

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses about introduction of this thesis. It consists of background of the study, research problem, research objective, hypothesis, significance of the study, scope and limitation and definition of the key terms.

### **A. Background of the Study**

Writing is one of some skills for English language learners to be learned and mastered. Writing is one of the active skills besides speaking skill that the students should to produce or create a form of writing. Writing is manifestation of someone's language competence and logical thinking (Zhang, 2018). Writing also an activity of expressing someone's ideas, thoughts and feeling into written language with the aim to build an understanding and persuade the reader to take action based on what the author write. Writing is a combination of process and product (Nunan & Caroline, 2005). The process means to the action of gathering ideas and working with them until they are provided in a manner that is polished and comprehensible to the readers.

Furthermore, writing is the most complex process and challenging to be mastered by the students. Learning writing skill is not as natural as learning the speaking skill. Many people who have better in writing in any language can be ensured that she or he can speak in that language, but not all people who have better ability in speaking in any language they also have better ability in writing skill (Novalinda, 2015). In learning a process of writing there are several aspects or components to be fulfilled by the students, such as vocabulary, grammar,

content and organization. To be well write, the students must master all of the components in writing. Sometimes it can be one of the difficulties for the student exactly senior high school students in writing the text. The students who have a good ability in writing they get many advantages (Nguyen, 2015). Through writing the students can increase their ability in using vocabulary and grammar. Writing is also a significant tool to support the students to have a good ability in other skills.

Some factor that almost occurs in learning writing is that the students had lack motivation in writing. Most of them already have a thought that writing is difficult skill to perform. The low motivation in writing can make the students have a limiting source of ideas. Most of them are difficult in starting the writing, they got confused about what to write and also about how to generate the ideas. Another factor that occur in teaching and learning writing is the technique or method that is used by the teacher which is not appropriate with the student's need. Technique or method can prove to increase student's interest in write everything in their minds. Thus, it is important for English teachers to use a variety of methods, techniques, strategies, and media in teaching writing.

In addition, there are some types of English texts that have to be mastered by the students in Senior high school. Those are descriptive, recount and procedure text. One of the text that learned by the students is descriptive text. Descriptive text is a text that describes about something it can be person, object or phenomena with the aim to give information about something or someone (Nurlaila, 2013).

In this study, the researcher will use the new technique in teaching writing descriptive text. Technique or method is a media to transferring knowledge. One of the interesting techniques that can apply in teaching writing is Fishbone diagram. Fishbone diagram is a diagram that can facilitate the students to make a text because it helps the students to divide the main topic and supporting sentence in their text.

Several studies dealing with the problem in which fishbone diagram are used to solve the problem in writing have been conducted by some researcher. First, the research was conducted by Setiawan (2014) with the objective of the study is to find out what extent fishbone method can improve the student's writing ability in hortatory exposition. In his research, the researcher use Classroom Action Research (CAR) with two cycles. He found that using fishbone diagram can improve the student's achievement in writing hortatory exposition text. The second research was conducted by Sidabutar (2016) with the objective of the study is to identify the effect of applying fishbone strategy on students' achievement in writing analytical exposition text. The researcher use a quasi-experimental design and found that the Fishbone method effect in teaching analytical exposition text.

Previous studies show that using fishbone diagram in teaching writing is effective. The researcher wants to conduct the research which has not been examined yet by previous studies. They did not conduct the research in writing descriptive text. So, in this research, the researcher wants to know whether Fishbone diagram could be effective and achieve better to the senior high school

students in writing descriptive text or not. Based on explanation above, the researcher conducts a research entitled “*The Effectiveness of Using Fishbone Diagram in Teaching Writing Descriptive Text of the Tenth Grade Students at SMAN 1 Pace*”.

### **B. Research Problem**

Based on the background of the study, the research question can be formulated as follow “Do the students who are taught by using fishbone diagram have better achievement than the students who are taught by using outlining technique?”

### **C. Research Objective**

The main objective of this study is to investigate whether the students who are taught writing descriptive text by using fishbone diagram have better achievement than the students who are taught by using outlining technique.

### **D. Hypothesis**

Based on the objective of the study, the researcher intends to investigate the effectiveness of fishbone diagram in teaching writing descriptive text. Thus the researcher builds the hypothesis to make the purpose of this study is clear. Here, the researcher has two hypothesis, they are:

#### 1. The null hypothesis (Ho)

There is no significant difference on writing achievement between students who are taught writing descriptive text by using fishbone diagram and the students who are taught by using outlining technique.

## 2. The alternative hypothesis (Ha)

There is significant difference on writing achievement between students who are taught writing descriptive text by using fishbone diagram than the students who are taught by using outlining technique.

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

The result of the study is expected to give positive contribution for teacher, students, and other researchers. The result will be used for the following:

#### 1. To the Teacher

The results of this study will inform the teachers that Fishbone diagram is able to improve the students' ability in writing descriptive text. Moreover, it can be one of the new techniques that the teacher can apply in the classroom.

#### 2. To the Students

This result of this study will give the benefit of the students who have been easier and enjoyable to make a paragraph of descriptive text through Fishbone diagram.

#### 3. To the Other Researchers

This research will be a reference for the other researchers when they conduct the research that related to teaching writing descriptive text by using Fishbone diagram

### **F. Scope and Limitation**

Based on the identification of that problem, the researcher limits the object of the research. In this study the researcher wants to investigate the effectiveness

of using Fishbone diagram in teaching writing descriptive text of the tenth grade student at SMAN 1 Pace.

### **G. Definition of Key Term**

#### 1. Writing

Writing is an active skill that the writer must create a form of writing with the objective to give understanding and persuade the reader.

#### 2. Teaching Writing

Teaching writing is a process of giving instruction to write something. It is a process that the teacher helps the students to create their ideas in their writing.

#### 3. Descriptive text

Descriptive text is one of the kinds of English text which describe about people, place or phenomena with the purpose to give information to the reader.

#### 4. Fishbone diagram

Fishbone diagram is a diagram that consists of cause and effect which are useful to make the students more focus in writing text because in the diagram the students are asked to determine the topic and sub topic before writing process is carried out (Istikomah, 2017).