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DEVELOPING ENGLISH WRITING MATERIALS BASED ON FISHBONE TECHNIQUE FOR GRADE X STUDENTS OF SMKS AL WASHLIYAH 12 SEI RAMPAH

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Abstract

The research aimed to develop and determine the effectiveness of the Fishbone method for improving student writing skills. This study incorporates development research as a research design. The process encompasses a research and development (R&D) cycle that includes processes such as research findings analysis, field testing, and revision. This method is used to remedy faults discovered during the field test stage. The study involved Grade Eleventh students at SMA AL WASHLIYAH 12 SEI RAMPAH, using the Ishikawa Diagram as a visual tool. The research used techniques such as study literacy, interview, observation, group discussion, and documentation. The results showed that the Fishbone method could improve student writing skills by 50%, accurately describe student needs, and be more effective than common methods. The mean percentage improvement in the experimental class was 61,39%, while in the control class it was only 30,66%.

***Keywords**: RnD, Writing Skill, Fishbone*

Abstract

Penelitian ini bertujuan untuk mengembangkan dan menentukan efektivitas metode Fishbone dalam meningkatkan keterampilan menulis siswa. Studi ini menggabungkan penelitian pengembangan sebagai desain penelitian. Proses ini mencakup siklus penelitian dan pengembangan (R&D) yang meliputi proses seperti analisis temuan penelitian, pengujian lapangan, dan revisi. Metode ini digunakan untuk memperbaiki kesalahan yang ditemukan selama tahap uji lapangan. Penelitian ini melibatkan siswa Kelas Sebelas di SMA AL WASHLIYAH 12 SEI RAMPAH, menggunakan Diagram Ishikawa sebagai alat visual. Penelitian ini menggunakan teknik seperti literasi studi, wawancara, observasi, diskusi kelompok, dan dokumentasi. Hasil penelitian menunjukkan bahwa metode Fishbone dapat meningkatkan keterampilan menulis siswa sebesar 50%, menggambarkan kebutuhan siswa dengan akurat, dan lebih efektif dibandingkan metode umum. Persentase peningkatan rata-rata di kelas eksperimen adalah 61,39%, sementara di kelas kontrol hanya 30,66%.

***Kata kunci**: RnD, Keterampilan Menulis, Fishbone*

1. INTRODUCTION

To learn English, we must be able to write, talk, listen, and read at the very least. Writing in English is essential for a variety of worldwide literary contexts, including corporate transactions, legal documents, files, media, political and military agreements, and advertising. It is also used in education. Writing comes in a variety of forms, including academic, creative, and personal writing. Academic writing is the most crucial kind of writing that language learners need to comprehend. Since the goal of writing is to produce written content, it is imperative that students understand the fundamentals of writing, especially those enrolled in high school.

According to the 2013 Curriculum, students need to be able to create specific, short functional texts in addition to comprehending the nature of writing. Additionally, writing can help children learn English more effectively. However, the author's observations reveal that many students struggled to write descriptive writings or even struggled to identify and develop primary concepts. Based on observational data, 36 students received a writing score of 68; 13 students received a score of 70; 9 students received a score of 73; and 4 students received a score of 75. This indicates that the writing skills of over 60% of the 36 pupils were deficient. It becomes an issue when pupils struggle to organize their thoughts into a text sometimes they're not even sure where to start while writing.

The results of interviews with headmaster and teachers show that nothing has been developed fishbone technique for grade X students of SMKS Al Washliyah 12 Sei Rampah. As a result, we require a method to assist pupils, particularly with writing. The fishbone technique is one of the methods that are accessible. Fathurrohman, M. (2015). "Writing is a process, namely the process of pouring ideas or ideas into deep written language the practice of the writing process is manifested in several stages which constitute one a more complete system". Then according to Danim's idea (2017) "Writing is one side of language skills, because of their nature, then the exercises are continuity is a requirement. The author must have a lot of experience and vocabulary." Meanwhile, Cahyaningrum, et al (2018) states "Writing skills are very important to be taught at various levels education. In the world of education writing skill is one of the skills emphasis on training and development, in addition to reading and arithmetic.

Many experts have put forward the notion of writing (Boals in Qismullah, 2018) states "Writing is a process of making meaning and a series of text-making activities including generating, organizing, and developing ideas in sentences as well arrange, shape, re-read text, edit and revise a text. Writing skill is a form or form of language ability or skill the last language learner mastered after listening, speaking, and reading.

Regarding fish bones, it gives pupils instructions on how to make a graphic representation that demonstrates the connection between the subject and the several factors that influence it. The model's form is similar to the skeleton of a fish. The fishbone represents both the topic to be investigated and the factors, or groups of related factors, associated with the topic. It is fun for students to write in a creative way (Slameto, 2016; Shinde et al., 2018). To overcome this problem, the researcher proposes using the fishbone technique to develop students' writing skills in ELT based on Ishikawa's theory with the 4-step fishbone diagram; preparation, drawing, identification, and production.

2. METHODOLOGY

Development research becomes a research design in this research. The process involves a research and development (R&D) cycle, which consists of the steps of studying research findings, field testing, and revising. This process is used to correct deficiencies found at the field test stage. The following are the steps of the R&D cycle taken from Borg & Gall, which consist of research and information gathering, planning, initial product development, initial field trials, major product revision, dissemination, and implementation. In short, the R&D cycle can be categorized into three main stages: information research and testing, initial product development, and evaluation. Research and information gathering involve analysis, interviews, and observation. The planning stage involves focus group discussions with teachers and students.

The development of the preform product involved analyzing data collection for the design of descriptive writing materials. Data are collected from questionnaires, interviews, and observations. Questionnaires, interviews, and observations function as needs analysis tools to create a profile between students' needs, wants, and deficiencies. The preliminary field trials involved applying the preliminary descriptive writing design. The main product revisions include the initial revision of descriptive writing materials, and the dissemination and implementation include the implementation of the final descriptive writing skill through fishbone technique at SMKS Al Washliyah 12 Sei Rampah.

R&D cycle from Borg&Gall (2019) states the process of developing takes more presentation of this process. The process doesn‘t end with the development steps. Furthermore, it will continue with the validating and revising steps. Educational research and development (R&D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R&D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on the findings, field testing it in the setting where it will be used

eventually, and revising it to correct the deficiencies found in the field testing stage. Indicate that the product meets its behaviorally defined objectives.

Conceptually, the research and development approach includes 10 general steps, as outlined by Borg & Gall in the following model:

a. Research and information gathering; This step includes, among other things, literature studies related to the problem being studied, and preparation for formulating a research framework;
b. Planning; This step includes formulating skills and expertise related to the problem, determining the goals to be achieved at each stage, and if possible/necessary carrying out a limited feasibility study;
c. Developing the initial form of the product, namely developing the initial form of the product to be produced. Included in this step is preparing supporting components, preparing guidelines and manuals, and evaluating the suitability of supporting tools;
d. Preliminary field trials, namely conducting initial field trials on a limited scale. by involving as many as 6-12 subjects. At this step data collection and analysis can be done by means of interviews, observation or questionnaires;
e. Revision of the main product, namely making improvements to the initial product produced based on the results of the initial trial. It is very possible for this improvement to be carried out more than once, according to the results shown in limited trials, so that a draft of the main product (model) is obtained which is ready to be tested more widely;
f. Main field trials, main trials involving all students.
g. Revision of operational products, namely making improvements/refinements to the results of wider trials, so that the product developed is an operational model design that is ready to be validated;
h. Field operational test, namely the validation test step of the operational model that has been produced;
i. Revision of the final product, namely making final improvements to the developed model to produce the final product;
j. Dissemination and implementation, namely steps to disseminate the products/models developed.

The schematic is referenced from the main steps in the Borg and Gall R&D cycle. The adaptation is manifested in the form of technical planning, targets and types of activities to be carried out at each stage. The population is the main subject in a study,

where the population in this research consists of the 10th grade students of SMKS Al Washliyah, 12 Sei Rampah, comprising two classes with a total of 44 students. The sample is a subset of the population that is used as the research subjects. In this study, the class with the lowest scores during the observation results is the one selected as the sample.This research is focus at the development of english writing material based on fishbone technique. Fathurrohman, M. (2015). states "Writing is a process, namely the process of pouring ideas or ideas into deep written language the practice of the writing process is manifested in several stages which constitute one a more complete system". Then according to Danim's idea in the journal Qodaroh (2017) "Writing is one side of language skills, because of their nature, then the exercises are continuity is a requirement. Overall, writing skills are one of the language skills. Based on Tarigan explanation (2008) "Writing skills are language skills that are used to communicate indirectly, not face-to-face with other people." Understanding EFL Students' writing skills according to Solchan, et al. (2011) is a skill or ability to convey messages to other parties in writing. Indicator of writing material are the student mastering the aspecs of writing such as; Vocabulary, Language, Content, Organazation, and Mechanics. the assessment student passing the test by scoring >76 according observation sheet and rubric assessment.

Fishbone is often referred to as the Ishikawa Diagram. Mention this diagram is called the Ishikawa Diagram because Dr. Kaoru Ishikawa in the 1960's. The mention of this diagram is the Fishbone Diagram because this diagram resembles a fishbone skeleton whose parts include the head, fins and spines. A fishbone diagram is a visual tool for identifying, tracing, and graphically depicting in detail all causes that cause related to a problem. The basic concept of a fishbone diagram is fundamental problem Placed on the right side of the diagram or in the section head of a fish skeleton. The cause of the problem is described in fins and its thorns. The categories of problem causes are often used as a starting point includes raw materials, machinery and equipment, humans labor (human resources), method (method), mother nature/environment (environment), and measurement (measurement). Six causes of problems this is often shortened to 6M. Other causes of the problem besides 6M could be selected if needed. Indicator of fishbone techniques are the student can discribe their weekness and the problem that cause it,specially at writing material. The assessment of fishbone techniques are how detail the students can discribe their weakness and the problem that cause it,specially at writing material.

3. FINDINGS AND DISCUSSIONS

The Fishbone method is a teaching method that significantly improves students' writing skills. The method involves evaluating the implementation of activities and achievements determined by the teacher beforehand. The study found that the average writing ability of students improved significantly at each stage of the study. Initially, only 30% of students passed the subject, but by the end of the study, 80% of students met the passing criteria. This success was attributed to detailed mapping of student deficiencies using the Fishbone method, ensuring accurate problem-solving solutions were implemented. The researcher identified five indicators of students' needs for English writing material: content, organization, language use, vocabulary, and mechanics. The results of the pre-test and final tests showed that the Fishbone method was effective in improving students' writing ability. The mean value of the N-Gain table showed that the application of the Fishbone method in the control class was not effective, while the experimental class was considered "quite effective" due to the mean value falling within the range of 56-75%. To fulfill this stage, the researcher conducted a pre-test on the 10th-grade students of SMA Al-Washliyah 12 Sei Rampah.

It is evident that the average score for students' writing skill ability is only 66 points. This indicates that students' writing skill level is still at a “Fair” levels. Based on Table 3 above, it was observed that the average score for first indicator has score at 19,3 poin that mean student skill at content indicator only at “fair to poor levels”, at second indicator the average score showed at 14,08 that’s mean student level at second indicator “good to average”, at third indicator it was about vocabulary, the average score showed 14,08 also, that’s mean student vocabulary level at “good to average” level. At fourth indicator, it was about language use, the average score showed at 15,56 point, that’s mean, student “language use” skill at “Fair to poor level”, at the last indicator, it was about mechanics, the average score showed at 2,95 pont, that mean sutdent “mechanics” skill at “Fair to good” levels. Different results were shown in the TSM class where the average score for each indicator of writing ability was still below the TKJ class.

It is evident that the average score for students' writing skill ability is only 63,5 points. This indicates that students' writing skill level is still at a “Fair” levels. Based on Table 4 above, it was observed that the average score for first indicator has score at 18,5 poin that mean student skill at content indicator only at “fair to poor levels”, at second indicator the average score showed at 13,6 that’s mean student level at second indicator “Fair to Poor”, at third indicator it was about

vocabulary, the average score showed 13,5 also, that's mean student vocabulary level at "Fair to poor" level. At fourth indicator, it was about language use, the average score showed at 15,15 point, that's mean, student "language use" skill at "Fair to poor level", at the last indicator, it was about mechanics, the average score showed at 2,95 pont, that mean sutdent "mechanics" skill at "Fair to good" levels. Based on the data obtained from both classes, it can be concluded that the TSM class is the class that will be the control or experimental class in this study.After successfully determining the sample in the study and also obtaining initial data, the next step is to carry out lesson planning.

In this stage, the researcher conducted planning based on the findings obtained from the previous observation activities. Based on the observations made, the researcher and collaborating teachers agreed that the previously used curriculum was not yet focused on achieving improvements in students' writing skill abilities. Therefore, in this stage, the researcher and collaborating teachers developed a more focused learning plan to improve the writing skill abilities of students at SMA Al-Wahliyah 12 Sei Rampah.

The developing product (Learning plans) by using fishbone method. The detail of learning plans could saw at appendix.After the product development had been completed, the next step involved the implementation or execution of activities in the classroom. During this stage, the researcher and collaborating teachers collaborated on a plan for four meetings. At the conclusion of these meetings, the researcher administered a re-test to assess the students' writing skill abilities.

It is known that based on the minimum passing score, there are 8 out of 20 students who have successfully passed, or in other words, 40% of students have passed in the writing ability material.Table 5 above, it is evident that the average score for students' writing skill ability was at 69,9. This indicates that students' writing skill level is still at a "Fair" levels. Based on Table 5 above, it was observed that the average score for first indicator has score at 20,4 poin that mean student skill at content indicator only at "fair to poor levels", but this point was increased than previous score ,at second indicator the average score showed at 14,9 that's mean student level at second indicator "good to average", at third indicator it was about vocabulary, the average score showed 14,75, that's mean student vocabulary level at "good to average" level also. At fourth indicator, it was about language use, the average score showed at 16,9 point, that's mean, student

"language use" skill at "Fair to poor level", at the last indicator, it was about mechanics, the average score showed at 2,95 pont, that mean sutdent "mechanics" skill at "Fair to good" levels. Based on this finding, it can be seen that there has been an improvement in several indicators and also in the average score of students. It is known that there are already 2 indicators that have passed the minimum passing score, namely indicators 2 and 3. Therefore, in the next planning, the material related to indicators 2 and 3 can be reduced and more focused on other indicators.

4. CONCLUSIONS

Based on the results research, the researcher concluded

a. Fishbone method could improve student writing skill with 50% improvement
b. Fishbone method could describe student need in writing skill imporovement
c. Fishbone method was more effective than common method, by the level of effectiveness was "effective enough"

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