

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING FISHBONE STRATEGY  
ON THE STUDENTS' WRITING HORTATORY EXPOSITION PERFORMANCE  
AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH 2 METRO  
IN THE ACADEMIC YEAR OF 2015/2016**

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Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Study Program

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**ABSTRACT**

**By:**

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Writing is a sophisticated activity to convey student's ideas into a piece of paper. By writing performance, the learners can freely express big variety of thoughts about some problems or issues surrounding especially, in writing hortatory exposition performance. Hortatory is the text which comprehensively works through about the phenomenal issues in the surrounding that intends on persuading people to do something or not. It is a text that elaborates the writer's idea about the surrounding phenomenon. So that, it needs an appropriate strategy in its implementing. Therefore, Fishbone Strategy is applied to increase the students text writing hortatory exposition performance. There are four advantages in applying the Fishbone Strategy in teaching writing. First, the students easier create an easy-to-understand visual representation of the causes, categories of causes, and the need. Second, the students are able to focus on the group on the possible causes or factors influencing the problem or need. Third, the fishbone diagram shows many areas of weaknesses that can be revised before the causing more difficulties. The cause of the students deficient in writing English text is the implementing of teaching writing itself used the approach that concern in writing product. The teacher only waits students' result without guiding them in the process.

The objective of this research is aimed to know whether there is a positive and significant influence of using fishbone strategy on the students' writing hortatory exposition performance. This research was an experimental research in the form of descriptive quantitative. Its implementing has used the collaboration both the researcher and the teacher accomplish. To collect data, the researcher used administer test, observation and documentation.

Finally, the result of data analysis illustrated that the average of post test (79.30) is higher than the average of pretest (55,90). The result of data analysis illustrated that  $t_{\text{observed}} = 16.591$  was higher than  $t_{\text{table}}$  on the significant level of 5% = 2.045 and 1% = 2.462. Therefore, it can be inferred that  $H_a$  is accepted and  $H_o$  is rejected. It means that there is a positive and significant influence of using fishbone strategy on the students' writing hortatory exposition performance at the eleventh grade of SMA Muhammadiyah 2 Metro in the academic year of 2015/2016.

Key words: Fishbone Strategy, writing hortatory exposition performance

**PENGARUH PENGGUNAAN STRATEGI TULANG IKAN  
TERHADAP KEMAMPUAN SISWA DALAM MENULIS EKSPOSISI  
HORTATORY TEKS  
DI KELAS XI SMA MUHAMMADIYAH 2 METRO  
TAHUN PELAJARAN 2015/2016**

**ABSTRAK**

**Oleh:**

**DIANA SETYAWATI**

Menulis adalah sebuah kegiatan yang canggih untuk menyampaikan ide-ide siswa dalam sebuah kertas. Dengan menulis, pelajar dapat dengan bebas mengungkapkan pemikiran besar yang bervariasi tentang masalah-masalah atau isu disekitarnya terutama dalam menulis teks eksposisi hortatory. Hortatory adalah teks yang membahas masalah-masalah disekitar secara komprehensif yang bermaksud untuk mempengaruhi orang untuk melakukan sesuatu atau tidak. Sehingga dalam pelaksanaannya membutuhkan strategy yang sesuai. Teks ini menggarap gagasan atau ide siswa terhadap permasalahan di sekitar. Oleh karena itu, Strategi Tulang Ikan diaplikasikan untuk meningkatkan kemampuan siswa menulis teks eksposisi hortatori. Terdapat tiga keuntungan dalam penggunaan Fishbone Strategy dalam pembelajaran menulis. Pertama, siswa lebih mudah dalam membuat presentasi penyebab-penyebab suatu permasalahan, kategori penyebab dan kebutuhan. Kedua, siswa mampu fokus dalam kelompok kemungkinan penyebab dan masalah yang mempengaruhinya.. Ketiga, Fishbone Strategy menampilkan berbagai macam kekurangan atau keburukan dalam suatu permasalahan yang dapat dipengaruhi sebelum memunculkan permasalahan. Secara umum penyebabnya adalah pelaksanaannya menggunakan pendekatan yang berpusat pada hasil. Guru kelas hanya menunggu hasil siswa tanpa memberi bimbingan pada proses pembelajaran.

Tujuan dari penelitian ini adalah untuk menemukan pengaruh penggunaan Strategi Tulang Ikan terhadap kemampuan siswa dalam menulis teks eksposisi hortatori. Penelitian ini adalah penelitian eksperimen dengan pendekatan kuantitatif. Dimana dalam penerapannya merupakan kolaborasi antara peneliti dan guru pengajar melaksanakan. Dalam pengumpulan data, peneliti menggunakan test, observasi dan dokumentasi.

Akhirnya, data hasil penelitian menunjukkan bahwa skor rata – rata dari posttest (79.30) daripada skor rata rata hasil pretest (55,90). Hasil dari analisis data menggunakan t-test adalah  $t_{hitung} = 16.591$  dan  $t_{table}$  di level 5% adalah 2.045. 1 % adalah 2.462. Ini berarti  $t_{hitung}$  lebih tinggi nilainya daripada  $t_{table}$  . Jadi, dapat disimpulkan bahwa  $H_a$  diterima dan  $H_o$  ditolak. Ini artinya ada pengaruh yang positif dan signifikan dari penggunaan Strategi Tulang Ikan terhadap kemampuan

menulis teks eksposisi hortatori siswa di kelas XI SMA Muhammadiyah 2 Metro tahun pelajaran 2015/2016.

**Kata kunci:** Fishbone Strategy, kemampuan menulis hortatory exposition teks

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Writing is one of English basic skills which are essential for students in learning English. It is no exaggeration to state that writing becomes very crucial because with writing the teacher can discern all of about English skills of students including speaking, reading, and listening. In addition, writing is mostly known as the most reflective skill to know how good your english is. Thus, writing must be taken into account for people who want to start studying english.

In teaching process, writing is a sophisticated activity to convey student's ideas into a piece of paper. By writing performance, the learners can freely express big variety of thoughts about some problems or issues surrounding. For instance, a student can criticize an issue which occurred in his school by writing an article which can be read by all people in this school. In other words, the students can deliver response on social reality. In addition, writing can be a tool to channel their make-believe because writing can enable the students to convey their ideas.

Currently, English writing is divided into some layers such as phrase, clause, sentence, paragraph and so forth. Phrase is a group of words that has a meaning. Then, clause is a group of words that contains a subject and a

predicate. Sentence is also a group of word that begins with a capital letter and ends with a period. In brief, it can be said that a paragraph is built of some sentences, a sentence and clause are built of phrase.

A paragraph can be as short as one sentence or as long as ten sentences. Those sentences are stucturally devided into three interconnected devices as follow main idea, which exactly function as the core of the paragraph, is in the first layer. At the second are supporting sentences that may consist of major and minor supporting sentences. At the last layer lies the concluding sentence that completes other sentences within the paragraph. To put it more simply, the length of the paragraph has the accordance with researcher's desire and level.

In intermediate level, the students readily acquire more about the paragraph. Paragraph can interest the student of intermediate level to be more critical. In this level the intermediate students acquire the various model of paragraph. The kinds of paragraph are narrative, descriptive, argumentative, and expository. Expository paragraphs are non-fiction writing. Their purpose is to give information to readers in an organized format. In expository paragraph, one of essential types is hortatory exposition.

Hortatory exposition text is one of the argumentative texts. It is a text that elaborates the researcher's idea about the surrounding phenomenon. Hortatory is the text which comprehensively works through about the phenomenal issues in the surrounding that intends on persuading people to do something or not. In

other words, the topic of this text is the effect and the arguments as the causes of the effect.

Yet, hortatory exposition has been assigned to the students of Senior High School. It has become an issue that causes a lot of worries for students. The researcher has found the problems in writing, such as the students have low understanding in writing a hortatory exposition text, lack of vocabularies, less interested in the writing activity. Moreover, the students face the difficulties in organizing the hortatory exposition text. Last, strategy implemented in teaching writing is less diverse so that the student is not interested in learning writing. It means that great strategy is absolutely needed to write well. If the problems are not solved, they can negatively influence students' writing performance. Based on those problems, the researcher will try to solve by using fishbone strategy.

In teaching writing, there are many reasonable strategy to heighten students' writing performance. One of them is fishbone strategy. Fishbone strategy is a terrific strategy to increase students' writing hortatory performance. This strategy helps people to carry out one problem through analysis of the situation. This strategy will show the causes of a particular effect and the relationships between cause and effect. It really can help the students write hortatory exposition paragraph well.

Hence, it can help the students to build hortatory exposition paragraph well. Moreover, fishbone strategy also has various advantages for English learners. The value of the fishbone diagram is to assist teams in categorizing



the many potential causes of problems or issues in an orderly way and in identifying root causes. Consequently, it really helps the student to build hortatory exposition text because hortatory elaborates of a several problems.

Currently, Fishbone strategy had been applied by Subaedah in her research entitled “Improving the Students’ Writing Skills through Fishbone Strategy (a classroom action research in class XI of SMK Muhammadiyah 2 Bontoala, Makassar). Two cycles had been conducted in her research, and the result was fishbone method could increase the students’ writing skill.

Analysing the explanation above, writing has an essential role for the students of Senior High School. On the contrary, after conducting a pre-survey at eleventh grade of SMA Muhammadiyah 2 Metro on January 20<sup>th</sup>, 2016. It is shown that the results are unsatisfactory yet. The description of pre survey will be shown in the table below:

Table I  
Data Pre-survey of English Test on January 20<sup>th</sup>, 2016  
at the eleventh grade of SMA Muhammadiyah 2 Metro.

No.	Score	Explanation	Frequency	Percentage
1	41-60	Low	16	53,3%
2	61-80	Fair	10	33,3%
3	81-100	High	4	13,4%
Total			30	100%

Regarding to all explanations above, it can be concluded that 13,4 % of the students are basically capable enough to build a good paragraph. On the contrary, 33,3% of the students are in the fair category and the other students

are categorized into the low category. Taking all the explanations, evidences, and data into account, the researcher would like to investigate whether there is positive and significant influence of fishbone strategy on the students' writing hortatory exposition performance. Therefore, the researcher would like to conduct a research entitled "The Influence of Using Fishbone Strategy on the Students' Writing Hortatory Exposition Performance at the Eleventh Grade of SMA Muhammadiyah 2 Metro in the Academic Year of 2015/2016".

## **B. Problem Identification**

Referring to the background of the study above, the problems can be identified as follows:

1. The students have low understanding in writing a hortatory exposition text.
2. The students face the difficulties in organizing the hortatory exposition text.
3. The students seems less interested in the writing activity.
4. The students have lack of vocabularies.
5. The strategies which are used in teaching and learning process are less varied.

## **C. Problem Limitation**

Due to the above-mentioned problem statements, the researcher limits the problem only on the students' writing hortatory exposition performance at the eleventh grade of SMA Muhammadiyah 2 Metro in the Academic Year of 2015/2016”.

#### **D. Problem Formulation**

Concerning the background of the study and problem identifications above, the researcher formulates the research question in this research by “ Is there any positive and significant influence of using fishbone strategy on the students' writing hortatory exposition performance at the eleventh grade of SMA Muhammadiyah 2 Metro in the Academic Year of 2015/2016?”

#### **E. Objective and Benefit of the Study**

##### **1. Objective**

The objectives of this research is aimed to know whether there is a positive and significant influence of using fishbone strategy on the students' writing hortatory exposition performance at the eleventh grade of SMA Muhammadiyah 2 Metro in the Academic Year of 2015/2016.

##### **2. Benefits of the Study**

Overall, this research is aimed to be information in developing the quality of writing hortatory exposition performance in SMA

Muhammadiyah 2 Metro. Specifically, it is exceedingly expected to have the benefits as follows:

a. The Students

Theoretically, the result of the research can be favourable insight related how to build hortatory exposition paragraph properly. Practically, students can build a good hortatory exposition paragraph.

b. The Teacher

Theoretically, the teachers can attain an endless knowledge and even build a new theory based on condition found in writing class. Practically, the teachers can effectively operate the result of the study as a new guidance to teach writing better since through this research, they can know a strategy that is better to teach hortatory exposition.

c. The Researcher

Theoretically, this research can give additional knowledge for other researchers in gaining the writing hortatory exposition performance. Practically, they can conduct further research in relation with teaching hortatory exposition.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical Review

This chapter contains some related theories on writing and fishbone. It includes the nature of writing performance, the nature of exposition, the nature of hortatory exposition, and writing evaluation. At the same time, it embraces the nature of fishbone and the strategy of how to implement fishbone strategy within the instructional context.

#### 1. The Nature of Writing Performance

This subtitle entails the basic definition of writing, types of writing, writing process and writing evaluation proposed by the experts on the field.

##### a. Concept of Writing

The definitions of writing are variously identified by some experts. According to Dorothy and Islam, writing is an essential construction of communication in day-to-day life, but it is specifically important in high school or college.<sup>1</sup> It becomes difficult since students can regard it demanding to find out ideas to include in their writing, and each culture has its own style for organizing writing. Nevertheless, writing needs to be learned by students after considering the importance of its role.

In line with the importance of writing, Jordan reveals that writing is a method highly used by human to conduct intercommunication by

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<sup>1</sup> Dorothy E Zemach and Carlos Islam, *Paragraph Writing*, (Oxford: Macmillan Publisher, 2005) p. Iv.

means of conventional obvious marks or symbols.<sup>2</sup> It is also used to deliver or to communicate nonverbal message, idea, expression, feeling, or thought. This states that through a piece of writing human being constructs their communication in various ways.

In further explanation, writing is a process of transforming an oral language into a written language. The students can write anything that they want to tell to others. It can be seen in a letter. In writing a letter, the students can tell anything about themselves or important information to their friends and family in a written form. The statement above is in line with Harmer's notion stating that writing highly uplifts students to focus on factual language use since they envisage as they write, it may successfully goads language development as they resolve problems which the writing constructs into their mind.<sup>3</sup> It means that the students can freely express their thought and do some of their everyday matters by writing.

It is literally explained that writing is not only just transforming our thought or idea in written construction but it is also conveying to the process of monitoring any single word or feature that we have written and the process of rereading and revising our writing. Brown explains that Written products are frequently produced from the result of thinking,

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<sup>2</sup> R.R Jordan, *Academic Writing Course Study Skill in English*, third edition, (England: Logman, 2003), p. 41

<sup>3</sup> Jeremi Harmer, *How to Teach Writing*, (Edinburg: Pearson Education Limited, 2004), p.

drafting, and revising procedures.<sup>4</sup> Because most of speaking skill sometimes cannot be developed or enlarged as well as writing skill.

Conversely, Murray states that writing is a narrowly defined set of specialisms and knowledges, so it is nearly described that it leaves ‘enormous gaps in our thought’.<sup>5</sup> This makes developing effective motivational, behavioral strategies more complex. Theoretically, what might be seen as the primary purpose of writing for publication? Therefore, be broadened to encompass less rational motives: self-expression, creativity and enjoyment.

In the level of equivalency, Mike Sharples maintains that writing is a odd bustle, both light and heavy. The more people think about how they do it, the more difficult it will be.<sup>6</sup> Everyday writing tasks, such as composing a shopping list or jotting down a reminder seem to be quite straightforward. You have an idea, you express it as a series of words and you write them down on a piece of paper. It is a natural and effortless process. Notwithstanding, writing is a reclusive task, but a researcher is immersed in a world of social and cultural influences.

Regarding the most notions argued by the researchers above, it can be particularly inferred that writing is one of nonverbal communications that requires the linguistic skill. It is generally used by the people to share their thoughts, feelings, and ideas with others. It is process of

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<sup>4</sup> Brown H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco: State University, the second edition) p. 335.

<sup>5</sup> Rowena Murray, *Writing for Academic Journals*, (England: Open University Press, 2005), p. 10.

<sup>6</sup> Mieke Sharples, *How We Write*, (Canada: Routledge, 2003), p. 3-7.

transforming an oral language into a written language to obtain a product. Notwithstanding, The products of writing takes a form in written result that it should be comprehended in order for a good communication to take place.

## **b. Types of Writing**

Based on generic structure and language feature dominantly used, Thomas S. Kane divided texts into several kinds. They are taught in the senior high school, following are the kinds of them:<sup>7</sup>

### **1) Description**

Description deals with insight-most generally visual preception. Descriptive writing is like painting a still life picture. The researcher has a picture in his/her mind that he/she wants to communicate to the reader. It means that the researcher describes that picture by presenting specific details in an organized way (as viewed from right to left, or back to front, or top to bottom and so forth). Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning. Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning.

### **2) Narrative / narration**

Narration is the form of writing used to relate story of acts of events. Narration places occurrences in time and tells what happened according to natural time sequence. Moreover Jordan states narrative

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<sup>7</sup> Thomas S. Kane, *The Oxford, Essential Guide Of Writing*, (New York: A Berkley Book, 2000), P.6-7.



is an account or description of events in the past which involves following a time sequence or chronological order.<sup>8</sup> That is the form of writing used to relate the story of acts or events.

### 3) Persuasion

Persuasion seeks to alter how readers think or believe. It is usually about arguable topics and often fascinate to reason in the form of *argument*, offering evidence or logical proof.

### 4) Exposition

Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/negative, general/particular, assertion/denial. Its movement is highly signaled by connectives like *therefore, however, and so, beside, but, not only, more important, in fact, for example*. Hence, it can be conclude that exposition text is the text which put forward a point of view of argument and persuade the reader to act something.

There are four types of writing, such as: narration, description, persuasion and exposition. In this research will be explained just about the hortatory exposition.

#### c. Stages of Writing

Harmer embraces that since writing is used for a wide variety of intention. It is highly produced in many different forms.<sup>9</sup> For simpler instance, when making a shopping list, someone will clearly change his

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<sup>8</sup> R.R Jordan, *Academic Writing.*, p. 27.

<sup>9</sup> Jeremy Harmer, *How to Teach.*, p. 4-5.

mind on more than one occasion both adding and deleting items on the list. Although this shopping list may not seem to provide an example of sophisticated writing, it nevertheless tell us something about writing process that is the stages a researcher goes through in order to produce something in final written form. This process may be affected by the content (subject matter) of the writing, type of writing (shopping list, letters, essays, reports, or novel). Certainly, Harmer has identically categorized into four elements:

**Planning -> drafting -> editing -> final draft<sup>10</sup>**

#### 1) Planning

As a long-serving researcher who wants to start to write, the researcher takes in what they are going to say. In this case, the researchers should be thought about three main issues. The initial is they have to consider the purpose of their writing, including the information that they will choose to construct their writing. Secondly, the researcher has to think of the audience who read their writing. For instance, it is formal or informal writing. Thirdly, the researcher has to consider the content structure of their writing. It is about how to sequence the facts, ideas, or arguments which they have taken in to be embraced.

#### 2) Drafting

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<sup>10</sup>*Ibid.*

Hillocks proposes that Drafting is generating the first draft using a recursive process.<sup>11</sup> This may be carried out by students acting independently or in consultation with the teacher or other students as they discuss problems they are having. While the researcher make a draft which will be amended into editing process, a number of draft may be produced on the way to final version.

### 3) Editing and Revising

According to Nation, editing entails going back over the writing and making shifts to its organisation, style, grammatical and lexical correctness, and appropriateness. Like all the other parts of the writing process, editing does not occur in a fixed place in the process. Researchers can be periodically reviewing what they write, editing it, and then proceeding with the writing.<sup>12</sup> Thus, editing is not restricted to occurring after all the writing has been completed.

### 4) Final Draft

After the researcher expurgated their draft, making the changes what they consider to be inevitable, they produce their final draft. It considerably different from both the original plan and the first draft, because it has changed in the editing process. It becomes the final version that will be proudly read by the audience.

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<sup>11</sup> George Hillocks, Jr, *The Tasting Trap: How State Writing Assessment Control Learning* (New York: Teachers College, 2002), p. 30.

<sup>12</sup> I S P, Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2008), p. 120.

Notwithstanding, the process of writing scopes very distinct perspectives. On one hand, Alice and Hogue maintain the process of writing into roughly four steps as followed:<sup>13</sup> In the first step, the researchers build ideas. In the second step, the researchers organize the ideas. In the third step, the researchers write a rough draft. In the final step, the researchers polish their rough draft by editing it and making revisions.

#### 1) Prewriting

The initial step is prewriting. That is the way to gain ideas. Meanwhile, Urquhart proposes that prewriting is the period where researchers get ready to write gathering information, organizing ideas, identifying audience and purpose, and selecting genre.<sup>14</sup> There are several techniques to gain the ideas. One of them called Listing. Listing is a prewriting technique in which you write the topic at the top of piece of paper then quickly make a list of phrases or word that come in to your mind.

#### 2) Organizing

The subsequent step in writing process is organizing the ideas into simple outline. The researcher is starting to write a sentence from the listing process. This step is very helpful to determine the next step.

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<sup>13</sup> Alice and Hogue, *Introduction to Academic Writing, Third Edition*, (Longman: Pearson Education, Inc, 2007) p. 16-19.

<sup>14</sup> Vicky Urquhart and Monette McIver, *Teaching Writing in the Content Areas*, (ASCD Alexandria, Virginia: McREL Aurora, 2005), p. 11.

### 3) Writing

After the researchers organizing the sentence, the researchers continuously carry on writing an uneven draft, using researchers's outline as a guide. The researchers considerably write the rough draft as quick as the researchers can without filtering and stopping to think about grammar, spelling, or punctuation. Certainly gain the researchers's ideas down on paper. The researchers probably perceive many errors in rough draft. This is perfectly usual and acceptable –after all, this is only a rough draft.

### 4) Polishing, Revising and Editing

In this ultimate step, the researchers polish what they have written. This tep is also called revising and editing. Polishing is most successful if they do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing). There are two kinds of editing such as: peer editing and self editing.<sup>15</sup>

First, a peer editing is an editing which is engaging a classmate who reads the researchers's paper and helps them improves the content and organization. A peer editor's job is to read, ask, questions, and comment on what's good on what might be considerably changed or made clearer. The statement above is in line with Dorothy's notion stating that the most vital stage in process writing is sharing your writing. The researchers can particularly perceive how other researcher

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<sup>15</sup>Alice and Hogue, *Introduction to Academic.*, p.19.

like them handled the same assignment.<sup>16</sup> Last, Last, self-editing is the researchers, by their self check their paper with the Self-Editing worksheet, regard and rectify most of their errors, and write the following final draft.

In the level of equivalency, Brown asserts that the writing process tend to be framed in three stages of writing. The following stages are some stages of writing offered by Brown namely prewriting, while writing (drafting), and post writing (revising).<sup>17</sup>

#### 1) Prewriting

Prewriting is an crucial step in the writing process done before the researcher is going to write. It uplifts the generation of ideas which can happen in numerous ways. It puts critical thinking into action. Before starting to write, the researcher is asserted to come across ideas to write about. This stage is generally known as brainstorming. It can help the researchers get started when they have no topic to develop. It also can helpfully identify information which needed to support the point of view quickly. In other words, brainstorming is one of the several disparate ways to begin writing.

#### 2) While Writing (Drafting)

While writing is the time when the researchers have been writing. It is commonly known as drafting process. It is the core of writing process. It is started by write down the objective or the main idea.

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<sup>16</sup> Dorothy and Islam, *Paragraph Writing.*, p. 4.

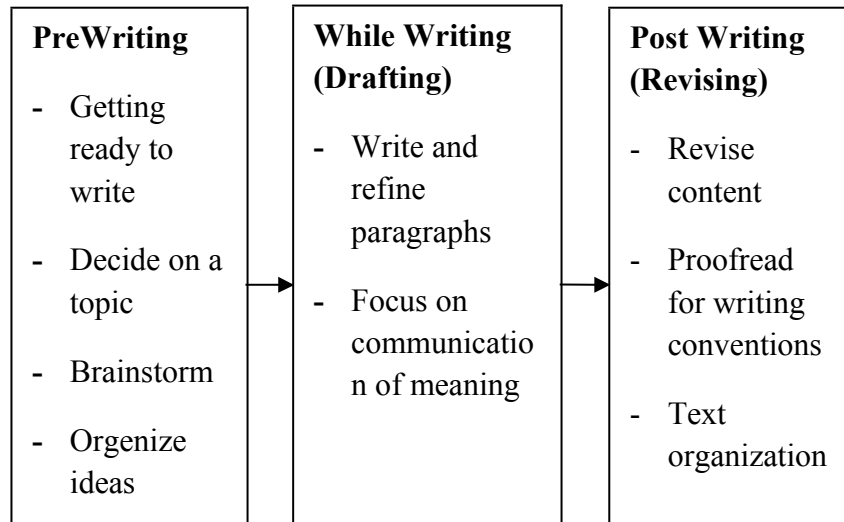
<sup>17</sup> H. Douglas Brown, *Teaching by Principles.*, p.348.

Perfectly, this should be in one sentence. After deciding the main idea then the researchers embrace additional informations they need as the supporting idea. In addition, the researcher needs to evolve their thought in order that enhance their writing.

### 3) Post writing (revising)

Before finishing their writing, the researchers need to asses their draft in order that they produce a brilliant writing. They accomplish proofreading before. They also make corrections directly in their first draft to make it clearer and more convincing. This step called as the process revising. They ought to consider some facets in the text such as content, clarity, form, errors in grammar, and punctuation. The researcher might change that order or insert additions to make an appropriate revisions.

### The writing process<sup>18</sup>



*Adopted from Kamehameha School, The Writing Process*

Referring to the most notions argued by the researchers above, it is particularly described that stages of writing can be analyzed by some certain perspectives. These stages are helpful to conceive of writing as a process having, in a broad and loose sense, four steps. But remember that it is truly forbidden to move from step to step in smooth and steady progress. As the researchers work on a composition they will be, at any given point, concentrating on one phase of writing. But the researcher is always engaged with the process in its entirety. Consequently, the result of writing becomes an exceedingly worthwhile writing.

## 2. The Nature of Exposition Text

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<sup>18</sup> Tompkins, G. E and Hoskisson, K, Language Arts: Content and Teaching Strategies (Englewood: Merrill/Practice Hall, 1995), p. 2



This subtitle entails the basic definition of exposition text and types of exposition text proposed by the experts on the field.

#### **a. Concept of Exposition Text**

Thomas offers that exposition explains facts of everyday life, how many people get divorced, story why Custer attacked at the Little Big Horn, controversial issues laden with feelings like abortion, politics, religion. But whatever its subject, exposition reveals what a particular mind thinks or knows or believes.<sup>19</sup> Furthermore, Gerald maintains that exposition or expository writing inform the reader by conferring fact or ideas in direct and concise language. It usually relies less on colorful or figurative language than writing meant to be expressive or persuasive.<sup>20</sup>

However, exposition is aimed to at the readers' understanding rather than at their imagination or emotions; it is a sharing of the researcher's knowledge. On the other hand, Coffin states that exposition is aimed to put forward a point of view of argument.<sup>21</sup> Expository genres are used to present arguments in favor of a position, and to do this they need to use language in an abstract way which will construct the text as an argument.

Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/negative, general/particular, assertion/denial. Its movement is highly signaled by connectives like *therefore, however, and so, beside, but, not only, more important, in fact, for example*. Hence,

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<sup>19</sup> Thomas S. Kane, *Essential Guide.*, p. 6-7.

<sup>20</sup> Gerald J. Alred et.al, *Handbook of Technical Writing*, (USA: Houghton Mifflin Company, 2006) , p. 182.

<sup>21</sup> Caroline Coffin, *Historical Discourse: The Language of Time, Cause and Evaluation*, (New York: Biddless Ltd, 2006), p. 92.

it can be conclude that exposition text is the text which put forward a point of view of argument and persuade the reader to act something.

#### **b. Type of Exposition Text**

Furthermore, Martin maintains that exposition is generally devided into two kinds. They are analytical and hortatory exposition text.<sup>22</sup> This thesis places the researcher's position on the essay. From the generic structure, what make big different is that an analytical exposition text ends with paragraph to strengthen the thesis while a hortatory exposition text gives a recommendation for the readers or listeners.

Firstly, analytical exposition is a type of text that belongs to the type of Argumentation text where the text elaborates the researcher's detailed thinking about the phenomenon surrounding. The social function of Analytical Exposition text is to persuade the reader that the topic that is presented is an important topic for discussion or attention. The text is written in the present tense and also uses rational processes, internal conjunction to state arguments and reasoning through casual conjunction and nominalization.

### **3. The Nature of Hortatory Exposition Text**

This subtitle entails the basic definition of hortatory exposition, generic structure of hortatory exposition, language features of hortatory exposition and the example of hortatory exposition by the experts on the field.

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<sup>22</sup> Refdi Akmal, "High School Teachers' Expository Writing: *A Case Study in Bandar Lampung*," Volume 6, April 2012.

### a. Concept of Hortatory Exposition

Coffin highlights that a hortatory exposition text is a text which puts forward a point of view and recommends a course of action.<sup>23</sup> It means that a hortatory start from a controversial issue then it is explored by some perspectives before reaching a position and giving recommendation in the end of the text. Notwithstanding, the purpose of hortatory text is to argue a case for or against a particular position or point of view and it proposes a suggestion in the end of the argumentation.<sup>24</sup>

Priyana maintains that hortatory exposition argues that x ought or ought not to be or should or should not be the case.<sup>25</sup> In the term of equivalency, Bagher Khatibi agrees that the purpose of hortatory exposition is to persuade the listener that something should or should not be the case.<sup>26</sup> It means that hortatory exposition persuades the readers or whether the problem should be done or not. Hortatory exposition offers a suggestion in the end of the text.

In addition, in writing hortatory exposition text, there are many problems that come from students. When they were asked to write a hortatory exposition text, they feel confused to choose the topic for the text. Moreover, hortatory exposition text is closely related to researcher's

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<sup>23</sup> Carroline Coffin, *Historical Discourse.*, p. 92.

<sup>24</sup> Joko Priyana et.al, *Interlanguage: English for Senior High School Students XI-Language Study Programme*, (Jakarta: Departemen Pendidikan Nasional, 2008, p. 171

<sup>25</sup> Katharina Rustipa, "Metadiscourse in Indonesian EFL Learners' Persuasive Texts: A Case Study at English Department, UNISBANK", (Semarang: Canadian Center of Science and Education, 2013), Volume 4, No 1 p. 47.

<sup>26</sup> Mohammad Bagher Khatibi, "*The Effect of Genre-Based Teaching on EFL Learners' Speaking Performance*", (Tehran: Winter, 2014) Volume 3.

arguments. Some students feel difficult to arrange the arguments and to make the ideas do not jump. They know what they want to write but they cannot organize their ideas. Besides that, they were bored with the teacher's method that used in classroom. The method that used by the teacher just make them confused in writing hortatory exposition text. Because of that, they need an appropriate strategy to improve their ability in choosing the topic and organize their ideas in hortatory exposition text.

In conclusion hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. It is include some arguments that give a recommendation for the readers or listeners.

#### **b. The Generic Structure of Hortatory Exposition**

According to Joko Priyana et.al, there are three generic structures of a hortatory exposition text. They are thesis, arguments and recommendation.<sup>27</sup> The first one is thesis. It consists of an announcement of issue concern. In this part, the researcher tells the reader an issue that he or she concerns. The second one is arguments. It consists of reasons for concern and leads to recommendation. The arguments contain some opinions of the researcher that support the main idea. The more opinions that the researcher writes, the more attractive a hortatory exposition text is. It is because the readers tend to believe in an event if there are many opinions that support in it. In addition, it will be better if the argument is not only a personal opinion of the researcher but also can contain an

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<sup>27</sup> Joko Priyatna et.al, *English for Senior.*, p. 171.

expert's opinion. The last one is recommendation. In this part, the researcher states what should or should not happen or be done based on the given arguments.

### **c. Language Features of Hortatory Exposition**

Dedi Turmudi maintains the several language features in building hortatory exposition text. They can be:<sup>28</sup>

- 1) Focusing on the researcher points of view
- 2) Using abstract noun; policy, advantage, and so forth
- 3) Using action verb
- 4) Using temporal connective; firstly, secondly, however, therefore, and so forth)
- 5) Using thinking/mental verb
- 6) Using passive voice
- 7) Using simple present tense
- 8) Using evaluative words; important, valuable, trustworthy and so forth
- 9) Using modal adverb; certainly, surely, etc

Based on the language features above, it is generally described that there are several language features which is used in building hortatory exposition text. The researchers ought to consider the language features in hortatory exposition since it gives notable role inside.

## **4. The Nature of Fishbone Strategy**

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<sup>28</sup> Dedi Turmudi, *Smart and Skilful Writer: Developing Writing 2*, (Metro: CV Laduny Alifatama, 2014) p. 15.

This subtitle entails the basic definition of fishbone strategy, purpose of fishbone strategy, procedure of fishbone strategy, strength and weakness of fishbone strategy in applying to hortatory exposition.

**a. Concept of Fishbone Strategy**

Fishbone strategy is a kind of strategy that uses cause and effect diagram. This strategy uses a diagram-based approach for thinking through all of the possible causes of a problem. This strategy helps people to carry out one problem through analysis of the situation. Moreover, Natsir proposes that fishbone strategy is a part of graphic organizer to analyze an event, object or issue by making use of webdiagram.<sup>29</sup> Graphic organizer are visual representations of information. They provide the students with a graphic way collecting, organizing, and representing ideas. It can be used to identify the potential (or actual) cause for a performance problem. It will show the causes of a particular effect and the relationships between cause and effect. Fishbone strategy is practically using a specific effect as a starting point, this activity uplifts pupils to regard and develop a list of causes which may feed into the effect.<sup>30</sup>

McKnight said that Fishbone strategy also known as the Cause and Effect Diagram or Ishikawa Diagram is greatly named after its Japanese inventor, Kaoru Ishikawa in 1915–1989 use the Fishbone to establish the

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<sup>29</sup> Nasir, “Fishbone Strategy In Teaching English In Indonesia: *A Tool Organizer For Learning Efl Reading*”, (Bandar Lampung, 2014), p. II 161.

<sup>30</sup> Anonimous, *Active Learning and Teaching Method for Key Stage 1 & 2*, (Clarendon Dock: A PMB Publication, 2007) , p 27.

causal relationships in a complex idea or event.<sup>31</sup> This strategy helps students understand how a central theme can have numerous related ideas. To effectively use this graphic organizer, begin with the result and then analyze the contributing causes. In line with that statements, Bose agrees that Fishbone diagram is known as Ishikawa diagram in which its appearance looks like a skeleton of fish to analyze the cause and sub-causes of problem.<sup>32</sup>

Yet, Donohue asserts that a fishbone is used for constituting a number of ideas and supporting details for each.<sup>33</sup> Fishbones can have any number of branches, including any number of ideas. Students record a main idea on the top line of each branch, then the add supporting details under each main idea. Fishbone can be used for identifying the elements of narrative (setting, characters, plot), describing different character, listing connection (text –to-text, text-to-self, text-to-world), determining important ideas and supporting details.

Garvey highlights that fishbone strategy can help to construct some factors that associated with a particular topic and show how they can relate together.<sup>34</sup> This strategy is appropriate to use in writing hortatory exposition text because hortatory exposition presents some arguments. It consists of thesis as an introduction, arguments as the body of the text, and

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<sup>31</sup> Katherine S. McKnight, *The Teacher's Big Book of Graphic Organizer*, (USA: Jossey-Bass, 2010), p. 46.

<sup>32</sup> Tarun Kanti Bose, "Application Of Fishbone Analysis For Evaluating Supply Chain And Business Process: *A Case Study On The St James Hospital*", (Bangladesh, 2012), Vol. 3, No. 2, p. 18.

<sup>33</sup> Lisa Donohue, *Guided Listening*, (Canada: Pembroke Publishers, 2007), p.31.

<sup>34</sup> Garvey G, *Root analysis of Fishbone Strategy*, (New York: GB Press, 2011), p. 288.

recommendation as a conclusion. In other words, the topic of this text is the effect and the arguments as the causes of the effect.

Regarding the most notions argued by the researchers above, it is particularly inferred that fishbone strategy is using a particular effect as a starting point. This activity encourages pupils to consider and generate a list of causes which may feed into the effect. It will show the causes of a particular effect and the relationships between cause and effect. This strategy is exactly needed by students to guide them in building hortatory exposition since building hortatory exposition text needs a great strategy to reveal the cause of the problem.

#### **b. The Purpose of Fishbone Strategy**

According to Min Zhu, the main objective of the Fishbone strategy is to expound in a graphical way the relationship between a effect and all the factors that influence this effect or called cause.<sup>35</sup> Meanwhile, Gulati highlights that fishbone can help us in a systematic and simple way to categorize the many potential causes of problems and to identify root causes.<sup>36</sup> Furthermore, Watkins maintains that the purpose of fishbone strategy is to identify the potential or actual cause for performance problem.<sup>37</sup> It means that fishbone has a purpose to identify the cause of the problem by utilizing it to solve the problem. On the other hand, the value of

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<sup>35</sup> Min Zhu, *Information and Management Engineering*, (New York: Scientific Publishing Services, 2011), p. 438.

<sup>36</sup> Ramesh Gulati, *Maintenance and Reliability Best Practices*, (New York: Industrial Press, 2013), p. 366.

<sup>37</sup> Ryan Watkins et.al, *A Guide to Assessing Needs*, (Washington: International Bank for Reconstruction and Development, 2012), p. 197.



the fishbone diagram is to assist teams in categorizing the many potential causes of problems or issues in an orderly way and in identifying root causes.<sup>38</sup>

In a typical Fishbone strategy, the effect is usually a problem which needs to be resolved, and is placed at the "fish head". The causes of the effect are then laid out along the "bones", and classified into different types along the branches, and the head or topic must be discovered. Synthesis also occurs when the related factors are combined into different categories. Bones can establish the impact of the cause. When used as a cause-and-effect diagram, a Fishbone diagram can be used to represent the extent of influence of each cause.

### **c. The Procedure in Applying Fishbone Strategy**

In implementing fishbone strategy in learning hortatory exposition text, Pupils can work at a board or wall space. Alternatively, groups can work around a table. Gulati proposes that the following five steps are essential when constructing a fish-bone diagram:<sup>39</sup>

1. Define the problem that that will become the main topic of hortatory exposition text.
2. Brainstorm the main factors that caused the problem.
3. Identify all causes that appear.
4. Select any causes that may be at the root of the problem.

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<sup>38</sup> Min Zhu, *Information and Management.*, p. 438.

<sup>39</sup> Ramesh Gulati, *Maintenance and Reliability.*, p. 367.

5. Develop corrective action plan to eliminate or reduce the impact of the causes as the recommendation than write a paragraph based on the diagram.

The first step is fairly simple and straightforward. Define the problem for which the root cause needs to be identified. Usually, in hortatory exposition the problem is positioned in *thesis* that needs a permanent fix, and that is worth brainstorming with the students. After the problem is identified, the students can start constructing the Fishbone diagram. The students define the problem. The next step is to start identifying the cause of the problem. Then, next step is to refine causes to find other causes occurring under each causes.

In the contrary, Watkins et.al argued that there are general procedures in applying fishbone diagram:<sup>40</sup>

- 1) Identify gaps between the results that are required for the successful accomplishment of your topic result chain.
- 2) Generate a clear, concise statement of the needs. Make sure that everyone in the group agrees with the need as it is stated.
- 3) Identify the categories of causes of the need. Brainstorming is often an effective technique for identifying the categories of cuses.

Watkins et.al gave some tips to success in using fishbone method. He said that, make sure that there is consensus in the group about both the

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<sup>40</sup> Ryan Watkins et.al, *A Guide to Assessing.*, p.198.

“need” and the characteristics of the “cause statement” before beginning the process of building the fishbone diagram.<sup>41</sup> If appropriate, the students can graft branches that do not contain a lot of information onto other branches. Likewise, they can “split” branches that have too much information into two or more branches. Write the simple words while populating the fishbone diagram or use as many words as necessary to describe the cause or effect.

#### **d. The Advantages and The Disadvantages of Fishbone Strategy**

Watkins et.al said that there are some advantages of using fishbone method. They are:<sup>42</sup>

1. The fishbone strategy is easy to implement and creates an easy-to-understand visual representation of the causes, categories of causes, and the need.
2. By using a fishbone diagram, the students are able to focus on the group on the possible causes or factors influencing the problem or need.
3. Even after the need has been addressed, the fishbone diagram shows many areas of weaknesses that can be revised before causing more difficulties.

In the level of equivalency, watkins also propose the disadvantages of fishbone strategy. The simplicity of a fishbone diagram can be both its strength and its weakness. As a weakness, the simplicity of fishbone

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<sup>41</sup> *Ibid.*, p. 200.

<sup>42</sup> Ryan Watkins et.al, *A Guide to Assessing.*, p. 198.

diagram may make it difficult to represent the truly interrelated nature of problem and causes in some very complex situation.<sup>43</sup>

## 5. Writing Evaluation

Every writing product needs to be evaluated in order that should be the good product will be achieved in evaluating the writing process. There are some categories in writing evaluation proposed by some experts.

According to Brown, there are six general categories that considered in evaluation fo students' writing are as follows:<sup>44</sup>

### a. Content

Content puts the crucial roles in the writing product. It becomes important when it indicated what the writing is giong to discuss. It usually consists of thesis statement, related ideas, development of ideas through personal experience, illustration, facts, and opinions. It also needs to use of description, cause/effect, comparison/contrast and consistent focus.

### b. Organization

Organization is absolutely needed in writing. The researchers have to understand about organization in order that they can create a good writing. It also becomes important in evaluation of writing. The organization are includes effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length.

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<sup>43</sup> *Ibid.*

<sup>44</sup> H.Douglas brown, *Teaching by Principles.*, p.356-357.

c. Discourse

Discourse is one of languages aspect that implied in writing product in order to see how the different parts of a text are connected. In other words, it is a grammatical aspect in language learning. Discourse are include topic sentence, paragraph unity, transitions, discourse marker, cohesion, rhetorical conventions, reference, fluency, economy, and variation.

d. Syntax

Syntax is the discipline that examines the rules of language that dictate how the various parts of sentence can be harmonize. Syntax deals with thenumber of things.

e. Vocabulary

Vocabularies are the basic part in writing. It is the impotant thing that help the researcher to develop their writing. Without vocabulary mastery is hard to interpret the researcher's feeling into the written form. A good writing can be appraised the enrichment of vocabularies.

f. Mechanics

Mechanics in writing consist of spelling, punctuation, citation of refernce (if applicable), neatness and appearance.

In further explanation, writing involves the mastery of all elements in target language such as grammar, organization, vocabulary, and mechanics.

It involves complex process. Harold maintains that writing attempts to evaluate separately the various components of a piece of writing, they are:<sup>45</sup>

- 1) Mechanic : the use of capitalization, punctuation and spelling
- 2) Grammar : the employment of grammatical pattern.
- 3) Organization : a larger element of writing to be included.
- 4) Vocabulary : the use of suitable vocabulary to follow the assign writing task

Based on above quotations, it can be inferred that good writing should have good content, good organization, good discourse, good syntax, good vocabularies, and good mechanics. Every categories contribute the percentage of writing score.

## **6. English Syllabus for the Eleventh Grade of SMA Muhammadiyah 2 Metro**

This research will be conducted in the Eleventh Grade of SMA Muhammadiyah 2 Metro. Final Examination are predicted that they have gotten four levels of writing subject. It means that they must have understood how to make a good composition of writing, especially in building hortatory exposition text but it is not to be a guarantee that they have the best writing without any error. English has the syllabus that will be the guide to teach the students. The standard competence of the syllabus is the students are able to express the meaning of the text in short text and simple essay in the form narrative, spoof and hortatory exposition in daily activity context.<sup>46</sup>

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<sup>45</sup> Harold S. Madsen, *Technique in Testing*, (New York:Oxford University Press, 1983), p. 120-121.

<sup>46</sup> Silabus Bahasa Inggris Kurikulum KTSP tahun 2015.

The students learn how to make good writing hortatory exposition texts. Referring to the standard competence, there is the basic competence. It includes the students are able to express the meaning of the text and the steps in building an essay by using various written language accurately, fluently and acceptable in daily activity context and to access knowledge in *narrative*, *spoof*, dan *hortatory exposition*.

The syllabus also has the indicator to guide the learning process of the students. The indicators are making a narrative text, using past continuous tense sentence in making spoof text, making spoof text, using modal should' to write recommendation in hortatory exposition text, making hortatory exposition text. The aims of the learning are students make texts of some type of writing. The assessment of the learning process is in the forms of written test, take home assignment and elaboration.

## **B. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

This research is composed of two variables. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Fishbone Strategy. Then the dependent variable (Y) is the students' writing hortatory exposition performance.

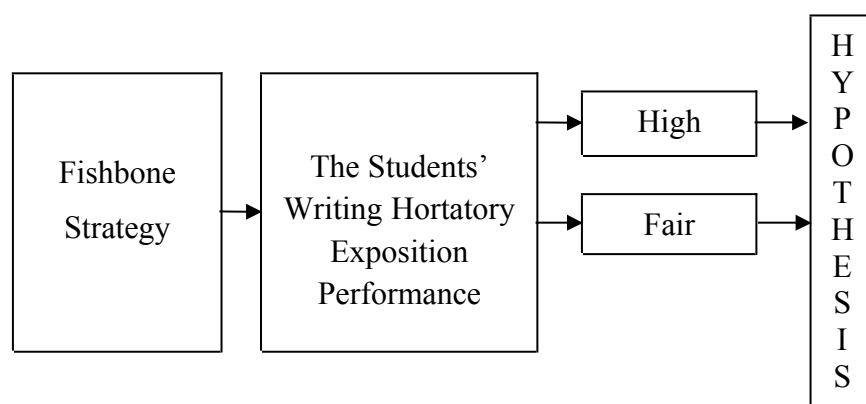
Essentially, children level ability is divided into two layers namely actual ability (owned by children) and potential capability (possible to be mastered). Zona between both the actual ability and potential capability is zona proximal development. The children need the fishbone strategy to achieve their potential capability.

Fishbone Strategy is almost identical to guided writing. The importance of using Fishbone Strategy is to guide students in order that they can analyze way of looking at effect and the causes that create effect. Moreover, this 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. This strategy is look like guiding strategy because the teacher guides the student in every steps of writing. This method helps students to carry out one problem through analysis of the situation. It will show the causes of a particular effect and the relationships between cause and effect. Therefore, by using Fishbone Strategy will be able to increase the students' writing hortatory exposition performance of the eleventh grade of SMA Muhammadiyah 2 Metro in academic year 2015/2016

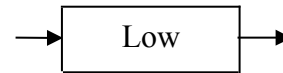
## 2. Paradigm

Regarding on the theoritical framework above the researcher describes the paradigm as follows:

Figure 1  
The Influence of Fishbone Strategy on Writing Hortatory Exposition Performance







Referring on the figure above, it can be seen that if the fishbone strategy is good and students's writing hortatory exposition performance is good, so there is a positive and significant influence of using fishbone strategy on the students' writing hortatory exposition performance. Conversely, if the fishbone strategy is poor and students's writing hortatory exposition performance is poor, so there is no a positive and significant influence of using fishbone strategy on the students' students' writing hortatory exposition performance.

## C. Hypothesis

### 1. Hypothesis Formulation

The research hypothesis are the hypotheses developed from observation, the related literature, and/or the theory described in the study. A research hypothesis states the relationship one expects to find as a result of the research.<sup>47</sup> It may be a statement about the expected relationship or the expected difference between the variables in the study.

John Cresswell explains that hypothesis is prediction the researcher makes about the expected relationship among variables in quantitative

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<sup>47</sup> Donal Ary et al., *Introduction to research in Education*, (USA: Wadsworth Cengage Learning, 2010), 8th Edition, p. 91

research.<sup>48</sup> There are two kinds of hypotheses, such as alternative and null hypothesis.

Based on assumption above, hypothesis for this research can be formulated as follows:

1. Alternative Hypothesis (Ha)

There is a positive and significant influence of using fishbone strategy on the students' writing hortatory exposition performance at the eleventh grade of SMA Muhammadiyah 2 Metro in The Academic Year of 2015/2016.

2. Null Hypothesis (Ho)

There is no positive and significant influence of using fishbone strategy on the students' writing hortatory exposition performance at the eleventh grade of SMA Muhammadiyah 2 Metro in The Academic Year of 2015/2016.

## **2. Statistical Hypothesis**

Related to the concept of statistical hypothesis, Yogesh explains that "A hypothesis may be stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non- directional form of

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<sup>48</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), P. 132

hypothesis”.<sup>49</sup>This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research are:

- a. If  $F_o > F_t$ , So  $H_a$  is accepted and  $H_o$  is rejected
- b. If  $F_t > F_o$ , So  $H_a$  is rejected and  $H_o$  is accepted

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<sup>49</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Two common categories of research widely known are quantitative and qualitative. The purpose of both quantitative and qualitative researches is to attain a more comprehensive understanding about how the world works. Both categories of research are significantly making use of visual tool as well. Yet, Quantitative research is expounding phenomena by gathering numerical data that are analyzed using mathematically based methods (in particular statistics).<sup>50</sup> Moreover, quantitative research is based on the measurement of quantity or amount.<sup>51</sup>

The researcher used the quantitative research. Since it is a true experimental research which applying pre-test and post-test. Jhon W. Best stated that “Experimental research is the description and analysis of what will be or what will occur, under carefully controlled condition.”<sup>52</sup> Therefore, the researcher concluded that this research is quantitative research because this research used the numerical number that taken from the students.

This influence research focuses on the influence between independent variable and dependent variable. This research contains two variables, the

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<sup>50</sup> Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publication Ltd, 2004), p. 1.

<sup>51</sup> C.R Kothari, *Research Methodology: Method and Techniques*, (New Delhi: New Age International Ltd Publishers, 2004), p. 3.

<sup>52</sup> Yongesh Kumar Singh, *Fundamental of Research*, p. 134.

independent variable that is Using Fishbone Strategy (X) and the dependent variable that is Writing Hortatory Exposition Performance (Y).

This research was conducted in SMA Muhammadiyah 2 Metro. In this research, the researcher investigated the eleventh grade of SMA Muhammadiyah 2 Metro in the Academic Year of 2015/2016 which consists of 196 students divided into seven classes.

## **B. Population, Sample, and Sampling Technique**

### **1. Population**

John W. Creswell proposes that a population is a group of individuals who have the characteristic.<sup>53</sup> Population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed. It means that the population is all subject which will be presumed in this research.

The population in this research is the students at the eleventh grade of SMA Muhammadiyah 2 Metro in the Academic Year of 2015/2016. The total of population in this research is 91 students who are divided into 3 classes.

### **2. Sample**

In this research, the researcher used cluster purposive sampling to take the sample. There is a class as the sample. By using cluster purposive sampling the researcher take the class XI IPA 2 at the eleventh grade of SMA Muhammadiyah 2 Metro in the Academic Year of 2015/2016. The total of sample are 30 students in class XI IPA 2.

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<sup>53</sup>

John W. Creswell, *Educational Research*, (Boston: Pearson Education, 2012), p. 142.

### **3. Sampling Techniques**

The researcher used the non probability sampling technique namely cluster purposive sampling as a sampling technique which based on previous knowledge of a population and the specific purpose of the research. The researcher chose XI IPA 2 as experimental class because their low score in writing based on the prasurvey test. Therefore, the class XI IPA 2 got treatment by using fishbone strategy.

### **C. Operational Definition of Variables**

Variable is a characteristic or attribute of an individual or an organization that researchers measured or observe and varies among individuals or organization studied. In this research the researcher divided the variables into two namely independent variable and dependent variable.

#### **1. Independent variable**

The independent variables are variable (probably) cause, influence or effect outcome. They are also called treatment. The variables examine are classified into independent and dependent variable. Independent variable of this research was Fishbone Strategy (X). Fishbone Strategy is defined as a strategy helping students to analyze the problem by utilizing the cause and effect of the problem. It could be used to identify the potential (or actual) cause for a performance problem.

Moreover, based on the explanation above, in this research the researcher used the fishbone strategy to conduct a treatment for the students in the eleventh grade of SMA Muhammadiyah 2 Metro in Academic Year 2015/2016. In addition, the researcher has collected the data by using a single essay test. That is making a text based on the topic that given by researcher.

## **2. Dependent Variable**

Dependent variables are variables that depend on the independent variable: they are the outcomes or results of the influence of the independent variable. Dependent variable of this research was writing hortatory exposition performance (Y) that was including content, organization, vocabulary, grammar and mechanic.

It refers to the level of students' performance in the writing hortatory exposition. Fishbone Strategy could increase the student's writing hortatory exposition performance, if the students can organize to develop an idea, the students have a good vocabulary, the students can arrange a good sentence, a good mechanics. In this way the students can construct a good text based on the indicator of writing. So, the indicator of writing hortatory exposition performance in this research is the researcher gives a pre - test and post - test to the students to make writing about hortatory exposition.

## **D. Data Collection Method**

### **1. Test**

Instrument includes test and questionnaire, observation schedules and any other tool used to collect data. It means that the valid data can be gained through several techniques of data collection method, one of which test. It implies that the test should be done to get the real data before accomplishing the research.

Therefore, in this research, test was used as data collection method to measure both variables. The researcher used writing text test of some texts to measure students' prior knowledge in writing hortatory exposition. Furthermore, the researcher used test to collect the data that consist of pre-test and post-test as data collection method to measure of the students' writing hortatory exposition performance.

#### **a. Pre-test**

The researcher gave the pre- test to the students. This step was done before give presenting the special treatment to find out the capability and to know how far the students' writing hortatory expositon performance.

#### **b. Post-test**



The post-test was administered in the last meeting after doing treatments to find out whether the treatments give any contribution to the students' achievement in the class or not.

## **2. Observation**

The researcher used the method to get the data about student's activities such as students' comprehension in question answer, students' writing activity, and students' good participation. The lecturer and students' activities will be observed and noted by the observer.

## **3. Documentation**

The researcher used the documentation method to support and obtain the detail information about the history of SMA Muhammadiyah 2 Metro, the number of teacher, official employer, and structure of organization. Also, this method is used to collect the valid data of the writing performance in pre-test and post-test.

## **E. Research Instrument**

Furthermore, the research instruments which are used involves:

### **1. Instrument Blueprint**

To obtain the data relate to the research problems, the researcher uses two kinds of instruments. Those are (a) instrument for the treatment

and (b) pre-test and post-test instrument. Research instrument which is used for the test are the using of fishbone strategy.

a) Instrument for a treatment

The instrument which is used in present research is in the form of using fishbone strategy and exercises. The exercise is designed for the control and experimental group, while fishbone strategy is designed for experimental group only. In the experimental group, after reviewing the students' knowledge about texts of writing and fishbone strategy, the students is given a title and they must make the outline of text and they develop their ideas in drafting process based on the title given using fishbone strategy. Afterwards, they are asked to start writing their draft in writing process and revising.

b) Pre-test and Post-test instrument

The researcher used the same type of pre-test and post-test instrument for both control and experimental. The pre-test instrument was different with the post-test instrument but of the same difficulty. The pre-test and the post-test instruments which are used in present research were in the form of writing test. Kinds of the instrument are in the same type with the instrument for the treatment but in the different title of the writing text.

## **2. Instrument Calibration**

Instrument calibration was the scale of measurement which would be used to decide the instrument standard. Furthermore, instrument

calibration was screening or examination of items of instrument that made by the researcher. It can be inferred that the instrument calibration is the scale of measurement which was used to decide the action in this research made by the researcher. In addition, the researcher collected the data by using the test. There will be one in this test consist of making a hortatory exposition text essay. The test will be consisting only one question about making the hortatory exposition text where they can choose one of the topics which they want.

In this research, the researcher used the logical validity in the form of content validity. The researcher will compose the instrument based on subject matter content which will be researched. The instrument which will be composed has represented the subject that is measured. Before gave the test, the researcher would consult to the teacher who have competence in writing. It is called expert judgement. The content validity used to give easy for the researcher to decide the students' writing performance, likes high, fair, low, and others. Therefore, the researcher used content validity based on the syllabus and materials at the eleventh grade of SMA Muhammadiyah 2 Metro in the academic year of 2015/2016.

## F. Data Analysis Technique

Donal Ary maintains that, “when dealing with nominal data, the most widely used tests of significance are the chi-square tests. They compare observed frequencies and expected frequencies”

To investigate whether there is any positive and significant influence of fishbone strategy on the students’ writing hortatory exposition performance in the eleventh grade of SMA Muhammadiyah 2 Metro in the academic year of 2015/2016; the researcher analyzes the data by using t-test.

The researcher could investigate the differences between the pretest and posttest group by using t test. According to Donald Ary, the formulation of t-test is as follows:<sup>54</sup>

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

Notes:

t = t ratio

D = average differences

$\sum D^2$  = difference scores squared, then summed

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<sup>54</sup> Donal Ary et al., *Introduction to research* , p. 177

$(\sum D^2)$  = difference scores summed, then squared

N = Number of pairs

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. The Data Description**

##### **1. Research Setting**

General picture is considered as a complement to the data that is the data about the condition of the school which include:

##### **a. Short Story About The Establishment of SMA Muhammadiyah 2 Metro.**

SMA Muhammadiyah 2 Metro was established on July 1, 1983 which was originally a laboratory STKIP Muhammadiyah Metro. Since the birth status of SMA Muhammadiyah 2 listed on Muhammadiyah Metro Council Education Teaching and Culture No. 4070/II-6/LP-83/1983 dated December 22, 1983.

Based on the scores of Private School Accreditation conducted by the Ministry of Education and Culture, the status of SMA Muhammadiyah 2 Metro in the next year are:

- Starting on February 1, 1989 by the Decree Recognized status of the Director General of Dikdasmen No: 011/C/Kep/I/1989
- Beginning on December 31, 1991 by the Decree Recognized status of the Director General of Dikdasmen No: 476/C/Kep/I/1991

- Beginning on December 12, 2000 status Recognized by Decree of the Head Office of the Ministry of National Education Lampung No. 37044/112.A/Kep/2000
- Starting on August 11, 2005 with a rating of B BAS Assembly Decision of Lampung Province National Schools Accreditation Board Number: Ma.000768
- National Accreditation Board of Education set the SMA Muhammadiyah 2 Metro received ratings of “B” began on December 14, 2007 to 2012 by Number: Ma.002508

SMA Muhammadiyah 2 Metro is one of the five private schools that are members of the sub-rayon SMA Muhammadiyah 1 Metro, among others: SMA Muhammadiyah 1 Metro, SMA Muhammadiyah 2 Metro, SMA Kristen Metro, SMA Ma'arif Metro, SMA PGRI Metro, SMA TMI Metro.

#### **b. The Leadership**

The condition of Leadership, since its establishment in 1983 SMA Muhammadiyah 2 Metro experienced leadership turnover as 9 (nine) times, namely:

Table 3  
The Condition of Leadership of SMA Muhammadiyah 2 Metro

Number	Period	Principal Name	Work Period
1.	I	Dr. Marzuki	1983 – 1987
2.	II	Drs. Marsum Ahmadi	1987 – 1991
3.	III	Drs. Tukiman S.	1991 – 1995
4.	IV	Drs. M. Bashori	1995 – 1999
5.	V	Drs. Zainal Abidin	1999 – 2003
6.	VI	Drs. Wiradi	2003 – 2008
7.	VII	Ari Tri Wahyuni, S.E.	2008 - 2011
8.	VIII	Ari Tri Wahyuni, S.E.	2011 – 2015
9.	IX	Hari Ardianto, S.Pd.	2015 – 2019

### c. School Conditions

#### 1) Circumstances Infrastructure

SMA Muhammadiyah 2 Metro has educational facilities such as school buildings located in the center of Metro City. The building is also equipped with: Office Space, Learning Space, Space Library, Space Science Laboratory, Computer Laboratory Space (Pentium) and the Internet, IPM Space.

#### 2) The Condition of Teachers and Official Employers

The members of teachers and official employers in SMA Muhammadiyah 2 Metro consist of 30 person of teachers. The teachers besides as the teacher given function as representative leader of Curriculum, leader of students, representative students, builder IPM, PASKIBRA and a class sain. Therefore, selected teachers and officers are very helpful in teaching learning process.



### 3) The Students' Quantity of SMA Muhammadiyah 2 Metro in Academic Year 2015/2016

The students' quantity of SMA Muhammadiyah 2 Metro is 194 that can be identified as follows:

Table 4  
The Data of Students of SMA Muhammadiyah 2 Metro 2015/2016

No	Class	Number of Class	Sex		Total
			Male	Female	
1.	X-1	1	9	23	32
2.	X-2	1	10	16	26
3.	XI IPA-1	1	10	19	29
4.	XI IPA-2	1	13	17	30
5.	XI IPS	1	14	19	33
6.	XII IPA	1	4	18	22
7.	XII IPS	1	7	15	22
	<b>Total</b>	<b>7</b>	<b>67</b>	<b>127</b>	<b>194</b>

*Source: Documentation of student condition SMA Muhammadiyah 2 Metro 2015/2016*

## 2. The Data of Research

This research was conducted on the eleventh grade of SMA Muhammadiyah 2 Metro in one class. It was class XI IPA 2 which consist of 30 students. This research was held from Mei 16-30, 2016.

The researcher conducted the research by steps, and the explanation was as follows:

**a. Pre-test Result**

To measure the students writing hortatory exposition performance the researcher used the pre-test before giving the treatment. The student had been ordered to build up a hortatory exposition text. The researcher gave the students some topic related to hortatory exposition text, they had to choose one of the topic and build a hortatory exposition text based on the topic. They were given 45 minutes to finish the test. The result of pretest can be shown as follows:

**Table 5**  
**The Pre-Test Score of Writing Hortatory Exposition Performance**  
**at The Eleventh Grade of Senior High School Muhammadiyah 2**  
**Metro**

No	Students Initial	The Score of Pre- test
1	AS	60
2	AR	50
3	AN	58
4	AAP	50
5	AK	58
6	AN	56
7	AN	63
8	CNF	45
9	CAT	58
10	DS	58
11	DA	68
12	DKS	80
13	EF	45
14	EO	46
15	HH	82

16	IK	50
17	IR	60
18	LM	40
19	MS	46
20	MWI	52
21	MIP	60
22	MFS	47
23	OBS	59
24	RH	50
25	S	49
26	S	72
27	SR	59
28	YS	58
29	SW	49
30	AP	49
<b>Total</b>		<b>1677</b>
<b>The Highest Score</b>		<b>82</b>
<b>The Lowest Score</b>		<b>40</b>
<b>Average</b>		<b>55,9</b>

Source: The pre-test score of students' writing hortatory exposition performance on Mei 19<sup>th</sup>, 2016.

From the data above, it can be found that the highest score was 82 and the lowest score was 40. Based on the data, the researcher measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 30$$

$$K = 1 + 3,3 \times 1,47$$

$$K = 1 + 4,87$$

$$K = 5,87 \approx 6$$

$$R = H (\text{highest score}) - L (\text{lowest score}) + 1$$

$$R = 82 - 40 + 1$$

$$R = 43$$

$$I = \frac{R}{K}$$

$$I = \frac{43}{\sigma}$$

$$I = 7,167 \approx 7$$

Note

R = The distance from score maximum and score minimum

H = The highest score

L = The lowest score

K = The number of interval class

I = The length of interval class

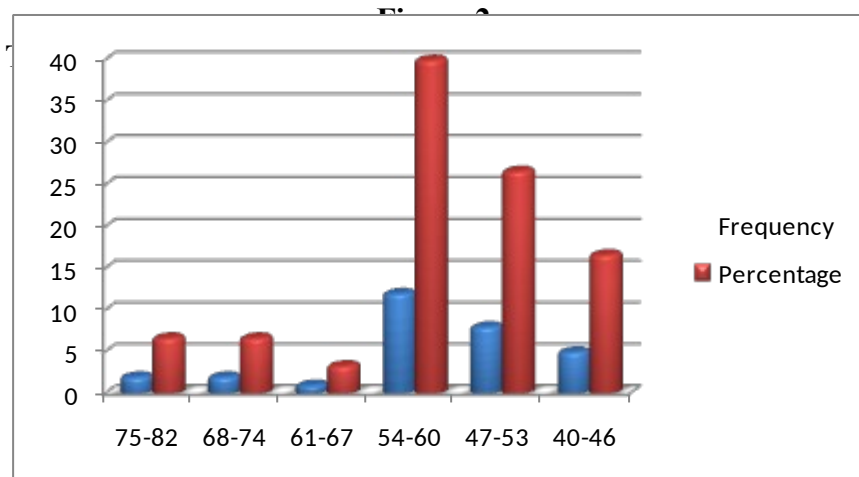
n = Total of participant

The total of class interval of this result pretest research was 7. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

**Table 6**  
**The Frequency Distribution of Students' Score**  
**in Pre-Test of Writing Hortatory Exposition Performance**

No	Class Interval	Frequency	Percentage %
1	75-82	2	6,67 %
2	68-74	2	6,67 %
3	61-67	1	3,33 %
4	54-60	12	40 %
5	47-53	8	26,67 %
6	40-46	5	16,66 %
Total		30	100 %

If the data was put into graphic, it can be seen as follow:



Based on the table frequency distribution and graphic above, it can be inferred that 30 students as the research sample can be divided:

- 1) For the class interval of 40-46, there were 5 student or 16,66%.
- 2) For the class interval of 47-53, there were 8 students or 26,67% .
- 3) For the class interval of 54-60, there were 12 students or 40% .
- 4) For the class interval of 61-67, there was only 1 students or 27% .
- 5) For the class interval of 68-74, there were 2 students or 6, 67%.
- 6) For the class interval of 75-82, there were 2 student or 6,67%.

The table and graphic above show that most of students got lower grade than 70, they were 27 students. The criteria of students who are successful in mastering the material are the students who got score more than 70, it was only 3 students or 10%. The average grade of pre-test is 55,9. It shows that the score of the students' writing hortatory exposition performance in pre test was not satisfactory. It became one of the reasons why researcher used fishbone strategy as an alternative strategy to teach English especially in writing hortatory exposition performance. It was done to know the influence of the

fishbone strategy on students' writing hortatory exposition performance.

#### **b. Post-test Result**

After knowing the pre-test score of the students' writing hortatory exposition performance, it might be assumed that the students got poor score. Therefore, the researcher conducted the treatment to help the students in understanding of writing hortatory exposition performance. The researcher gave treatment by using fishbone strategy. The researcher asked to the students about the difficulties in building up a hortatory exposition text and gave more explanation about the writing hortatory exposition text by using fishbone strategy. The researcher explained about what the fishbone strategy is, and also explained about the procedure of fishbone strategy in learning process. Therefore, the students were curious and interested to use this strategy in learning writing hortatory exposition.

In this process the researcher saw that the students were interested and they motivated to study writing more by using this strategy, at the end. The researcher gave post-test to know their writing hortatory exposition performance after they were given the instruction (treatment).

To measure the influence of fishbone strategy, the researcher tested the students to build a hortatory exposition text. The score of the post-test can be described as follows:

**Table 7**  
**The Post-Test Score of Writing Hortatory Exposition**  
**Performance at The Eleventh Grade of SMA Muhammadiyah 2**  
**Metro**

No	Students Initial	The Score of Posttest
1	AS	82
2	AR	80
3	AN	74
4	AAP	74
5	AK	69
6	AN	86
7	AN	88
8	CNF	82
9	CAT	85
10	DS	76
11	DA	83
12	DKS	91
13	EF	72
14	EO	75
15	HH	93
16	IK	82
17	IR	86
18	LM	78
19	MS	75
20	MWI	75
21	MIP	85
22	MFS	77
23	OBS	80
24	RH	75
25	S	70
26	S	89
27	SR	69
28	YS	74
29	SW	78

30	AP	76
<b>Total</b>		<b>2379</b>
<b>The Highest Score</b>		<b>93</b>
<b>The Lowest Score</b>		<b>69</b>
<b>Average</b>		<b>79,3</b>

Source: The score of post-test of students' writing hortatory exposition performance on Mei 30<sup>th</sup>, 2016.

From the data above, it can be found that the highest score was 93 and the lowest score was 69. Based on the data, the researcher measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 30$$

$$K = 1 + 3,3 \times 1,47$$

$$K = 1 + 4,87$$

$$K = 5,87 \approx 6$$

$$R = H (\text{highest score}) - L (\text{lowest score}) + 1$$

$$R = 93 - 69 + 1$$

$$R = 25$$

$$I = \frac{R}{K}$$

$$I = \frac{25}{6}$$

$$I = 4,167 \approx 4$$

Note :



- R = The distance from score maximum and score minimum
- H = The highest score
- L = The lowest score
- K = The number of interval class
- I = The length of interval class
- n = Total of participant

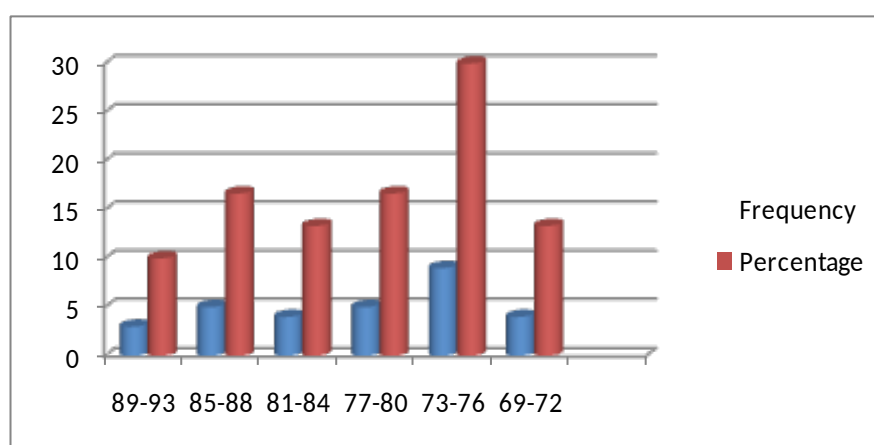
The total of class interval of this result pretest research was 4. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

**Table 8**  
**The Frequency Distribution of Students' Post-Test Score of Writing Hortatory Exposition Performance**

No	Class Interval	Frequency	Percentage %
1	89-93	3	10,00%
2	85-88	5	16,67%
3	81-84	4	13,33%
4	77-80	5	16,67%
5	73-76	9	30,00%
6	69-72	4	13,33%
Total		30	100%

If the data was put into graphic, it can be seen as follow:

**Figure 3**  
**The Graphic of Frequency Distribution of the Students' Score in Post-test of Writing Hortatory Exposition Performance**



Based on the table frequency distribution above, it can be inferred that 30 students as the research sample can be divided :

- 1) For the class interval of 89-93, there were 3 students or 10%.
- 2) For the class interval of 85-88, there were 5 students or 16,67%.
- 3) For the class interval of 81-84, there were 4 students or 13,33% .
- 4) For the class interval of 77-80, there were 5 students or 16,67% .
- 5) For the class interval of 73-76, there were 9 students or 30% .
- 6) For the class interval of 69-72, there were 4 students or 13,33% .

Based on the table and graphic above, the average score from students was 79,3. It shows that their average of pre-test grades was

increased so; it means that the treatment through fishbone strategy was successful on students writing hortatory exposition performance. From the table above, it can be seen that the students who passed the test was the students who got score more than 70, there were 27 students or 90%.

## B. Hypothesis Testing

After applying the test and getting the documentation, the researcher analyzed the data by using analysis of t-test in order to prove whether there is any influence of Fishbone Strategy on the students' writing hortatory exposition performance at the the eleventh grade of SMA Muhammadiyah 2 Metro in the Academic Year of 2015/2016 as follows:

1. Preparing the table in order to prove whether there is any influence of Fishbone Strategy on the students' writing hortatory exposition performance at the the eleventh grade of SMA Muhammadiyah 2 Metro in the Academic Year of 2015/2016.

**Table 9**  
**The Authentic Table of Pretest Score and Post Test Score of Writing Hortatory Exposition Performance at The Eleventh Grade of SMA Muhammadiyah 2 Metro**

No	Initial Students	The Score of Pre-test	The Score of Post-test	D	D <sup>2</sup>
1	AS	60	82	22	484
2	AR	50	80	30	900
3	AN	58	74	16	256
4	AAP	50	74	24	576
5	AK	58	69	11	121
6	AN	56	86	30	900
7	AN	63	88	25	625

8	CNF	45	82	40	1600
9	CAT	58	85	27	729
10	DS	58	76	18	324
11	DA	68	83	15	225
12	DKS	80	91	11	121
13	EF	45	72	27	729
14	EO	46	75	29	841
15	HH	82	93	11	121
16	IK	50	82	32	1024
17	IR	60	86	26	676
18	LM	40	78	38	1444
19	MS	46	75	29	841
20	MWI	52	75	23	529
21	MIP	60	85	25	625
22	MFS	47	77	30	900
23	OBS	59	80	21	441
24	RH	50	75	25	625
25	S	49	70	21	441
26	S	72	89	17	289
27	SR	59	69	10	100
28	YS	58	74	16	256
29	SW	49	78	29	841
30	AP	49	76	27	729
<b>Total</b>				$\Sigma D$ 705	$\Sigma D^2$ 18313
$\bar{D}$				23,5	

The average of  $D = (705:30) = 23,5$

2. Putting the data above into the formula of t-test in order to get “ $t_{\text{observed}}$ ”

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

$$t = \frac{23,5}{\sqrt{\frac{18313 - \frac{(705)^2}{30}}{30(30-1)}}$$

$$t = \frac{23,5}{\sqrt{\frac{18313 - (497025 : 30)}{30 \times 29}}$$

$$t = \frac{23,5}{\sqrt{\frac{18313 - 16567,5}{870}}$$

$$t = \frac{23,5}{\sqrt{\frac{1745,5}{870}}}$$

$$t = \frac{23,5}{\sqrt{2,006322}}$$

$$t = \frac{23,5}{1,4164469} = 16,590809 = 16,591$$

To know the critical value of t-test ( $t_{table}$ ), the researcher firstly counted  $df$ ,  $df$  is degree of freedom. The formulation of  $df = N-1$ .  $N$  is the number of research population:

$$\begin{aligned} df &= N-1 \\ &= 30-1 \\ &= 29 \end{aligned}$$

Furthermore, the writer demonstrated the data which was analyzed by using t-test in SPSS in the table below.

Table 10.

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	40	82	55,90	9.9528
Posttest	30	69	93	79.30	6.5028
Valid N (listwise)	30				

The table above demonstrated that the total sample of pretest or before treatment was 30 with the minimum value was 40 and maximum 82, mean of pretest was 55.90 with the standard deviation was 9.9528. Meanwhile the total sample of post test or after treatment was 30 with the minimum value was 69 and maximum 93, its mean of post test was 79.30 with the standard deviation 6.5028.

Moreover, the table below illustrated the result of the calculation of t test in SPSS.

Table 11.  
**Paired Samples Test**

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Posttest	2.340	7.555	1.3793	26.2210	20.5789	16.965	29	.000

The table above illustrated that the mean of pretest X1 and post test X2 result was 2.340 and it's the standard deviation was 7.555 with standard error mean was 1.3793, t observed was 16.965 with degree of freedom was 29 to confidence interval of the difference 95%.

After considering the t-test table by using df 29. so it can be found that :

Table 12  
Critical Value of  $t_{table}$

Level of significant	5 %	1 %
df 29	2.045	2.462

1. The critical value of t-test ( $t_{table}$ ) for the 5% level is 2.045
2. The critical value of t-test ( $t_{table}$ ) for the 1% level is 2.462

From all the data analysis above, it can be found that:

1. “ $t_{observed}$ ” = 16.591
2. “  $t_{table}$  “ level of 5% = 2.045
- “  $t_{table}$  “ level of 1% = 2.462

Its mean that “ $t_{observed}$ ” higher than “  $t_{table}$  “ or it can be written as  $2.045 < 16.591 > 2.462$ . From the value above, it can be inferred that there is positive and significant influence of using Fishbone Strategy on the students’ writing hortatory exposition performance at the eleventh grade of SMA Muhammadiyah 2 Metro in the academic year of 2015/2016.

In this research, all of the tests had done individually by the students. Its benefit was to know the influence of using Fishbone Strategy on the students’ writing hortatory exposition performance from the result of those test, there was different score of students. It can be seen from the result of the students’ pretest and post test.

- If  $t_{observed} > t_{table}$ ,  $H_a$  is accepted and  $H_o$  is rejected.
- If  $t_{observed} < t_{table}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

The researcher has formulated the Alternative Hypothesis ( $H_a$ ) such as: “There is a positive and significant influence of using Fishbone Strategy on the students’ writing hortatory exposition performance at the eleventh grade of SMA Muhammadiyah 2 Metro in the academic year of 2015/2016.”

Finally, the data confirmed that “ $t_{\text{observed}}$ ” = 16.591 was higher than “ $t_{\text{table}}$ ” level of significant 5% = 2.045 and “ $t_{\text{table}}$ ” level of significant 1% = 2.462. Therefore, it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means that there was a positive and significant influence of using Fishbone Strategy on the students’ writing hortatory exposition performance at the eleventh grade of SMA Muhammadiyah 2 Metro in the academic year of 2015/2016.

### **C. Discussion**

In this research, there are two variables. They are fishbone strategy (X) and writing hortatory exposition performance (Y). The variable was tested by using calculation of t-test to investigate whether there is influence of using fishbone strategy on the students’ writing hortatory exposition performance. It confirmed that there was positive influence of using fishbone strategy toward students’ writing hortatory exposition performance.

During the research, The researcher observed that fishbone strategy is one of essential stimulus to make students’ learning activity more effective. Because by using fishbone strategy in teaching writing, the



students can be more easier to understand the text. So that, the students are able build up a good hortatory exposition text.

The researcher recommended this strategy for the teacher in order that fishbone strategy can be one of strategy in learning writing. Thus, it has proved that using fishbone strategy can be used as an alternative strategy in writing.

Before conducting the research, the researcher administered pretest in order to found out the basic performance of the students before treatment. The result showed that the highest score was 82 while the lowest was 40 and the average 55,90. After finishing the treatments, the researcher administered posttest. The result of the posttest showed that the highest score was 93 while the lowest was 69 and the average score was 79,30.

The result indicated that the students' writing hortatory exposition performance improved after they were taught by using Fishbone Strategy. It was proved by the mean score of pre test that improve from 55,90 before treatment up to 79,30 after the treatment. Further, from the computation of t-test, it was gained that at the significant level of 1% and 5%,  $t_{\text{observe}}$  was higher than  $t_{\text{table}}$  that was  $2.045 < 16.591 > 2.462$ . This mean that the hypothesis proposed by the researcher was accepted.

Referring to all the findings above, it can be concluded that by applying Fishbone Strategy, the students can build up writing hortatory text more easily.

**D. Limitations**

The score of this research was about the Influence of Using Fishbone strategy on the students' writing hortatory exposition performance at the eleventh Grade of SMA Muhammadiyah 2 Metro in the Academic Year of 2015/2016. Therefore, the score of this research was limited on that location, subject, and time, so that the score of this research could not be generalized.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the previous discussion and the result of research, the researcher concludes that:

Fishbone Strategy is one of essential stimulus to make students' learning activity more effective. By using Fishbone Strategy in teaching writing, the students can be easier to understand and organize their idea. So that, the students are able to build a good hortatory exposition text.

Based on the result of data analysis about the Influence of Using Fishbone Strategy on the Students' Writing Hortatory Exposition Performance at the Eleventh Grade of SMA Muhammadiyah 2 Metro in the Academic Year of 2015/2016, as follows:  $t_{\text{observed}} = 16.591$  and  $t_{\text{table } 5\%} = 2.045$  and  $1\% = 2.462$ .

It means that the data confirmed that " $t_{\text{observed}}$ " is higher than " $t_{\text{table}}$ ". Therefore, it can be inferred that Alternative Hypothesis ( $H_a$ ) is accepted. It can be proved that there is a positive and significant Influence of Using Fishbone Strategy on the Students' Writing Hortatory Exposition Performance at the Eleventh Grade of SMA Muhammadiyah 2 Metro in the Academic Year of 2015/2016.

## **B. Suggestions**

After conducting the research at the eleventh grade of SMA Muhammadiyah 2 Metro, the researcher suggests some points as follows:

1. For the students

The students should use Fishbone Strategy to stimulate their thought so that they are able to organize their idea to build a good hortatory exposition.

2. For the teacher

a. The teacher should choose the suitable strategy to encourage students be more active in writing activity.

b. The teacher is recommended to apply this fishbone strategy to raise the students' writing hortatory exposition performance.

3. For the headmaster

The headmaster should support the English learning process by preparing some facilities of teaching and learning.