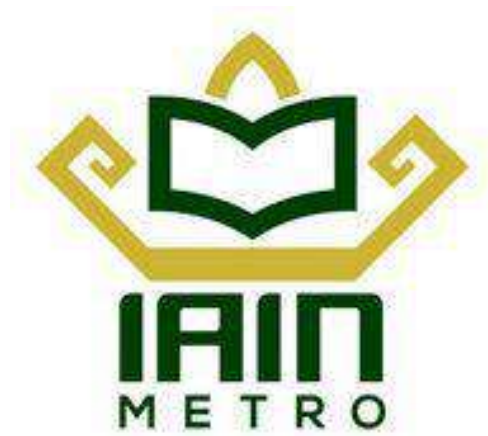


**THE INFLUENCE OF USING FISHBONE STRATEGY
ON THE STUDENTS' WRITING SKILL OF SMKN 1 METRO**

By:

AGILIA LUPIANI

Student Number : 2101052002



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1446 H / 2025 M

**THE INFLUENCE OF USING FISHBONE STRATEGY
ON THE STUDENTS' WRITING SKILL OF SMKN 1 METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of bachelor of education (S.Pd)
In English Education Department

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.



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RATIFICATION PAGE

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An Article entitled: "THE INFLUNCE OF USING FISHBONE STRATEGY ON THE STUDENT'S WRITING SKILL OF SMKN 1 METRO" written by: Agilia Lupiani, student number 2101052002 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Monday, April 28th, 2025 at 08.00-10.00 WIB.

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THE INFLUENCE OF USING FISHBONE STRATEGY ON THE STUDENTS' WRITING SKILL OF SMKN 1 METRO

ABSTRACT

**By:
AGILIA LUPIANI**

Writing is a complex skill that allows students to freely express a wide range of thoughts about various topics, particularly when writing procedure demonstration performance. Procedure text is a text that elaborates the writer's idea about the surrounding thing and effectively works through the phenomenal issues in the surrounding that intend to persuade people to do something or not. As a result, it requires an appropriate strategy in its implementation, which is why the Fishbone Strategy is applied to increase the students' text writing procedure text performance.

The research used quantitative approaches and quasi-experiment research designs. Additionally, the researcher used quasi experimental a non-probability to obtain the research. Data were collected through tests and documentation. The sample in this study was 99 students of class XI of SMKN 1 Metro. To obtain the data, the research administered procedure text tests in the form pre-test and post-tests to the students. After collecting the data, the research analyse it using SPSS 27 version software.

The results of this study demonstrated that is possible to conclude that the students score in post-test, which was taught using the fishbone strategy is greater than the score in the pre-test. The researcher used paired sample t-test to analyse the data .The test resulted in a sig (2-tailed) value is $0.000 < 0.05$, so it can be concluded that there is a significant effect of using fishbone strategies on student writing skills in class XI students of SMKN 1, Metro.

Keyword: Fishbone strategy, Procedure Text, Quantitative Research

PENGARUH PENGGUNAAN STRATEGI FISHBONE TERHADAP KETERAMPILAN MENULIS SISWA SMKN 1 METRO

ABSTRAK

**Oleh:
AGILIA LUPIANI**

Menulis adalah keterampilan kompleks yang memungkinkan siswa untuk secara bebas mengekspresikan berbagai macam pemikiran tentang berbagai topik, terutama ketika menulis prosedur demonstrasi kinerja. Teks prosedur adalah teks yang mengelaborasi ide penulis tentang hal di sekitarnya dan secara efektif bekerja melalui isu-isu fenomenal di sekitarnya yang bertujuan untuk membujuk orang untuk melakukan sesuatu atau tidak. Oleh karena itu, diperlukan strategi yang tepat dalam pelaksanaannya, oleh karena itu Strategi Fishbone diterapkan untuk meningkatkan kemampuan siswa dalam menulis teks prosedur.

Penelitian ini menggunakan pendekatan kuantitatif dan desain penelitian kuasi eksperimen. Selain itu, peneliti menggunakan kuasi eksperimen non-probabilitas untuk mendapatkan penelitian. Data dikumpulkan melalui tes dan dokumentasi. Sampel dalam penelitian ini adalah 99 siswa kelas XI SMKN 1 Metro. Untuk memperoleh data, penelitian ini memberikan tes teks prosedur dalam bentuk pre-test dan post-test kepada siswa. Setelah data terkumpul, penelitian ini menganalisis data tersebut dengan menggunakan perangkat lunak SPSS versi 27.

Hasil dari penelitian ini menunjukkan bahwa dapat disimpulkan bahwa nilai siswa pada post-test yang diajar dengan menggunakan strategi fishbone lebih besar daripada nilai siswa pada pre-test. Peneliti menggunakan paired sample t-test untuk menganalisis data. Uji tersebut menghasilkan nilai sig (2-tailed) sebesar $0,000 < 0,05$, sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan strategi fishbone terhadap kemampuan menulis siswa.

Kata Kunci: Penelitian Kuantitatif, Strategi Fishbone, Teks Prosedur

STATEMENT OF ORIGINALITY

The undersigned:

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Metro, 28 April 2025

The Researcher,



AGILIA LUPIANI
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian dari peneliti, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 28 April 2025

Peneliti,



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MOTTO

الْوَكِيلُ وَنِعْمَ اللَّهُ حَسْبُنَا

“Allah is our helper and He is the best of protectors.”

(QS. Al-Imran : 173)

DEDICATION PAGE

This Undergraduate Thesis is dedicated to:

1. My beloved parents, Mr. Hendri Sosro Subekti as my father and Mrs. Sujiati as my mother. Thank you for all your hard work in fulfilling my needs, for being by my side from childhood to adulthood, for always praying for the best for me, and for giving me unconditional love that I can never repay.
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Metro, 06 August 2024

The Reseacher



AGILIA LUPIANI

NPM. 2101052002

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CHAPTER I

INTRODUCTION

A. Background of study

Chaedar said, English is Indonesia's primary foreign language, making it an essential subject taught from elementary school to university.¹ However, mastering English as a foreign language is more complex than learning it as a national language. Both teachers and students need to identify and apply appropriate strategies in the teaching and learning process. Using effective methods can significantly enhance students' understanding of English materials.

In teaching process, writing is an important part of the teaching process as it allows students to express themselves on paper. Writing performance allows learners to freely express their thoughts on various problem and issue surrounding. For example, a student may criticize an issue that occurred in His school by writing an article that everyone in the school can read. In other words, students can provide responses to social reality. In addition, writing can help them channel their imagination because it allows them to the students must communicate their ideas.

Writing is a crucial component of language learning, enabling students to convey information and express ideas through written text. Engaging in writing enhances critical thinking by allowing individuals to refine their thoughts and articulate them clearly. It also serves as a valuable learning tool,

¹ Alwasilah, A. Chaedar. "Policy on Foreign Language Education in Indonesia". *International Journal of Education*, 7(1), 2013.

aiding in comprehension and retention. That is, writing can be used when students make a summary of the material for easy recall.

In the process of learning English, students are required to develop proficiency in four essential language skills. English instruction should equip students with the ability to comprehend spoken language, communicate effectively, understand written texts, and express themselves clearly in writing. These four essential skills—listening, speaking, reading, and writing—are the foundation of English language learning and play a crucial role in achieving fluency. By developing proficiency in each of these areas, students can enhance their overall language competence and communication abilities.

A preliminary survey conducted at SMKN 1 Metro on Tuesday, August 6, 2024, revealed that students' proficiency in writing procedure texts remains low. According to the English teacher, this issue stems from a lack of interest in writing materials and limited vocabulary, which hinders students' ability to construct well-developed procedural texts.

Table 1.1
The Students Score of Writing Test of the class XI of
SMK N 1 Metro

No	Student's Name	Student's Score
1.	A.M.P	60
2.	A.N	80
3.	A.D.A	60
4.	A.N.H	70
5.	C.G.R	80
6.	D.K.S	70
7.	E.A.H	70
8.	F.N.E	90
9.	F.D.H	50
10.	F.A	50

11.	F.R	60
12.	J.A	50
13.	K.W	70
14.	M.D.A.F	80
15.	M.Q.E.S	60
16.	M.	60
17.	M.L.R	60
18.	M.A	80
19.	M.I	70
20.	M.F	60
21.	N.R	60
22.	R.A	70
23.	R.S.J.S	90
24.	R.A.P	60
25.	R.A.F	80
26.	S.P.C	60
27.	S.A	50
28.	S.N.E	60
29.	S.N.A	50
30.	S.V.A	60
31.	Z.S.R	80
Total		2.050
Average		66,1
<75		23
>75		8

Source: The Archives of English teacher taken on august, 6 2024.

The data above indicates that many students received low scores. The minimum proficiency requirement for writing skills is set at 75, highlighting the gap in students' performance relative to the expected mastery level.

From the total students, only 8 achieved a score of 75, while 55 scored below this standard. Drawing from interviews conducted with the English teacher and several students at SMKN 1 Metro, that is most students expressed their writing is a challenging and uninteresting activity, contributing to their low performance in this skill.

By visually mapping out key components, this approach helps learners organize their thoughts logically, making the writing process more systematic and effective. Moreover, the Fishbone strategy can motivate students to write by generating ideas and assisting them in making meaningful connections, and linking their prior experiences with new information. As an effective tool in the prewriting stage, this strategy supports a structured approach to idea development, making the writing process more engaging and systematic.

Based on the outlined background, the researcher proposes the study title: “The Influence of Using Fishbone Strategy on the Students’ Writing Skill of SMKN 1 Metro.”

B. Problem Identification

From the identified background, the researcher recognizes the following issues:

1. Students have low motivation in writing due to their perception that it is a difficult skill.
2. There is a lack of interest among students in learning a foreign language.
3. Limited vocabulary mastery affects students' ability to express their ideas effectively.

C. Problem Limitation

Based on the identified issues, the researcher concentrated on students' low academic performance in composing sentences for procedure texts and their difficulties in expressing ideas in writing. To address these challenges, the

Fishbone strategy implemented as a method to enhance students' writing skills in procedure texts.

D. Problem Formulation

In relation to the identified issues in this study, the researcher formulates the problem as follows:

“Is there a positive and significant of using the Fishbone Strategy on the writing skills of grade XI at SMKN 1 Metro in the 2024/2025 academic year?”

E. Objective and Benefit of the Research

1. Objective

- a. To find out the use of the Fishbone Strategy influences students' writing skills at SMKN 1 Metro.
- b. To find out the students difficulties of apply Fishbone Diagram strategy on the students' writing Procedure Text.

2. Benefit

- a. For the Teachers

Provides recommendations for teachers in apply the Fishbone strategy for more effective writing learning.

- b. For the Students

Helps students in improve critical and systematic thinking skills when writing.

c. For the Next Researcher

Provides a basis for future research that wants to explore visual-based writing learning strategies.

F. Prior Research

This study considers several previous investigations related to the topic. One relevant study was conducted by Zuhainah and Dwi Farroh at MAS Jamiyatul Al-Wasliyah Tembung in 2019. This study sought to provide empirical evidence regarding students' ability to compose analytical exposition texts using the Fishbone Strategy, with a specific focus on Class X at MAS Jamiyatul Al-Wasliyah Tembung. Conducted as an experimental research, it involved the entire Class X student population. A total of 30 students from Class X-1 were assigned as the experimental group, while 30 students from Class X-2 functioned as the control group. The primary data collection instrument utilized in this study was a test administered to the students. Following the researcher's analytical Exposition text.² This study focused on teaching students' writing skills, which differed from previous studies. This implies that there are a number The fishbone Strategy can be used to teach skills such as In this study, the focus is on students' writing skills.

The second related study, conducted by Nelli at SMA Muhammadiyah Equalized Makassar in 2018, was a quasi-experimental research. This study implemented the Fishbone Strategy as an instructional approach to improve students' reading comprehension. The purpose of this study is to Discover

² Zuhainah, Dwi Farroh. , The Effect of Fishbone Strategy on Students Ability in Writing Analytical Exposition Text at Mas Jamiyatul Al-Wasliyah Tembung. Thesis, 2019.

how to apply the Fishbone Strategy to enhance reading understanding of SMA Muhammadiyah second graders Makassar equalized utilizing a quasi-experimental design involves two sets of students. 52 pupils were used in this investigation as samples, the experimental class in the first instance was XI IPA 1. It was instructed utilizing the Expository Method, and the second XI IPA 2 was the control class that was instructed in this instance. applying the Fishbone Method. The report serves as the research tool. text. The study's population the empehasis of the fishbone technique's skill which is one improving students' writing skill.

The third study, conducted by Ardianto at SMAN 4 Tangerang Selatan in 2018, examined the effects of Fishbone Diagrams on students' proficiency in writing Analytical Exposition Texts. Utilizing a quasi-experimental design, the study involved 64 students from class XI at SMAN 4 South Tangerang, selected through purposive sampling. The study participants were categorized into two groups: an experimental group and a control group. Data was collected through pre-tests and post-tests, and analyzed quantitatively using a t-test to determine significance. Initial pre-test results indicated that the control group had a higher mean score (70.81) compared to the experimental group (67.81). However, post-test results showed that the experimental group, which used Fishbone Diagrams, achieved a higher mean score (80.56) than the control group (74.53). The improvement in the experimental group's mean score (67.81 to 80.56) was greater than the control group's improvement (70.81 to 74.53). The t-test results, with a calculated t-value of 3.48 exceeding

the t-table value of 2.000 at a 5% significance level, confirmed that the Fishbone Diagram technique was statistically effective. The findings of this study indicated that the Fishbone Diagram significantly enhanced the class XI students' ability to compose Analytical Exposition Texts at SMA Negeri 4 Tangerang Selatan during the 2018/2019 academic year.³ While prior studies also explored writing skills for Analytical Exposition Texts, this research expands the application of the Fishbone Diagram technique to examine its effectiveness in enhancing writing proficiency. Additionally, it targets a distinct skill area compared to previous investigations.

Based on previous relevant research, this study shares both similarities and differences. The primary difference lies in its focus—while past research explored writing skills in various contexts, this study specifically examines writing skills in relation to procedure texts. However, the similarity is the use of the Fishbone Strategy as a technique to enhance writing proficiency. The researcher anticipates a significant impact of the Fishbone Strategy on students' writing skills, with the hope that its application will effectively support their learning process in writing procedure text.

³ Ardianto, "The Effect of Fishbone Diagram on Students' Writing of Analytical Exposition Text", Thesis, 2018.

CHAPTER II

THEORETICAL REVIEW

A. Writing Skill Concept

Writing served as a tool for both communication and intellectual development. Writing allows for natural idea generation, similar to speaking. Writing as a mental process that involves producing ideas and presenting them effectively through written text.

Writing can impact both cognitive and linguistic development. The researcher found that writing serves as a communication tool for intellectual development, allowing us to convey our ideas and thoughts. Writing allows for indirect communication, reducing errors and allowing for revisions before sharing or sending.

1. Writing Definition

Various experts define writing differently. According to Dorothy and Islam, writing serves as a crucial form of communication in everyday life and holds particular significance in high school and college settings. However, it can be complex, as students often struggle to generate ideas for their writing, and different cultures have distinct approaches to structuring written content. Despite these challenges, writing remains an essential skill that students must develop due to its fundamental role in communication and education.

Jordan highlights the importance of writing as a fundamental means of human communication through recognizable symbols. It enables

individuals to express thoughts, emotions, and ideas beyond verbal interaction. Through written communication, people construct meaning, share perspectives, and articulate feelings, facilitating effective interaction across various contexts.

As previously said, writing is the process of translating spoken words into language. Writing can be used to convey anything kids wish to say to others can be communicated to others by writing. This can be observed in a letter. In Students can use letters to share personal or vital information with friends and family. According to Harmer, writing promotes kids to utilize exact language while thinking, which can lead to language growth through problem solving when they address issues that writing imposes on their minds.¹ This implies that students can freely.

Murcia, as cited in the Journal of the Australian International Academic Centre, defines writing as a medium for conveying thoughts to others.² Effective writing requires time and effort, posing challenges even for native English speakers. Additionally, English as a Second Language (ESL) learners often struggle with producing meaningful and cohesive texts due to linguistic and structural complexities.

Writing involves not only converting our ideas into written form, but also monitoring and correcting individual words and features. Writing requires specific thinking, composition, and revision skills, which not all

¹ Jeremi Harmer, *How to Teach Writing*, (Edinburg: Pearson Education Limited, 2004), p.

² Fung Yong Mei, (2015) "Advances in Language and Literary Studies", *Improving Undergraduates' Argumentative Group Essay Writing through Self-assessment*, 6(5)

speakers naturally developed.³ Speaking and writing skills cannot always be developed in tandem.

Murray argues that writing is limited to a specific set of skills and information, resulting in significant gaps in human understanding.⁴ This makes creating effective motivational and behavioral tactics more challenging. The main purpose of writing for publication is to communicate ideas and share knowledge with a wider audience. However, its scope has expanded beyond purely logical objectives to embrace aspects such as self-expression, creativity, and enjoyment, allowing writers to explore personal insights and artistic freedom in their work.

In the level of equivalency, Mike Sharples describes writing as a balancing act between lightness and weight. Overthinking a task increases its difficulty.⁵ Writing duties like shopping lists and reminders appear simple. When you have an idea, communicate it through words and write it down on paper. The process is natural and effortless. While writing might be a solitary activity, researchers are always influenced by social and cultural context.

Based on the perspectives presented by experts, writing can be considered a crucial form of nonverbal communication that requires linguistic proficiency. It serves as a medium for individuals to express their thoughts, emotions, and ideas to others. Writing involves the

³ Brown H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco: State University, the second edition) p. 335

⁴ Rowena Murray, *Writing for Academic Journals*, (England: Open University Press, 2005), p. 10

⁵ Mieke Sharples, *How We Write*, (Canada: Routledge, 2003), p. 3-7.

transformation of spoken language into a written form, resulting in a tangible product. However, for effective communication to occur, the written output must be structured in a way that ensures clarity and comprehension.

2. Types of Writing

a. Procedure

Procedure text is a type of text that aims to provide instructions on how to do something systematically. This text usually consists of sequential steps that must be followed in order for an activity or process to be carried out correctly. The general structure of a procedure text includes a goal, materials, and steps. In use, procedure text is often found in recipes, tool guides, or safety instructions.

b. Description

Description is concerned with insight--most notably, visual perception. Descriptive writing is similar to creating a still life image. Descriptive writing necessitates accurate information and thoughtfully selected vocabulary to ensure clarity and a strong communicative impact. It emphasizes the use of specific details and words with strong significance to create vivid and engaging descriptions.

c. Narrative / Narration

Narration is a writing style that presents a sequence of events in chronological order. It conveys a story by organizing events logically over time. Additionally, Jordan describes narrative as a depiction or

recounting of historical events that follow a structured timeline or chronological sequence.⁶ That form of writing is used to narrate events or actions, presenting them in a structured sequence to depict a storyline or occurrence.

d. Persuasion

Persuasion aims to influence readers' thoughts or beliefs by presenting arguments on debatable topics. It typically relies on reasoning, supported by evidence and logical proof, to convince the audience of a particular viewpoint.

In this study, the researcher chose the type of procedure text as one of the materials to be tested on students to see the effect of fishbone strategy on their writing skills.

3. Writing Steps

Harmer acknowledges that writing fulfills various purposes and is expressed in diverse forms.⁷ For example, when compiling a shopping list, individuals frequently modify it, adding or removing items as they reassess their needs. Although a grocery list may not appear to be a sophisticated form of writing, it nonetheless exemplifies essential components of the writing process. Writing encompasses multiple stages that a researcher navigates to create a polished final piece. This process can be influenced by both the content (subject matter) and the format of writing, whether it is a shopping list, letter, essay, report, or novel. Harmer

⁶ R.R Jordan, *Academic Writing.*, p. 27.

⁷ Jeremy Harmer, *How to Teach.*, p. 4-5.

categorizes the writing process into four distinct elements, which will be outlined below:⁸

1) Planning

As a seasoned researcher looking to expand their writing skills, they consider what they intend to communicate. In this scenario, researchers should consider three major difficulties. The first is that they must examine the objective of their work, which includes the facts that they will use to build their writing. Secondly, the researcher must consider their target audience when writing. For example, writing might be formal or informal. Third, the researcher must consider the structure of their writing's content, ensuring that the facts, concepts, and arguments they have gathered are effectively integrated and presented cohesively.

2) Drafting

According to Hillocks, drafting involves creating the initial draft through a recursive process.⁹ Students can operate individually or collaborate with their teacher or peers to accomplish this task. They explain the challenges they are experiencing. While the researcher makes several drafts, several drafts will be amended during the editing process. It may be created throughout the process leading to the final version, evolving through revisions and refinements to achieve a polished and complete form.

⁸ *Ibid.*

⁹ George Hillocks, Jr, *The Tasting Trap: How State Writing Assessment Control Learning* (New York: Teachers College, 2002), p. 30.

3) Editing and Revising

Nation defines editing as the process of revising a text to enhance its organization, style, grammar, vocabulary, and overall appropriateness. Similar to other stages of writing, editing does not occur at a fixed point in the process. Writers and researchers can review and refine their work at various stages before continuing with further writing.¹⁰ Therefore, editing is not confined to the final stage of writing; rather, it can take place throughout the writing process as writers refine and improve their work progressively.

4) Final Draft

The researcher creates their final document after making necessary modifications to their first draft. It shows a notable deviation from both the original plan and the first draft, because changes made during the editing process shape the final version, it becomes the polished text that the audience will read with confidence. However, the scope of writing encompasses distinct perspectives. For instance, Alice and Hogue outline the writing process in four key stages, which are presented as follows:¹¹ During the first stage, researchers generate concepts. In the second stage, they organize these ideas systematically. In the third stage, they construct a preliminary draft. In the last stage, The researchers modify and revise their rough manuscript.

¹⁰ I S P, Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2008), p. 120.

¹¹ Alice and Hogue, *Introduction to Academic Writing, Third Edition*, (Longman: Pearson Education, Inc, 2007) p. 16-19.

5) Prewriting

The first stage of the writing process is prewriting, which serves as a way to generate ideas. According to Urquhart, prewriting is the phase where researchers prepare to write by collecting information, structuring their thoughts, identifying their target audience and purpose, and selecting the appropriate genre for their work.¹² There are several techniques to gain the ideas. Listing is a prewriting technique that involves writing the topic at the top of a page and then quickly jotting down related phrases or words that come to mind. This method helps generate ideas efficiently and serves as a brainstorming tool to organize thoughts before beginning the writing process.

6) Organizing

The next stage in the writing process involves structuring ideas into a clear and concise outline. The researcher is starting to write a sentence from the listing process. This step is very helpful to determine the next step.

7) Writing

Researchers organize sentences and write an uneven draft using their outline as a guide. The researchers composed the rough draft as quickly as possible, without pausing to filter their thoughts or focus on grammar, spelling, or punctuation. This step emphasizes the importance of free-flowing ideas, allowing writers to capture their

¹² Vicky Urquhart and Monette McIver, *Teaching Writing in the Content Areas*, (ASCD Alexandria, Virginia: McREL Aurora, 2005), p. 11.

thoughts efficiently before refining the text in later stages. Certainly, gain the researchers' thoughts are documented on paper. The researchers likely perceive. There are several errors in the preliminary manuscript. This is entirely normal and acceptable—after Remember, this is simply a rough draft.

8) Polishing, Revising and Editing

In the final stage of writing, researchers refine their work through revising and editing. Polishing is most effective when approached in two phases: first, addressing major concerns such as content and organization (revision), and then focusing on finer details like grammar, punctuation, and mechanics (editing). Editing can be done in two ways—peer editing, where others review and provide feedback, and self-editing, where the writer revises their own work to ensure clarity and coherence.¹³ Peer editing is a collaborative process in which a classmate reviews a researcher's paper and provides constructive feedback to enhance its content and organization. A peer editor's role involves reading, posing questions, and providing feedback on strengths, as well as suggesting areas for improvement or clarification. The statement above is in line with Dorothy's notionstating that the most vital stage in process writing is sharing your writing. The researchers can particularly perceive how other

¹³ Alice and Hogue, *Introduction to Academic.*, p.19.

researcher like them handled the same assignment.¹⁴ Finally, in self-editing, researchers independently review their paper using a Self-Editing worksheet, identify and correct most of their mistakes, and proceed to finalize their draft. Regarding the writing process, Brown emphasizes that it is generally structured into three key stages: prewriting, drafting (while writing), and revising (post-writing). These stages help guide writers in organizing their ideas and refining their work effectively.¹⁵

9) While Writing (Drafting)

The researchers spent their time writing. It is frequently referred to as the drafting process. It is the foundation of the writing process. It begins by writing down the purpose or core idea. A peer editor reads, asks questions, and provides feedback on strengths while suggesting improvements for clarity and effectiveness. After identifying the main idea, researchers incorporate additional information as supporting concepts to enhance clarity and depth. Furthermore, the researcher needs to develop their Thought in order to improve their writing.

10) Post writing (revising)

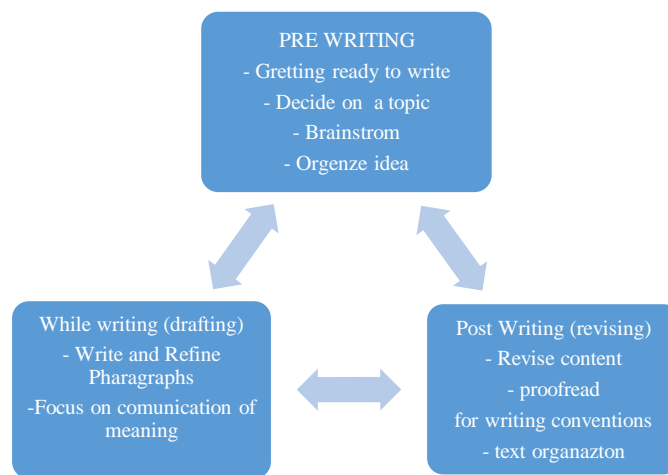
To develop high-quality writing, researchers should evaluate their drafts prior to completion. Before finalizing their work, they undergo proofreading and make direct corrections in their initial

¹⁴ Dorothy and Islam, *Paragraph Writing.*, p. 4.

¹⁵ H. Douglas Brown, *Teaching by Principles.*, p.348.

revision to enhance clarity and impact. This stage, known as revising, requires careful attention to several aspects of the text, including content, coherence, structure, grammar, and punctuation accuracy. The researcher may adjust the sequence or include additions to create an proper revision.

Table 2.1
The Writing Process¹⁶



The researchers claim that writing stages can be evaluated from several angles. These stages are useful to think of writing as a process. In a broad and vague sense, four steps. But remember, it is actually It is banned to proceed from one step to the next in a smooth and steady progression. As the Researchers work on a combination they will be, at any given time. focusing on a single period of writing. But the researcher is constantly engaged. With the entire process.

¹⁶ Tompkins, G. E and Hoskisson, K, Language Arts: Content and Teaching Strategies (Englewood: Merill/Practice Hall, 1995), p. 2

Consequently, the outcome of writing becomes a very worthwhile piece of writing.

B. The Concept of Procedure Text

This section covers the fundamental definition of procedure text, its generic structure, language characteristics, and examples provided by experts in the field. It aims to offer a comprehensive understanding of how procedure texts function and the key elements that contribute to their effectiveness.

1. Definition of Procedure Text

A procedural text depicts a process in its proper order. Its social function is to explain how something is completed in a succession and provide instructions for making or using it something. According to Syafi'i, a fairly prevalent type of process or technique of explanation occurs when one describes how to perform something or how it operates. It can. The procedure text begins with the task's goal. Procedural text, such as instructions, recipes, and directions to tell Someone is shown how to perform something. In other terms, "procedure" guidelines the readers to do something, operate something, or make. Something, or to achieve specific goals.

2. Type of Procedure Text

The following are some examples of procedural text.

- a. This form of content describes how something works or how to use it. Examples include how to insert a disc, design a photo frame, and create an Instagram account.

- b. This form of writing outlines instructions for a specific activity, such as recipes, game rules, science experiments, or road safety rules. Examples include how to prepare brownies and how to fasten a seatbelt.
- c. This style of work discusses human behavior. For example, how to achieve success and independence.

3. The Generic Structure of Procedure Text

The generic structure of procedural text consists of three parts:

- a. Provide an introduction statement outlining the aim or goal to attain.
- b. A list of supplies needed to complete the procedure (not required for all procedural books). It often provides information about size, color, number, forms, and quantities.
- c. Steps must be followed in the correct sequence to accomplish the intended goal. They are usually marked using numbers (1, 2, 3...), letters (a, b, c...), or bullet points (-, •, ...) for clarity. Some steps may include cautions or warnings to ensure safe execution, and illustrations or diagrams can be used to enhance understanding.

4. Language Features of Procedure Text

The Language traits identified in procedure texts include:

- a. Using action verbs to tell about imperatives and commands, such as
Pour some water in the glass.

- b. Use the present tense.
- c. Using sequence connectors, such as first, second, and the, While, next, etc.
- d. Using a certain number, such as three eggs, four kilogram of flour, etc.
- e. Using words, phrases, or clauses to indicate when a specific process will be finished.

C. Fishbone Strategy Concept

This subtitle provides an overview of the fishbone method, including its description, purpose, procedure, and strengths and weaknesses for argumentative writing.

1. Definition of Fishbone Strategy

The Fishbone strategy, also referred to as the cause-and-effect diagram, is a systematic method for pinpointing and examining potential factors contributing to a particular issue. This method helps individuals systematically examine a situation by visually mapping out contributing factors. By illustrating the relationships between causes and their resulting effects, the Fishbone diagram aids in problem-solving, allowing researchers, educators, and analysts to pinpoint underlying issues and develop effective solutions.

McKnight describes the Fishbone strategy, also known as the Cause and Effect Diagram or Ishikawa Diagram, as a method named after its Japanese originator, Kaoru Ishikawa (1915–1989). Ishikawa developed this method to systematically identify causal relationships within complex

ideas or events, helping to pinpoint contributing factors and organize them visually for analysis.¹⁷ The Fishbone strategy helps students identify how a central theme links to various interconnected concepts. To use this graphic organizer effectively, students should systematically organize their ideas by categorizing causes or contributing factors, allowing for a clearer understanding of complex topics, start by identifying the outcome or main issue, then systematically examine and map out the contributing causes, allowing for a clearer understanding of complex relationships. In agreement with these statements, Bose acknowledges that the Fishbone Diagram, also referred to as the Ishikawa Diagram, resembles a fish skeleton in structure and serves as a tool for analyzing the primary causes and sub-causes of a problem.¹⁸

Garvey emphasizes that the Fishbone strategy aids in identifying various factors related to a specific topic and visually mapping their relationships, allowing for a clearer understanding of complex concepts.¹⁹ This strategy is well-suited for writing procedure texts as it effectively illustrates the steps involved in a process, helping writers organize their ideas clearly and logically.

Further elaborating on this concept, Natsir suggests that the Fishbone Strategy is a type of graphic organizer used to analyze events,

¹⁷ Katherine S. McKnight, *The Teacher's Big Book of Graphic Organizer*, (USA: JosseyBass, 2010), p. 46.

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

¹⁹ Garvey G, *Root analysis of Fishbone Strategy*, (New York: GB Press, 2011), p. 288.

objects, or issues through the application of a web diagram.²⁰ Graphic organizers are visual tools that help students collect, structure, and represent information effectively. They offer a structured approach to organizing ideas and can be utilized to pinpoint potential or actual causes of performance issues.

Donohue suggests using a fishbone diagram to organize several concepts and supporting details.²¹ The Fishbone strategy allows for flexible branching, enabling students to organize multiple ideas and connections. They begin by placing the core concept at the top of each branch, followed by supporting details beneath key ideas. This diagram can be applied to narrative analysis by identifying essential components such as setting, characters, and plot, as well as describing individual characters and their relationships. Additionally, it helps students recognize different types of connections—text-to-text, text-to-self, and text-to-world—while pinpointing important ideas and supporting information within the text.

Based on the perspectives presented by researchers, the Fishbone strategy employs a particular effect as the foundation for analysis. This approach encourages students to identify and list potential causes contributing to the effect, thereby revealing relationships between cause and consequence. Given the structured nature of procedure text, this

²⁰ 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

²¹ Lisa Donohue, *Guided Listening*, (Canada: Pembroke Publishers, 2007), p.31. 34 Garvey G, *Root analysis of Fishbone Strategy*, (New York: GB Press, 2011), p. 288.

strategy proves highly beneficial, as it enables students to systematically explore the underlying reasons behind a process, ensuring clarity and coherence in their writing.

2. The Purpose of Fishbone Strategy

According Min Zhu the Fishbone strategy approach as a graphical representation of the relationship between an effect and its influencing elements, often known as causes.²² Meanwhile, Gulati explains that the Fishbone strategy provides a systematic and straightforward approach to categorizing various potential causes of a problem, ultimately aiding in identifying its root causes.²³ Furthermore, Watkins asserts that the Fishbone strategy is designed to identify both potential and actual causes of performance issues, helping to systematically analyze and address underlying factors.²⁴ The Fishbone strategy aims to determine the cause of a problem and facilitate its resolution. Additionally, the significance of the Fishbone diagram lies in its ability to help teams systematically categorize various potential causes of issues, allowing them to identify root causes in an organized manner.²⁵

A typical approach to the Fishbone strategy involves addressing the problem at the "fish head," where the main effect is defined. The causes contributing to this effect are categorized and mapped along the

²² Min Zhu, *Information and Management Engineering*, (New York: Scientific Publishing Services, 2011), p. 438.

²³ Ramesh Gulati, *Maintenance and Reliability Best Practices*, (New York: Industrial Press, 2013), p. 366.

²⁴ Ryan Watkins et.al, *A Guide to Assessing Needs*, (Washington: International Bank for Reconstruction and Development, 2012), p. 197.

²⁵ Min Zhu, *Information and Management*., p. 438.

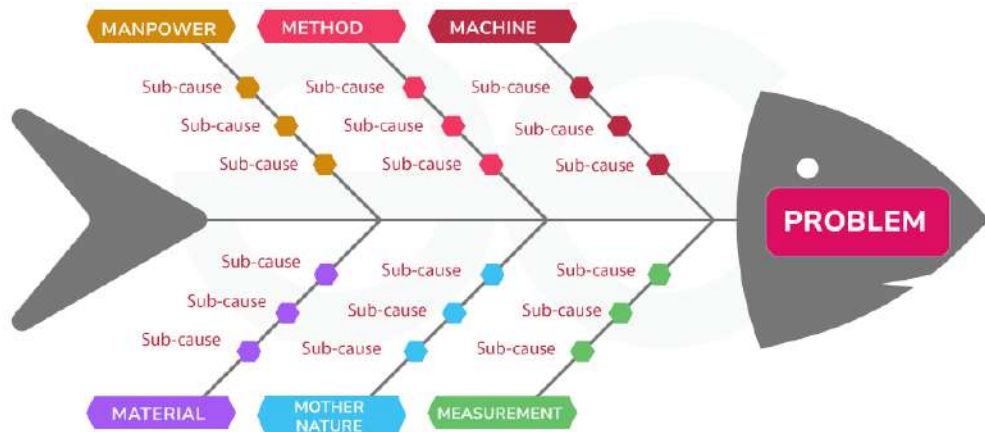
"bones" or branches, ensuring a clear structure. The head represents the central theme, while synthesis occurs by grouping related factors into distinct categories. These branches help determine the impact of each cause, making the Fishbone diagram an effective tool for illustrating the scope of influence within a cause-and-effect analysis.

3. The Procedure in Applying Fishbone Strategy

Mallikarjun Koripadu outlines four essential steps for implementing the Fishbone strategy.²⁶ Begin by placing the problem inside a box and drawing an arrow pointing toward it. Then, determine the main components contributing to the issue and extend four or more branches from the primary arrow, each signifying a major category of possible causes. This structured approach helps visualize the relationships between factors, making analysis more effective. Then, brainstorm potential sources of the issue within each category, systematically analyzing contributing factors to gain a deeper understanding of the problem's root causes. And finally, analyze the diagram. By this step, an a diagram should be displayed. Consider all possible sources for your situation.

Here's an example of how the Fishbone Strategy can be applied to enhance students' writing skills:

²⁶ MallikarjunKoripadu, K. VenkataSubbaiah, *International Journal Of Scientific & Technology Research*-vol. 3, No. 2, Problem Solving Management Using Six Sigma Tools & Techniques, (India, 2014), p.91



For your description, the categories are Manpower, Method, Machine, Material, Mother Nature, and Measurement. Here's a breakdown of how the diagram might look:

- 1) Manpower: According to Kaoru Ishikawa, labor is often the main cause of defects in the production process due to lack of skills, training, or motivation. Ishikawa mentions that people, as the prime movers in the system, need to be properly trained so that product quality can be maintained.
- 2) Method: W. Edwards Deming emphasized that variations in work methods can be a major cause of instability in production output. Processes should be standardized to reduce variations and defects.
- 3) Machine: According to Taguchi, product quality is highly dependent on the capability of the machines used. Machines that are not properly maintained or do not conform to specifications can cause variations in production.
- 4) Material: Juran emphasized that the quality of materials is an important element in the production process. Materials that do not

conform to specifications or that are of low quality can cause major problems in the end result.

- 5) Mother Nature (Environment): This category includes external environmental factors, such as weather, temperature, or natural events.
- 6) Measurement: This refers to data collection, measurement systems, and the accuracy or calibration of instruments involved in the process.

These six categories are drawn as the primary branches leading from the spine of the "fish," and each branch can have sub-causes leading to the specific problem.

4. The Advantages of Using Fishbone Strategy

According to Watkins et al., employing the fishbone approach has some advantages. They are:²⁷

- a. The Fishbone approach utilizes Fishbone diagrams to facilitate a thorough analysis, helping to identify and address underlying causes that may contribute to a particular demand.
- b. The Fishbone strategy is easy to apply and provides a clear visual representation of causes, their classifications, and the underlying needs they address.
- c. Using a fishbone graphic, pupils can concentrate on the Group on the various reasons or facts influencing the problem or need.

²⁷ Ryan Watkins et.al, *A Guide to Assessing.*, p. 198.

- d. Even after the demand is fulfilled, the Fishbone diagram highlights various areas of vulnerability that can be addressed to prevent unnecessary complications and enhance overall efficiency.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

This study involves two primary variables: the independent variable (X) and the dependent variable (Y). The independent variable (X) is the Fishbone Strategy, which serves as the instructional approach being tested. The dependent variable (Y) is students' performance in writing procedure texts, which is measured to determine the effectiveness of the strategy.

Children's abilities can be categorized into two distinct layers: actual ability, which they currently possess, and potential capability, which represents skills they can develop. The gap between these two layers is known as the zone of proximal development (ZPD). To bridge this gap and help children reach their full potential, the Fishbone strategy serves as an effective tool, guiding their thinking and structuring their learning process systematically.

The Fishbone Strategy closely resembles guided writing, as it helps students systematically analyze the relationship between causes and their resulting effects. This approach enhances students' ability to break down complex ideas while fostering critical thinking. Moreover, this strategy enhances the effectiveness of visual tools through the use of visual aids

that: (1) highlight key ideas, (2) support both oral and written presentations to facilitate the understanding of organizational patterns, and (3) assist in memory recall. This strategy is look like guiding strategy because the teacher guides the student in every steps of writing. This approach enables students to analyze a given issue by examining the surrounding context. It identifies the factors contributing to a specific outcome and clarifies the connection between causes and effects. Consequently, implementing the Fishbone Strategy can enhance the procedural writing skills of class XI students at SMK N 1 Metro in the 2024/2025 academic year.

2. Paradigm

Based on the theoretical framework, the researcher outlines the paradigm as follows:

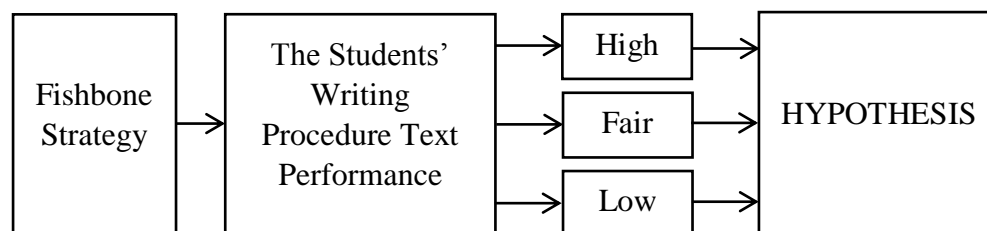


Figure 2.1
The Influence of Fishbone Strategy on Writing Procedure text Performance

Based on the figure above, it is evident that when the Fishbone Strategy is effectively implemented and students demonstrate strong procedural writing skills, there is a positive and significant impact of the strategy on their writing performance. Conversely, if the strategy is poorly applied and students' procedural writing skills are weak, the influence of

the Fishbone Strategy on their writing performance is neither positive nor significant.

E. Hypothesis

1. Hypothesis Formulation

Research hypotheses stem from observations, existing literature, and theoretical foundations of a study. They articulate the anticipated relationship between variables, outlining the expected findings that the research aims to validate.²⁸ A research hypothesis can express either an expected relationship between variables or a predicted difference among them within a study. As John Creswell explains, hypotheses serve as predictions formulated by researchers, specifically outlining the anticipated relationship between variables in quantitative research. These predictions guide the research process by establishing a framework for testing and validating assumptions through empirical analysis.²⁹

In this study, two types of hypotheses are considered:

a. Alternative Hypothesis (Ha)

The findings indicate that the implementation of the Fishbone Strategy positively and significantly enhances the procedural writing skill of class XI students at SMKN 1 Metro during the 2024/2025 academic year. This strategy effectively enhances their ability to

²⁸ Donal Ary et al., *Introduction to research in Education*, (USA: Wadsworth Cengage Learning, 2010), 8th Edition, p. 91

²⁹ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), P. 132

organize ideas, identify causal relationships, and construct well-structured procedure texts.

b. Null Hypothesis (H_0)

The implementation of the Fishbone Strategy does not yield a positive or significant impact on the procedural writing skill of class XI at SMK N 1 Metro in the 2024/2025 academic year. This suggests that the strategy may not effectively enhance students' ability to structure and develop procedure texts in a meaningful way.

2. Statistical Hypothesis

Yogesh explains that a hypothesis can take the null form, indicating no relationship or distinction between variables. This statistical hypothesis is measurable and can be tested within the probability theory framework. Additionally, it is considered a non-directional hypothesis, meaning it does not predict the specific nature of relationships between variables but rather establishes a basis for empirical validation through statistical analysis.³⁰ This hypothesis is regarded as an assumption concerning a population parameter, serving as the foundation for statistical testing and analysis within probability theory.

- a. If $t_{\text{observed}} > t_{\text{table}}$, then the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected.
- b. If $t_{\text{observed}} < t_{\text{table}}$, then the alternative hypothesis (H_a) is rejected, and the null hypothesis (H_0) is accepted.

³⁰Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61

CHAPTER III

RESEARCH METHOD

A. Research Design

There are two common research categories: quantitative and qualitative. Quantitative and qualitative research both aim to provide a thorough insight into the mechanisms that shape the world. Both approaches employ visual tools to present findings; however, quantitative research emphasizes explaining phenomena by gathering numerical data and analyzing it through mathematical methods, particularly statistical techniques.¹ Additionally, quantitative research is grounded in measuring quantity or numerical values to analyze patterns and relationships.²

The researcher conducted quantitative study. This is a legitimate experimental study including pre- and post-tests. According to Jhon W. Best, experimental class research involves describing and analyzing potential outcomes before or what will happen under well regulated conditions.³ Consequently, the researcher determined that this research is quantitative since this the numerical numbers collected from the pupils were used in the research.

This study investigates the relationship between an independent and a dependent variable, specifically assessing the impact of the Fishbone Strategy (X) on students' writing skill in procedure texts (Y). Through this analysis, the

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

² C.R Kothari, *Research Methodology: Method and Techniques*, (New Delhi: New Age International Ltd Publishers, 2004), p. 3.

³ Yongesh Kumar Singh, *Fundamental of Research*, p. 134.

research aims to evaluate the strategy's effectiveness in improving writing outcomes. Conducted at SMK N 1 Metro, the study focuses on the class XI in the 2024/2025 academic year, comprising a non-probability sample of 31 participants.

B. Operational definition of variable

A variable is a quantifiable trait or factor associated with an individual or organization that researchers examine and evaluate to identify patterns, relationships, or effects within a study. These variables can vary across different studies, influencing research outcomes. Researchers categorize variables into two main types: independent variables, which are manipulated to examine their effects, and dependent variables, which respond to changes in the independent variable.

1. Independent Variable

Independent variables are elements that may shape, drive, or impact outcomes, often serving as treatments in experimental research. In this study, the independent variable is the Fishbone Strategy (X), which is examined for its influence on students' performance in writing procedure text, a technique designed to help students analyze problems by identifying their causes and effects. This strategy aids in recognizing potential or actual reasons behind performance challenges.

For this research, the Fishbone Strategy was implemented as a treatment for class XI at SMK N 1 Metro during the 2024/2025 academic

year. To assess its impact, data was collected through an essay test, in which students were required to create a text based on a given topic.

2. Dependent Variable

Dependent variables refer to outcomes that are influenced by the independent variable. In this study, the dependent variable is students' performance in writing procedure texts (Y), which encompasses content organization, vocabulary, grammar, and mechanics. It represents the students' ability to construct well-structured procedure texts.

The Fishbone Strategy can enhance students' writing performance by helping them systematically organize ideas, develop a strong vocabulary, and construct grammatically sound sentences with proper mechanics. Through this structured approach, students can produce well-developed texts based on established writing indicators. To assess this, the researcher utilized a pre-test to evaluate students' writing performance before the intervention.

C. Population, Sample and Sampling Technique

1. Population

According to John W. Creswell, a population is a collection of persons who share a specific attribute.⁴ The population, also referred to as the universe, encompasses the entire set of observations from which a sample is selected. It represents the total group of subjects under study and forms the basis for making certain assumptions or generalizations in

⁴ John W. Creswell, *Educational Research*, (Boston: Pearson Education, 2012), p. 142

research. The subject research in this students in the Marketing 2 class XI of SMKN 1 Metro for the academic year 2024 / 2025. The entire population in this study is 99 students' at class XI of SMKN 1 Metro.

2. Sample

In this study, the researcher employed a quasi-experimental design to select the sample, focusing on the Marketing 2 class in the class XI at SMKN 1 Metro during the 2024/2025 academic year. The sample consisted of 31 students.

3. Sampling Technique

The researcher used a quasi-experiment, which is a non-probability sampling technique that relies on prior information about the population and the purpose of the study. The researcher also took 30% of the total population as the sample, where the total sample was 31 students. The researcher chose class XI Marketing 2 as the experimental class due to their low writing scores based on the pre-survey test. Therefore, class XI Marketing 2 received treatment using the fishbone approach.

D. Data Collection Technique

1. Test

Instruments include test, questionnaires, observation schedules and other data collection tools. Valid data can be obtained using several data collection method. This means that the test must first be conducted to gather authentic data. In this study, testing was selected as the primary data collection strategy. To evaluate both variables, the researcher utilized

a writing test to assess students' prior knowledge in composing process texts.

Furthermore, researchers conducted pretests and post-tests as data collection tools to measure students' procedure text writing skills.

a. Pre-Test

The researcher administered a pre-test to the students before introducing the specialized treatment. This initial assessment aimed to evaluate their existing capabilities and determine their proficiency in writing procedure texts. By implementing a pre-test/post-test design, the researcher used a written test to measure students' writing skills and assess any improvements following the intervention.

b. Post-Test

The post-test was conducted during the final session after the treatment phase to evaluate its impact on students' achievement in the classroom. This assessment aimed to determine whether the intervention contributed to improvements in students' writing performance, providing measurable insights into the effectiveness of the Fishbone Strategy.

2. Documentation

Documentation was used as a research instrument to obtain detailed information regarding the history of SMKN 1 Metro, the number of teachers and employees, and the school's organizational structure. In

addition, this method plays a role in collecting pre-test and post-test data to ensure the validity of the research results.

E. Research Instrument

Furthermore, the research instruments which are used involves:

a. Instrument for a treatment

The research instrument utilized in this study includes the application of the Fishbone Strategy and structured exercises. While both the control and experimental groups engage in exercises, the Fishbone Strategy is exclusively implemented in the experimental group to assess its impact on students' writing performance. In the experimental group, after reviewing the students' knowledge about texts of writing and fishbone strategy, the students is given a title and they must make the outline of text and they develop their ideas in drafting process based on the title given using fishbone strategy. Afterwards, they are asked to start writing their draft in writing process and revising.

b. Pre-test and Post-test instrument

The researcher employed the same type of pre-test and post-test instruments for both the control and experimental groups. While the pre-test differed from the post-test in content, both assessments maintained an equivalent level of difficulty to ensure consistency in measuring students' writing performance and the impact of the Fishbone Strategy. The pretest and the post-test instruments which are used in present research were in

the form of writing test. Kinds of the instrument are in the same type with the instrument for the treatment but in the different title of the writing text.

c. Instrument Calibration

Instrument calibration refers to the process of establishing a measurement scale to ensure the accuracy and reliability of an instrument. It involves screening or evaluating the items within the instrument to verify their suitability for research purposes. In this study, instrument calibration was used to define the measurement standards, helping the researcher ensure consistency and validity in assessing students' writing performance. Additionally, the researcher gathered data through a test, which required participants to compose a procedure text essay. The test consisted of a single prompt, allowing students to select a topic of their choice for their procedure text.

In this study, the researcher applied logical validity through content validity. The research instrument was designed based on the relevant subject matter to ensure it accurately represents the measured aspects. Before administering the test, the researcher consulted a writing expert—an approach known as expert judgment—to validate the instrument. Content validity helped categorize students' writing performance into levels such as high, fair, and low. To ensure alignment with educational standards, the researcher based the assessment criteria on the syllabus and instructional materials used in the class XI at SMKN 1 Metro during the 2024/2025 academic year.

F. Data Analysis Technique

According to Donal Ary, chi-square tests are commonly used for analyzing nominal data by comparing observed and expected frequencies. The t-test in this study serves as a statistical tool to evaluate the effectiveness of the Fishbone Strategy in enhancing the writing performance of class XI at SMKN 1 Metro during the 2024/2025 academic year. By comparing the means between the pretest and posttest groups, the researcher assesses whether the intervention yields significant improvements. According to Donald Ary, the t-test formulation is structured as follows:⁵

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

Note:

t : The t-ratio, which represents the calculated test statistic

D : The average difference between paired observations

$\sum D^2$: The sum of squared difference scores, used to calculate variance

$(\sum D)^2$: The square of the sum of difference scores, an essential component of the formula

N : The total number of paired observations in the sample

⁵ Donal Ary et al., *Introduction to research* , p. 177

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

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

a. Short Story About The Establishment of SMKN 1 Metro

SMK Negeri 1 Metro traces its origins to its establishment as SMEA Negeri 1 Metro on August 1, 1965, backed by the SMEA committee. Over the years, the institution has evolved, adapting to educational advancements and curriculum developments to provide quality vocational education for its students.

The foundation of SMEA Negeri 1 Metro took shape with the formation of a committee on January 1, 1965, comprising key officials from Central Lampung, including the Provincial Chief, Police Resort Command 611, and the Provincial Commander of Kodim 0411. The institution officially welcomed its first students on August 1, 1965, marking the beginning of its educational journey, with the institution initially located at SMEA Negeri Metro, which is now SMPN 3 Metro. Following a period of preparation, SMEA Negeri 1 Metro was officially inaugurated on August 1, 1965, by Mr. Ismangun from the National Secondary

Education Directorate of Lampung Province, marking a significant milestone in the establishment of vocational education in the region.

Although the school was still under construction, the researcher facility was relocated to SMEA Negeri 1 Metro, Jalan Kemiri 15A Metro, Central Lampung City, in 1970. The building's site At the end of 1967, the Central Lampung regency's level II Local Government donated 40, and the central government built it for RP. 139,000.000.00 (139 million rupees).

Director Zen Datu and his family currently use resumes to process contracts. His data was administratively transferred to the Lampung Provincial Office's local office Directorate in 1973. The names of the principals overseeing SMK Negeri 1 Metro, along with their year of service, are shown below, based on SMEA preparation to date:

Table 1
Information Regarding The Name
Of The Principal From One Year To The Next.

No	Name	Year
1.	A. Mashuri DM, BA	1965 – 1966
2.	TMD Nasution	1966 – 1968
3.	Drs. Soegiyanto	1968 – 1975

4.	Dudun Abdullah (Alm)	1975 – 1983
5.	Drs. Basri DJ	1983 – 1990
6.	Drs. Djoko Sampurno (Alm)	1990 – 1995
7.	Drs. Mashuri DM, BA	1995 – 1999
8.	Drs. Rosyidi Zahari	1999 – 2002
9.	Drs. Sudjadi Margono	2002 – 2003
10.	Drs. Hj. Asnayus	2003 – 2005
11.	Hj. Djumiati, S.Pd	2005 – 2013
12.	Dra. Dwi Widyaningsih	2013 – 2021
13.	Fahrisya, S.Pd	2021 on duty

SMK Negeri 1 Metro is located at Jalan Kemiri 15A, Iring Mulyo, East Metro District, Metro City. It is positioned within a well-defined community, bordered by residential areas to the north, Pecan Road to the south, and SMK Negeri 3 Metro to the west, ensuring accessibility and integration within its surroundings.

b. Vision, Mission, and Purpose of SMKN 1 Metro

1) Vision

To become a school that is superior, noble, and virtuous and environmentally friendly.

2) Mission

- a) Administer and manage the school professionally, transparently, and democratically by incorporating relevant technology in alignment with school-based management principles.
- b) Ensure the learning process and counseling services are conducted professionally, competently, and responsibly, aligning with the established curriculum while integrating the latest technology to enhance educational outcomes.
- c) Formulate and develop the school curriculum on a regular basis by integrating noble ethical values, environmental and technological developments, as well as regional needs and potentials, by involving all stakeholders.
- d) d) Integrate the values of dignity and noble character into the curriculum and daily school activities while implementing environmental conservation strategies. This initiative cultivates a learning environment free from air, noise, and odor pollution, creating a supportive and comfortable space for educational growth.
- e) Engage businesses, industries, partners, and the community in the education and training process, adhering to the principles of dual system education. This approach fosters collaboration between academic institutions and professional sectors, ensuring students

receive both theoretical knowledge and practical experience to enhance their competencies.

- f) Ensure the educational process is conducted with a strong emphasis on discipline, order, and responsibility among all participants. This approach is grounded in established academic guidelines, fostering a structured and effective learning environment that supports student success and institutional integrity.
- g) Conserve, protect, and optimally manage habitats (Reuse, Reduse, Recycle)

3) Purpose

SMKN 1 Metro maintains a clean, orderly, and healthy environment, fostering a culture of harmony, respect, and discipline throughout the educational and training process. The institution strives for excellence, aiming to provide high-quality education that equips graduates with the skills and knowledge necessary to succeed in the workforce and contribute meaningfully to society.

c. School Identity of SMKN 1 Metro

Name of School : SMKN 1 Metro

NPSN/NSS : 10807612 / 401126104001

Adress : Jalan Kemiri No. 4 15A Iringmulyo, Kec. Metro Timur,
Kota Metro

Postal Code : 34111

Phone : 0725 41295

E-mail : smkn1metro@gmail.com

Website : <https://smkn1metro.sch.id>

d. Student Data of SMK Negeri 1 Metro

It looks like you're about to present student distribution across different expertise programs at SMK Negeri 1 Metro. If you provide the details of each major and their respective student counts, I can help structure the information in a clear, concise table for better readability. Let me know how you'd like it formatted:

Table 2

Recapitulation of students in SMKN 1 Metro

No	Skills Programe	Number of Clasess			Total	Presentage
		10	11	12		
1.	Accountancy (AKL)	108	107	106	321	22,9%
2.	Marketing (BD/BDP)	108	105	104	317	22,01%
3.	Office (OTKP/MP)	72	36	72	180	12,50%
4.	Hospitality	104	103	93	300	20,83%
5.	Culinary/ Catering	98	65	66	229	15,90%
6.	Tourism Service Business	35	32	26	93	646%
Jumlah		525	448	467	1.440	100%

2. Description of Research Data

On August 6th, 2024, the investigator conducted a preliminary test for students in the XI Marketing class to evaluate their foundational

understanding of writing procedure texts in essay form. This assessment aimed to measure their initial proficiency before implementing the Fishbone Strategy as a learning intervention. The researcher utilized the marketing class as the population, focusing on class XI, with a sample size of 31 participants. The students' scores are available in Appendix 8 for further analysis and reference. If you provide the pre-test and post-test results, I can help summarize the findings, highlight key trends, or organize the data in a structured format for clarity. Let me know how you'd like to present the percentages:

Table 3
The Result of the Students' Pre-Test at the Elevent Graders of
SMKN 1 Metro

NO	NAME	SCORE
1.	A.M.P	65
2.	A.N	50
3.	A.D.A	65
4.	A.N.H	60
5.	C.G.R	30
6.	D.K.S	50
7.	E.A.H	65
8.	F.N.E	95
9.	F.D.H	50
10.	F.A	40
11.	F.R	60
12.	J.A	40
13.	K.W	50
14.	M.D.A.F	50
15.	M.Q.E.S	60
16.	M.	65
17.	M.L.R	85
18.	M.A	60
19.	M.I	65
20.	M.F	40
21.	N.R	30
22.	R.A	50

23	R.S.J.S	60
24	R.A.P	95
25	R.A.F	50
26	S.P.C	20
27	S.A	75
28	S.N.E	85
29	S.N.A	90
30	S.V.A	50
31	Z.S.R	30
Total		1780
Average		57.41
The highest score		95
The lowest		20
The number of the students who got 70 or more		6

Source: The Result of Students' Pre-Test on November 12th, 2024.

Based on the table above, the researcher measured the class interval using formula as follows:

$$\begin{aligned}
 R &= \text{The highest score-the lowest score} \\
 &= 95-20 \\
 &= 75
 \end{aligned}$$

$$\begin{aligned}
 K &= 1+3.3 \log n \\
 &= 1+4.92 = 5.92 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{75}{6} = 12
 \end{aligned}$$

If you share the interval class data, I can help organize it into a structured frequency distribution table for clarity.

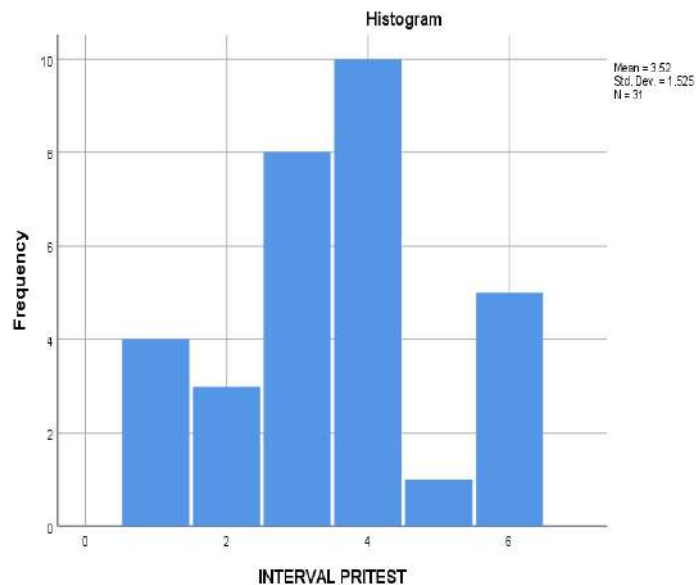
Table 4
Frequency Distribution as the Result of Pre-Test at the Elevent
Graders of SMKN 1 Metro

Based on the frequency distribution table, the results indicate that 16 out of 31 students met the Minimum Completeness Criteria (MMC), placing them in the high category. This suggests that a significant portion of students still struggle with writing procedure texts, highlighting the need for further instructional support and intervention to enhance their writing skills.

Graph 1 frequency distribution of student's pre-test

No	Interval		Frequency	Percentage
1	20	32	4	12.9 %
2	33	45	3	9.7%
3	46	58	8	25.8%
4	59	71	10	32.3%
5	72	84	1	3.2%
6	85	97	5	16.1%
Total			31	100 %

Based on the table and frequency distribution graph present



ed above, the 31

students in the research sample can be categorized into specific groups according to relevant criteria:

- 1) 4 students (12.9%) fall within the 20-32 range.
- 2) 3 students (9.7%) are within the 33-45 range.
- 3) 8 students (25.8%) belong to the 46-58 range.
- 4) 10 students (32.3%) fall in the 59-71 range.
- 5) 1 student (3.2%) is in the 72-84 range.
- 6) 5 students (16.1%) are within the 85-97 range.

From the data presented, it is evident that only sixteen students achieved the minimum competency standard (KKM) of 70, while fifteen students did not meet the passing criteria.

2. The Treatment

The treatment was held on November 19th 2024 along with post test. Researchers carried out research activities based on teaching modules on procedure text material. The activity opened with an explanation of the application of fishbone in procedure text using illustrations. Then students were asked to work on practice questions about procedure text using the fishbone rules that had been explained. When working on the problem, students actively asked questions about the fishbone strategy. This made them understand more about the application of fishbone in procedure text.

3. The Student Post-test Result of XI Marketing Class

After analyzing the initial results of the pre-test conducted on August 6, 2024, to assess students' essay writing skills in procedure texts, the researcher introduced the Fishbone Strategy as an intervention to enhance their understanding. Recognizing the challenges students faced in structuring their essays, the researcher also integrated the Adjunct Display Strategy to examine its potential impact. Following the application of the Fishbone Strategy and ensuring students grasped its concepts, a post-test was administered to evaluate their proficiency in writing procedure texts within the essay format.

Following the implementation of the Fishbone Strategy treatment for the XI Marketing Class students, and ensuring their understanding of the approach, the researcher conducted a post-test. This assessment aimed to evaluate their proficiency in writing procedural texts within the context of essay composition, measuring the effectiveness of the intervention in enhancing their writing skills, bellow:

Table 5
The Result of the Students' Post-Test at the Elevent Graders of
SMKN 1 Metro

No	NAME	SCORE
1.	A.M.P	100
2.	A.N	75
3.	A.D.A	100
4.	A.N.H	75
5.	C.G.R	100
6.	D.K.S	85
7.	E.A.H	100
8.	F.N.E	100
9.	F.D.H	100
10.	F.A	78
11.	F.R	88
12.	J.A	85
13.	K.W	85
14.	M.D.A.F	84
15.	M.Q.E.S	85
16.	M.	85
17.	M.L.R	98

18.	M.A	95
19.	M.I	85
20.	M.F	95
21.	N.R	95
22	R.A	100
23	R.S.J.S	100
24	R.A.P	95
25	R.A.F	100
26	S.P.C	85
27	S.A	75
28	S.N.E	80
29	S.N.A	95
30	S.V.A	85
31	Z.S.R	100
Total		2808
Average		90,58
The highest score		100
The lowest		75
The number of the students who got 70 or more		31

Source: The Result of Students' Post-Test November 19th, 2024.

Referring to the data presented in the table, the researcher calculated the class interval using the following formula.

R = the highest score-the lowest score

$$= 100-75$$

$$= 25$$

$K = 1+3.3 \log n$

$$= 1+4.92 = 5.92$$

$$= 6$$

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

$$= \frac{25}{6} = 4$$

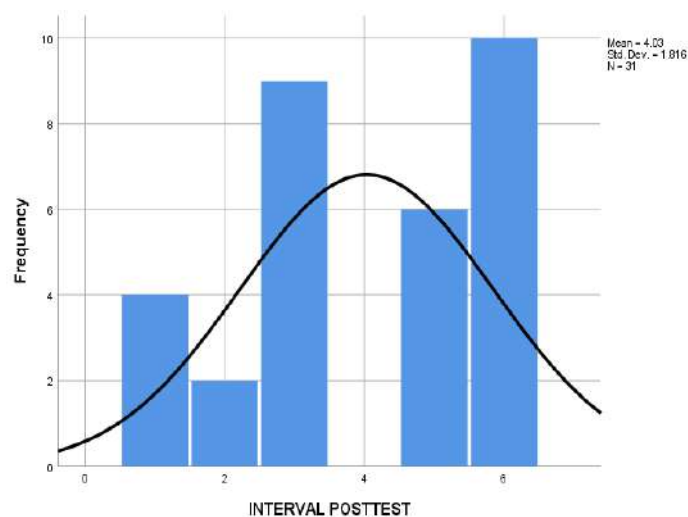
$$= 4$$

Once the interval class has been determined, the corresponding data is organized into a frequency distribution table, as outlined below.

Tabel 6
Frequency Distribution as the Result Of Student's Post-Test at Elevent
Graders of SMKN 1 Metro

No	Interval		Frequency	Percent
1	75	79	4	12.9%
2	80	84	2	6.5%
3	85	89	9	29.0%
4	95	99	6	19.4%
5	100	104	10	32.3%
Total			31	100 %

Based on the frequency distribution table, it can be concluded that 31 out of 70 students met the Minimum Mastery Criteria (MMC), placing them in the high category. This indicates a notable improvement in students' procedure text writing skills in the post-test, suggesting that the intervention had a positive impact on their performance.



Graph 2 frequency distribution of student's post-test

The analysis of the frequency distribution and graph data reveals that all 31 students in the research sample achieved scores that met or exceeded the Minimum Competence Criteria (KKM) of 70. The breakdown of student performance across class intervals shows varying levels of proficiency, with the highest percentage (32.3%) falling within the 100–104 range. This indicates a strong improvement in students' writing skills after the implementation of the Fishbone Strategy.

Given these results, the strategy has been validated as an effective instructional approach, significantly enhancing students' comprehension and ability to structure procedure texts. The post-test findings confirm its success, demonstrating a positive impact on learning outcomes..

3. Hypothesis Testing

This study examines the differences in learning outcomes by comparing pretest and post-test values for the Marketing XI class. To analyze these differences, researchers utilized Paired Samples Statistics and Paired Samples Correlations, which measure the relationship between paired observations and assess the significance of changes in student performance.

Paired Samples Statistics to determine the average difference between the two conditions. if there is a significant difference (post test > pre test) means that the intervention or treatment is effective while Paired Samples Correlations measures the relationship between pre test and post test scores.

a. Getting The Data of Formula T-Test

To determine whether the application of the Fishbone Technique has a positive and significant impact on the writing skills of class XI at SMKN 1 Metro, the researchers employed the Paired Sample T-Test formula. They organized the data into a table and applied the t-test formula to calculate the observed t-value.

Paired Samples Statistics

Keterangan		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	57.42	31	19.186	3.446
	Post Test	90.58	31	8.827	1.585

The table above shows that the average or mean value for the Pre Test is 57.42 with a sample size of 31 students. While the Post Test value has an average or mean value of 90.58 with a sample size of 31 students.

Tabel..
Paired Samples Correlations

Keterangan		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	31	.058	0.755

Since the significance value (0.755) is greater than 0.05, this suggests that there is no statistically significant difference between the Pre-Test and Post-Test scores. In other words, the results indicate that the Fishbone Strategy did not produce a measurable impact on students' writing performance in this particular study. Consequently, the results

suggest that the Fishbone Strategy did not yield a measurable impact on students' writing skills, according to this particular analysis

Tabel...
Paired Samples Test

Keterangan		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test – Post Test	-33.161	20.646	3.708	-40.734	-25.588	-8.943	30	.000

- 1) The learning results in the pretest and posttest data differ significantly if the Sig (2-tailed) value is less than 0.05.
- 2) The learning results in the pretest and posttest data differ significantly if the Sig (2-tailed) value is more than 0.05.

The table shows that the Sig (2-tailed) value is 0.000, which is lower than 0.05. This indicates that the Fishbone Strategy has a significant effect on the writing skills of class XI at SMKN 1 Metro City, as observed through the pretest and posttest comparison.

4. Discussions

Writing definition based on expert Jordan emphasizes the significance of writing, stating that it is a common way for humans to communicate through recognizable symbols. Writing serves as a medium for conveying nonverbal messages, ideas, expressions, emotions, and thoughts, enabling individuals to communicate in diverse ways. According to expert

Garvey, the Fishbone Strategy is an effective tool for identifying and organizing various factors related to a specific topic while illustrating their interconnections. This structured approach enhances critical thinking and problem-solving by visually mapping out relationships, making complex concepts more manageable and comprehensive.

In order to solve this problem, the researcher applied a modified fishbone strategy to help students learn writing skills, with a special focus on writing. Students will easily memorize by writing through this strategy.

Additionally, the findings of this study are the same with other studies which also demonstrated the influence of using fishbone strategy. However, the researcher used the fishbone. Nevertheless, the writing skill is the main subject of this study. In order to evaluate the students' pre treatment writing skill, the researcher gave students a pretest before to the study. November 12, 2024, was the date of the pre test. Next treatment completion, the experiment class post test was administered on November 19, 2024.

This strategy is appropriate to use in writing procedur text because presents some procedure text. Considering the problems discussed in this research, class XI at SMKN 1 METRO still have low writing scores. This is caused by students' difficulties in developing and organizing ideas. Apart from that, their motivation in writing is also low.

herefore, the fishbone strategy technique is applied to solve the above problems.

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

1. The Fishbone Strategy is simple to implement and provides a clear visual framework for identifying causes, organizing them into categories, and understanding underlying factors. Its structured approach helps streamline problem-solving and enhances analytical thinking.
2. Utilizing a Fishbone Diagram enables students to concentrate on identifying potential factors or causes that influence a problem or specific need.
3. Even after a need has been addressed, the diagram highlights various weaknesses that can be refined to prevent future challenges. Regarding its limitations, Watkins points out that while the simplicity of the Fishbone Diagram is an advantage, it can also be a drawback. In highly complex situations, its basic structure may fail to capture the intricate relationships between problems and their causes.

At the outset of the study, the researcher conducted a pre-test to assess students' initial writing proficiency. The results indicated that overall writing skills were relatively low, with only 6 out of 31 students achieving scores that met or exceeded the Minimum Competence Criteria (KKM) of 70. This underscored the need for targeted interventions to enhance their writing abilities.

Furthermore, the results of this study are consistent with those of other studies that have shown the impact of implementing fishbone. But the fishbone strategy was

employed by the researcher. However, the specific focus of this study is writing skill. Subsequently, the researcher conducted the pretest selected and implemented fishbone strategy as a treatment. The pretest conducted on November 12, 2004. The treatment conducted on November 19, 2024. Following the completion of the treatment, a post-test was administered to assess its effectiveness. The results revealed a notable improvement, as all students achieved scores exceeding the Minimum Competence Criteria (KKM) of 70. Following this, the post-test for the experimental class was administered on November 19, 2024, to further assess the impact of the intervention.

The research conducted by Diana Setyawati, titled *The Effect of Implementing the Fishbone Strategy on Students' Performance in Writing Hortatory Exposition Texts in the 2015/2016 Academic Year*, demonstrated a significant improvement in students' writing skills. The data analysis revealed that the post-test average score (79.30) was notably higher than the pre-test average (55.90). Furthermore, the t-observed value (16.591) exceeded the critical values at both the 5% (2.045) and 1% (2.462) significance levels, leading to the acceptance of H_a and the rejection of H_o . This validates the substantial and beneficial influence of the Fishbone Strategy on students' writing performance, demonstrating its effectiveness in enhancing their skills.

Statistical analysis using the Paired Samples Test showed a significant difference between the pretest and posttest results in the application of the Fishbone Strategy. With a significance value (2-tailed) of 0.000, which is smaller than the 0.05 threshold, the null hypothesis (H_o) is rejected and the alternative hypothesis

(Ha) is accepted, signifying a measurable improvement in students' writing skills. However, the Paired Samples Correlations results show that the significance value is 0.755, which is greater than 0.05, indicating no significant relationship between the pretest and posttest scores. This suggests that although there was an improvement in writing skills based on the t-test, the relationship between the pretest and posttest was not strong enough to state that the Fishbone Strategy directly affected students' learning outcomes in a consistent manner.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The Fishbone Strategy is a valuable tool for enhancing writing comprehension, as it enables students to systematically organize information and understand texts more efficiently. Based on analysis and research findings, this strategy has demonstrated a positive and significant impact on students' writing proficiency.

The statistical analysis using the Paired Sample t-test confirmed the effectiveness of the Fishbone Strategy. With a significance value (2-tailed) of 0.000, falling below the 0.05 threshold, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted, demonstrating a measurable enhancement in students' writing skills. This indicates that the strategy contributed significantly to the development of procedural text writing among class XI Marketing students at SMKN 1 Metro.

B. Suggestion

Based on the research findings, the research offers the following suggestions:

1. For English Teacher

The research suggests that teachers should make their teaching more creative in order to increase students' writing skill and to improve their vocabularies.

2.For the Students

Students must actively participant in the learning process in addition to improve their writing skill of the material tahugt in English classes.

3.For the Headmaster

In the present era, the methods and media needed to support learning must be updated, therefore the school must support English language learning by ensuring that facilities and resources are adequately provided.

4.For the Research

It is hoped that this study will provide readers with fresh insight and serve as a guide for future studies. The researcher hopes that to further advance the theory of teaching and learning, another research will either perform a study on the same subject or one that is unrelated.

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APPENDICES

Appendix 1: Modul Ajar

INFOMASI UMUM

Judul Elemen	Menulis – Mempresentasikan
Capaian Umum	<p>Pada akhir fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan serta diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan remaja. Mereka memberikan serta juga mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Terakhir, mereka menggunakan strategi koreksi dan perbaikan diri, menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar</p>

	konteks.
Capaian Per Elemen	<p>Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf- paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p> <p><i>By the end of Phase F, students independently write an extensive range of fictional and factual text types, showing an awareness of purpose and</i></p>

	<i>audience. They plan, write, review and redraft a range of text types with some evidence of self- correction strategies, including punctuation, capitalization and tenses. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.</i>
Nama Penyusun	Agilia Lupiani
Unit Belajar	SMK Negeri 1 Metro
Mata Pelajaran	Bahasa Inggris
Tahun Ajaran	2024-2025
Jenjang Sekolah	Sekolah Menengah Kejuruan
Kompetensi Awal	Peserta didik sudah cukup memahami pengetahuan dasar tentang legenda
Dimensi Profil Pelajar Pancasila	1. Bergotong-royong 2. Bernalar kritis 3. Kreatif
Sarana dan Prasarana	Paper dan papan tulis
Target Peserta Didik	Peserta didik kelas XI
Model Pembelajaran	<i>Discovery Learning</i>

KOMPETENSI INTI

Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Peserta didik mampu menulis procedure text sederhana berdasarkan imajinasinya dengan menggunakan kalimat sendiri, serta dengan struktur teks dan kebahasaan yang benar. 2. Peserta didik mempresentasikan hasil procedure text yang telah dibuat sendiri.
Pemahaman Bermakna	Siswa akan menggali kemampuan dalam menyampaikan ide mereka tentang cara-cara melakukan sesuatu melalui tulisan teks prosedur yang telah dibuat.
Pertanyaan Pemantik	<ol style="list-style-type: none"> 1. Apa yang Anda pahami dari presentasi yang telah ditayangkan? 2. Apa yang dimaksud dengan procedure text? 3. Apa social function procedure text? 4. Apa saja generic structure untuk membuat procedure text?
Persiapan Pembelajaran	<ol style="list-style-type: none"> 1. Guru menyiapkan modul ajar, bahan ajar, metode ajar interaktif dan LKPD. 2. Guru menyusun instrumen penilaian dan asesmen.
Kegiatan Pembelajaran	<p>A. Kegiatan Awal (10 Menit)</p> <ol style="list-style-type: none"> 1. Peserta didik disapa dan guru melakukan pemeriksaan kehadiran. 2. Peserta didik bersama guru

	<p>membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran.</p> <ol style="list-style-type: none"> 3. Peserta didik diberikan penjelasan tentang tujuan pembelajaran. 4. Peserta didik dipandu oleh guru menjawab beberapa pertanyaan pemantik. <p>B. Kegiatan Inti (100 Menit)</p> <ol style="list-style-type: none"> 1. Mengamati: <ol style="list-style-type: none"> a. Guru membagi peserta didik menjadi 2 kelompok berdasarkan tingkat kemampuannya (kelompok A: Sedang berkembang, kelompok B: Mahir). b. Guru menampilkan video dan meminta peserta didik mengamati video yang ditonton serta menuliskan informasi yang didapat bersama teman kelompok. 2. Identifikasi Masalah: <ol style="list-style-type: none"> a. Peserta didik Bersama teman kelompok berdiskusi mengenai informasi yang didapat dari video teks prosedur (How to use Handphone). b. Guru mendampingi dan memberikan arahan kepada
--	--

	<p>kelompok A agar dapat menjawab pertanyaan mengenai tujuan dari how to use handphone, generic structure dan Langkah-langkah menggunakan handphone. Sedangkan untuk kelompok B, guru hanya melihat dan mengamati serta memberikan bantuan sedikit jika kelompok B bertanya.</p> <p>c. Guru dan peserta didik membahas video yang telah diamati dan setiap kelompok memberikan hasil diskusinya.</p> <p>3. Mencoba:</p> <p>a. Peserta didik diberikan kesempatan untuk mencari informasi sebanyakbanyaknya tentang cara menggunakan barang elektronik yang dipilih melalui sumber internet.</p> <p>b. Peserta didik memilih satu teknologi untuk menuliskan Langkah-langkah menggunakannya ke dalam bentuk teks procedure.</p> <p>4. Pengolahan Data:</p> <p>Peserta didik menulis teks prosedur sesuai dengan goal, generic structure dan step.</p>
--	--

	<p>5. Pembuktian:</p> <ol style="list-style-type: none"> Peserta didik mempresentasikan hasil tulisan teks prosedur kedepan kelas. Peserta didik lain memberikan komentar atau pertanyaan. Peserta didik mendapatkan feedback dari guru. <p>6. Menarik Kesimpulan: Peserta didik menyimpulkan tentang poin-poin penting yang muncul selama kegiatan.</p> <p>C. Kegiatan Penutup (10 Menit)</p> <ol style="list-style-type: none"> Peserta didik bersama guru membuat simpulan dari materi yang telah dipelajari. Peserta didik mengomunikasikan kendala yang dihadapi selama pembelajaran dan mengerjakan latihan. Peserta didik menerima apresiasi dan motivasi dari guru. Peserta didik menerima sedikit penjelasan tentang materi pembahasan untuk pertemuan yang akan datang. Peserta didik dan guru berdoa bersama sebagai penutup KBM.
Asesmen	<ol style="list-style-type: none"> Asesmen Diagnostik Asesmen Formatif

	3. Asesmen Sumatif
Pengayaan dan Remedial	<p>Pengayaan diberikan kepada siswa yang telah melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa penambahan bacaan dari jenis teks serupa untuk memperkaya pengetahuan. Remedial diberikan kepada siswa yang belum melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa pembelajaran ulang dan/atau asesmen ulang.</p>
Refleksi Siswa dan Guru	<ol style="list-style-type: none"> 1. Apakah kamu suka dengan kegiatan pembelajaran ini? 2. Apa hal yang menarik bagimu? 3. Kesulitan apa yang kamu temui dalam belajar ini?
Glosarium	<ol style="list-style-type: none"> 1. Procedure Text: Teks yang berisi tentang langkah-langkah untuk melakukan sesuatu (Procedur teks is a text that consists of sequence of steps in doing something). 2. Purpose/Social Function: To explain the reader or listener about how to do something with the sequence of actions or steps. 3. Generic Structure: Goal, tools, steps. 4. Language feature: simple present tens, conjunction (First, second, then, after that, finally), command/imperatives sentence,

	action verbs (open, take, put, etc).
Daftar Pustaka	Tsasa Yusac Erhanaz, dkk. (2016). Bahasa Inggris: Untuk SMA/MA/SMK kelas X. Surakarta: Mediatama.

Metro, 11 November 2024

Peneliti

AGILIA LUPIANI

LAMPIRAN

A. Bahan Ajar

Procedure text atau teks prosedur adalah suatu teks yang berisi langkah-langkah aktivitas atau kegiatan untuk menyelesaikan suatu pekerjaan. Teks prosedur ini dibutuhkan sebagai panduan bagi seseorang dalam membuat atau menyusun sesuatu. Tujuan teks ini adalah untuk memberikan petunjuk bagi pembacanya tentang langkah-langkah secara urut dalam melakukan aktivitas atau menyelesaikan sesuatu. Selain itu, teks prosedur juga memudahkan pembaca untuk mengetahui cara yang benar dalam melakukan sesuatu dan memberikan petunjuk jelas agar mendapatkan hasil maksimal.

Berikut ini generic stucture dari procedure text:

1. Goal: memberikan informasi tentang maksud dan tujuan prosedur dan memprediksi suatu kesimpulan.
2. Materials: berisi daftar materi atau bahan-bahan yang dibutuhkan untuk melakukan suatu prosedur atau langkah-langkah.
3. Steps: daftar urutan instruksi/aktivitas untuk mencapai tujuan dalam urutan langkah yang benar.
4. Result: Hasil dari serangkaian langkah-langkah yang telah dilakukan.

B. Lembar Kerja Peserta Didik (LKPD)

Name :

Class :

Write the procedure text with the generic structure below!

(Buatlah teks prosedur dengan mengisi bagan dibawah ini!)

Goal (Title) :

Tools :

Steps :

C. Rubric Penilaian

1. Tidiness

- a. Very Good (85-100): The writing is tidy.

- b. Good (70-84): Few errors in spelling, punctuation, capitalization, and paragraph.
 - c. Enough (55-69): Frequent errors in spelling, punctuation, capitalization, and paragraph.
 - d. Poor (25-54): The writing is untidy, there are many errors in spelling, punctuation, capitalization, and paragraph.
2. Word Choice
- a. Very Good (85-100): Most of the word choices are correct and appropriate.
 - b. Good (70-84): A few word choices are correct and appropriate.
 - c. Enough (55-69): Some word choices are incorrect and inappropriate.
 - d. Poor (25-54): Most of the word choices are incorrect and inappropriate.
3. Grammar
- a. Very Good (85-100): There are variety of grammatical structures.
 - b. Good (70-84): There are few errors in grammatical structures.
 - c. Enough (55-69): There are some errors in grammatical structures.
 - d. Poor (25-54): There are a lot of errors in grammatical structures.
4. Coherence
- a. Very Good (85-100): Ideas are logically organized and the text is coherence.
 - b. Good (70-84): Ideas are logically organized although there are some incoherence.
 - c. Enough (55-69): Ideas are not logically organized but the text is coherence.
 - d. Poor (25-54): Ideas are not logically organized and coherence.

Appendix 2: Pre-test

Topic:

1. How to Make Omlette
2. How to Make Fried rice
3. How to Make Pancake

Make an procedure text about the choosen topic above!

Appendix 3: Post-Test

Name:

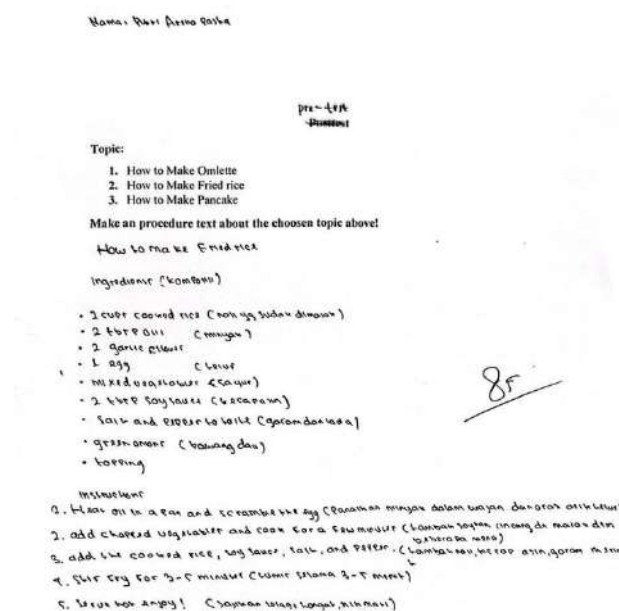
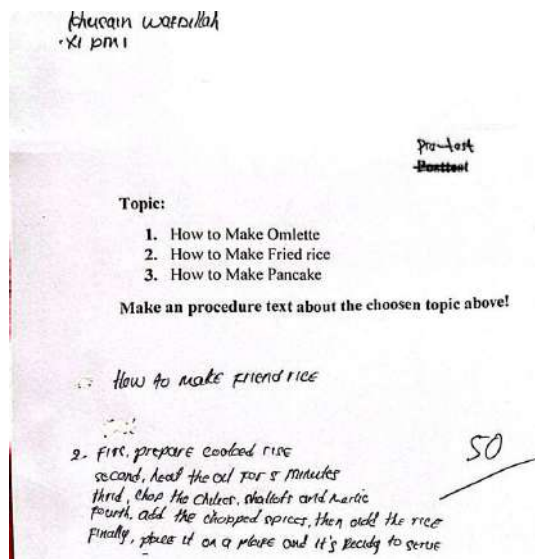
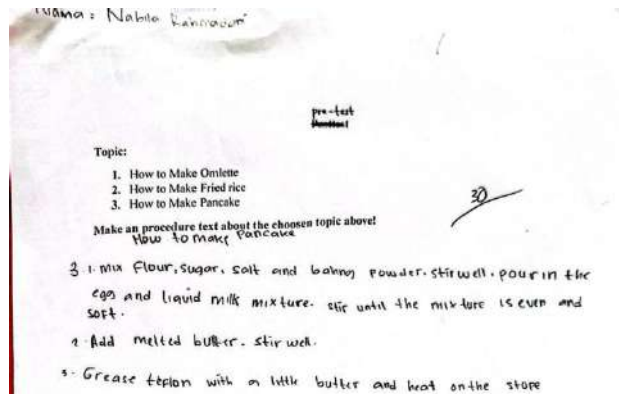
Class :

Please create a procedure text about making something using the fishbone guide below:



HOW TO MAKE	
()	
Equipment	1. 2. 3. 4. 5.
Materials	1. 2. 3. 4. 5.
Steps	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Finishing	1. 2. 3.

Appendix 4: The Result of Pre-Test

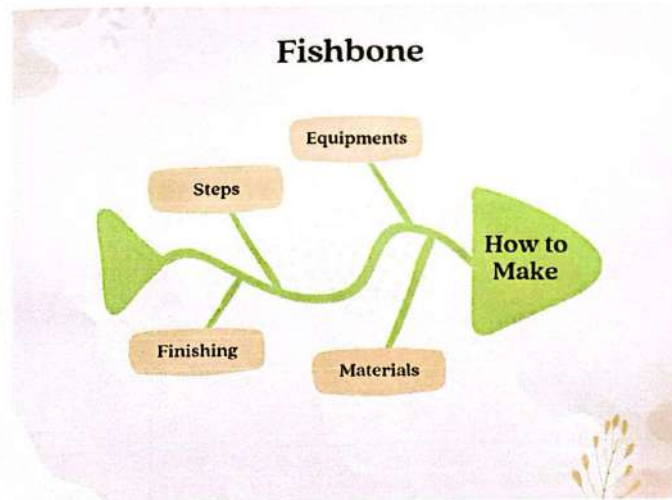


Appendix 5: The Result of Post-Test

Name: FATMA ANNISA

Class : XI PEMASARAN 1

Please create a procedure text about making something using the fishbone guide below:



FATMA ANNISA
XI PEMASARAN 1

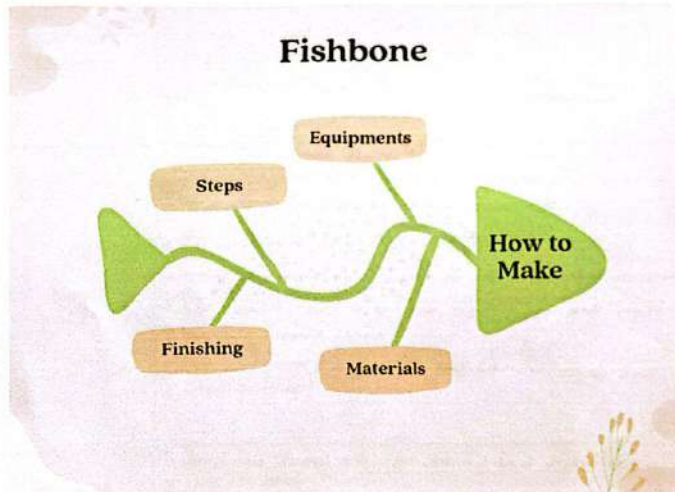
-78

HOW TO MAKE (Fried sausage)	
Equipment	1. wok 2. spatula 3. knife 4. oil leak 5. Plate 6. gas stove 7. fork
Materials	1. one pack of sausages 2. oil 3. sauce 4. mayonnaise 5. soy sauce
Steps	1. Heat a pan on the stove 2. add a little oil 3. Lay the sausages on the hot surface 4. Cook until brown on both sides 5. 6. 7. 8. 9. 10.
Finishing	1. put the sausages on the plate 2. Fried sausages is ready to serves 3. taste and enjoy

Name: ANGELIA MAYA PUSPITA

Class : XI PM 1

Please create a procedure text about making something using the fishbone guide below:



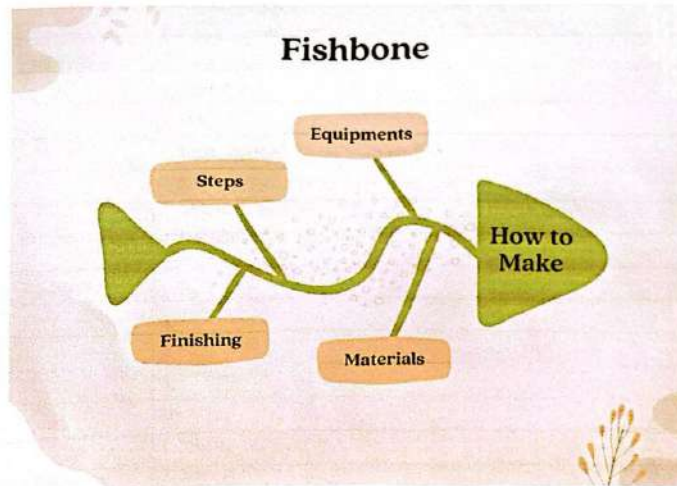
NAME: ANGELIA MAYA PUSPITA
Class : XI PM 1

200

HOW TO MAKE (Sweet and Sour Prawns)	
Equipment	<ol style="list-style-type: none"> 1. Knife 2. Pan 3. Shoes 4. Plates 5. Stove
Materials	<ol style="list-style-type: none"> 1. 1/4 kg Shrimp 2. 3 Clove of red onion and garlic 3. 2 red chilies 4. 8 Cayenne Peppers 5. Tomato Sauce 6. Saori 7. Sugar 8. Salt 9. Pepper 10. Oil and Margarine 11. Seasoning
Steps	<ol style="list-style-type: none"> 1. Clean the Shrimp Shells, Wash them Clean 2. Chop the Garlic. Chop the Cayenne Pepper and large red chilies 3. Heat the oil mixed with enough Margarine 4. Saute Chopped garlic and all the Chilies 5. Add a little water or according to taste so that it soaks in the Shrimp 6. Add tomato Sauce, Saori, salt, sugar, papper and Seasoning 7. Add the Cleaned Shrimp 8. Mix, and wait 5 minutes or feel like the spices have been absorbed 9. 10.
Finishing	<ol style="list-style-type: none"> 1. Serve the Sweet and Sour Shrimp on a plate and 2. it's to serve 3.

Name: Sabrina Putri Claudia
Class : XI PM 1

Please create a procedure text about making something using the fishbone guide below:



Nama: Sabrina Putri Claudia

85

HOW TO MAKE (Fried rice)	
Equipment	<ol style="list-style-type: none"> 1. wok 2. Spatula 3. Plate 4. Spood 5. Stove
Materials	<ol style="list-style-type: none"> 1. 1 clove of garlic 2. 1 clove of red onion 3. 1 red chili or to taste 4. cooking oil 5. Salt 6. Sweet soy sauce 7. 1 portion of rice
Steps	<ol style="list-style-type: none"> 1. Heat cooking oil in a frying pan 2. Saute garlic and shallots until fragrant 3. add rice and other ingredients . 4. stir until well blended 5. 6. 7. 8. 9. 10.
Finishing	<ol style="list-style-type: none"> 1. adjust seasoning 2. and serve 3.

Appendix 6: Letters



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 3665/In.28/J/TL.01/07/2024
Lampiran : -
Perihal : IZIN PRASURVEY

Kepada Yth.,
Kepala Sekolah SMK N 1 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

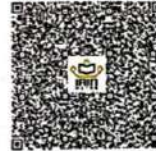
Nama : AGILIA LUPIANI
NPM : [2101052002](#)
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
THE INFLUENCE OF USING FISHBONE STRATEGY
Judul : TOWARDS STUDENTS' WRITING SKILL SMK N 1
METRO

untuk melakukan prasurvey di SMK N 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 Juli 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP [19880308 201503 1 006](#)



PEMERINTAH PROVINSI LAMPUNG
SMK NEGERI 1 METRO

Jl. Kemiri No.4 15A Iringmulyo Kec. Metro Timur Kota Metro Kode Pos: 34112
Telp. (0725) 41295-42774 Fax. (0725) 41295 NPSN: 10807612 NSS: 401126104001
e-mail: smkn1metro@gmail.com website: smkn1metro.sch.id



Metro, 02 Agustus 2024

Nomor : 070/430/IV.01/SMKN.1/2024
Lampiran : -
Perihal : Izin Prasurvey

Kepada Yth.
Ketua Jurusan Tadris Bahasa Inggris
Institut Agama Islam Negeri Metro
Di Tempat

Sehubungan dengan surat saudara Nomor : 3664/In.28.1/J/TL.01/07/2024 tanggal, 23 Juli 2024 perihal tersebut pada pokok surat.

Dengan ini kami sampaikan bahwa pada prinsipnya kami dapat memberikan izin Pra Survey kepada:

Nama : Agilia Lupiani
NPM : 2101052002
Jurusan : Tadris Bahasa Inggris

Dengan catatan :

1. Mentaati peraturan dan tata tertib yang berlaku di SMK Negeri 1 Metro.
2. Segala sesuatu yang timbul akibat prasurvey menjadi tanggung jawab mahasiswa yang bersangkutan.

Demikian untuk dijadikan pemeriksaan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Kepala Sekolah,



[Signature]
HARISYA, S.Pd
NIP 19820221 200604 1 005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 4574/In.28.1/J/TL.00/10/2024
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Umi Yawisah (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **AGILIA LUPIANI**
NPM : **2101052002**
Semester : **7 (Tujuh)**
Fakultas : **Tarbiyah dan Ilmu Keguruan**
Jurusan : **Tadris Bahasa Inggris**
Judul : **THE INFLUENCE OF USING FISHBONE STRATEGY ON THE STUDENTS' WRITING SKILL OF SMKN 1 METRO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Oktober 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP **19880308 201503 1 006**



PEMERINTAH PROVINSI LAMPUNG
SMK NEGERI 1 METRO

Jl. Kemiri No.4 15A Iringmulyo Kec. Metro Timur Kota Metro Kode Pos: 34112
Telp. (0725) 41295-42774 Fax. (0725) 41295 NPSN: 10807612 NSS: 401128104001
e-mail: smkn1metro@gmail.com website: smkn1metro.sch.id



Metro, 18 November 2024

Nomor : 070/676//V.01/SMKN.1/2024
Lampiran : -
Perihal : Izin Research

Kepada Yth.
Ketua Jurusan Tadris Bahasa Inggris
Institut Agama Islam Negeri Metro
Di Tempat

Sehubungan dengan surat saudara Nomor : B-5103/In.28.1/J/TL.00/11/2024 tanggal, 07 November 2024 perihal tersebut pada pokok surat.

Dengan ini kami sampaikan bahwa pada prinsipnya kami dapat memberikan izin Research kepada:

Nama : Agilia Lupiani
NPM : 2101052002
Jurusan : Tadris Bahasa Inggris
Judul : The Influence Of Using Fishbone Strategy On The Students' Writing Skill Of SMKN 1 Metro

Dengan catatan :

1. Mentaati peraturan dan tata tertib yang berlaku di SMK Negeri 1 Metro.
2. Segala sesuatu yang timbul akibat Research menjadi tanggung jawab mahasiswa yang bersangkutan.

Demikian untuk dijadikan periksa, atas perhatian dan kerjasamanya diucapkan terima kasih.

Kepala Sekolah,

FAHRISYA, S.Pd
NIP. 19820221 200604 1 005





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metroains.ac.id, e-mail: tarbiyah.aini@metroains.ac.id

SURAT TUGAS

Nomor: /In.28/D.1/TL.01//2025

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

Nama : **AGILIA LUPIANI**
NPM : **2101052002**
Semester : **8 (Delapan)**
Jurusan : **Tadris Bahasa Inggris**

Untuk :

1. Mengadakan observasi/survey di SMKN 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUNCE OF USING FISHBONE STRATEGY ON THE STUDENTS' WRITING SKILL OF SMKN 1 METRO".
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 :

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



Mengetahui,
Pejabat Setempat

Sahriadi, S.Pd, Mpd
NIP. 19770923 200312 1001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin/3 2 2019	Abstrak < ind. English -> revise	
2.	Selasa/11 2019	chapter I = research questions -> answered in chapter V	
3.	Kamis/20 2 2019	chapter III -> use spss (new version)	

Mengetahui,
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Semester : VIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	Kamis/13 2025	chapter II : use journal articles	
5.	Jumat/21 2025	chapter IV : Limitation	
6.	Senin 14/4-25	conclusion : answer the research question	
7.	Selasa/19 4/2025	Revision is ok Acc for munqasyah	

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CURRICULUM VITAE



greatest aspiration.

The author, Agilia Lupiani, was born in Tulusrejo on January 9, 2003. She is the second child of Mr. Hendri Sosro Subekti and Mrs. Sujiati. She lives in Tulusrejo Village, Pekalongan District, East Lampung Regency. Becoming a good and beneficial person to others is her

In early 2007, she started kindergarten, followed by elementary school at MIM Tulusrejo in 2009. In 2015, she continued her studies at SMP 2 Pekalongan for junior high school and then pursued her senior high school education at SMKN 1 Metro in 2018. It was quite a long journey for her to discover her true ambition. Eventually, she chose the State Islamic Institute of Metro (IAIN Metro) to pursue her undergraduate degree in the English Education Department.