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Linguistika, English Education Journal, is a scientific journal publishing original articles on English Education. The journal provides a broad-based forum for the publication and sharing of ongoing research and development in English Education. The paper to be presented in this journal is addressed to the editorial office. The complete information regarding the procedures to send an article is available in each volume. All articles will be subjected to review process by the editors. Starting from 2010, the journal has been periodically twice a year (October, April).

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**Abstract**

The aims of the research was to find out if there is influence of using Fishbone Ishikawa to improve students' writing skill of the first semester students of English Education Study Program Faculty of Teacher Training and Education Bandar Lampung University. This research is an experimental research design which measure the score of pre-test and post-test as an instrument to know whether there is an influence of fishbone ishikawa or not. The subject of this research is consisted of 50 students which are divided into experimental class and control class. The data is analyzed by using t-Test for two group design. The result showed that the students' mean score of experimental and Control class in post-test is significantly different. It shows the t-value is 4.67, and it showed that t-value is higher than p-value 0.05 (2.0106) and 0.01 (2.6822). Therefore, null hypothesis (H<sub>0</sub>) was rejected and alternative hypothesis (H<sub>a</sub>) was accepted. It means that there is an impact of using fishbone ishikawa technique to improve students' writing ability. These findings suggest that there is influence of using of Fishbone Ishikawa technique in improving students' writing ability of the first semester students of English Education Study Program Faculty of Teacher Training and Education Bandar Lampung University. In conclusion, Fishbone Ishikawa technique could be applied in teaching English, especially in writing skill.

*Keywords: Fishbone, writing skill, Teaching English.*

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**1. INTRODUCTION**

Writing is one of four skills which should be learned by students in studying language. For that reason, writing should be learned by students although it is not easy to be learned because there are some aspects which should be aware and considered. Putra (2013) states there are some aspects that should be known to improve writing skill such as content, grammar, form, style and mechanic. As the most difficult thing of writing is in the content, sometimes students do not have any ideas of what they should write. Therefore, knowing the aspect of writing can help the writer to express their idea.

However, based on the researcher's experience while she did her teaching practice or internship program for two months in grade 10 of Persada Senior High School Bandar Lampung which conducted on July to September 2016, the researcher

found some problems in teaching and learning English. Among the four language skill of learning English such as writing, speaking, listening and reading, the writing skill is the most important which should give more attention. The problem was because they were lack of practice. They were confused of what they should write, so they just copied the text from internet and submitted it. It is the reason why the researcher tries to use Fishbone Ishikawa.

In this research, the researcher focuses on improving students writing skill by using Fishbone Ishikawa technique to help students get the idea of what they should write. Fishbone Ishikawa is a diagram which is invented by Dr.Kaoru Ishikawa from Japan. It can be used to lead the students to get the idea before doing writing and to elaborate idea in writing. It is used to avoid the confusion in writing. Moreover, it can lead students to avoid the

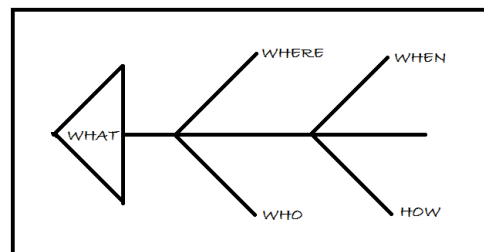
confusion of what to start and where to start. They just have to establish what kind of text which they want to write and elaborate the important points of the topic. Martin (2006) states that the fishbone diagram is originally an analysis tool that provides a systematic way of looking at effects and the causes that creates or contribute to those effects. Here, the researcher tries to use fishbone diagram as a technique to help students develop their writing ability.

**2. LITERATURE REVIEW**

Wardhaugh (2006: 5) explains that language is not just some kind of abstract object of study, but it is also something that people use. It means that language can be used either in spoken or written form. Pamela (1991) cited in Javed, Juan and Nazli (2013) states a person needs a mastery of various elements to use the language to convey thought, wishes, intentions, feelings, and information through written form.

Figure 2.2 Fishbone followed by wh-questions

In writing, there are some steps, one of the steps is drafting. Drafting is a step when the students spend their time in their pre-writing and they gain it back while drafting their idea and their thought (drafting does not need a perfect writing). There are many ways in drafting. We can use Fishbone Ishkawa technique. According to Daniel (2012:1) as cited in Nasir (2014) fishbone strategy provides benefits in visual tools due to visual aids (1) accentuate important ideas; (2) provide oral and written presentation to comprehend the pattern of organization, (3) enable to recall their memories. While according to Martin (2006) he found a few things such as (1) the students enjoyed the reading text activity when they used fishbone; (2) students learn more if given an opportunity; (3) students learn about teamwork and other creativity, etc.



Fishbone will help students in developing idea. It helps them to write easily. Based on some experts experience above, Fishbone is very helpful for teacher to make students get their idea easily and also to make students enjoyed their learning. English, no matter it is as second or foreign language, or even as their official language. As the statement from Kellogg, Olive, & Pilot (2001) as cited in Javed, Juan & Nazli (2013:131) is that writing is considered a cognitive test; it means this skill can improve other abilities, like students' competency of language, students' capacity in recalling the knowledge, and students' skill of thinking. The whole meaning of writing skills based on Javed, Juan & Nazli (2013:132) are producing right sentences in grammatical context, and also

publishing the product that easily conveyed by reader

**3. METHODOLOGY**

This research was quantitative research and it was also an experimental study. The aim of this research was to know whether Fishbone Ishikawa could influence students' writing skill or not. As this research was an experimental study, the researcher divided the class into two groups. The first group used Fishbone to elaborate their idea before they started to write and the other group did not. In this research, the researcher gave a pre-test to the subject of the research to know how far students' skill in writing was. The researcher gave the treatment in the second week of their meeting to the fourth week by using fishbone. The post-test was done after the treatment finished. It was done to

know how far the influence of using fishbone in their writing.

The population of the research was the first semester students of English Education Study Program Faculty of Teacher Training and Education Bandar Lampung University. The total of the students of the first semester was 50 students. They were divided into two classes; 25 students were for experimental class and 25 students were for control class.

Data collection was held to find out the improvement of students' writing ability by using Fishbone Ishikawa as a technique to elaborate their idea. The result of the pre-test and post-test collected to support the analyzing data. The data was analyzed by giving score to the students' writing based on some indicators such as content, organization, vocabulary, language use, and mechanics. To find out whether there was an improvement of students' writing ability or not, the researcher analyzed the data using t-Test for two group design, as the formula was mentioned below:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

df:  $(N_x + N_y - 2)$

M = Mean of the group N = Number of subjects X = Deviation of X2 and X1 Y = Deviation of Y2 and Y1 Df = Degree of freedom NX = Number of cases variable X Ny = Number of cases variable Y.

The t-Test applied to know the score between pre-test and post-test whether there was an impact of using Fishbone Ishikawa technique or not. It means that t-Test used to see if there was a significance impact of using Fishbone Ishikawa technique on students' writing skill.

#### 4. DISCUSSION

In this research, the result of the students' scores in the pre-test both experimental and control were almost the same, there was no significant difference of mean scores. The result showed the total score of experimental class in the pre-test was 1756 while the total score of control class in the pre-test was 1708. The mean score of experimental class was 70,24 while the mean score of control class was 68,72. In the pre-test, the researcher asked the students to write with the topic "my holiday". In the pre-test, their writing was unorganized and unrelated. Their writing was good enough and it contained many paragraphs. However, it seemed rambling. During the treatments, it was found that the students both in experimental and control class were confused of what they should write. Actually they had ideas but they were confused of how to elaborate them. However, the experimental class found that fishbone ishikawa could help them in elaborating their ideas because after getting the treatment by using fishbone ishikawa their writing was related to the topic and more specific. It was because they already wrote the main point of their ideas at the fishbone before they begin to write. Meanwhile in control class, they received a traditional teaching and some of the students were still confused of what they should write. However, the students improve their writing ability during the treatments by elaborating their idea.

As the result, the scores of both experimental and control class in the post-test were improved. The total score of experimental class in post-test was 1940. It improved 184 points from the pre-test score. In post-test each students of experimental class got 3 to 10 points higher than their pre-test score. Meanwhile, total score of control class in the post-test was 1836. It improved 128 points from the pre-test score. In post-test each students of control class got 1 to 8 points higher than their pre-test score.

Furthermore, from the calculation above the highest score in pre-test of experimental class was 74 and the lowest score was 62. There were two students who got the highest score and one student who got the lowest score. While in post-test the highest score was 83 and the lowest score in post-test were 72. There was one student who got the highest score, and one student who got the lowest score. In control class the highest score in pre-test was 77 which was gotten by one student and the lowest score was 58 which is got by one student. While in post-test the highest score was 81 which was got by three students and the lowest score was 60 which was got by one student. Based on the score of post-test in experimental class, it can be concluded that there was an impact of using Fishbone Ishikawa technique to improve students' writing skill. It was also supported by the result of t-value 4.67. It showed that t-value (4.67) was higher than p-value 5% (2.0106) and p-value 1% (2.6822). Therefore, the researcher concluded that Fishbone Ishikawa technique could be applied in teaching learning process because it could give an impact in students' writing skill.

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