# CHAPTER IINTRODUCTION

In this chapter presents the background of the study, statement of the problem, the objective of the study, the significance of the study, scope, and limitation, and definition of the key terms.

## 1.1 Background of the Study

English is the most important thing in the world of education, especially in language. English is an international language that is obligatory for students everywhere. The main purpose of teaching English is to make students communicate oral, written forms, and understand English texts. To become a master of English, students should know and master four skills of English. They are speaking, listening, Writing and writing. Among the four skills of English, writing is a difficult thing for students. In fact, the students practice diligence and thorough to create a paper.

Writing is ability or skill of English about interpreting ideas, interest, of feeling in written codes to converse with the readers without compression and to discover experience. Writing can be part of our idea, feeling or anything that exist in our attention and expressing our knowledge, experience and soon. It can be communicated in form of essay a paragraph, a letter, a short story and etc. It can maintenance their learning to main language (Javed & Juan, 2013).

There are two factors which encouraged the students’ to have low writing skill, namely internal and external factors. Firstly, the internal factor comes from the students. The students do not use the right method of learning. It makes the students do not really know the material of English lesson, especially in writing. They are still having disorderly on how to start writing, and they cannot arrange the sentences into a good paragraph. Another problem is that the students’ vocabulary deficiency and it makes them powerless to use appropriate words in their writing.

Secondly, the external factors are from their family and school. The family is the important effect on their achievement. Many parents do not care about students’ learning process. They seldom request the score of their children which makes students do not want to improve their score of learning. At school, the teacher only gives explanation and exercises so that they are tired easily and they are not involved in writing seriously. Some other students are more fluent in another writing skill and they do not pay helpfulness to the student. This condition is worsened by the restrictiveness facility in education, such as many tools are broken in the language laboratory.

In this research the researcher focused on writing skill because it needs very complex ways to master it. However, not all of the senior high school students could produce the expected writing product. There are many kinds of methods and techniques that can be progressive so that the students and teachers can grow involved in the teaching writing. There can be an assertive method in teaching writing. One of them is using fishbone method. The students must motivate themselves to be active in learning writing skill using Fishbone method. They can encourage themselves to contribute actively to the learning process. The students can learn helpfully with other students, so it can inspire and help them to learn writing skill easily.

There are several reasons to apply the method of Fishbone in teaching EFL writing. This Fishbone method is designed to help students to understand better writing material. Fishbone method is used as a visual tool for understanding and organizing information in which it focuses on a topic and more specific information (Reilly & Myers 2014)).

Fishbone method is a graphic method and is a good tool to discover and knowingly investigate affecting factors in identifying the characteristics of effort output quality. Fishbone method is to establish and to display the interrelationships of several theories of the root cause of a problem. Fishbone method have three components are fish head discussing effect or problem which signifies A, primary causes discussing general causes which signify B, and subordinate causes discussing detailed effects of main causes which represent C (Ustinova & Podberezina, 2015).

In case to the advantages and disadvantages, Fishbone method development for the learning process, attractive into account the main strategies charted above the actual fishbone method phase which is continuously developing, updating and improving some other advantages and disadvantages can be recognized by teachers of foreign languages.

 Fishbone method is very advantageous because they describe information in an understandable way. There are many advantages of fishbone diagrams, such as it is used as graphic tool to study writing; it helps us find the root reason of the problem to get an idea in writing and develop the idea into a perfect sentence.

The following are a few disadvantages of a Fishbone method is related classification systems have not been correctly validated, the data which has not been confirmed may lead to unsuitable improvement approaches being implemented, and not all topic feel relaxed through the Fishbone method. The dullness of a fishbone method is dependent on how you progress the diagram. If the student is less experienced, less involved and not more informed, your diagram will be very arranged and sparkling and you might not be able to identify the cause of the problem (Bamberger, 2016).

Fishbone method could be effect to the students’ writing skill. Based on previous study by Reilly & Myers (2014) this method helped them to find their motivation to learn writing lesson, the students were not bored anymore during the teaching writing process, and the students did their job by themselves. Thus, the researcher would like to investigate the students given by fishbone have better writing skill than those not taught by fishbone method. The researcher implement experimental research in order to see how effect fishbone as a new approach to language testing. The students were also active in discussing materials using Fishbone method.

One of the methods that can be used for teaching and learning writing skill is a Fishbone method. Bjornson (2016) states that Fishbone method is to the procedure and to show the interrelationships of various theories of the root cause of a problem. Fishbone method is great to be used in writing skill of SMAN 4 Bangkalan because it is in accordance with the students’ to have low writing skills.

Based on the statements above, the researcher would like to conduct this research by the title “The Influence of Fishbone method on Students Writing Skill in Descriptive Text at Tenth Grade of SMAN 4 Bangkalan”.

## 1.2 The Statement of the Problem

Based on the background of the study, the researcher formulates the statement of the problem: Do the students taught by Fishbone method have better on writing skill than those not taught by Fishbone method?

## 1.3 Objectives of the Study

In line with the statement of the problem, the objective of the study is to know that whether the students taught using of fishbone method have better skill in writing skill descriptive text than those taught without using fishbone method.

## 1.4 Significance of the Study

Principally, the two kinds of research significance are as follows: theoretical significance and practical significance. They are explained below:

 Theoretical Significance, this study can make a contribution to influence in teaching writing especially for improving the students’ achievement in writing skill. The study could effect the students' writing skill is good in writing. This study approach was used for activities such as spelling, grammar checks and text reconstructions programs were another Fishbone method. They helped learners to learn and use the language easier.

Practical Significance, the research findings are expected to make a meaningful contribution both for teachers and students. For the teachers, the findings from the research are expected to provide a good alternative way or method for teaching students to be able to write with Fishbone method. For the students, this method can inspire and help them to learn writing skill easily.

## 1.5 Scope and Limitation

The scopes of the study are Fishbone method and writing skill. This research is focus on the teaching of writing skill using Fishbone method at the Tenth Grade of SMAN 4 Bangkalan.

The limitations of the study are a Fishbone method are viewed based on the implemention and designed to limit the ability of team or user visually, unless the paper used is really large to match that need (Reilly & Myers, 2014).

## 1.6 Definition of Key terms

To avoid misunderstanding, the definition of the key terms as follows:

1. Fishbone method in teaching writing is a technique that educational tool in facilitating students’ comprehension, for organizing content and ideas of newly acquired information. Fishbone method helps the students to write their idea into a good sentence.
2. The students write their ideas in a brief description of the topic. The students list the words from topic using fishbone method then the words they have compiled are made into descriptive sentences. Furthermore, the sentence their have made is compiled into a good paragraph.
3. Brainstorming in fishbone method can be seen in the first step are the students can collect data and brainstorm first about the topic to be discussed. Fishbone method gave the students facilitate brainstorming about the topic to write into a good sentence.