AN UNDERGRADUATE THESIS

THE USE OF FISHBONE STRATEGY TO IMPROVE THE STUDENTS'

ARGUMENTATIVE WRITING SKILL AT THE SEVENTH GRADE OF

MTs MA'ARIF NU 21 BUANASAKTI IN ACADEMIC YEAR 2019/2020

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M

THE USE OF *FISHBONE STRATEGY*

TO IMPROVE THE STUDENTS' ARGUMENTATIVE WRITING SKILL AT

THE SEVENTH GRADE OF MTs MA'ARIF NU 21 BUANASAKTI IN

ACADEMIC YEAR 2019/2020

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S. Pd)
In English EducationDepartement

By :
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STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
1441 H / 2019

PENGGUNAAN STRATEGY *FISHBONE*
UNTUK MENINGKATKAN KEMAMPUAN SISWA MENULIS TEKS
ARGUMENTATIVE DI KELAS TUJUH MTs MA'ARIF NU 21 BUANASAKTI

ABSTRAK
By:
INDRI SEVIYANTI

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan dari fishbone strategydapat meningkatkan kemampuan menulis argumentative teks di kelas tujuh(VII) MTs Ma'arif NU 21 Buanasaki Lampung Timur.Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek dari penelitian ini adalah 35 siswa kelas VII MTs Ma'ari NU 21 Buanasakti Lampung Timur. Dalam pengumpulan data peneliti menggunakan test, observasi,dokumentasi dan catatan lapangan.

Hasil dari penelitian ini menunjukkan bahwa fishbone strategi sebagai strategi memiliki hasil positif dalam meningkatkan kemampuan menulis siswa di argumentative teks kelas tujuh MTs Ma'arif NU 21 Buanasakti. Hal ini dapat dibuktikan berdasarkan nilai pretest adalah 60.4, post test 1 adalah67.7, dan post tst 2 adalah 75.8. ini berarti bahwa strategi fishbone sebagai strategi dapat meningkatkan kemampuan menulis siswa pada teks argumentatif dikelas vii MTs Ma'arif 21 Buanasakti Tahun Pelajaran 2019/2020.

THE USE OF *FISHBONE STRATEGY*

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ACADEMIC YEAR 2019/2020

ABSTRACT
By:
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The objective of the study is to find out whether the use of fishbone strategy will be able to improve the student writing ability in argumentative teks at the sevent grade of MTs Ma'arif NU 21 Buanasakti.The research uses Classroom Action research (CAR) which was done in two cycles. Every cycle consisted of planning, acting, observing and reflecting. The subject of this research was 35 students of eighth grade (VII.1)ofMTs Ma'arif NU 21 Buanasakti. In collecting data the researcher used test, observation,documentation and fieldnote.

The results of this reesearch showed that fishbone strategy as a strategy had positif result in improving student's writing ability in argumentative text at the seventh grade of MTs Ma'arif NU 21 Buanasakti. It can be proven by the student's average score from pre-test to post test. The average score in pr-test was 60.4, post test 1 was 67.7 and post test 2 was75.8. It mean that the using of fishbone strategy as strategy could improve the student's writing ability in argumentative text.The seventh grade of mts ma'arif nu 21 buanasakti in academic year 2019/2020

NOTA DINAS

Nomor   :

Lampiran   :

Perihal   : **Mohon dimunaqosyahkan Skripsi**

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Kepada yth,

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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name   : Indri Seviyanti

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Judul Skripsi   : THE USE OF FISHBONE STRATEGY TO IMPROVE THE STUDENTS ARGUMENTATIVE WRITING SKILL AT THE SEVENTH GRADE OF MTS MA'ARIF NU 21 BUANASAKTI IN THE ACADEMIC YEAR OF 2019/2020

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

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              of Indri Seviyanti

> To: The Honorable the
> Dean of Faculty of Tarbiyah and Teacher Training
> State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikumWr.Wb

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<tr><td>Sponsor</td><td>Metro,   December 2019
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RATIFICATION PAGE
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An Undergraduate thesis entitled: THE USE OF FISHBONE STRATEGY TO IMPROVE THE STUDENTS' ARGUMENTATIVE WRITING SKILL AT THE SEVENTH GRADE OF MTS MA'ARIF NU 21 BUANASAKTI IN ACADEMIC YEAR 2019/2020, Written by Indri Seviyanti, student number 13107457 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on December 23th 2019 at 10.00 – 12.00 p.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Widhiya Ninsiana, M.Hum   (.................................)

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STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, November 2019

The writer,

INDRI SEVIYANTI
Student Number: 13107457

ORIGINALITAS PENELITIAN

Yang bertanda tangan dibawah ini

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        Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan baha skripsi ini secara keseluruhan adalah hasil peneltian pneliti

kecuali bagian –bagian tertentu yang dirujuk dalam daftar pustaka yang telah

disebutkan.

Metro, November 2019

Yang menyatakan

INDRI SEVIYANTI

St.Number 13107457

MOTTO

.... إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا۟ مَا بِأَنفُسِهِمْ .... ﴿١١﴾

Allah does not change a people's lot unless they change what is in their hearts.

(QS. Ar Ra'd 13:11)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My beloved husband

(Ahmad Darusman)

My beloved parents

(Mr.Sumarno and Mrs.Siti Umayah, Mr.Daldiri and Mrs.Jarmi)

My beloved young brother

(Indra Sofyan and Kusmedi)

My beloved friends

(Dian anggraini, Nafiatul khoiriyah, Maya retmarika, and soon)

Absolute (SOLLER) Class of TBI 2013 and My beloved campus IAIN Metro.

ACKNOWLEDGMENT

All of Praise to Allah who has created the best thing in this universe who called human, and has given His blessing to all mankind all over the world without any exception. Shalawat, salam, and rahmat must be the best words conveyed to our Prophet Muhammad SAW, because of him who becomes an inspiration and motivation for all people to live as Moslems. In the present research the writer is presented as a Partial Fulfillment of the Requirements for the undergraduate thesis.

The writer cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this research proposal that the researcher cannot mention one by one. First of all, the researcher would like to express her thanks to Dr. Widhiya Ninsiana, M.Hum as the first advisor who has contributed her expertise and idea to assist this undergraduate thesis. And then the writer wishes to express her deep thanks to Trisna Dinillah Harya, M.Pd as the second advisor who has given her knowledge and experience in finishing this undergraduate thesis.

The researcher realizes that this undergraduate thesis is nearly imperfect. Last but not least, i hope that the result of the research beneficial or contribution in teaching learning activity of English Language in MTs. Maarif NU 21 Buanasakti .

Metro, Desember 2019

The Resarcher

INDRI SEVIYANTI

Student Number 13107457

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INTRODUCTION

A. Background of Study

It is commonly realized that language is fundamentally and profoundly part of communication in the society. With language, most people will be able to do a communication and social context. Language is one of the important aspects in human life. The function of language is to communicate, interact, and negotiate with others.

English is the first foreign language in Indonesia. It means that English is a necessary learning subject where must be taught for the students in the school from the elementary school until university. Mastering English as a foreign language of course is not as simple as learning English as a national language. Teacher and students must master and understand what the strategy that suitable to be used in English teaching and learning process. Learning English with suitable strategies can help the students to understand English material well.

Writing is one of the skills that is very important to be learned. Writing is language skill that can be used to communicate and to express with others in written form. As we know, writing is not easy. Among the skills, writing is the most difficult skill to be learned, because it needs hard thinking in producing words, sentences, and paragraph at the same time. Writing is the process of creating text.

Furthermore, Writing is one of the important aspects in language learning. By writing, the students can share information and ideas in the written text. Writing performance can help them to think critically and to clarify their thoughts. Writing is also as a learning tool, helping them to understand and to remember. It means that, writing can use when the students make summaries the material to be memorized easily.

In the field of second language teaching, the expert saying that writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language. It means that, the researcher argue that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.

In the second year of Junior High School, the basic competence that should be achieved in the English subject that is the students have ability to develop and produce written simple functional text in the descriptive text, recount text,narrative text and argumentative text. Students of Junior High School are expected to have high writing ability, especially in made a paragraph.It can be express their ideas, statement, question, etc in written form. English teacher of the seventh Grade (VII) students of MTs. Ma'arif NU 21 Buanasaktiin the Academic Year of 2016/2017decided 72 score as the minimum mastery criteria (MMC).

Student score on argumentative text is low. It can be proved from pre-survey onjanuary, 25th 2019, as follows:

Table 1

The Pre survey Result of Students' Writing Argumentative Text

at the Seventh Grade of MTs. Ma'arif NU 21 BUANASAKTI

No	Score	Category	Total	Percentage
1	≥ 72	Pass	12	34%
2	≤ 72	Failed	23	66%
Result			35	100%

Source: Pretest Result on january, 25th 2019

Based on the table above, the total students failed category is higher than the pass category. The student who passed for thewriting subject is34% (12 student) and the students who include failed category66%(23 tudents), and the highest grade 80 and the lowest grade is45 with the minimum mastery criteria (MMC) for English is 72.

Seeing from the data and the case above, the researcher tries to motivate students to develop their writing skill especially in argumentative text. Argumentative text is a problem-solving process that involves the use of goal-directed self-regulatory procedures tomanage task demands. To write the argumentative text, the student must thought, memorized the even that ever happened, produce word to be a good paragraph, etc. It means that, argumentative text is the text that difficul enough.

It needs the strategy that can be used to improve argumentativetext. To modify positively the situation of the classroom and to make the teaching-learning process lively, the researcher would like to propose an alternative strategy, that is the one which common known under the term "Fishbone Strategy".

Fishbone strategy will help the students to organize their idea beforedeveloping it into paragraph of argumentative text. Moreover, the fishbone strategy can motivate the students to write and stimulus their idea also they can build the connection and established the correlation between student's experience and new information. This strategy is an effective tool for the prewriting stage of the writing process.

Based on the background above, the researcher takes a title of this research, "**The Use of Fishbone Strategy to Improve the Students Argumentative Writing Skill at the Seventh Grades of MTs. Ma'arif NU 21 BUANASAKTI in academic year 2019/2020**."

B. **Problem Identification**

Based on the pre survey result, the problem identification as follows:

1. The students' skill in writing argumentative text is still low.

2. The students still have difficulties to express their idea, to produce sentences.

3. The students are unconvidence to write a argumentative text because they are afraid in making mistake a sentence.

C. **Problem Limitation**

Based on the problems above, the researcher would focus on students' score is low in writing argumentative text and they havedifficulties in express their idea in writing argumentative text. The researcher will use the fishbone strategy to improve thestudents skillin writing argumentative text of the seventh grade of MTs. Ma'arif NU 21 BUANASAKTI in Academic Year 2019/2020.

D. **Problem Formulation**

The researcher will formulate the problem as follows:

"Can the Use of Fishbone Strategy Increasethe Students' Argumentative Writing skill of the seventh Gradeof MTs. Ma'arif NU 21 BUANASAKTI in academic year 2019/2020.

E. **Objectives and Benefits of the Research**

1. Objectives of the Research

According to background of the researchand problem formulation above, the researcher is to find out whether fishbone strategy can be used to increase the students' argumentative writing skill of the seventh Grade of MTs. Ma'arif NU 21 BUANASAKTI.

2. Benefits of the Research

1. For the Students

The result of this research is as the information tomake the students will be more interested and motivated in learning English.

2. For the Teacher

   The result of this research is as the contribution for the teacher in order to apply the fishbone strategy to increase the students' score and activity in English learning process especially in the students' writing ability.

3. For the Headmaster

   The result of this research as the consideration in learning process in the school and the headmaster can convey to the teachers that they should know students' problems in order to reach learning process effectively.

CHAPTER II

THE REVIEW OF RELATED THEORY

A. Theoretical Review

1. Concept of Writing

This subtitle entails the basic definition of writing, types of writingand writing process.

a. Definition of Writing

The definitions of writing are variously recognized by some experts. According to Dorothy and Islam, writing is an important construction of communication in habitual life, but it is specifically important in high school or college.[1] It becomes complicated since students can consider 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 states that writing is a method highly used by human to carry outintercommunication by means of conventional understandable marks or symbols.[2] It is also used to deliver or to communicate nonverbal message, idea,

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[1]Dorothy E Zemach and Carlos Islam, *Paragraph Writing,* (Oxford: Macmillan Publisher, 2005) p. Iv
[2]R.R Jordan, *Academic Writing Course Study Skill in English*, third edition, (England: Logman, 2003),p. 41

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.Anything that student wants to tell someone can be delivered by writing. It can be seen in a letter. In writing a letter, the students can informanything 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 encourages students to focus on exact language use since they think as they write, it may effectively provoke language development as they resolve problems which the writing constructs into their mind.[3] It means that the students can freely express their thought and do some of their everyday matters by writing.

According Murcia in the journal Australian International Academic Centre said writing is a systemof expressing opinions to other people.[4] The ability to write effectively is a tedious process that demands a lot of effort that even many native speakers of English are unable to master the writing skill well. Writing is challenging for English as a second language (ESL) learner who does not have the skills towrite coherent and cohesive text.

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[3]Jeremi Harmer, *How to Teach Writing,* (Edinburg: Pearson Education Limited, 2004), p. 31

[4]Fung Yong mei, (2015)"Advances in Language and Literary Studies"**,** *Improving Undergraduates' Argumentative Group Essay Writing through Self-assessment,* 6(5)

It is literally explained that writing is not only just transforming our notion or idea in written construction but it is also passing on to the process of monitoring any single word or feature that we have written and the process of rereading and revising our writing. However, The result of thinking, drafting, and revising procedures that need the specialized skill are the written products, skills are not every speaker develops naturally.[5]Because most of speaking skill sometimes cannot be developed or enlarged as well as writing skill.

Whereas,Murray states that writing is a fairly difficult undertaking.[6]This makes increasing 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 peculiar activity, both easy and difficult. The more people think about how they do it, the more difficult it becomes.[7]Daily 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

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[5] Brown H. Douglas,*Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco: State University, the second edition) p. 335

[6]Rowena Murray, *Writing for Academic Journals*, (England: Open University Press, 2005), p. 10

[7]MiekeSharples, *How We Write,* (Canada: Routledge, 2003), p. 3-7

natural and effortless process. Notwithstanding, writing is a solitary task, but a writer is immersed in a world of social and cultural influences.

Regardingthe most notions argued by the experts above, it can be particularly inferred that Writing can be called one of the important nonverbal comunication that needs the linguistic skill. It is always used by people to convey their thoughts, feelings, and ideas with others.It is process of transforming an oral language into a written language to obtain a product. Notwithstanding, The products of writing gets a form in written result that it should be comprehended in order for a good communication to take place.

b. **Types of Writing**

1) Description

Description is strategy that used by people to describe a verbal portrait of a person, place, or thing.It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing a picture of "what it looks like".[8]

2) Argumentation

Argumentation means supporting one side or the other of a controversial topic. Its method is to make a general statement and

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[8] James M. McCrimmon, *Writing With a Purpose*, Houghton Mifflin Company, United States of America, 1984, p.163

support it-or sometimes to lead logically to a general conclusion by a series of facts.[9]

3) Narration

Narration is the type of writing used to relate story of acts of events. Narration places occurrences in time and tells what happened according to natural time sequence. [10]

4) Exposition

Exposition is used to give information, make explanation and interprete meaning. Itcontaineditorials, essays, and informative and instructional material.[11]

Type of Exposition Text there are two kinds of exposition text. They are analytical and hortatory exposition text. This thesis places the writer'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.

Analytical exposition is a type of text that belongs to the type of Argumentation or argumentative text where the text elaborates the writer'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

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[9] George E. Wishon and Julia M. Burks, *Let's Write English*, Van Nostrand Reinhold Ltd, Canada, 1980, p.147
[10]*Ibid.*, p.378
[11]*Ibid.*, p.382

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. This is an example of analytical exposition text.

<center>The Dangerous of Using Drugs</center>

Everybody must pay attention of drugs. Drugs are very dangerous for us. Why it is very dangerous for us? Because its can cause harm to our body.

In terms of health, many organs in our body can be harm because using drug. In general, the impact of using drug are can unconscious, make us hallucinate, can harm our nerve, and cause addictive effect. Besides that, using drugs can make the users depressed, liver disease, schizophrenia, blockage of blood vessels, dehydration, optic nerve damage, brain damage, and finally it can cause DEATH!

When viewed in terms of Islamic law, drugs are forbidden. Because it is cause badness, self-harm, debilitate. And Islam proscribes all that can cause badness, self-harm because it is included zhalim. Also if we using drugs, it means we already do the forbidden things in Islam, it means we sin. So, in terms of Islamic law, using drugs is also dangerous.

Furthermore, if the users of drugs are teenagers, it can endanger their future, and endanger their homeland, their country. From the data, 32 percent of drugs users in Indonesia are teenagers, so, if many teenagers –in this case Indonesia- use drugs, it can be endanger this country, harm youth generation, whereas youths are nation expectation. If the youth using drugs, our nation can be destroy!

From my explanation above, it is very clear that drug is dangerous both in terms of health, religion (Islam), nationality and state.

The example shows that the generic structure of analytical exposition text consists of thesis, arguments and reiteration. The first one is thesis. In the thesis, the writer introduces a main idea or a topic that will be discussed. Thesis is always in the first paragraph in the text of Analytical Exposition. The second one is arguments. In this part, the writer presents arguments or opinions which support the main topic. Usually in an Analytical Exposition text there are more than two arguments. The more arguments that are presented by the writer, the more confident the readers that the topics discussed by the writer is a topic that is very important or in need of attention. The last one is reiteration. In this part, the writer restates the writer's position. It is written at the end of analytical exposition text.

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

c. Process of Writing

Harmer embraces that since writing is used for a wide variety of purposes it is created in many different forms. For simpler instance, when making a shopping list, someone will clearly modify his mind on more than one event both adding and deleting things 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 writer goes through in order to produce something in final written form. This process may be involveed 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 [12]

1) Planning

As a long-serving writer who wants to start to write, the writer takes in what they are going to say. In this case, the writers 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 writer

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[12]*Ibid*

has to think of the audience who read their writing. For instance, it is formal or informal writing. Thirdly, the writer 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

It is very important to the writer to build a draft after arranging the planing. In other words, it can be generally called as the core of the writing. While the writer make a draft which will be amanded into editing process, a number of draft may be produced on the way to final version.

3) Editing and Revising

According to Nation, editing involves going back over the writing and making changes to its organization, 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. Writers can be periodically reviewing what they write, editing it, and then proceeding with the writing.[13] Thus, editing is not restricted to occurring after all the writing has been completed.

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[13]I S P, Nation, *Teaching ESL/EFL Reading and Writing,* (New York: Routledge, 2008), p. 120

4) Final Draft

After the writer expurgated their draft, making the changes what they believe to be inevitable, they turn out their final draft. It is 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.

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:[14] In the first step, the writers put up ideas. In the second step, the writers classify the ideas. In the third step, the writers write a rough draft. In the final step, the writers polish their rough draft by editing it and making revisions.

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).

1) Prewriting

Prewriting is an essential step in the writing process done before the writer is going to write. It puts critical thinking into action. Before starting to write, the writer is asserted to come across ideas to write about. This stage is generally known as

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[14]Alice and Hogue, *Introduction to Academic Writing, Third Edition,* (Longman: Pearson Education, Inc, 2007) p. 16-19

brainstorming. It can help the writers 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 writers have been writing. It is commonly known as drafting process. It is started by write down the objective or the main idea. Perfectly, this should be in one sentence. After deciding the main idea then the writers embrace additional informations they need as the supporting idea. In addition, the writer needs to evolve their thought in order that enhance their writing.

3) Post writing (revising)

Before finishing their writing, the writers 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 is called as the process revising. They ought to consider some facets in the text such as content, clarity, form, errors in grammar, and puctuation. The writer might change that order or insert additions to make an appropriate revisions.

2. **The Concept of Argumentative Writing**

   a. Definition of argumentative writing

  Scardamalia et.al state that Argumentative writing is a problem-solving process that involves the use of goal-directed self-regulatory procedures tomanage task demands.[15]

  Argumentative writing as a type of criticalthinking and rhetorical production involving the identificationof a thesis (also called a claim), supportive evidence(empirical or experiential), and assessment of thewarrants that connect the thesis, evidence, and situationwithin which the argument is being made. Argumentativewriting must be predictive of counterarguments accompanied by responses that are respectful of diverseviews within a heterogeneous society. Consistent withthe 2002 RAND report and studies of reading and writingin the workplace (see MacKinnon, 1993; Smart, 1993;Yeh, 1998), argumentative writing is critical for academicand economic success.[16]

  The argumentative text (and reasoning) derives from a persuasive intention in which someone wishes to convince the other of the goodness/priority of a certain theory. Thus, the argumentative reasoning is inscribed in the domain of thepossible, the preferred, the

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[15]Ferretti, Ralph P;(2009);"Do Goals Affect the Structure of Students' Argumentative Writing Strategies?"; Journal of Educational Psychology; 101(3)

[16]Smart, G. (1993). "Genre of Community Action: A Central Bank,s Respone to Its Executives, Expectations as Readers." In R. Spika (Ed), *Writing in the Workplace: New Recearch Perspective* (pp. 124-140). Carbondalo, IL: Southerm Illiois University Press.

choice, bringing into a need to put forth the best arguments(Perelman, 1987).

b. The patterm of Argumentative writing

The regular pattern of the argumentative text (and reasoning) includes differentiated elements, which depend on the theoretical lines that are adopted in the basic tendencies of the argumentation. These are determined by linguistic andphilosophical approaches (Amoussy & Koren, 2009). Therefore, it is possible to speakof an argumentative structure where the following elements can be found:

1) Problem. It relates to the question that is answered in the text. It is notnecessarily explicit but adds unity and consistency to the text.

2) Theory or Assertion. It refers to the answer to the problem referred aboveand it constitutes the author's option/choice. It can be found in any part ofthe text, but it must be explicit.

3) Arguments or Evidences (theories, facts (=data) and / or examples).Thearguments are used to justify the preference of the theory, giving itssustainable facts.

4) Objections (theories, facts, and / or examples). These objections constitutearguments with reverse meaning to the chosen theory and are sustained bytheoretical positions or factual contexts that negate the possibility of thetheory.Counter-arguments or reinforcement (theories, facts and / or examples).These constitute new arguments (arguments not yet used) that are directed atthe objections in order

to reduce its importance or even to demonstrate itsformal insignificance.

5) Conclusion. It is the result of the argumentative process and coincides withthe theory, even if weakened by the objections

3. The Concept of FisboneStrategy

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 Argumentative writing.

a. Definition 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. It will show the causes of a particular effect and the relationships between cause and effect.

McKnight said that Fishbone strategy also known as the Cause and Effect Diagram or Ishikawa Diagram is named after its Japanese inventor, Kaoru Ishikawa in 1915–1989 use the Fishbone to determine the causal relationships in a complex idea or event.[17] 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

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[17]Katherine S. McKnight, *The Teacher's Big Book of Graphic Organizer,* (USA: Jossey-Bass, 2010), p. 46

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.[18]

In further explanation, Natsir proposes that fishbone strategy is a part of graphic organizer to analyze an event, object or issue by utilizing webdiagram.[19] 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.

According to Donohue, a fishbone is used for representing a number of ideas and supporting details for each.[20] 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. The Fishbone Diagram is a tool that helps identify, sort and

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[18]Tarun Kanti Bose, *International Journal of Managing Value and Supply Chains(IJMVSC) Vol. 3, No. 2,* Application Of Fishbone Analysis For Evaluating Supply Chain And Business Process- A Case Study On The St James Hospital, (Bangladesh, 2012), p. 18

[19]Nasir, *The Second International Conference on Education and Language (2nd ICEL)-* "Fishbone Strategy In Teaching English In Indonesia: A Tool Organizer For Learning Efl Reading", (Bandar Lampung, 2014), p. II 161

[20]Lisa Donohue, *Guided Listening,* (Canada: Pembroke Publishers, 2007), p.31

display possible causes of a specific problem or quality characteristic.[21]

Regarding the most notions argued by the experts 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 goal 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. 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.[22] Furthermore, Watkinds maintains that the purpose of fishbone strategy is to identify the potential or actual cause for performance problem.[23] It means that fishbone has a purpose to identify the cause of the proplem by utilizing it to solve the problem.

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[21]WakchaureVarsha, *World Journal of Pharmaceutical Research*-Vol.4, No. 4, A Review On: Fishbone Diagram, (India, 2015), p.638

[22]Ramesh Gulati, *Maintenance and Reliability Best Practices*, (New York: Industrial Press, 2013), p.366

[23]Ryan Watkins et.al, *A Guide to Assessing Needs,* (Washington: International Bank for Reconstruction and Development, 2012), p. 197

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

According Mallikarjun Koripadu, K. There are four step to implement fishbone strategy.[24] Firstly, identify the problem and write it in a box and describean arrow pointing towards it. Secondy, Identify the main factors and draw four or other branches off the great arrow to correspond to main categories of prospective causes. Then, Brainstorm all the possiblecauses of the problemin each of the most important categories and brainstorm possible causes of the problem. The last, Analyze the diagram. By this stage there should be adiagram showing all the possible causes of your problem.

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[24]MallikarjunKoripadu, K. VenkataSubbaiah, *International Journ al Of Scientific & Technology Research*-vol. 3, No. 2, Problem Solving Management Using Six Sigma Tools & Techniques, (India, 2014), p.91

Figure 1

The example of fishbone diagram

Main cause   Main cause

                                                    PROBLEM

Sub cause

Main cause   Main caue
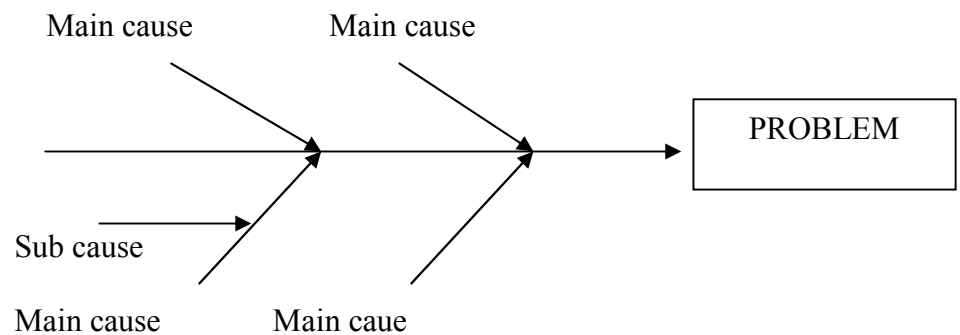
d. The Advantages and The Disadvantages of Fishbone Strategy

    sWatkins et.al said that there are some advantages of using
fishbone method. They are:s

1) The fishbone strategy used fishbone diagrams permit a thoughtful
analysis to avoids any possible root causes for a need.

2) The fishbone stategy is easy to implement and creates an
easy-to-understand visual representation of the causes, categories
of causes, an the need.

3) By using a fishbone diagram, the students are able to focus on the
group on the possible causes or factos influencing the problem or
need.

4) Even after the need has been addressed, the fishbone diagram
shows many areas of weaknesses that can be revised before the
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 diagram may make it difficult to represent the truly interrelated nature of problem and causes in some very complex situation.

B. Hypothesis Formulation

Based on the frame of theories and assumption the researcher formulates the hypothesis as follow:

By using fishbone strategy, the students' skill in writing argumentative textcan be improve of the seventh Grade of MTs NU 21 BUANA SAKTI

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the discussion about the research methodology. The topics that were discussed in this chapter were object of the study, setting of the study, subject of the study, research procedure, data collection method, data analysis technique and indicator of success.

A. Object of The Research

Object of the study in this research was the students' writing ability. In this research, the researcher chose argumentative text because it included in the syllabus. The students write paragraph about argumentative text. After using Fishbone strategy in learning process, it would be hoped that it could be improving students' learning results and studies activity in the classroom.

B. Setting of the Research

MTs. Ma'arif NU 21 BUANASAKTI is located in Jl. Desa Purwodadi Mekar, Batanghari, East Lampung. It was established on July, 17th1994. It consists of 5 classes, an office, and a library. It has 15 teachers, 1 staff, and 163 students. The total of the students in MTs. Ma'arif NU 21 BUANASAKTIin Academic Year 2019/2020 are:

1. The Seventh Graders   = 35 students

2. The Eighth Graders   = 25 students

3. The Ninth Graders   = 28 students

   Total   = 88students

C. Subject of The Research

The subject of this studywas VII^1 students of MTs. Ma'arif NU 21
BUANASAKTI East Lampung. Actually at the Seventh grade of MTs.
Ma'arif NU 21 BUANASAKTI there are two classes, those are VII^1 and
VII^2. But, the researcher chose VII^1 grade, because the students have lower
average score than the other class.

Table 2

The Subject of The Research

No	Grade	Sex		Total
		Male	Female	
1	VII^1	12	23	35

Source: Document of MTs. Ma'arif NU 21 BUANASAKTI

D. Research Procedure

This kind of the research is Classroom Action Research (CAR).
Classroom Action Research (CAR) is a method for improving and
modifying the working system of a classroom in school.[25]It means that
action research is a research that is used to investigate and evaluate their
work in teaching and learning with the aim of collecting information about
what they want.

Furthermore, Classroom Action research is about working towards
practical outcomes, and also about creating new forms of understanding,
since action without understanding is blind, just as theory without action is

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[25] Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press, 2005), p.261.

meaningless.[26] It means that, classroom action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work in the class.This research is a collaborative study.

From some opinion above, it can be concluded that Classroom Action Research (CAR) is an obvious research that is used to investigate and evaluate their work in teaching and learning process in the classroom.

In this research, the researcher would like to hold the research in two cycles. The cycle consists of planning, action, observing, reflecting. The researcher used cycle of Classroom Action Research (CAR) by taggart design like figure bellow. Here is step of classroom action research design:(*Activities in CAR, adapted from Mc Taggart design*)[27]

Figure 2
step of classroom action research design

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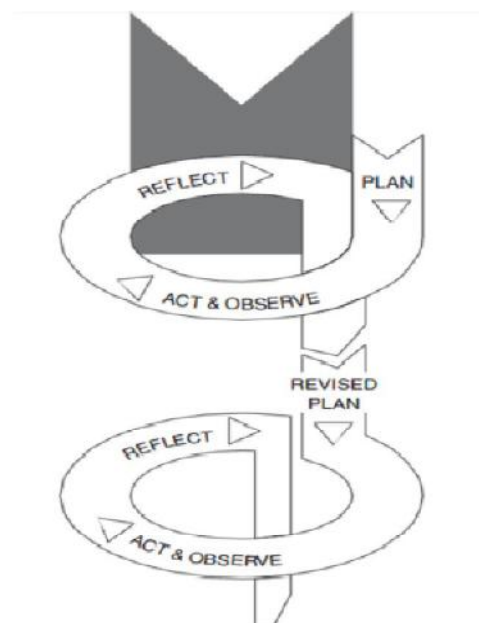
[26]Valsa Koshy, *Action Researh for Improving Practice,* (London: Paul Chapman Publshing, 2005), p.8
[27]Valsa Khosy,*Action Research for Improving Practice: A Practical Guide* (London: Paul Chapman Publishing, 2005) p.4

The implementation of this classroom action research (CAR) in general consists of four they are; planning, implementation, observation and reflection. If the first cycle failed, and that cycle must reviewed be again in the second cycle. It is illustrated like these procedures as follow:

a. **Cycle I**

1) Planning

Planning is the first stage which must be passed in each activity. Researcher explain about what, why, when, where, who, and doing action."[7]

Without planning, the researchers' activity will not be focus. Here is step that the writer can make in planning:

a) The researcher prepares the lesson plan about material that will be conduct use Fishbone strategy by guiding and consideration from the English Teacher at the seventh Grade (VII[1]) at MTs. Ma'arif NU 21 BUANASAKTI

b) The researcher prepares media that will use; handout, pictures about the Argumentative Text.

c) The researcher prepares research instrument, such as; observation sheet, score sheet.

d) The researcher prepares the students' task by English teacher's consideration with consideration from the English Teacher.

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[7]*ibid,*p. 17.

2) Action

This activity is the implementation of learning activities that have been prepared in the planning. "It is the realization from the planning that the researcher has made."[8] Without the action, the planning is just imagination that never is real.

The process followed the sequence of activities contained in the learning scenario. Here are the steps that the researcher does in the action:

a) Pre teaching activities

ncalculates the students' increased score test before CAR and test after CAR. It is to know how far the students' understood about the using of Clustering Technique in Writing Recount Text.

3) Reflecting

Reflection is an activity to analyze, understand, and make conclusions based on observations and field notes. Reflection is done by analyzing the results of tests and observation, and it is used as the basis for improvements in the next cycle. It means if from cycle 1 has failed in cycle 2 must reviewed.

b. Cycle 2

If from cycle I, there are some students are not successful, so the writer must conduct cycle 2. The result in cycle 1 is for evaluation material and for reflection to the second research. The minimum cycle in

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[8]*Ibid.*, p. 18.

Classroom Action Research (CAR) is two cycle. If from cycle 2 all of the students were successful, the cycle able to be stopped until cycle 2 only. The procedures of the research are:

a. Planning

   1) The researcher identified the problem and found the problem from the reflection result in cycle I.

   2) The researcher discusses with the teacher about obstacles in students' learning activity.

   3) The researcher revises lesson plan (RPP) with consideration from the teacher.

   4) The researcher prepares and modifies the material with fishbone strategy.

b. Action

   1) The researcher teaches the student about argumentative text according to new lesson plan (RPP).

   2) The researcher modifies fishbone strategy by giving the meaning of keyword and getting students to bring dictionary.

c. Observing

   In this step, the researcher observes the students' learning activity in the classroom such as; class situation, learning process, activeness. The student given the test after CAR in cycle II, then the teacher calculates increased score test after cycle I and score test after cycle II.

d. Reflecting

In this step, the researcher analyzes the result of the action. By reflecting, the researcher will know the strength and weakness of action the researcher compares the score distribution of pretest and post-test. The researcher will review and reflect on the students' activity and teacher performance whether it's positive or negative. If in the second cycle the result is satisfied, the researcher will not continue to the third cycle. While, if in the second cycle is unsatisfied, the researcher will continue it.

E. **Data Collection Method**

In collecting the data, the researcher applied some methods as follows:

a. **Test**

In educational research achievement tests are most commonly used.[28] The writer uses test to get data result of students' writing argumentative text. The result of this test is students' argumentative paragraph based on the topic given by the teacher. The aim of this test is to measure the students' ability in writing argumentative text based on the topic. These tests are of two types there are:

1) Pre- test

Pre-test focused on assessing the level of a variable before application of the experimental intervention (or independent

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[28]Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 209.

variable).[29]The researcher will give the students pretest at the first meeting. The kind of test is essay form.

    2)   Post–test

Post-test is conducted to assess the effectiveness of the independent variable.[30] The post-test will be done after the treatment, after having the treatment; the student will have a posttest. The form and the procedure of the post-test are the same as pretest.

b. Observation

The research will take field notes on the behavior and activities of individuals at the research site. Observation is a basic method for obtaining data in Classroom Action Research. Observation plays an important part in any kind of data-gathering and most action research project use this as an instrument.[31] In this research, the researcher will directly organize observation in the field research; the researcher looking for the information that related the students' writing in that school and the researcher will take the data of the class VII[1].

c. Documentation

Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. Documents can often provide relevant evidence and are very useful

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[29]Geoffrey Marczyk, *Essentials of Research Design and Methodology*, (Canada: New Jersey, 2005), p. 187
[30]*Ibid.*,
[31]Valsa Koshy, *Action Researh for Improving Practice,* (London: Paul Chapman Publshing, 2005), p.98.

for constructing the whole picture.[32] The researcher uses to documentation obtain data about state of students, the history of MTs. Ma'arif NU 21 BUANASAKTI, state of the environment, the state of teachers. Moreover, the researcher uses documentation about archives planning learning activity and the results of students' activity, and use document in the pictures form to prove about students' picture during learning process.

   d. **Field Note**

In classroom action research the researcher needs a field note to see the action and the student's development in learning process. It is important to make a note of kind of action by the researcher in every cycle and response of the student toward the action.

F. **Data Analysis Technique**

Data analysis would be conducted step by step the average score of the pretest and posttest. Furthermore, to know the gain, the researcher would compare between pretest and post-test.

The formula to get the average as follow:[33]

$$M = \frac{\sum X}{N}$$

Note:

M = Average/ Mean

$\sum X$ = Total of Score

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[32]*Ibid.,*p.96.

[33]Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 296.

N = Total of Students.

In gaining the class percentage which pass the *Minimum Mastery Criteria* (MMC) is 72, the formula is:[34]

$$P = \frac{F}{N} X\ 100\ \%$$

Note:

P = The class percentage

F = Total percentage score

N = Number of the students

Next, step the researcher identifies the improving score on students' recount text writing from pre-test up to post-test score in cycle I and cycle II. The researcher uses the formula:[35]

$$P = \frac{y1 - y}{y} X\ 100\ \%$$

Note:
P = Percentage of Students' Increased
y = Pre-test result
y1 = Post-test 1

G. Indicator of Success

The using of Fishbone Strategy to Improve Writing Argumentative Text can successful if:

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[34]*Ibid.,*p. 278.
[35]David E. Meltzer, *The Relationship between Mathematics Preparation and Conceptual Learning gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores,* (Jowa Department of Physics and Astronomy, 2008), p. 3.

1. Percentage of students' activity improve in every cycle, reached high predicate or $\geq 80\%$ from Minimum Mastery Criteria (MMC) 72.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

1. Description of Research Location

a. The History of MTs MAARIF NU 21 BUANASAKTI

MTS Maarif NU 21 Buanasakti is located in Jl. Kating R Desa Purwodadi Mekar, East Lampung. It was established on July, 17[th]1994.Mts Maarif NU 21 Buanasakti has accreditation status of B and had been lead by the following principals:

1. 1997-2000had been lead by Mr.Yusuf Sukamto, S.Pd

2. 2000 - 2003had been lead by Mr. Jumangin, S.Pd

3. 2002 – 2004 had been lead by Mr. Suraji, S.Pd

4. 2004 till now is leadby Mr. H.M.Iswanto,S.HI,MPd.I

Mts Maarif NU 21 Buanasaktiestablished on area $\pm$ 1750m^2 with school statistic number 121218070014. Now, MTs Ma'arif NU 21 Buanasakti has three levels of class. Those are the seventh, eighth, ninth grades with the total class are 4. MTs Ma'arif NU 21 Buanasakti has 14 teachers.

b. The Condition of Teacher and Official Employees at MTs Ma'arif NU

21 BUANAAKTI

The numbers of teacher and official employers in MTs Ma'arif

NU 21 Buanasakti in academic year 2019/2020 are14 teachers that can

be identified as follows:

Table 3

The Condition of Teachers and Official Employers in MTs

Ma'arif NU 21 Buanasakti in the Academic Year 2019/2020

NO	NAME	Educational Background		
		SMA/MA	S1	S2
1	H.M.Iswanto,SHI,MPd.I			√
2	Suwito Utomo	√		
3	Nasrun,S.Pd.I		√	
4	Satiman	√		
5	Nyauri, S.Pd.I		√	
6	Bangkit Sanjaya, S.Pd		√	
7	Muji Astuti, S.EI		√	
8	Kasidi, S.Pd.I		√	
9	Sulis Anggraini,S.Pd.I		√	
10	Rika Ariyani,S.Pd.I		√	
11	Dwi Jumatiningsih, S.Pd		√	
12	Saifudin,S.Pd.I		√	

| 13 | Yudi Helimarko,S.Pd | | √ | |
| 14 | Fredy Prabowo | √ | | |

c. Students Quantity of MTs Ma'arif NU 21 Buanasakti

The student's quantity of MTs Ma'aif NU 21 Buanasakti in the academic year 2019/2020can be identified as follows:

Table 4
The Students Quantity of MTs Ma'ari NU 21 Buanasakti
in the Academic Year 2019/2020

NO	CLASS	SEX		TOTAL
		MALE	FEMALE	
1.	Class VII	17	18	35
2.	Class VIII	12	13	25
3.	Class IX	12	16	28
	TOTAL	**39**	**47**	**88**

2. **Description of the Research**

In this research, the researcher as an English teacher andMrs. Rika Ariyani the collaborator conducted the research in two cycles and each cycle consist of planning, acting, observing and reflecting.

a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' ability in writing ability before giving treatment and it used as the comparison score with post-test. The students were given task to make argumentative

text. After they finished the pre-test, the researcher asked them to submit the answer sheets. The result of pre-test could be seen on the table below:

Table 5

The Pre Test Score of Writing Argumentative Text

NO	NAME	PRE-TEST	NOTE
1	AW	55	Low
2	AR	60	Average
3	AR	60	Average
4	AS	55	Low
5	AD	62	Average
6	AN	60	Average
7	BB	52	Low
8	BA	70	Average
9	DM	52	Low
10	DY	73	High
11	DN	50	Low
12	DS	53	Low
13	DK	51	Low
14	RM	58	Average
15	EW	60	Average
16	FA	60	Average

17	JS	52	Low
18	LD	58	Average
19	MT	60	Average
20	MD	60	Average
21	PA	49	Low
22	RP	70	High
23	RN	76	High
24	RF	56	Low
25	RM	60	Average
26	SR	68	High
27	SW	75	High
28	RA	75	High
29	SA	69	High
30	SH	65	Average
31	SL	73	High
32	SL	54	Low
33	SM	46	Low
34	TA	60	Average
35	SD	56	Low
Total Score		2113	
Average		60,4	
Highest Score		76	

Lowest Score	46	

Table 6

Students' Score of Pre-test of WritingArgumentative Text

No	Score	Category	Frequency
1	≥ 72	Pass	5
2	≤ 72	Failed	30
Total of students			35

Based on the table, it could be analyzed that there were 5 students (14,28%) who reached the pre-test and get score more than MMC (72) and 30 students (85,71%) who failed the pre-test because do not get score 72 (MMC). The lowest score in pre-test were 46 and the highest score were 76. It means that the students did not fulfill the minimum standard at MTs Ma'arif NU 21 Buanasakti and the students' writing Argumentative text ability was low. Besides, from the result of pre-test, the researcher got the average 60.4. So, it was the reason why the researcher used Fisbone Strategy to improve the students' writing Argumentative text ability.

1) Planning

The first meeting was done on Wednesday, September18[th], 2019. Before studied, the teacher was opened learning activity by praying, greeting, checking attendance list, and introducing

the researcher as a teacher for the students. At that time, the researcher has taken the students' pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, work sheet, observation sheet that contains about list of students' names and activity, and evaluation for the second meeting.

2) Acting

The second meeting was treatment. The researcher conducted the treatment on Thursday, September19[th], 2019. In this meeting, the researcher as the English teacher and Mrs. Rika Ariyani as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the material about Argumentative text.

At the beginning of teaching learning process, the researcher asked to the students about Argumentative text. Some of the students forgot and just a little of them have known the definition about Argumentative text. Secondly, the researcher explained about definition, generic structure, social

function and language feature of Argumentativetext. The researcher asked the students about smoking has a negative efect. The students talked about it.

Afterwards, the researcher explained about Fishbone strategy. The researcher wrote in the whiteboard about the application of Fishbone strategy. In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did a treatment, the researcher gave post-test to the students. The post-test was conducted on Wednesday, September25th, 2019, to know how the students' writing Argumentativetextafter giving treatment. The researcher gave sheets to make short paragraph about daily activity. The result of post-test in cycle 1 could be seen on the table, as follow:

Table 7

Post-Test 1 Score of Writing Argumntative Text

NO	NAME	POST TEST 1	NOTE
1	AW	55	Low
2	AR	70	High
3	AR	68	Average
4	AS	55	Low

5	AD	55	Low
6	AN	72	High
7	BB	65	Average
8	BA	73	High
9	DM	61	Low
10	DY	75	High
11	DN	76	High
12	DS	75	High
13	DK	52	Low
14	RM	70	High
15	EW	65	Average
16	FA	57	Low
17	JS	55	Low
18	LD	78	High
19	MT	72	High
20	MD	60	Low
21	PA	70	High
22	RP	72	High
23	RN	71	High
24	RF	69	Average
25	RM	78	High
26	SR	75	High

27	SW	65	Average
28	RA	78	High
29	SA	75	High
30	SH	70	High
31	SL	80	High
32	SL	68	Average
33	SM	75	High
34	TA	57	Low
35	SD	58	Low
Total Score		**2370**	
Average		**67,7**	
Highest Score		**80**	
Lowest Score		**52**	

Table 8

Students' Scoreof Post-test I of WritingArgumentative Text

No	Score	Frequency	Category
1	≥ 72	14	Pass
2	≤ 72	21	Failed
Total Students		**35**	

From the table 8, it could be analyzed that the students' average

score was 67,7. The highest score was 80 and the lowest score

was 52. Based on the minimum mastery criteria (KKM), there were 14 students that had reached on post-test 1 or got score ≥72. It means that in cycle 1 the students' achievem

ent could improve enough, but it was not successful yet.

3) Observing

In observation of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about writing especially Argumentative text by Fishbone strategy.

In the learning process, there were used three points and mentioned to know the students' activity. Every student who was active in learning process gave a thick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It can be seen on appendix. The indicators of the students' activities were:

a) The students can identfy the problem use the fishbone strategy.

b) The students can identfy the main factor and draw four or other branches off the great arrow to correspond to main categories of prospective causes

c) The student can brainstorm all the possible causes of the problem to make the argumentative text.

d) The students can Analyze the diagram and make the argumentative text.

The result of the students' learning activities could be seen as follow

Table 9

The Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	The students can identfy the problem use the fishbone strategy.	21	60%
2	The students can identfy the main factor and draw four or other branches off the great arrow to correspond to main categories of prospective causes	20	57,14%
3	The student can brainstorm all the possible causes of the proble to make the argumentative text.	19	54,28%
4	The students can Analyze the diagram and makethe argumentative text.	23	65,71 %
Total students		**35**	

The table showed that not all the students' active in learning process. Based on the resultabove, it could be inferred that the learning process of cycle I was not successfully because only one activity got percentage 60% that Define the problem and the others got <60%.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (MM). It could be seen from the result of pre-test and post-test I score. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follow:

a) There were some students that shown unenthusiastic to the teacher's explanation.

b) Some students did not ask and answer the teacher's questions.

c) Some students did not active in the classroom.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

a) The teacher gave more motivation to the students in order to study hard and made the learning process more attractive.

b) The teacher gave more detail explanation and questions after explaining the materials to control the students' comprehension.

c) The teacher gave reward to the students who active in the classroom

Furthermore, the result of the learning result in cycle I before and after doing the treatment could be analyzed in the following table.

Table 10
Students' score at Pre-Test and Post-Test I

No	Name	Pre-Test	Post-Test I Score	Improving	Improving Percentage	Explanation
1	AW	55	55	0	0	Constant
2	AR	60	70	10	16,67	Improved
3	ARI	60	68	8	13,33	Improved
4	AS	55	55	0	0	Constant
5	AD	62	55	-7	-11,29	Decreased
6	AN	60	72	12	20	Improved
7	BB	52	65	13	25	Improved

8	BA	70	73	3	4,28	Improved
9	DM	52	61	9	17,30	Improved
10	DY	73	75	2	2,73	Improved
11	DN	50	76	26	52	Improved
12	DS	53	75	22	41,50	Improved
13	DK	51	52	1	1,96	Improved
14	RM	58	70	12	20,68	Improved
15	EW	60	65	5	8,33	Improved
16	FA	60	57	-3	-5	Decreased
17	JS	52	55	3	5,76	Improved
18	LD	58	78	20	34,48	Improved
19	MT	60	72	12	20	Improved
20	MD	60	60	0	0	Constant
21	PA	49	70	21	42,85	Improved
22	RP	70	72	2	2,85	Improved
23	RN	76	71	-5	-6,57	Decreased
24	RF	56	69	13	23,21	Improved
25	RM	60	78	18	30	Improved
26	SR	68	75	7	10,29	Improved
27	SW	75	65	-10	-13,33	Decreased
28	RA	75	78	3	4	Improved
29	SA	69	75	6	8,69	Decreased

30	SH	65	70	5	7,69	Improved
31	SL	73	80	7	9,58	Improved
32	SL	54	68	14	25,92	Improved
33	SM	46	75	29	63,04	Improved
34	TA	60	57	-3	-5	Decreased
35	SD	56	58	2	3,57	Improved
Total		**2113**	**2370**	**257**	474,61	
Average		**60,4**	**67,7**	**7,3**	**13,54**	

In this research, pre-test and post-test I had done individually. It was aimed to know the ability of the students' writing Argumentative text before and after the treatment. From the result of pre-test and post-test I, we knew that there was an improving from the students' result score. It could be seen from the average in pre-test 63,4 and post-test I 65,7. Although there was improving of the students' achievement, cycle I was not successful yet because only 12 students (34,28%) who reached. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

b. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

1) Planning

Based on observation and reflection in cycle I, it showed that cycle I was not successfully yet. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet observation sheet and the test for pre-test and post-test II.

2) Acting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings, namely: treatment and post-test.

The treatment in cycle II was conducted on Thursday, 26th, August 2019 and Wednesday, October2[nd], 2019. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about Argumentative text. The teacher asked to the students to mention about definition of

argumentative text, generic structure, social function, and language features. Moreover, the teacher divided the students in pairs as in previous cycle based on their score in writing ability in post-test I. Then, the teacher asked them to think about their activity in every day. The teacher guided the students to be active in classroom, the teacher asked a studentwritesaboutthe effect of smoking inanswer sheet used fishbone strategy.

In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to write more in order to their got good scores especially in English subject.

After giving the treatment twice in cycle II, the researcher conducted post-test II on Thursday, August 11th, 2016. The test was essay. It was same type with the first cycle but different theme. After the students finished the test, they collected the answer sheet to the teacher. The result of post-test II could be seen on the table below:

Table 11
Post-Test II Score of Writing Argumentative Text

No	Name	Post-Test II	Notes
1	AW	68	Low
2	AR	76	Average
3	AR	77	Average
4	AS	68	Low
5	AD	72	Average
6	AN	72	Average
7	BB	81	High
8	BA	76	Average
9	DM	78	High
10	DY	78	High
11	DN	74	Average
12	DS	72	Average
13	DK	72	Average
14	RM	76	Average
15	EW	78	High
16	FA	78	High
17	JS	67	Low
18	LD	76	Average
19	MT	79	High

20	MD	60	Low
21	PA	78	High
22	RP	80	High
23	RN	80	High
24	RF	74	Average
25	RM	85	High
26	SR	62	Low
27	SW	78	High
28	RA	78	High
29	SA	79	High
30	SH	77	Average
31	SL	81	High
32	SL	76	Average
33	SM	77	Average
34	TA	78	High
35	SD	80	High
Total		2651	
Average		75,7	
High		85	
Low		60	

Table 12
Students' Scoreof Post-test II of Writing Argumentative Text

No	Score	Frequency	Category
1	≥ 72	30	Pass
2	≤ 72	5	Failed
Total Students		**35**	

Based on the table above, it could be seen that the students' average score in post-test II was 75,7. The highest score was 85 and the lowest score was 60. According to Minimum Mastery Criteria (MMC), 85,71% students reached the test. Most of the students could improve their writing argumentative text. It means that cycle II was successful.

3) Observing

In this step, the researcher presented the material by using Fishbone Strategy. In learning process, there were also four indicators used for knowing the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 13
The Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	The students can identfy the problem .	29	82,86%
2	The students can identfy the main factor of the causes	25	71,42%
3	The student can brainstorm all the possible causes of the problem to make the argumentative text.	30	85,70%
4	The students can Analyze the diagram and make the argumentative text.	29	82,85%
Total students		**35**	

The table above showed that the students' activity in cycle II was improved. The researcher indicated that learning process in cycle II was successful because all of the students' activity got percentage ≥60%.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were >80% of students reached the examination. It means the students' writing ability had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

The students score on writing argumentative text from pre-test I to post-test II could be seen on the table below:

Table 14
Students' Score at Post-Test I and Post-Test II

No	Name	Post-Test I Score	Post-Test II Score	Improving	Improving Percentage	Explanation
1	AW	55	72	17	30,90	Improved
2	AR	70	76	6	8,57	Improved
3	AR	68	77	9	13,23	Improved
4	AS	55	78	23	41,81	Improved
5	AD	55	72	17	30,90	Improved
6	AN	72	72	0	0	Constant
7	BB	65	81	16	24,61	Improved
8	BA	73	76	3	4,10	Improved
9	DM	61	78	17	27,86	Improved
10	DY	75	78	3	4	Improved
11	DN	76	74	-2	-2,63	Decreased
12	DS	75	72	-3	-4	Decreased
13	DK	52	72	20	38,46	Improved
14	RM	70	76	6	8,571	Improved
15	EW	65	78	13	20	Improved
16	FA	57	78	21	36,84	Improved
17	JS	55	67	12	21,81	Improved
18	LD	78	76	-2	-2,56	Improved
19	MT	72	79	7	9,72	Improved
20	MD	60	60	0	0	Constant
21	PA	70	78	8	11,42	Improved
22	RP	72	80	8	11,11	Improved
23	RN	71	80	9	12,67	Improved
24	RF	69	74	5	7,24	Improved
25	RM	78	85	7	8,97	Improved
26	SR	75	62	-13	-17,33	Decreased
27	SW	65	78	13	20	Improved
28	RA	78	78	0	0	Constant
29	SA	75	79	4	5,33	Improved
30	SH	70	77	7	10	Improved
31	SL	80	81	1	1,25	Improved
32	SL	68	76	8	11,76	Improved
33	SM	75	77	2	2,67	Improved
34	TA	57	78	21	36,84	Improved
35	SD	58	80	22	37,93	Improved
Total		**2370**	**2655**	**285**	**464,87**	
Average		**67,7**	**75,8**	**8,1**	**13,3**	

Based on the result above, it could be inferred Fishbone strategy could improve the students' writing argumentative text because there was improvement from average in post-test I 67,7 became 75,8in post-test II. In the cycle II, most of the students could develop their writing argumentative text. It means that cycle II was successful.

Based on the table of the comparison between students' result score in post-test I and post-test II, there are 30 students (85,71%) who reached the test in post-test II, Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle,It means that it would not be continued in the next cycle.

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 15
The Table of Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	The students can identfy the problem use the fishbone strategy.	21	60, 00%	29	82,86%	22,86%
2	The students can identfythe main factor and draw four or other branches off the great arrow to	20	57,14%	25	71,42%	14,28%

	correspond to main categories of prospective causes					
3	The student can brainstorm all the possible causes of the problem to make the argumentative text.	19	54,28%	30	85,70%	31,42%
4	The students can Analyze the diagram and make the argumentative text.	23	65,71%	29	82,85%	

Based on the table of the comparison between students' activities in post-test I and post-test II, there were19students (54,28%) the students able do the task in cycle I,and30 students (85,70%) in cycle II. The improving percentage could be seen on the table above.It means that it would not be continued in the next cycle.

B. Interpretation

1. Cycle I

   In this research, a researcher gave the students pre-test individually for the purpose to know the students' writing argumentative ability before giving a treatment, In the pre-test, there were only 8 students (22,86%) who reached the pre-test and 27 students (77,14%) who failed the pre-test,

Furthermore, in the pre-test, the lowest score was 46 and the highest score was 76.

After did the pre-test, the researcher gave the treatment to the students in cycle I, The treatment was conducted by teaching writing argumentative to the students usingfishbone strategy, Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 14 students (40%) students reached the post-test I, The lowest score was 52, the highest score was 80, and the average score was 67,7.

From the result of students' score in pre-test and post-test I, there was an improving from the students' result score, It could be seen from the average in pre-test 60,4 and post-test I 67,7. Although there was improving of the students' achievement, cycle I was not successfully yet because only 14 students (40%) who reached in post-test I, It means that in the cycle I, the students' achievement could increase enough but it was not successful because the indicator of success was not reached yet.

2. Cycle II

After analyzing the students' score in the post test of cycle I, the researcher had to conduct the next cycle because only 14 students reached score ≥ 72.

In the next cycle, the researcher gave the treatment twice then post-test II, Furthermore, the researcher analyzed the result of post-test II and concluded that there were 24 students (85,71%)reached the test because they got score $\geq$ 72. In this post-test, the lowest score was 60, the highest score was 85, and the average score was 76,1.

From the result of the students' score from post-test II, it could be concluded that there were improving scores. The improving score could be seen on the average score, The average score in the post-test I and post-test II were 67,7 and 75,8, then the increasing score was 8,1. In the pre-test, post-test I, and post-test II, the total students who got score $\geq$ 72 were 8, 15 and 24 students. Because the achievement of students had increased enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

3. Students' Score in Pre-test, Post-test Cycle I, and Post-test Cycle II

English learning process was successfully in cycle I but the students' average score was low, While, the sore of the students in post-test I was higher than pre-test, Moreover, in cycle II, the students' average score was higher than cycle I, The following was the table of illustration score in cycle I and cycle II:

Table 16
Students' Score of Pre-test, Post-test Cycle I, and Post-test Cycle II

No	Name	Pre-Test Score	Post-Test I Score	Post-Test II Score
1	AW	55	55	72
2	AR	60	70	76
3	AR	60	68	77
4	AS	55	55	78
5	AD	62	55	72
6	AN	60	72	72
7	BB	52	65	81
8	BA	70	73	76
9	DM	52	61	78
10	DY	73	75	78
11	DN	50	76	74
12	DS	53	75	72
13	DK	51	52	72
14	RM	58	70	76
15	EW	60	65	78
16	FA	60	57	78
17	JS	52	55	67
18	LD	58	78	76
19	MT	60	72	79
20	RD	60	60	60
21	PA	49	70	78
22	RP	70	72	80
23	RN	76	71	80
24	RF	56	69	74
25	RM	60	78	85
26	SR	68	75	62
27	SW	75	65	78
28	RA	75	78	78
29	SA	69	75	79
30	SH	65	70	77
31	SL	73	80	81
32	SL	54	68	76
33	SM	46	75	77
34	TA	60	57	78
35	SA	56	58	80
Total		**2113**	**2370**	**2655**
Average		**60,4**	**67,7**	**75,8**

Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant improving of the students' score, It could be seen from the average 60,4 to 67,7 became 75,8. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved,Theresearcher showed the graph of the result of pre-test, post-test I and post-test II, as follow:

Graph I

Graph of the Result of Pre-test, Post-test I and Post-test II
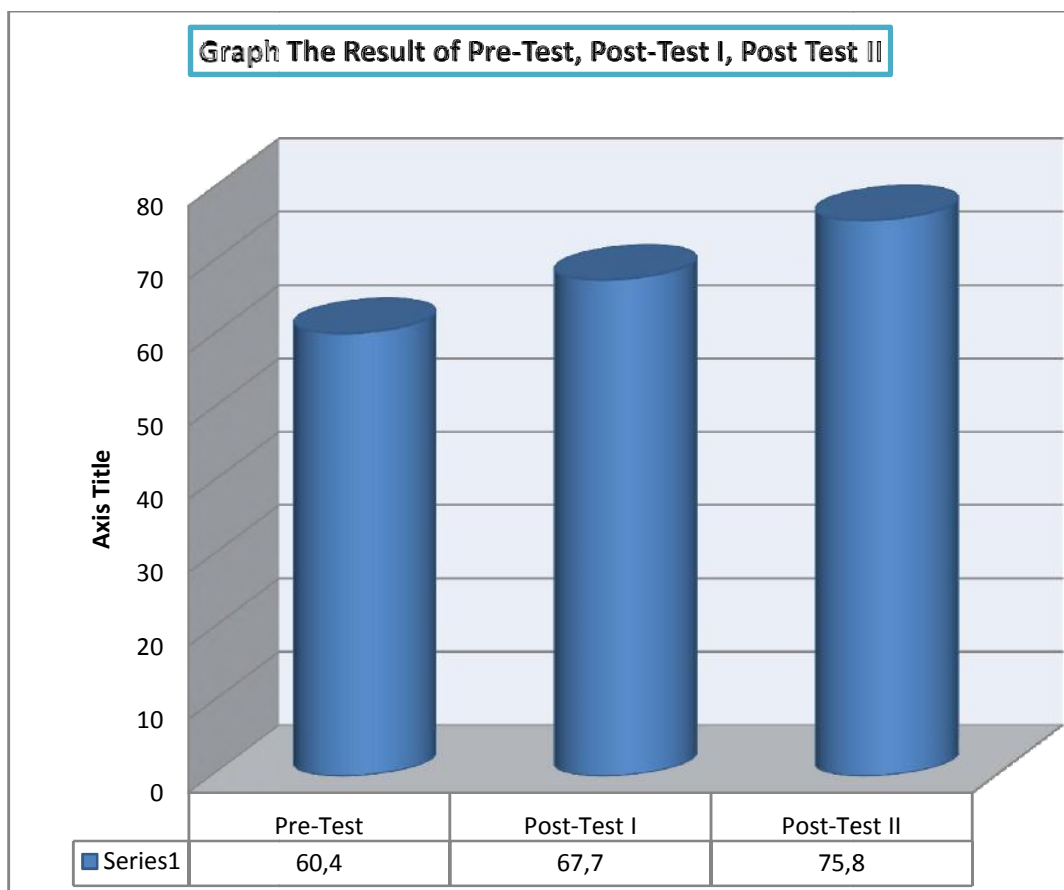
Based on the graph above, it can be inferred that fishbone strategy could improve the students' writing argumentative text. It is supported

by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

4. The Result of Students' Learning Activities in Cycle I and Cycle II

Based on table 17, the researcher showed the graph of the result of the students' learning activities, as follow:

Graph 2

Graph of Students' Result of Learning Activities in Cycle I and Cycle II

Graph of Students' Result of Learning Activities in Cycle I and Cycle II
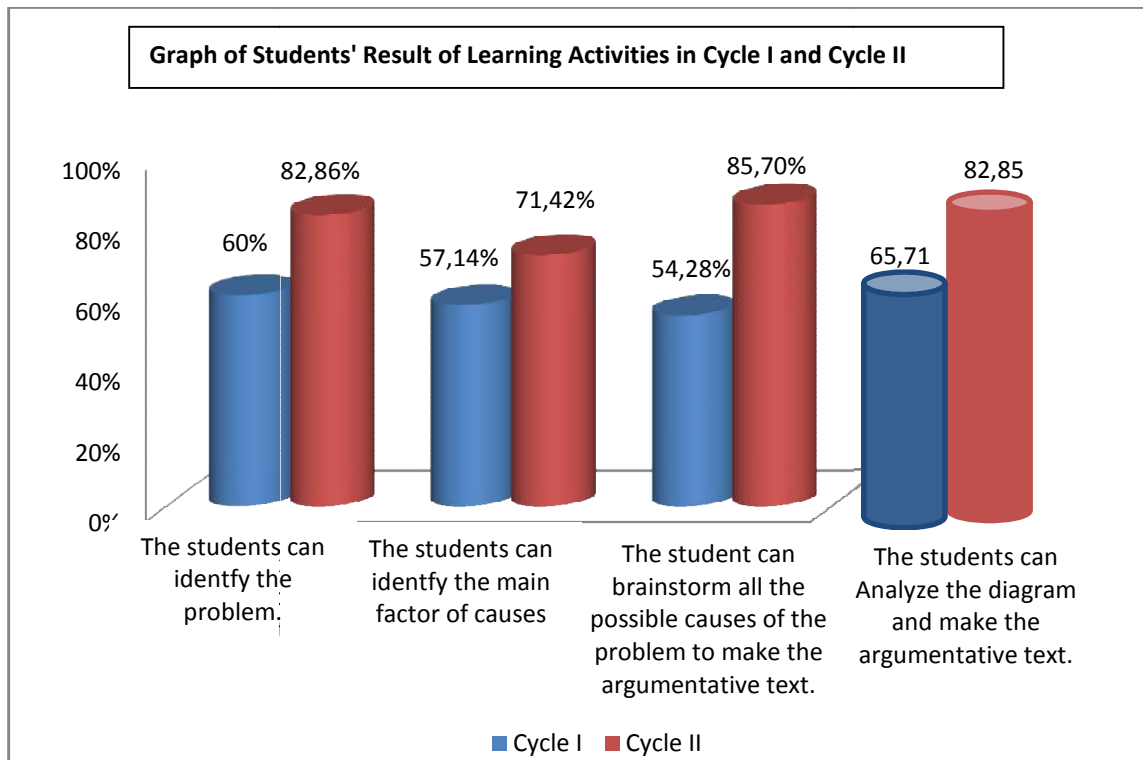
Based on the data had gotten, it can be explained as follows:

a) The students can identify the problem

The students' attention to identify the problem from the first meeting to next meeting was improved, In cycle I was only 60% and in cycle II 82,86%, it improved 22,86%

b) The students can The students can identify the main factor of causes

The students who identify about the material was improved from the first meeting to next meeting, it showed when the teacher gave the material to the students, they were brave to asks andanswer about the material. In this activity was improved 14,28%, from cycle I 57,14% and cycle II 71,42%.

c) The student can brainstorm all the possible causes of the problem to make the argumentative text. The students who can brainstrom about posibble the cause were improved, It could be seen on the cycle I 54,28% and cycle II 86,70%, it improved 31,42%,

d) The students can Analyze the diagram and make the argumentative text. The student who analyze the diagram and make argumentative text was improved, it could be seen on the cycle 1 65,71 % and cycle II 82,85%.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improving in learning activities when

Clustering Technique was applied in learning process from cycle I up to cycle II,

5. The comparison of Pre-test and Post-test

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Fishbone strategy could improve the students' writing argumentative text, There was progress average score from 63,4%, 67,9% and 76,07%.

From the graph3, we could be seen that there was an increasing on the average score and total of the students who reached the test from pre-test, post-test I to post-test II, In the graphs above, the average score in the pre-test was 63,4and only 8 students (22,85%) reached the test.

Moreover, in the post-test I and II there was 15 students (42,85%) reached the test with the average 67,9 and 24 students or (85,71%)who reached the test with average 76,1, From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (80% of students got score $\geq$ 72) was reached.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the use of Fishbone Strategy in writing argumentative text, the researcher conclude that the the Fishbone Strategycan be effective strategyand it can be used as an alternative way in teaching writing. The students were involved actively in teaching learning process. It made the students easier to understand the material so it could improve the students writing argumentative text at sevent grade of MTs Ma'arif NU 21 Buanasakti. There was improvement of the students' average score from pre test 60,4to post-test I 67,7became 75,8. In post-test II. In cycle 1, there were 15 students passed the test. Moreover, in cycle II there were 24 students who passed the test.The result of cycle II already reached the indicator of success that was 80% students fulfill the standard criteria with the score minimum was 72. Therefore, the research could be stopped in cycle II.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to improvetheir vocabularies mastery in order that can success in understanding their writing.

2. It is suggested for the English teacher to use Fishbone Strategy as alternative strategy in the classroom because this strategy is effective to improve the students' writing in teaching and learning process.

3. It is suggested for the headmaster in order to persuade the teachers to use this strategy because it is effective in teaching the material for the teacher.

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APPENDICES

SILABUS

Nama Sekolah : **MTs. Ma'arif NU 21 BUANASAKTI**
Mata Pelajaran : **Bahasa Inggris**
Kelas : **VII**
Kompetensi Inti :

KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *Argumen* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.14 Menangkap makna teks *argumentative*	**Teks *Argumen* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa** ***Fungsi sosial*** Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb. ***Struktur text* (gagasan utama dan informasi rinci)** a. Memberikan pendahuluan (orientasi) dengan menyebutkanorang(-orang) yang terlibat,	**Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial teks teks *argumentative* tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks *argumnttive*. • Tingkat ketepatan	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa. 4.15 Menyusun teks Argumentativelisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaanyang benar dan sesuai konteks.	tempat, waktu, dsbdari peristiwa/kejadian/pengalaman yang akan disampaikan b. Menguraikan urutan kejadian secara kronologis, urut dan runtut. c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional). Panjang teks: kurang lebih 6 (tiga) kalimat. ***Unsur kebahasaan*** (1) Kata kerja dalam Simple Present tense, Present Continuous Tense (2) Kosa kata: kata kerja yang menunjuk tindakan atau kegiatan (3) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb. (4) Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last*	tersebut. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. **Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari dan mengumpulan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. • Siswa membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks	unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks *recount*. **CARA PENILAIAN:** **Kinerja (praktik)** Tugas menganalisis dan menghasilkan teks *argumentative* tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan		• Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	month, on Monday, an hour ago, immediately, dsb. (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan ***Topik*** Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	- orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan - urutan kejadian secara kronologis, urut dan runtut - komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks *argumentative* tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan	secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		(*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan. **Mengkomunikasikan** • Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb). • Siswaberupaya berbicara secara lancardengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	memahami dan menghasilkan teks *argumentative* tentang kegiatan, kejadian, dan peristiwa, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca dan menulis teks yang menuntut pemahaman dan kemampuan teks *recount* tentang kegiatan, kejadian, dan peristiwa. **Portofolio** • Kumpulan karya teks *argumentative* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks *recount*. • Lembar soal dan hasil tes		

The Collaborator

RIKA ARIANI, S.Pd

Batanghari,   Mei 2019
The Researcher

INDRI SEVIYANTI
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MUHAMMAD ISWANTO, SH.MPd

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: MTs MAARIF NU 21 BUANASAKTI
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VII / I
Materi Pokok	: Argumentative text
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menghargai dan menghayati perilaku jujur, disiplin,tanggung jawab,peduli (toleransi,gotong royong),santun,percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan.

3. Memahami dan menerapkan pengetahuan(faktual,konseptual dan procedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,teknologi,seni,budaya terkait fenomena dan kejadian tampak mata.

4. Mengolah, menyaji dan menalar dalam ranah konkrit (menulis,membaca,menghitung,menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang dilakukan /terjadi di waktu lampau,sesuai dengan konteks penggunaanya.

Indikator :

a. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau

b. Siswa mampu menyatakan dan menanyakan tindakan / kejadian yang dilakukan /terjadi diwaktu lampau.

4.14 Menangkap makna teks argumentative lisan tertulis ,pendek dan sederhana tentang kegiatan, kejadian,peristiwa

Indikator :

a. Siswa mampu menangkap makna yang terdapat dalam teks argumentative yang disajikan secara lisan.

b. Siswa mampu menangkap makna yang terdapat dalam teks argumentative tertulis.

c. Siswa mampu menangkap tentang kegiatan/peristiwa,kejadian.

C. Tujuan Pembelajaran :

Siswa terampil memahami,menyatakan ,dan menanyakan teks lisan dan tulis untuk menyatakan dan menanyakan tindakan / kejadian yang dilakukan/terjadi di waktu lampau untuk melaporkan,menceritakan ,menjelaskan,dsb,menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar yang sesuai dengan konteks,secara jujur disiplin ,percaya diri tanggung jawab,peduli,kerjasama,dan cinta damai.(sikap ,pengetahuan ,ketrampilan)

D. Materi Pembelajaran

Teks lisan dan tulis untuk menyatakan dan menanyakan tentang unsur kebahasaan dan struktur teks pada teks argumentative.

E. Metode Pembelajaran

1. Scientific Approach, Tanya Jawab, Penugasan

F. Media, Alat dan Sumber Pembelajaran

1. Buku Siswa "When English Rings A Bell"

2. Picture

3. Whiteboard

4. Worksheet

G. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Mengucapkansalamdenganramahkepadasis waketikamemasukiruangkelas; *Assalamualaikum, Good Morning.* • Mengecekkehadiransiswa. • Memberikan apersepsi yang berkaitan dengan materi *Arumentative Text.*	15 menit
Kegiatan Inti	**1.*Observing*** • Mengamati gambar tentang beberapa tempat yang telah disiapkan oleh guru. • Memperhatikan penjelasan guru tentang *Argumentative Text* **2.*Questioning*** • Menanyakan berbagai hal yang berkaitan dengan kalimat-kalimat yang berkaitan dengan gambar • Menanyakan pemahaman siswa tentang *Argumentative Text.* • Memberikan latihan kepada siswa untuk membuat paragraf tentang *Argumentative Text.* **3.*Collecting Data*** • Memberi konfirmasi pada hasil pekerjaan	60 menit

	yang sudah dikerjakan oleh siswa.	
	• Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks..	
	• Mencari informasi fungsi sosial teks	
	4.*Associating*	
	• Menanyakan tentang kesulitan dalam menulis paragraph *Argumentative Text*	
	5.***Communicating***	
	• Mengajak siswa untuk melakukan refleksi tentang materi *Argumentative Text*	
	• Menanyakan kepada siswa secara lisan tentang *Argumentative Text*	
Penutup	• Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari.	15 menit
	• Guru memberikan motivasi kepada siswa untuk selalu rajin belajar.	
	• Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya.	
	• Salam penutup; *"Wassalamualaikum, See you next time"*	

H. **Penilaian**

1. **Instrumen Penilaian**

Instrument of Pre-Test
(Writing Argumentative Text)

Directions:
1. Write the argumentative text about **The efect of smoking!**
2. Work individually and your time during 20 minutes!
3. Check your writing before submitting!

2. Aspek pengetahuan:

   Penilaian untuk tugas

   Skor maksimal   : 100

   Nilai perolehan :: $\frac{Skor\ perolehan}{Skor\ maksimal} x100$

3. **Aspek Sikap** (observasi)

   a. *Observasi*

   Materi   : Argumentative Text
   Kelas   : VII

No	Nama Peserta Didik	1		2		3		4		Nilai	Predikat
		ya	tdk	Ya	tdk	ya	Tdk	ya	tdk		
1											
2											
3											
4											

Aspek yang dinilai:
1. Keaktifan
2. Keberanian berpendapat
3. Pengendalian diri
4. Menghormati pendapat orang lain

Batanghai, November 2019
The Researcher

The Collaborator

RIKA ARYANI, S.Pd.I

INDRI SEVIYANTI
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Knowing
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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: MTs MAARIF NU 21 BUANASAKTI
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VII / II
Materi Pokok	: Argumentative text
Alokasi Waktu	: 2 x 45 menit

I. Kompetensi Inti

5. Menghargai dan menghayati ajaran agama yang dianutnya

6. Menghargai dan menghayati perilaku jujur, disiplin,tanggung jawab,peduli (toleransi,gotong royong),santun,percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan.

7. Memahami dan menerapkan pengetahuan(faktual,konseptual dan procedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,teknologi,seni,budaya terkait fenomena dan kejadian tampak mata.

8. Mengolah, menyaji dan menalar dalam ranah konkrit (menulis,membaca,menghitung,menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.

J. Kompetensi Dasar dan Indikator

3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang dilakukan /terjadi di waktu lampau,sesuai dengan konteks penggunaanya.

Indikator :

c. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau

d. Siswa mampu menyatakan dan menanyakan tindakan / kejadian yang dilakukan /terjadi diwaktu lampau.

8.14 Menangkap makna teks argumentative lisan tertulis ,pendek dan sederhana tentang kegiatan, kejadian,peristiwa

Indikator :

d. Siswa mampu menangkap makna yang terdapat dalam teks argumentative yang disajikan secara lisan.

e. Siswa mampu menangkap makna yang terdapat dalam teks argumentative tertulis

f. Siswa mampu menangkap tentang kegiatan/peristiwa,kejadian.

K. Tujuan Pembelajaran :

Siswa terampil memahami,menyatakan ,dan menanyakan teks lisan dan tulis untuk menyatakan dan menanyakan tindakan / kejadian yang dilakukan/terjadi di waktu lampau untuk melaporkan,menceritakan ,menjelaskan,dsb,menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar yang sesuai dengan konteks,secara jujur disiplin ,percaya diri tanggung jawab,peduli,kerjasama,dan cinta damai.(sikap ,pengetahuan ,ketrampilan)

L. Materi Pembelajaran

Teks lisan dan tulis untuk menyatakan dan menanyakan tentang unsur kebahasaan dan struktur teks pada teks argumentative.

M. Metode Pembelajaran

2. Scientific Approach, Tanya Jawab, Penugasan

N. Media, Alat dan Sumber Pembelajaran

5. Buku Siswa "When English Rings A Bell"

6. Picture

7. Whiteboard

8. Worksheet

9. Marker

O. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Mengucapkansalamdenganramahkepadasis waketikamemasukiruangkelas; *Assalamualaikum, Good Morning.* • Mengecekkehadiransiswa. • Memberikan apersepsi yang berkaitan dengan materi *Argumentative Text.*	15 menit
Kegiatan Inti	**1.Observing** • Mengamati gambar tentang *smoking* yang telah disiapkan oleh guru. • Memperhatikan penjelasan guru tentang *Argumentative Text.* • Memperhatikan penjelasan guru tentang strateg fisbone dan cara pengaplikasiaannya **2.Questioning** • Menanyakan berbagai hal yang berkaitan dengan strateg fishbone. • Menanyakan pemahaman siswa tentang *Argumentative Text.* • Memberikan latihan kepada siswa untuk membuat diagram tentang	60 menit

| | *ArgumentativeText* sesuai tema yang ditentukan menggunakan strateg fishbone terlebih dahulu.
• Menuliskan atau menyalin isi diagram ke dalam bentuk paragraph *Argumentative.*

3.*Collecting Data*

• Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.
• Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks..
• Mencari informasi fungsi sosial teks
4.*Associating*
• Memeriksa paragraf yang telah dibuat sesuai atau tidak dengan diagram atau skema yang telah dibuat.
• Menanyakan tentang perbedaan sebelum dan sesudah menggunakan strateg fishbone.

5.*Communicating*
• Mengajak siswa untuk melakukan refleksi tentang materi *Argumentative Text*
• Mengajak siswa untuk
• melakukan reflesksi penggunaan *strateg fishbone.*
• Menanyakan kepada siswa secara lisan tentang *Argumentative Text.* | |

Penutup	• Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari. • Guru memberikan motivasi kepada siswa untuk selalu rajin belajar. • Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya. • Salam penutup; *"Wassalamualaikum, See you next time"*	15 menit

P. Penilaian

Instrumen Penelitian
Instrument of post test 1

(Writing Argumentative Text)

Directions:
1. Write Argumentative text about **Benefits and dangers of the internet!**
2. Work individually and your time during 20 minutes!
3. Check your writing before submitting!

4. Aspek pengetahuan:

   Penilaian untuk tugas

   Skor maksimal   : 100

   Nilai perolehan :: $\frac{Skor\ perolehan}{Skor\ maksimal} x100$

5. **Aspek Sikap** (observasi)

   b. **Observasi**

   Materi   : Argumentative Text
   Kelas   : VII

No	Nama Peserta Didik	1		2		3		4		Nilai	Predikat
		ya	tdk	Ya	tdk	ya	Tdk	ya	tdk		
1											
2											
3											
4											

Aspek yang dinilai:
1. Keaktifan
2. Keberanian berpendapat
3. Pengendalian diri
4. Menghormati pendapat orang lain

Batanghai, Norember 2019
The Researcher

The Collaborator

RIKA ARYANI, S.Pd.I

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The Headmaster

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: MTs MAARIF NU 21 BUANASAKTI
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VII / II
Materi Pokok	: Argumentative text
Alokasi Waktu	: 2 x 45 menit

Q. Kompetensi Inti

9. Menghargai dan menghayati ajaran agama yang dianutnya

10. Menghargai dan menghayati perilaku jujur, disiplin,tanggung jawab,peduli (toleransi,gotong royong),santun,percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan.

11. Memahami dan menerapkan pengetahuan(faktual,konseptual dan procedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,teknologi,seni,budaya terkait fenomena dan kejadian tampak mata.

12. Mengolah, menyaji dan menalar dalam ranah konkrit (menulis,membaca,menghitung,menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.

R. Kompetensi Dasar dan Indikator

3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang dilakukan /terjadi di waktu lampau,sesuai dengan konteks penggunaanya.

Indikator :

e. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau

f. Siswa mampu menyatakan dan menanyakan tindakan / kejadian yang dilakukan /terjadi diwaktu lampau.

12.14 Menangkap makna teks argumentative lisan tertulis ,pendek dan sederhana tentang kegiatan, kejadian,peristiwa

Indikator :

g. Siswa mampu menangkap makna yang terdapat dalam teks Argumentative yang disajikan secara lisan.

h. Siswa mampu menangkap makna yang terdapat dalam teks argumentative tertulis

i. Siswa mampu menangkap tentang kegiatan/peristiwa,kejadian.

S. Tujuan Pembelajaran :

Siswa terampil memahami,menyatakan ,dan menanyakan teks lisan dan tulis untuk menyatakan dan menanyakan tindakan / kejadian yang dilakukan/terjadi di waktu lampau untuk melaporkan,menceritakan ,menjelaskan,dsb,menggunakan ungkapan dengan struktur teks yang runtut dengan unsure kebahasaan yang benar yang sesuai dengan konteks,secara jujur disiplin ,percaya diri tanggung jawab,peduli,kerjasama,dan cinta damai.(sikap ,pengetahuan ,ketrampilan)

T. Materi Pembelajaran

Teks lisan dan tulis untuk menyatakan dan menanyakan tentang unsur kebahasaan dan struktur teks pada teks argumentative.

U. Metode Pembelajaran

3. Scientific Approach, Tanya Jawab, Penugasan

V. Media, Alat dan Sumber Pembelajaran

10. Buku Siswa "When English Rings A Bell"

11. Picture

12. Whiteboard

13. Worksheet

14. Marker

W. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Mengucapkansalamdenganramahkepadasis waketikamemasukiruangkelas; *Assalamualaikum, Good Morning.* • Mengecekkehadiransiswa. • Memberikan apersepsi yang berkaitan dengan materi *Argumentatve Text.*	15 menit
Kegiatan Inti	**1.Observing** • Mengamati gambar tentang *junk food* yang telah disiapkan oleh guru. • Memperhatikan penjelasan guru tentang *Argumentative Text* • Memperhatikan penjelasan guru tentang strategi fishone dan cara pengaplikasiaannya. **2.Questioning** • Menanyakan berbagai hal yang berkaitan dengan strategi fishbone. • Menanyakan pemahaman siswa tentang *Argumentative Text.* • Memberikan latihan kepada siswa untuk membuat diagram tentang	60 menit

| | *ArgumentativeText* sesuai tema yang ditentukan menggunakan strategi fishbone terlebih dahulu.
 • Menuliskan atau menyalin isi diagram ke dalam bentuk paragraph *Argumentative.*

 3.*Collecting Data*

 • Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.
 • Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks..
 • Mencari informasi fungsi sosial teks
 4.*Associating*
 • Memeriksa paragraf yang telah dibuat sesuai atau tidak dengan diagram atau skema yang telah dibuat
 • Menanyakan tentang perbedaan sebelum dan sesudah menggunakan strategi fisbone.

 5.*Communicating*
 • Mengajak siswa untuk melakukan refleksi tentang materi *Argumentative Text.*
 • Mengajak siswa untuk melakukan reflesksi penggunaan *Fishbone Strateg.*
 • Menanyakan kepada siswa secara lisan tentang *Argumentative Text.* | |

Penutup	• Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari.	15 menit
	• Guru memberikan motivasi kepada siswa untuk selalu rajin belajar.	
	• Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya.	
	• Salam penutup; *"Wassalamualaikum, See you next time"*	

X. Penilaian

　1. Instrumen Penelitian

　　Instrument of Post-Test I1

(Writing ArgumentativeText)

Directions:

4.   Write Argumentative text about **Benefits and dangers of the internet!**
5.   Work individually and your time during 20 minutes!
6.   Check your writing before submitting!

6. Aspek pengetahuan:

Penilaian untuk tugas

Skor maksimal   : 100

Nilai perolehan :: $\frac{Skor\ perolehan}{Skor\ maksimal} x100$

7.   **Aspek Sikap** (observasi)

c. **Observasi**

Materi   : Argumentative Text
Kelas   : VII

No	Nama Peserta Didik	1		2		3		4		Nilai	Predikat
		ya	tdk	Ya	tdk	ya	Tdk	ya	tdk		
1											
2											
3											
4											

Aspek yang dinilai:
1. Keaktifan
2. Keberanian berpendapat
3. Pengendalian diri
4. Menghormati pendapat orang lain

The Collaborator

RIKA ARYANI, S.Pd.I

Batanghai, ...November...... 2019
The Researcher

INDRI SEVIYANTI
NPM.13107457

Knowing
The Headmaster

PRE-TEST

Instruction :
1. Mention your name first !
2. Please write the sentences carefully !
3. Please correct the sentences before collect the paper!

Direction : Write the argumentative text about the effect of smoking based on the text that you have ever read.

POST TEST 1

Instruction :
1. Mention your name first !
2. Please write the sentences carefully !
3. Please correct the sentences before collect the paper!

Direction : Choose one of the text title bellow and then write the argumentative text based on the title that you have chosen.
a. The effect of smoking
b. Advantage of the internet

POST TEST 2

Instruction :
1. Mention your name first !
2. Please write the sentences carefully !
3. Please correct the sentences before collect the paper!

Direction : Choose one of the text title bellow and then write the argumentative text based on the title that you have chosen.
a. The effect of smoking
b. The advantage of the internet

The scoring criteria

	Random	General classification & description
C **O** **N** **T** **E** **N** **T**	27 – 30	Very good excellent: knowledgably substantive relevant to topic, provides details of the topic
	22 – 26	Average to good: some knowledge of subject, mostly relevant to the topic but lack detail
	17 – 21	Poor to fair: limited knowledge of subject, inadequate development of topic
	13 – 16	Very poor: does not show knowledge, not pertinent to topic
O **R** **G** **A** **N** **I** **Z** **A** **T** **I** **O** **N**	18 – 20	Very good excellent: ideas clearly stated, well organized , logical sequencing and relevant to generic structure
	15 – 17	Average to good: loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
	10 – 14	Poor to fair: not fluent, ideas confused, lacks logical sequencing, generic structure not clear
	7 – 9	Very poor: does not communicate, no organization, not enough to evaluate
V **O** **C** **A** **B**	18 – 20	Very good to excellent: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
	14 – 17	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
	10 – 13	

U L A R Y	7 – 9	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured Very poor: essentially translation, little knowledge of vocabulary, idiom, word from, or not enough to evaluate
G R A M M A R	22 – 25 18 – 21 11 – 17 5 – 10	Very good to excellent: effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition Average to good: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured Poor to fair: major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
M A C H A N I C	5 4 3 2	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing Average to good: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured

		Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate[36]

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[36] Joy m Reid, teaching ESL writing, prentice hall regents, united state of America ,p. 236

Instrument Grill
Table Specification of Writing Argumentative Text

Pre-Test	Post Test-1	Pos-Test 2
- Students make paragraph argumentative text about the effect of smoking based on their compr ehend (without treatment). - Students identify the generic structure	- Students make paragraph argumentative text about benefits and dangers of internet use fishbone strateg y. It means that,student s make diagram before change into paragraph. - Students identify the generic structure	- Students make paragraph argumentative text about benfits and dangers of internet use fishbone strateg.It means that, students makediagram before change into paragraph - Students identify the generic structure

TEACHER OBSERVATION SHEET

Day/Date : Wednesday, September 18th, 2019	Meeting : 1
Class : VII	Cycle : 1

	Teacher's Activity	Good	Enough	Less
1	Pre Teaching			
	a. Preparing the lesson plan			
	b. Preparing the media that will be used			
	c. Ability in opening learning process			
2	While teaching			
	a. Informing the material			
	b. Explaning the material			
	c. Guiding the students to follo the lesson			
	d. Motiving the students to do the task			
	e. Practicing the students to answer the question about the material			
3	Post teaching			
	a. Concluding the material result of learning			
	b. Closing the learning process			
	Tick () for each positive activity			

Batanghari, September 18th 2019

Collaborator   Research

RIKA ARIYANI   INDRI SEVIYANTI
                                                                                 NPM. 13107457

TEACHER OBSERVATION SHEET

Day/Date : Thursday, August 26th, 2019	Meeting : 2
Class : VII	Cycle : 2

	Teacher's Activity	Good	Enough	Less
1	Pre Teaching			
	d. Preparing the lesson plan			
	e. Preparing the media that will be used			

	f. Ability in opening learning process			
2	While teaching			
	f. Informing the material			
	g. Explaning the material			
	h. Guiding the students to follo the lesson			
	i. Motiving the students to do the task			
	j. Practicing the students to answer the question about the material			
3	Post teaching			
	c. Concluding the material result of learning			
	d. Closing the learning process			
	Tick () for each positive activity			

Batanghari, August 2019

Collaborator   Research

RIKA ARIYANI   **INDRI SEVIYANTI**
                                                                      NPM. 13107457

The Observation Sheet of the Student Activity I

Lesson : English
Class   : VII
Cycle   : I

No	NAME	Total activity that observed			
		1	2	3	4
1	AWK	√		√	√
2	AR	√	√		
3	ARI	√		√	
4	AS		√	√	√
5	AD	√		√	√
6	ANS	√		√	
7	BB	√	√		√
8	BA	√	√		
9	DM	√		√	√
10	DY		√		√
11	DNW	√		√	√
12	DS	√	√		√
13	DK	√	√		
14	RMA			√	√
15	EW	√	√		
16	FA			√	√
17	JS	√	√		
18	LD	√		√	√
19	MT	√	√		√
20	MDA	√	√		
21	PA	√		√	√
22	RPS			√	√
23	RNP		√		√
24	RF		√	√	
25	RM		√		√
26	SR			√	√
27	SW	√	√		√
28	RA		√	√	√
29	SA	√		√	
30	SH		√		√
31	SL		√	√	
32	SLT	√			√
33	SMT		√	√	√
34	TAP	√			√
35	SDH		√	√	
Total		21	20	19	23
Precentage		60%	57,14%	54,28%	65,71%

The Observation Sheet of the Student Activity II

Lesson : English
Class : VII
Cycle : II

No	NAME	Total activity that observed			
		1	2	3	4
1	AWK	√		√	√
2	AR	√	√	√	
3	ARI		√	√	√
4	AS	√	√	√	
5	AD	√	√	√	√
6	ANS	√	√	√	√
7	BB	√		√	√
8	BA	√	√	√	
9	DM	√	√		√
10	DY	√		√	√
11	DNW	√	√	√	√
12	DS		√	√	√
13	DK	√	√	√	
14	RMA		√	√	√
15	EW	√	√	√	√
16	FA		√	√	√
17	JS	√		√	√
18	LD	√	√		√
19	MT	√		√	√
20	MDA		√	√	√
21	PA	√	√	√	√
22	RPS	√	√	√	
23	RNP		√		√
24	RF	√		√	√
25	RM	√	√	√	
26	SR	√	√	√	√
27	SW	√		√	√
28	RA	√		√	√
29	SA		√	√	√
30	SH	√	√		√
31	SL	√	√	√	√
32	SLT	√		√	√
33	SMT		√		√
34	TAP	√	√		√
35	SDH	√		√	√
Total		21	20	19	29
Precentage		60%	57,14%	54,28%	82,85%

Note:

1. The students can identfy the problem use the fishbone strategy.

2. The students can identfy the main factor of the causes

3. The student can brainstorm all the possible causes of the problem to make the argumentative text.

4. The students can Analyze the diagram and make the argumentative text.

Batanghari, November 2019

The collaborator   The researcher

RIKA ARIYANI, S.Pd   **INDRI SEVIYANTI**

                                                            NPM. 13107457

DAFTAR NILAI PRE-TEST
WRITING ARGUMENTATIVE TEXT

SEKOLAH   **: MTs MA'ARIF NU 21 BUANASAKTI**
MATA PELAJARAN   **: BAHASA INGGRIS**
HARI/TANGGAL   **: RABU/ 18 SEPTEMBER 2019**
KKM   **: 72**
KELAS   **: VII**
TAHUN PELAJARAN   **: 2019/2020**

NO	NAME	PRE TEST	NOTE
1	ADI WAHYU K	55	BELUM TUNTAS
2	AHMAD ROBBY	60	BELUM TUNTAS
3	AHMAD RIFAI	60	BELUM TUNTAS
4	AHMAD SAIRIN	55	BELUM TUNTAS
5	ANDRENATA WIJAYA	62	BELUM TUNTAS
6	ANTIKA SYAHFIRA	60	BELUM TUNTAS
7	BAGASBIMANTORO	52	BELUM TUNTAS
8	BENY ADAM	70	BELUM TUNTAS
9	DEVI NUR KHASANAH	52	BELUM TUNTAS
10	**DEWIYUNITA**	**73**	**TUNTAS**
11	DIAN NOVITA WINDY	50	BELUM TUNTAS
12	DIKI SETIAWAN	53	BELUM TUNTAS
13	DWI KURNIAWAN	51	BELUM TUNTAS
14	RISKE MEIZA ARDIYANTI	58	BELUM TUNTAS
15	ERMAWATI	60	BELUM TUNTAS
16	FERRYANGGRIAWAN	60	BELUM TUNTAS
17	JIHAN SANTOSO	52	BELUM TUNTAS
18	LITA DWI ASIH	58	BELUM TUNTAS
19	MEYSA TRI KURNIATI	60	BELUM TUNTAS
20	M.DWI APRILIAN	60	BELUM TUNTAS
21	PUPUTANGGRAENI	49	BELUM TUNTAS
22	RAHMAPUSPITA SARI	70	BELUM TUNTAS
23	**RENIAPRAGUSTA PUTRI**	**76**	**TUNTAS**
24	RESITA FAHTUL AENY	56	BELUM TUNTAS

25	RISKY MUBAROQ	60	BELUM TUNTAS
26	SEFIARAHMA LIA	68	BELUM TUNTAS
27	**SEKAR WULANDARI**	**75**	**TUNTAS**
28	**REZA AYUNI**	**75**	**TUNTAS**
29	SIHATIN ANGGRITA	69	BELUM TUNTAS
30	SITI HAYANI	65	BELUM TUNTAS
31	**SRI LESTARI**	**73**	**TUNTAS**
32	SULISTIANI	54	BELUM TUNTAS
33	SUSANTI	46	BELUM TUNTAS
34	TOMI ARYA PRATAMA	60	BELUM TUNTAS
35	SEPTI DWI HANDAYANI	56	BELUM TUNTAS
JUMLAH		2113	
RATA-RATA		60,4	
NILAI TERTINGGI		76	
NILAI TERENDAH		46	

Batanghari, September 2019

The Collaborator   The Researcher

RIKA ARIYANI   **INDRI SEVIYANTI**
                                                         NPM. 13107457

DAFTAR NILAI POST TEST 1

WRITING ARGUMENTATIVE TEXT

SEKOLAH   : **MTs MA'ARIF NU 21 BUANASAKTI**

MATA PELAJARAN   : **BAHASA INGGRIS**

HARI/TANGGAL   : **KAMIS / 19 September 2019**

KKM   : **72**

KELAS   : **VII**

TAHUN PELAJARAN : **2019/2020**

NO	NAME	POST TEST 1	NOTE

1	ADI WAHYU K	55	BELUM TUNTAS
2	AHMAD ROBBY	70	BELUM TUNTAS
3	AHMAD RIFAI	68	BELUM TUNTAS
4	AHMAD SAIRIN	55	BELUM TUNTAS
5	ANDRENATA WIJAYA	55	BELUM TUNTAS
6	**ANTIKA SYAHFIRA**	**72**	**TUNTAS**
7	BAGASBIMANTORO	65	BELUM TUNTAS
8	**BENY ADAM**	**73**	**TUNTAS**
9	DEVI NUR KHASANAH	61	BELUM TUNTAS
10	**DEWIYUNITA**	**75**	**TUNTAS**
11	**DIAN NOVITA WINDY**	**76**	**TUNTAS**
12	**DIKI SETIAWAN**	**75**	**TUNTAS**
13	DWI KURNIAWAN	52	BELUM TUNTAS
14	RISKE MEIZA ARDIYANTI	70	BELUM TUNTAS
15	ERMAWATI	65	BELUM TUNTAS
16	FERRYANGGRIAWAN	57	BELUM TUNTAS
17	JIHAN SANTOSO	55	BELUM TUNTAS
18	**LITA DWI ASIH**	**78**	**TUNTAS**
19	**MEYSA TRI KURNIATI**	**72**	**TUNTAS**
20	M.DWI APRILIAN	60	BELUM TUNTAS
21	PUPUTANGGRAENI	70	BELUM TUNTAS
22	**RAHMAPUSPITA SARI**	**72**	**TUNTAS**
23	RENIAPRAGUSTA PUTRI	71	BELUM TUNTAS
24	RESITA FAHTUL AENY	69	BELUM TUNTAS
25	**RISKY MUBAROQ**	**78**	**TUNTAS**
26	**SEFIARAHMA LIA**	**75**	**TUNTAS**
27	SEKAR WULANDARI	65	BELUM TUNTAS
28	**REZA AYUNI**	**78**	**TUNTAS**
29	**SIHATIN ANGGRITA**	**75**	**TUNTAS**
30	SITI HAYANI	70	BELUM TUNTAS
31	**SRI LESTARI**	**80**	**TUNTAS**
32	SULISTIANI	68	BELUM TUNTAS
33	**SUSANTI**	**75**	**TUNTAS**
34	TOMI ARYA PRATAMA	57	BELUM TUNTAS
35	SEPTI DWI HANDAYANI	58	BELUM TUNTAS

JUMLAH	**2370**	
RATA-RATA	**67,7**	
NILAI TERTINGGI	**80**	
NILAI TERENDAH	**52**	

Batanghari, September 2019

The Collaborator   The Researcher

RIKA ARIYANI   **INDRI SEVIYANTI**
NPM. 13107457

DAFTAR NILAI POST TEST 2
WRITING ARGUMENTATIVE TEXT

SEKOLAH   : MTs MA'ARIF NU 21 BUANASAKTI
MATA PELAJARAN   : BAHASA INGGRIS
HARI/TANGGAL   : RABU/ 25SEPTEMBER 2019
KKM   : 72
KELAS   : VII
TAHUN PELAJARAN   : 2019/2020

NO	NAME	Post-Test II	NOTE
1	ADI WAHYU K	68	BELUM TUNTAS
2	**AHMAD ROBBY**	**76**	**TUNTAS**
3	**AHMAD RIFAI**	**77**	**TUNTAS**
4	AHMAD SAIRIN	68	BELUM TUNTAS
5	**ANDRENATA WIJAYA**	**72**	**TUNTAS**
6	**ANTIKA SYAHFIRA**	**72**	**TUNTAS**
7	**BAGASBIMANTORO**	**81**	**TUNTAS**
8	**BENY ADAM**	**76**	**TUNTAS**

9	DEVI NUR KHASANAH	78	TUNTAS
10	DEWIYUNITA	78	TUNTAS
11	DIAN NOVITA WINDY	74	TUNTAS
12	DIKI SETIAWAN	72	TUNTAS
13	DWI KURNIAWAN	72	TUNTAS
14	RISKE MEIZA ARDIYANTI	76	TUNTAS
15	ERMAWATI	78	TUNTAS
16	FERRYANGGRIAWAN	78	TUNTAS
17	JIHAN SANTOSO	67	BELUM TUNTAS
18	LITA DWI ASIH	76	TUNTAS
19	MEYSA TRI KURNIATI	79	TUNTAS
20	M.DWI APRILIAN	60	BELUM TUNTAS
21	PUPUTANGGRAENI	78	BELUM TUNTAS
22	RAHMAPUSPITA SARI	80	TUNTAS
23	RENIAPRAGUSTA PUTRI	80	TUNTAS
24	RESITA FAHTUL AENY	74	TUNTAS
25	RISKY MUBAROQ	85	TUNTAS
26	SEFIARAHMA LIA	62	BELUM TUNTAS
27	SEKAR WULANDARI	78	TUNTAS
28	REZA AYUNI	78	TUNTAS
29	SIHATIN ANGGRITA	79	TUNTAS
30	SITI HAYANI	77	TUNTAS
31	SRI LESTARI	81	TUNTAS
32	SULISTIANI	76	TUNTAS
33	SUSANTI	77	TUNTAS
34	TOMI ARYA PRATAMA	78	TUNTAS
35	SEPTI DWI HANDAYANI	80	TUNTAS
	JUMLAH	2651	
	RATA-RATA	75,7	
	NILAI TERTINGGI	85	
	NILAI TERENDAH	60	

Batanghari,September 2019

The Collaborator   The Researcher

RIKA ARIYANI   INDRI SEVIYANTI
                                 NPM. 13107457

DOCUMENTATION

Cycle 1

Cycle 2

Nomor : Sti.06/JST/PP.00.9/3854/2016   Metro, 25 November 2016
Lamp : -
Hal : **IZIN *PRA SURVEY***

Kepada Yth.,
Kepala Sekolah MTs NU 21 Buana Sakti
Di –
　　Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama   : Indri Seviyanti
NPM   : 13107457
Jurusan   : Tarbiyah
Prodi   : PBI
Judul   : The Use of Fishbone Strategy to Improve the Students Argumentative Writing Skill at the Seventh Grade of MTs NU 21 Buana Sakti in Academic Year 2016/2017

Untuk melakukan *PRA SURVEY* di MTs NU 21 Buana Sakti.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan

Dr. Akla, M.Pd
NIP. 19691008 200003 2005 ...

LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH TsASAWAIYAH MA'ARIF NU 21
BATANGHARI LAMPUNG TIMUR
TERAKREDITASI B
Email : mtsmaarifnu21buanasakti@gmail.com

Alamat : Desa purwodadi Mekar Kecamatan Batanghari Lampung Timur Kode Pos 34181

SURAT KETERANGAN MELAKSANAKAN SURVEY
Nomor : 67/517/MTs M/21/XI/2016

Yang bertanda tangan di bawah ini adalah Kepala Sekolah MTs Ma'arif NU 21 Buanasakti Kecamatan Batanghari Kabupaten Lampung Timur menerangkan bahwa :

Nama	: H. M Iswanto. S.HI. M.Pd.I
NIP	: -
Alamat	: Purwodadi Mekar, Batanghari
Jabatan	: Kepala Madrasah

Menerangkan bahwa	:
Nama	: INDRI SEVIYANTI
NPM	: 13107457
Jurusan	: Tarbiyah
Program Studi	: PBI
Judul Sekripsi	: THE USE OF FISHBONE STRATEGY TO IMPROVE THE STUDENTS ARGUMENTATIVE WRITING SKILL AT THE SEVENTH GRADE OF MTs MA'ARIF NU 21 BUANASAKTI IN ACADEMIC YEAR 2016/2017

Telah melaksanakan Survey dimadrasah kami sesuai dengan surat ijin penelitian nomor : Sti.06/JST/PP.00.9/3854/2016.

Demikian surat keterangan ini kami buat semoga dapat di gunakan sebagai mana mestinya. Dan atas kerjasanya kami sampaikan terimakasih.

Batanghari, 29 November 2016
Kepala Madrasah

H. M ISWANTO, S.HI, M.Pd.I

Nomor : 1714 /In.28.1/J/PP.00.9/5/2018   17 Mei 2018
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Widhiya Ninsiana, M.Hum
2. Trisna Dinillah Harya, M.Pd
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama   : Indri Seviyanti
NPM   : 13107457
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   : The Use Of Fishbone Strategy To Improve The Students' Argumentative Writing Skill At the Seventh Grade Of MTs Ma'arif NU 21 Buanasakti In Academic Year 2017/2018

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

Nomor   : B-2186/In.28/D.1/TL.00/07/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS MA`ARIF NU 21
BUANA SAKTI
di-
   Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2185/In.28/D.1/TL.01/07/2018, tanggal 09 Juli 2018 atas nama saudara:

Nama	:	**INDRI SEVIYANTI**
NPM	:	13107457
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MA`ARIF NU 21 BUANA SAKTI, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF FISHBONE STRATEGY TO IMPROVE THE STUDENTS` ARGUMENTATIVE WRITING SKILL AT THE SEVENTH GRADE OF MTS MA`ARIF NU 21 BUANA SAKTI IN ACADEMIC YEAR 2017/2018".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 Juli 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

S U R A T   T U G A S
Nomor: B-2185/In.28/D.1/TL.01/07/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**INDRI SEVIYANTI**
NPM	:	13107457
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS MA`ARIF NU 21 BUANA SAKTI, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF FISHBONE STRATEGY TO IMPROVE THE STUDENTS` ARGUMENTATIVE WRITING SKILL AT THE SEVENTH GRADE OF MTS MA`ARIF NU 21 BUANA SAKTI IN ACADEMIC YEAR 2017/2018".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 09 Juli 2018

Mengetahui,
Pejabat Setempat

H.M. I SWANTO, SHI, MPd. I

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

CURRICULUM VITAE

Indri Seviyanti was born in Balekencono, East Lampung on October 14th 1994. She lives in Sidodadi, Sekampung. Ethnically speaking, she comes from Javanese family descent. She is the first child of two children ofSumarno and siti umayah.

She took herElementary School at SDN 1 Balekencono finished in 2006, she continued to Junior High School (MTs AL-Hikmah Balekencono) finished in 2009. Having graduated from junior high school she continued her study on Senior High School (SMAN 2 Sekampung) an was finished in 2013. After graduating from SMAN 2 Balekencono, she decided to have lecture in English major at IAIN Metro from 2013 until now.