# CHAPTER 1

# INTRODUCTION

Chapter 1 present the introduction of study. It consists of background of the study, statement of problem, purpose of study, limitation of the study, population and sample of the study, significance of the study, and definition of keyterm.

## A. Background of the Study

There are so many kind of language in the world. One of them is English. English is being International language that not only used for daily conversation, but also used in education, research, and science both spoken and written. As an international language, English is being important to study in order to make easier in communicate with other people around the world. Since English is used as a means of communication among nation in the world we have to master it well. Although English is not the largest number of native or 'first' language speakers, it is widely use by many people all over the world as their 'second' language (Harmer,2001:1).

Talking about studying English, there are four skills that should achieve by the learners. The skills are speaking, listening, reading and writing. Besides that, the learners should mastery the component of English too. The components of English are grammar and vocabulary.

Four skills that should achieve by students are speaking, listening, reading and writing. Listening and reading is an input process. Through listening and reading, we can get some information. Then speaking and writing is output process. Through speaking and writing, we can share information to others. Listening and speaking are include into spoken communication and reading and writing include into written communication. Speaking and writing are the most important of all basic skills. Alexander LG (1975) in his book said, "Speaking and writing are the most important of these skills, since to some extend they presuppose the other two". Writing is a productive skill it aims at assisting students in expressing their idea written.

In this section, the writer focuses on writing descriptive text. Writing is the one of language skills that should be taught besides the other skills. Moreover, based on the curriculum of senior high school which recommended by the government, there are some texts which have to be mastered by the students at senior high school. One of the texts is descriptive text.

On the Oxford Advanced Learner's Dictionary, the meaning of descriptive is giving a picture in words. Descriptive text is the text which describes something, someone, situation, and etc. or write the way persons, places, or things appear. In learning descriptive text, students may have difficulties in learning it. According to Al-Nakkash (1978 : 130) this difficulties come from many things, there are the necessary information, the ability to arrange this information in a suitable order and the power to express it clearly, pleasingly and effectively.

In fact, when the writer visited at first grade of SMK PGRI 1 Tulungagung, she found that the students still do not understand clearly what the descriptive text is, and how to describe persons, places, and things in English writing.

Because of that problem, the writer wants to try a method that is fishbone diagram. The writer choose fishbone method since there is some benefits that is the students can know the composition of what they want to write. It will help them to divide the main idea and the supporting sentence of their text. The writer hopes by using this method, students can make it easier to write what should write in descriptive text.

There are some previous study studies about fishbone method. One is come from Setiawan (2014) that study about improving students' ability in writing hortatory exposition text using fishbone method. He use Classroom Action Research with two cycles, the result of the first cycle was indicated an improvement from students who were able to pass standard score (≥70)  from 35% in baseline data into 52,94% and became 70, 58% in the second cycle. It means that fishbone diagram can improve students' ability in writing hortatory exposition text.

The next studies is come from Sidabutar (2016), the study is about the effect of fishbone method on students' achievement in writing analitycal exposition text. The study was conducted by using quasi-experimental design. The result of this study show that fishbone strategy effects on students' analytical exposition writing ability. Astuti Fara was conducted a study about improving students' reading comprehension using

fishbone diagram. The aims of those study are to find out whether fishbone diagram can improve reading comprehension and to find out the improvement of fishbone diagram in reading comprehension at tenth grade students. Those study was used classroom action research design with two cycles. The result of the study show that the students' mean score of post-test in cycle 1 and cycle 2 was higher that the students' mean score of pre-test. It means that fishbone diagram can improve students' reading comprehension.

The other studies are come from Subaedah (2011), her study says that using fishbone diagram could improve students' writing skill. Shan Li (2011) does classroom action research using fishbone method to improve students' writing skill. And the result from those studies is using fishbone method can improve students, writing skill.

Because of those study the writer wants to know is by using fishbone method can give significant differences between before and after learn it to their writing ability or not. In Setiawan (2014) studies, he specifies the writing skill that is writing hortatory exposition. And in this research the researcher wants to know is it effective to using fishbone method in writing descriptive text. Because of that, here the researcher decides to conduct a research by a tittle *"The Effectiveness of Using Fishbone Method on Students' Writing Achievement of Descriptive text at the First Grade of SMK PGRI 1 Tulungagung"*.

## B. The Statement of The Problem

The problems of this study can be stated as follows.

1. How is the students' writing achievement before being taught by using fishbone method?

2. How is the students' writing achievement after being taught by using fishbone method?

3. Is there any significant difference of the students' writing achievement between before and after being taught by using fishbone method?

## C. The Objective of the Study

The objectives of this study are as follows.

1. To find out the students' writing achievement before being taught by using fishbone method.

2. To find out the students' writing achievement after being taught by using fishbone method.

3. To find out the significant difference of the students' writing achievement between before and after being taught by using fishbone method.

### D. Scope and Limitation of the Study

Fishbone diagram also known as ishikawa diagram or cause effect diagram. Fishbone diagram usually used in a company to find root cause of a problem and its solution. Fishbone diagram helps to focus the task of getting to the root cause of the problems. Fishbone method can also used in teaching learning, teacher can use fishbone diagram to teaching writing a text. It will help the students to focus on their topic. Fishbone diagram can used in the entire genre of text such as narrative, descriptive, expository, news, etc. Since the scope of fishbone was large, the writer limit the study in to using fishbone diagram to teaching writing descriptive text.

### E. Research Hypothesis

The hypothesis is a powerful tool in scientist inquiry. It enables us to relate theory to observation and observation theory. The use of hypothesis has united experience and reason produce a powerful tool for seeking truth.

1. Null hypothesis (Ho): there is not effective of the students' writing skill achievement after they were taught by using fishbone method.
2. Alternative hypothesis (Ha): there is effective of the students' writing skill achievement after they were taught by using fishbone method.

### F. Significance of the Study

This research hopefully can provide the additional information about the use of fishbone method. And provide information about the effectiveness of the fishbone method to improve students' writing skill. The writer also hope that this research will be useful for students, teacher, and writer.

1. To teacher

    The result of this study are expected to provide information about some effective the fishbone method to improve students writing skill.

2. To the writer herself

    It is hoped that the result of the study will be useful for the writer to improve the knowledge about vocabulary teaching.

### G. Definitions of Key Terms

*Descriptive writing* means of factual genre which describe a particular person, place, or something.

*Fishbone method* means a brainstorming tool which have fishbone form.