IMPROVING STUDENTS’ READING COMPREHENSION USING FISHBONE DIAGRAM

(A Classroom Action Research at the Tenth Grade of MAN 2 Surakarta in 2015/2016 Academic Year)

Sifti Riana Astuti Fara
Dr. Ch. Evy Tri Widyahening, SS., M.Hum
Slamet Riyadi University

ABSTRACT

The aims of the study are to find out whether Fishbone Diagram can improve reading comprehension and to find out the improvement of Fishbone Diagram in reading comprehension at tenth grade of MAN 2 Surakarta especially X MIA 3 in 2015/2016 academic year.

This research was conducted at the tenth grade of MAN 2 Surakarta from October 2015 until November 2015. The subject of the research was tenth grade students consisted of 29 students. It was a Classroom Action Research. The researcher took two cycles. Each cycle consisted of two meetings. Each cycle had four steps: planning, action, observation and reflection. In collecting the data, the researcher used observation, interview, document and test (pre-test and post-test). In analyzing the data, the researcher used Quantitative and Qualitative data.

There are some improvements in the students’ reading comprehension. The students’ mean score of Pre-test was 58.34. It improved to 68.68 in cycle one and improved to 79.37 in cycle two. It means that Fishbone Diagram can be used as one of the alternative to teach reading comprehension.

From the result of the research, the researcher concludes that Fishbone Diagram was the best technique to teach reading comprehension at tenth grade of MAN 2 Surakarta in 2015/2016 academic year. It can be seen from their achievement. 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. The researcher hopes that the research finding can be used as a starting point and can be utilized as reference.

Keywords: Reading Comprehension, Fishbone Diagram, Classroom Action Research
INTRODUCTION

English is very important in our daily life; many sectors need English as the prerequisites. For example, English is widely used in mass media and oral communication as a mean of exchanging information including science, education, and technology reasons. It means that English has an important position, so the Indonesian students need to learn English as well as possible.

In Indonesia, English is considered as the first foreign language and taught from elementary school up to the university level. Realizing the importance of English, the Indonesian government gives a priority to English as a foreign language to be teach in Indonesia. Based on Kurikulum 2013 (K13) “menunjukan keterampilan menyimak, membaca, menulis, dan berbicara”. It meant that teaching and learning English in high school should be based on the stressing of four language skills, those are listening, speaking, reading, and writing”. It is expected that the students can use their skills to prepare them in higher level of education and in the field of work. Skill in English has four skill. They are listening, speaking, reading, and writing.

Reading is one of English skills that be must master in reading. According to Johnson (2008: 3) “Reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place”. 
There were some factors that cause the students’ problem. It could be seen that (1) the students often felt bored when they must read the text, especially long text, (2) many students lacked of vocabulary mastery although they have been in tenth grade senior high school, (3) when they found some words they did not understand the meaning of the words, they only waited until the teacher explained it to them or asked them about the difficult words, (4) the students had low motivation in teaching and learning reading.

One way to solve the problem is the use of suitable technique. One of the technique that can be used for teaching and learning reading comprehension is a Fishbone Diagram technique. Ishikawa (in Juran, 1999: 3), states that “Fishbone Diagram is to organize and to display the interrelationships of various theories of root cause of a problem”. Fishbone Diagram technique is great to be used in reading comprehension of class X MIA 3 because it is in accordance with the conditions of the students.

Based on problem above the aim of the study are: 1) To find out whether Fishbone Diagram can improve reading comprehension at the tenth grade of MAN 2 Surakarta especially X MIA 3 in 2015/2016 academic year. 2) To find out the improvement of Fishbone Diagram in reading comprehension at the tenth grade of MAN 2 Surakarta especially X MIA 3 in 2015/2016 academic year.
METHOD

The researcher used a Classroom Action Research method in this research. According to Kemmis & McTaggart (in Cohen, 2000: 227), “Action Research is concerned equally with changing individuals, on the one hand, and on the other, the culture of the group, institutions and societies to which they belong. The culture of a group could be defined in terms of the characteristic substance and forms of the language and discourses, activities and practices, and social relationship and organization which constitute the interaction of the group”. In this research, the researcher used two kinds of technique analyzing, they were qualitative and quantitative data analysis. In qualitative data analysis, the researcher used Miles and Huberman’s theory. In Miles and Huberman (in Sugiyono, 2014: 430) describe the interactive model of data analysis, as follows:

a. Data Collection

Data collection is all the data that is collected during the research, such as: the data about the school situation, the data about the students’ ability, the data about the teacher especially the English teacher, etc

b. Data reduction

Data reduction refers to the process of selecting, focusing, amplifying, abstracting, and transforming the data that appear in written up field notes. Data reductions process continuous after field work, until a final report is complete.
c. Data display

Display is an organized assembly of information that permits conclusion drawing and action taking. Looking at display help us to understand, what is happening and to do further analysis or action based on the understanding.

d. Conclusion drawing/ verification

This activity is the third element of qualitative analysis. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification integrally linked to conclusion drawing, entails revisiting the data as necessary to cross-check or verifies these emergent conclusions. In this step, the data which have been displayed and linked is checked again to see systematic patterns and interrelationships between the data. The data are analyzed to make conclusion.

Figure 1 Components of data analysis by Miles & Huberman’s (in Sugiyono, 2012: 247)
In quantitative data analysis, the researcher would use the pre-test and post-test. The result of the test would analyzed using non-independent t-test formula.

a. The mean of pre-test and post-test can be calculated with the formula:

\[
\bar{x} = \frac{\sum x}{n} \quad \text{and} \quad \bar{y} = \frac{\sum y}{n}
\]

Where:

\(\bar{x}\) = mean of pre-test score

\(\bar{y}\) = mean of post-test score

\(n\) = the number of students

(Ary, Donald; Jacobs, L.C; and C. Sorensen, 2010: 108)

b. The t-value can be calculated with the formula as follows:

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

Where:

\(t\) : the t-value for non-independent (correlated) means

\(D\) : the difference between the paired score
**RESULT AND DISCUSSION**

**A. Result**

This research was conducted in MAN 2 Surakarta. It was located at Jl. Slamet Riyadi No 308 Surakarta. The research was held on October 2015 to November 2015 academic year 2015/2016. This class consisted of 29 students they were; 6 boys and 23 girls.

The research implementation of teaching learning reading used Fishbone Diagram through Classroom Action Research and included in two cycles. Every cycle was held in two meetings. Each cycle ended with a post-test on the next day. Each cycle consisted of a series of steps consisting of identifying the problem, planning the action, implementing the action, observing the action, reflecting the action, and revising the plan.

There was significant improvement from the post-test 1 to post-test 2 in the teaching learning reading process using Fishbone Diagram. It was shown from the result of the mean score that the students got of post-test 2 was 79.37, while
the mean score of post-test 1 was 68.68. It showed that the students’ score increased than before.

**B. Discussion**

This part, the researcher discussed the result of the research as a final reflection and getting conclusion. In this process, the researcher described the improvement of students’ reading comprehension after being taught using Fishbone Diagram.

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, and 5) the students did their task by themselves.

The implementation of Fishbone Diagram was successful to improve the students’ achievement score. It was shown from the result of the mean score that the students got of post-test 2 was 79.37, while the mean score of post-test 1 was 68.68 and pre-test was 58.34. It means that the students’ reading comprehension increased.
The improvement could be seen from the result of students’ pre-test and post-test which was done in every cycle. Finally, it could be concluded that Fishbone Diagram could improve students reading score in teaching learning process.

CONCLUSIONS AND SUGGESTION

A. Conclusions

This chapter presents about the conclusion, implication, and suggestion of the research about improving students’ reading comprehension using Fishbone Diagram. Based on the result of the researcher, the researcher concludes that:

1. Fishbone Diagram could improve students’ reading comprehension at X MIA 3 of MAN 2 Surakarta 2015/2016 academic year. It could be shown by the increasing mean scores of the students. The score of pre-test was 58.34, while the score of post-test 1 was 68.68, and the score of post-test 2 was 79.37. The students’ reading comprehension increased in all aspects; meanwhile the KKM (Kriteria Ketuntasan Minimal) is 75. From the result of the test, it showed that there was an improvement of students’ reading comprehension after the researcher conducted the research. It proved that teaching reading using Fishbone Diagram could improve the students’ reading comprehension to extent the students found the main idea, referent of pronoun, the meaning of unfamiliar word, the implicit information, and explicit information.
2. Fishbone Diagram created an enjoyable atmosphere in the teaching learning process in MAN 2 Surakarta. This situation made the students fully participate in the lesson. By applying Fishbone Diagram, it involves students’ participation and more attention. The students became more active in reading activities. They were also enthusiastic in joining the lesson. They were more confidence in sharing their ideas to the whole class and gave more respect to others. They listened to the ideas coming from others and gave responses with a good way. The situation of teaching learning became cooperative work. They worked in pairs to discuss the answer of the questions and shared the result of their discussion to the whole class.

After analyzing the data, the researcher concludes that Fishbone Diagram could improve students’ reading comprehension at the tenth grade of MAN 2 Surakarta in 2015/2016 academic year.

B. Suggestion

Having conducted the result of the study in teaching learning process at X MIA 3 in MAN 2 Surakarta, the researcher has some suggestions to improve the students’ reading comprehension 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 comprehension using Fishbone Diagram. 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 comprehension 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.
REFERENCES


