

**Using “Fishbone Diagram” to Teach Writing Discussion Text to Senior
High School Students**

Paper

Submitted as a Partial Fulfilment of the Requirements

for Strata One (S1) Degree



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2018

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Mengetahui

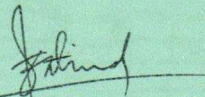
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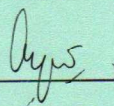
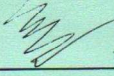
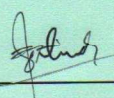
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Abstract

Sufeni, Melza. (2018). Using “Fishbone Diagram” to Teach Writing Discussion Text to Senior High School Students.

Discussion text is one of the texts taught in Senior High School. Students often find it is difficult to understand the text. Fishbone diagram is diagram showing two side of view which is contrasted each other. Due to its structure which contains of two parts, this diagram can also be used in organizing ideas before writing a discussion text. In order to teach discussion text by using fishbone diagram, the writer uses four steps of teaching. First, teacher gives template of fishbone diagram to the students. Second, teacher asks students to start writing the first draft of discussion text. Third, students compare with friends what they have written. Fourth, the teacher guides students to check their friends' work. In conclusion, fishbone diagram can help teacher in teaching writing a discussion text to the students.

Key words: *Writing, Discussion Text, Fishbone Diagram*

Abstrak

Sufeni, Melza. (2018). Using “Fishbone Diagram” to Teach Writing Discussion Text to Senior High School Students.

Teks diskusi adalah salah satu teks yang diajarkan di SMA yang paling dianggap sulit bagi siswa. “Fishbone diagram” adalah salah satu strategi yang menunjukkan dua sisi tampilan yang saling berlawanan. Karena strukturnya yang terdiri dari dua bagian, diagram ini juga dapat digunakan dalam mengatur ide sebelum menulis teks diskusi. Untuk mengajarkan teks diskusi dengan menggunakan fishbone diagram, penulis menggunakan empat langkah mengajar. Pertama, guru memberikan template dari fishbone diagram kepada siswa. Kedua, guru meminta siswa untuk mulai menulis draf dari teks diskusi . Ketiga, siswa membandingkan dengan teman apa yang telah mereka tulis. Keempat, guru membimbing siswa untuk memeriksa hasil kerja teman mereka. Kesimpulannya, fishbone diagram dapat membantu guru dalam mengajar menulis teks diskusi kepada siswa.

Kata kunci: *menulis, teks diskusi, fishbone diagram*

ACKNOWLEDGEMENTS

Alhamdulillahirrabil'amin, all praise is upon Allah *Subhanahu Wata'ala*, the Lord of every living creature, with his uncountable blessing and kindness that has given the writer good health and welfare to finish this paper entitled: ***Using “Fishbone Diagram” to Teach Writing Discussion Text to Senior High School Students***. Also, *Shalawat and Salam* are delivered to the greatest leader for human beings, the Prophet Muhammad *Salallahu 'Alaihi Wasallam*.

Furthermore, the writer would like to express her sincere gratitude to the honorable advisor, Sitti Fatimah. S.S. M. Ed. Ph. D, for the valuable assistance and inspiration to the completion of this paper. Her sincere thanks also go to the examiners, Dra. Aryuliva Adnan, M. Pd and Desvalini Anwar, S.S., M. Hum., Ph. D. The writer also would like to express deep gratitude to Fitrawati, S.S, M.Pd, as her academic advisor for her guidance and advice during her study. Moreover, the writer does not forget to express their thanks to all the lecturers and staffs of English Department for sharing her precious knowledge and learning experience in college.

Finally, the writer expresses her sincerest gratitude to her great and beloved parents and all big family members, who always give her countless love, send her powerful prayers, and also give supports which help the writer to finish her study. The writer lastly would like to express her thanks to Elsa, Sri, Nisa, Fedlisya and other *K1-2014* fellows for the unforgettable moment she had while studying in English Department.

Padang, August 2018

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing ability is a skill one needs in order to pour thoughts and feelings on others to influence the reader to arrive at what the author means. However, writing is not easy. According to Mirlohi, Ketabi and Roustaei (2012), writing, as one of the four skills learnt by the students is the most difficult skill as compared to others. Similarly, Evans and Green (in Togatorop, 2015) say, “students may perceive all aspects of academic writing to be difficult.” Those aspects are language-related and the structure/ content related components. The language related components describe about idea in communicating, appropriately, accurately, and smoothly. Meanwhile, the structure/content-related components include method sections, the writing references, and the writing results section. Those aspects make writing become difficult because in academic writing those aspects should be included. Fulfilling all aspects is hard for students, especially for Senior High School students hence they are beginner.

Related to the difficulties in writing, Arianti and Fitriana (2017) stated that there are four major problems faced by EFL students in essay writing; they are particularly those grammatical, punctuation, spelling and psychological issues. It is suggested that teachers need to increase students' motivation to write essays and provide various writing activities that support such as peer correction and frequent use of dictionaries. It is difficult for the EFL teacher to find for authentic materials to ease students understand what the teacher explained.

The ability to write must be possessed by students because it is very important when writing during English language learning. Based on these statements, it can be seen that

writing is one of the subjects that need to be mastered by students because in writing students can convey all the thoughts, feelings and ideas that the students have.

Writing also includes an indirect mean of delivering messages in everyday life. Writing is needed in communication activities between people to others. The example of this is writing short messages, writing memos, writing diaries and writing essays. Jozsef (2001) stated that the goals of writing are to compare and contrast the text organizing pattern between L1 and L2. Thus, through writing students can understand the way of organizing text in English and recognize the differences. Writing is a productive activity which requires a lot of experience, knowledge, understanding, and exercises. There are various kinds of student writing activities in school one of which is to write a discussion text.

In Indonesia, English is categorized as a foreign language. As an EFL learner, there are several types of texts that should be mastered by students. Types of text or commonly called the genre. Classification genres in English are influenced by several things, including: the purpose of the author to write the text, the function of the text, the language structure (generic structure) used and the language features used in the text. In addition, Devitt in Nahotko (2016) stated that the genre of texts helps to identify the construction of a situation. This helps students to see make assumptions not only from the text they read, but also from the aims of the text, subject of the text, and author perspective.

Furthermore, there are several types of writing that should be learnt by senior high school students in Indonesia, such as, procedure, descriptive, narrative, recount, report, news item, analytical exposition, hortatory exposition, spoof, explanation, and discussion. It means that there are so many kinds of text that should be taught in senior high school

level. Specifically, from four types of text (narrative, explanation, review and discussion) taught in the third grade, discussion text is one of the types that should be learnt.

Discussion Text is a writing that presents a problem issue, containing elements of pro and con. These issues will be discussed from two different points of view. In this case there are parties to the pros and cons of a paper that discourse or debate a problem discussed from different viewpoints. Niandari and Jufri (2012) mentioned that discussion text consist of some pros and cons opinion related to an issue.

In the daily life of a student, there are various events that require students to indirectly observe the event so as to cause student opinions. Therefore, the discussion activity is very important for students. Discussion text is one of the texts taught in high school. Students often find it is difficult to understand the text. The purpose of the discussion text is to address a problem or issue under consideration from at least two points of view, before arriving at a conclusion or recommendation by presenting an issue or information by exposing some of the opinions of experts in the art and usually the opinions described are contradictory (pro and contra).

On the other hand, many teachers also face difficulties in teaching writing discussion text. Based on research conducted by Sufyan (2015) there are several difficulties faced by teacher in teaching writing discussion text. It is found out that students are lazy to find the data or sources to supports their idea in writing. Students' laziness is cause by they love to make a joke and talking with their friends. It leads to do incomplete task by the students, so teacher cannot check or measure the task. If the task converted to homework students did not do it seriously. Students did a lot of mistakes such as grammar and spelling. Thus, it takes time to teach writing discussion text to the students, based on the result of interview he found out that the teacher just gave the score carelessly due to the fact that students

makes many mistakes and teacher teaches many class. In addition, according to Gusdiana and Rosa (2013) the problem faced by EFL learners in writing discussion text are; first difficulty to develop the idea. Second, it is difficult to survive on one argument and the last is the way the teacher explains the lesson.

To help students understand the text easily, teachers need to apply an engaging strategy in the learning process. Actually, there are many strategies that can be implemented in teaching writing, for example brain storming, Venn diagram, board games, fishbone and etc. In fact, some of the students find difficulties in comprehending the text. For example, they find it difficult to in the aspects of vocabulary, developing the ideas and arguments. Therefore, the teacher has to choose the appropriate strategy in teaching in order to ease the students understand the materials. Thus, the process of teaching and learning runs successfully. In this paper, the writer will introduce one of the effective strategies for writing discussion text that is by using fishbone. As it is mentioned above, discussion text consists of pros and cons. Fishbone diagram is diagram showing two side of view which is contrasted each other. Due to its structure which contains of two parts, this diagram can also be used in organizing ideas before writing a discussion text.

Regarding to “fishbone” diagram, the research about implementation of fishbone diagram in teaching discussion text is not found. However, fishbone diagram have been using in teaching and learning process. It is proved by some researches that have been conducted. First, research conducted by Yudhie (2014). He found out that fishbone diagram can be implemented in teaching reading Germany. Second, research conducted by Andini (2016) the finding showed that using fishbone diagram can improve students’ ability in understanding the homophone vocabulary. Last, research conducted by Widyahening (2018) it is found out that fishbone diagram is a very good technique to enhance students’ ability in reading.