

**THE EFFECTIVENESS OF USING FISHBONE DIAGRAM IN
TEACHING WRITING DESCRIPTIVE TEXT OF THE TENTH GRADE
STUDENTS AT SMAN 1 PACE**

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MOTTO

فَاذْكُرُونِي أَذْكَرْكُمْ

"So remember me, I will remember you"

(Qur'an 2:152)

"Life is 10% what happens to you and 90% how you react to it."

- Charles R. Swindoll -

DEDICATION

I dedicate this thesis to:

- Thanks to My God, Allah SWT and Prophet Muhammad SAW for giving me this amazing chance and experience, so I can get more knowledge.
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Finally, I realize that my thesis is not perfect and still many deficiency, so suggestion and critics from the readers to make it better and perfect. Hopeful this thesis be useful to the reader in their education.

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ABSTRACT

Farida, Nurfa May S. (2020). *The Effectiveness of Using Fishbone Diagram in Teaching Writing Descriptive Text of The Tenth Grade Students at SMAN 1 Pace*. English Department, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri, Advisor (1) Drs. Agus Edi Winarto, M.Pd, (2) Dr. Sri Wahyuni, M.Pd.

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Writing is one of the active skills besides speaking skill that the students should produce or create a form of writing. Writing is also an activity of expressing someone's ideas, thoughts and feelings into written language with the aim to build an understanding and persuade the reader to take action based on what the author writes. Writing is a language skill that has been learned by the students of SMAN 1 Pace. In fact, most of the students have a problem in writing descriptive text. The students could not write descriptive text correctly because they did not master the structure of descriptive text. The objective of the study is to know whether the students who are taught writing descriptive text by using fishbone diagram have better writing achievement than the students who are taught by outlining technique.

The design of this research was quasi-experimental research because design used when the investigator cannot randomly assign subject to treatments. This design is used to investigate whether teaching using fishbone diagram is more effective than teaching writing using outlining. The subject of this research were two classes of tenth grade of SMAN 1 Pace. X MIPA-1 as control group which consist of 27 students with outlining technique. Furthermore, X MIPA-2 as experimental group with 28 students with fishbone diagram technique. The data were analysed by ANCOVA using SPSS 21 program.

From the result of assumption by ANCOVA, there was indication that (1) the distribution of the data is normal, (2) the variance between experimental and control group is homogeneous, (3) there is no interaction between pre-test and post-test group, and (4) the relationship between pre-test and post-test is linear. The end of assumption of ANCOVA showed that significant value is 0.000, this value smaller than 0.05 ($0.000 < 0.05$). It means that there is enough evidence to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a). From the result of research, there has been different mean between students from experimental group who were taught using fishbone diagram and also students from control group who were taught using outlining as a teaching technique. Based on the explanation above, it can be concluded that fishbone diagram is effective in teaching writing descriptive text for the tenth grade students at SMAN 1 Pace.

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