Ishel
International Seminar on Humanity, Education, and Language
Universitas Negeri Jakarta | Online Conference |
Volume 1 , July 2025

THE EFFECT OF THE FISHBONE METHOD ON EXPLANATORY TEXT WRITING SKILLS OF ELEVENTH-GRADE STUDENTS AT SMK MANDALA TIARA BANGSA

Mochammad Afi Nur Rizqi, Fathiaty Murtadho, Reni Nur Eriyani
Universitas Negeri Jakarta
mafinurrizqi@gmail.com, fathiaty.murtadho@unj.ac.id, reni_eryani@unj.ac.id

ABSTRACT
This study aims to investigate the effect of the fishbone method on the explanatory text writing skills of eleventh-grade students at SMK Mandala Tiara Bangsa Jakarta. The fishbone method was applied to help students structure texts systematically and develop ideas based on observed phenomena. This research employed a quantitative approach with a quasi-experimental design using a one-group pre-test and post-test model. The instrument used was a writing test assessed based on text structure, linguistic features, and other language elements. The findings of this study indicate that the fishbone method has a positive impact on enhancing students' ability to compose explanatory texts logically and coherently. This study contributes to the development of instructional strategies in the field of Indonesian Language and Literature Education, particularly in improving students' writing skills through visual and analytical learning methods.

Keywords: ***writing skills; explanatory text; fishbone method; language education; instructional strategy.***

INTRODUCTION
Education is the main foundation in developing students' character, intellect, and skills to face increasingly complex global challenges. In this context, language proficiency becomes one of the fundamental elements inseparable from the educational process. Language is not merely a tool for communication, but also a means of thinking, expressing ideas, and building productive and harmonious social relationships. Among the four language skills taught in schools — listening, speaking, reading, and writing — writing is often considered the most complex. This is due to the high involvement of cognitive, affective, and psychomotor aspects in the writing process (Siddik, 2016).

Writing is not merely about stringing words into sentences, but also represents the ability to think critically and systematically. This skill enables individuals to express ideas, information, and thoughts in an organized, logical, and communicative manner. In the field of education, writing also serves as an indicator of learning success, as it allows students' ability to understand, process, and convey information to be measured concretely. Therefore, writing instruction—particularly in the Indonesian language—plays a vital role in achieving comprehensive learning objectives.

One type of text that students are required to master in the Indonesian language curriculum is the explanatory text. This type of text aims to explain the process of how a phenomenon—whether natural, social, or cultural—occurs in a structured and logical manner. Explanatory texts have a distinctive structure consisting of a general statement, a sequence of explanations, and an interpretation. Additionally, this text type is

DOI: https://doi.org/10.21009/ishel.v1i1.57844

characterized by specific linguistic features such as the use of causal and chronological conjunctions, technical terms, as well as declarative and passive sentences (Djatmika & Isnanto, 2018; Mahsun, 2014). In the context of education in Indonesia, mastering explanatory texts is important as it trains students to think systematically, understand cause-and-effect relationships, and present factual information in a scientific manner.

However, in practice, writing explanatory texts often presents challenges for students. Various studies and field observations show that students' skills in writing explanatory texts remain relatively low. Common problems include difficulty in determining a topic, lack of understanding of the text structure, and challenges in developing ideas into coherent and cohesive paragraphs (Jannah, 2018; Lagur, 2016). Furthermore, students also face difficulties in applying appropriate linguistic features according to the characteristics of explanatory texts. These issues result in poor writing quality and ultimately lead to a decline in students' learning motivation.

Similar issues were also found at Mandala Tiara Bangsa Vocational High School in Jakarta. Based on discussions with the Indonesian language teacher at the school, it was revealed that most 11th-grade students experience difficulties in writing explanatory texts. These difficulties include the inability to determine a theme, divide the text structure, and develop the content of their writing. The teacher also noted that the teaching methods used so far tend to be monotonous and do not actively engage students. The lack of visual approaches or analysis-based strategies to help students organize their ideas is one of the main factors contributing to the low learning outcomes in writing skills.

This situation indicates that the teaching methods used in the classroom need to be reflected upon and updated. An approach is needed that not only facilitates students' understanding of text content and structure but also enhances their critical and analytical thinking skills. One method considered to be potentially effective in addressing this challenge is the fishbone method, often referred to as the fishbone diagram. This method is a visual, cause-and-effect-based approach that can help students identify and organize ideas systematically before expressing them in written form.

The fishbone method was originally developed by Kaoru Ishikawa in 1943 as a quality management tool in the industrial sector. However, over time, this method has also been adopted in the field of education, particularly in learning contexts that emphasize critical and analytical thinking skills (Krisma et al., 2015). In writing instruction, the fishbone diagram can be used to help students map out the factors that cause a particular phenomenon to occur. Through this method, students are guided to think logically and organize information based on categories of causes they have previously analyzed. This aligns with the characteristics of explanatory texts, which emphasize cause-and-effect relationships in conveying information (Charlina & Septyanti, 2019).

The use of the fishbone method in writing instruction offers several significant advantages. According to Feasey and Mappiebeck (2022), the fishbone diagram is a visual tool that helps organize ideas systematically and facilitates students' understanding of the relationships between concepts. By filling in the fishbone diagram, students can analyze various causal factors of a phenomenon and arrange them in a visual format that is easy to comprehend. This process not only encourages active student engagement but also sharpens their critical thinking skills as they structure information into written form. The diagram enables students to visualize the overall structure of their ideas before translating them into coherent sentences.

In the context of explanatory text instruction, the fishbone method can be used to break down natural or social phenomena—serving as the topic of writing—into several causal factors. For example, when explaining the process of flooding, students can categorize the causes into factors such as human activity, environmental conditions, rainfall intensity, and drainage systems. By organizing their ideas in a structured manner, students will find it easier to write the sequence of explanations and interpretations in accordance with the structure of an explanatory text. Furthermore, the fishbone diagram assists students in selecting appropriate technical terms, using causal conjunctions accurately, and composing well-organized paragraphs.

Research by Munawir (2022) revealed that the use of the fishbone diagram in descriptive writing skills helped university students organize information more systematically and purposefully. Similarly, Fauziah (2022) found that the fishbone method was effective in improving students' ability to write argumentative texts. Students were better able to develop ideas and construct arguments based on a logical structure. Another study by Ardianto, Hidayat, and Eviyuliwati (2020) showed that the fishbone diagram helped students produce better results in writing analytical exposition texts. These findings indicate that the fishbone diagram is flexible across various text types and can be applied at different educational levels.

Another study by Zviaholska, Derevianko, and Polyanska (2024) demonstrated that the fishbone diagram as a learning tool promotes the development of students' critical thinking skills. They noted that the use of the fishbone method increased active participation among university students in analyzing complex material. Thus, the application of the fishbone method is not limited to elementary or secondary education levels but also holds relevance in higher education.

However, there is a research gap that has not been extensively explored, namely the specific application of the fishbone method in teaching explanatory text writing at the vocational high school (SMK) level. Previous studies have mostly focused on descriptive, argumentative, or exposition texts, as well as on junior high school or university levels. In fact, SMK students, especially those in grade 11, face the demand to have strong literacy skills in understanding and producing explanatory texts as part of the Merdeka curriculum goals. Therefore, it is necessary to conduct research that specifically examines the effect of the fishbone method on the explanatory text writing skills of 11th-grade SMK students.

This research is highly significant considering its contribution to addressing the issue of students' low writing skills, especially in writing explanatory texts. By applying the fishbone method, it is hoped that students will not only understand the structure and linguistic features of explanatory texts but also develop systematic thinking skills needed in the workforce and society. Furthermore, the findings of this study can serve as a reference for teachers in selecting and developing more effective and innovative teaching methods. In the long term, this will positively impact the overall quality of Indonesian language education.

The urgency of this research is evident from initial discussions with the Indonesian language teacher at SMK Mandala Tiara Bangsa Jakarta. It was found that as many as 73% of students experience difficulties in writing explanatory texts and desire a new method that can help them organize ideas more easily and effectively. This issue serves as evidence that the conventional approaches used so far are no longer relevant to students' current learning needs. Therefore, the implementation of the fishbone method

DOI: https://doi.org/10.21009/ishel.v1i1.57844

in writing instruction is not just an alternative but a necessity to improve the quality of explanatory text learning at the school.

Considering the urgency, relevance, and potential contributions, this study focuses on the effect of the fishbone method on the explanatory text writing skills of 11th-grade students at SMK Mandala Tiara Bangsa Jakarta. The research not only aims to answer whether the fishbone method is effective in improving writing skills but specifically seeks to examine its impact on the ability to write explanatory texts among 11th-grade students at SMK Mandala Tiara Bangsa, Jakarta.

METHOD

The research method used in this study is a quantitative approach with a quasi-experimental design aimed at determining the effect of using the fishbone method on students' explanatory text writing skills. The experimental model applied is a single-group pretest-posttest design, where the researcher provides treatment in the form of instruction using the fishbone method and compares the results before and after the treatment. This design was chosen because the classroom conditions did not allow for random grouping, but still permitted measurement of changes in students' learning outcomes.

This study was conducted at SMK Mandala Tiara Bangsa Jakarta with the research subjects being 12 students from the 11th grade. This class was purposively selected due to time constraints and based on the Indonesian language teacher's recommendation, who stated that the class had already covered explanatory text material according to the applicable curriculum. The study was carried out over three meetings during the even semester of the 2024/2025 academic year. Each meeting consisted of preliminary, core, and closing activities, which were adjusted according to the steps for implementing the fishbone method in the learning process.

The research implementation procedure was divided into three main stages: the preparation stage, the learning implementation stage, and the evaluation stage. During the preparation stage, the researcher coordinated with the school and the subject teacher to obtain research permission. In addition, the researcher prepared the teaching materials, which consisted of the lesson plan (RPP), student worksheets (LKS), and assessment instruments for evaluating students' explanatory text writing skills. The researcher also conducted interviews with the Indonesian language teacher to gain an initial understanding of the challenges students face in writing instruction, which then served as the basis for designing learning activities based on the fishbone method.

The learning implementation stage was conducted over three meetings. In the first meeting, students were given a pretest to assess their initial ability to write explanatory texts. The teacher conveyed the learning objectives and explored students' prior knowledge about the structure and linguistic features of explanatory texts. The second meeting focused on introducing and modeling the fishbone method. The teacher provided examples of fishbone diagrams and demonstrated how to connect various causes of a phenomenon, which then served as the basis for writing explanatory texts. Students were divided into groups to create their own fishbone diagrams based on assigned topics. In the third meeting, students were asked to write explanatory texts individually based on the diagrams they had created. These written texts were used as the posttest to measure the effect of the fishbone method on students' writing abilities.

The main instrument in this study was a writing test on explanatory texts. This test was designed to measure important aspects of explanatory text writing, namely text

structure (general statement, series of explanations, and interpretation), linguistic elements (technical terms, causal conjunctions, chronological conjunctions), as well as general writing aspects such as diction, spelling, and punctuation. Assessment was conducted based on a rubric developed from explanatory text evaluation indicators according to Mahsun (2014) and Djatmika & Isnanto (2018). The rubric included a rating scale from 1 to 5 for each assessed aspect, with a maximum total score of 100 that students could achieve.

Data collection was conducted through the administration of pretests and posttests, which were then analyzed quantitatively. The data analysis technique used was the paired-sample t-test to determine the significance of students' writing skill improvement before and after the treatment. The paired t-test was chosen because it aims to test the difference between the mean scores of two correlated groups, in this case, the pretest and posttest results of the same group. The collected data were first tested for normality and homogeneity to ensure the validity of using the t-test. The results were interpreted by examining the significance value (p-value) at a 0.05 significance level. If $p < 0.05$, it can be concluded that there is a significant effect of using the fishbone method on students' explanatory text writing skills.

As learning media, the researcher used teaching materials in the form of explanatory texts relevant to students' lives and worksheets based on the fishbone diagram. These worksheets helped students systematically identify and categorize the causes of natural or social phenomena. In addition, a projector and visual presentation materials in the form of PowerPoint slides were used to facilitate modeling and class discussions.

RESULT AND DISCUSSION

This study aims to determine the effect of using the fishbone method on the explanatory text writing skills of 11th-grade students at SMK Mandala Tiara Bangsa Jakarta. To achieve this goal, students' initial abilities were measured through a pretest, followed by instruction using the fishbone method, and then students were given a final test (posttest). The pretest and posttest data were used to identify the difference in students' writing skills before and after the implementation of the teaching method.

The data obtained from 12 students showed an increase in explanatory text writing skill scores after learning using the fishbone method (Table 1).

Table 1. Comparison of Pretest and Posttest Scores

Pretest Point			Pratest Point		
n	**Lowest Point**	**Highest Point**	**n**	**Lowest Point**	**Highest Point**
12	20	27	12	26	31

The comparison of pretest and posttest scores showed a significant improvement in students' explanatory text writing skills after being treated with the Fishbone method. During the pretest, among the 12 students tested, the lowest score was 20 and the highest score was 27. This narrow range of scores indicates that the students' initial ability to write explanatory texts was still low and relatively homogeneous at an unsatisfactory level.

However, after the learning process using the Fishbone method was applied, the posttest results showed a significant improvement. The lowest score increased to 26, while the highest score reached 31. Not only did the lowest and highest scores rise, but it

DOI: https://doi.org/10.21009/ishel.v1i1.57844

can also be concluded that all students experienced progress in their writing skills, including aspects of structure, linguistic features, and idea organization.

The increase in the minimum score from 20 to 26 indicates that students who initially had very low writing abilities were able to achieve a better level after receiving instruction using the Fishbone method. Similarly, the rise in the highest score from 27 to 31 suggests that students who already possessed fairly good writing skills were further encouraged to improve. This demonstrates that the Fishbone method is not only beneficial for students with lower writing proficiency but also effective in fostering growth among those with an existing foundation in writing skills.

To determine the statistical significance of the improvement in students' explanatory text writing skills after the implementation of the fishbone method, a paired t-test analysis was conducted on the pretest and posttest scores. This test was used to determine whether there was a significant difference between two measurements taken from the same group. Prior to this, the data were tested for normality and found to be normally distributed, thus justifying the use of the paired t-test.

Table 2. Results of Paired t-Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Data Prates - Data Pascates	-5.083	2.746	.793	-6.828	-3.339	-6.414	11	.001

The results of the paired t-test indicate that there is a significant difference between the pretest and posttest scores of students' explanatory text writing skills after the Fishbone teaching method was applied. This is demonstrated by the significance value (Sig. 2-tailed) of 0.001, which is much smaller than the alpha level of 0.05. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, meaning that the use of the Fishbone method has a significant effect on improving students' explanatory text writing skills.

The mean difference value of -5.083 indicates that the average posttest score is approximately 5.08 points higher than the average pretest score. This signifies a statistically significant improvement in writing skills following the treatment. The 95% confidence interval does not include zero (ranging from -6.828 to -3.339), which further strengthens the evidence that this difference did not occur by chance.

The calculated t-value of -6.414 with degrees of freedom (df) = 11 also indicates that the difference between the pretest and posttest scores is highly significant. The magnitude of the t-value suggests that the effect of the treatment (use of the Fishbone method) is quite strong.

As a result, the results of this t-test provide statistical evidence supporting the effectiveness of the Fishbone method in improving students' explanatory text writing skills. This aligns with previous theoretical and empirical findings indicating that visual and analytical approaches like Fishbone can assist students in building text structures, developing ideas, and writing in a logical and coherent manner.

The findings of this study reinforce earlier research by Munawir (2022), which stated that the Fishbone method encourages students to think systematically when composing texts. Similarly, the study by Zviaholska, Derevianko, and Polyanska (2024) showed that the Fishbone diagram significantly enhances university students' critical thinking skills in understanding and explaining scientific phenomena. In the context of this research, the Fishbone method not only helps students conceptually grasp the structure of explanatory texts but also facilitates them in organizing paragraphs based on the logical sequence of causes behind a phenomenon.

Furthermore, observations during the learning process revealed that students showed increased enthusiasm when using the fishbone diagram. They found it easier to express ideas, identify cause-and-effect relationships, and organize their explanations coherently. Students who were previously passive in the writing process began to actively participate and demonstrated the confidence to share their opinions during group discussions. This phenomenon shows that the fishbone diagram is not only a writing aid but also a learning tool capable of fostering students' analytical and collaborative thinking skills.

Overall, the results of this study demonstrate that the fishbone method is effective in improving the explanatory text writing skills of eleventh-grade students at SMK Mandala Tiara Bangsa Jakarta. This effectiveness is reflected in the significant increase in scores, the shift of students' skill levels to higher categories, and the increased student engagement in the learning process. Therefore, the fishbone diagram is recommended as an alternative method for teaching explanatory text writing, particularly in the context of vocational secondary education that emphasizes critical thinking skills and the scientific presentation of information.

The study shows that the implementation of the Fishbone method has a significant impact on improving the explanatory text writing skills of eleventh-grade students. This finding is based on the increase in the average scores students achieved in various writing skill aspects after participating in learning activities using the Fishbone method, compared to before the treatment. Quantitative data indicate that students improved in identifying phenomena, explaining explanatory sequences, and logically concluding events.

Specifically, in the aspect of explanatory text structure, students showed significant improvement in composing general statements and coherent, logical sequences of explanations. This aligns with Munawir's (2022) findings, which stated that the use of the Fishbone method helps students systematically organize ideas, as the Fishbone diagram visualizes the cause-and-effect relationships of an event or phenomenon. Research by Harahap and Lubis (2023) further supports this by demonstrating that Fishbone facilitates students in constructing complex text structures, such as explanation and exposition texts, by mapping information hierarchically.

In terms of idea development, students were assisted in exploring various causal factors of a phenomenon to be explained. The Fishbone diagram enabled students to identify main causes and sub-causes, which were then developed into explanatory paragraphs. This finding aligns with the research of Charlina and Septyanti (2019), who

DOI: https://doi.org/10.21009/ishel.v1i1.57844

stated that the use of Fishbone-based worksheets (LKPD) helps students develop richer and more focused writing ideas. Similarly, Fauziah (2022) confirmed that Fishbone improves the clarity of arguments and coherence in writing both argumentative and explanatory texts.

In the aspect of language use and linguistic rules, students showed improvement in the use of causal and temporal conjunctions, as well as more accurate technical terms. The Fishbone method provides a visual guide that helps students organize logical relationships between sentences, resulting in more varied and informative sentence structures. This finding is supported by the study of Zvyagolska, Derevianko, and Polyanska (2024), which demonstrated that the use of Fishbone in higher education helps students develop critical and systematic thinking patterns, directly impacting the quality of their written expression.

The aspects of text coherence and cohesion also showed significant improvement. Using the Fishbone method, students were assisted in identifying cause-and-effect sequences in a structured manner, resulting in more unified and cohesive writing. Ardianto, Hidayat, and Eviyuliwati (2020) stated that the Fishbone diagram significantly enhances students' ability to build cohesion and coherence in analytical texts by helping them organize their thinking logically and progressively.

Furthermore, regarding the achievement of communication goals in explanatory texts, students' writings became more informative and easier for readers to understand. This demonstrates that the Fishbone method not only assists students in organizing their ideas but also supports them in effectively achieving communication objectives. This finding is supported by Hidayati's (2019) research, which showed that the Fishbone strategy can overcome students' difficulties in constructing argumentative and informative texts, particularly in terms of semantics and structure.

Moreover, compared to conventional approaches, the Fishbone method has a positive impact on students' motivation and engagement in the writing process. This is evident from the active participation of students during group discussions to identify the causes of phenomena and when writing the results of these discussions into explanatory texts. This indicates that using the Fishbone method in school literacy activities enhances students' interest and participation in writing tasks due to its visually appealing and easy-to-understand approach.

Several other studies also reinforce the significant potential of the Fishbone method in supporting learning. For example, Prasmala, Irmawati, and Misnarti (2022) emphasized that the combination of Problem-Based Learning (PBL) and Fishbone enhances students' critical thinking skills by encouraging them to analyze information from various perspectives before expressing it in written form.

An interesting difference in the context of this study compared to Utari (2018) is that the Fishbone method proved more effective in improving writing skills than reading skills. Although the same technique was applied, the outcomes differed due to the distinct focus on each skill. This finding strengthens the argument that the effectiveness of Fishbone greatly depends on the purpose and context of its use, as well as the design of activities tailored to students' needs.

This study also demonstrates that the use of the Fishbone method can overcome common obstacles faced by students in writing, such as difficulties in identifying main ideas, organizing explanatory paragraphs, and making logical conclusions. Thus, the findings confirm that the Fishbone method significantly contributes to improving students' skills in writing explanatory texts. These results align with and are supported

by numerous previous studies that recognize Fishbone as an effective method for developing logical thinking, organizing ideas, and enhancing the quality of students' written expression across various educational levels. The implications of these findings encourage educators to integrate visual and analytical approaches like Fishbone into the writing learning process to achieve more optimal and meaningful student outcomes.

Another finding of this study is that the Fishbone method plays an important role in shaping the coherence and logical flow of explanatory text writing. Students are able to systematically organize explanations of phenomena using cause-and-effect patterns, starting from identifying the phenomenon, relevant causes, to the resulting impacts. The Fishbone diagram provides a thinking framework that facilitates students in sorting information and composing paragraphs coherently according to the structure of explanatory texts. This result is consistent with the study by Hajibadre (2023), which states that the use of the Fishbone strategy improves students' conceptual understanding of the semantic structure of complex topics by helping them arrange hierarchical meaning relations.

In the aspect of conjunction use, especially causal and chronological conjunctions which are key features of explanatory texts, there was a significant improvement among students who received the Fishbone method treatment. Students were able to write cause-and-effect relationships and time sequences in their explanations with higher accuracy compared to the pretest. This finding aligns with the research by Nurbaya and Ulfa (2023), who studied the use of Fishbone in the context of Problem-Based Learning (PBL) and found significant improvements in critical thinking skills as well as the effective use of logical connectors in written texts.

The Fishbone method has also been proven to support strengthening students' understanding of the explanatory text structure, namely the general statement, explanatory series, and interpretation. Based on observations during the learning process, students grasp more quickly that each "bone" on the diagram represents important parts of the text. They begin to compose their writing not merely based on intuition, but on a coherent framework of thinking. This aligns with the study by Zvyagolska, Derevianko, and Polyanska (2024), which showed that Fishbone helps university students construct arguments following a vertically and logically arranged flow of knowledge. Its application in explanatory writing demonstrates the method's strength in supporting structured thinking and writing.

This finding is further supported by Ardianto, Hidayat, and Eviyuliwati (2020), who studied the use of the Fishbone diagram in teaching analytical exposition texts. They stated that the Fishbone diagram is effective in organizing arguments and helping students write ideas rationally. This is closely related to the context of explanatory texts, which require cause-and-effect reasoning. Their study also confirms that this method can be applied to argumentative and expository text genres, such as explanations.

From the perspective of the learning approach, Fishbone also strengthens collaboration and group discussion, which are integral parts of the group work phase in the learning process. In this study, students were involved in small groups to collaboratively construct the Fishbone diagram, then discuss the results and write them into explanatory texts. This has implications for improving collective critical thinking skills and the ability to jointly construct ideas. Support for this finding can be seen in the study by Prasmala, Irmawati, and Misnarti (2022), which states that integrating Fishbone into the Problem-Based Learning (PBL) model empowers group critical thinking skills by encouraging a systematic collective analysis process.

DOI: https://doi.org/10.21009/ishel.v1i1.57844

Meanwhile, from the technical writing aspect, the Fishbone method has also proven to help students avoid unnecessary repetition of ideas and sentences. This is because students first explicitly map out their ideas before beginning to write. Unlike spontaneous writing processes, which often risk repetition and topic deviation, this method provides clear direction and focus in paragraph development. This finding is supported by research from Fauziah (2022), which noted that using Fishbone helps students organize ideas economically, avoid redundancy, and improve paragraph clarity.

However, the success of using the Fishbone method in this study was also influenced by intensive teacher guidance, especially during the initial stages of learning. Teachers needed to provide diagram examples, facilitate group discussions, and give feedback on students' work. If this process was not well conducted, the effectiveness of Fishbone as a visual and thinking aid might not be optimal. This is an important consideration, as highlighted by Gupta and Awasthy (2015), who emphasized that the Fishbone method requires careful planning and facilitation to avoid oversimplifying the complexity of the actual problem.

The use of the Fishbone method as a visual-based learning strategy also benefits students with visual-spatial learning styles. The graphic format of the diagram makes it easier for students to understand the logical flow and relationships between ideas. This is supported by Widyahening (2018), who stated that the Fishbone diagram, in the context of reading narrative texts, helps students better comprehend the content and structure of the text due to its graphic presentation of information. In the context of writing explanatory texts, this advantage becomes even clearer because students not only understand the content but also use it to express their ideas in writing.

The findings of this study also contribute to the development of teaching methods in vocational schools such as SMKs, where emphasis on practical skills and communication abilities is highly needed. The application of the Fishbone method in teaching explanatory texts aligns well with the demands for logical and systematic thinking skills required in the workplace. This is consistent with an international research report by Feasey and Mappiebeck (2022), which states that Fishbone can be applied across various disciplinary contexts to enhance problem-solving skills and the structured presentation of ideas.

Referring to these findings, it can be stated that the results of this study show coherence and convergence with various previous studies, both at the national and international levels. The commonality lies in the positive influence of the Fishbone method on logical thinking skills, writing abilities, and idea organization. Differences are found in the context of application, text genres, and the stages of activities carried out, but overall, they consistently demonstrate effectiveness.

This study provides theoretical and practical contributions to the teaching of explanatory text writing and strengthens the evidence that visual and analytical thinking approaches, such as the Fishbone method, are highly relevant for implementation in the Merdeka Curriculum, which emphasizes active, reflective, and contextual learning. In the future, further development is needed by integrating the Fishbone method with digital or technology-based strategies to better address the needs of students in the continuously evolving digital learning era.

CONCLUSION

This study concludes that the implementation of the Fishbone method has a significant effect on improving the explanatory text writing skills of eleventh-grade

students at SMK Mandala Tiara Bangsa Jakarta. This is evidenced by the pretest and posttest results showing an increase in the average scores, as well as the paired t-test which yielded a significance value of 0.001 (< 0.05). The improvement in skills encompasses all essential aspects of writing explanatory texts, including text structure, idea development, use of language rules, and paragraph cohesion and coherence.

The Fishbone method has been proven effective in helping students organize ideas systematically through a visual and analytical approach. Students are able to arrange cause-and-effect relationships logically, select appropriate diction, and convey information in a more coherent and communicative written form. In addition, learning with the Fishbone method also enhances students' motivation, active participation, and collaboration in the writing learning process.

Thus, the Fishbone diagram is recommended as an alternative teaching strategy for writing explanation texts, especially in the context of vocational high school learning that demands critical, systematic, and communicative thinking skills.

ACKNOWLEDGMENT

The researcher would like to express sincere gratitude to all parties who have provided support, assistance, and cooperation, enabling this research to run smoothly and achieve the intended objectives. Thank you to the teachers at SMK Mandala Tiara Bangsa who have provided warmth, support, and the opportunity to make the school the place for this research. Thank you to Prof. Dr. Fathiaty Murtadho, M.Pd., and Dr. Reni Nur Eriyani, M.Pd., for their tireless guidance and unwavering support throughout the supervision process, which made this research possible.

BIBLIOGRAPHY

Ardianto, A., Hidayat, D., & Eviyuliwati, I. (2020). *The Effect of Fishbone'Diagram on Students' Writing of Analytical Exposition Text*. 268.

Charlina, C., & Septyanti, E. (2019). *Need Analysis of Development Work Sheet of Student (LKPD) in Writing Explanatory Text based on Fishbone Diagram*. 611–616.

Djatmika, & Isnanto, R. (2018). *Menulis Teks Eksplanasi dalam Bahasa Inggris*. Pakar Raya.

Fauziah, M. (2022). The Effectiveness Of Fishbone Method On Students' Writing Ability Of Argumentative Text. *LENTERNAL: Learning and Teaching Journal*, *3*(1), 10–14.

Feasey, R., & Mappiebeck, A. (2022). *Cambridge Primary Revise for Primary Checkpoint Science*. Hodder Education.

Gupta, R. K., & Awasthy, R. (2015). *Qualitative research in management: Methods and experiences*. SAGE Publications Pvt. Ltd.

Hajibadre, Z. (2023). The Effect of the Fish Bone Strategy on the Semantic Change Subject for Students of the Kurdish Language Department university of zakho. *Journal of Garmian University*, *10*(3), 290–300.

Hidayati, S. N. (2019). *Untangling Students' Problems in Writing Argumentative: SFL perspective and fishbone strategy*. 487–495.

Jannah, D. M. (2018). Pengaruh Media Video Animasi terhadap Kemampuan Menulis Teks Eksplanasi Siswa Kelas VIII SMP N 13 Surabaya Tahun Pembelajaran 2017/2018. *Jurnal Bapala*, *5*(2), 1–8.

Krisma, I., Lidya, F., T., & Oktaviani, R. (2015). *Tahapan Penentuan Prioritas Masalah Metode Hanlon & Tahapan Akar Penyebab Masalah Fishbone*. Universitas Diponegoro.

Lagur, M. N. (2016). Kemampuan Menulis Teks Eksplanasi dengan Menggunakan Media Gambar Seri Siswa kelas VII SMP Negeri 2 Turi, Sleman, Yogyakarta tahun ajaran 2015/2016. *Skripsi. Universitas Sanatan Dharma, Yogyakarta*.

Lubis, N. (2023). Improving Students' Writing Skill by Applying Fishbone Techniques at the Grade X MAN 2 Padang Lawas. *Indonesian Journal of ELT and Applied Linguistics*, *2*(2), 7–14.

Mahsun. (2014). *Teks dalam pembelajaran bahasa indonesia kurikulum 2013*. PT RajaGrafindo Persada.

Munawir, A. (2022). Descriptive writing skills utilizing a fishbone method: A practical approach towards English students. *ETDC: Indonesian Journal of Research and Educational Review*, *1*(2), 243–252.

Nurbaya, S. (2023). *Pengaruh Strategi Pembelajaran Problem Based Learning (Pbl) Berbantuan Fishbone Diagram Terhadap Kemampuan Berpikir Kritis Siswa Pada Materi Sistem Ekskresi*.

Prasmala, E. R., Irmawati, F., & Misnarti, M. (2022). Pemberdayaan Kemampuan Berpikir Kritis melalui Problem Based Learning (PBL) dipadu Fishbone Diagram (FD). *Paradigma: Jurnal Filsafat, Sains, Teknologi, Dan Sosial Budaya*, *28*(2), 8–14.

Siddik, M. (2016). *Dasar-dasar menulis dengan penerapannya*. Tunggal Mandiri Publishing.

Utari, N. (2018). USING FISHBONE TECHNIQUE TO IMPROVE READING SKILL OF NARRATIVE TEXT IN THE TENTH GRADERS OF SMA N 1 GRABAG IN THE SCHOOL YEAR 2017/2018. *Journal of Research on Applied Linguistics, Language, and Language Teaching*, *1*(2), 208–208.

Widyahening, C. E. (2018). Penggunaan Teknik Pembelajaran Fishbone Diagram Dalam Meningkatkan Keterampilan Membaca Siswa. *Jurnal Komunikasi Pendidikan*, *2*(1), 11–19.

Zviaholska, I., Derevyanko, T., & Polianska, V. (2024). THE FISHBONE METHOD AS ONE OF THE TOOLS FOR CRITICAL THINKING DEVELOPMENT IN HIGHER EDUCATION STUDENTS DURING THE STUDY OF THE EDUCATIONAL COMPONENT "MICROBIOLOGY, VIROLOGY, AND IMMUNOLOGY." *Eastern Ukrainian Medical Journal*, *12*(2), 304–313.