ABSTRACT


Teaching reading is not only teaching by displaying a text but also graphic organizer, fishbone diagram technique was chosen as a tool organizer in helping students’ summarizing skill in hortatory exposition texts. Summarizing skill is relevant to student’s reading comprehension skill of the text because the students may face many problems and difficulties in summarizing a text, such as they do not understand about the text, know unfamiliar word, and get main idea. There are students who need a technique to make them easier in summarizing a hortatory exposition texts. Actually the teachers must be more creative in innovating technique to increase student’s motivation in reading a text. There are interesting technique that improve students summarizing skill, one of them is fishbone diagram technique.

The objective of this study was to find out 1) the student’s summarizing skill by using fishbone diagram technique 2) the student’s summarizing skill by using discussion Method 3) the differences between the student’s summarizing skill by using fishbone diagram technique and conventional method.

The method used in this research is quantitative method which conducted pretest and posttest score. The population of this study was the eleventh grade of SMA N 27 Bandung, which is consisted of 10 classes. Two classes were taken as a sample of the research. The class XI IPA 3 was an experimental group and class XI IPA 1 as a control group. The experimental group was taught by using Fishbone Strategy, otherwise, the control group was taught by using the Discussion Method.

The result of this research was in reference to the statistical analysis of the mean of pretest and posttest score in both experimental and control classes. It confirmed that the fishbone diagram technique could improve students’ summarizing skill on hortatory exposition texts. This was supported by posttest in experimental class (75.41) was greater than the control class (69.14). Then, the result of the independent t-test showed the calculated value (\( t_{\text{count}} = 2.735 < t_{\text{table}} = 1.999 \)). Thus, it provided that the research hypothesis (H0) was accepted to mean there are significant differences between the control class and experimental class. Then it was clear that students’ summarizing skill with the use of fishbone diagram technique was more significant than the students’ who were taught by using discussion method. Based on the results of this research, the fishbone diagram technique can be applied in teaching summarizing skill.