

USING FISHBONE TECHNIQUE TO IMPROVE READING SKILL OF NARRATIVE TEXT IN THE TENTH GRADERS OF SMA N 1 GRABAG IN THE SCHOOL YEAR 2017/2018

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Abstract

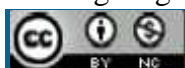
Reading is one of the four language skills of English that is difficult for most of students. This problem is also faced by tenth graders of SMA N 1 Grabag. The result of the average of score of the reading test is 44.8, it is less than the standard minimum which is 67. There are several factors which influence students' low reading skill, some of them are the students' low motivation in learning English and they feel bored to the teacher's teaching technique. The writer conducted the research to overcome that problem by applying Fishbone Technique. There are two objectives of this study; the first is to describe the increase of learning motivation in reading narrative text of the tenth graders who are taught using Fishbone technique. The second is to explain the improvement of narrative text reading skill of the tenth graders who are taught using Fishbone technique. This is a classroom action research. The subjects of the study were 26 students of X IPS 4 of SMA N 1 Grabag in the school year 2017/2018. It was divided into Pre-Cycle, Cycle I, and Cycle II. The writer used test, questionnaire, documentation, and observation to collect the data. The data were analyzed using qualitative and quantitative data analysis technique. The result of the observation and questionnaire show that there are improvement of the students' motivation after the writer taught the students using Fishbone technique in narrative text reading skill. It was proved by the change of students' behavior from Pre-Cycle to Cycle II. In Pre-Cycle, the test result was 44.8, in Cycle I is 83.26, and in Cycle II is 87.69. The result of this research shows that the students' reading skill in narrative text improves in each cycle after they are taught using Fishbone technique. Based on the result above, the writer recommends the teacher to apply Fishbone Technique as an alternative way of teaching reading narrative text.

Keywords – Fishbone Technique, Reading Skill, Narrative Text

Introduction

Based on the 2013 Curriculum, the purpose of English teaching in senior high school is to develop the students' ability to communicate using the target language both in oral and written forms that involve the four language skills. They are listening, reading, writing, and speaking. Reading is one of four language skills that are considered important for the students in mastering English because it is one of the compulsory materials tested in the final examination. By reading, students are able to get information that they need and can develop their knowledge.

There are some factors that influence the students' low reading skill. The factors can be classified into internal and the external factors. The internal factors come from the students themselves such as their interest, ability, knowledge, and understanding. The students have low motivation in reading activities. It can be seen when the students are given a text and then the teacher asks them to read carefully, some of them are still chatting with their friends, while the others look sleepy. The external factors come from the teacher, school facilities, classroom situation, parents, and other conditions that influence the students in learning English. In the class, the teacher just uses the same techniques from time to time



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in teaching reading or monotonous one in teaching-learning process and she does not try to be creative.

There are two objectives of the study; first is to know whether the use of Fishbone technique can improve the learning motivation of students' reading skill in narrative text of the tenth graders of SMA N 1 Grabag in the school year 2017/2018, and second is to know how great is the improvement of the students' reading skill in narrative text of the tenth graders of SMA N 1 Grabag in the school year 2017/2018 who are taught using Fishbone technique.

Pritchard and Elissa (2008: 6) state that motivation is the process used to allocate energy to maximize the satisfaction of needs. In the other word, motivation is the effort to do something maximally to get the better result. Walker (1996:4) states that reading is an active process (not a product, like history) in which readers shift between sources of information (what they know and what the text says), elaborate meaning strategies, check their interpretation, revising when appropriate, and use the social context to focus their response. A text is determined by genre (and other semiotic system which are part of the contexts and culture) and register (the meanings associated which the context of situation – field, tenor, and mode). (Literacy and Education Research Network, 1990: 78). Gerot and Wignell (1994: 204) state that a narrative text is a text which has social function to amuse, to entertain and to deal with actual or vicarious experience in different ways. Derewianka (1991: 21) states narrative text begins with an orientation where the writer attempts to sketch a possible word of his particular story. It is followed by series of event that is complication brought about.

Young and Hadaway (2006: 54) said that in fishbone technique, the students answer questions which include in the fishbone diagram. While Thaler (2008: 88) explains that fishbone technique can help students to find the main idea or important information in the text by simplifies a sentence into a statement or key word.

Tierney, Readence and Dishner (1990: 312) mention that there are several procedures of fishbone technique.

- a. The teacher prepares the materials for learning.
- b. The students make fishbone diagram.
- c. The students read and learn the information which founded in the text.
- d. While reading, the students search the keywords in every question and write it down on the fishbone diagram.

The students answer the questions based on the information that has been written on the fishbone diagram



Methodology

The type of this research is classroom action research (CAR). The subjects of this research were the tenth graders of SMA N 1 Grabag in the school year 2017/2018. The writer chose students in X IPS 4 as the subject of this research. To collect data, the writer used test and non-test (observation, documentation, and questionnaire). While the technique of analyzing data that used was quantitative and qualitative data

Finding(s) and Discussion

Based on the result of the observation in this Pre-cycle, the motivation score was very low, that is represented 48.45%. From the problem appeared in Pre-cycle, the average score of Pre-cycle test was only 44.8. In Cycle I, the writer applied Fishbone Technique to overcome the problem in Pre-Cycle. The result of the Cycle I test reached the average score of 83.26. The motivation of the students in Cycle I was still low, so the writer decided to conduct Cycle II. In Cycle II, the students test increased, that was 87.69. Their motivation also became better than in Cycle I. the writer compared the result of Pre-cycle, Cycle I, and Cycle II test to know the students' improvement of reading narrative text. Below is the table of the improvement of students' test.

Table 1. The Result of Narrative Text Reading Test in All Cycles

Assessment Aspect	Mean of Score			Improvement		
	PC	CI	CII	PC-CI	C1-CII	PC-CII
Reading Skill	44.80	83.26	87.69	38.46	4.43	42.89
Category	Very Poor	Good	Very Good			

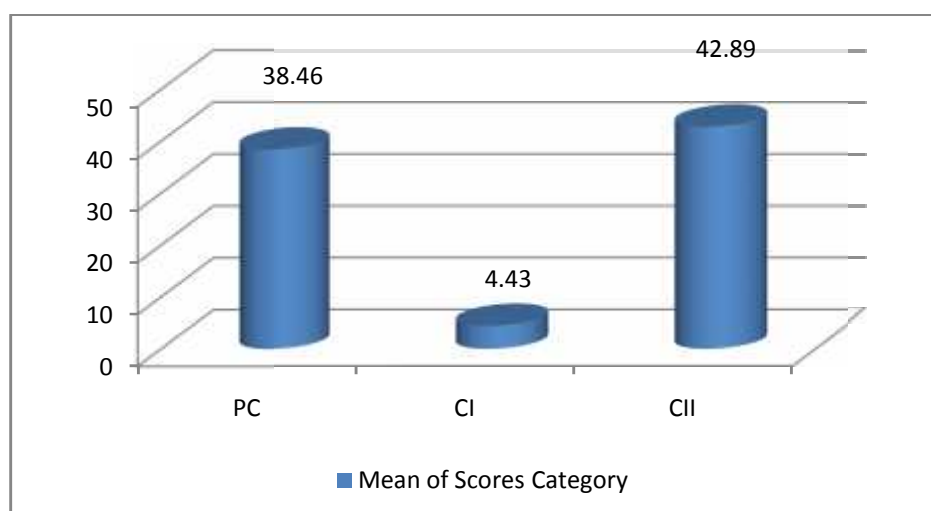


Figure 1. The Improvement of Reading Skill Test in All Cycles



Conclusion(s)

Based on the analysis of the data in Pre-Cycle, Cycle I, and Cycle II, the writer can conclude, first the use of Fishbone Technique can improve the students' learning motivation of the narrative text reading skill of the tenth graders of SMA N 1 Grabag in the school year 2017/2018. There are some positive changes in the students' behavior of those who are taught narrative text using Fishbone technique. In Pre-Cycle, the students have low motivation and be passive during teaching learning process. In Cycle I, the students have better understanding about the material but some of them still cannot understand about the rule of Fishbone technique. In Cycle II, they are more active and have better participation in teaching learning process.

Second, there is a great improvement of the students' narrative text reading skill of the tenth graders of SMA N 1 Grabag in the school year 2017/2018 who are taught by using Fishbone Technique. There is improvement of Pre-Cycle, Cycle I, and Cycle II. It can be proved by the result of the test in each cycle. In Pre-Cycle test, the average score is 44.8. After they are taught using Fishbone technique the average score is increased become 83.26 in Cycle I. Then the writer continues in Cycle II, the students' average score increases 4.43% become 87.69.

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