

IMPROVING STUDENTS' READING COMPREHENSION THROUGH REVIEW USING ISHIKAWA FISHBONE TECHNIQUE IN SMPN 1 TAJURHALANG

Aprillia Putri Lisdawati

English Education Program
Faculty of Teacher Training and Education
Universitas Ibn Khaldun Bogor

aprilliaputrilis@gmail.com

ABSTRAK

Memahami isi bacaan adalah hal terpenting dalam membaca. Namun, pemahaman siswa akan bacaannya masih sangat rendah. Mereview adalah salah satu cara yang dapat digunakan dalam memahami isi bacaan. Salah satu teknik review yang dapat membuat siswa memahami bacaannya ialah teknik Ishikawa Fishbone. Teknik ini dapat membantu siswa dalam mengidentifikasi identitas buku, jenis bacaan dan grammatika maupun penambahan vocabulary (kosa kata bahasa inggris) siswa. Penelitian ini melibatkan 5 responden yang berasal dari kelas 9 di SMPN 1 Tajurhalang Bogor, dengan beberapa tahapan yaitu penjelasan, praktik pembuatan dan interview. Responden memiliki tanggapan yang sangat beragam, tetapi memiliki kecenderungan yang sama yaitu teknik Ishikawa Fishbone dapat membantu mereka dalam memahami bacaannya

Kata kunci : pemahaman baca, review, teknik ishikawa fishbone

ABSTRACT

Comprehense the reading is very important. However, student's reading activity still lack of comprehension. Review is one of the way that student use to comprehend their reading . one of the technique in reviewing is Ishikawa fishbone. This technique can help student to identify book identity, kind of text and tenses and also English vocabulary. This research involved 5 students of SMPN 1 Tajurhalang in grade 9 as the respondents that has completed several steps that consist of explaining the theory, practice the fishbone diagram and interview. The opinion of respondent has been diverse but has same meaning if Ishikawa fishbone technique can help them to augment their reading comprehension.

Keyword : reading comprehension, review, ishikawa fishbone technique

INTRODUCTION

Reading is an activity to gain the information. Imron Rosidi (2015a) said that reading is a bridge which is able to connect us with all kinds of knowledge on the earth. But, students still lack of interest in reading. Based on the result of most littered nation in the world in 2016, Indonesia has placed in 60 of 61 countries in reading interest. It makes Indonesia as a country that lack of interesting in reading. Imron Rosidi (2015b), "one of the causes of students' lack of interest in reading is the feeling of boredom that often arises when students read". It will happen if students can't get the idea of what they have read. In order to improve students' reading comprehension, review becomes one of the appropriate tools that can help

students to understand what they have read (Wainwright, 2007).

One of the review techniques that can help students understand their reading is Ishikawa fishbone technique. Krus (2010), "fishbone strategy to understand information, apply ideas to a new situation and analyze connection and direction". Nasir (2014) said that Ishikawa fishbone is a tool to understand and organize the information. Ishikawa fishbone technique is not only a tool that can help students to understand their reading but also it helps student to improve their creativity. One of the teachers in SMPN 1 Tajurhalang, Susi Sulistyawati, S.Pd that has been applying Ishikawa fishbone technique said that the use of Ishikawa fishbone technique is not only to help students' reading comprehension but

also to improve their creativity because students are free to create the diagram as creative as they can.

Ishikawa fishbone was invented by Dr. Kaoru Ishikawa, a Japanese quality control statistician and it is also referred to as the Ishikawa diagram.. 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 (Bose, 2012). This diagram is used to analyze the cause and effect of a problem. The cause of problem will be written in the skeleton of the fishbone diagram then the effect will be written in the head of the fishbone. That is why this diagram also known as cause-effect diagram. This technique can help the employee to analyze the problem of their company.

Now a days, Ishikawa fishbone technique also use in literacy. That can use to analyze the cause and effect of the story with reviewing the intrinsic unsure of a story as the cause and find the moral value as an effect of it. Therefore, the researcher believes that Ishikawa fishbone technique can help students' reading comprehension.

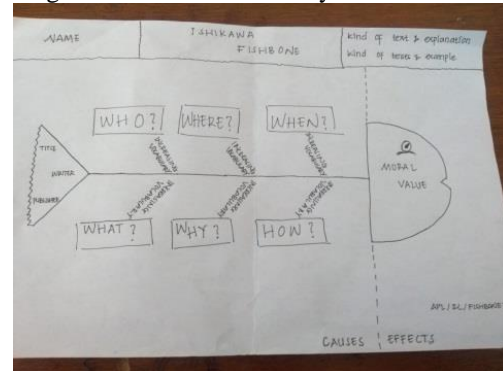
The aim of the study is to know students' opinion about Ishikawa fishbone technique on reading comprehension.

METHOD

In this research, the researcher use interview as an instrument to gain students' opinion about Ishikawa fishbone technique, interview is one of the instruments in qualitative research method. Edmonds (2017) claims that "Qualitative method represents a form of data collection and analysis, with a focus on understanding and emphasis on meaning. This method often used to explore the 'how' and 'why' of systems and human behavior and what governs these behaviors. Specifically, it is a method for examining phenomena, predominantly using 'words' for data". Five students of grade 9 in SMPN 1 Tajurhalang had involved in this study that consist of three stages.

First stage, the researcher gathers five respondents that were familiar with Ishikawa fishbone technique because of the literacy movement in their school. In the school literacy movement, students had to make a review from a book and use

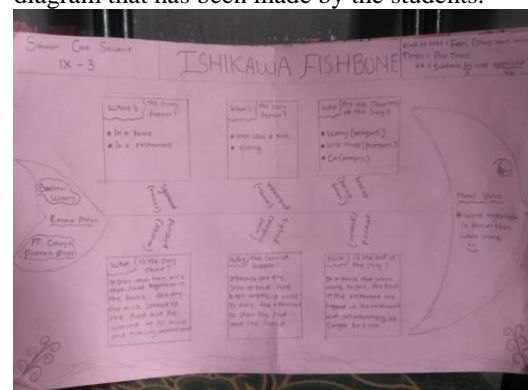
Indonesian language, but in this study i try to ask them to make a review from a book and written it in English. I also try to modify the fishbone technique as same as student needs in reading comprehension, such as book identity, kind of text, grammar and increasing vocabulary. Here is the fishbone diagram that was modified by the researcher.



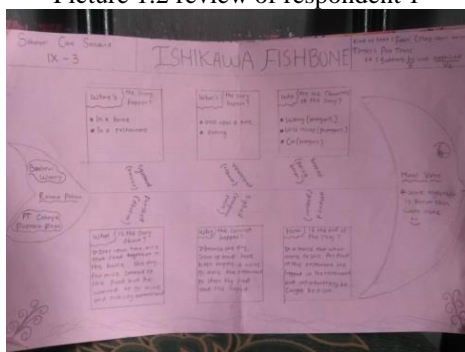
picture 1.1 modification of ishikawa fishbone

The researcher use AEOSOP' fable as a story book that will be read by student, the book is written in English and consist of several fable. Students can choose which of the fable that students like to review. Then, the researcher asks them to understand the intrinsic of the story (5W1H and moral value) and find the extrinsic unsure of the story (kind of text, book identity, kind of grammar and increasing vocabulary).

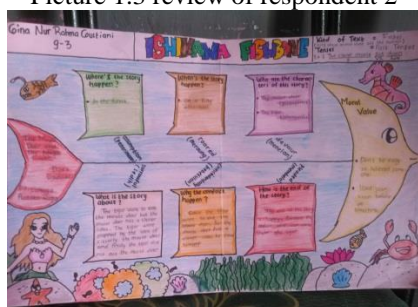
Second stage, after finding the intrinsic and extrinsic unsure, students start to draw the fishbone and fill it. Students write identity of the book in the tail of fishbone, then students write the increasing vocabulary (vocabulary that they just found in the story) in the bone and connect it with 5W1H, after that, they write the moral value as the effect of the story in the head of fishbone. Here are the Ishikawa fishbone diagram that has been made by the students.



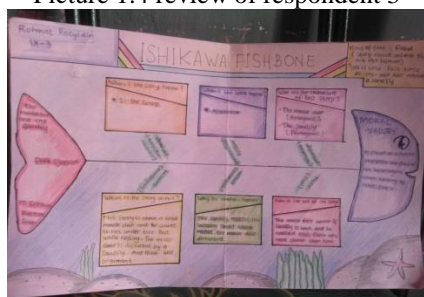
Picture 1.2 review of respondent 1



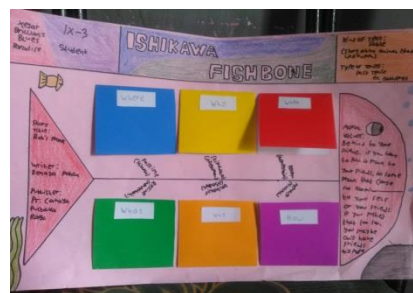
Picture 1.3 review of respondent 2



Picture 1.4 review of respondent 3



Picture 1.5 review of respondent 4



Picture 1.6 review of respondent 5

Third stage, in this last stage, the researcher does an interview with all of the respondents. Semi structured interview is used in this study to gain students' opinion after applying Ishikawa fishbone technique. Based on M. Easwaramorty (2006), "Semi structured interview is an interview that use to know respondent's opinion". Before the interview session, I also ask the respondents to explain about the story that they had been review in order to check their reading comprehension. Wainwright (2007), "discussion, explain the story that we have read to the others and make them understand with the story, it can be sign of understanding".

RESULT OF THE STUDY

the researcher used semi structure interview to gain the students' opinion about Ishikawa fishbone. Before the interview I also ask them to explain the story that they have read. In this interview, I prepare 5 (five) question about Ishikawa fishbone technique and reading comprehension.

1. Why do you choose this story?

Responden	Answer
1	because the story is not too long
2	because the moral value of the story is interesting
3	because is not an usual story that I ever knew
4	I never heard this story and it makes me curious
5	I never heard this story, and the moral value is nice

Table 1.1 students' opinion of question 1

2. Describe in percentage, your understanding of the story that u had review?

Responden	Answer
1	80%
2	80%
3	90%
4	90%
5	75%

Table 1.2 students' opinion of question 2

3. Do you understand the idea of the story directly after read it or after reviewing it with Ishikawa fishbone technique?

Respondent	Answer
1	Only read the story is not enough, this review technique can help me understand the idea of the story
2	No, I just understand it after I found the intrinsic unsure and I get it from this technique
3	I just know the plot when I read this story but I cannot get the moral value, with review I can understand it completely
4	I have to read the story more than one time and translate it into Indonesian, but with review help me write the vocabulary that I don't know before
5	I am little bit confuse because the story is written in english but Ishikawa fishbone technique can help to get the idea of the story

Table 1.3 Students' opinion of question 3

4. What is your opinion about Ishikawa fishbone technique?

Respondent	Answer
1	A helper diagram that can help us understand the reading
2	Ishikawa fishbone diagram can attract people to read it and it is a creative diagram because we are asked to decorate the diagram
3	Ishikawa fishbone diagram can makes the reader easily to understand the story because there are several points that can help us to understand the story
4	Ishikawa fishbone diagram has a complete point that can help me to understand the reading comprehensively
5	Concept maps such as mind mapping but have different forms namely fish bones and have complete elements

Table 1.4 students' opinion of question 4

5. Is this technique helpful to understand the contents of the reading? And what benefits do you get with this review technique?

Respondent	Answer
1	Very helpful, because one of the points in Ishikawa fishbone, we were asked to search for new vocabulary and write it down, it makes us understand the story and can improve our vocabulary
2	Helpful, because it has eye-catching appearance that can make other interesting to read and make it. In addition this technique also can enhance our creativity
3	Very helpful, beside to understand the story easily, we can also gain other information such as kind of text and tenses
4	Very helpful, because Ishikawa Fishbone has a complete elements, such as the identity of the book, the type of text and tenses thus making our understanding of the reading more comprehensive.
5	Very helpful, because Ishikawa Fishbone can help us easily to understand the reading by looking for the requested points and can improve our vocabulary.

Table 1.5 students' opinion of question 5

DISCUSSION

From the results of the interview there are several conclusions from each question. From the result of question number one, it proves that students actually are not lazy to

read, we can see that only one student that choose the story that has few words. Meanwhile the others choose the story because they never heard that story and nice moral value. So, if they understand with

what they read and enjoy the story. They will not be bored in reading. The result of question number 2 revealed that at least after reviewing the story students understand 75% the content of the story. In addition, the result of question number three also revealed if only read the story was not enough, but we also had to review in order to get reading comprehension. The result of question number 4 and 5 also show the same thing that Ishikawa fishbone technique had a positive respond and it can help their reading comprehension.

CONCLUSION

Reading comprehension is very important, because without comprehension we cannot get the idea or information of a text that will make us feel bored when reading a text. Therefore, review that can attract student's interest is important. Ishikawa fishbone diagram as one of technique in reviewing a text is a solution that can improve students' cognitive aspect such as the idea of the story, increasing vocabulary, kind of text, and grammar and also their creativity. This research shows that Ishikawa fishbone technique can help their reading comprehension. So, reviewing a text by using Ishikawa fishbone technique has a positive response in improving students reading comprehension.

REFERENCES

- Bose, T.K. 2012. "Application of Fishbone Analysis for Evaluating Supply Chain and Business Process – A Case Study on The ST James Hospital". *International Journal of Managing Value and Supply Chains (IJMVSC)*, 3(2): 17-24.
- Easwaramoorthy, M. 2006. *Interviewing for Research*. Toronto: Imagine Canada: 6.
- Edmonds, W. A. & Kennedy, T. D. (2017). *An applied guide to research designs: quantitative, qualitative, and mixed method*. USA: Nova Southeastern University.
- Krus, D. 2010. *Thinking Tools for the Inquire Classroom*. Australia: Education Service Publisher: 40.
- M., Naasir. 2014. "Fishbone Strategy In Teaching English in Indonesia: A Tool Organizer For Learning EFL Reading". *The Second International Conference on Education and Language Journal*: 160.
- Martin, J. 2006. "Fishy Story". *Jurnal Penyelidikan Tindakan Tahun (1)*: 29-41
- Munawir Yusuf, d.k.k. 2003. *Pendidikan Bagi Anak dengan Problema Belajar*. Solo: Tiga Serangkai Pustaka Mandiri:
- Wainwright, Gordon. 2007. *How to Read Faster and Recall More*. Oxford: How to Book: 37.
- www.literasijabar.prov.go.id