CHAPTER I

INTRODUCTION

A. Background

A professor from Japan, named Dr. Kaoru Ishikawa was the first person who introduced seven control tools that he made by himself in 1960. Seven tools are fishbone diagram control chart, run chart, histogram, scatter diagram, Pareto chart, and flowchart (Tague, 2005). Fishbone diagram is used in this research as the method in process of teaching and learning, especially in reading comprehension for summarizing hortatory exposition texts.

There are many problems in reading hortatory exposition text come from students, for example, students are difficult to find the main idea, to conclude content of the text and answer the explicit meaning of the text. Based on preliminary data given by the teacher, it was found that 65% of the eleventh grade of SMAN 27 Bandung the students have less ability in reading hortatory exposition texts.

Based on the interview with the teacher, there are some general problems which influence students’ ability in reading. It could be seen that (1) the students often felt bored when they must read the text, especially long text, (2) many students lack vocabulary mastery although they have been in tenth grade senior high school, (3) when they found some words they did not understand the meaning of the words, they only waited until the teacher explained it to them or asked them about the difficult words, (4) the students have
low motivation in teaching and learning reading. (5) lack of motivation to make summary of the text. Based on those problems, the fishbone diagram is used to overcome the problem.

According to Garvey (2008) Fishbone diagram can help to construct some factors that associated with a particular topic and show how they can relate together. So, this technique is appropriate to use in summarizing hortatory exposition for the students who experience difficulties at that text, as a matter of fact, hortatory exposition text is kind of the argumentative texts.

Fishbone Diagram Technique had been applied By Setiawan (2014) with the research to improve writing skills in hortatory exposition texts. Fishbone Diagram Technique is also Implied by Sidabutar (2016) who does the research about the effect of the fishbone diagram technique on student’s achievement writing analytical exposition texts. Fishbone diagram method also had been implied by Sifti (2015), who says, ” Teaching reading using Fishbone Diagram could improve the students’ reading comprehension to extend the students found the main idea, the referent of pronoun, the meaning of the unfamiliar word, the implicit information, making summary and explicit information”.

Even though there are found many types of research about fishbone diagram technique, this research also searches fishbone Diagram Technique as the problem solver to overcome student’s difficulties in finding the main idea, the content of the text and elicit meaning. Meanwhile, the research focuses on reading comprehension for summarizing hortatory exposition texts. This research is entitled “THE IMPLEMENTATION OF FISHBONE DIAGRAM TECHNIQUE TO IMPROVE STUDENTS’ SUMMARIZING SKILL IN HORTATORY EXPOSITION TEXTS “
B. Research Questions

In this study, the researcher necessarily does classroom action research to see the students’ improvement in reading comprehension of hortatory exposition text at one of Senior High School in Bandung. Fishbone Diagram technique is applied in this research. The research statements are:

1. What is the students’ summarizing skill hortatory exposition texts using Fishbone Diagram?
2. What is the students’ summarizing skill in hortatory exposition texts without using Fishbone diagram (Discussion Method)?
3. Are there significant differences between the student’s summarizing skill hortatory exposition texts using Fishbone Diagram and the student’s summarizing skill in hortatory exposition texts without using Fishbone diagram (Discussion Method)?

C. The Research Purposes

Based on the background of the research above, the study intended

1. To uncover students’ summarizing skill hortatory exposition texts using Fishbone Diagram.
2. To uncover students’ summarizing skill in hortatory exposition texts without using Fishbone diagram.
3. To uncover significant differences between students’ summarizing skill hortatory exposition texts using Fishbone Diagram and the student’s summarizing skill in hortatory exposition texts without using Fishbone diagram.

D. Significances of the study

The results of the research are expected to give several significances, Practically, this research helps English teachers applying the appropriate method in teaching hortatory exposition text to make teaching-learning process will get more understanding about the material, so it can provide the improvement quickly.

Theoretically, this research can be useful information that fishbone diagram can be used for reading comprehension of hortatory exposition texts. Also, this research may be used by another researcher as a tool to make a comparison of other similar research particularly to compare some methods, which are used to improve the students’ understanding of English texts especially to improve the understanding of hortatory exposition texts. Finally, the teaching-learning process can be innovative and effective. Moreover, this research can be regarded as one of the ways for the researcher to widen the knowledge about teaching reading method, especially the idea about Fishbone Diagram Technique in teaching Hortatory Exposition text.

E. Framework of Thinking

Fishbone diagram is kind of diagram with the form like Fishbone. Fishbone diagram also is often called Cause-and-Effect Diagrams or Ishikawa Diagrams introduced by Dr. Kaoru Ishikawa, a quality control expert from Japan, as one of seven basic quality tools (7
Part of the brilliance of Ishikawa's idea resides in the simplicity and practicality of the diagram's basic model a fish's skeleton” (Clary, Renee; Wandersee, James, 2010). “Fishbone diagram technique helps people to carry out one problem through analysis of the situation. This technique will show the causes of a particular effect and the relationships between cause and effect”. (Setiawan, 2014).

The fishbone diagram can identify potential causes of an effect or problem, and analyze the problem through a brainstorming session. Problems will be broken down into several of the related categories, including humans, materials, machinery, procedures, policies, and so on. Each category has causes that need to be described through a brainstorming session.

Setiawan statement is supported by Sidabutar (2016) “Fishbone diagram technique is an effective technique for classroom management, focusing attention, and motivating students to increase participation in learning”.

Fishbone diagram technique consists of three parts. First is the head as a problem or topic which will be analyzed. Second is the body as a description of a problem or topic. Last, the tail as a result of the problem. Ishikawa created the technique using a diagram-based approach for thinking through all of the possible causes of a problem.

Setiawan (2014) and Sidabutar (2106) used a Fishbone diagram for their research of writing skill with different text. Realizing that fishbone diagram can improve writing skills of hortatory and analytical exposition texts the researcher believes that fishbone strategy also can help the students in reading comprehension.
Fishbone can be explored in reading comprehension of hortatory exposition texts. However, skills of language are related to each other. According to Johnson (2008:278) mentioned “There are two conventional ways of dividing these four skills up, The first ways are by dividing these skills into the medium the spoken medium (Listening and Speaking) and the written medium (reading and writing). The Second way is by dividing them into receptive skills (Listening and Reading) and productive skills (speaking and writing)”.

Realizing writing and reading are connected to each other, this research also can provide Johnsons’ statement whether reading and writing are the included in written medium skills moreover this research focus on summarizing hortatory exposition texts.

In this research, the fishbone diagram technique can be implied as the method for summarizing hortatory exposition texts. The summary is an important aspect of academic writing but also linked to academic reading. It is a selection of main ideas all taking and writing involves the same degree of the summary.

According to Gould (1987), a summary is a short statement in own words which contains the interpretation of the most important ideas in a text. A summary can be a couple of statement long if it covers a short passage, or it can be considerably segmented.

Based on the statements above, it can be concluded that a summary is a restatement of the author’s ideas giving only the key points of a passage. It is not a long side of the original. The information presented in the original can be selected.

Hortatory exposition text is one of the texts that students learn in English subject. In this text, the writer shows the arguments based on specified topics. It consists of cause
and effect. Coffin (2004) said that “a hortatory exposition text is a text which puts forward a point of view and recommends a course of action”. It means that Hortatory starts from a controversial issue then it is explored by some perspectives before reaching a position and giving a recommendation at the end of the text.

According to Doddie et al. (2008) “Hortatory expose it is a kind of text which has a function to persuade the listener that something should or should not be the case”.

This text is divided into three parts, first is thesis or introduction second is argument or body of the text, and the last is a recommendation. In the introduction, the writer will introduce the topic and indicate the writer’s position. In arguments, the writer will give some arguments to support or oppose the writer topic. The last is a recommendation. The recommendation is where the writer gives opinions about the text which should or should not be the case.

Those statements are strong enough to line up a conclusion that Fishbone Diagram Technique can be used to improve students’ Reading skill in summarizing Hortatory Exposition text. Seeing the theories that have been stated before, Fishbone diagram technique is a kind of technique that uses cause and effect diagram. This technique uses a diagram-based approach for thinking through all of the possible causes of a problem. This method helps people to carry out one problem through analysis of the situation. It will show the causes of a particular effect and the relationships between cause and effect.

**F. Hypothesis**
Kerlinger (2006;17) stated “hypothesis as a conjectural statement of the relationship between two or more variables. A hypothesis is stated in declarative form and they always relate either generally or especially variable”. The connection between variables should be stated in a clear term. Furthermore, the hypothesis can make clear question will be researched, there are two variables, the first is Fishbone Diagram as the “X” Variable, and the second is “Y” for students ability in reading comprehension of Hortatory exposition texts. The hypothesis in this study is an alternative hypothesis (Ha) and the null hypothesis (Ho). The formulated hypothesis is described as follows:

**Ha**: There is a significant difference between student’s summarizing skill by using a fishbone diagram technique and the conventional method.

**Ho**: There is no significant difference between student’s summarizing skill by using a fishbone diagram technique and with the conventional method.

**G. Previous Studies on The use of Fishbone Diagram Technique from some local journals**

Fishbone diagram technique had been applied by some researchers. There are three previous studies that will be explained as follow:

Fishbone diagram technique had been implied by Nasir (2014) with the title “Fishbone Strategy in teaching English in Indonesia: a tool organizer for learning reading”. The study was conducted on students third semester in major Primary School Education in IAIN Raden Intan Lampung. The aims of this study are to explore student’s perception of fishbone diagram technique, that is implemented in learning of EFL reading which is
underpinned by the principles of using of Visual aids and principles of EFL teaching reading comprehension. The method that used in this study is the qualitative method by using two instruments they are a structured interview and a semi-structured questionnaire.

After the research conducted, by using questionnaire and were confirmed with the interview and finally the result was founded, (1) on factual aspect revealed that the students were able to solve their difficulties in learning reading, (2) on behavior aspect revealed that it was their first learning time by using fishbone strategy in reading subject, and (3) on attitudinal aspect revealed that the students felt motivated and easy to learn reading by employing fishbone strategy due to fishbone as a helpful teaching strategy for them.

The conclusion of the result of this study is findings on each aspect from the two instruments revealed that students’ positive perception of utilizing fishbone strategy as an appropriate tool organizer in learning EFL reading in Indonesia.

The previous research above is explaining how the fishbone diagram technique can be implied as the media for learning reading in teaching English in Indonesia. The methodology is clear enough to make sure that the fishbone diagram technique can be implied in reading comprehension, especially for summarizing hortatory exposition texts.

Compare to the previous research above there is the similarity between Melinda’s research and this research, that is fishbone diagram technique can apply in reading comprehension, but this research has a specific purpose in reading with increasing summary of hortatory exposition text as a goal of this research.
The second study about fishbone diagram technique was done by Setiawan (2014) with the title “Improving Student’s Ability in writing hortatory exposition texts by using a fishbone diagram technique. This study was conducted at Eleventh Grade of Class IPA³ of SMAN 4 Bengkulu, with the aim to improve student’s writing skill in Hortatory Exposition texts by Using Fishbone Diagram Technique. The study was using action research with the methodology quantitative and qualitative method, three instruments were used in that research 1. Paper Test 2. Observation Paper 3. Some notes when the research was being observed in the class.

There is the significant improvement of student’s writing skill in hortatory exposition texts that founded by the researcher, in cycle one from 35 % become 52, 94 % and then in the second cycle from 52,94 % become 70, 58 %. It’s the result of this study.

The second study was implied fishbone diagram technique in writing skill for hortatory exposition texts. This study explained that fishbone diagram technique can improve students’ in writing skill, especially in hortatory expositions texts, however, writing and reading are connected to each other.

Understanding about previous research the writer found that The same text and the same technique from the previous research are clear enough to support this research, the differences are only on the skill of language, it is summarizing in reading skill of hortatory expositions texts is conducted in this research as the distinction of the research.

The next research about fishbone diagram was conducted by Riana (2015). Fishbone diagram technique was applied in MAN 2 Surakarta in Reading skill by the title “Improving Student’s Comprehension Using Fishbone Diagram Technique".
The aim of this research is to find out whether the Fishbone Diagram Technique can improve student’s reading comprehension and to find out the improvement of the fishbone diagram technique in reading comprehension.

The quantitative and qualitative method was used in this research, there were two cycles in this research. Those cycle gave the result as the improvement on student’s reading comprehension, cycle one the students got the improvement 58, 34 to 68,68% and in cycle two the students got the improvement around 68, 68 % to 79, 37 %. The percentage Provide that fishbone diagram technique can improve student on reading comprehension.

Considering Rianas’ research (2015) fishbone diagram technique on reading comprehension, that is found the similarity with this research. It is the technique and the skill of language but the text and the specific skill in reading were not mentioned in that research. It only explains the use of the fishbone diagram technique in reading comprehension at SMAN 4 Bengkulu.

Riana (2015) also recommended the Fishbone Diagram to be used by the teacher in daily teaching and learning English to be more active and innovative. The students are suggested to apply this technique to make them easier to understand the materials.

From the explanation about some previous studies above, the three types of research are clear enough to make sure that fishbone diagram is suitable for the media or technique in process of learning and teaching. Nasir (2014) implied fishbone diagram technique in EFL students as a tool organizing in reading comprehension. The result of this research is students’ positive perception of utilizing fishbone strategy as an appropriate tool organizer in learning EFL reading in Indonesia. The second researcher Setiawan (2014)
who implied the fishbone diagram technique in writing hortatory exposition texts. The research provides that, there is a significant improvement in student’s writing skill in hortatory exposition texts using a fishbone diagram technique. The third research is Riana (2015), this research was implying fishbone diagram on reading comprehension in general without using specific meadow in reading the text and gives the result is there is the improvement on student’s reading comprehension that is provided by the increasing percentage of learning achievement at every cycle of using fishbone diagram.

Those researchers are enough to convince that the fishbone diagram technique is able to be a media or a tool in teaching and learning process. Even though there were found the researchers about fishbone diagram technique, this research also implies the fishbone diagram technique for reading comprehension in summarizing hortatory exposition texts as a gap from previous researchers. This research is used to find out a more specific aspect of reading comprehension and specific kind of the texts.

The previous studies are used as the reflection of being research on reading comprehension especially in summarizing hortatory exposition texts. The previous studies also were used as the comparison studies as the innovative and creative method in using Fishbone diagram technique.