CHAPTER I

INTRODUCTION

1.1   Background of the Study

English is the first foreign language in Indonesia. This means that English is a necessary subject that must be taught to students from elementary school to college. Mastering English as a foreign language is certainly not as simple as learning English like the national language. Teachers and students must master and understand what strategies are suitable to be used in the process of teaching and learning English. Learning English with the right strategy can help students to understand English material well. Writing is one of the most important skills to learn. Writing is one of the language skills that can be used to communicate and express with others in writing. As we know, writing is not an easy thing. Among the skills, writing is the most difficult skill to learn,because it must be difficult to think by producing words, sentences, and paragraphs simultaneously. Writing is the process of creating a text.

Brown (2004) states that there are five aspects of writing. First is content, which is important in the development of ideas that most links phrase to phrase to get a good phrase. The second is organization which helps create an outline for the reader. The third is vocabulary which is a combination of words into sentences. Fourth, grammar namely the use grammatical forms and syntactic patterns in sentences. The latter is mechanics which used in writing such as spelling, punctuation, references citation, and neatness.

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According to Johnson (2008: 203), writing is having ideas, arranging ideas and communicating ideas. In this sense, grammar, spelling, and punctuation are a means to an end, but they are not ends by themselves. In addition, a productive skill plays an important role in communication since not all language can be expressed verbally. Good writing could not be separated from the process itself. Oshawa and Hogue (2007;15) state that the process of writing has roughly four steps; creating an idea, organizing the idea, writing the rough draft and polishing the rough draft by editing it and making a revision. Those steps are crucial for student so that they can practice and improving their writing skill. Furthermore, the students are able to learn how to make a good paragraph and how to develop their idea based on the criteria of a paragraph with the process of writing.

Paragraph is a sentences about a single topic, together the sentence of a paragraph explain the writer's main idea about the topic (zemach and rumisek, 2005:11). When writers want to develop a new main idea, they begin a new paragraph. A paragraph, can give information, tell an opinion, explain or describe something, or even tell a short story. The sentence is arranged logically, so the readers can easily understand what the writers want to say. If students can focus, they can write successfully. Each and Islam (2005: IV) state paragraph writing is designed to help low-intermediate students analyze model paragraph, find ideas, put them into sentences, organize them into paragraph, review and revise their paragraph. This process will develop their paragraph writing skill and encourage them to be become independent and creative writers.

Based on   interview with one of the teachers in SMP Sila Dharma Denpasar the teacher use a same strategy to teach. The teacher explained the material and

showed the example, and then students were asked to make their own paragraph based on the example given. Sometimes, the student was asked to write a paragraph without guidance on constructing a good paragraph. Moreover, the writing process was not given clear attention and without considering the organization of the paragraph and other criteria. In writing paragraphs they still had difficulties generating and organizing the ideas into a well-written paragraph.

This study was conducted on the seventh-grade student of SMP Sila Dharma Denpasar. Class VIIB was selected, which consisted of 31 students. Based on the interview with an English teacher who taught in this class, the researcher gets some information about the problems that were faced by the student in the teaching and learning process. The class was selected based on the real condition that they were considered to have the low skill in writing. The major problem was that the student was still confused about starting writing and making text based on the generic structure. In addition the understanding of organizing the text was still low. It was difficult for student to create a descriptive paragraph without guidance.

To solve this problem, the researcher proposes the use of fishbone technique to improve students writing skills based on ishikawa's theory with 4 steps of fishbone technique; preparation, drawing, identifying, and producing. First, preparation at this stage, educators provide students with text and fishbone technique student can identify the pattern or structure used in the text by matching it with the structure of the fishbone technique. Second drawing, after student understand how fishbone technique work, students can draw the basic structure of a rib diagram and create a rectangular effect as the main part of the diagram related to the text they are going to write. Third identification, students identify the main

cause as a sign of the main part of the diagram and become a category that must be given additional information in the root causes associated with that category. Fourth produce, after student have finished identifying the main causes and the root causes associated with the effects, they should be ready to generate text using fishbone diagram.

According to explanation above, the researcher was interested in implementing fishbone technique in teaching and learning process to improve the students' writing skill in making a descriptive paragraph. It was state clearly that the strategy would help the students face their problems, especially in generating and organizing their ideas into a well-arranged paragraph. In addition, it would be a good solution for them. This strategy is also appropriate to make the students more active in the teaching and learning process. The researcher believes that this strategy would improve their writing skill and their scores as well. Therefore, the researcher conducted the present study entitled "the use of fishbone technique to improve the writing skill of the seventh-grade students in SMP Sila Dharma Denpasar in academic year 2022/2023

1.2 Research Problem

Formulating a research problem is important in conducting a research in order to produce a specific discussion. The problem is mostly in organizing ideas into a coherent text and with a complete text structure. Therefore, it needs to be improved by using effective teaching techniques and media. Therefore taking into account the research background, the research problem can be formulated as follows: can fishbone technique improve the writing skill of seventh-grade students of SMP Sila Dharma Denpasar in academic year 2022/2023?

1.3 Objective of the Study

Research problem that have been formulated previously must be answered by conducting scientific investigations. Research objective need to be set by the researcher. Thus the research will run well and achieve the objectives based on the research problem to be carried out, namely the writing skills of seventh-grade students of SMP Sila Dharma Denpasar. Therefore, this research was conducted to find solutions to the research problems. Therefore, the purpose of this study was determine the presence or absence of writing skills for class VII SMP Sila Dharma Denpasar students in academic year 2022/2023.

1.4 Limitation of the Study

It is important to limit the research to avoid complicated discussion and make it easier for the research to find data. Researchers will limit the improve wring skill genre which is only in the form descriptive paragraph that they learn from the English teacher. Therefore, this research is limited to improving writing skill using the fishbone technique especially for student class VII of SMP Sila Dharma Denpasar in academic year 2022/2023. It is important for researchers to know the curriculum and syllabus applied in schools to produce lesson plans and prepare teaching materials for data collection.

The fourth basic competency was constructing a short and simple descriptive paragraph about person, animal, and thing. By paying attention to the social function, generic structure, and language features correctly and contextually. Therefore, writing skill in the present study focused on constructing descriptive paragraph that described people or place and consist of generic structure;

identification, description, and conclusion. Furthermore, it should fulfill the scoring rubric criteria by Oshima and Hogue (2007), which focus on format, punctuation and mechanics, content, organization, grammar and sentence structure. Moreover, there would be a picture of person or place as the media to help the students generate their ideas. The students must be described the picture of a person or place that was provided and follow the criteria a good paragraph based on the scoring rubric.

1.5 Significant of the Study

The researcher paid attention to using fishbone technique to improve the writing skill of the seventh-grade students in SMP Sila Dharma Denpasar in academic year 2022/2023 The research findings were expected to give theoretical and practical information of the importance and useful using fishbone technique in teaching writing, especially if the students wanted to describe something. Both theoretical and practical were important to make sure that the present study would give beneficial impacts. Moreover, theoretical and practical to support and strengthen explanation that presented properly. The theoretical and practical significance could be defined as follows.

Theoretical, the research study was aimed to strengthen the theories of writing. In addition, knowing the purpose of writing and fishbone technique. The findings of using fishbone technique to support and contribute to the theory to developing students writing skill. The theories that use in this study could enrich the existing references and support the explanation. The present research findings could be used as empirical evidence that was expected to give information to other

researchers in the future if they wanted to conduct classroom action research, writing skill and fishbone technique. Therefore, the theories could assist the teacher in understanding and developing that strategy for teaching and learning process.

Practically, the findings of the present study were expected to give benefits for the teachers, students, and other researchers. The present study was expected to help the teachers to solve the student's problem in generating and organizing ideas in descriptive paragraph based on the criteria needed as well. On the other hand, the finding was expected to motivate the students to improve their writing skill. The strategy can be applied continuously in school to improve the quality of the teaching and learning process. At last, the present study can be used as references for the other researchers who will conduct a similar research using classroom action research design and applying fishbone technique.

1.6 Definition of Key Term

The definition of key terms is very important to define. This can be used to make a better understanding of the topics covered in this study research in brief in addition, the definition of key terms are the typical words used in this study were the researcher must provide a clear operational definition used in this study. This can be very useful to avoid confusion and misunderstanding of the reader. Key terms need to be stated clearly and concisely, and there are to key terms: writing skill and fishbone technique. Therefore, the researcher defines the key terms operationally. The operational definitions of the key terms used in this study can be briefly described as follows:

1.6.1 Writing Skill

Writing is culturally specific learned behavior, so people will study to write if they belong to members of a literate society, and there is someone who teaches them how to write. From this definition, it can be seen the writing is a skill which can be mastered by people if they are thought how to write. Writing skills are specific abilities which how writers put their thoughts into words in a meaningful form and to mentally interact with the message. Writing skills are an important part of communication good writing skills allow you to communicate your message with clarity and easy to a far larger audience then through face-to-face or telephone conversations. Writing skill is operationally defined as the skill of the seventh-grade students of SMP Sila Dharma Denpasar in constructing a short and simple descriptive paragraph.

1.6.2   Fishbone Technique

Fishbone technique is a teaching technique that requires the mind mapping tool to identify potential roots causing problem, and it is used in teaching descriptive paragraph to the seventh-grade students of SMP Sila Dharma in academic year 2022/2023 which started by preparation to help students generating and organizing their ideas. In the drawing they would write a simple sentence for identification, description, and conclusion based on the picture/topic. In the identification, they would develop the sentence as detail as possible according to the simple sentence in identification, description, and conclusion. After that, they could produce a good paragraph based on the fishbone technique.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1.1 Theoretical Review

The theoretical review is the review the related theories of the present study. The review of the theories is very important to the researcher as the foundation of the scientific research relevant theories must be used to give more evidence in this research. Furthermore, relevant theories that are required must be taken from some sources, mainly from experts to support the present study. Moreover, it allows the readers to understand the construction and evidence in this study. Theoretical review also guide the researcher in conducting and determining the present research, so this research is conducted based on supporting theories. In this chapter, there are three related theoretical reviews, which are discussed as follows: writing skill, descriptive paragraph, and fishbone technique.

2.1.1 Writing Skill

Writing is an important form of communication in daily life. Writing is also one of the skills that have to be mastered by the students in learning language. Developing strong writing skill is very important for students. Since it is not only helping their grades but also prepares them for a professional future. This process can deepen student's critical thinking and knowledge. Moreover, students can explore and convey their ideas in form of writing work, such as paragraph or texts through writing skill. However, writing is the most difficult skill to be mastered (Richards and Renandya, 2002:303). The difficulty lays generating and organizing

ideas and translating into readable text. Writing skills are also influenced by the student's creativity thinking and composing words and ideas.

According to Iannou-gergiou and Pavlou (2003:68), writing is a difficult skill especially in a foreign language. The writers need to be concerned with mastery of language areas such as spelling, grammar, vocabulary, handwriting and punctuation skills. Mastering some numbers of language areas is already difficult, plus writers need to think and outline their ideas. Writers need content as well as the direction in producinga written text (Fulwiler, 2002:19). Therefore, teachers' role is very important in teaching and guiding the students in developing their ability to write. The writing class should be made more creative, communicative, and enjoyable. To influence the students to be interested in learning and improving their writing skill, teachers need to motivatethem and not set all activities into the formal assessment. Moreover, teachers can develop writing topics into something valuable to the students; it can be contextualized topics.

Students must have ideas about what they are going to write. Even though they are just taking notes during the class, they need to think hard before writing it on their notebooks. Writing helps students learn (Raimes, 2001:3). It means students understand better in learning when they write. In addition, writing is a powerful instrument for students since it is used to express their thoughts, feelings, and judgments based on what they have read, seen, or experienced. Writing helps students in developing their memory and delivering what they think about. Moreover, students can practice writing spelling correctly, using vocabulary choice appropriately, and making sentence patterns orderly through writing. To sum up, the more students write, the better-written text that they create.

Writing is more just sitting down and then writes on the piece of paper. Writing involves thinking, planning, writing and revising. There are four steps to be a good writer: prewriting to get ideas and organized them, writing the first draft, checking and revising the work and writing the final copy (Hogue 2008:28). It cannot just be done in one step, but to produce a good writing it must be followed the steps. According to fulwiler (2002:20) how to produce a good writing such as pre-writing, re-seeing the first words and determining whether or not they do the job writers want them to do. The more draft their can manage, the better they final piece is likely to be. The writers usually get their satisfaction in composing their ideas when they see their final writing in important as well.

Graham (2008:2) states that writing is a complex skill requiring considerable effort and time to master. As students move towards the middle-high school grades, writing become more complex as it no longer revolves around a single teacher at each grade level. Writing and writing instructions becomes a shared responsibility across disciplines. Teachers must all devote significant attention to the teaching of writing if they expect student to learn how to write effectively within disciplines. Teachers must guide the student and make sure that they get them writing instructions as clear as possible. Clear direction will direct the students immediately to the objective of writing itself. It is not an easy job as a writing teacher but seeing that what the teachers teaches could make the student successful is the greatest satisfaction as a good and professional teacher.

According to Brown (2004:335), writing as a written product is often the result of thinking, drafting, and revising procedures that requires specialized skill. The upshot of the compositional of nature of writing has produced writing

pedagogy that focuses on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise it for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. Composing process of writing requires the understanding of writing itself. Producing good writing means that putting the process of how to produce it into a well-organized idea.

In conclusion, writing as a productive skill that the writers use to express their feeling and thoughts and deliver the information clearly. To make a good writing product, the writer should follow the process of writing because writing such a complex skill. Based on some theories that have already been mentioned above, the researcher intended to use the theory from oshima and Hogue (2017:15) which explained that writing has roughly four steps that writers must follows to achieve a good writing, those are; prewriting, organizing, writing and revising and editing process. This step should be procedurally conducted to produce a well written paragraph. The theory that was used was relevant to the present study because it was about improving the student's paragraph writing skill.

2.1.2 Descriptive Paragraph

Student is expected to make written product since writing is an important skill that should be mastered. A written product that meant, in this case is a paragraph. According Zemach and Islam (2005:9), a paragraph is a group of about 6-12 sentences about one topic. It means that sentences support the main topic that would be described. A paragraph can give information, tell an opinion, explain something or tell a short story. The sentences should be described the topic logically in specific detail and explanation. Then it would make the readers can capture the

meaning of the paragraph easily. Therefore, when the writers can arrange the paragraph appropriately and clearly, the readers will easily understand what the writers are going to tell the readers through their writing.

A paragraph is a group of related statements that a writer develops about a subject (Oshima and Hogue, 2007:3). The first sentences state the specific point or idea of the topic. The rest of the sentences in the paragraph support that point. That means descriptive paragraph has one topic to be discussed. Moreover, the other sentences in the descriptive paragraph are called supporting sentences. It gives more information about the topic, specific details and explanation. The last in the conclusion as the closing of a paragraph. It is about how the writers' feelings. The statement can be assumed that a paragraph is a group of sentences explaining and discussing the main point or one subject based on the topic sentences.

There are some types of paragraphs; one of them is a descriptive paragraph. The descriptive paragraph describes a thing, place or person clearly, based on the generic structure of identification, description and conclusion. Zemach and Rumisek (2005:25) state that a descriptive paragraph explains how a person, thing, animal, or place looks of feels. An adjective is needed to describe person, thing, place, and animal in vivid detail in writing a descriptive paragraph. Writers use an adjective to describe how the writers feels, tastes, sounds, or smells. In addition descriptive paragraph uses present simple patter. The teacher must make sure that to teach their students descriptive paragraph in writing. They must know the use of adjectives and simple present tense since it is based on the fact.

Kane (2000:351), states that description is about the sensory experience – how something looks, sounds, tastes. Mostly it is about visual experience, but the

description also deals with other kinds of perception. Whatever sense it appeals to, descriptive writing is of two kinds; objectives and subjective. In the objective description, the writers set aside those aspects of perception unique to themselves and describe the perception itself. In the subjective description or impressionistic description, writers project their feeling into the percept. If the objective description says, "this is how the is", subjective says, "This is how the thing seems to one particular consciousness".

According to Oshima and Hogue (2007; 61), a descriptive paragraph tells how something looks, feels, smells, tastes, and sounds. A good description is a word picture and the readers can imagine the object place or person in their mind. The more details the writer includes in a descriptive paragraph, the more clearly the reader would imagine what the writers are describing. The detail should appeal to the five senses. They should tell the reader how something looks, feels, smells, sounds and tastes. Write about colors, sizes, shapes, odors, noises, and texture. The student would describe it as clearly as possible to make the readers imagine it easily, which is the key success of writing a descriptive paragraph.

Descriptive writing uses the word to build the image for the readers. This image came from sights, sounds, smells, tastes, or feelings. It can be assumed that the reader can get information about the objects appearance in a descriptive paragraph. A good descriptive paragraph makes the reader feel as if she or she is in present in the scene. Furthermore, there are three points of descriptive organization such as; introduction, body paragraph and conclusion. In the introduction, the writer introduces what is going to describe related to the topic, including the object or event. In the body paragraph, the writer explains the most description or something

as clear as possible. At last, in conclusion, the writer put their final opinion about the description that is explained (savage and Mayer, 2005; 30).

Based on the statement above, a descriptive paragraph is a paragraph that describes a person, thing, animal and place which consist of generic structure. Regarding the theories mentioned, the researcher use the theory of zemach and Rumisek (2005;5), which state that a descriptive paragraph is how a person, thing, animal, or place looks or feels and it is described by using adjective. In addition the researcher used the theory of savage and Mayer (2005; 33), which explains the three important points in a descriptive paragraph introduction or identification, a body paragraph or description and conclusion. Those theories could be used as a guide; in addition, it was relevant in the present research.

2.1.3 Fishbone Technique

The Fishbone diagram was developed by Kaoru Ishikawa (Xu and Dang, 2020) as a teaching technique. It has the mind-mapping tool needed to identify potential roots causing problem. This is use in pre-writing process and help students to focus on the main idea that they want to discuss. It also stimulates the user to collect more ideas as long as the contents developed and elaborated. There are some advantages of the fishbone diagram technique, those are; helps identify cause and effect relationship, helps develop in-depth joint brainstorming discussion, the brainstorming process encourages broad thinking, keeping teams from limited thinking patterns that can lead to getting stuck, the process of asking why something happened at each stage helps drill down to a root cause quickly, helps prioritize relevant causes, so underlying root causes are address first, and students can determine ideas and develop it easier.

According to Omachonu and Ross, cause and effect diagram is a tool to analyzed root cause for a problem and organize a mutual relationship. This kind of diagram is also called as "fishbone diagram" because it looks like fish skeleton or bone. Fishbone diagram was designed, actually to generate improvement ideas of a product quality with investigating the root cause of a problem. However, as already mentioned, fishbone diagram also can be used in educational settings. This technique can be used by reseacher to find the face problem of the students, so that the reseacher can help to provide solution that can overcome the problem being faced by students.

This diagram is imagined as bone of a fish which probably has a cause to be a problem. The bone can be identified as each measure aspect of writing skill. Those aspects can be changed to any aspects depending on what kind of problem the needs to be analyzed and can help students writing skill. Fishbone diagram can assist the user in gathering and organizing ideas or possible cause of and effect, grasping a common understanding of the problem, analyzing gaps in present knowledge. The main function of fishbone diagram is to analyze the root cause of an effect or problem an investigate the relationship. It can determine detailed factors of students writing skill. It is very useful to evaluate systematically the cause of an effect of student writing skill. It means that fishbone diagram can be powerful tool for brainstorming and mind mapping ideas.

Fishbone diagram actually can used for educational purpose. It can get many ideas from involved students. The students will gain new knowledge when they write a descriptive paragraph. Fishbone diagram can be a guide for discussion. When the students focused for discussion every students will discover how far the

topic or the discussion has developed. The causes of student writing skill can be found clearly by the teacher and the result can be written clearly on the diagram. When it analyzes the production process of students writing skill, then the level of students' skill used in education can be determined.

Fishbone diagram is a tool for analyzing and exploring relation between a cause and effect or a problem. After placing the problem or effect in the head of the diagram, the causes of the effect can be analyzed and investigated. So in this research, the researcher wants to analyze the problem of students writing skill use fishbone diagram technique. The teacher must know what is actually to do and the objective of the technique must be clear enough. It needs the strategy that can be used to improve the students writing skill in descriptive paragraph. To modify positively the situation of the classroom and to make the teaching learning process lively the researcher would like to propose an alternative strategy, that is the one which common known under the term " fishbone diagram".

Fishbone strategy will help the student to organize their idea before developing it into descriptive paragraph. Moreover, the fishbone diagram can motivate the students to write and stimulus their idea also they can build the connection and established the information about descriptive paragraph. This technique is an effective tool for the pre-writing stage of the writing process of students. It becomes complicated since students can consider it demanding to find out ideas to include in their writing.

To solve this problem, the researcher proposes the use of fishbone technique to improve students writing skills based on Ishikawa's theory with 4 steps of fishbone technique; preparation, drawing, identifying, and producing.

1. Preparation at this stage, educators provide students with words and fishbone technique student can identify the pattern or structure used in the text by matching it with the structure of the fishbone technique.

2. Drawing, after student understand how fishbone technique work, students can draw the basic structure of a rib diagram and create a rectangular effect as the main part of the diagram related to the text they are going to write.

3. Identification, students identify the main cause as a sign of the main part of the diagram and become a category that must be given additional information in the root causes associated with that category.

4. Produce, after student have finished identifying the main causes and the root causes associated with the effects, they should be ready to generate paragraph using fishbone diagram.
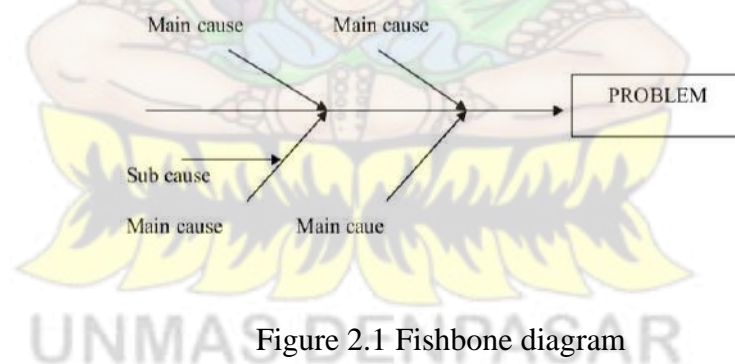

Figure 2.1 Fishbone diagram

2.1.4 Assessing Writing

 In this present study, felt it is necessary to assess student writing skills by carrying out a paragraph construction as the test. However, in choosing or designing a writing test, weigle (2002:40) state that the logical place to begin is by considering the researcher plans to use the test. The researcher planned to use two test; pre-test

and post-test. The researcher asked the student to write a descriptive paragraph based on the picture given. The student writing was scored by using the scoring rubric criteria adapted from Oshima and Hogue (2007; 196), the paragraph must consist of 6-12 sentence, and they had to remember those criteria to make a well-written paragraph based on the criteria.

Writing contains process and product and assessment is needed to assess the product. Assessment is conducted to know the students ability or achievement. Assessment is an ongoing process that and compasses a much wider domain. Whenever student responds to a question, offer a comment, or try out a new word or structure, the teacher subconsciously assesses the student performances (2004; 4). Assessment is also called evaluation. In addition, a teacher should assess students based on objectives evaluation, not subjective. It's important to know by a teacher to make the assessment fair. Furthermore it is crucial to tell the students the assessment criteria that the teacher uses to make the students prepare them and work their best to get a maximum assessment.

Furthermore, Cheng and Fox (2017: 1) say that assessment plays and essential role in language teaching and learning. The day-to-day assessment of student learning is unquestionably one of the teacher's most important, complex and demanding tasks. As teachers, they are the principal agents of assessment, so they need to ensure the quality of classroom assessment practices and use them in ways that best support the students learning. Assessment activity can be carried out between a teacher and a student or a group of students. Besides, the activities include the classroom test and daily assessment that the teacher uses. It is called umbrella term, which includes both the daily classroom assessment practice and

large-scale testing which is externally designed and administered to students, being successful in an external, large-scale context is one of the learning goals of student, which in turn influence the instructional and assessment goals.

According to Black and William in Mckay (2008:140), classroom assessment or teacher assessment refers to the assessment carried out by teachers in the classroom. It may be formative when teachers collect information about students' strengths and weaknesses to provide feedback to students to make further decisions about teaching. It may be summative when teachers collect information at the end of a period, generally reporting progress. A summative assessment carried out by teachers may also inform their teaching. In addition, formative assessment is called assessment for learning. Furthermore assessment can be designed to achieve the curriculum objective and this enables teachers not only to check that learning is taking place, but also to use the feedback.

The construct of writing assessment may be determined by the curriculum and or by theory (McKay, 2008:245). Constructing an assessment for student, a teacher must construct it based on the curriculum, basic competency and learning objective. The teacher may use some theory from an expert that is related to the assessment. In assessing especially writing, the important thing that teachers must consider is the criteria of good writing. According to Brown (2004:247), assessment take on a crucial role in such an approach. To give the student maximum benefits of assessment, it is important consider earlier stages, which consist of the free-writing process until the firs or the second draft. The later stages consist of revising and finalizing a written text as will be published.

Coffin et al. (2003:2) state that assessment is often a major purpose for

students writing. Student may be required to produce essay writing, written examination or laboratory reports whose main purpose is to demonstrate their mastery of disciplinary course content. In assessing writing, the teachers focuses on the content and form of the writing the language used, the text structure, the construction of argument, grammar and punctuation. Assessment can be obtained from directly examining student work to student assesses the achievement of learning outcomes. Besides, it can be obtained from their attitude and participation in every class activity, such as answering the teachers and friends questions.

Brown (2004:218) states that the assessment of writing is no simple task. A teacher must consider the objectives and criteria must to be clear in assessing students writing skill. Teachers must know what is actually they are going to test, and the objectives must be clear enough. Each objective can be assessed a variety of tasks. There are types of writing performance, imitative, intensive, responsive, and extensive. In addition, a paragraph is part of responsive level of writing skill. The assessment task requires students to perform a limited discourse level, connecting sentence into a paragraph and creating a logically connected sequence of two or three paragraph (Brown 2004:220).

In this case, the students were asked to make a descriptive paragraph with certain topics, the researcher would assess the products, and the scores would determine whether their writing would improve or not. Some criteria must students fulfilled. According to Oshima and Hogue (2007:195), teachers sometimes assigned points for each writing skill when grading a paper. They often use a rubric for a scoring paragraph. In the scoring rubric, especially for paragraphs, there five criteria. The first is about the format of paragraph 5 points. The second is about

punctuation and mechanics 5 points. The third is about the content of paragraph 25 point. The fourth is about the organization of paragraph 40 points, and last is about grammar and sentence structure 25 points. The maximum score given for student is the fulfill all the criteria is 100 points. Therefore, the criteria must be explained before the construct a good paragraph.

2.3 Empirical Review

An empirical review is a review in which the information and the theories currently available concerning the topic and the historical background of a topic are reviewed. Furthermore, the empirical review states that observation and measurement the rive knowledge from actual experience the purpose of and empirical review is to show whether the problem being studied has been done before the researcher conducts the present study. In addition, it was also used as a consideration whether the present study could be as successful as the relevant studies or not. In the present study, the researcher wanted to improve the student' writing skills through fishbone technique strategy combined with picture. These are the relevant studies that the researcher review as an empirical review.

The first similar study was conducted by Ardianto (2019) with the title "The Effect of Fishbone Diagram on Students' Writing of Analytical Exposition Text" used a design categorized as quasi-experimental research. The procedure of fishbone diagram used in this research h based on Ishikawa's procedure, they are: preparation, drawing, identification, produce. Population of this research was eleventh grade students of SMA Negeri 4 Tangerang Selatan in academic year 2017/2018. XI IPA 1 and XI IPA 4 were chosen to be the sample of the research.

Both classes contained 32 students and identified to have similar characteristics interms of ability or proficiency in English. There were the experimental class and controlled class to see the difference of the results. The selection of the experimental class and controlled class was discussed with one of the English teacher in the school, considering average of English score and some other cases. The experimental class was taught analytical exposition text by using fishbone diagram, while the controlled class was not given fishbone diagram to learn how tocreate descriptive text.

The strengths of this study were the researcher already stated some expert theories related to the technique to support the study. However, in the theoretical review part assessment of writing, no theory stated the scoring rubric criteria by Oshima and Hogue that the researcher used to assess the students' descriptive paragraph. Moreover, in the lesson plan, the steps of the fishbone technique in part exploring and associating was not in accordance with what the researcher stated in the theoretical review. Besides, there was no list of adjective word that student could use in the learning material. Regarding the weaknesses above, the present study stated the criteria of scoring rubric by Oshima and Hogue (2007:196) that the researcher used to assess the students' descriptive paragraph as clear as possible. In addition, the researcher stated the steps of fishbone technique following what has already been explained in the theoretical review clearly to guide the researcher to implement the strategy. Furthermore, in the learning material, the researcher stated as list of adjectives that students can use to describe the thing and person in detail as possible.

The second similar study was conducted by Mahsunah and Durotun (2018) in The Effectiveness of Using Fishbone Technique on Students' Writing Achievement of Descriptive Text as the First Grade of SMK PGRI Tulungagung showed the result of improvement of students' achievement in writing descriptive text, it can be seen in the mean of the students' scores in every test improved. The gain of the mean score of control group between pre-test and post-test was 7.89 and gain of the mean score of experimental group between pre-test and post-test was 16.81. Although the pre-test score experiment class was better of pre-test score control class, but the gain score experimental class was high. From the research finding before were analyzed with the helped of SPSS program 16.0 version. The students who are taught without by using fishbone technique did not make significant improvement, as seen from the mean scoreof pre-test was 55.11, as seen from the mean score of post-test was 63.51. The calculation of the achievement using t-test shows that there is significant difference of students' achievement before and after those who are taught by using fishbone and those who are not.

The strengths of this study were the researcher already stated several expert theories to support the study. The steps of fishbone technique were explained in the theoretical review. However, the researcher did not explain the implementation of fishbone technique in the learning material clearly that consisted of identification ,description and conclusion in 'tell' part, then made the complete sentence in 'show' part. In addition, the researcher stated how to compile it into a well-arranged paragraph. It was crucial to teach the students using the strategy before delivering the test in order to make the students good in practicing and writing the paragraph.

The advantage of this research is that the researcher also provides good and related theories from experts to support this statement. In addition, the scoring rubric used is adapted from Oshima and Hogue (2007: 196) which is very clear. However, the researcher did not mention how many sentences the subject had to write on the test instructions. It leaves students confused about how many sentences to write in their text because complete instructions are important to avoid this. Therefore, in this study, the researcher put a number of sentences that the subject had to write on the test instructions.Inclusion of the number of sentences in the test instructions will make the instructions clearer and avoid confusion of the subject in doing the test.