Fishbone Strategy in Teaching Writing Recount Text for The Eighth Grade Students of SMP N 2 Habinsaran

1Lisviani Pardede , **2Puan SuriMira Annisa, S.Pd., M.Hum.**

English and Literature Department, Medan
State University, Indonesia

ARTICLE INFO	ABSTRACT
	This study aimed to (1) describe the implementation strategy in teaching writing recount text (2) to analyze the barriers faced by the teacher in implementing fishbone strategy in teaching writing recount text. The participants of this research were 20 students of tenth grade students of SMP Negeri 2 Habinsaran. The type of research method in this study is descriptive qualitative research. The data collection instruments used in this study were observation, interview, and documentation. The teacher was applied the fishbone strategy starting from the Preparation stage, Pre Teaching Stage, Whilst Teaching Stage to the final stage of Post Teaching Stage. Each stage of the teacher performed well and the students' actions when applying the fishbone strategy in writing recount texts were also good. But in implementing the strategy, the teacher has barriers dealing with student deficiencies. It was revealed when the researcher interviewed the teacher after the teaching and learning process was completed.

INTRODUCTION

Writing is a language skill that can convey messages (communication) using written language as a tool. Based on this concept, it can be said that writing is an effort to pour thoughts, feelings and ideas from spoken language into written form. Different from other skills, Writing skills are very complex skills because there are several aspects that must be mastered, namely grammar, content, vocabulary, spelling, and mechanics. According to Tarigan (2008:2) skills that require a long time and intensive training.

As we know there are four skills in English, namely speaking, listening, reading and writing. In this study the author only focus on writing skill. Langan (2001) stated that writing is a process of discovery that involves a series of steps of practices. According to Hogue (2003), "writing is a process of creating, organizing, writing, and improving. Rohmah (2009) stated that "writing involves mastering all elements in the target language such as grammar, content, vocabulary, spelling and mechanics together.

Based on the definition above, it can be concluded that writing skill is the ability to use language to express ideas, thoughts or feelings to others by using written language and the ability as directing and guiding students in writing so that the writing can be directed in terms of grammar, content, vocabulary, spelling and mechanics. Langan (2001) says that there are two reasons why writing skill is very important. First, writing skill is a basic need for English learners to support their academic success. English learners are often asked to do written assignment and their English competence can also be seen from their writing performance. Second, English writing skill is a practical need to support their future carrier. Teaching writing skill is not an easy thing because it does not only pay attention to the structure of the text but also how to create a correct writing.

The term strategy is often used in various contexts with different meanings. In the context of learning, strategy can be understood as a general pattern of teacher and student actions in the realization of learning activities (Rohani, 2014). While learning is defined as a complex process that occurs in all individuals and lasts a lifetime (Siagian, 2012). Thus, learning can be understood as a change that occurs in students as a result of their learning experiences both at school and outside of school. From the above understanding, the learning strategy can be interpreted as a plan in carrying out learning activities that can be carried out by educators with students so that learning objectives are achieved effectively and efficiently. It is also supported by the opinion of Suparman (2004) learning strategies can also be referred to as a systematic way of communicating lesson content to students to achieve certain learning goals.

Fishbone Strategy is one type of strategy that helps in the learning process. McKnight (2010) stated that fishbone also known as the cause-and-effect diagram or Isikawa diagram. It's named after Japanese inventor, Kaoru Isikawa use the fishbone to determine the casual relationships in a complex ideas or event.It is called a fishbone diagram because the shapes of this diagram like a bone of fish. This strategy consists of a diagram containing 6 questions which are from the head to the tail of the fish: what, who, when, where, why and how which is a guide in making a recount text. With Fishbone Strategy, students will be helped in organizing and directing their ideas before being developed into paragraphs of recount text. Garvey (2008) argued fishbone strategy can help to construct some factors that associated with a particular topic and show how they can relate. Moreover, fishbone strategy can motivate them to write and stimulate ideas, can build connections and build correlations between student experiences and new information. Most importantly, this Strategy is an effective tool for the pre-writing stage of the writing process.

Through interview with the teacher at SMP N 2 Habinsaran the researcher found several causes that can make students experience difficulties in writing, namely the lack of mastery of vocabulary, techniques, structures, literature, and ideas, and also even students who are lacking in writing. Most students who rarely write are also confused about how to start, how to systematize writing and organize their ideas. The students often feel bored when studying in class because the teacher only used the conventional way and does not use the strategy in teaching, especially in learning recount text so the students are not motivated to learn. Therefore, the researcher suggested that the teacher apply the Fishbone strategy to help students improve their writing skills in recount text.

According to the problems, the fishbone strategy is the right strategy to be used at SMP N 2 Habinsaran. With a fishbone strategy that used a fishbone diagram consisting of 5W+1H questions from head to tail, students will be directed to start the story from what events happen to how the events happened which is the core of the story by using their own sentences, then it will be developed into a recount text.

METHOD

This research was used a descriptive qualitative research. Sakaran (2017: 109) defines Research design is the entire process needed in planning and implementing research to collect, measure, and analyze data. The qualitative research is discovering the underlaying motives and desires, using in observation, interviews, documentation and questionnaire (Kumar, 2008:8). The purpose of this research design were knew how to implement the fishbone strategy and to knowing what were the barriers faced by the teacher in teaching writing skills of recount text at SMP N 2 Habinsaran.

From the explanation above, the data collection techniques used by researcher in this study are observation, interviews and documentation. In observation the teacher have an observation checklist containing information used by the teacher in the teaching and learning process, then make notes about everything that happened in the classroom. To collect information from the teacher namely by conducting a list of interview as a guide, so that interview was conducted systematically, interview was used to interview teachers about how to implement fishbone strategies and the barriers in teaching writing English. And the last, to collected the documentation namely by taking a picture while the teacher is doing it in the teaching and learning process.

FINDINGS

In this study, the background of the researcher doing this research was that the implementation of this strategy had never been done with a qualitative method and this fishbone strategy had not been applied to writing skills in recount text. The researcher can say that this is the first existing study on the implementation of fishbone strategy to recount text with qualitative method. Of course, this research is very useful and helpful for readers or researchers who will conduct research related to this strategy in the future. Although this research was conducted for the first time, the researcher reads and used related journals as a guide to doing this, so this research is accurate because it was carried out with sufficient sources.

DISCUSSION

This research was conducted by interview and direct observation in class which aims to reveal the facts in depth from the problems raised by the research. During the study, the researcher used the observation sheet as a guide for class observations and this proved that the research was carried out systematically.

The use of this strategy went well and smoothly, because the use of this strategy was very simple so that students did not experience difficulties in the learning process. Apart from the advantages discussed above, this research has weaknesses, such as those carried out in schools far from the city, affecting students' abilities. The researcher can say that students' abilities are still at the intermediate level, so in the learning process teachers often use Indonesian as well as students. After the researcher analyzed the data in the application of the fishbone strategy in writing recount text for class VIII SMP Negeri 2 Habinsaran, it would be explained as follows:

- The preparation stage is where the teacher played an active role in providing materials, models, media and teaching materials in the form of lesson plans at each meeting and the teacher prepares pictures.
- Pre teaching stage is The teacher made sure the students were in good condition and the students sit according to their respective seats. The teacher raised the spirit of the students by inviting them to respond to the greeting spoken by the teacher and a prayer led by one of the students. After that the teacher asked the students to prepare the material.
- Whilst Teaching stage is before the teacher started teaching the students, the teacher explained the definition of recount text, generic structure, and linguistic elements. After explaining about recount text, the teacher was described a fishbone diagram which is a strategy used to make it easier for students to make a recount text through a fishbone diagram consisting of 5W+1H questions. Students listened to the teacher's explanation. Then the teacher showed a picture to provoke students' ideas, where the picture shows a fun situation. The teacher makes an example of his experience and pours it into the question section of the fishbone diagram, then expand it into a recount text. Students were asked to determine the generic structure of the text and also the linguistic elements was collected on a piece of paper. Then the teacher asked each student made their own recount text on a piece of paper according to what has been explained by the teacher. Here students used a dictionary to help translate vocabulary they didn't understand and used the tenses in the dictionary.
- At the Post teaching stage or closing stage, the teacher was provided conclusions from the learning materials that have been discussed. The teacher appreciates the implementation of learning well and thanked the students who had been presented in the English learning class. The teacher managed the time appropriately and according to the lesson plan.

From the explanation above, there were many aspects that contributed to the success of this strategy in improving students' writing skills. Each stage is mutually continuous so it must be carried out according to a predetermined procedure.

In this study, in implementing the fishbone strategy, the barriers faced by the teacher was the lack of students' ability to write recount text instead of using the fishbone strategy it self. From the obstacles that had been described, the main things that become challenges for teacher were students who had difficulty mastering of vocabulary and also the used of grammar. The teacher asked the students always brought their dictionary during English with a noted that the dictionary that was brought is a complete dictionary with learning tenses and grammar, so that each students can learn vocabulary and grammar while learning.

CONCLUSIONS

The research was aimed to reveal how the Fishbone strategy was implemented in writing recount text. As the previous research found that the Fishbone strategy succussed in improving students' writing skills, but there were no explanation how the process of this strategy can improve students' writing skills. Based on the results of data analysis and research findings in the previous chapter, it can be concluded that:

1. Several things support the success in students' writing skills by applying Fishbone strategies. The first is pre-teaching, where the teacher always supported and motivated to students so that they were not confused in expressing the opinions that are in their minds and eliminate doubts in writing. The efforts were given by the teacher by providing pictures as objects of student observation. Students are accustomed to express their observations freely in written form. In Whilst teaching, the teacher showed how the fishbone strategy was applied by making an example of an experience story and pouring it on a fishbone diagram, then asked students to determine the generic structure and also the linguistic elements in the recount text individually. The teacher also asked students to use fishbone diagrams to make a recount text about happy/sad experiences, not forgetting to pay attention to the generic structure and linguistic elements in the recount text. From there, the teacher can see whether this fishbone strategy is a suitable strategy to be used in improving students' writing skills. At the close of the lesson, the teacher was concluded that students do not forget the material they have learned.

2. In applying this strategy in writing recount text, there are several barriers faced by the teacher. The barriers are the weaknesses of the students in the lack of vocabulary, anxiety and the use of grammar in writing. Teacher should be better able to give students practice on the barriers in writing by giving more time and always encourage students to bring a dictionary to find out the meaning of vocabulary that is not understood.

SUGGESTIONS

Based on the results and conclusions above, the researcher also provided some useful suggestions for all parties related to teaching English. The researcher hopes it can at least become an input in determining the appropriate teaching. The suggestions are as follows:

1. For English Teacher

The researcher suggests the implementation of the fishbone strategy in writing skills because this strategy is one strategy that encourages students to write enthusiastically by structuring ideas in made a recount text with the diagram in it containing the questions 5W+1H. This strategy is also very simple and easy to apply in learning. In this study, the researcher has explained how the English teacher at SMP N 2 Habinsaran applied the fishbone strategy in teaching writing skills. The English teacher can use this research to find out how the fishbone strategy should be implemented in teaching writing skills.

2. For Students

Hopefully by knowing this strategy, students were able to improve their ability in writing and also can explore their own ideas on the learning writing skills, suggested to keep on motivating to improve writing skills, and must to try study to be better again.

3. For the Future Researchers

. Researcher can implement this research as a literature to guide those who are willing to do the same research. Although this research had been done, due to limitations it might still have

weakness. The researcher hopes that other researchers can upgrade this strategy and implement this strategy for another topic and large classes.

References:

Ann Hogue. (2003) *The Essentials of English: A Writer's Handbook*. New York: Pearson Education.

Baroudy, I. (2008). A Procedural AproachTo Process Theory Of Writing: Pre-Writing Techniques. *The International Journal Of Language Society AndCulture*. 24.

Boardman, C.A. and J. Frydenberg. (2002). *Writing to Communicate (Paragraph and Assays)*. New York: Longman.

Brown, H.D. (2001). *Teaching by Principles: An Interactive Approach to Language Teaching*. White Plains, NY: Addison Wesley Longman.

Crystal, D. (2000). The *Cambridge Encyclopedia of Language 3rd (Third) edition.*Cambridge University Press. Education Limited.

Esterberg, K.G. (2002). *Qualitative Method in Social Research*. New York : Mc Graw Hill..
Grenville, K. (2001). *Writing from Start to Finish: A Six Step Guides* (Australia: Allen and Unwin), p.1.

Gupta.K, S. (2007).*Practical guide to Needs Assessment*. Eft:D.F.APfeiffer. P.144

Harmer, J. (2001).*The Practical of English Language Teaching.*England: Pearson

Hyland, K. (2007). *Genre and Second Language Writing*.United Stated of America: University of Michigan Press.

Issac, Jerin C. (2010). Methods and Strategies of Teaching: an overview. Pondicherry University Press

Knapp, P and Watkins, M. (2005).*Genre, Text, Grammar.* Australia. University of New South:Wales Press.

Kumar, C. R. (2008). *Research methodology*. New Delhi: APH Publishing Corporation.

Langan, J. (2001). *College Writing Skills: sixth Edition*. New York. The Mc Graw Hill Companies.

Sekaran, Uma & Bougie. R. 2017. Research methods for business: a skills-development approach.

Siagian,R.E.F.(2012). Pengaruhminat dan kebiasaanbelajarsiswaterrhadapprestasi belajarmatematika. Formatif: JurnalIlmiah Pendidikan MIPA, 2(2), 122–131.

Siddiq, A. (2013). The use of semantic mapping technique to improve writing skill in descrptive Text.*JP3*, *1*(12), 8–15.

Simmonds, P.J. (2013). Using Fishbone Analysis to Investigate Problems .*Nursing Timel,* 109 (15): 18-20.

Sitompul, M. A. (2018). Improving Students' Writing Skill by Using Fishbone Strategy at VIII Grade Smp N 5 Padangsidimpuan. Tarbiyah and Teacher Training Faculty State Institut for Islamic Studies Padangsidempuan.