

**IMPROVING STUDENTS' READING SKILL THROUGH FISHBONE  
DIAGRAM STRATEGY AT EIGHTH GRADE STUDENTS OF  
SMPN 25 MAKASSAR**

**SKRIPSI**

**BY**

**MUTMAINNA NURHAMZAH  
4513101084**

**UNIVERSITAS**

**BOSOWA**



**ENGLISH LANGUAGE EDUCATION DEPARTEMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS BOSOWA MAKASSAR  
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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul **“Improving Students’ Reading Skill through Fishbone Diagram Strategy at Eighth Grade Students’ of SMPN 25 Makassar”** beserta seluruh isinya adalah benar – benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini. Termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, September 2017

Yang membuat pernyataan

Mutmainna Nurhamzah

## ABSTRACT

**MutmainnaNurhamzah. 2017.** *Improving Students' Reading Skill through Fishbone Diagram Strategy at Eighth Grade Students of SMPN 25 Makassar.* Supervised by Hj. St. HaliahBatau andUlfahSyam.

The purpose of this study is to determine the implementation of Fishbone Diagram in improvingstudents' reading skill. The result in this research is expected to be useful for students to improve students' reading skill, and can help teacher to be more creative.

This study used a classroom action research method. Subject of this research was the eighth grade students of SMPN 25 Makassar in academic year 2017. And sample was class VIII.7consist of 31 students. Data collected by using question test ( pre-test, cycle I and cycle II ).

The result of the research showed that there was an increasing from 73,87 to 89,35of students reading skill through the implementation of Fishbone Diagram Strategy. It can concluded that the Fishbone Diagram Strategy was one of the effective method in improving students' reading skill at eighth grade of SMPN 25 Makassar.

Key words: Reading test, Fishbone Diagram Strategy

## ABSTRAK

**Mutmainna Nurhamzah. 2017. *Improving Students' Reading Skill through Fishbone Diagram Strategy at Eighth Grade Students of SMPN 25 Makassar.*** Dibimbing oleh Hj. St. Haliah Batau dan Ulfah Syam.

Tujuan penelitian ini adalah untuk mengetahui penerapan metode Fishbone Diagram dalam meningkatkan kemampuan membaca siswa. Hasil penelitian ini diharapkan dapat bermanfaat bagi siswa dalam meningkatkan kemampuan membaca siswa, dan dapat membantu guru untuk menjadi lebih kreatif.

Penelitian ini menggunakan metode penelitian tindakan kelas. Subjek penelitian adalah siswa kelas VIII SMPN 25 Makassar tahun ajaran 2017 dan sampelnya adalah siswa kelas VIII.7 yang berjumlah 31 siswa. Pengumpulan data dilakukan dengan menggunakan teks bacaan (pre-test, cycle I and cycle II).

Hasil analisis data penelitian menunjukkan bahwa terdapat peningkatan dari 73,87 ke 89,35 kemampuan membaca siswa melalui penerapan metode Fishbone Diagram. Dengan demikian dapat disimpulkan bahwa metode Fishbone Diagram merupakan salah satu metode yang efektif dalam meningkatkan kemampuan memahami teks bacaan siswa kelas VIII SMPN 25 Makassar.

Kata kunci : Teks bacaan, Strategi Fishbone Diagram

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Finally, the writer hopes that this skripsi could be useful later. The writer realizes that this skripsi is still far from perfection, so that the writer welcomes to any suggestion and criticism, because perfection belongs only to Allah SWT.

**Makassar , September 2017**

**The writer**

**Mutmainna Nurhamzah**

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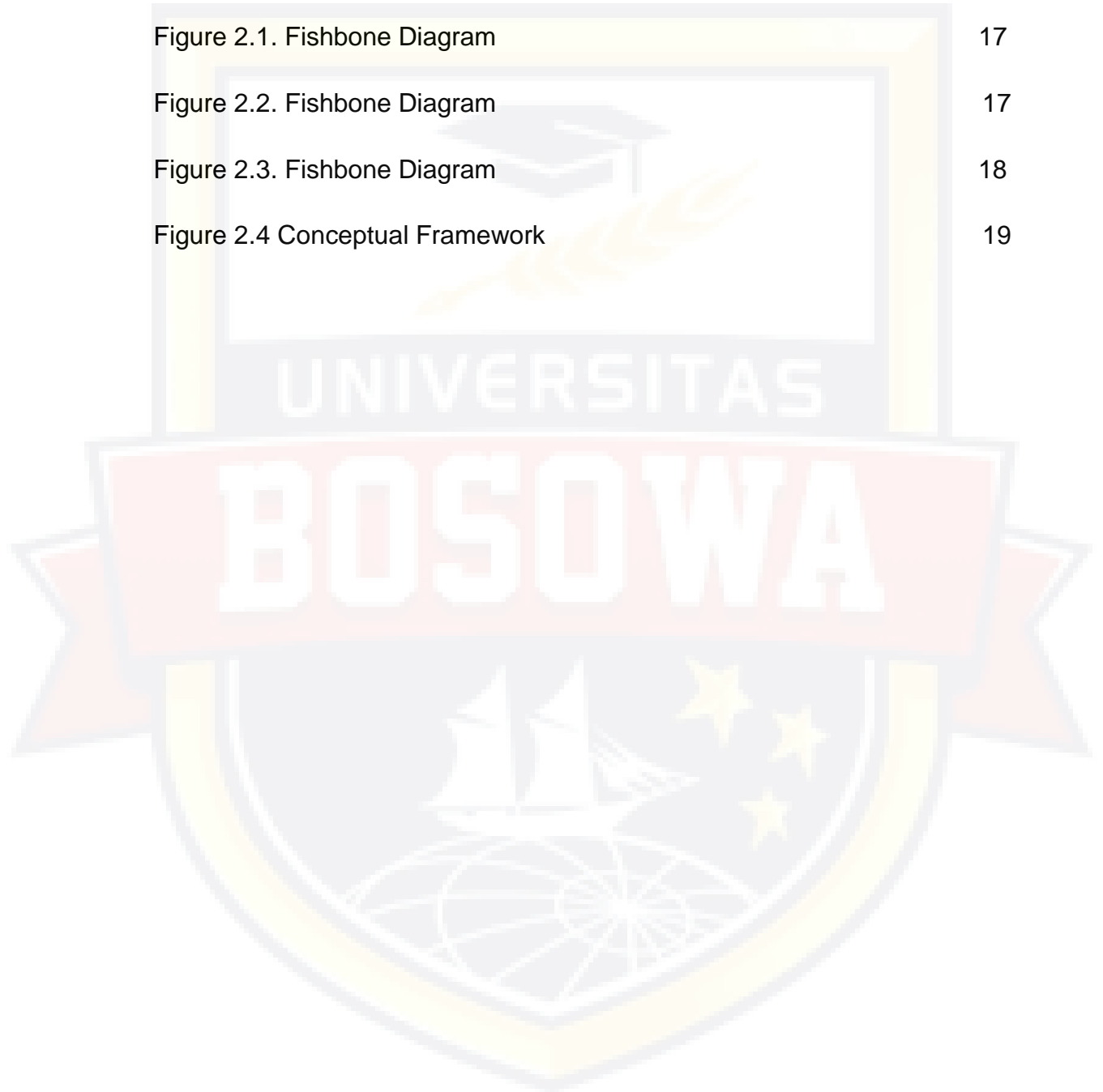
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## CHAPTER I

### INTRODUCTION

This chapter deals with the background, statement of the problem, objective of research, significance of the research, and scope of the research.

#### **A. Background**

Nowadays, the process of knowledge, science, and technology required us to information. Information is merely the most important aspect of our life. Book, magazine, newspaper, bulletin, internet are sources of information. We can get it only through reading. Thus, we must read a thousand book to avoid out of the date.

Learning English involves the four kinds of language skill : listening, speaking, reading, and writing. Teacher should develop there four language skill in order that their students could use the skill to communicate or express their thoughts, feeling, and opinion in English. In order to master those skill, the students have to master some elements of language for instance, grammar, pronunciation, vocabulary, etc. However, students get difficulties in reading mastery whereas, reading is a crucial element to master foreign language especially English.

One of skill is reading. Reading is one of English skills that be must master in reading. According to Jhonson (2008:3) "Reading is the practice of using text to create meaning". The two keyword here are creating and meaning. If there is no meaning being created, there is no reading taking

place. It means that the students have ability in understanding and using the word and meaning. The student not only know the words, but also the meaning. In the general, people intend to be able to read and understand English text because many scientific book are written in English. Until now, most of students still encounter difficulties in reading. The problem faced by teacher and students who are not fluent in English. One of difficulties encounter by students is how to remember what they have read. It's important to realize that we need to vary reading rate according to our intention in reading and students can not find the main idea what they after read.

Students should master reading skill. A good achievement in reading is important to students. Students will get information ideas which can enrich their vocabulary and ideas. It needs to use appropriate method in teaching reading. In order to procedure good reading ability. The method is very useful for increasing students interest and motivation in learning English. So, the learning process will run better and faster.

Reading is complex activity that involved recognition and comprehension process. Comprehension is the goal of the reading. In reading comprehension, students not only read the text but also they understand what they read. There are many Junior High School teacher who still use traditional method in teaching reading. The teachers just give the material and explain it, give example and exercises. This method is not effective because the students are bored and need much time to be able

master English for reading. In that case, the teacher are supposed to be creative in teaching learning process to create a good atmosphere, to improve and to make the English lesson more exciting. Teaching reading for Junior High School need appropriate technique in order to that students are active and creative in reading lesson.

Examination is instrument to measure students' capability. One point that must be mastered by them is reading skill. Students need to understand the text there are facing examination. It will make the reading necessary to be learned by the students because reading has some elements that will be needed by the students when they do their examination, namely understanding. Usually the teacher just explain the material without use media of teaching of strategy that able to increase the interest and achievement of the students. So, the researcher needs to implement a strategy than can improve the students' interest in learning English. The researcher tries to apply another method as a problem solving in learning English in SMPN 25 Makassar.

There are some ways to reach the better academic achievement of the students, especially reading ability. It is greatly influenced by the method used that can improve the students' ability in English skill. It is Fishbone Diagram. Ishikawa in Juran (1993:3), state that "Fishbone Diagram to organize and to display the interrelationships of various theories of root cause of a problem. This method will motivate the students to study and raise teaching learning process. By using this technique the

students more interested and enjoy the teaching reading English. Besides, the researcher hopes that this method can be relevant method to give solution for the problem of reading lesson. Based on the explanation above, the researcher have applied Fishbone Diagram strategy in teaching reading. So that, the researcher have done a research entitle "Improving students' reading skill through Fishbone Diagram strategy at eighth grade students of SMPN 25 Makassar.

### **B. Research Question**

Based on the problem that is written in the background, the researcher formulates the problem in this research as : "Can fishbone diagram strategy improve students' reading skill at eighth grade students of SMPN 25 Makassar?"

### **C. Objective of the Research**

Based on the statement of the research problem the purpose of the study is intended : to find out the improving of fishbone diagram strategy in students' reading skill at eighth grade students of SMPN 25 Makassar.

### **D. Significance of the Research**

This study is expected to be useful for :

- a. The English teacher

It is important for the English teacher to understand how Fishbone Diagram strategy improve students' motivation in teaching learning English. The teacher must motivate the students' interest in English. The



teacher also can be able to develop a good and fun atmosphere in the class so that the student have a comfortable and enjoyable situation.

b. The students

The students must motivate themselves to be active in teaching learning process reading skill using Fishbone Diagram Strategy. They can encourage themselves to participate actively in teaching learning process either right or wrong what they do. The students can learn cooperatively with other students, so it can motivate and help them to learn reading skill easily and to avoid from boredom atmosphere.

c. The future Researcher

The researcher hopes this finding of research will be useful as a good reference for the other researcher to conduct the similar problem and can be more creative to develop the use of this technique.

**E. Scope of the Research**

This research is limited and focused to the used fishbone diagram strategy to improve the student's reading skill, especially to built up the student's English skill specially pronunciation, vocabulary, speaking, and writing.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents some concept of reading which is consist of some Previous Related Research Finding, some theories of Reading, some theories of Fishbone diagram, conceptual framework, and hypothesis.

#### **A. Some Previous Related Research Finding**

Fara (2016) concluded that Fishbone Diagram was the best technique to teach reading skill at tenth grade of MAN 2 Surakarta 2015/2016 academic year. Therefore, Fishbone Diagram is recommended to be used by the teacher in daily teaching and learning English to be more active and innovative. The students are suggested to apply this technique to make them easier to understand the materials.

Andiani (2013) conducted a research to know there or not the effect of use of media Fishbone Diagram can affect the ability of understand the homophone vocabulary in grade V students of SDN Cintraraja. And the result using media Fishbone Diagram can affect that enhance the students ability to understand the homophone vocabulary.

Ashar (2007:9) said that reading can be defined as a information contained as a term used identify some skills needed to understand an apply information contained within written. The process is difficult to define precisely because it is influenced by great many factor, namely one's personality, attitude, interest, motivation, habit, and his school

environment. The other are memory, the length and difficulty of material, the ability and experimental background, including the cultural pattern.

Kartika (2015:19) stated that Graphic organizer is important and effective pedagogical tools for organizing content and ideas and facilitating learner's comprehension of newly acquired information. It is effective teaching and learning tool for all types of learners. In her research, Herringbone technique helps the students understand the connection between supporting details to identify main idea. The herringbone technique is useful graphic organizer for students to organize information.

Imelyati (2012:6) concluded that the fishbone diagram should match with condition of students, teacher and activities in classroom. Actually, many techniques that can be implemented in teaching reading. The teacher not only can use one technique, but also can combine two techniques, such as : combining fishbone diagram and Buzz group technique in teaching reading. These techniques can help teacher to make students are comprehend and focus in reading.

## **B. Some Pertinent Ideas**

### **1. Some theories of reading**

#### **a. Definitions of Reading**

Some experts opinion about reading, process of reading, types of reading, and kinds of reading states as follows :

Reading can be seen an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). In this process, the

reader interacts dynamically with texts he/she tries to elicit the meaning and where various kinds of knowledge are being used : linguistic or systemic knowledge (through topdown processing).(Hesham, 2006:15)

According to Pang (2003 : 6) reading is about understanding written texts. It is complex activity that involves both perception and thought. He says that reading consists of two related processes : word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and paragraphs. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Hizbullah (2012:10) reading is one of the basic communicative skill, but it is a very complex process, it can be said that reading is process in which reader is to find information given by the writer in the written form.

Mansur (2000 : 23) defined reading as active cognitive process of interaction with print and monitoring comprehension of establish meaning, the readers from a primary expectation about the material, they select the fewest, most productive cues necessary to confirm or reject this expectation. This sampling process in which the reader takes advantage of this knowledge of vocabulary, syntax, and discourse.

Harmer (2007:9), Reading is the skill or activity of getting information from books. It is an important skill for students to learn. Hence,

a student who is not engaged in reading activity, he/she will miss new information. Harmer states that reading is useful for language acquisition, the more the students read, the better they get at it.

Robbert (1992:80) state that normally reading is a silent and individually activity, since the writer's expectation was what the text would be reading around activity.

The definition of reading is development process. The first stage learning is sound-symbol correspondences, either directly or by reading a loud sentences and the words sentences pattern in a new combination .

(Allen : 24)

Another Burn (2004 : 10) also cites that reading is thinking process. In this extent reader must be able to use the information to made inferences.

Based on the explanation above, reading is an active process of identifying important ideas. And also reading is an activity between a reader and the writer.

## **b. Reading Process**

There are five processes in reading according to Carrol and in Mawar (2015 : 8) as follows :

### **a. Recognize – Initiation**

The brain must recognize a graphic display in the visual fields as written language an intonation reading. Normally this would occur in each reading activity : through it is possible for reading to be interrupted by

other activities. Examining pictures for example and then to be initiated.

b. Prediction

The brain is always anticipating and predicting as it seeks others and significance in sensory inputs.

c. Confirmation

If the brain predicts, it must also seek the variety its prediction. So it monitors to confirm or disconfirm with subsequent input what it expected.

d. Correction

The brain process when it finds inconsistencies or its prediction is disconfirmed.

e. Termination

The brain terminates the reading when the reading text is completed but termination may accurate for other reason. The text not productive in little meaning is being constructed or the meaning is already known or the story is interesting or the reader finds it in appropriate for the particular.

**c. Types of Reading**

Allin in Mawar(2013:23) indicated the types of reading are important categories as follow :

a. Skimming

The eyes run quickly over the test to discover what is about the main idea and the gist. This skimming occurs when the reader looks quickly at the content pass of a book, or at the chapter headings,

subheadings , etc. This sometimes called previewing. When the reader goes through a particular passage such as new newspaper article.

b. Scanning

The reader is to look at for a particular item he believes in the text.

The scanning can be done to find name , date, static, or facts in writing.

The eyes start quickly at the lines in writing.

c. Intensive reading

It is also called study reading, this involves close study of the text.

As the amount of comprehension should be high, the speed of reading is correspondingly slower.

Nasr in Mawar (2015 : 10) classified reading into three types namely, oral reading, silent reading and efficient reading.

1. Oral reading

Oral reading a reader vocalize the printed word one by one. Thus a reader who does oral reading must have a good pronunciation. Oral reading is used when a reader is learning to combine word with meaning.

2. Silent reading

Silent reading does not mean that the reader without sound. Reader sound in respond to words. But there is no need each word. A reader is silent reading only say the word in his mind. Thus, differences to pronunciation stress or information.

3. Efficient reading

Efficient reading includes both intensive and extensive reading.

Intensive reading refers to work done by student in class. A student may intensive reading when he/she is studying for examination. Besides that, the should be encouraged to read intensively at home. The students do examination reading of the purpose of and to remember detail for examination but for getting general.

From the explanation of Allin in Mawar and Nasr in Mawar, both have different types of readers. But both opinions can be applied by the reader according to the purpose of the reader. They read according to their purpose and get the information they need quickly without wasting time. As in this research, the types of reading used when applying Fishbone Diagram is scanning.

#### **d. Kinds of Reading**

There are kind of reading that the writer will explain. They are reading aloud, silent reading, and speed reading.

##### **1. Reading aloud**

Reading aloud is very important device that cannot be over looked in achieving the goal because it is great aid in developing our habits to practice. By reading aloud the students can improve their pronunciation, intonation, and through reading they can improve their vocabulary. Reading aloud is separate and distinct from the objectives of pronunciation, and auditory memory focused upon in choral practice, dialogue memorization and pattern practice.



According to Nuttal (1983: 75) in his book teaching reading skill in a foreign language reading aloud is often used (mistakenly, most experts agree) as one form of pronunciation teaching,

In reading aloud the students will get experience in producing the sound which should be practiced as many times as possible.

## 2. Silent reading

Silent reading is second kind of reading. Among the important ones, that will be discussed here is comprehension that secret at all time, constant variation in technique goes to way to achieving this. During silent reading is sample material for the teacher to vary their approach from lesson to lesson.

Silent reading is a skill to criticize what is written. To discuss something written means to draw inference and conclusion as well as to express a new idea on the basis of what is read.

## 3. Speed reading

Kind of reading used improve our speed and comprehension in reading. This skill is very important for students. If they do not have skill of speed reading. All the process of studying will be slow and ineffective. The skill of speed reading must run side with the main purpose of reading.

There are many kinds of speed reading, which depend on the difficulty of the material being read as well as the students own ability and knowledge background. The rate of speed of reading a story or narrative will be different from the scientific material.

From explanation above, it can be concluded that three kinds of reading has a very useful purpose for readers, like aloud reading and speed reading that can improve our reading comprehension, such as pronunciation, intonation, and vocabulary. Different with silent reading. What you write should be criticized again. In this case silent reading is a kind of reading that is suitable for Fishbone Diagram.

## **2. Some Theories of Fishbone Diagram**

### **a. Definitions of fishbone diagram**

Fishbone Diagram (also known as Ishikawa Diagrams) are can be used to answer the following questions that commonly arise in problem solving : what are the potential root causes of a problem?

Dr. Kaoru Ishikawa develop the “Fishbone Diagram” at the university of Tokyo in 1943. Hence the Fishbone Diagram is frequently referred to as an “Ishikawa Diagram”. Another name for this diagram is the “Causes & Effect” or CE diagram.

### **b. Fishbone Diagram Strategy**

Strategies used in the learning process will vary according to what is being taught. Strategies taught is this one there is a Fishbone Diagram. Fishbone Diagram is one strategy that involves learning the skills of reading, writing notes, and an understanding of the main ideas and supporting detail (Edwards,2003:32).

According Mc.Cune (2002:34) “The Fishbone Diagram is introduced as a tool to help students recognize the important relationship in the

material by seeking answers to specific types of questions". Fishbone Diagram designed to help students find the idea of the main idea and important information in the text by simplifying long sentences by keyword by using six question word : Who, What, When, Where, Why, How.

**c. Purpose of fishbone diagram**

Fishbone Diagram to help aims to help find important information in the text to summarize the long sentences being said keyword based on

The six questions word : Who, What, When, Where, Why, How.

**d. Benefit of fishbone diagram**

- a) Gives students the opportunity to be more active and engaged in the learning process
- b) Help to students find the main idea or important information in the text by simplifying a sentence into a statement or keyword
- c) Students can focus more on important information in text reading and not fixated on the words that do not understand that reading the text can be more easily understood. (Pertwi,2014:66).

**e. Advantages and disadvantages of fishbone diagram**

**Advantages**

- a) Helps students formulate the information in a reading into a compact form. This brief note improve ability of students to answer the questions provided.
- b) Fishbone Diagram in reading skill learning activities, students are not

just shut up and read the text reading, but Fishbone Diagram requires students to make a quick note of readings. Thus, students will not bored to read and understand the text reading. (Balajthy and Wade,2003:138).

### **Disadvantages**

- a) When students learn the material with help graphical representations such as Fishbone Diagram, the ability to record students' under develop .
- b) Students just stare at the word keywords. Consequently, students are less able to develop the ability to make sentences in full with a diverse vocabulary and grammar appropriate arrangement. (Balajthy and Wade,2003:139)

Based on the advantages and disadvantages above that the Fishbone Diagram helps students in learning reading. Especially for the readers who have not been able to interpret the length of the text as a whole. So, Fishbone Diagram make us not fixated on sentences that we don't understand the meaning. So, when applying the Fishbone Diagram the students to make quick note by using six keyword can be a weakness of Fishbone Diagram. Because according (Balajthy and Wade, 2003:139) students will be less developed. But the solution teachers should train more learners to better examine the sentences that exist in the text reading. Thus the ability of students in composing complete sentences will develop.

## f. Steps manufacture of fishbone diagram

### 1. Agreed statement of problem

Agree on a statement of the problem. The problem statement is interpreted as “effect” or usually in a fishbone like fish heads. Write down the right most side issues and create long horizontal arrow towards the box. (see figure 2.1)

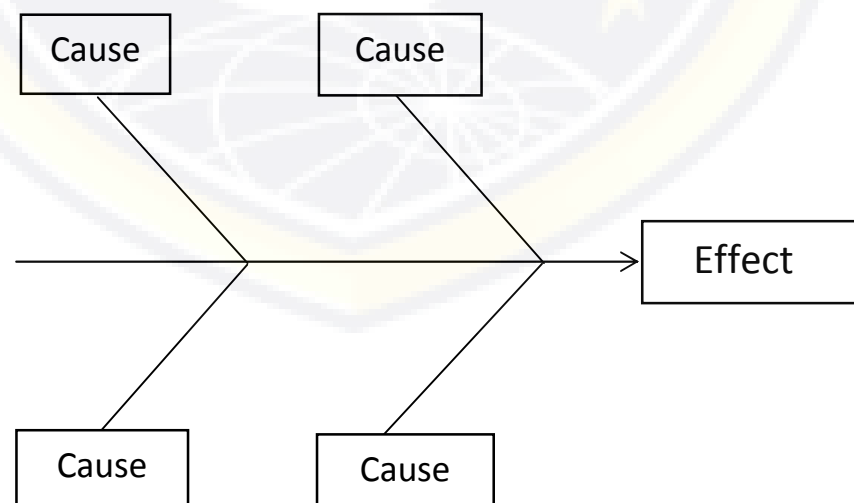
(figure2.1)



### 2. Identifying the categories of impact causes of problems

The main horizontal line, create a diagonal line is the “main cause” of the problem is written, because this interpreted as a “cause” by using six question word : Who, What, When, Where, Why, How. (see figure 2.2)

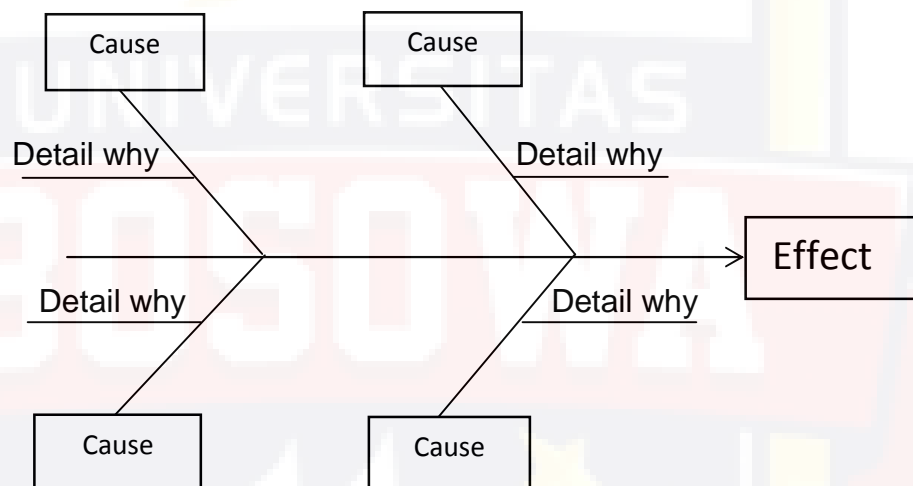
(Figure 2.2)



### 3. Find out causes by brainstorming

Have the group brainstorm to identify the factors that may be affecting the cause and/or the need. For each category of causes, the group should be asking, “why is this happening?” add each “reason why” to the diagram, clustered around the major cause category it influences. (see figure 2.3).

(figure 2.3)

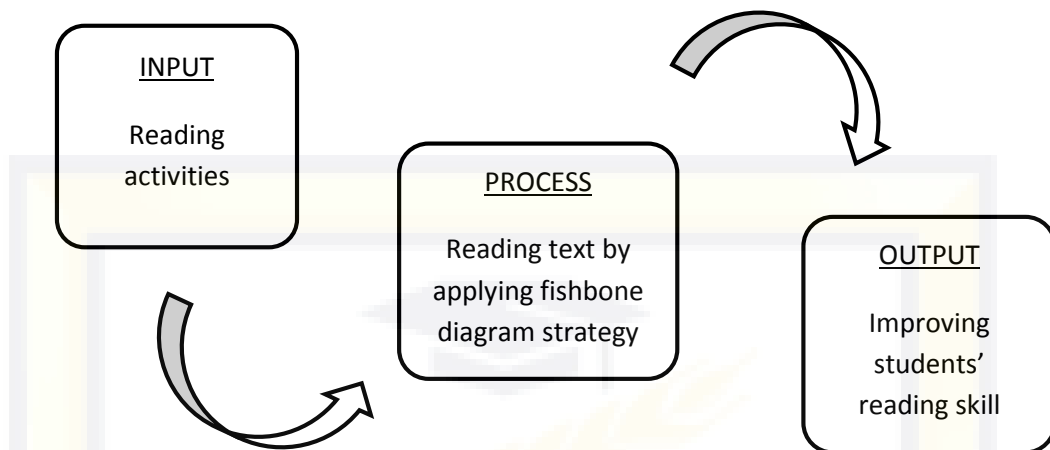


### 4. Examines the reasons why the most likely

So, because of the reasons that appear more than one cause. It's probably the most likely cause, or until the question why can not be answered. When you get over there, because it has been identified.

### C. Conceptual framework

The theoretical framework of this research can be described as in the column :



in the figure above, input, process and output are briefly classified as follows :

1. Input : Reading activities committed to measure the extent of students' reading skill and interpret a text before applying Fishbone Diagram strategy.
2. Process refers to the reading test gave whose aims to know the improving students reading skill through Fishbone Diagram strategy.
3. Output : As the output of the process, it refers to the improving of students' reading skill after got through process (Fishbone Diagram strategy) from research.

#### **D. Hypothesis**

Based on the some pertinent ideas, the writer formulated the following hypothesis : by using fishbone diagram strategy in teaching English can improve the students reading skill at eighth grade students of SMPN 25 Makassar.

## CHAPTER III

### RESEARCH METHOD

In this chapter, the researcher presented location of the research, design of the research subject of the research, procedure of collecting data, technique of data analysis, and indicator of the research.

#### **A. Location of the research**

The location of this research was SMPN 25 Makassar. It was located at Jalan Sanrangan Kompleks BTN Dwi Darma Km.15 Makassar. The subjects of this research were eighth grade students of SMPN 25 Makassar. Which consist 31 students.

This research conducted at the academic year 2017. The determination of this schedule refer to the school academic calendar because Classroom Action Research needed some cycles that need effective learning and teaching process in the classroom.

#### **B. Design of the Research**

This research applied *Classroom Action Research* (CAR) by combining three core words, namely (1) research, (2) actions, (3) class. A class action research and learning activities to be an act. Deliberately raised and occur together in a class.

Action gave by the teacher to the students'. Classroom action research was a study that raise actual problems faced by the teacher in the field (Wibawa,2004 :3).



There were some experts who proposed the action research model to chart a different, but in general there are four common stages to go through, namely: (1) planning, (2) acting, (3) observing, and (4) reflection.

#### 1. Planning

In this stage the researcher explained what, why, when, where, by whom, and how the act performed. In the drafting stage of this research to determine the point of focus of events that need special attention to be observed, then make an observation instrument to help the researcher to record the facts that occur during these procedures.

#### 2. Action

Action was implementation or application of the content of the draft, which is about the action in the classroom.

#### 3. Observation

Observation the activities of the observations made by observers.

#### 4. Reflection

Reflection was an activity to restate what has been done, term reflection comes from the English word reflection, which has translated in the Indonesian language reflection.

### **C. Variables of the Research**

The variable of this research are :

1. The independent variable is the use fishbone diagram strategy in teaching reading skill.
2. The dependent variable is reading skill.

#### **D. Subject of the Research**

Subject of the research was the eighth grade student of SMPN 25 Makassar. The research closed class VIII. At This grade consisted of 31 students 16 female and 15 male students.

#### **E. Procedure of Collecting Data**

This research applied Classroom Action Research (CAR). This research divided into two cycles and each cycle consist of four phases.

##### **a. Cycle I**

Cycle I consist of planning, action, observation, and reflection as follows :

##### **1. Planning**

In this step, the research prepared the material, make the lesson plan, and design the steps in doing action. In this step, the researcher also prepared students' attendance list and space for scoring, sheet for classroom observation, and tests (to know whether students' reading skill improves or not).

##### **2. Action**

In this step the researcher entered to the class and introduce the material to the students' and ask for the students' to read a text. The researcher and students discuss the text. Then the students gave the text to each material.

##### **3. Observations**

Observation made during the learning process take place. In this

step, the researcher observed what happened in the classroom while teaching.

#### 4. Reflection

In this part, the researcher analyzed the result of observation and calculated the result of reading test.

#### b. Cycle II

The research procedures in the cycle II consist of four steps. There were planning, action, observation, and reflection. Each meeting of this cycle the researcher explained more about the fishbone diagram strategy to improve the students' in reading skill.

#### F. Technique of Data Analysis

a. Scoring the students' answer by using this formula :

$$\text{Students' score} = \frac{\text{the number of students' correct answer}}{\text{the correct answer}} \times 100$$

( Dirjen Pendidikan Dasar dan Menengah, 2005 : 1)

b. The classification of student's score

No.	Score	Criteria
1.	90-100	Excellent
2.	80-89	Very good
3.	70-79	Good
4.	60-69	Fairly good

5.	50-59	Fairly
6.	40-49	Poor
7.	<40	Very poor

(Kanwil & Depdikbud, 2000)

c. Rate percentage of the students' score

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

Notation :

P = Percentage

F = frequency

N = the total number of students

(Arikunto, 2006:245)

d. Mean score

$$\bar{X} = \frac{\sum x}{N}$$

Notation :

$\bar{X}$  = Mean score

x = Sum of all scores

N = Total of Subject

(Gay,2006:302)

### **G. Indicator of the Research**

Achievement indicator for this research used indicator based on the indicator minimal criteria completeness from school. It was used also to determine in calculating the stage of students achievement in reading mastery especially use of fishbone diagram. The number of the minimal criteria completeness was 75. So, the students who achieved score 80 until 100 was assumed as the successfulness. And also the students who achieved score under 80 was assumed as the failed.



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter consists of two sections. The first section deals with finding and the second deals with discussion. The finding of this research cover with the description of the result data analysis that discussed in another section.

#### **A. Findings**

The situation prior to the research is based on the writer experience when she was teaching as a research in class VIII.7. The problem was the student didn't understood about Fishbone Diagram and how to applied it.

This problem emerged because some cases. They come from the students and the material. Students were not active during teaching and learning process because of their lack of vocabulary. The material used in teaching and learning process was uninteresting for them and not all of them had enough time to learn English in their class,

Considering those causes, teaching through Fishbone Diagram Strategy was implemented to improve their reading skill, the writer decided to implement Fishbone Diagram Strategy in order to improve the students; reading skill.

#### **1. Cycle I**

As we know that CAR has four stages, namely planning, action, observation and reflection which are described as follows :

a. Planning

In cycle I, the writer gave explanation or general image about Fishbone Diagram and gave reading text to the students. The writer observed and interviewed all students about the content of the whole to know students' improvement in reading skill and to know students difficulties in reading skill

b. Action

This action held on Monday, July 31<sup>th</sup> 2017 which started at 10.40 to 12.00 and followed by 31 students. In this cycle, the writer gave students work paper that contains reading text and multiple choice test. Then, the students read and applied fishbone diagram strategy. The students answered the question based on their task. The writer observed the students activities during learning process.

c. Observation

The data of students' activities in teaching learning process is taken by the writer's observation while the teaching learning process and then the writer made the analysis data which has taken based on the aspect designed which aspect consist of : respect the contribution, active and look for the information. The analysis of the observation's data can be seen.

**Table 4.1** Students' Score in Cycle I

No.	Initial of students' name	Score
1.	A.R.A	80

To be continued

Continuation

(1)	(2)	(3)
2.	DARAF	70
3.	FF	50
4.	GSAL	70
5.	HHB	60
6.	LAA	70
7.	MNM	70
8.	MFP	80
9.	MPAP	80
10.	MKZ	80
11.	MRK	80
12.	MZRZ	60
13.	RFS	70
14.	SK	80
15.	WPC	80
16.	AS	80
17.	ATAS	70
18.	AR	80
19.	FMO	80
20.	FC	80
21.	MR	80

To be continued



Continuation

(1)	(2)	(3)
22.	M	60
23.	NA	60
24.	N	70
25.	NH	80
26.	PAM	60
27.	RAXA	60
28.	RFA	80
29.	RS	80
30.	S	50
31.	TM	80

Source of SMP Negeri 25 Makassar

To know students' classification in Cycle I, it can be seen in table 4.2 below.

**Table 4.2** Students' Achievement in Cycle I

Score	Classification	Frequency	Percentage %
90-100	Excellent	-	-
80-90	Very good	-	-
70-80	Good	19	61,29%
60-70	Fairly good	7	22,58%
50-60	Fair	3	9,67%

To be continued

			Continuation
40-50	Poor	2	6,45%
0-40	Very poor	-	-
<b>Total</b>		<b>31</b>	<b>100%</b>

The table 4.2 showed students' achievement in reading skill in cycle I, none of students categorized into excellent and very good, 19 students (61,29%) categorized into good, 7 students (22,58%) categorized into fairly good, 3 students (9,67%) categorized into fair, 2 students (6,45%) categorized into poor, and none of students categorized into very poor.

The mean score of the cycle I as follow :

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{2290}{31} \\ \bar{X} &= 73,87\end{aligned}$$

The result of the implementation of cycle I shown that the students' reading skill was good, but it did not achieve yet creation of success. The standard of success criterion of the students' reading skill in mean score is 75 (KKM of SMPN 25 Makassar) reveals that mean score of the students' is only 73,87. It means that the study has not been successful yet.

#### d. Reflection

Based on the data presented in table 4.2, it can be started that implementation of using Fishbone Diagram Strategy can improve students'

reading skill was not successfully yet. The creation of success was if the main score of the students is 75. In terms of the students' activity, the result observation showed that students could answer the question easily, but the other could not do it well. They also look confused and finding the correct answer because the researcher gave the test in limited time.

Some students showed their ability and the researcher gave motivation, so the cycle II is needed to be conducted. This action needed to be done because some students get score under 75. The cycle II was conducted to find the improving students' reading skill through Fishbone Diagram Strategy.

## **2. Cycle II**

### **a. Planning**

For the cycle II, the learning plan implemented one meeting, The writer prepared instruments test, RPP, students attendance list and gave explanation about general material about Fishbone Diagram, motivation and tips of how to read the text while enjoy the reading test.

### **b. Action**

The second activity was on Tuesday, August 1<sup>st</sup>, 2017 which started from 9.30 to 11.20. It was like on the first cycle that was learning process through Fishbone Diagram.

Furthermore, as the same previous activities there were activities done by the writer such as observed and interviewed the students. In the second meeting, the students become more relaxed and they began enjoy

the answer questions. Furthermore, they could answer questions easy and correctly.

c. Observation

In cycle II, learning out comes of students' observation that most students were active and serious doing their task, also stated their more understood about Fishbone Diagram. The result of the task can be seen in the following table.

**Table 4.3** Students' score in cycle II

No.	Initial of students' name	Score
1.	A.R.A	100
2.	DARAF	90
3.	FF	80
4.	GSAL	90
5.	HHB	80
6.	LAA	90
7.	MNM	90
8.	MFP	100
9.	MPAP	90
10.	MKZ	90
11.	MRK	100
12.	MZRZ	80
13.	RFS	80

To be continued

Continuation

(1)	(2)	(3)
14.	SK	100
15.	WPC	90
16.	AS	90
17.	ATAS	100
18.	AR	100
19.	FMO	90
20.	FC	90
21.	MR	100
22.	M	80
23.	NA	80
24.	N	90
25.	NH	100
26.	PAM	80
27.	RAXA	90
28.	RFA	100
29.	RS	100
30.	S	80
31.	TM	90

Source of SMPN 25 Makassar

To know students' classification in Cycle II, it can be seen in table 4.4 below:

**Table 4.4 Students' Achievement in Cycle II**

Score	Classification	Frequency	Percentage %
90-100	Excellent	8	25,80%
80-90	Very good	13	41,93%
70-80	Good	10	32,25%
60-70	Fairly good	-	-
50-60	Fair	-	-
40-50	Poor	-	-
0-40	Very poor	-	-
<b>Total</b>		<b>31</b>	<b>100%</b>

The table 4.4 showed that students' achievement in reading skill in cycle II, 8 students (25,80%) categorized into excellent, 13 students (41,93%) categorized into very good, 10 students (32,25%) categorized into good, none of student categorized into fairly good, fair, poor, and very poor.

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{2270}{31} \\ \bar{X} &= 89,35\end{aligned}$$

The result of implementation of cycle II shown that the students' reading skill was good and it achieved the criterion of success. The result

reveals that the mean score of the students is 89,35. It means that the students has successful and the students' reading skill was improved.

d. Reflection

The whole data above indicates that the students' achievement in students' reading skill has improved. The result in cycle I is 73,87, it is improve become 89,35 in cycle II. It means that the teaching by using Fishbone Diagram Strategy can improve the students' reading skill. The comparison between the result in cycle I and cycle II can be seen in the following table.

Table 4.5. The Result Of Cycle I and Cycle II

No.	Name of students	Cycle I	Cycle II
1.	AKBAR RIZKI AFNUR	80	100
2.	DHIPTA ANDY RANDU AL FATRIQ	70	90
3.	FIRMAN FEBRIANSYAH	50	80
4.	GILBERTU SMILE APRYAN LA'LANG	70	90
5.	HEBRON HAMDANI BA'KA	60	80
6.	LUCKY ALI ANZARY	70	90
7.	M.NURFAIDIL M	70	90
8.	MUH FATWA PANRITHA	80	100
9.	MUH PADIL ANUGRAH PRATAMA	80	90
10.	MUHAMMAD KASIM ZABIR	80	90
11.	MUHAMMAD RIFKY KURNIAWAN	80	100
12.	MUHAMMAD ZUL REZKY ZAKI	60	80
13.	REZKY FAHREZA SYAM	70	80
14.	SAKTI KRISMAN	80	100
15.	WICAKRA PRATAMA CAKTI	80	90
16.	ALIFAH SALSABILA	80	90
17.	ATIKA TRI ANDINI SUAIB	70	100
18.	AULIA RAHMAT	80	100
19.	FIONA MAHARANI ONSU	80	90

To be continued

Continuation

20.	FITRI CAHYANI	80	90
21.	MASDAH RAHMADANI	80	100
22.	MUTMAINNAH	60	80
23.	NUR AFIA	60	80
24.	NURHANISA	70	90
25.	NURUL HIQMAH	80	100
26.	PUTRI APRILIA MAHARANI	60	80
27.	RATU AISYAH XENIA AMANDA	60	90
28.	REZKI FORTUNA ASTRI	80	100
29.	RISKA S	80	100
30.	SAFIA	50	80
31.	TAQIYAH MUNAWARAH	80	90
<b>Total score</b>		<b>2290</b>	<b>2770</b>
<b>Mean score</b>		<b>73,87</b>	<b>89,35</b>

Source of SMPN25 Makassar

Based on the observations on the implementation of the research in learning English specially in reading skill using Fishbone Diagram Strategy have improved. It can be shown from the obtaining score of students' reading skill in the first cycle (73,87) to the second cycle (89,35).

Table 4.5. The students' mean score after cycle I and cycle II

No	Cycle	Obtaining Mean Score	Percentage (%)
1	Cycle I	$\bar{X} = \frac{2290}{31} = 73,87$	$P = \frac{19}{31} = 61.29\%$
2	Cycle II	$\bar{X} = \frac{2270}{31} = 89,35$	$P = \frac{31}{31} = 100\%$

Source of SMPN 25 Makassar

Based on the table 4.5 above, the significant differences of score between cycle I and cycle II can be to know wheter the cycle I and cycle II are significant different. The result of mean score in the cycle I is 73,87, and the percentage of pass the KKM is 61,29% and then the result of



mean score in the cycle II is higher 89,35, and percentage of pass KKM is 100%. It can be concluded The students' improvement reading skill by using Fishbone Diagram Strategy was 15,42.

## **B. Discussion**

The writer found several things that could be noted down from the result of observation during the teaching and learning process. The result showed the development of students' cycle I and cycle II. The following was the result of the cycle I and cycle II. Based on the preliminary of study, there were problems. All of the students got difficult in answering questions with long text and they have not mastered the vocabulary. Therefore, the researcher implemented fishbone diagram strategy as a problem solving. The students were enthusiastic when the learning process was continuing. Based on the observation, the researcher got information that the students didn't know how to applied fishbone diagram in reading text. They needed explanation more about fishbone diagram and how to simplifying long sentences be keyword by using six question word : Who, What, When, Where, Why, and How. Based on the reflection implementation fishbone diagram was success, because the students' score increased from 73,87 to 89,35 . Relating to the data through cycle I and cycle II. It show that students reading skill of SMPN 25 Makassar was good. It is supported by the rate percentage of students' cycle I and cycle II. After giving explanation about the material in answered the question, the result reading skill achievement pre-test.

Furthermore the achievement result of cycle I in reading skill were, none of students categorized into excellent and very good, 19 students (61,29%) categorized into good, 7 students (22,58%) categorized into fairly good, 3 students (9,67%) categorized into fair, 2 students (6,45%) categorized into poor, and none of students categorized into very poor.

In the second cycle, the writer were explaining more about Fishbone diagram so that, when the students applying fishbone diagram strategy more focused to keyword by using six question word than cycle I. Then about the questions, the researcher asked the students to remember the wrong answer and replace it to the correct answer. The writer also asked the students to ask what they didn't understand

The student achievement in reading skill in cycle II, 8 students (25,80%) categorized into excellent, 13 students (41,93%) categorized into very good, 10 students (32,25%) categorized into good, none of student categorized into fairly good, fair, poor, and very poor.

So, the success of classical in cycle II for the VIII.7 grade students of SMPN 25 Makassar is 100 %. The result of the implementation of cycle II shown that the students reading skill was good and achievement division fishbone diagram strategy the creation of success. . It was shown from the result of the mean score that the students got of pre-test was , while the mean score cycle I was 73,87 and cycle II was 89,35. It means that the students' reading skill increased

The researcher also found some improvements in classroom situation, as follows:

- 1) The class situation became enjoyable and active learning environment during teaching learning process.
- 2) The students were more enthusiastic during the teaching learning process.
- 3) The students were also active in discussing materials using Fishbone Diagram with their group. It helped them to find their motivation to learn English lesson.
- 4) The students were not bored anymore during the teaching learning process.
- 5) The students did their task by themselves.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents about the conclusion and suggestion based on the data researched and the result in research findings and discussions.

#### A. Conclusions

Based on the result of the research which was aimed at improving students' reading skill through Fishbone Diagram Strategy, the writer concludes that Fishbone Diagram can improve students' reading skill at eighth grade of SMPN 25 Makassar. It could be shown by the increasing of students' mean scores of the students. The mean score of pre-test was 68,38, while the mean score of cycle I was 73,87, and the mean score of cycle II was 89,35. From the result of the test, it showed that there was an improvement of students' reading skill after the writer conducted the research. It proved that teaching reading using Fishbone Diagram can improve the students' reading skill to extent the students' found the important information in the text by simplifying long sentences be keyword by using six question word : Who, What, When, Where, Why, and How.

#### B. Suggestion

Having conducted the result of the study in teaching learning process at eighth grade, the writer has some suggestions to improve the students' reading skill as follows:

### 1. For the teacher

It is important for the English teacher to understand how Fishbone Diagram improve students' motivation in teaching learning English. The researcher must motivate the students' interest in English. The teacher also can be able to develop a good and fun atmosphere in the class so that the students have a comfortable and enjoyable situation.

### 2. For the students

The students must motivate themselves to be active in teaching learning reading skill using Fishbone Diagram. They can encourage themselves to participate actively in teaching learning process either right or wrong what they do. So it can motivate and help them to learn reading skill easily and to avoid from boredom atmosphere.

### 3. For the other researcher

The researcher hopes this finding of research will be useful as a good reference for the others researcher to conduct the similar problem and can be more creative to develop the use of this technique.

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UNIVERSITAS

**BOSOWA**

**APPENDICES**

## Appendix 1 : Test Cycle I

### JUDUL : IMPROVING STUDENTS' READING SKILL THROUGH FISHBONE DIAGRAM STRATEGY AT EIGHTH GRADE STUDENTS OF SMPN 25 MAKASSAR

Keterangan :

1. Tes ini bertujuan untuk mengukur kemampuan membaca siswa melalui fishbone diagram.
2. Hasil tes ini akan menjadi data dalam penyusunan skripsi pada strata satu jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
3. Peneliti mengharapkan agar para siswa dapat membaca dengan menggunakan fishbone diagram. Atas kerja sama siswa peneliti mengucapkan terimakasih.

Nama :

Nis :

Kelas :

Petunjuk pengisian

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban benar !

**Read the story while applying fishbone diagram. Then answer the question below!**

### **SMARTPHONE OR GADGET FOR CHILDREN**

In this era of advanced technology, gadgets make every parent thinks “instantly” in educating their children. So in the present, it’s not unusual anymore when there are parents who provides facilities such as gadgets for their son who is still an early age. Gadget is easier for everyone to access all the information, but what about when the gadget is used for early children who are supposed to be playing with their friends, socializing with the neighborhood, exploring themselves, and thinking creatively when addressing the problem.

The impact of gadget on children will be felt if a child has decreased in socializing with others. Children who are too busy playing gadget tend to be unconcerned about the environment, so they do not understand the ethics of socializing. Moreover, the social networking sites in cyberspace excessively can also often make children think that looking for friends can be done via internet, and they forget the friends that exist in the surrounding environment.

In addition to the impact on the development of intelligence, gadget impact on children’s development also affects the development of children’s eyes. Based on the research results, the use of excessive gadget can aggravate the eye muscles in regulating focus, and cause eye strain. It can accelerate the onset of disorders myopia (minus the eyes) in children.

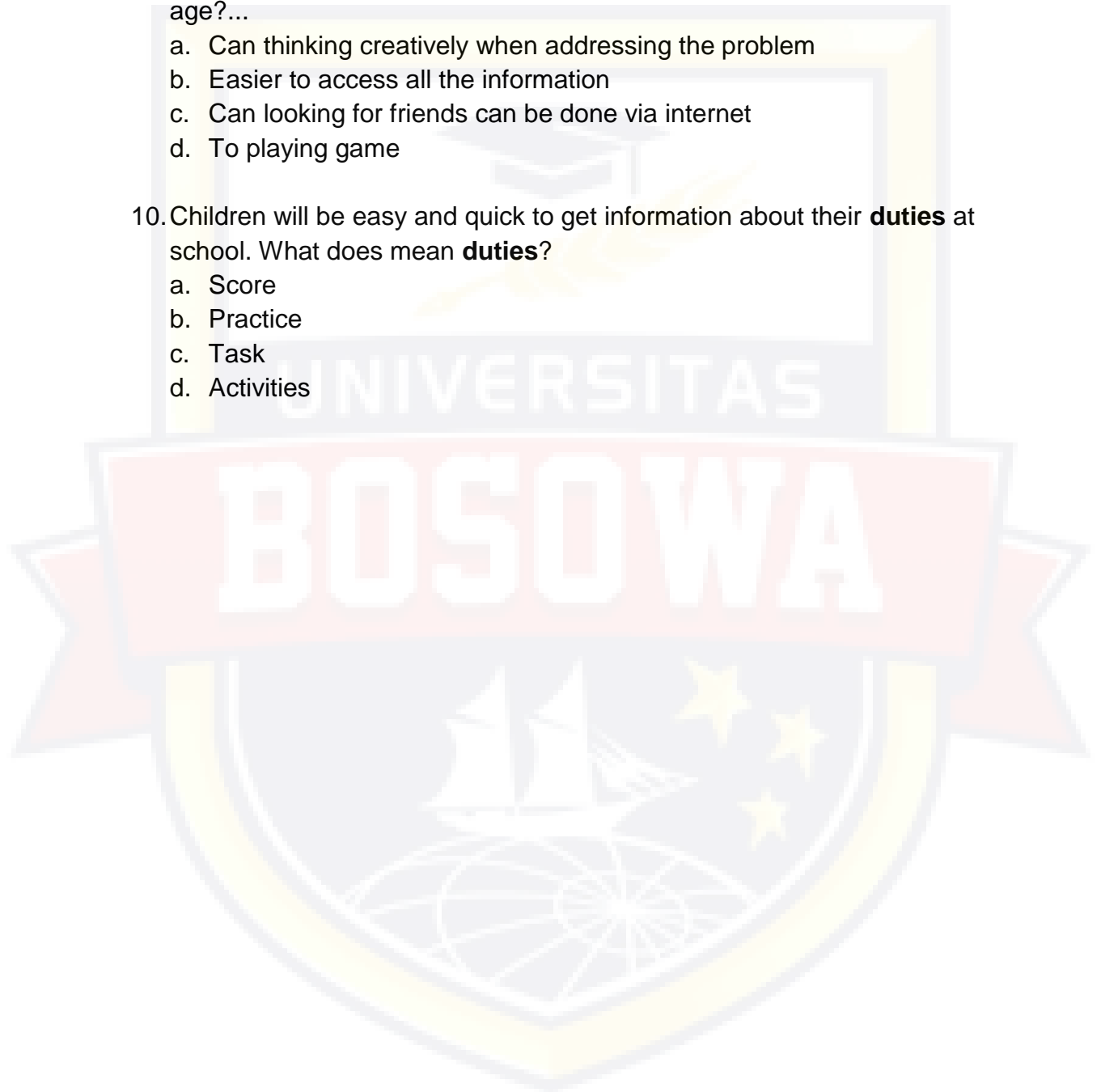
But apparently, there are positive impacts of gadgets on children. By using the high-tech gadgets, children will be easy and quick to get information about their duties at school. Gadgets can also expand the network of friendship because it can be easy and quick to use the social media. Moreover, the gadget can also develop the creativity of children. In this case, the parents play an important role to prevent the things that negatively impact the children. So that children can take benefits from gadgets such as described above. Parents are encouraged to know and understand, the boundaries of age of children can be introduced and given a gadget. In order that its use could be more optimal and more useful in the future of the children.

([www.teksbahasainggristemapendidikan.com](http://www.teksbahasainggristemapendidikan.com))

1. What is the negative impact of the use of gadgets, **except**...
  - a. Affect the development of children’s eye
  - b. Children will be felt if a child has decreased in socializing with other
  - c. Develop the creativity of children
  - d. the development of development of intelligence

2. Who should be play an important role to prevent the thing...
  - a. The parent
  - b. Their friend
  - c. Environment
  - d. Teacher
  
3. Why the children are prohibited to use excessively gadget ?
  - a. They forget the friends in the surrounding environment
  - b. Cause eye strain
  - c. Makes the children become smarter
  - d. There is no impact
  
4. Gadget can also expand the network of friendship. Because,...
  - a. Many people use social media
  - b. Easier to access all the information
  - c. Quick to use the social media
  - d. Can be easy and quick the use the social media
  
5. What is the positive impact of the use of gadget, **expect**...
  - a. Unconcerned about the environment
  - b. Will be easy get information
  - c. Expand the network of friendship
  - d. Develop the creativity of children
  
6. In this era of advanced technology, gadget make every parents thinks "instantly".  
What does "instantly" mean?
  - a. Critical thinking
  - b. Acting without thinking about the negative impact that would occur
  - c. Thinking about action
  - d. The parent want to see their son mastered the technology
  
7. How the role of parents in addressing these problems ?...
  - a. Parents give comprehension to children about the boundaries use of gadget
  - b. They don't care
  - c. They just prohibit
  - d. Give advise about the use of gadget
  
8. Why the children playing gadget, they are unconcerned about the environment?...
  - a. They are focused with social media friend
  - b. Don't understand the ethic of socializing

- c. They think that looking for friend can be done via internet
  - d. They forget the friend in the around environment
9. Why the parents are now facilitating the gadget to their young early age?...
- a. Can thinking creatively when addressing the problem
  - b. Easier to access all the information
  - c. Can looking for friends can be done via internet
  - d. To playing game
10. Children will be easy and quick to get information about their **duties** at school. What does mean **duties**?
- a. Score
  - b. Practice
  - c. Task
  - d. Activities



## Appendix 2 : Test Cycle II

### JUDUL : IMPROVING STUDENTS' READING SKILL THROUGH FISHBONE DIAGRAM STRATEGY AT EIGHTH GRADE STUDENTS OF SMPN 25 MAKASSAR

Keterangan :

1. Tes ini bertujuan untuk mengukur kemampuan membaca siswa melalui fishbone diagram.
2. Hasil tes ini akan menjadi data dalam penyusunan skripsi pada strata satu jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
3. Peneliti mengharapkan agar para siswa dapat membaca dengan menggunakan fishbone diagram. Atas kerja sama siswa peneliti mengucapkan terimakasih.

Nama :

Nis :

Kelas :

Petunjuk pengisian

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban benar !

**Read the story while applying fishbone diagram. Then answer the question below!**

### **SMARTPHONE OR GADGET FOR CHILDREN**

In this era of advanced technology, gadgets make every parent thinks “instantly” in educating their children. So in the present, it’s not unusual anymore when there are parents who provides facilities such as gadgets for their son who is still an early age. Gadget is easier for everyone to access all the information, but what about when the gadget is used for early children who are supposed to be playing with their friends, socializing with the neighborhood, exploring themselves, and thinking creatively when addressing the problem.

The impact of gadget on children will be felt if a child has decreased in socializing with others. Children who are too busy playing gadget tend to be unconcerned about the environment, so they do not understand the ethics of socializing. Moreover, the social networking sites in cyberspace excessively can also often make children think that looking for friends can be done via internet, and they forget the friends that exist in the surrounding environment.

In addition to the impact on the development of intelligence, gadget impact on children’s development also affects the development of children’s eyes. Based on the research results, the use of excessive gadget can aggravate the eye muscles in regulating focus, and cause eye strain. It can accelerate the onset of disorders myopia (minus the eyes) in children.

But apparently, there are positive impacts of gadgets on children. By using the high-tech gadgets, children will be easy and quick to get information about their duties at school. Gadgets can also expand the network of friendship because it can be easy and quick to use the social media. Moreover, the gadget can also develop the creativity of children. In this case, the parents play an important role to prevent the things that negatively impact the children. So that children can take benefits from gadgets such as described above. Parents are encouraged to know and understand, the boundaries of age of children can be introduced and given a gadget. In order that its use could be more optimal and more useful in the future of the children.

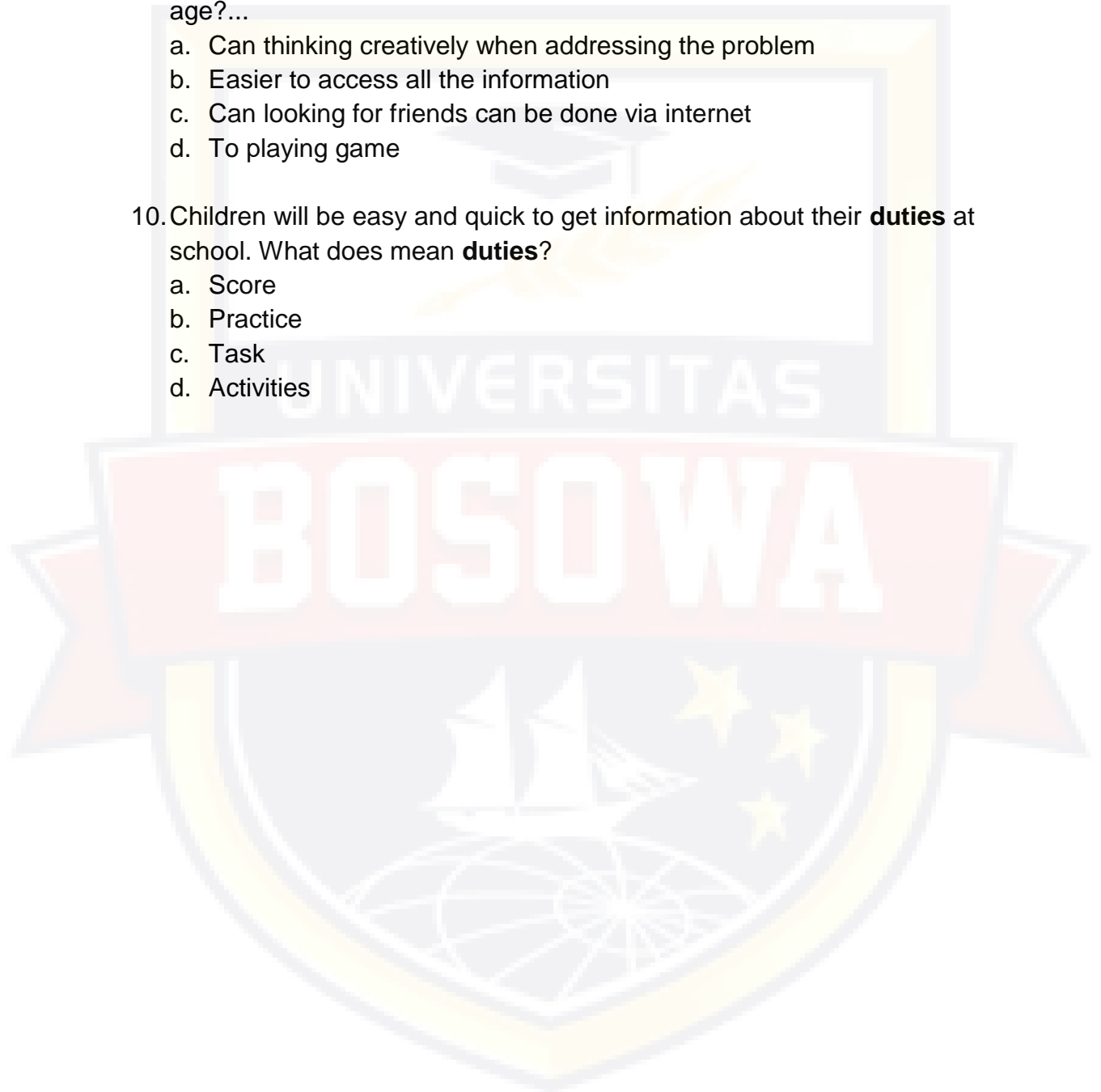
([www.teksbahasainggristemapendidikan.com](http://www.teksbahasainggristemapendidikan.com))

1. What is the negative impact of the use of gadgets, **except...**
  - a. Affect the development of children’s eye
  - b. Children will be felt if a child has decreased in socializing with other
  - c. Develop the creativity of children
  - d. the development of development of intelligence

2. Who should be play an important role to prevent the thing...
  - a. The parent
  - b. Their friend
  - c. Environment
  - d. Teacher
  
3. Why the children are prohibited to use excessively gadget ?
  - a. They forget the friends in the surrounding environment
  - b. Cause eye strain
  - c. Makes the children become smarter
  - d. There is no impact
  
4. Gadget can also expand the network of friendship. Because,...
  - a. Many people use social media
  - b. Easier to access all the information
  - c. Quick to use the social media
  - d. Can be easy and quick the use the social media
  
5. What is the positive impact of the use of gadget, **expect**...
  - a. Unconcerned about the environment
  - b. Will be easy get information
  - c. Expand the network of friendship
  - d. Develop the creativity of children
  
6. In this era of advanced technology, gadget make every parents thinks "instantly".  
What does "instantly" mean?
  - a. Critical thinking
  - b. Acting without thinking about the negative impact that would occur
  - c. Thinking about action
  - d. The parent want to see their son mastered the technology
  
7. How the role of parents in addressing these problems ?...
  - a. Parents give comprehension to children about the boundaries use of gadget
  - b. They don't care
  - c. They just prohibit
  - d. Give advise about the use of gadget
  
8. Why the children playing gadget, they are unconcerned about the environment?...
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  - b. Don't understand the ethic of socializing



- c. They think that looking for friend can be done via internet
  - d. They forget the friend in the around environment
9. Why the parents are now facilitating the gadget to their young early age?...
- a. Can thinking creatively when addressing the problem
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  - c. Can looking for friends can be done via internet
  - d. To playing game
10. Children will be easy and quick to get information about their **duties** at school. What does mean **duties**?
- a. Score
  - b. Practice
  - c. Task
  - d. Activities



**ANSWER KEY**

TEST I and II

1. C

2. A

3. B

4. D

5. A

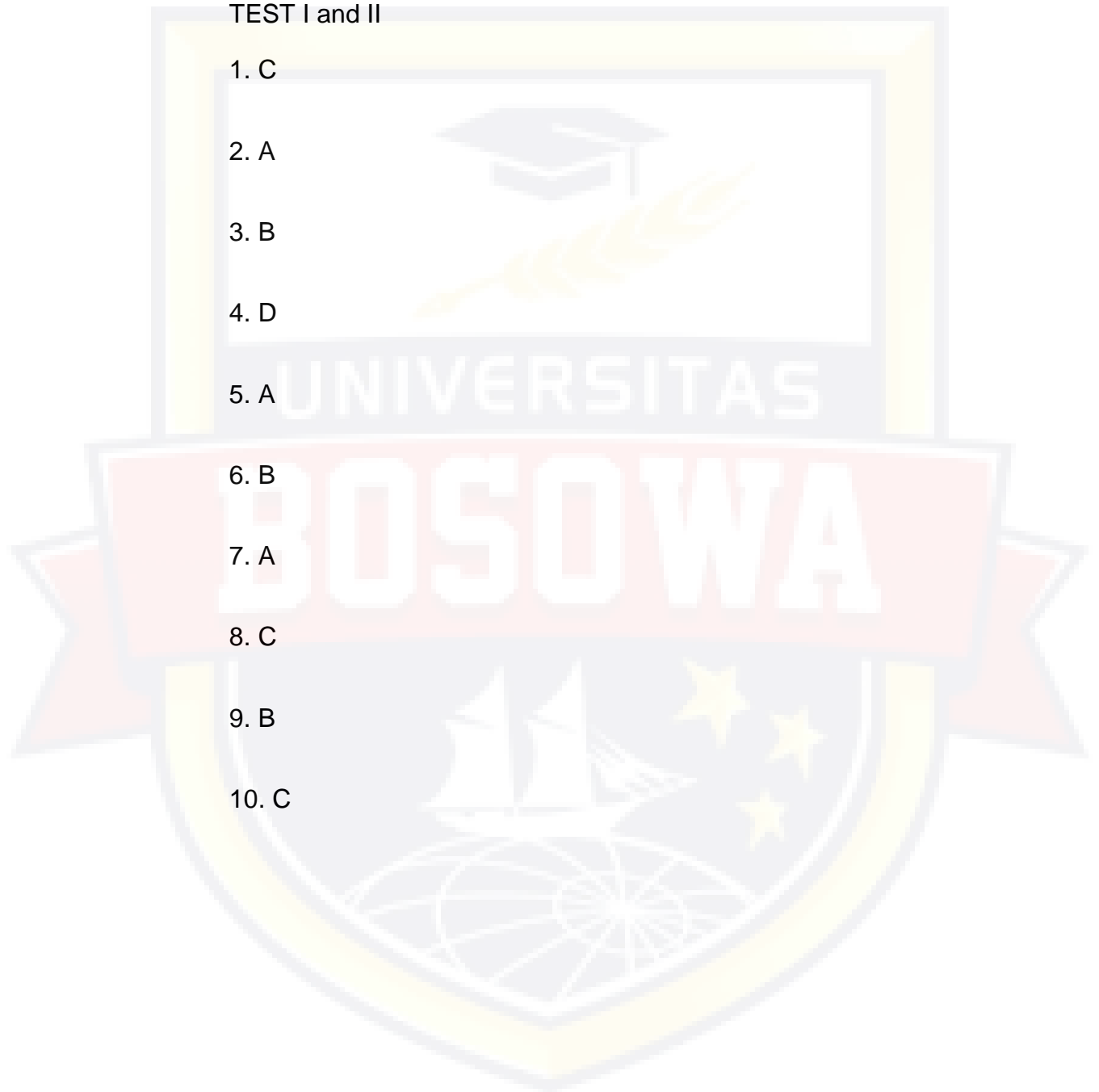
6. B

7. A

8. C

9. B

10. C



**Appendix 3 : Lesson Plan****RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama Sekolah : SMPN 25 MAKASSAR

Materi Pembelajaran : Bahasa Inggris

Kelas/Semester : VIII/Genap

Tahun Pelajaran : 2016/2017

Waktu : 8 x 40 (4x pertemuan)

Aspek/Skill : Reading

A. Standar Kompetensi

1. Memahami makna teks bacaan yang berkaitan dengan kehidupan sehari-hari dengan menggunakan Fishbone Diagram.

B. Kompetensi Dasar

1. Membaca kata atau kalimat dalam teks dengan tepat
2. Mengidentifikasi pokok-pokok permasalahan pada bacaan dengan menggunakan Fishbone Diagram.
3. Menjawab pertanyaan dengan baik dan benar

C. Indikator

1. Siswa mampu memahami isi pada setiap teks
2. Siswa mampu menemukan permasalahan pada isi teks
3. Siswa mampu mengaplikasikan Fishbone Diagram
4. Siswa mampu menjawab pertanyaan dengan baik dan benar

D. Tujuan Pembelajaran

Siswa mampu memahami teks dengan menggunakan Fishbone Diagram.

E. Karakter siswa yang diharapkan

- Jujur

- Kreatif
- Inovatif

F. Materi pembelajaran

Teks bacaan

G. Teknik Pembelajaran

Fishbone Diagram

H. Langkah langkah kegiatan

- a. Kegiatan pendahuluan (10 menit)
- Salam dan bertegur sapa dengan siswa, menanyakan kabar
  - Mengecek kehadiran siswa
  - Menyampaikan tujuan pembelajaran yang akan diajarkan
  - Memberikan apresiasi dan memotifasi siswa.
- b. Kegiatan inti (30 menit)
- Membagikan teks bacaan kepada siswa
  - Menyampaikan bagaimana teknik Fishbone Diagram tersebut
  - Memberi kesempatan kepada siswa untuk bertanya mengenai teknik Fishbone Diagram.
  - Menyuruh siswa membaca teks bacaan yang telah dibagikan dan memahami teks bacaan serta menjawab pertanyaan dengan mengaplikasikan Fishbone Diagram tersebut.
  - Mengontrol kegiatan siswa dalam mengerjakan teks.
- c. Kegiatan penutup (5 menit)
- Guru menyimpulkan materi yang telah diajarkan
  - Memberikan motivasi siswa agar tetap semangat belajar.
  - Mengucapkan terimakasih kepada siswa dan kerjasamanya selama penelitian berlangsung.

I. Penilaian hasil belajar

a. Scoring the students' answer by using this formula :

$$\text{Students' score} = \frac{\text{the number of students' correct answer}}{\text{the total score}} \times 100$$

b. The classification of student's score

No.	Score	Criteria
1.	90-100	Excellent
2.	80-89	Very good
3.	70-79	Good
4.	60-69	Fairly good
5.	50-59	Fairly
6.	40-49	Poor
7.	<40	Very poor

c. Rate percentage of the students' score

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

Notation :

P = Percentage

F = frequency

N = the total number of student

d. Mean score

$$\bar{X} = \frac{x}{N}$$

Notation :

$\bar{X}$  : mean score

x: sum of all scores

N : total number of subject

J. Sumber Belajar

- Internet
- Buku bacaan

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**BOSOWA**



Name: Rezky Fortuna Astri  
class: VIII<sup>7</sup> (eight-seven)

Read the story while applying fishbone diagram. Then answer the question below!

### SMARTPHONE OR GADGET FOR CHILDREN

In this era of advanced technology, gadgets make every parent thinks "instantly" in educating their children. So in the present, it's not unusual anymore when there are parents who provides facilities such as gadgets for their son who is still an early age. Gadget is easier for everyone to access all the information, but what about when the gadget is used for early children who are supposed to be playing with their friends, socializing with the neighborhood, exploring themselves, and thinking creatively when addressing the problem.

The impact of gadget on children will be felt if a child has decreased in socializing with others. Children who are too busy playing gadget tend to be unconcerned about the environment, so they do not understand the ethics of socializing. Moreover, the social networking sites in cyberspace excessively can also often make children think that looking for friends can be done via internet, and they forget the friends that exist in the surrounding environment.

In addition to the impact on the development of intelligence, gadget impact on children's development also affects the development of children's eyes. Based on the research results, the use of excessive gadget can aggravate the eye muscles in regulating focus, and cause eye strain. It can accelerate the onset of disorders myopia (minus the eyes) in children.

But apparently, there are positive impacts of gadgets on children. By using the high-tech gadgets, children will be easy and quick to get information about their duties at school. Gadgets can also expand the network of friendship because it can be easy and quick to use the social media. Moreover, the gadget can also develop the creativity of children. In this case, the parents play an important role to prevent the things that negatively impact the children. So that children can take benefits from gadgets such as described above. Parents are encouraged to know and understand, the boundaries of age of children can be introduced and given a gadget. In order that its use could be more optimal and more useful in the future of the children.

([www.teksbahasainggristemapendidikan.com](http://www.teksbahasainggristemapendidikan.com))

1. What is the negative impact of the use of gadgets, except...
  - a. Affect the development of children's eye
  - b. Children will be felt if a child has decreased in socializing with other
  - c. Develop the creativity of children
  - d. the development of development of intelligence
2. Who should be play an important role to prevent the thing...
  - a. The parent
  - b. Their friend

- c. Environment
- d. Teacher

3. Why the children are prohibited to use excessively gadget ?

- a. They forget the friends in the surrounding environment
- b. Cause eye strain
- c. Makes the children become smarter
- d. There is no impact

X

4. Gadget can also expand the network of friendship. Because,...

- a. Many people use social media
- b. Easier to access all the information
- c. Quick to use the social media
- d. Can be easy and quick the use the social media

✓

5. What is the positive impact of the use of gadget, expect...

- a. Unconcerned about the environment
- b. Will be easy get information
- c. Expand the network of friendship
- d. Develop the creativity of children

✓

6. In this era of advanced technology, gadget make every parents thinks "instantly".

What does "instantly" mean?

- a. Critical thinking
- b. Acting without thinking about the negative impact that would occur
- c. Thinking about action
- d. The parent want to see their son mastered the technology

✓

7. How the role of parents in addressing these problems ?...

- a. Parents give comprehension to children about the boundaries use of gadget
- b. They don't care
- c. They just prohibit
- d. Give advise about the use of gadget

✓

8. Why the children playing gadget, they are unconcerned about the environment?...

- a. They are focused with social media friend
- b. Don't understand the ethic of socializing
- c. They think that looking for friend can be done via internet
- d. They forget the friend in the around environment

X

9. Why the parents are now facilitating the gadget to their young early age?...

- a. Can thinking creatively when addressing the problem
- b. Easier to access all the information
- c. Can looking for friends an be done via internet

✓



d. To playing game

10. Children will be easy and quick to get information about their **duties** at school. What does mean **duties**?

- a. Score
- b. Practice
- c. Task
- d. Activities

80



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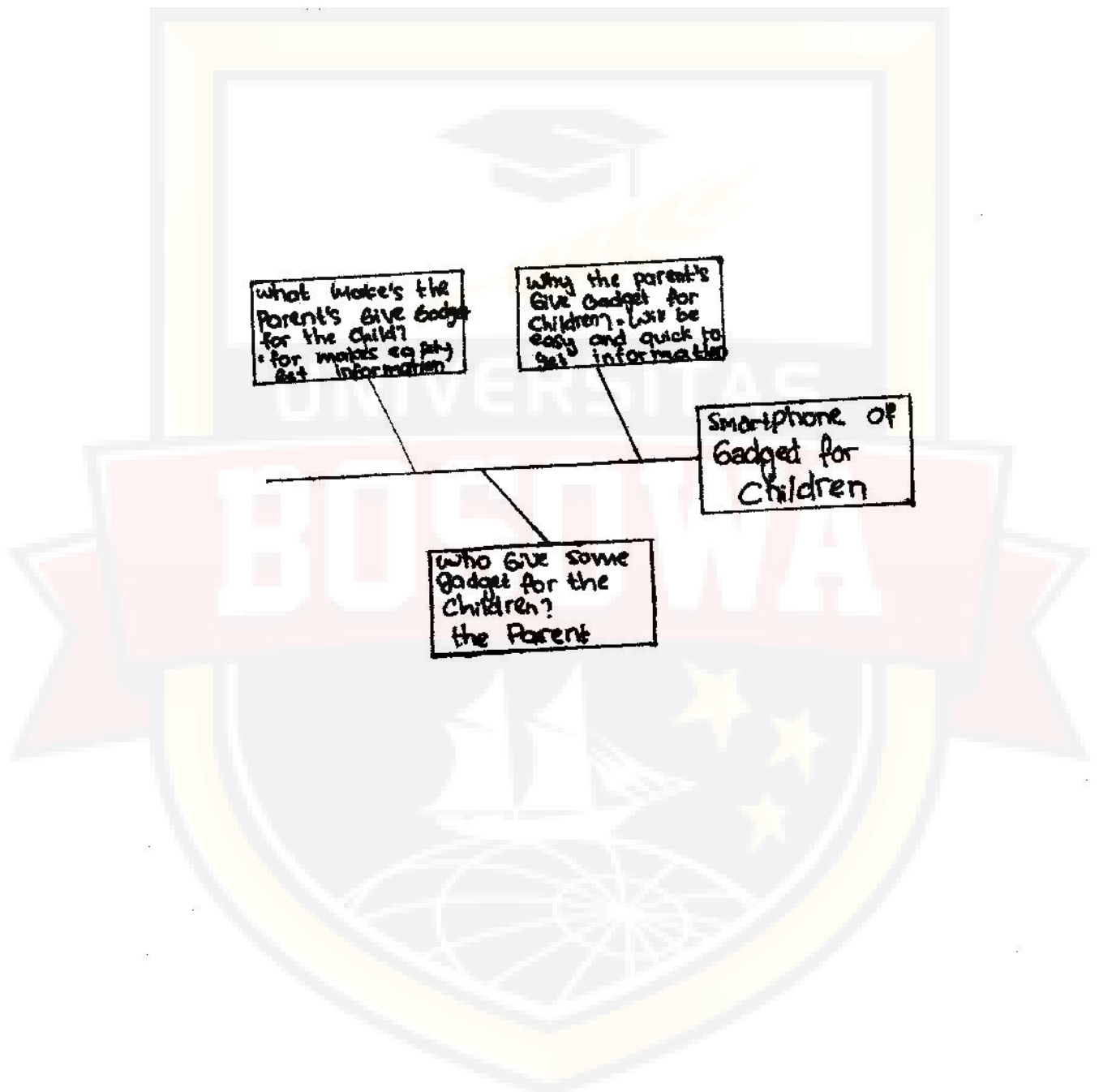


What makes the parents give gadget for the child?  
• for makes easy to get information

Why the parents give gadget for children. Will be easy and quick to get information

Smartphone of Gadget for Children

Who give some gadget for the children?  
the Parent



#### Appendix 4 : The Result of the Students Cycle I

### JUDUL : IMPROVING STUDENTS' READING SKILL THROUGH FISHBONE DIAGRAM STRATEGY AT EIGHTH GRADE STUDENTS OF SMPN 25 MAKASSAR

Keterangan :

1. Tes ini bertujuan untuk mengukur kemampuan membaca siswa melalui fishbone diagram.
2. Hasil tes ini akan menjadi data dalam penyusunan skripsi pada strata satu jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
3. Peneliti mengharapkan agar parasiswa dapat membaca dengan menggunakan fishbone diagram. Atas kerjasama siswa peneliti mengucapkan terima kasih.

Nama : FITRI CAHYANI

Nis :

Kelas : VIII.7

Petunjuk pengisian

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban benar !

Ftmi Cahyani

VIII-7  
22

Read the story while applying fishbone diagram. Then answer the question below!

### SMARTPHONE OR GADGET FOR CHILDREN

In this era of advanced technology, gadgets make every parent thinks "instantly" in educating their children. So in the present, it's not unusual anymore when there are parents who provides facilities such as gadgets for their son who is still an early age. Gadget is easier for everyone to access all the information, but what about when the gadget is used for early children who are supposed to be playing with their friends, socializing with the neighborhood, exploring themselves, and thinking creatively when addressing the problem.

The impact of gadget on children will be felt if a child has decreased in socializing with others. Children who are too busy playing gadget tend to be unconcerned about the environment, so they do not understand the ethics of socializing. Moreover, the social networking sites in cyberspace excessively can also often make children think that looking for friends can be done via internet, and they forget the friends that exist in the surrounding environment.

In addition to the impact on the development of intelligence, gadget impact on children's development also affects the development of children's eyes. Based on the research results, the use of excessive gadget can aggravate the eye muscles in regulating focus, and cause eye strain. It can accelerate the onset of disorders myopia (minus the eyes) in children.

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([www.teksbahasainggristemependidikan.com](http://www.teksbahasainggristemependidikan.com))

1. What is the negative impact of the use of gadgets, **except**...
  - a. Affect the development of children's eye
  - b. Children will be felt if a child has decreased in socializing with other
  - c. Develop the creativity of children
  - d. the development of development of intelligence
2. Who should be play an important role to prevent the thing...
  - a. The parent
  - b. Their friend

X

✓

3. Why the children are prohibited to use excessively gadget ?
- a. They forget the friends in the surrounding environment
  - b. Cause eye strain ✓
  - c. Makes the children become smarter
  - d. There is no impact
4. Gadget can also expand the network of friendship. Because,...
- a. Many people use social media
  - b. Easier to access all the information
  - c. Quick to use the social media
  - d. Can be easy and quick the use the social media ✓
5. What is the positive impact of the use of gadget, expect...
- a. Unconcerned about the environment ✓
  - b. Will be easy get information
  - c. Expand the network of friendship
  - d. Develop the creativity of children
6. In this era of advanced technology, gadget make every parents thinks "instantly".  
What does "instantly" mean?
- a. Critical thinking
  - b. Acting without thinking about the negative impact that would occur ✓
  - c. Thinking about action
  - d. The parent want to see their son mastered the technology
7. How the role of parents in addressing these problems ?...
- a. Parents give comprehension to children about the boundaries use of gadget
  - b. They don't care X
  - c. They just prohibit
  - d. Give advise about the use of gadget
8. Why the children playing gadget, they are unconcerned about the environment?...
- a. They are focused with social media friend
  - b. Don't understand the ethic of socializing
  - c. They think that looking for friend can be done via internet ✓
  - d. They forget the friend in the around environment
9. Why the parents are now facilitating the gadget to their young early age?...
- a. Can thinking creatively when addressing the problem
  - b. Easier to access all the information ✓
  - c. Can looking for friends an be done via internet
  - d. To playing game

d. To playing game

10. Children will be easy and quick to get information about their **duties** at school. What does mean **duties**?

- a. Score
- b. Practice
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- d. Activities

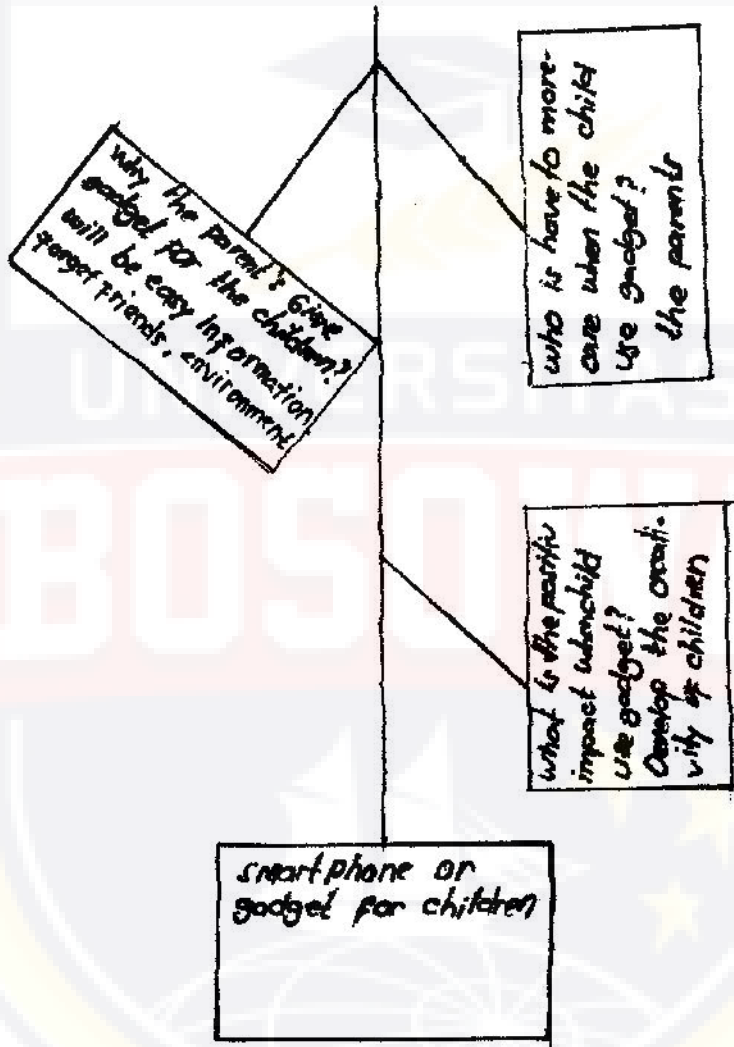


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why the parent's give gadget for the children? will be easy information, target friends, environment.

who is have to more-one when the child use gadget? the parents

what is the positive impact when child use gadget? Develop the creativity of children

smart phone or gadget for children

## Appendix 5 : The Result of the Students Cycle II

### JUDUL : IMPROVING STUDENTS' READING SKILL THROUGH FISHBONE DIAGRAM STRATEGY AT EIGHTH GRADE STUDENTS OF SMPN 25 MAKASSAR

Keterangan :

1. Tes ini bertujuan untuk mengukur kemampuan membaca siswa melalui fishbone diagram.
2. Hasil tes ini akan menjadi data dalam penyusunan skripsi pada strata satu jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
3. Peneliti mengharapkan agar para siswa dapat membaca dengan menggunakan fishbone diagram. Atas kerjasama siswa peneliti mengucapkan terimakasih.

Nama : RESKI FORTUNA ASTRI

Nis :

Kelas : VIII.7

Petunjuk pengisian

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban benar !



Name: Rezky Fatoro A.S.E.  
Class: V<sup>th</sup> (Eight-Seven)

Read the story while applying fishbone diagram. Then answer the question below!

### SMARTPHONE OR GADGET FOR CHILDREN

In this era of advanced technology, gadgets make every parent thinks "instantly" in educating their children. So in the present, it's not unusual anymore when there are parents who provides facilities such as gadgets for their son who is still an early age. Gadget is easier for everyone to access all the information, but what about when the gadget is used for early children who are supposed to be playing with their friends, socializing with the neighborhood, exploring themselves, and thinking creatively when addressing the problem.

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1. What is the negative impact of the use of gadgets, except...
  - a. Affect the development of children's eye
  - b. Children will be felt if a child has decreased in socializing with other ✓
  - ~~c. Develop the creativity of children~~
  - d. the development of development of intelligence
2. Who should be play an important role to prevent the thing...
  - ~~a. The parent~~
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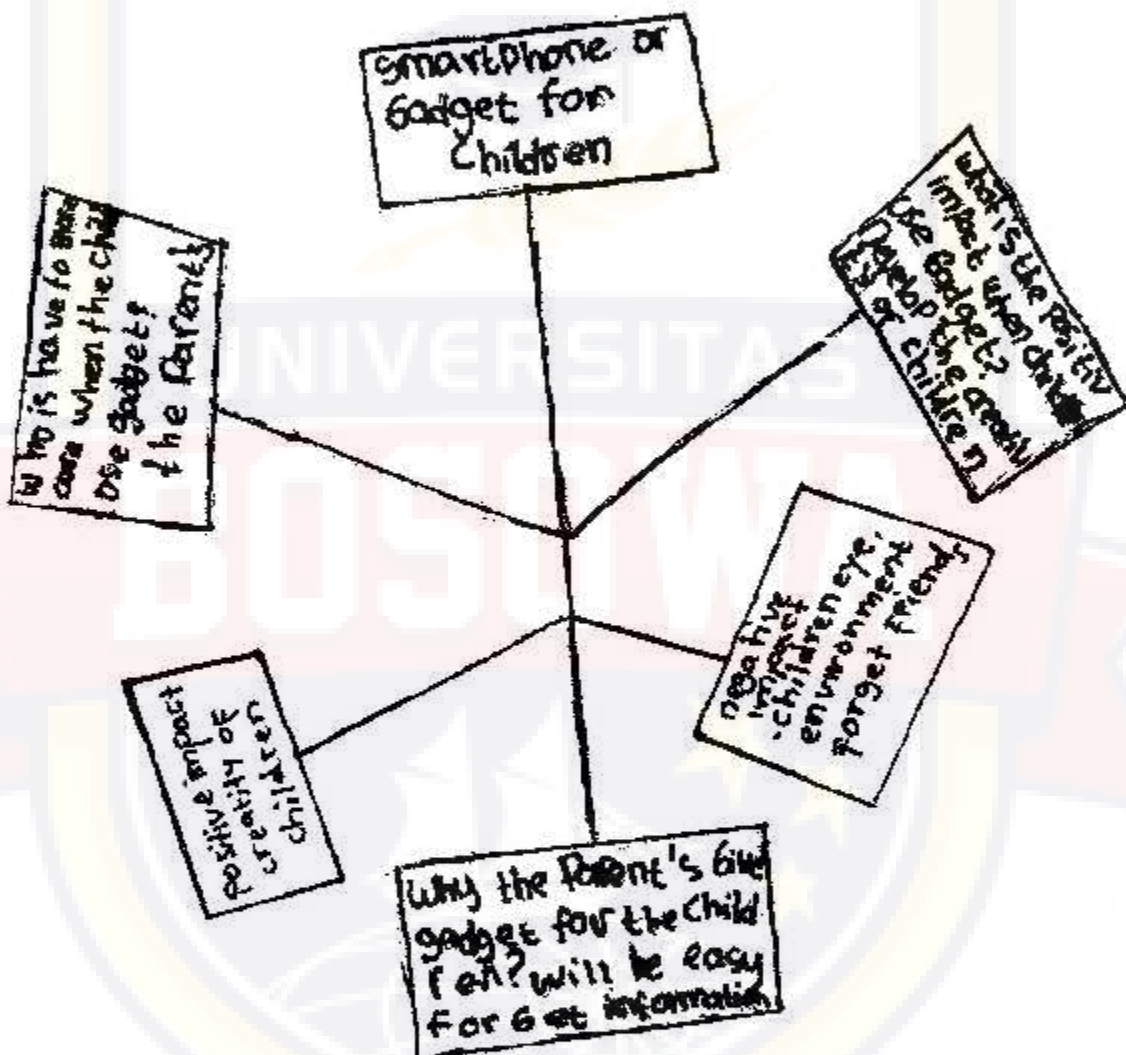
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10. Children will be easy and quick to get information about their **duties** at school. What does mean **duties**?

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- b. Practice
- c. Task
- d. Activities





## Appendix 5 : The Result of the Students Cycle II

### JUDUL : IMPROVING STUDENTS' READING SKILL THROUGH FISHBONE DIAGRAM STRATEGY AT EIGHTH GRADE STUDENTS OF SMPN 25 MAKASSAR

Keterangan :

1. Tes ini bertujuan untuk mengukur kemampuan membaca siswa melalui fishbone diagram.
2. Hasil tes ini akan menjadi data dalam penyusunan skripsi pada strata satu jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
3. Peneliti mengharapkan agar para siswa dapat membaca dengan menggunakan fishbone diagram. Atas kerjasama siswa peneliti mengucapkan terimakasih.

Nama : FITRI CAHYANI

Nis :

Kelas : VIII.7

Petunjuk pengisian

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban benar !

Fitri Cahyani

VIII.7

(22)

Read the story while applying fishbone diagram. Then answer the question below!

### SMARTPHONE OR GADGET FOR CHILDREN

In this era of advanced technology, gadgets make every parent thinks "instantly" in educating their children. So in the present, it's not unusual anymore when there are parents who provides facilities such as gadgets for their son who is still an early age. Gadget is easier for everyone to access all the information, but what about when the gadget is used for early children who are supposed to be playing with their friends, socializing with the neighborhood, exploring themselves, and thinking creatively when addressing the problem.

The impact of gadget on children will be felt if a child has decreased in socializing with others. Children who are too busy playing gadget tend to be unconcerned about the environment, so they do not understand the ethics of socializing. Moreover, the social networking sites in cyberspace excessively can also often make children think that looking for friends can be done via internet, and they forget the friends that exist in the surrounding environment.

In addition to the impact on the development of intelligence, gadget impact on children's development also affects the development of children's eyes. Based on the research results, the use of excessive gadget can aggravate the eye muscles in regulating focus, and cause eye strain. It can accelerate the onset of disorders myopia (minus the eyes) in children.

But apparently, there are positive impacts of gadgets on children. By using the high-tech gadgets, children will be easy and quick to get information about their duties at school. Gadgets can also expand the network of friendship because it can be easy and quick to use the social media. Moreover, the gadget can also develop the creativity of children. In this case, the parents play an important role to prevent the things that negatively impact the children. So that children can take benefits from gadgets such as described above. Parents are encouraged to know and understand, the boundaries of age of children can be introduced and given a gadget. In order that its use could be more optimal and more useful in the future of the children.

1. What is the negative impact of the use of gadgets, **except**...
  - a. Affect the development of children's eye
  - b. Children will be felt if a child has decreased in socializing with other
  - c. Develop the creativity of children ✓
  - d. the development of development of intelligence
  
2. Who should be play an important role to prevent the thing...
  - a. The parent ✓
  - b. Their friend
  - c. Environment
  - d. Teacher

3. Why the children are prohibited to use excessively gadget ?
- a. They forget the friends in the surrounding environment
  - b. Cause eye strain ✓
  - c. Makes the children become smarter
  - d. There is no impact
4. Gadget can also expand the network of friendship. Because,...
- a. Many people use social media
  - b. Easier to access all the information
  - c. Quick to use the social media
  - d. Can be easy and quick the use the social media ✓
5. What is the positive impact of the use of gadget, expect...
- a. Unconcerned about the environment ✓
  - b. Will be easy get information
  - c. Expand the network of friendship
  - d. Develop the creativity of children
6. In this era of advanced technology, gadget make every parents thinks "instantly".  
What does "instantly" mean?
- a. Critical thinking
  - b. Acting without thinking about the negative impact that would occur ✓
  - c. Thinking about action
  - d. The parent want to see their son mastered the technology
7. How the role of parents in addressing these problems ?...
- a. Parents give comprehension to children about the boundaries use of gadget
  - b. They don't care X
  - c. They just prohibit
  - d. Give advise about the use of gadget
8. Why the children playing gadget, they are unconcerned about the environment?...
- a. They are focused with social media friend
  - b. Don't understand the ethic of socializing
  - c. They think that looking for friend can be done via internet ✓
  - d. They forget the friend in the around environment
9. Why the parents are now faciliating the gadget to their young early age?...
- a. Can thinking creatively when addressing the problem
  - b. Easier to access all the information ✓
  - c. Can looking for friends an be done via internet
  - d. To playing game

10. Children will be easy and quick to get information about their **duties** at school. What does mean **duties**?

- a. Score
- b. Practice
- c. Task
- d. Activities





Smartphone or gadget for children

They think looking for friends can be done via internet

who is have to more care when the child use gadget? the parents?

why the parent's give gadget for the children? will be easy information

Parents give boundaries of age children can introduced given a gadget

negative: development of children's eyes  
positive: development creativity

what is the positive impact when child use gadget? Develops the creativity of children

**Appendix 8 : Pictures of the Research**

**Picture 1 : The researcher was distributing test to the students**



**Picture 2 : The students were listening the researcher's explanation**

### Pictures of the Research Cycle I



**Picture 3 :The Researcher was explaining about Fishbone Diagram strategy**



**Picture 4 :The student was not understanding about material and the researcher was explaining it.**

## Pictures of the Research Cycle II



**Picture 5 : The researcher was explaining more about Fishbone Diagram**



**picture 6 : The students were doing reading in cycle II**



PEMERINTAH KOTA MAKASSAR  
DINAS PENDIDIKAN

SMP NEGERI 25 MAKASSAR (UNGGULAN)

NSS : 2011196011178, NPSN : 40311916, AKREDITASI "A"

Alamat : Kompleks BTN Dwi Darma Km.15 Sudiang Raya Tlp.515363 Makassar



**KETERANGAN PENELITIAN**

Nomor : 421.3/430/SMP.25/VIII/2017

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama Negeri 25

Makassar menerangkan bahwa :

N a m a : MUTMAINNA NURHAMZAH  
NIM : 4513101084  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)

Universitas Bosowa Makassar.

Benar yang bersangkutan telah melaksanakan penelitian di SMP Negeri 25 Makassar

Dalam rangka penyusunan Skripsi dengan judul penelitian :

**“IMPROVING STUDENTS’ READING SKILL TROUGH FISHBONE  
DIAGRAM STRATEGY AT EIGHTH GRADE STUDENTS OF SMP NEGERI 25  
MAKASSAR”**

Demikian untuk dipergunakan sebagaimana mestinya.

Makassar , 3 Agustus 2017

Kepala Sekolah,



Dis. H. NURHADI TAIYA

Pangkat : Pembina Tk.I

NIP. 19661231 198903 1 126

## BIOGRAPHY



Mutmainna Nurhamzah was born on July 28<sup>th</sup>, 1995 in Pangkajene. She is the only one child in her family. She hasn't siblings. Her beloved father is Nurhamzah and her beloved mother is Maemuna. She started her study in 2001 at SD Negeri 28 Tumampua II Pangkajene and she graduated in 2007. In the same year, she continued to SMP Negeri 2 Pangkajene and she finished her study in 2010. Then she continued her study to SMA Negeri 1 Pangkajene and finished her study in 2013. In 2013 she decided to continue her study to English Language Education Department, Faculty of Teacher Training and Education Universitas Bosowa, S1 Program. And she finished her study in 2017.