IMPROVING STUDENTS' READING COMPREHENSION IN REPORT TEXT BY USING FISHBONE METHOD

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ABSTRACT

This research is entitled **"Improving Students' Reading Comprehension in Report Text by Using Fishbone Method"**. Therefore, this paper is written to find out whether the use of fishbone method is effective to improve students' reading comprehension and to find out the student' response in reading comprehension by using fishbone method. The researcher used the pre-experimental design as the method of this research. The researcher takes 32 students of XI MIPA from SMA Tunas Baru Ciparay as the experimental group. After the researcher got the data, the researcher calculated it using t-test formula. The calculation showed that the t= 5.712 does exceed the tabled critical value of t=2.042, at p=.05 with df= 31 (5.712>2.042), therefore Null Hypothesis (Ho) is rejected and Alternative Hypothesis (Ha) is accepted. Based on the result of data analysis, it is proven that the students' score of reading report text taught by fishbone method is increase. It meant that fishbone method was effective to improving students' reading comprehension in report text. Meanwhile based on the result of the questionnaire shows that fishbone method can encourage the student's interest to read, to follow the learning activity, and students be easier in understanding report text using fishbone method. These all give the researcher conclude that the second-grade students of SMA Tunas Baru Ciparay like fishbone method to improving students' reading comprehension in report text.

Key words: Fishbone method, reading comprehension, report text.

INTRODUCTION

Reading is one of the language abilities that should be mastered by students. For most English students around the world, reading is the most valuable skill. It is readable knowing that it is the most frequent use of English to study English textbooks for information in variety of subjects. Reading is an important part of students' learning activities in every topic. As Silberstein (1994:120) stated "reading is an active process". Reading can be one of important language skill. Reading is a required activity for university student because they may read their required textbooks or other material for the class.

Therefore Wulandari (2017:147) stated "reading comprehension is an ongoing process of evolving thinking". The goal of reading comprehension is increasing student ability to get the massage of the text. Watkins (2018:16) says "reading is to develop language knowledge (for example, building vocabulary range) and skills (such as reading fluency)". Reading can help people learn new things and expand the vocabulary, simulate creativity to solve a problem. In reading a text there was a massage that found out by the reader. To masters reading skill there a functional text like report text.

According to Farha and Rohani (2019:28), report text is the kind of text which presents information about something in general. Report text consisted of a lot of careful observation and study. The language features in this text not only written in simple language. Student may find it challenging in comprehend it.

There are some problems based on the researcher experience in student reading comprehension that researcher found on observations made throughout Pre Service Teaching. The problem is that the students feel unconfident when they start reading. They seem to have difficulty in reading a few new words. Second is student vocabulary, it made them hard to find the point of the text. Third student could not find the general and specific information of the text. From the problems above the researcher is trying to whether the use of Fishbone method for improving student reading comprehension. This method is like a fishbone shape but in diagram form. This fishbone diagram was found by Kaoru Ishikawa, according to Sidabutar (2016:3-4) "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". In reading comprehension fishbone diagram would make student create conclusion of the text.

Thus, the researcher is interested to conduct the research entitle "Improving Students' Reading Comprehension in Report Text by using Fishbone Method at the second grade of Senior High School)"

RESEARCH QUESTIONS

The research questions of this research are:
1. Is the use of fishbone method effective to improve students' reading comprehension?
2. What are students' responses in reading comprehension by using fishbone method?

RESEARCH DESIGN

This research uses t-test dependent groups as an experiment is the fishbone method more effective to improve students' reading comprehension. The research design use pre-experimental design by using pre-test, post-test and questionnaire. Sugiyono (2007: 94) says that pre-experimental design is a research design that investigates one variable. And then Creswell (2009:149) say that pre-experimental design is a single-group study in research and also delivering the intervention there.

Population and Sample

Population   : the research population is XI IPS 1 with 30 students, XI IPS 2 with 27 students, XI IPS 3 with 25 students, and XI MIPA with 34 students. Then the total is 116 students

Sample   : the research sample is XI MIPA. The class choosen based on the researcher Pre Service Teaching

Data Analysis Procedure

The research was conduct in pre-experimental design. Then the formula for data analyze was explain by Coolidge (2000) as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

$\bar{X}_1$ = the mean of the pre-test score

$\bar{X}_2$ = the mean of the post-test score

$\sum D^2$ = the sum of the squares of the differences between the pre-test scores and the post-test scores

$(\sum D)^2$ = the sum of the sum of the differences between the pre-test and post-test scores.

N   = the numbers of pairs of scores

DF   = the degree of freedom

DF   = N-1

The step of analyzing the data:

Step 1: Calculating the mean of pre-test scores

Step 2: Calculating the mean of post-test scores

Step 3: Entering the values obtained from step 1-2 into formula dependent t-test

Step 4: interpret in to the result of the computation

LITERATURE REVIEW
Reading
  Patel and Jain (2009:113) say that reading is ongoing process that requires the potential identity and comprehend words, for life update information, and component for academic achievement. According to Herlambang (2017:9) "Reading is a process of understanding text that can be influenced by the text, readers backgrounds and the situation while reading is done."

Reading Comprehension

  According to Abrori and Sholah (2019:1) reading comprehension is defined as the capacity to examine and comprehend literature in a given situation. Reading comprehension according Klinger et al (2007:8) say that this ability is taught to help students generalize their reading skills and convey knowledge, it is a multifaceted, extremely complicated process that involves various interactions between readers and the information they bring to the text then prior knowledge, method use, as well as text-specific variables such as interest in text, understanding of text types.

Report Text

  Farha and Rohani (20019:28) say "report text is the kind of text which presents information about something in general". According to Kurnia (2018:1) report text is text, that describing the scientific of details and object. Report text is a text describing some details or thing alive or not in general, not specific things like description text. The opinion of report text according to Nurrizal and Juariah say (2020:2) it takes a lot of skill to teach reading comprehension like report text that students should be able to comprehend its structure and elements in order to improve students understanding of the text.

Fishbone Diagram

  Nelly (2018:16) says "Fishbone diagram is very innovative by some diagonal lines and each of those diagonal lines design by 'WH' questions, start from: what, who, when, where, why, and how." The fishbone diagram is a bone-shaped structured diagram on which are the six questions they are what? Where? Who? When? Why? How? to find out and gather important information in some reading material. Then the student will fill out the diagram by answer the questions.
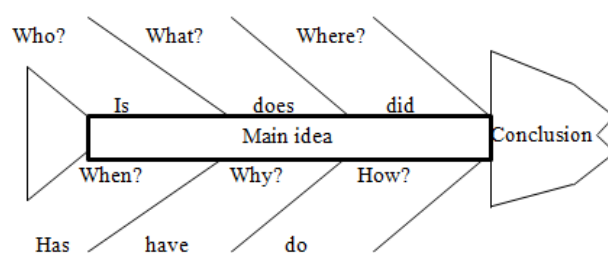
  The fishbone diagram according to Watkins et al (2012:197-198) have some advantages as follows:

1) Fishbone diagrams permit a thoughtful analysis that avoids overlooking any possible root causes for a need.
2) The fishbone technique is easy to implement and creates an easy to understand visual representation of the causes, the categories of causes, and the need.

3) By using a fishbone diagram, you are able to focus the group on the big picture as to possible causes or factors influencing the problem or need.
4) Even after the need has been addressed, the fishbone diagram shows areas of weakness that—once exposed—can be rectified before causing more sustained difficulties.

In this research the diagram is using question of what, where, who, when, why, and how for gain information of the text. Then student make some conclusion after answer and fill the fishbone diagram.

Teaching Reading using Fishbone Diagram

There are a lot of students are lack in reading because they thing English is difficult language to learn especially in reading a text. Therefore, the researcher use fishbone diagram to teaching reading in the classroom. In learning process of reading report text using fishbone diagram in the classroom involves several steps, they are:

1. Teacher divided students in to group consists of 4-5 people
2. Teacher explains about report text.
3. Teacher gives example of report text.
4. Teacher asks the students about what are the function of the text, generic structure and the language feature of the text.
5. Teacher and the students discuss about the function of the text, generic structure and the language feature of the text.
6. Teacher introduce/ shows fishbone diagram to the students and explain the method.
7. The teacher distributes the text (report text) to the students and command them to read it.
8. The teacher asks the students to answer the questions of fishbone diagram based on the text, for example: what is the text tell about?
9. Students answer the fishbone diagram 5W+H questions.
10. Teacher and the students discuss about teaching reading comprehension in report text by using fishbone method.

Those steps above are hoped be able to improving students reading comprehension especially in reading report text.

FINDINGS

In the research finding the researcher will discuss the pre-test, the treatment, the post-test and questionnaire. The objective of this research is to improve students' reading comprehension in report text by using fishbone method. The total of the sample is 32 students this research was conducted from 25th July 2022 to 5th August 2022.

Pre-test

First is pre-test. This test was done to the students before the researchers do the treatment on 25th July 2022. Pre-test was conducted to know the students basic of their comprehension of report text before doing the treatment. The researcher gave pre-test that contains one report text for 10 multiple choices and one more report text for 5 matchmaking, and 5 true or false questions to answer by the students. 5 point for one true answer. It is point for both pre-test and post-test scores. The researcher obtained the pre-test data from 32 students based on the results above. According to the following data, out of 32 students, one student obtained the higher pre-test score which is 95 and there is also one student received the lowest pre-test score that is 25. Most students obtain score 40, 55 and 66 on the pre-test. The researcher teaches report text using fishbone method to improve students get better scores.

Treatment

The treatments were carried out using fishbone method on July 28, 2022. The researcher introduced the fishbone method at the meeting. The researcher began by introduction, greeting

everyone, praying together, and checking for absences. The researcher then asked some question about report text. The researcher introduces the fishbone method by using the fishbone diagram to the students in front of the class. The researcher gave an example of the already filled fishbone diagram to each student and read it together. The researcher asked the students to made groups of 4-5 people. The researcher explained what the fishbone diagram is. The researcher explained how to use the fishbone diagram in the report text. The researcher gave the student 25 minutes to read and fill out the fishbone diagram question with their group. After they finished answering the question inside the fishbone diagram the researcher concluded the content of the fishbone diagram and finally the researcher closed the meeting by say salam to the students.

Post-test

The post-test was held on Friday 5th August 2022 to the students. Post-test was conducted to find out the result of significance difference after the treatment. The is same as the pre-test but with different report text.

To compute the data, the researcher did some steps:

1. Calculating the mean of pre-test scores

$$\bar{x} = \frac{\sum x_1}{n}$$
$$\bar{x} = \frac{1735}{32} = 54.21$$
The mean scores of pre-test is 54.21

2. Calculating the mean of post-test scores

$$\bar{x} = \frac{\sum x_2}{n}$$
$$\bar{x} = \frac{2225}{32} = 69.53$$
The mean scores of post-test is 69.53

3. Calculating the amount of difference score of pre-test and post-test

$$\sum D = \sum x_1 - \sum x_2$$
$$= 1735 - 2225$$
$$= -470$$

The amount of difference score of pre-test and post-test is -470

4. Calculating the t-obtained

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{54.21 - 69.53}{\sqrt{\frac{14050 - \frac{220900}{32}}{32(32-1)}}}$$

$$= \frac{-15.31}{\sqrt{\dfrac{14050 - 6903.12}{32(31)}}}$$

$$= \frac{-15.31}{\sqrt{\dfrac{7146.88}{992}}} = \frac{-15.31}{\sqrt{7.204}} = \frac{-15.31}{2.68} = 5.712$$

the $t-$observed value is 5.712

Based on the post-test data result obtained that out of 32 students, two students obtained the higher post-test score which is 95 and there is also one student received the lowest pre-test score that is 35. Most students obtain score 80 on the post-test. The researcher analyzed the pre-test and post-test data.

Questionnaire

On Thursday, July 5, 2022, following the post-test, a questionnaire was distributed to the students in order to find out their opinions about fishbone diagram. Ten yes/no questions make up the total amount of questions.

The researcher make table of students' response or questionnaire answers.

Table 4.4

Students Questionnaire Response

No	Questions	Students' Answer			
		Yes	%	No	%
1	(Do you like to study English?) *Apakah anda suka belajar bahasa inggris?*	26	81.25%	6	18.75%
2	(Do you think reading in English difficult?) *Apakah membaca dalam bahasa inggris susah?*	20	62.50%	12	37.50%
3	(Do you know about report text?) *Apakah anda tahu teks report?*	21	65.63%	11	34.38%
4	(Do you like to read a report?) *Apakah anda suka membaca laporan?*	14	43.75%	18	56.25%
5	(After you use this fishbone diagram did you working your individual task easier?) *Apakah setelah menggunakan diagram fishbone ini mengerjakan tugas individu menjadi lebih mudah?*	24	75%	8	25%
6	(Do you think using this fishbone diagram in learning activity is interesting?)	25	78.13%	7	22.88%

	Apakah pembelajaran menggunakan diagram fishbone ini menarik?				
7	(Do you have difficulties in using fishbone diagram during learning activity?) *Apakah ada kesulitan anda selama pembelajaran menggunakan diagram fishbone?*	14	43.75%	18	56.25%
8	(Do you think reading report text with fishbone diagram is easier?) *Apakah anda merasa lebih mudah membaca teks report memakai diagram fishbone?*	23	71.88%	9	28.13%
9	(Do you like and interested to following the learning activity through this fishbone diagram?) *Apakah anda lebih suka dan tertarik dalam mengikuti pembelajaran lewat diagram fishbone ini?*	25	78.13%	7	22.88%
10	(Do you think fishbone diagram can increased your understanding in reading report text?) *Apakah diagram fishbone dapat meningkatkan pemahaman membaca teks report?*	27	84.38%	5	15.64%

DISCUSSION

The researcher analyzes of the pre-test and post-test data by using t-test formula. The pre-test data result showed from 32 students, one student obtained the higher pre-test score which is 95 and there is also one student received the lowest pre-test score that is 25. Mostly students obtain score 40, 55 and 66 on the pre-test.

From the post-test two students obtained the higher post-test score which is 95 and there is also one student received the lowest pre-test score that is 30. Mostly students obtain score 80 on the post-test.

Then the t-test result is 5.230 do exceed the tabled critical value of t = 2.042, at p -.05 with df = 32 (5.230 > 2.042), therefore Ho is rejected and Ha is accepted. This means there is a significant difference in students score before and after the treatment using fishbone method. This also means that teaching reading by using fishbone method to the second-grade students of SMA Tunas Baru Ciparay is effective.

According to data analysis, it is clear that using the fishbone method that is fishbone diagram to teach students how to interpret text reports results in an improvement in their scores. This shows that using fishbone diagram to teach report text reading is effective.

While this is going on, it's clear from the survey results that students are interested in using the fishbone diagram to help them understand the report text (78.13%) or nearly all of them concur that doing so is intriguing. And the fishbone diagram can improve students' reading comprehension of the report text, demonstrating that (84.38%) or most of the students concur that the fishbone diagram could improve their comprehension of reading, especially in the report text.

CONCLUSION

After completing the previous chapters. The researcher present the conclusion after achieve the data in the research. The study focus in improving students reading comprehension in report text by using fishbone method that is fishbone diagram. The aims of the research is to find out whether the use of fishbone method effective to improve students' reading comprehension in the second-grade students of SMA Tunas Baru Ciparay and to find out the student' response in using fishbone method. XI MIPA class consists of 32 students chosen by the researcher as a sample. The pre-test, post-test and questionnaire were the instruments to conduct the data. Pre-test and post-test question were same they are 5 multiple choices, 5 matchmaking choices and 5 true or false choices, but the texts were different.

The finding of study showed that students reading comprehension increased after done the treatment. Based on the data obtained from the test result, student's post-test score increased from pre-test score after taught by using fishbone method. So, the null hypothesis (Ho) said "There is no significant difference in the students' mean scores before and after the treatment using fishbone method in the second-grade of SMA Tunas Baru Ciparay" is **rejected**. Then the alternative hypothesis (Ha) said that "There is significant difference in the students' mean scores before and after the treatment using fishbone method in the second-grade of SMA Tunas Baru Ciparay" is **accepted**. It meant that fishbone method was effective to improving students' reading comprehension in report text. Meanwhile based on the result of the questionnaire shows that fishbone method can encourage the student's interest to read, to follow the learning activity, and students be easier in understanding report text using fishbone method. These all give the researcher conclude that the second-grade students of SMA Tunas Baru Ciparay like fishbone method to improving students' reading comprehension in report text.

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