Using Fishbone Diagram Strategy on Students' Writing Analytical Exposition Text

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Abstract
The main focus of this research is to investigate whether there is a significant difference on the students' writing analytical exposition text before and after being taught by using the Fishbone diagram strategy at the eleventh science grade students of Senior High School 15 Pekanbaru. The research design in this research was pre-experimental with one group pre-test and post-test design. The sample of this research was class the eleventh science 3 which consists of 35 students. The sample was taken by using purposive sampling technique. In collecting the data, the researcher used a writing test to determine the students' writing skill of analytical exposition text. In analyzing the data, the researcher used the paired sample t-test formula calculated by using SPSS version 22. The results of the data analysis showed that the $t_{obtained}$ higher than t_{table} (2.179 > 2.032) with the significance level 0.05, and the degree of freedom (df) was 34 and the significant value was lower than the significant level (0.036 < 0.05). It means that Ho was rejected and Ha was accepted. So, there is a significant difference on the students' writing analytical exposition text before and after being taught by using the fishbone diagram strategy.

Keywords: writing, analytical exposition, fishbone diagram

Introduction
In learning English, the students must understand the four of language skills which are listening, speaking, reading, and writing. As one of English language skills, writing is important to be learnt by students. Writing is one of the productive skills. Writing is a form of written communication in which a writer conveys information to the reader. Writing is the product of thinking, drafting, and revising procedures that require specialized skills (Brown & Lee, 2015).

Richards (2004) explain that writing is a sociocognitive activity which involves skills in planning and drafting as well as knowledge of language and context. In writing, students should understand several components in order to enhance writing skills, such as content, grammar, form, style and mechanics (Emilda & Hamzah, 2021). There are four steps in writing, namely planning, drafting, editing, and final writing (Harmer, 2004).

Writing is closely related to text. In the process of teaching and learning English in schools, there are several types of texts that are studied in writing such as descriptive text, recount text, analytical exposition text, announcement text, procedure text, etc. Based on the English syllabus of eleventh grade in 2013 curriculum, one of the texts studied is about analytical exposition text. An analytical exposition text is different from the other text types. In writing an analytical exposition text, students need creative thinking and ideas that are based on facts, data, and evidence.

Irwan et al (2018) defined analytical exposition text is a text that contains the author's opinion about an issue or phenomenon that occurs around the environment. Analytical exposition text can be found in scientific books, journal articles, magazines, newspapers, etc. The function of analytical exposition text is to inform the reader about issues or something that happens around

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us. The generic structure of an analytical text is a thesis, arguments, and reiteration (Dirgeyasa, 2016).

Based on the preliminary study of the researcher after conducting observations and interviews with English teacher who teach at the eleventh students of Senior High School 15 Pekanbaru, the researcher found that some students are still low in writing skill. This is caused by several factors such as students have difficulty in developing ideas, students have difficulty in translating Indonesian into English, students have difficulty in choosing correct grammar, and students have difficulty in writing sentences because lack of vocabulary. The existence of these problems made some students assume that writing is difficult.

In writing, the problem that often occurs in students is the students difficult to develop ideas. Therefore, to help students in developing ideas, new learning strategies need to be applied. The use of the fishbone diagram can be used to develop ideas. The fishbone diagram was first developed by Ishikawa in 1976 and also known as Ishikawa diagrams, cause and effect diagrams, or herringbone diagrams (Dale, 2003; Akdeniz 2016; Safitri & Nanda, 2016). Ardianto et al (2020) defines the

fishbone diagram is a tool for analyzing and exploring relations between a cause and an effect.

So, in this article, the writers will discuss about the use of the fishbone diagram strategy to help students develop ideas in writing, especially in writing analytical exposition text. We are exploring the effect of using the fishbone diagram strategy on students' writing analytical exposition text at state senior high school 15 Pekanbaru".

Method

This research was conducted by using quantitative approach. The design of the research was experimental design. According to Creswell (2012), experiment is test an idea (or practice or procedure) to determine whether it influences the outcome or the dependent variable. Thus, specifically, the researchers used pre-experimental design that is involved a group.

Pre-experimental is the simplest form of research design. There are three types of pre-experimental, they are one-shot case study, one group pre-test and post-test design, and intact group comparison (Sugiyono, 2021, p.74). This research used one group pre-test and post-test design. In the one group pre-test and post-test design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before it by applying pre-test. The design of this research can be illustrated as follows:

Table 1
The Research Design
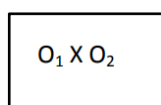
O_1 X O_2	O_1 = Pre-test score
	X = Fishbone Diagram
	O_2 = Post-test score

(Sugiyono, 2021, p.75)

In the one-group pre-test and post-test design, a single group is measured or observed not only after being exposed to a treatment of some sort but also before it by applying a pre-test.

The population of this research was the science eleventh grade students of Senior High School 15 Pekanbaru. The samples of this research were class XI Science 3 at State Senior High School 15 Pekanbaru consisting of 35 students.

In this research, the researcher used tests as the instrument. A test is a method of measuring a person's ability, knowledge or performance in a given domain (Brown, 2003, p.3). The researcher used an essay writing test in doing the test. The writing test contained instructions for guiding students to make an analytical exposition text. There are three procedures for collecting data.

1.   Pre-test

Researcher gave a pre-test before giving the treatment. Pre-test is essay about writing analytical exposition text. The students were asked to write an analytical exposition text about a topic issue actual. In conducting the pre-test, the research conducted at the beginning of the meeting. In the meeting, the researcher explained about the analytical exposition text material. After students understand the material, students are asked to write an analytical exposition text by choosing one of the topic texts that the researcher has determined. There are two topics that have been determined, namely "Trends of Online Shopping" and "Internet as A Media for Learning".

2.   Treatment

After giving the pre-test, the researcher gave the treatment to the students. In this phase, there are several steps of teaching:

a.   The researcher explained how to use the fishbone diagram to write the main idea.

b.   After writing the main idea in the fishbone diagram, then the main idea is written into a sentence.

c.   Then, write an analytical exposition paragraph of the main idea that has been made in the fishbone diagram.

d.   The researcher gave an example of an analytical exposition that used the fishbone diagram to make the students understand how to use the fishbone diagram in writing,

e.   The researcher asked students to write an analytical exposition text by using the fishbone diagram.

In giving treatment, the researcher conducted 3 meetings with students to explain fishbone diagrams, and how to use these diagrams in writing and also gave an example of an analytical exposition text using the fishbone diagram. At the first meeting, the researcher explained how to use fishbone diagrams to help develop ideas in writing with the topic "English as An International Language". At the second meeting, the researcher explained how to write an analytical paragraph from ideas that have been made by using the fishbone diagram about the topic "English as An International Language". At the third meeting, the researcher gave an example of an analytical exposition text using a fishbone diagram. An example of the text given is "Public Transportation Should be Free".

3.   Post-test

A post-test was given to the students after they received the treatment. The students were asked to write an analytical exposition text using the fishbone diagram. Post-test was used to know whether the fishbone strategy has a significant effect on the student's writing skills in analytical explanation text or not. In conducting the post-test, the researcher conducted one meeting. At this meeting, students were asked to write an analytical exposition text using a fishbone diagram with the topic text "Bringing Phone to School (Banned or Allowed)"

The results of students' writing, after and before being given the treatment were assessed by two raters. The students' writing analytical exposition was measured by using the scoring rubric adapted by Jacobs et al (1981) as cited in Hughes (2003, p.104) which consists of content, organization, vocabulary, language use, and mechanics. The assessment rubric score for writing can be seen as follows:

Table 3

The Score Rubric for the Writing Assessment

Aspects	Score	Criteria
Content	30 - 27	Excellent to Very Good:

Knowledgeable, substantive, through development of thesis, relevant to designed topic.

| | 26 - 22 | Good to Average: |

Some knowledgable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack details.

| | 21 - 17 | Fair to Poor: |

Limited knowledgeable of subject little substance, inadequate development of topic.

| | 16 - 13 | Very Poor: |

Does not show the knowledge of subject, non substantive, not pertinent, not enough to evaluate.

| Organization | 20 - 18 | Excellent to Very Good: |

Fluent expression, ideas clearly stated or supported, succinct, well organized, logical sequencing, cohesive.

| | 17 - 14 | Good to Average: |

Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but in complete sequencing.

| | 13 - 10 | Fair to Poor: |

Non fluent, ideas confused or disconnected, lacks logical sequencing and development.

| | 9 - 7 | Very Poor: |

Does not communicate, no organization, not enough to evaluate.

Vocabulary   20 - 18 Excellent to Very Good:

Sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register.

        17 - 14 Good to Average:

Adequate range, occasional errors of word or idiom form, usage but meaning not obscured.

        13 - 10 Fair to Poor:

Limited range, frequent errors of word or idiom form, choice usage, meaning confused or obscured.

        9 - 7   Very Poor:

Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

Language Use 25 - 22 Excellent to Very Good:

Effective complex construction, few errors of agreement, tense, number, word order of functions, articles, prononuns, prepositions.

        21 - 19 Good to Average:

Effective but simple constructions, minor, problem in complex construction, several errors of agreement, tense, number, word order of functions, articles, prononuns, preposition but meaning never obscured.

        17 - 11 Fair to Poor:

Major problem in simple or complex construction, frequent errors of negation, agreement, tense, number, word order or functions, articles, pronouns, prepositions and fragments, deletions, meaning confused or obscured.

        10 - 5 Very Poor:

Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.

Mechanics   5   Excellent to Very Good:

Demonstrate mastery of conventions, few errors spelling, punctuation, capitalization, paragraphing.

        4   Good to Average:

Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

3   Fair to Poor:

Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.

2   Very Poor:

No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, not enough to evaluate.

After assessing students' writing results using the scoring rubric, the researcher was provided a score classification of the students' writing. The classification of students' scores can be seen as follows:

Table 4

The Classification of Students' Score

Score	Categories
80-100	Excellent
66-79	Good
56-65	Average
40-55	Poor
30-39	Fail

In analyzing the data, the researcher used some techniques:

1.   Descriptive Analysis

In the descriptive analysis, the researcher explained the number of samples and the scores of minimal, maximal, mean, and standard deviations. Descriptive analyses are obtained from students' pre-test and post-test scores.

2.   Statistical Analysis

a.   The Normality Test

Before analyzing the data, the researcher should know whether the data is normally distributed or not. It was also used to determine whether the sample data were parametric or non-parametric. To find out whether the data has normal distribution or not, the researcher used the Shapiro Wilk test from SPSS 22 version, because the sample size was less than 100. The sample consisted of 35 students of class XI Science 3 of Senior High School 15 Pekanbaru.

b.   Paired Sample T-test

To find out whether or not there is a significant difference between two variables in a single group that can be analyzed by using paired sample t-test. Paired sample t-test is used to see

whether or not it is significant for students' writing achievement before and after the treatment. The data were analyzed by using SPSS version 22.

Muhid (2019, p.42) mentions the formula of paired sample t-test as presented below:

Where:

X1 = Sample mean 1

X2 = Sample mean 2

S1 = sample standard deviation 1

S2 = sample standard deviation 2

S21 = sample variant 1

S22 = sample variant 2

r = correlation between the two samples

c.   The Hypothesis Test

The hypothesis in this research can be described as follows:

1.   The Null Hypothesis (Ho): There is no significant difference before and after using the fishbone diagram strategy on students' writing analytical exposition text at the eleventh grade students of Senior High School 15 Pekanbaru.

2.   The Alternative Hypothesis (Ha): There is a significant difference before and after using the fishbone diagram strategy on students' writing analytical exposition text at the eleventh grade students of Senior High School 15 Pekanbaru.

Result and Discussion

1.   Descriptive Analysis

a.   The Result of The Pre-Test

The first meeting was conducted by giving the pre-test to the students to know the students' writing skills before giving the treatment.

The statistical description of the data of the pre-test can be seen in the following table:

Table IV. 3

Descriptive Statistics of the Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	35	59.5	92.5	78.000	7.7117
Valid N (listwise)	35				

The frequency distribution of the pre-test score can be seen in the following figure:

Figure IV. 1

Frequency Distribution of the Pre-Test

Based on the figure above, it is showed the frequency distribution of the pre-test by considering on classification of criteria students' scores:

a)   There are 3 students who got 59.5 - 65.5, it means that the students' writing achievement was average.

b)   There are 14 students who got 66 - 77.5, it means that the students' writing achievement was good.

c)   There are 18 students who got 80 - 92,5, it means that the students' writing achievement was excellent.

b.   The Result of The Post-test

After the researcher analyzed the data of the pre-test, the researcher also analyzed the post-test. The mean score of the post-test was 80.957.

Table IV. 8

The Result of Paired Sample Statistics

Based on the table above, it presents a description of the pair of variables analyzed, which includes the mean before being given the treatment was 78 with a standard deviation was 7.7117 and after being given the treatment was 80.957 with a standard deviation was 7.1531.

Table IV. 9

	N	Correlation	Sig.
Pair 1 PreTest & PostTest	35	.419	.012

The Result of Paired Sample Correlation

Based on the table above, it showed the correlation between the two scores of the pre-test and post-test. The correlation score of the pre-test and post-test was 0.419 and the significance value was 0.012. It shows that the significant value was smaller than the significant level ($0.012 < 0.05$), which means that Ho was rejected and Ha was accepted. So, it can be concluded that there was a significant difference score between pre-test and post-test scores.

Table IV. 10

The Result of Paired Sample T-test

Based on the table above, it is known that the mean of both the pre-test and post-test was 2.9571, the standard deviation was 8.0279, and the mean standard error was 1.3570. The lower difference was 5.7148, while the upper difference was 0.1995. The result t-test was 2.179 with df was 34 and the significant value was 0.036.

Interpretation toward tobtained conducted by two methods:

1.   Based on the test score t compared with tobtained and ttable:

a.   If the value of tobtained > ttable, then Ho is rejected and Ha is accepted.

b.   If the value of tobtained < ttable, then Ho is accepted and Ha is rejected.

The tobtained was 2.179. Where the df was 34, the ttable was 2.032 for standard significance 5%. The value of tobtained was higher than ttable (2.179 > 2.032), which means Ho was rejected and Ha was accepted. So, there is a significant difference before and after using the fishbone diagram strategy on students' writing analytical exposition text.

2.   Based on the large of significant, in this case decision taken from the following consideration:

a.   If the sig. value > the sig. level 0.05, then Ho is accepted and Ha is rejected.

b.   If the sig. value < the sig. level 0.05, then Ho is rejected and Ha is accepted.

The significant value was 0.036 and the significant level was 0.05. The significant value was lower than the significant level (0.036 < 0.05). It means that Ho was rejected and Ha was accepted. So, there is a significant difference before and after using the fishbone diagram strategy on students' writing analytical exposition text.

c.   Hypothesis Testing

The hypothesis testing of this research was as follows:

a.   If tobtained > ttable, then Ho is rejected and Ha is accepted. It means that there is a significant difference before and after using the fishbone diagram strategy on students' writing analytical exposition text.

b.   If tobtained < ttable, then Ho is accepted and Ha is rejected. It means that there is not a significant difference before and after using the fishbone diagram strategy on students' writing analytical exposition text.

Based on the table of paired sample t-tests analyzed by SPSS version 22, the researcher gave interpretation to significant value. With a significance level of 5% (0.05), the value of df was 34 which means the ttable was 2.032, the tobtained was 2.179. When the tobtained higher than ttable (2.179 > 2.032), the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. It means that there is a significant difference before and after using the fishbone diagram strategy on students' writing analytical exposition text. In other words, using

the fishbone diagram strategy on students' writing analytical exposition is effective to implement.

There was a different on paired sample statistics the mean before taught by using the fishbone diagram strategy was 78 and after being taught by using the fishbone diagram strategy was 80.957. It means that the mean before being taught by using the fishbone diagram strategy was lower than the mean after being taught by using the fishbone diagram strategy. It can answer the research problem that there is any significant difference before and after using the fishbone diagram strategy on students' writing analytical exposition text at the eleventh science grade students of Senior High School 15 Pekanbaru.

Discussion

From the finding, it can be seen that the use of the fishbone diagram strategy can increase students' achievement in writing analytical exposition text. The mean score of pre-test 78 becomes 80.957 in the post test. It indicates that after using the fishbone diagram strategy, the students' achievement in writing analytical exposition text increased proven by the progress of scores from the pre-test and post-test.

The fishbone diagram, a mind-mapping tool, was acknowledged as an effective way to collect more ideas and thoughts. Based on Apriliya and Putri (2018) research, the results of their research stated that that by using the fishbone diagram, the students easier and simpler to develop ideas in writing. Before writing, the first step that makes writing easier, we must plan or conceptualize what will be poured into a piece of writing. The use of the fishbone diagram can be used as a tool for making planning or conceptualizing processes easier and more organized. It can control the ideas of the topic to be focused on. The fishbone diagram can provide simple guidelines to follow in the writing process.

When students are asked to write analytical exposition text, they tend to find it difficult to develop ideas. Therefore, the researcher implemented a new strategy to make it easier for students to write, especially in developing ideas. The strategy used is the fishbone diagram strategy. In implement this diagram, the researcher explains how to use the fishbone diagrams to help conceptualize ideas and then form them into sentences and paragraphs.

After applying this diagram in writing, there are several advantages that students can get in writing. By using this fishbone diagram, it is easier for students to make keywords for the main idea they will write about. The content of student writing becomes clearer and in accordance with the topic. The main ideas in each paragraph written by students become more organized and clearer. Students find it easier to choose vocabulary that is more appropriate. Students pay more attention to the use of grammar they use in their writing. In addition, students become more focused on paying attention to a good writing system in writing.

By using this strategy, it is easier for students to write. Some students find it easier to write using the fishbone diagrams and their writing results are also different before and after treatment. From the results, it showed that students' writing scores using the fishbone diagram increased. The fishbone diagram helped students to develop their brains to collect more ideas and make them more organized. This research proved that the fishbone diagram can be used not only for analyzing the root cause of a problem but also for growing up the ideas in the writing. The use of the fishbone diagram make the students can focus more on the discussed topic of the text so the ideas can be maintained well.

The use of fishbone diagrams is also not only used to write analytical text, but other types of text can also use the fishbone diagrams. As research conducted by Sari (2016) applies the use of the fishbone diagrams in writing procedure text, Mahsunah (2018) and Farida (2020) which applies the use of the fishbone diagrams in writing descriptive text. From the results of their research, the use of the fishbone diagram strategy is very effective in writing and makes students' score increase. It can be seen that fishbone diagrams can enhance the quality of the writing term of structural organization of the ideas. In addition, the students were more excited to learn writing by using the fishbone diagram strategy.

Conclusion

Based on the finding and discussion in the previous chapter, finally, the researcher provided the conclusions as follows:

1.   The students' writing analytical exposition text before being taught by using the fishbone diagram strategy at the eleventh science grade students of Senior High School 15 Pekanbaru was categorized as "Good" level in writing with a mean score of 78.

2.   The students' writing analytical exposition text after being taught by using the fishbone diagram strategy at the eleventh science grade students of Senior High School 15 Pekanbaru was categorized as "Excellent" level in writing with a mean score of 80.957.

3.   There was a significant difference on the students' writing analytical exposition text before and after being taught by using the fishbone diagram strategy at the eleventh science grade students of Senior High School 15 Pekanbaru.

In conclusion, the students who are taught by using the fishbone diagram strategy will achieve better in writing analytical exposition text than the students who are taught without by using the fishbone diagram strategy.

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