

THE IMPLEMENTATION OF FISHBONE STRATEGY TO IMPROVE THE STUDENTS' ARGUMENTATIVE WRITING SKILL

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ABSTRACT

The aim of this research is that the researchers want to know, does the Fish bone strategy able to improve students' writing ability in writing an Argumentative Text in grade X MIPA of SMA Negeri 3 Pematangsiantar. Indonesia context, writing is considered as difficult and hard activity indicating that oral culture is much better than writing one. The students' works are sufficiently kept in the libraries, although to publish those is much more worthy. Therefore, it is necessary to improve the students' writing skill trough a meaningful way namely by teaching writing skill through Fishbone Strategy.

Keywords: fishbone strategy, writing skill, argumentative text

INTRODUCTION

At Indonesia context, writing is considered as difficult and hard activity indicating that oral culture is much better than writing one. The students' works are sufficiently kept in the libraries, although to publish those is much more worthy. Therefore, it is necessary to improve the students' writing skill trough a meaningful way namely by teaching writing skill through Fishbone Strategy. It is commonly realize that language is fundamentally and profoundly part of communication in the society. With language, most people will be able to do a communication and social context. Language is one of the important aspects in human life. The function of language is to communicate, interact, and negotiate with others.

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

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

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

Argumentative text is a problem-solving process that involves the use of goal-directed self-regulatory procedures to manage task demands. To write the argumentative text, the student must thought, memorized the even that ever happened, produce word to be a good paragraph, etc. It means that, argumentative text is the text that difficult enough.

Fishbone strategy will identify various potential causes of an effect or problem, and analyze the problem through brainstorming sessions. Fishbone strategy is a visual way to look at cause and effect. It is a more structured approach than some other tools available for brainstorming causes of a problem. The problem or effect is displayed at the head or mouth of the fish. Possible contributing causes are listed on the smaller “bones” under various cause categories. A fishbone strategy can be helpful in identifying possible causes for a problem that might not otherwise be considered by directing the team to look at the categories and think of alternative causes. Include team members who have personal knowledge of the processes and systems involved in the problem or event to be investigated.

Fishbone strategy will help the students to organize their idea before developing it into paragraph of argumentative text. Moreover, the fishbone strategy can motivate the students to write and stimulate their idea also they can build the connection and establish the correlation between student's experience and new information.

THEORETICAL FRAMEWORK

Concept of Writing

The definitions of writing are variously recognized by some experts. According to Dorothy and Islam, writing is an important construction of communication in habitual life, but it is specifically important in high school or college. It becomes complicated since students can consider it demanding to find out ideas to include in their writing, and each culture has its own style for organizing writing. Nevertheless, writing needs to be learned by students after considering the importance of its role.

In line with the importance of writing, Jordan states that writing is a method highly used by human to carry out intercommunication by means of conventional understandable marks or symbols. It is also used to deliver or to communicate nonverbal message, idea, expression, feeling, or thought. This states that through a piece of writing human beings construct their communication in various ways.

In further explanation, writing is a process of transforming an oral language into a written language. Anything that a student wants to tell someone can be delivered by writing. It can be seen in a letter. In writing a letter, the students can inform anything about themselves or important information to their friends and family in a written form. The statement above is in line with Harmer's notion stating that writing encourages students to focus on exact language use since they think as they write, it may effectively provoke language development as they resolve problems which the writing constructs into their mind. It means that the students can freely express their thought and do some of their everyday matters by writing.

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

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

Whereas, Murray states that writing is a fairly difficult undertaking. This makes increasing effective motivational, behavioral strategies more complex. Theoretically, what

might be seen as the primary purpose of writing for publication? Therefore, be broadened to encompass less rational motives: self-expression, creativity and enjoyment.

In the level of equivalency, Mike Sharples maintains that writing is a peculiar activity, both easy and difficult. The more people think about how they do it, the more difficult it becomes. Daily writing tasks, such as composing a shopping list or jotting down a reminder seem to be quite straightforward. You have an idea, you express it as a series of words and you write them down on a piece of paper. It is a natural and effortless process. Notwithstanding, writing is a solitary task, but a writer is immersed in a world of social and cultural influences.

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

Types of Writing

1) Description

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

2) Argumentation

Argumentation means supporting one side or the other of a controversial topic. Its method is to make a general statement and support it-or sometimes to lead logically to a general conclusion by a series of facts.

3) Narration

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

4) Exposition

Exposition is used to give information, make explanation and interpret meaning. It contains editorials, essays, and informative and instructional material.

Types of Exposition Text there are two kinds of exposition text. They are analytical and hortatory exposition text. This thesis places the writer's position on the essay. From the generic structure, what make big different is that an analytical exposition text ends with paragraph to strengthen the thesis while a hortatory exposition text gives a recommendation for the readers or listeners.

Analytical exposition is a type of text that belongs to the type of Argumentation or argumentative text where the text elaborates the writer's detailed thinking about the phenomenon surrounding. The social function of analytical Exposition text is to persuade the reader that the topic that is presented is an important topic for discussion or attention. The text is written in the present tense and also uses rational processes, internal conjunction to state arguments and reasoning through casual conjunction and nominalization. This is an example of analytical exposition text.

The Dangerous of Using Drugs

Everybody must pay attention of drugs. Drugs are very dangerous for us. Why it is very dangerous for us? Because its can cause harm to our body. In terms of health, many organs in our body can be harm because using drug.

In general, the impact of using drug are can unconscious, make us hallucinate, can harm our nerve, and cause addictive effect. Besides that, using drugs can make the users depressed,

liver disease, schizophrenia, blockage of blood vessels, dehydration, optic nerve damage, brain damage, and finally it can cause DEATH!

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

From my explanation above, it is very clear that drug is dangerous. The example shows that the generic structure of analytical exposition text consists of thesis, arguments and reiteration.

The first one is thesis. In the thesis, the writer introduces a main idea or a topic that will be discussed. Thesis is always in the first paragraph in the text of Analytical Exposition. The second one is arguments. In this part, the writer presents arguments or opinions which support the main topic. Usually in an Analytical Exposition text there are more than two arguments. The more arguments that are presented by the writer, the more confident the readers that the topics discussed by the writer is a topic that is very important or in need of attention. The last one is reiteration. In this part, the writer restates the writer's position. It is written at the end of analytical exposition text. In conclusion, there are four types of writing, such as: narration, description, persuasion and exposition. In this research will be explained just about the argumentative text.

Process of Writing

Harmer embraces that since writing is used for a wide variety of purposes it is created in many different forms. For simply instance, when making a shopping list, someone will clearly modify his mind on more than one event both adding and deleting things on the list. Although this shopping list may not seem to provide an example of sophisticated writing, it nevertheless tell us something about writing process that is the stages a writer goes through in order to produce something in final written form. This process may be involved by the content (subject matter) of the writing, type of writing (shopping list, letters, essays, reports, or novel). Certainly, Harmer has identically categorized into four elements: **Planning** → **drafting** → **editing** → **final draft**

1. Planning

As a long-serving writer who wants to start to write, the writer takes in what they are going to say. In this case, the writers should be thought about three main issues. The initial is they have to consider the purpose of their writing, including the information that they will choose to construct their writing. Secondly, the writer has to think of the audience who read their writing. For instance, it is formal or informal writing. Thirdly, the writer has to consider the content structure of their writing. It is about how to sequence the facts, ideas, or arguments which they have taken in to be embraced.

2. Drafting

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

3. Editing and Revising

According to Nation, editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness. Like all the

other parts of the writing process, editing does not occur in a fixed place in the process. Writers can be periodically reviewing what they write, editing it, and then proceeding with the writing. Thus, editing is not restricted to occurring after all the writing has been completed.

4. Final Draft

After the writer expurgated their draft, making the changes what they believe to be inevitable, they turn out their final draft. It is considerably different from both the original plan and the first draft, because it has changed in the editing process. It becomes the final version that will be proudly read by the audience.

Notwithstanding, the process of writing scopes are very distinct perspectives. On one hand, Alice and Hogue maintain the process of writing into roughly four steps as followed: In the first step, the writers put up ideas. In the second step, the writers classify the ideas. In the third step, the writers write a rough draft. In the final step, the writers polish their rough draft by editing it and making revisions. In the level of equivalency, Brown asserts that the writing process tend to be framed in three stages of writing. The following stages are some stages of writing offered by Brown namely prewriting, while writing (drafting), and post writing (revising).

1) Prewriting

Prewriting is an essential step in the writing process done before the writer is going to write. It puts critical thinking into action. Before starting to write, the writer is asserted to come across ideas to write about. This stage is generally known as brainstorming. It can help the writers get started when they have no topic to develop. It also can helpfully identify information which needed to support the point of view quickly. In other words, brainstorming is one of the several disparate ways to begin writing.

2) While Writing (Drafting)

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

3) Post writing (Revising)

Before finishing their writing, the writers need to see their draft in order that they produce a brilliant writing. They accomplish proofreading before. They also make corrections directly in their first draft to make it clearer and more convincing. This step is called as the process revising. They ought to consider some facets in the text such as content, clarity, form, errors in grammar, and punctuation. The writer might change that order or insert additions to make an appropriate revisions.

The Concept of Argumentative Writing

a. Definition of Argumentative Writing

Scardamalia stated that Argumentative Writing is a problem-solving process that involves the use of goal-directed self-regulatory procedures to manage task demands. Argumentative writing as a type of critical thinking and rhetorical production involving the identification of a thesis also called a claim, supportive evidence (empirical or experiential), and assessment of the warrants that connect the thesis, evidence, and situation within which the argument is being made. Argumentative Writing must be predictive of counterarguments accompanied by responses that are respectful of diverse views within a heterogeneous society.

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

argumentative reasoning is inscribed in the domain of the possible, the preferred, the choice, bringing into a need to put forth the best arguments.

b. The Pattern of Argumentative Writing

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

1) Problem

It relates to the question that is answered in the text. It is not necessarily explicit but adds unity and consistency to the text.

2) Theory or Assertion

It refers to the answer to the problem referred above and it constitutes the author's option/choice. It can be found in any part of the text, but it must be explicit.

3) Arguments or Evidences

The arguments are used to justify the preference of the theory, giving it is sustainable facts.

4) Objections.

These objections constitute arguments with reverse meaning to the chosen theory and are sustained by theoretical positions or factual contexts that negate the possibility of the theory, counter-arguments or reinforcement. These constitute new arguments that are directed at the objections in order to reduce its importance or even to demonstrate the formal insignificance.

5) Conclusion

It is the result of the argumentative process and coincide with the theory, even if weakened by the objections

The Concept of Fishbone Strategy

This subtitle entails the basic definition of fishbone strategy, purpose of fishbone strategy, procedure of fishbone strategy, strength and weakness of fishbone strategy in applying to Argumentative writing.

a. Definition of Fishbone Strategy

Fishbone Strategy is a kind of strategy that uses cause and effect diagram. This strategy uses a diagram-based approach for thinking through all of the possible causes of a problem. This strategy helps people to carry out one problem through analysis of the situation. It will show the causes of a particular effect and the relationships between cause and effect.

McKnight said that Fishbone strategy also known as the Cause and Effect Diagram or Ishikawa Diagram is named after its Japanese inventor, Kaoru Ishikawa in 1915-1989 use the Fishbone to determine the causal relationships in a complex idea or event. This strategy helps students understand how a central theme can have numerous related ideas. To effectively use this graphic organizer, begin with the result and then analyze the contributing causes. In line with that statement, Bose agrees that Fishbone diagram is known as Ishikawa diagram in which its appearance looks like a skeleton of fish to analyze the cause and sub-causes of problem.

In further explanation, Fishbone strategy is a part of graphic organizer to analyze an event, object or issue by utilizing web diagram. Graphic organizers are visual representations of information. They provide the students with a graphic way collecting, organizing, and representing ideas. It can be used to identify the potential (or actual) cause for a performance problem. According to Donohue, a fishbone is used for representing a number of ideas and supporting details for each. Fishbone can have any number of branches, including any number of ideas. Students record a main idea on the top line of each branches, add supporting details under each main idea. Fishbone can be used for identifying the elements of narrative (setting,

characters and plot) describing different character, listing connection (text –to-text, text-to-self, text-to-world), determining important ideas and supporting details. The Fishbone Diagram is a tool that helps identify, sort and display possible causes of a specific problem or quality characteristic.

Regarding the most notions argued by the experts above, it is particularly inferred that fishbone strategy is using a particular effect as a starting point. This activity encourages pupils to consider and generate a list of causes which may feed into the effect. It will show the causes of a particular effect and the relationships between cause and effect. This strategy is exactly needed by students to guide them in building hortatory exposition since building hortatory exposition text needs a great strategy to reveal the cause of the problem.

b. The Purpose of Fishbone Strategy

The main goal of the Fishbone strategy is to expound in a graphical way the relationship between effect and all the factors that influence this effect or called cause. Gulati highlights that fishbone can help us in a systematic and simple way to categorize the many potential causes of problems and to identify root causes. Furthermore, Watkins maintains that the purpose of fishbone strategy is to identify the potential or actual cause for performance problem. It means that fishbone has a purpose to identify the cause of the problem by utilizing it to solve the problem.

In a typical Fishbone strategy, the effect is usually a problem which needs to be resolved, and is placed at the "fish head". The causes of the effect are then laid out along the "bones", and classified into different types along the branches, and the head or topic must be discovered. Synthesis also occurs when the related factors are combined into different categories. Bones can establish the impact of the cause. When used as a cause-and-effect diagram, a Fishbone diagram can be used to represent the extent of influence of each cause.

c. The Procedure in Applying Fishbone Strategy

There are four steps to implement fishbone strategy. Firstly, identify the problem and write it in a box and describe an arrow pointing towards it. Secondly, identify the main factors and draw four or other branches off the great arrow to correspond to main categories of prospective causes. Then, Brainstorm all the possible causes of the problem in each of the most important categories and brainstorm possible causes of the problem. The last, analyze the diagram. By this stage there should be a diagram showing all the possible causes of your problem.

d. The Advantages and Disadvantages of Fishbone Strategy

There are some advantages of using fishbone method. They are:

- a. The fishbone strategy used fishbone diagrams permit a thoughtful analysis to avoid any possible root causes for a need.
- b. The fishbone strategy is easy to implement and creates an easy-to-understand visual representation of the causes, categories of causes, and the last.
- c. By using a fishbone diagram, the students are able to focus on the group on the possible causes or factors influencing the problem or need. 4) Even after the need has been addressed, the fishbone diagram shows many areas of weaknesses that can be revised before the causing more difficulties

The disadvantages of fishbone strategy, simplicity of a fishbone diagram can be both its strength and its weakness. As a weakness, the simplicity of fishbone diagram may make it difficult to represent the truly interrelated nature of problem and causes in some very complex situation.

METHOD

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

Object of Research

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

a. Test

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

1) Pre- test

Pre-test focused on assessing the level of a variable before application of the experimental intervention (or independent variable). The researcher will give the students pretest at the first meeting. The kind of test is essay form.

2) Post-test

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

b. Observation

The research will take field notes on the behavior and activities of individuals at the research site. Observation is a basic method for obtaining data in Classroom Action Research. Observation plays an important part in any kind of data-gathering and most action research project use this as an instrument. In this research, the researcher will directly organize observation in the field research; the researcher looking for the information that related the students' writing in that school and the researcher will take the data of the grade X MIPA 4.

c. Documentation

Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. Documents can often provide relevant evidence and are very useful for constructing the whole picture. The researchers use to documentation is obtains data about state of students, state of the environment, the state of teachers. Moreover, the researcher uses documentation about archives planning learning activity and the results of students' activity, and use document in the pictures form to prove about students' picture during learning process.

3.2 Setting of the Research

The researchers will do the research in Jl. Pane, Tomuan Pematangsiantar, specifically in SMA Negeri 3 Pematangsiantar. It was established on 4th to 18th December 2021. It consists of 2 classes of the students. The total of the students are:

1. X MIPA 4 A: 18 students
2. X MIPA 4 B: 18 students

3.3 Collaboration

The researchers consist of three people, they are Orija Simanjuntak, Tasya Salsabila Putri and Yosi Agnes Rumasi Pakpahan. As long as this research will hold they will be the documenter, mentor and also the researchers.

The implementation of this classroom action research (CAR) in general consists of four they are; planning, implementation, observation and reflection. If the first cycle failed, and that cycle must reviewed be again in the second cycle.

3.4 Data Collection Method

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

a. Test

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3.5 Data Analysis Technique

Data will analyze by conducting some steps and formula needed to average score of the pretest and posttest. The data qualitative data is used to measure data from observation, while the analysis of quantitative data is used to measure data from test. In analyzing the numerical data, the researchers gain the average of listening ability within one cycle, the formula used is:

$$X = \frac{\sum xi}{n}$$

X= Mean

xi= individual score

n= number of students

Then, the researchers will use this formula to know the class percentage which passes the minimum mastery criterion (KKM), so the formula is:

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

P: the class percentage

F: total students who passed KKM

N: number of students

Furthermore to know the result of comparing between pre-test and the post-test the researchers will use these formulas as follow bellow:

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

Note:

M: average/ mean

$\sum X$: total of score

N: total of students

3.6 Indicators of Success

The researchers will claim that this researcher is categorized as a success research if the result of this researcher is if the percentage of students' activity improves in every cycle an reached high predicate or > 80% from Minimum Mastery Criteria (MMC) 72.

DISCUSSION

4.1 Description of Research

In this research, the researchers as English teachers and they are the collaborator conducted the research in two cycles and each cycle consist of planning, acting, observing and reflecting.

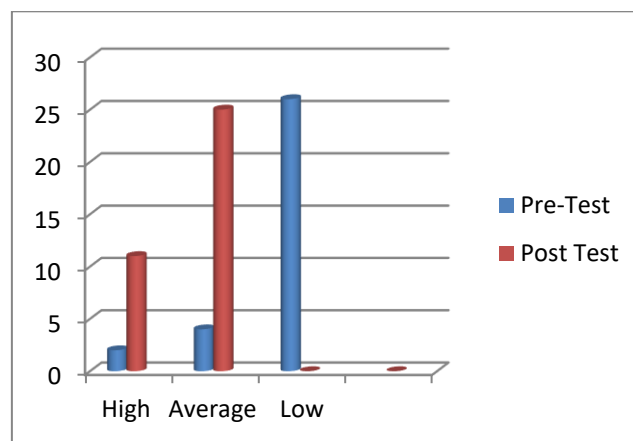
a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' ability in writing ability before giving treatment and it used as the comparison score with post-test. The students were given task to make argumentative text. After they finished the pre-test, the researcher asked them to submit the answer sheets. The result of pre-test could be seen on the table below:

Figure 1. The Pre Test and Post Test Score of Writing Argumentative Text

No	Name	Pre-test	Post-test	Description
1	Andre	44	79	Improve
2	Angelina	61	85	Improve
3	Anggi	75	90	Improve
4	Bayu	72	88	Improve
5	Christy	49	80	Improve
6	Daniel	30	75	Improve
7	Danish	70	86	Improve
8	Donny	65	80	Improve
9	Elsha	65	79	Improve
10	Fadhila	58	79	Improve
11	Frans	40	79	Improve
12	Gabriel	40	75	Improve
13	Gwin	38	72	Improve
14	Imel	40	79	Improve
15	Iqbal	40	78	Improve
16	Josia	45	78	Improve
17	Josua	72	90	Improve

18	Julian	50	75	Improve
19	Julius	47	77	Improve
20	Kikim	74	89	Improve
21	Kristina	44	77	Improve
22	Liza	50	79	Improve
23	Miranda	50	79	Improve
24	Nia	72	79	Improve
25	Patricia	60	80	Improve
26	Paulo	61	79	Improve
27	Raffi	44	76	Improve
28	Reynaldi	50	76	Improve
29	Rizkyna	68	87	Improve
30	Santo	58	79	Improve
31	Shava	60	87	Improve
32	Shinta	56	79	Improve
33	Stefany	60	84	Improve
34	Susi	48	80	Improve
35	Wahyuni	72	87	Improve
36	Yayang	40	80	Improve
Total of Score		1.968	2.901	Improve



Based on the all of the data above, the researchers inferred Fishbone strategy could improve the students' writing argumentative text because there was improvement from average between the pretest and the posttest.

Based on the table of the comparison between students' result score in pre-test and post-test, there were 25 students or 69% of students got average score, there were 11 students or 30% of students got high score and there was not student got low score in the their posttest. It means that in cycle 1 the students' achievement could improve and it was successful because all of the students past their posttest. Therefore, the researchers concluded that the research was successful because the indicator of success had been achieved in the cycle. It means that it would not be continued in the next cycle.

Based on this table, the researchers able to know that almost of the students faced difficult in writing an argumentative text as their pre-test. From the table above the researchers found some data as follow: that there were two students (5%) got highest score, there were four students (11%) got KKM score and 26 students (72%) got low score in their pretest.

1) Planning

The first meeting was done on Saturday, December 4th, 2021. Before studied, the teacher was opened learning activity by praying, greeting, checking attendance list, and introducing the researcher as a teacher for the students. At that time, the researcher has taken the students' pre-test score. Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, work sheet, observation sheet that contains about list of students' names and activity, and evaluation for the second meeting.

2) Acting

The second meeting was treatment. The researchers conducted the treatment on Saturday, December 11th, 2021. In this meeting, the researcher was as the English teacher and Mrs. Orija Simanjuntak as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the material about Argumentative text. At the beginning of teaching learning process, the researcher asked to the students about Argumentative text. Some of the students forgot and just a little of them have known the definition about Argumentative text. Secondly, the researcher explained about definition, generic structure, social function and language feature of Argumentative text. The researcher asked the students about smoking has a negative effect. The students talked about it.

Afterwards, the researcher explained about Fishbone strategy. The researcher wrote in the whiteboard about the application of Fishbone strategy. In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together. After did a treatment, the researcher gave post-test to the students. The post-test was conducted on Saturday, December 18th, 2021, to know how the students' writing Argumentative text after giving treatment. The researcher gave sheets to make short paragraph about daily activity. The result of post-test in cycle 1 could be seen on the table, as follow:

3) Observing

After did the pre-test, the researchers gave the treatment to the students in the cycle , The treatment was conducted by teaching writing argumentative to the students using fishbone strategy, Furthermore, the researcher gave the post-test in the next meeting and the post-test. Afterwards, by analyzing the result of post-test, the researcher concluded that there were 25 students or 69% of students got average score, there were 11 students or 30% of students got high score and there was not student got low score in the their posttest. From the result of students' score in pre-test and post-test I, there was an improving from the students' result score. It could be seen from the average in pre-test 60 and post-test I 75-80. Although there was improving of the students' achievement, cycle I was successfully.

CONCLUSION

Based on the result of the use of Fishbone Strategy in writing argumentative text, the researchers conclude that the Fishbone Strategy can be effective strategy and it can be used as an alternative way in teaching writing. The students were involved actively in teaching learning process. It made the students easier to understand the material so it could improve the students writing argumentative text at grade X (ten) of SMA Negeri 3 Pematangsiantar. There was improvement of the students' average score from pretest 60 became 75-80. The result of cycle

already reached the indicator of success that was 90% students fulfill the standard criteria with the score minimum was 72. Therefore, the research could be stopped in cycle I.

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

1. The students are suggested to improve their vocabularies mastery in order that can success in understanding their writing.
2. It is suggested for the English teacher to use Fishbone Strategy as alternative strategy in the classroom because this strategy is effective to improve the students' writing in teaching and learning process.
3. It is suggested for the headmaster in order to persuade the teachers to use this strategy because it is effective in teaching the material for the teacher.

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