

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Language is very important for human life. It is because language is human's tool to get communication with other people in their daily life. Without language human can't reveal their feelings, ask for something, send and ask for help from others. There are so many kinds of language in this world. English is one of them and English become international language. Nowadays, English is used by all people worldwide because of the ongoing advances in technology such as internet, and other businesses. If you go to another country, you may use this language. Because of that, English is learning by many countries include Indonesia and put English in their curriculum. Indonesia learns English as a foreign language. English has four skills and students need to master them. The four skills of English are speaking, writing, listening, and reading.

Writing is one of English skill which is very important to be mastered. It becomes important because writing is one way to communicate. Writing is the most powerful communication tools you will use today and for the rest of your life. You will use it to share your thoughts and ideas with others and even to communicate with yourself (Carroll, 2001:3). As it is known, writing is not easy. Among the skills, writing is the most difficult skills to be learn, because its need hard thinking in producing ideas, words, sentences, and paragraph at the same time. English is also

intensively used in international communication, in written as well as in spoken communication. In addition, many book of science and technology, art, and other publish issues are written in English. That mean we have to master writing because all the information relating to knowledge already achieved can be expressed by writing. So that, English learnt from elementary level up to university.

Writing is one of the forms of communication. (Fred, 1985:12) Writing is public discourse, and for that reason it should be worthwhile, well organized, sufficiently developed to accomplish its intended purpose, and clearly and efficiently written and writing helps us to understand ourselves, our ideas, and our feelings, fully and accurately.

Similarity of differences of text determined by socio-cultural purposes they are intended to serve and the way they are structure to achieve is called genre. One of the genre which can be used to respond the event, case or phenomenon in daily live is analytical exposition. People like to share their point of view to others about what happen around them. They may write a letter or use e-mail to tell about their think about the case which is happening. So, they will use analytical exposition to achieve the purpose of their writing. And it is better to put it in curriculum because it will use frequently.

In reality, students' writing ability is relatively low, based on the writer's experience during her Teaching Practice (Program Praktek Lapangan) in senior high school and the observation of the writer. The data showed that from 35 students only 5 students that pass the Minimum competence Criteria (KKM) Students' ability of

such skill was quite low, especially in writing analytical exposition. Although, the theory of text was explained in several times, most of them were hard to understand the content and showed the uninteresting feeling when teaching and learning process. The students mean score can be seen in the table 1.1 below.

Semester	Mean Score
1 st	65,60
2 nd	69,00

The writer found that there are some causes that make the students low in writing skill. The students are lack on vocabulary, structure, technique, literature, and ideas, even some of them have some ideas in their mind, but they didn't know how to express them in writing. They seldom practice to write but they don't know how to start it, how to systematize the writing and organize the ideas. And the teacher just taught the theory and focus on grammar. Moreover, the students still have lack achievement in writing, the teacher still use the same method. So, the students did not get the enhancement.

To solve the problem the teacher need to find out the new strategy. There so many strategy which can use to make the students have better achievement in teaching and learning process. One of them is fishbone strategy. By applying this strategy, it is get expectation to improve students' achievement in writing especially in writing analytical exposition text.

A fishbone diagram is type of graphic organizer the used to explore the many aspects or effects of a complex topic, helping the student to organize their thoughts in

a simple, visual way. If the topic at hand involves investigating attributes associated with a single, complex topic, and then obtaining more details on each of these ideas, use a fishbone diagram as your graphic organizer. The process of creating fishbone diagram helps the student focus on the topic, requires the students to review what they already know in order to organize that knowledge, and helps the student to monitor their growing comprehension of the topic. It also helps point out the areas where the students must investigate more.

Fishbone strategy use to determine the causal relationships in a complex idea or event. This organizer helps students understand how a central theme can have numerous related ideas (McKnight, 2010:46-47). It is an effective strategy for classroom management, focusing attention, and motivating students to increase participation in learning. This strategy will motivate the students to concentrate and make them easier to learn.

This strategy use an orderly, easy-to-format the ideas. The students are able to focus the group on the big picture as to possible causes or factors influencing the problem or need. And increase process of knowledge. So that, the writer think this strategy will answer the students' difficulty in writing.

Based on the explanation above, the teacher must use the suitable and effective strategy to solve the students' problem in writing achievement especially in writing analytical exposition text. Therefore, the writer assumes that teaching by applying Fishbone Strategy will be more effective to develop their writing achievement, especially in writing analytical exposition.

## **B. The Problem of the Study**

Based on the background of the study, the problem is formulated as follows:

Is the students' achievement in writing analytical exposition text taught by using Fishbone Strategy higher than that taught by using discussion method?

## **C. The Objective of the Study**

In line with the problem, the objective of the study is to identify the effect of applying fishbone strategy on students' achievement in writing analytical exposition text.

## **D. The Scope of the Study**

There are many strategies which can be used to help the teachers in teaching, especially in teaching writing. This study will focus on seeing the effectiveness of fishbone strategy to improve the students' writing achievement, mainly writing analytical exposition text.

## **E. The Significance of the Study**

The result of this study was expected to contribute either the theories or practices for

### 1. Theoretically

- a. The researcher as reference to conduct the research related to Fishbone writing strategy.

- b. The other researchers who want to conduct the same research in applying Fishbone strategy in teaching writing analytical exposition text.

2. Practically

- a. The English teacher as the source of learning to improve the students' ability in writing analytical exposition text.
- b. The students get increasing the quality of writing analytical exposition text.

