

**The Effectiveness of Fishbone Diagram in Enhancing Reading
Comprehension Achievement of the Eighth Grade Students at
SMPN 2 Jebus**



THESIS

**Submitted to the Undergraduate Program in Partial Fulfillment of the
Requirements for the Degree Bachelor of Education (S.Pd) in English
Education**

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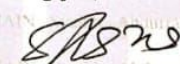
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MOTTO

TRUST THE PROCESS, EMBRACE THE JOURNEY

DO YOUR BEST, AND LET THE RESULTS SPEAK

WHEN YOU LOSE YOUR WAY

AND DON'T BELIEVE IN YOURSELF

REMEMBER

THE FIRST REASON WHY YOU STARTED IT

DEDICATION

Bismillahirrahmanirrahiim

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**The Effectiveness of Fishbone Diagram in Enhancing Reading
Comprehension Achievement of the Eighth Grade Students at SMPN 2 Jebus**

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ABSTRACT

The purpose of this study was to find out whether there was a significant difference in reading comprehension achievement between eighth-grade students at SMPN 2 Jebus who received treatment using the Fishbone Diagram and those who did not. This study used a quasi-experimental design as part of the quantitative research method. The population of this study consisted of eighth-grade students, and the sample consisted of two classes, namely VIII B as the experimental group and VIII D as the control group. The sampling technique used in this study was purposive sampling. The data were collected through pre-test and post-test administered to both groups. The implementation of the Fishbone Diagram was categorized as very good, with an overall observation percentage of 87.32%. The results consisted of 86.39% for cooperation, 86.76% for participation, and 88.82% for concept understanding. Therefore, based on the observation criteria, the implementation of the Fishbone Diagram in the experimental group was categorized as very good. The observation results showed that the experimental group obtained higher mean scores than the control group in all three observed aspects. In the experimental group, the mean scores were 2.59 (86.39%) for cooperation, 2.60 (86.76%) for participation, and 3.55 (88.82%) for concept understanding. Meanwhile, the control group obtained mean scores of 2.34 (78.12%), 2.37 (78.96%), and 3.13 (78.28%), respectively. The mean score of the experimental group increased from 64,53 in the pre-test to 85,66 in the post-test, while the control group increased from 62,06 to 76,44. The results of the independent samples t-test showed that the significance value was $< .001$, which was lower than 0.05. Therefore, it could be concluded that the Fishbone Diagram was effective in enhancing students' reading comprehension achievement.

Keywords: *Fishbone Diagram, Reading Comprehension, Reading Achievement,
Recount Text*

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