Furthermore, vocabulary and grammar are not the only elements of English being taught. They are united in four skills, which are listening, speaking, reading and writing skill. Those skills are taught in junior and Senior High School integratedly.

As a part of English study, writing is one of the important skills that one should be learned. Since writing is one of productive skills, learners should be able to write their topic material in English. By doing writing activity, learners can provide information for readers, persuade readers, express themselves through their written style and create literary works. Writing is one of the media to communicate between reader and writer, as Troyka (2002:3-4) states that writing is a way of communicating a message to a reader for a purpose. The purpose of writing can be to provide information, to persuade, and to amuse the readers. Writing should be clear and brief, so the reader will get the writer's purpose in the text easily.

Furthermore, the Senior High School Students are expected to be able to write several monologue text that they learn in Senior High School. They are narrative, descriptive, report, news item, exposition, explanation, and

procedure text. Based on the writer's experience when teaching practice in one of Senior High School in Payakumbuh, writing analytical exposition text is difficult for the students. The students do not master the vocabularies which are related to the analytical exposition text and the grammatical pattern is used for composing the analytical exposition. The students are also hard to compose the text because of lack of idea about the topic. Sometimes, the topic given is not interesting and unfamiliar to the students. In addition, since analytical exposition text requires argument and thesis, they also have difficulty in creating arguments which support the thesis, connecting one argument with other arguments, and difficulty in organizing the order of the arguments to create good analytical exposition text.

Moreover teachers might also contribute their students' difficulties in writing analytical exposition text. *First*, the class is not interesting. Some of the teachers only focus on teaching grammar more than applying the grammar into written work. *Second*, the teachers do not explain how to compose an analytical exposition text to their students. Mostly, the teacher asks the students to write the text based on the topic after teaching the grammatical pattern of analytical text. *Third*, the teacher and students do not discuss together while composing the paragraph. Teacher gives the writing assignment to them but giving less attention to their students' work too often. Commonly, teacher just assesses their students' writing at the end of the lesson.

Based on the problems above, it is necessary for the teacher to find the appropriate technique to teach analytical exposition text. There are several

techniques in teaching analytical exposition text, such as collaborative writing, a technique of learning which allow the students to collaborate with their peers in producing or writing a text, scamper technique, a technique to make student to have creative thinking, and fishbone technique, a technique which use the fishbone diagram to show the effects and the causes relationship. From the techniques above, writer choose the fishbone technique in teaching writing analytical exposition text.

The fishbone technique is a technique that uses diagram looks like fishbone or skeleton of fish. Fishbone diagram consists of cause and effect diagram that shows the relationship between each cause of the problem and the effect of the problem that is provided. Fishbone technique is recommended for teaching analytical exposition text because of clear visual representation of causes and the effect from the text and the brainstorming activity that is done before creating diagram.

B. Limitation of Problem

Based on the identification of the problem, the problem is limited to teaching writing analytical exposition text through “the fishbone technique”. This technique leads the students to find the topic, analyze the effect and cause and compose them into analytical exposition text.

C. Formulation of Problem

Based on limitation of the problem above, the problem of this research is formulated as follows: “How is the fishbone technique used to teach analytical exposition toSenior High School students?”

D. Purpose of the Paper

The purpose of the study is to explain how “the fishbone technique” is used in teaching analytical exposition text in Senior High School. By using this strategy, the writer hopes that it can be a guidance and reference for teacher in teaching analytical text to Senior High School students.

CHAPTER IV

CONCLUSION AND SUGGESTIONS

A. Conclusion

Analytical exposition text is an argumentative text which is used to persuade the readers that something is the case. Writing analytical exposition text is difficult for students. The difficulties are; *first*, the students are difficult to support their thesis with arguments. *Second*, they find it difficult to connect one argument with other arguments. *Finally*, they are difficult to organize the order of their arguments in creating good analytical exposition text.

Therefore, teacher needs to find a suitable technique in teaching in teaching writing of this text. One of the techniques is “the fishbone technique”. The fishbone technique is the technique which helps in identifying and organizing relationship between cause and effect in the text. Fishbone technique uses a diagram which looks like the skeleton of fish. This diagram classifies the causes and the effect directly. The effect is written on the “head” of the skeleton, while the causes are written on the “bones” of the skeleton. Choosing the effect and the causes is done through brainstorming. Brainstorming activity helps students to connect their own knowledge with the knowledge received.

Furthermore, there are some benefits of applying “fishbone techniques”. *First*, the effect and causes are displayed directly to the students.

The effect is placed on the “head” while the causes are placed on the “bones” of the skeleton diagram. *Second*, the result of brainstorming activities is summarized clearly. *Third*, the cause and effect relationship is described easily; the students can transfer their writing easily. *Fourth*, the topic is focused, because it is written on the “fish head” of the diagram. *Finally*, the diagram is a media which helps the students to rewrite the text.

In conclusion, fishbone diagram is a diagram that is used for determining the causes and the effect of the text. It is suitable for teaching writing analytical exposition text.

B. Suggestions

It is suggested for teacher to use “the fishbone technique” in order to increase the students’ skill in writing. The fishbone technique is the effective technique in teaching analytical exposition text. Since the effect and the causes of a topic are classified, students are able to write the analytical exposition text easily. The fishbone technique is also the suitable technique for curriculum 2013. This newest curriculum emphasizes the cooperation between students. Students is demanded to discover the learning, while the teacher has a role as facilitator of the students.

Moreover, it is also suggested for the teacher to use big picture of fishbone diagram as an example. So, the students see the diagram clearly. Therefore, in observing activity, the students will observe the situation that is described on the picture easily.

Teacher should choose the appropriate and interesting topics that are related to students' ability. If they are interested to the topic, they will be more enthusiastic to write analytical exposition text. In addition, teacher is suggested to explain how to read the diagram, which is read from the left to the right bones. So, the students will know what causes that will be explain further based on the diagram.

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