THE EFFECT OF USING FISHBOWL STRATEGY TO STUDENTS'

READING COMPREHENSION AT SMPN 2 SIAK HULU KAMPAR

A THESIS

By

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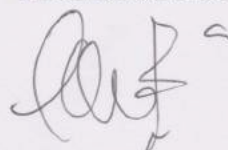
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ABSTRACT

Lusi Lestari. 2019.*The Effect of Using Fishbowl Strategy to Students' Reading Comprehension at SMPN2 Siak Hulu Kampar***. Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.**

Keywords: Fishbowl Strategy, Reading Comprehension, Descriptive Text

This Research aimed to know the effect of Using Fishbowl Strategy to students' reading comprehension at SMPN 2 Siak Hulu Kampar as a problem that face by the students when they read, especially in reading comprehension. Fishbowl strategy is useful for students' skill in reading comprehension.

The design of this research was an experimental research. The population of this research was the first years of SMPN 2 Siak Hulu Kampar 2019/2020 academic year. The population of this research was 160 students consist of 5 classes. While, the sample of this research was two classed consist of 64 students. The sample of this class was VIII.2 as control group and VIII.3 in experimental class. To get the data of this research, the researcher gave test as instruments which included pre-test and post-test. For the pre-test and post-test in the form of multiple choices test, consist of 30 items and five passages of which six questions for each. The learning process was six meetings.

The finding of this research showed that the average score in pre-test was 44.34 while in post-test was 68.88 for the experimental group. The mean score of post-test was higher than the mean score of pre-test. The result of analysis, it showed that the value $T_{calculated}$ 16.125 was higher than T_{table} was 2.042 in significant 5% based on the result, it was provided that the null hypothesis (H_0) was rejected and alternative hypothesis (Ha) was accepted. Therefore, there was a significant effect of effect of using Fishbowl Strategy to students' reading comprehension at SMPN 2 Siak Hulu Kampar.

ABSTRAK

Lusi Lestari. 2019. *The Effect of Using Fishbowl Strategy to Students' Reading Comprehension at SMPN2 Siak Hulu Kampar*. Skripsi. Pekanbaru: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau.

Kata Kunci: Strategi Fishbowl, Pemahaman Membaca, Teks Deskriptif

Penelitian ini bertujuan untuk mengetahui pengaruh Penggunaan Strategi Fishbowl terhadap pemahaman membaca siswa di SMPN 2 Siak Hulu Kampar sebagai masalah yang dihadapi siswa ketika mereka membaca, terutama dalam memahami bacaan. Strategi fishbowl berguna untuk keterampilan siswa dalam pemahaman membaca.

Desain penelitian ini adalah penelitian eksperimental. Populasi penelitian ini adalah tahun pertama SMPN 2 Siak Hulu Kampar 2019/2020 tahun akademik. Populasi penelitian ini adalah 160 siswa yang terdiri dari 5 kelas. Sedangkan sampel penelitian ini adalah dua kelas yang terdiri dari 64 siswa. Sampel kelas ini adalah VIII.2 sebagai kelompok kontrol dan VIII.3 di kelas eksperimen. Untuk mendapatkan data penelitian ini, peneliti memberikan tes sebagai instrumen yang meliputi pre-test dan post-test. Untuk pre-test dan post-test dalam bentuk tes pilihan ganda, terdiri dari 30 item dan lima bagian yang masing-masing enam pertanyaan. Proses pembelajaran adalah enam pertemuan.

Temuan penelitian ini menunjukkan bahwa skor rata-rata pada pre-test adalah 44,34 sedangkan pada post-test adalah 68,88 untuk kelompok eksperimen. Nilai rata-rata post-test lebih tinggi dari nilai rata-rata pre-test. Hasil analisis menunjukkan bahwa nilai Thitung 16,125 lebih tinggi dari Ttabel yaitu 2,042 pada signifikan 5% berdasarkan hasil, jika hipotesis nol (H_0) ditolak dan hipotesis alternatif (Ha) diterima. Oleh karena itu, ada pengaruh yang signifikan dari pengaruh menggunakan Strategi Fishbowl terhadap pemahaman membaca siswa di SMPN 2 Siak Hulu Kampar.

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CHAPTER I

INTRODUCTION

1.1 Background of Problem

Reading is one of language skills that should be mastered by students, and to make the students get the information from what they read, and it reinforces the other skills of English such as in listening, speaking, and writing. Reading is important language skill that should be developed inside and outside classroom. It is also one of the common ways for academic purpose and pleasure. Reading for academic purpose is reading to identify the book's goals, topic, main thesis, and general structure, for example reading a grammar book or history book. Meanwhile reading for pleasure is defined by enjoying a plot, identifying the main character or in the case of non-fiction or learning some stories, for example reading a novel or comic.

Then, reading is one of English subject matters that should be taught to the students at all level of school. It is an activity with a purpose. Basically, the purposes of reading process are acquiring information, knowledge, insight, and also pleasure of interest that is gotten from the reading materials. From the reading purposes can be very useful for students such as; the student can get information from reading, they can increase their knowledge, they can enlarge the way of their thinking by reading text. So, the students should have skills in reading to enlarge their information and enrich their knowledge.

Reading is an essential skill for all students at all level, by reading, the student are required to be able to read and understand the content of the text well. Reading is ability to draw meaning from the printed page and interpret the information appropriately. For instance are, the students get some difficult in drawing the meaning, and they contain of the text. They could not grasp the ideas and answer the question based on the text. It means that they cannot comprehend the text.

On the other hand, mastering of the reading skill is not easy. It is because the readers should have the ability to comprehend the author's messages. Students have the problems when they read the paragraph or the text. Below the problems happened by students in reading. Many English learners find it difficult to understand the English text. Very often, they get stuck because of some problems, such as unfamiliar words, their inability in understanding the context, being reluctant, and so forth.

Reading cannot be separated from comprehension, without comprehending the text, reader especially the students will not understand and will not receive the massage or information from reading materials. Essentially, reading is process used by the reader to understand and to get a massage that is conveyed by the writer through the media of written language. That is why there appear a lot of problems dealing with reading comprehension. Reading comprehension is one of the language skills that should be learned by the students. It is very important subject. It is one language skill to get information, for pleasure or of interest. It is an interactive process that goes on between the reader and the text. Reading

comprehension is an interactive process between the writer and the readers with the expression and reception of meaning as the primary goal of both side. A writer expresses his or her thought, ideas, and feeling through the written words. The reader's understanding of the reading text materials will be affected by the comprehension strategies and techniques. In teaching reading comprehension the teacher should know about the strategy.

Next, Strategy is the overall approach that is related to the implementation of ideas, planning, and execution of an activity in a certain period of time. The strategy also has an understanding as an outline of the direction in acting to achieve a predetermined goal. Strategy as a set of decisions and actions that produce formulations and implementation and plans designed to achieve goals and develop vision and mission. Strategy are also used together to generate learning outcomes for students. And the power in learning is arranged to achieve certain goals.

While, the strategy is Fishbowl strategy.The "fishbowl" is a teaching strategy that helps students practice in discussion group. The fishbowl strategy can develop community and promote participation. Students analyze the text, develop their own questions, and together clarify controversial aspects of the text. This strategy is used after students have completed their reading and develop some questions based on it. It means that the students will use fishbowl strategy after they read the topic or text that has been given by the teacher. In other words they have finished the reading activity. After giving a long time to read, the

students will provide some questions based on the text or topic that has been read and ask to other in fishbowl strategy process.

Descriptive text is one of the main subject in the field of English studies at junior high school (SMP) in curriculum 2013 (K13). The descriptive text has its virtues. Descriptive text is easier to teach compared to other types of text such as, narrative text, recount text, and other text. The learning process of descriptive text in reading runs well and also interesting, it is because the researcher use a different strategy, namely the fishbowl strategy. The descriptive text itself is a description of an object, individually by observing the physical form of the object. One of the knowledge about descriptive text is obtained by reading. In curriculum 2013 the descriptive text effect learning of the students, because it can be seen from the score of the final results of the students, students are taught more actively and passively in reading and responding to a descriptive text.

The researcher chose the topic because the researcher interested, and wants to know the students' abilities. The researcher also want to expand existing knowledge. In teaching reading comprehension, teacher faced some problem such as: first problem, some students are not have good interested in learning English, especially in reading. Second, the students lack of interest to learn reading aloud correctly. Third, the students have limited vocabulary, most the students are not able to find the meaning of unfamiliar word in text. Fourth, they are not serious in studying and doing exercise from the teacher. And the last one, some of students do not understand how to comprehend reading text.

The differences in my research with other are some researchers focused to increase students reading skill by using fishbowl strategy, but the researcher focus on make a teaching more alive with fishbowl strategy.

According to Sanchez (2006, p.144) states that the purpose of fishbowl strategy is to deepen and extend students' understanding in reading. Based on the explanation above, that reading strategies have a great impact on the student's reading comprehension. Successful readers try to apply numerous skills to grasp meaning from the texts. In reading, materials and activities should be very attractive to students in order to understand a text easily and they should be related to the students' proficiency levels. Teacher have a big responsibility to motivate their students in reading these materials, should be very sensitive to their learners' comprehension difficulties, and should help their learners to modify their views towards reading and have positive attitudes towards their reading activities so that they can better understand the different text. This study emphasized the idea that comprehension processes are influenced by a lot strategies, especially Fishbowl strategy. The fishbowl strategy can develop community and promote participation. Students analyze the text, develop their own questions, and together clarify controversial aspects of the text.

In this research, the writer wants to know the effect for students after using fishbowl strategy to student's reading comprehension at SMPN 2 Siak Hulu Kampar. Finally, the writer intends to know the effect of this strategy to students' reading comprehension by carrying out of a research entitled

"The Effect of Using Fishbowl Strategy to Students' Reading Comprehension at SMPN 2 Siak Hulu Kampar".

1.2 Setting of Problem

Many factors influence the students' problem in reading comprehension at SMPN 2 Siak Hulu Kampar. The first, Some students are not interested in learning English, especially in reading, so that it is influenced their ability in reading. In addition, students' vocabulary achievement also influenced the students' ability in comprehending reading texts because they do not know about the meaning of the words. The teacher still use traditional strategy and the student feel bored read the material the teacher gives.

Second, the students lack of interest to learn reading aloud correctly. The difficulties in reading aloud as follows: first, reading aloud frequently will slow down our reading speed that we always emphasize to improve. Second, reading aloud only can give a few students chances of practice while the others feel bored. Third, the students are easy to be embarrassed when reading. Last, compared to conversation and discussion, reading aloud skills has little practical value unless the student will be the announcer in the future. Finally, this kind of reading is aimless.

Third, the students have limited vocabulary. In this case, they have limited vocabularies or phrases, they just know the familiar vocabularies with them that are often found in text. Sometimes, they forget the new vocabularies that have

been found and they are hesitant to remember new words they often get bored with them.

Fourth, they are not serious in studying and doing exercise from the teacher. Maybe they feel unable to comprehending of the text because they don't know where the information or answer to the exercise. It makes them feel difficult to get information from the text.

The last one, some of students do not understand how to comprehend reading text. It means that understanding the most important aspects of reading. Not only does the student have to comprehend the text that they read. Comprehend means that the students.

1.3 Limitation of Problem

Based on the setting of the problem above, the problem of this research is limited only one problem. Some students are not interested in learning English, especially reading, so that it is influenced their ability in reading. In addition, students' vocabulary achievement also influenced the students' ability in comprehending reading texts because they do not know about the meaning of the words. This research the teacher focused in reading comprehension on descriptive text. The indicators such as finding the factual information, finding main idea, finding difficult words, identify references, and making inferences.

1.4 Formulation of Problem

Based on the limitation of the problem above, the problem is formulated as follows:

"Is there any significant effect of using Fishbowl Strategy to students' reading comprehension at SMPN 2 Siak Hulu Kampar.

1.5 Objective of Research

The objective of the research is:

To find out whether there is significant effect of using Fishbowl Strategy to students' reading comprehension at SMPN 2Siak Hulu Kampar or not.

1.6 Need of Research

1. For the English Teachers

   In order to give teachers a good way in teaching reading comprehension.

2. For the Students

   The students will be motivated to improve and to master their skills in readingcomprehension.

3. For the Researcher

   The research will add to the researchers' knowledge and experience in teaching reading comprehension. And the researcher hopes this research help them to give inspiration for other students who want develop similar research in the future. Then, this research can be useful as references.

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1.7 Definition of Terms

1. Effect

Effect means a result or condition produced by a cause, something that happens when one thing acts on another (Longman, 1987:79). In this research, effect is defined as the result of teaching reading by fishbowl strategy.

2. Fishbowl strategy

According to Sterling and Tohe (2008, p.25) state that fishbowl is also a strategy for assessing reading. It means that fishbowl becomes a strategy to assess students' understanding of book. Students' discuss benefits of reading aloud a summary of the book, reading a passage from the book, where fishbowl becomes way for students to share what they have read, asking appropriate questions, and answering questions.

3. Reading Comprehension

Reading Comprehension is a process of activating the prior knowledge of the reader which cooperates with his appropriate cognitive skills and reasoning ability to find out the concept from a printed text (Carrel et al, 1998:7)

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CHAPTER II

REVIEW OF LITERATURE

2.1 The Nature of Reading

Anderson et al. (1985) defined reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information. According to Wixson, Peters, Weber, and Roeber (1987), reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context. Grabe (1991 as cited in Alyousef 2005) defined reading as an interactive process between readers and texts that result in reading fluency. Readers interact with texts as they try to extract meaning and there are different types of knowledge: linguistic or systemic knowledge (bottom-up processing) and schematic knowledge (top-down processing). Pourhosein Gilakjani and Ahmadi (2011) stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive.

Reading may be one of the single most important skills that a person can possibly acquire. It is generally taught at a very young age, beginning before kindergarten. The National Reading Panel has stated that there are five specific practices that teachers should be using when teaching children to read or when helping them improve their reading skills. These practices are phonemic awareness, instruction in phonics, guided oral reading practice with feedback, vocabulary instruction, and comprehension strategy instruction (Prado & Plourde, 2005). Of these five practices, the most important may be reading comprehension.

Reading comprehension requires the reader to actually know and understand what they are reading. If persons have excellent decoding skills, but are not fully able to understand what they are reading, then they are simply word calling and not truly reading.

According to Brumfit (1980, p. 3) reading is seen as an extremely complex activity involving a combination of perceptual, linguistic and cognitive abilities. As Carrell (1998, p.1) claims "second language learners cannot perform at proficiency levels they must so as to succeed without solid proficiency." Goodman (1998, p.2), on the other hand, defines proficient readers as "efficient and effective" because he believes that they can construct a meaning by means of assimilation, accommodation, and they do not make much effort to achieve effectiveness. He further describes reading as a psycholinguistic guessing game in which the reader reconstructs a message that has been coded by a writer as a graphic display.

Reading experts such as Anderson and Pearson (1984) and Aebersold and Field (1997) argued that the best way to teach reading is through bottom-up methodology in which reading takes place by matching sounds and letters. The students are taught to focus on language knowledge, vocabulary, and structure of a passage while reading. Ferhan (1999) states that topdown processing is more effective (now known as a psycholinguistic theory about learning in which the prior knowledge of the reader was deemed to be very important). However, other experts such as Kintsch (2005), Eskey and Grabe (1988), and Grabe and Stoller (2002) proposed an interactive approach to reading involving both bottom-up and

top-down processing. Proponents of this approach believe that based on the situation, the reader decides which approach is more beneficial. More specifically, if the required background knowledge about the text is available to readers, they will benefit from a top-down approach. Conversely, if they do not have this subject area specific knowledge that is necessary to understand the passage, then a bottom-up approach would be more helpful (Hedge, 2008; Harmer, 2001; Brown, 2000; Dubin & Bycina, 1991).

According to Ivar Braten & Helge Stromso, reading is often described as an interactive process, where comprehension is a result of joint efforts from the author and the reader (2007:196). The author has to formulate the content so that it is interpretable, whereas the reader must mobilize the skills and knowledge needed to comprehend the text – a joint venture. However, the reader is the one most likely to spoil the process; fail to understand, give in, and stop reading. Hence, the reader is considered to be the one most responsible for gaining comprehension. This questions the interactivity of reading.

2.2 Reading Comprehension

According to RAND Reading Study Group (2002), comprehension is the process of eliciting and making meaning through interaction and involvement with written language. McNamara and Magliano (2009) emphasized that this process is a task of both reader and text factors that happen within a larger social context. Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior

knowledge and previous experience, information in the text, and the views of readers related to the text.

Kintsch (1998) and van Dijk and Kintsch (1983) defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge. This is called a mental model (Johnson-Laird, 1983) or a situation model (Kintsch, 1998). This model defines what has been learned (RAND Reading and Study Group, 2002). Keenan, Betjemann, and Olson (2008) expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower- and higher-level processes and skills. Accordingly, there are many sources for possible comprehension break and these sources are different based on the skill levels and age of readers.

According to Snow (2002), reading comprehension is an ongoing reading process in which the reader constructs the meaning from the printed text through an interactive process. To Snow, reading comprehension requires three main components which vary in the phases of reading (pre-reading, reading, post reading).These components are: the reader interacts with the text using his/ her abilities, various sources of knowledge such as linguistic and discourse knowledge, and experiences, the text which might be a printed or electrics text, and the activity which includes the reader's purposes and process. Along this line of thought, Woolley (2011), for example, defines reading comprehension as the

process of extracting meaning from the text while Pakhare (2011,p.1) considers it as "the level of understanding of a passage or text". Gagen (2007) defines reading comprehension as an active, complex, and important process in which the reader interacts with the text using his / her vocabulary knowledge and reading strategies.

Reading comprehension is a skill that is critical in the educational success of all individuals. Without adequate reading comprehension skills, students can struggle in many subject areas. Reading comprehension is an important skill needed for all areas of school. Subjects, other than reading or literature, where comprehension skill are significantly important include science, social studies and math. In the area of science, research indicates that many students lack prior knowledge and reading strategies to generate inferences; thus, the students comprehend science texts poorly. It is also found that students lack the specific reading strategies to generate inferences that aid in the understanding of science texts. (Best, Rowe, Ozura, and McNamara, 2005).

Comprehension is an important element during all states of literacy development. Students who read more fluently are able to focus on meaning, hold more of the information in their working memory, and incorporate their own background knowledge with what they have read. Reading with accuracy and effective speed allows the reader to focus on the meaning of the words (Neumann, Ross, & Slaboch, 2004). This again proves the importance of fluency and speed that students need to be successful at comprehension.

Klinger et al (2007, p.2) state that reading comprehension is the process of conducting meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. According to Linse (2005, p.71), reading cannot be separated from comprehension because the purpose or the results of reading activity is to comprehend what has been read. Reading without understanding is useless. That is also stated by Hasibuan and Ansyari (2007, p.37), the purposes for reading and the type of text determine the specific knowledge, skill, and strategies that readers need to apply to achieve comprehension. The meaning of "comprehension" has been defined by Duffy (2009, p.14).

Reading comprehension is not a single step or easily acquired skill. It is a very complex process that teachers find difficult to teach. Comprehension is a process that involves thinking, teaching, past experiences, and knowledge (Prado & Plourde, 2005). The foundation of reading comprehension is word identification and decoding. As individuals get better at these skills and are able to read words, they have to move into learning the actual meanings of the words they are reading. Knowing and understanding what is being read is the key to comprehension. Comprehension is the "interaction among word identification, prior knowledge, comprehension strategies, and engagement" (Prado & Plourde, 2005, p. 33). Without all of these skills, one cannot comprehend properly and, therefore, not read properly. Students who have disabilities are more at risk than others for developing reading and or comprehension problems. Students with disabilities often do not pick up techniques or reading skills as quickly as their

peers who do not have disabilities. Therefore, students with disabilities greatly benefit from having strategies that they understand and that they know how to employ in certain situations. Typically developing students can often develop and use their own strategies, but those with disabilities struggle with this process.

2.3 Teaching Reading Comprehension

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but also more of it. Teaching reading is a learning process. The process is such as recognizing words, assigning meaning to words, constructing the meanings of sentences and larger units, and relating the information gleaned from the text to information we already have. As the component of the four macro language skills (listening, speaking, reading, writing), reading should be taught communicatively and interestingly. However, traditional methodology still dominates the reading teaching in most schools. It may contribute to the failure of teaching reading skill. Rustipa (2010, p. 128) states that some classroom activities to teach communicative reading are:

1. Read to act

This activity is designed to let students act out a story they read.The text selected for this activity should contain a plot involving more than one person. The plot should be represented through dialogues. To make the activity more interesting, students are encouraged to use their imaginations and make any changes to the plot and dialogues in their performance.

2. Read to debate

This activity requires students to engage in a debate from an article or other source. A debate activity can deepen students' understanding of the issue discussed in the text. In addition, they learn how to view and orally defend a topic from a different perspective.

3. Read to interview

This activity is more flexible than the previous two. It is organized around texts from different genres. This activity provides students with opportunities to orally represent ideas from the text they have read. It also helps them learn to ask questions about different issues.

Teaching comprehension strategies to students was largely unrecognized prior to Durkin's (1978/1979) influential study. She questioned whether these strategies could be taught and sought to determine what comprehension instruction would look like. Although comprehension improves through extensive reading, research has concluded that comprehension could improve more if all readers were taught to use the comprehension strategies that good readers use (Ortlieb et al, 2013; Scharlach, 2008; Shaw, 2013). The study's eight reading comprehension strategies were (1) predicting/inferring, (2) visualizing, (3) making connections, (4) questioning, (5) determining main idea, (6) summarizing, (7) checking predictions, and (8) making judgments (evaluating). Recognizing the difference between reading skills; an acquired ability to perform well and strategies; systematic plans to improve education, was pivotal in the idea that

strategies support skills (Afflerbach et al., 2008). When Afflerbach and his colleagues asked what good readers do in a survey, respondents had a difficult time answering because their strategies had become automatic. Explicit instruction of strategies was found to be especially effective for students who had begun with poor comprehension – probably because they were less likely to have the background knowledge of other readers (Barry, 2002). Afflerbach et al. (2008) pointed out that not all strategies are effective for all students at all times; successful readers have the ability to assess which strategies will be effective for the given task.

Scharlach (2008) suggested teachers often struggle with teaching reading comprehension strategies due to the complexity of designing purposeful comprehension strategy instruction. She further stated that the amount of time that is required to learn and implement explicit instruction to be overwhelming for some. Her goal was to design, implement, and evaluate an instructional framework to enhance reading comprehension instruction, achievement, and self-regulated use of strategies. Reading comprehension should be the ultimate goal of any reading activity (Hock and Mellard, 2005). Hock and Mellard further explain that the reader employs skills such as identifying the main idea, summarizing, and asking questions about the information read, as well as making inferences. Dole et al. (1991) noted children use different strategies when reading expository and narrative text. For reading comprehension to be achieved, it must be taught in a variety of ways. Teachers need to repeatedly model strategies, even simple ones like asking questions (Barry, 2002), but to be effective they should have a small

repertoire of strategies that can be modeled, explained, and used to scaffold practice within the lesson (Scharlach, 2008).

Strategies cannot be taught in a lecture, so teachers need to prepare a lesson that will engage the learner (Barry, 2002). Motivation is a barrier that a struggling reader must overcome, and engagement could be the fastest way to overcome that barrier. Teachers must strive to move the student to the metacognitive level of operations so that he or she can transfer the strategy to other settings once the teacher is not present to provide guidance (Scharlach, 2008). When children are thinking about their thinking, they will know when and where to use the strategy.

The Australian Government's National Inquiry into the Teaching of Literacy Report (2005) also advocates early, systematic, integrated and explicit teaching of reading as the most effective way of teaching all children to read. An integrated approach to teaching reading is a process that should involve collaboration with school communities and parents and should teach the following:

1. Phonemic awareness: the ability to hear and manipulate sounds in oral language;

2. Phonics: the relationships between letters and sounds;

3. Vocabulary: new words and what they mean;

4. Text comprehension: understanding what is being read and developing higher-order thinking skills; and

5. Fluency: the ability to read quickly and naturally, recognize words automatically, and group words quickly (National Inquiry into the Teaching of Literacy Report, 2005).

The related roles of reading suggest that teachers need to help their students develop strategies for approaching the reading process. This involves helping students to:

1. Understand that reading is an active process involving comprehension of meaning

2. Appreciate that reading involves evaluating and confirming predictions, using our social knowledge

3. Recognize that we use different reading strategies depending on the text type and our purpose for reading

4. Identify different text structures, sections of text and the kinds of language used. (Hood, Solomon and Burns, 2002:12)

More recently, however, approaches to the teaching of reading have focused on the importance of acquiring those strategies that help students become strategic readers while coping with difficult passages (Alderson, 2005). Researchers have discovered that successful L2 learners use more learning strategies and utilize them more frequently than their less successful classmates; this strategy use has been shown to occur before, during, and after L2 tasks (Grabe & Stoller, 2001; Kaplan, 2002; Oxford, Cho, Leung, & Kim, 2004). Kaplan (2002) asserts that one of the most important features of reading is that it

is strategic, that is, while reading, the reader assesses whether he has achieved his purpose for reading or not. If not, he should adapt different monitoring activities, which is the hallmark of a good reader.

It is, however, important to emphasize that input is different from intake and the strategies that are taught are not exactly the ones students will employ. In addition to teaching strategies, teachers should help them pay heed to what they are doing (Robinson, 2005). Since reading comprehension is not an observable phenomenon, assessing one's comprehension and development of the skill through the use of those strategies illustrating comprehension seems important (Brown, 2000). Therefore, the responsibility of the teacher also changes and it is not sufficient only to teach the strategies, but equally practice and utilize them in every lesson persistently to affect achievement. In fact, the ultimate goal is to develop strategic readers who can employ these strategies automatically to improve their performance on comprehension and recall tests (Farrel, 2001; Grabe & Stoller, 2001).

Reading strategies are tools that teachers use to help students learn to read and comprehend what they are reading. There are hundreds reading strategies available to help students with their comprehension at different levels and with different types of text (Prado & Plourde, 2005). One problem with strategy use is that it is often not taught explicitly enough or it is taught incorrectly. When teaching a student a strategy, the strategy has to be taught with detailed and explicit instruction. The student has to be shown how to use the strategy through modeling, have supported practice, and independent practice with feedback. The

strategy may also have to be generalized to other settings. It is being found that some students with reading or comprehension difficulties are either not taught strategies at all or they do not know how to use them properly. Many students with disabilities are taught strategies but they do not know how to recall that strategies when they are engaged in reading (Jitendra & Gajria, 2011).

Reading comprehension is a process that involves memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to properly decode (Ness, 2010).Explicitly teaching students strategies can help them do all of these things better and become more independent readers. Reading comprehension strategies also encourage students to become more responsible for their own learning, once the student has mastered the strategy. Also, research has shown that when students receive proper reading comprehension strategy instruction and then use these strategies, not only does their comprehension decrease but so does their vocabulary, decoding, problem solving, team work skills, and self-esteem (Ness, 2010).

There are hundreds of strategies that claim to help students improve their reading comprehension. Four of these general strategies are visualization, summarization, making inferences, and making connections to one's own life and experiences (Moore & Lo, 2008). *Visualization* involves students creating mental pictures in their mind while they are reading, or stopping at certain points in a reading selection to make these visualizations. Visualizationis taught by teacher's modeling this strategy explicitly and by having students practice with supports.

Students can even draw or create pictures of their visualizations until they have learned to simply visualize in their own minds.

Summarization is teaching students how to summarize what they have read to themselves.Teachers model this by reading a passage, stopping at certain points then explaining aloud what they have read.This is done again through modeling and much guided practice.Students can practice by reading a passage and then telling a partner or a teacher what they have just read (Prado & Plourde, 2005).

Making inferences is taught by a teacher reading a passage aloud to a class that has some of the details missing.The story's context can guide the students to the details that are missing. The teacher again models and guides the students to ask themselves appropriate questions to try to fill in the important details.There are graphic organizers that ask certain questions that students can use as a guide after reading a selection.They can use these questions until they are able to formulate their own questions (Prado & Plourde, 2005).

Teaching students to make connections to their reading is done in a similar way.The teacher reads a passage aloud, stops at a certain point, then says how they can relate what they have read to their own life. The teacher does this often, then gets the students involved by asking questions. All four of these strategies are sometimes combined to create one larger strategy once they have all been taught and mastered separately (Prado & Plourde, 2005).

One of these strategies is called Rainbow Dots (Moore & Lo, 2008).This strategy uses colors and manipulative objects to help students monitor their use of each of these strategies.It also lets teachers know which strategy each student is using and when. Each of the four strategies, visualization, summarization, making inferences, and making connections, are assigned a colored sticker.As students read they have a sheet of colored dot stickers. Each time they use a strategy (i.e., summarization, making inferences, visualization, making connections), they are to place the appropriate dot next to the selection they read when they used this strategy (Moore & Lo, 2008). For example, if visualization is assigned a red dot and summarization is assigned a green dot, and astudent visualized a boy swimming during a particular passage, then the student would place a red dot next to the passage.By doing this, the teacher can then go back and ask the student about the strategy they used to make sure it is being used correctly.

2.3.1 Theories of Reading Comprehension

There are three types of theories of reading comprehension. They are mental representations, content literacy, and cognitive processes.

1. Mental Representations

Van Oostendorp and Goldman (1998) expressed that when a reader is reading a text, he can create a mental representation of the text that explains how the reader understands the text.A lot of researches supported the many levels of representation are included in constructing meaning. According to Kintsch (1998),when a reader is reading a text, three various levels of mental

representation are created. They are the surface component, the text-base, and the situation model.

Kintsch (1998) continued that when the words and phrases and not the meaning of the words and phrases, are encoded in the mental representation, this is defined as the surface component of mental representation. The text-base indicates the meaning of the text and is composed of those parts and connections that are arose from the text itself without increasing anything that is not clearly identified in the text. A text-base can be made without any memory of the accurate words or phrases from the text. In a pure text-base, the reader applies previous knowledge to create a more perfect and consistent mental representation.

According to Kintsch (1998), the situation model is a structure that combines the text-base and the related features of the reader's knowledge. In order to create a text-base, some previous knowledge is required but this knowledge is a more general one that is necessary for decoding texts in general, while the previous knowledge in the formation of a situation model is more specific regarding the content of the text.

2. Content Literacy

Content literacy is the ability to read, understand, and learn from texts from a particular matter. There are three types of content literacy: general literacy abilities, content-specific literacy abilities, and previous knowledge of content. The general and the content-specific literacy abilities indicate some more general type of knowledge that does not hinge on the detailed content of a particular text.

This knowledge is applied to make a text-base in the mental representation (McKenna & Robinson, 1990). Previous knowledge of content is the knowledge that is related to the content of a particular text and is applied to make a situation model in the mental representation.For example,it is not obvious that mathematics makes a necessity for content-specific literacy abilities and the reading comprehension in mathematics hinges on more general literacy abilities and previous knowledge.It can be stated that the symbolic language in mathematics is the main cause for the need of content-specific literacy skills (McKenna & Robinson, 1990).

3. Cognitive Processes

The application of syntactic and semantic rules together with the activation of more particular previous knowledge occurs automatically and unconsciously. Various cognitive processes are more or less conscious. Perception is defined as the highly automatic and unconscious processes. For instance, when we see a dog and directly know it as a dog; we are conscious of the outcome of the process but there isn't any active and conscious thought processes for this identification (Kintsch, 1992). Problem solving deals with active thinking when we want to remember the name of a person we see and know. Accordingly, when we read a text without having any difficulties in comprehending what we read, the process is related to perception than problem solving because the process of comprehending is unconscious. This is comprehension is located somewhere between perception and problem solving (Kintsch, 1992).

2.3.2 Effective Strategies for Reading Comprehension

There a lot of strategies for reading comprehension.These strategies are explained in detail in this section.

1. Activating and Using Background Knowledge

In this strategy, readers activate their background knowledge and apply it to aid them comprehend what they are reading. This knowledge consists of individuals' experiences with the world together with their concepts for how written text work, involving word recognition, print concepts, word meaning, and how the text is formed (Anderson & Pearson, 1984).

Schema theory is very important in comprehension process (Anderson & Pearson, 1984; Anderson, Reynolds, Schallert, & Goetz, 1977).This theory is based on how people form and activate their previous knowledge.This theory explains that as persons learn about the world, they create a series of knowledge structures or schemas. These schemas develop and shift as the persons learn new information through experience and reading. For instance, a child's schema for dog can involve her or his comprehending of the family pet such as white, furry, and fun. When the child gets more experiences with a lot of dogs in different environments, the dog schema develop and can be improved. It can relate to other schema-kinds of dogs like colors of dogs; foods that dogs eat; places where they stay when the family is on holiday; and dangerous dogs.

Cognitive scientists stated that successful readers permanently relate their prior knowledge to the new knowledge they face in texts. Good readers activate

their schema when they start reading.The first schema impacts how readers comprehend and react to a text (Pichert & Anderson, 1977).Schemas are particularly significant to reading comprehension. When learners have knowledge of a text's organization, this can help them to understand better that text (Armbruster, Anderson, & Ostertag, 1987).

2. Generating and Asking Questions

In this strategy, readers ask themselves pertinent questions in reading the text. This strategy assists readers to combine information, recognize main ideas, and summarize information. Asking appropriate questions permits successful readers to concentrate on the most important information of a text (Wood, Woloshyn, & Willoughby, 1995).

3. Making Inferences

Readers assess or draw conclusions from information in a text. In this strategy, writers do not always provide full information about a topic, place, personality, or happening. Instead, they provide information that readers can use to read by making inferences that integrate information of the text with their previous knowledge. Through this process, readers can improve their skills to make meaning. Being able to make inferences is an important factor for readers' successful reading (Anderson & Pearson, 1984; Hansen& Pearson, 1983).

4. Predicting

In this strategy, readers are able to gain meaning from a text by making educated guesses. Successful readers apply forecasting to make their existing knowledge to new information from a text to obtain meaning from what they read. Before reading, readers may apply what they know about a writer to forecast what a text will be about. The title of a text can operate memories of texts with the same content, permitting them to guess the content of a new text. During reading, successful readers can make predictions about what will occur next, or what opinions the writer will offer to support a discussion. Readers try to assess these predictions ceaselessly and change any prediction that is not approved by the reading (Gillet, & Temple, 1994).

5. Summarizing

Readers combine information in a text to elaborate in their own words what the text is about. Summarizing is a significant strategy that allows readers to remember text rapidly. In this strategy, readers can be aware of text structure, of what is significant in a text, and of how opinions are related to each other. Effective summarizing of explanatory text includes things like condensing the steps in a scientific process, the steps of development of an art movement, or the episodes that result in certain important historical happenings. Effective summarizing of narrative text includes things such as connecting happenings in a story line or recognizing the elements that stimulate a character's activities and conduct (Honig, Diamond, & Gutlohn, 2000).

6. Visualizing

Readers can make mental picture of a text to comprehend processes they face during reading. This skill shows that a reader perceives a text. Readers who form a mental image as they read are better able to remember what they have read than those who do not image (Pressley, 1976).Visualizing is very important when it is used for narrative texts.When readers read narrative texts, they can easily understand what is happening by visualizing the place, personalities, or operations of a plan. It can also be used for the reading of expository texts. Readers visualizing steps in a process or stages in a happening or forming an image that help them to recall some abstract ideas or significant names (Gambrell& Bales, 1986).

7. Comprehension Monitoring

In this strategy, readers have the ability to know when they comprehend what they read, when they do not perceive, and to apply suitable strategies to make better their understanding. Successful readers know and check their thought processes as they read. Strategies that successful readers use to improve their understanding are called "fix-up" strategies. Particular repair strategies involve rereading, reading ahead, explaining the words by looking them up in a, or asking someone for assistance (Paris, Wasik, & Turner, 1991).

Successful readers try to use different strategies to make meaning as they read. They do not use similar strategies; instead, they like to expand and practice those strategies that are beneficial to them. Moreover, they are very flexible in the

application of their strategies, they change from strategy to strategy, and they apply various strategies with different types of texts (Paris, Wasik, & Turner, 1991).The important point here is that successful readers can make good decisions about which strategies to apply and when to use them. A lot of students can gain from explicit instruction that teaches them to apply particular strategies for understanding a text. The other point is that particular comprehension strategies can be taught and learned and that their conscious use can help readers to ameliorate their comprehension (National Reading Panel, 2000).

2.4 Teaching Reading at Junior High School

Reading activity is one of the ways for the students in school to improve their English proficiency. Harmer (2001) points out that reading is a beneficial media to ease students in learning language such as vocabulary, grammar, pronunciation, and the way of constructing sentences, paragraphs, and texts. Reading turns out to be an effective way to learn English language, if learners know how to read words in English appropriately and know how to figure out the implication of words, sentences and the meaning of text as a whole (Blank, 2006).

Reading plays a crucial role in English learning. But how can students read quickly and effectively, and how to make the reading easier for the students, is a big headache for most English learners and instructors. Unfortunately, their reading ability is quite poor. Here are some possible reasons. They may have a poor vocabulary or a frail grammatical foundation. They may lack interest in reading and foreign culture or don't have good reading habits. They may fail to

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use reading strategies or get good marks in reading comprehension. In fact, in daily teaching activities of reading comprehension, teachers spend most of their time and energy in guiding students to grasp the language knowledge and grammatical items. Most teachers expect that students can acquire reading skills and strategies naturally through the accumulation of language knowledge and massive exercise. Nevertheless, according to the survey, quite a number of students are not confident in their reading strategies.

In "English Curriculum Standards" (The following refers to as Standards) for full-time compulsory education of ordinary high school which Ministry of Education promulgated in 2001, the descriptions of objectives in reading for junior high graduations are as follows:

1. The ability to infer and understand the meaning of new words according to the context and morphology

2. The ability to understand the logical relationship between each sentence in a paragraph

3. The ability to find out the topic of the article, to understand the plots of the story and to predict the development of plots and the possible ending

4. The ability to understand reading materials with common genres

5. The ability to use simple reading strategies to get information according to different reading purposes

It's obvious that Standards guide teachers' direction to improve the students' reading ability. In addition to linguistic skills, there's another important aspect named learning strategies which includes reading strategies. Application of reading strategies to reading comprehensions can enhance students' awareness of autonomy learning. (Zhou, 2009) In order to let the students find the English reading easier, teachers should make them aware the importance of applying the reading strategies to their reading comprehension; teachers should also make suitable designations of the given material according to the characteristics of the students.

As to reading strategies, experts have a similar definition. Li Lijuan (2010): reading strategies mean that the readers read and think or take a specific act in order to solve the problems encountered in the reading process and to help them remember the content of the article. Johnson (1989): reading strategies referred to the course of conduct taken by the learner to solve the difficulties in reading. Regardless of any kind of statement, reading strategies are strategies that readers adopt to finish the target. It is an important part of learning English reading well.

1. **Some Problems in English Reading**

Christine Nuttall says reading is a process in which readers select, classify and interpret information according to experience, information and knowledge they have in their minds. Reading is a communicative activity between writer and

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Dokumen ini adalah Arsip Milik :

reader in written form. But in English reading, there are many problems in students, teachers and reading materials.

2. Students' Problems in English Reading

Language skills involve listening, speaking, reading, writing and translating. Reading is a mental process to draw information from the source texts and to form new information.

Many students find it is hard to do the reading comprehension. The problems students have can be concluded as;

(1) Reading word by word, phrase by phrase, or line by line, usually at a very slow speed;

(2) Insufficient vocabulary resulting in too many new -words as obstacles in the process of reading;

(3) Too much consulting of new words in the dictionary in the process of reading causing the lack of the ability of inferring the meaning of some new words with the help of the context or the rules of word-building;

(4) The lack of sufficient cultural understanding of the target language or the background of the materials being read; To solve the problems mentioned above, this paper discusses how to adopt appropriate strategies to improve the students' reading ability.

3. Teachers' Problems in the Instruction of English Reading

Some students consider that teaching methods are not new, and other students consider that the current teaching methods are not helpful to improve their English reading ability. The reasons are in the follow:

(1) Teachers are eager to correct answers.In the process of learning new knowledge, students will inevitably have many errors. Some teachers are afraid to affect teaching schedule, in order to save time, they will directly tell the correct answers to students. As a result, it may influence student's ability to explore issues.

(2) The dominant position of middle school classroom is not obvious. Teachers read and then students follow. As a result, students do not receive effectiveness with hard work. After a long time students will have the psychological weariness to English.

(3) Teaching methods are simple and interactive activity is poor. But some of our teachers in the classroom always centered on their religion, which can not be found the interaction point, so it does not produce interactive effects.(Liu, 2011)

2.5 Teaching Reading by using Fishbowl Strategy

According to Jonson (2006, p. 52), fishbowl is an arrangement of students with the purpose of discussing literature. Participants sitting in an inner circle actively discuss the literature; they ask questions that they have prepared, answer other students' question. This strategy is used after students have completed their reading and develop some questions based on it. It means that the students will use fishbowl strategy after they read the topic or text that has been given by the teacher. In other words they have finished the reading activity. After giving a long time to read, the students will provide some questions based on the text or topic that has been read and ask to other in fishbowl strategy process. The fishbowl strategy can develop community and promote participation. Students analyze the text, develop their own questions, and together clarify controversial aspects of the text.

The "fishbowl" is a teaching strategy that helps students practice in discussion group. A fishbowl is traditionally a classroom discussion group divided into two parts: the "inner circle" or fishbowl, consisting of four or five people who discuss a topic. Students ask questions, present opinions and share information. The 'outer group' consisting of up to 20 people who observe; students listen carefully to the ideas presented and pay attention to process.

The inner circle or fishbowl is those members of the class who function as active participants in the discussion. They focus only on one another, talking to each other rather than to the teacher or their classmates. Ideally, members will use

the focused discussion as an activity that both review what they know and produce new knowledge and understanding.

The outer circle is these members as an inanimate object, they spend a majority of the time listening carefully to the discussion within them. Only after the teacher indicated that they may participate do members to voice their questions, opinion or inferences. Ideally, members of the outer circle should be anxious to participate.

According to Sanchez (2006, p.144) states that the purpose of fishbowl strategy is to deepen and extend students' understanding in reading comprehension. By using this strategy, students are expected to understand more about the text or topic given by teacher. Besides that, Sterling and Tohe (2008, p. 25) State that fishbowl is also a strategy for assessing reading. It means that fishbowl becomes a strategy to assess students' understanding of book. Students discuss benefits of reading aloud a summary of the book, reading a passage from the book, where fishbowl becomes a way for students to share what they have read, asking appropriate questions, and answering questions.

The concept of Fishbowl strategy can be drawn in the following picture: According to Masley (2008, p.11), the procedures of using fishbowl as follows:

1) Based on the articles or text that students read, students make some questions and ask them to the other students in fishbowl discussion group

2) Before students form the fishbowl, they are asked to read short or long text about topic

3) Once they have finished reading the text, teacher asks students to form two circles, an inner circle and an outer circle. The inner circle is the discussion group and should consist of at least 4 students. The outer circle is the observation group and contains the rest of the students. Just as people observe fish in a fishbowl, the outer circle observes the inner circle

4) Asking the inner circle to engage in a discussion about the text or article they read and the questions that frame the classroom discussion. Asking the outer circle to listen to the discussion and take notes to clarify and deepen the conversation about the topic

5) After 10 minutes, ask the students in the inner circle to become the outer circle and the students in the outer circle to become the inner circle. Have the inner circle use their observation notes to continue the discussion and the outer circle observe and take notes on the inner circle discussion

6) After 10 minutes, have the inner circle turn and discuss the questions with students in the outer circle

7) After 10 minutes, bring the circles together and discuss the main idea and questions that are emerged from the fishbowl

According to (Garrison and Munday, 2012). Fishbowl strategy can create productive environments for initiating important, yet potentially charged, conversations, and we can imagine a number of topics that would work well within the fishbowl format.

Procedure of Fishbowl Strategy

In implementing the strategy, Brozo (2007) used some steps as follow:

1. Identify a focus for class discussion. Typically, the more controversial and charged the issue, the greater level of engagement on the part of students.

2. Ask students to turn to a neighbor and talk about their ideas and opinions related to the issue. Tell students to take notes on their discussion.

3. Demonstrate the format and expectations of fishbowl discussion.

4. Get the discussion started by telling the discussants sitting in a cluster to talk among themselves about the ideas and opinions they raised when conversing with a partner.

5. Tell the other students to listen carefully to their classmates while they engage in a small group discussion and take notes or jot down questions share afterward.

6. Allow the discussants to talk for 5 minutes or so, getting involved only if the discussion dies or to ensure everyone is contributing and taking turns.

7. When the small group finishes or is stopped, ask the other students to make comments on the discussion they observed and/or ask questions of the discussants. This is an ideal time to model appropriate comments and questions.

8. Gather small group of volunteer discussants, and continue to the fishbowl process until all students have had the opportunity to be inside the fishbowl and they are clear about their roles and expectations.

Consequently, fishbowl processes provide a creative way to include the public in a small group discussion. The Fishbowl technique is a useful way for ventilating hot topics or for sharing ideas or information from a variety of perspectives. According to Brookfield and Preskill (2005) this technique serves two purposes to provide structure for indepth discussions and to provide opportunities for students to model or observe group processes in a discussion setting.

According to Kagan (2002) has said that the Fishbowl technique can be used in two distinct ways:

1. For brainstorming sessions: Choose a specific topic based on the group's needs or interests. A handful of seats are placed inside a larger circle. Participants who have something to say about the topic at hand sit in the center circle. Anyone sitting inside the fishbowl can also make a comment, offer information, respond to someone in the inner circle, or ask a question.

2. For structured observation of a group process: Participants in the inner fishbowl are given a specific task to do, while participants in the outside circle of the fishbowl act as observers of the group process. The inner group works on its task together, and the outer group is asked to note specific behaviors.

In addition, Opitz (2008) states that fishbowl offers the class an opportunity to observe closely and learn about social interactions. This technique can be used in any content area. Meanwhile, Sterling (2006) has added that fishbowl technique is commonly applied as an outdoor activity by building

communication interactively trough discussion and analysis. These two reasons have made fishbowls popular in participatory group meetings and conferences.

According to Sumarsih and Berutu (2013) stated that Fishbowl takes its name from the way seats are organized with an inner circle and outer circle. Fishbowl comes from two words, they are fish and bowl. Fish is represented to inner circle and bowl is represented to outer circle. A group of people (the fish) sit in an inner circle (the fishbowl) and discuss a topic introduced by the facilitator (e.g. through questions). At the same time, a wider group of participants sit in circle and listen to the discussion. People are allowed to contribute to the discussion only if they are sitting in the inner circle. While the discussion develops, people from the outer circle may join the discussion by taking a seat in the circle. Every time a person joins the inner circle discussion (jumps into the fishbowl), a person must leave the discussion and sit in the outer circle. It will lead by the teacher.

Fishbowl is a technique which facilitates the students to talk about a certain topic and allow them to have opportunities to listen and respond by asking and answering questions orally. There are two distinct groups with different activities. The students in inner circle give their opinion to the topic while the students in outer circle actively response to them It is also an effective way to explore students' speaking skill by provoking them to communicate during the activities.

A. Advantage of Fishbowl

An advantage of a fishbowl method is stimulates discussion in the class, provides class interaction, allows students to learn from peers, involves critical thinking, improves oral and listening skills and provides break from routines. These reasons have made Fishbowl popular in participatory group meetings and conference and also we can use it in any content area.

Wood in Sumarsih and Berutu (2013) stated that Fishbowl has some advantages to be used in teaching and learning process :

1. Can be effective teaching tools for modeling groups process,

2. For engaging students or other groups in discussion of cross-cultural or challenging topic,

3. For giving students greater autonomy in classroom discussion.

The explanation above shows that fishbowl technique to provide the students with opportunity to express their ideas related to working with each other in a group. Fishbowl can create productive environments for initiating important, yet potentially charged, conversations, and we can imagine a number of topics that would work well within the fishbowl. This is useful in exploring challenging topics and in experiencing the role of observer, listener, and/or speaker and it will make the participants be active in the conversation. The fishbowl process aims to increase people's understanding of other people's perspectives on an issue and to allow them to make connections and recognize links that may have been hidden. (Sarkisan, Perlgut and Nallard, 1986).

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B. Components of Fishbowl

The implementation of fishbowl in the teaching and learning process involves four components. They are (1) Deep Listening, (2) Critical Thinking, (3) Critical questioning, and (4) Thoughtful response.

1) Deep listening

According to Olsen, 2011: 3, there are two groups in fishbowl, the inner circle group and the outer circle group. The students in the outer circle listen deeply to each statement produced by the students in the inner circle. They fully give attention to the inner circle group while they are talking about the certain topic. They highlight the important points that can be used in giving response. They take a note and write down some points to be asked or suggested. When the students in the outer circle give comments, the students in the inner circle pay attention so that there will be effective communication among the students.

2) Critical thinking

The students in the inner circle and outer circle are given time to think before producing ideas. The students in the inner circle construct their ideas in good statements. They are not allowed to share their opinion to the students in the outer circle. Besides, the students in the outer circle consider some points that they have listened and noted to make responses. They give questions, suggestions, or clarification. They may help the students in the inner circle when they get difficulties by raising their hand. (Berutu and Sumarsih 2014, p. 15).

3) Critical questioning

The conversation happens in the stage of critical questioning. After the students in the inner circle produce some statements which are listened and noted by the students in the outer circle, there must be questioning and answering between them. If there is an obscure statement, they may ask for the clarification or question. When there is an obscure statement, the students in the outer circle may ask for the clarification or when there is mistake, they are allowed to give correctness. Aji (2013) stated that in this stage, the students also learn turn-taking in order to have an effective communication.

4) Thoughtful response

Olsen (2011) also stated that the concepts of thoughtful response are by observing, discovering, or analyzing another group's thought process. First, the students in the outer circle observe each statement produced by the students in the inner circle while the students in the inner circle think to produce ideas based on the pictures. Both of the students need to discover and take a note some points which are used to respond each other. Moreover, they analyze the note by constructing questions, suggestions, or corrections.

C. Function of fishbowl

According to Coverdell (2004: 92-93) points out two functions of the fishbowl technique. Those functions are

1) Fishbowl as a structured brainstorming

Fishbowl as a structured brainstorming session takes place when a handful of seats are placed inside a larger circle. It means that the students who have something to say about the topic at hand sit in the center. Anyone sitting inside the fishbowl can make a comment, offer information, respond to someone else in the center, or ask a question. When someone from the outside circle has a point to make, he or she taps the shoulder of someone in the center and takes that person's seat. There are some rules that the teacher and the students consider before conducting fishbowl technique as brainstorming Coverdell (2004: 92).

2) Fishbowl as a group activity

Fishbowl for structured observation of a group process means that the students in the fishbowl technique are given a specific task to do, while the other students outside the fishbowl act as observers of the group process. The inner group works on its task together, and the outer group is asked to note important statements stated by the students in the inner circle. The rule of the teacher in this activity is as an instructor. It means that the teacher give the inner and outer group a task that needs to be accomplished. The teacher asks the inner group to works first while the outer group watches each point which is produced. Besides, they also observe the ways in which the inner group produce their thoughts. In the end

of the lesson, the teacher helps a group of the students upon leadership. Coverdell (2004) said that from this technique, they learn how to respond and respect someone who is talking. The students should be able to give appropriate responses and turn to talk.

According to Briggs and Yee (2014, 2001), Fishbowl is a technique which involves groups of people seating in circles in order to promote students' engagement and opportunities to closely observe, take notes, and give responses orally Fishbowl is away to organize a medium-to large-group discussion that promotes student engagement and can be used to model small-group activities and discussions. Fishbowls have been used by group work specialists and in counseling. Fishbowl takes its name from the way seats are organized with an inner circle and outer circle. Typically, there are three or five seats in the inner circle with the remaining seats or desks forming a larger outer circle. Not all classroom arrangements allow for the creation of a distinct inner and outer circle, but seats or tables can be arranged in a similar pattern with a table or small group of chairs more or less in the middle of the room and other students facing this group (Furr & Barret,inHensley, 2002:3).

According to Hensley, Priles, (2002, 1993) Fishbowl discussions have multiple purposes. Fishbowls can be effective teaching tools for modeling group processes. For engaging students or other groups in discussions of cross-cultural or challenging topics (Slade & Conoley, 1989), or for giving students greater autonomy in classroom discussions (Dutt, 1997; Gall & Gillett, 1980). Fishbowl strategy can create productive environments for initiating important, yet

potentially charged, conversations, and we can imagine a number of topics that would work well within the Fishbowl format (Garrison and Munday, 2012). Fishbowl discussions can be used to model discussions of challenging or controversial material in any subject area (Bruce, 2007).

Fishbowl is a technique which involves groups of people seating in circles. It means that Fishbowl is used to organize medium to large group activities which consist of different abilities. The chairs are positioned into two circles, an inner circle and outer circle. Fishbowl offers the students' opportunities to closely observe, take notes, and give responses. Every student has his or her own turn to talk after the other students talk. While one student is talking, the others should observe to each word or idea produced by one student. They have to listen carefully in order to understand what the student is talking about. They take notes to some certain points before giving response. They may also give correction to some mistakes or ask questions to some confusing statements. Then, they have to respond orally to what they have observed and listened. They may ask for the repetition to clarify the obscure ideas of the topic.

According to the definitions, it can be concluded that Fishbowl is a technique which facilitates the students to talk about a certain topic and allow them to have opportunities to listen and respond by asking and answering questions orally. There are two distinct groups with different activities. The students in inner circle give their opinion to the story while the students in outer circle actively observe them.

A creative teacher usually uses a lot of technique in teaching to help her in delivering message while teaching. The teacher believes that it is better to use an appropriate technique to attract the students' attention and to make them understand the material easier. One of kinds of technique is Fishbowl technique. Fishbowl technique is related to the students' discussion in circle. This technique can help students in building their confident to speak more because they will be placed in equal condition, so there will not be a high level student or low level student.

According to Teuscher (2009: 2) also presents some variations to conduct Fishbowl. Those variations are as follows.

1) Develop one or more topics for the group activities.

2) Set up chairs in a Fishbowl design. Make an inner circle and a surrounding outer circle.

3) Instruct the members of the inner circle to talk based on the topic discussed while the outer circle listen, take notes, and learn.

4) Allow members of the outer circle to tap on inner circle members in order to switch positions.

Based on the theory above, the procedure of using Fishbowl technique in teaching speaking will be used by the researcher is divided into three steps, there are;

Pre Activity

The researcher divided the students into several small groups consist of five students. The researcher gave the students a topic to be discussed in group and give them time to discuss about the topic

Whilst Activity

The researcher began the Fishbowl technique with arranging the seats into two circles. The researcher asked the students to sit in circle position. One student who was the representative of each group sat into inner circle and the other students sat in outer circle. The discussion started based on the teacher's instruction. The researcher gave brief explanation about the rule of Fishbowl technique. The researcher began the discussion and asked the students' opinion about the topic given before. Each group presented their opinion, while the other presented their opinion the other students paid attention and gave others opinion. The researcher allowed the other member from outer circle to speak up by switching their position with the member of group from inner circle. The researcher monitored the students' interaction during the discussion.

Post Activity

The researcher gave comments and suggestion for the students. The researcher evaluated and re-explained the material and asked them to do homework or assignments related to the lesson.

2.6 Conceptual Framework

The conceptual framework of the research can be created as follows:

```
          ┌───────────────────────────────────┐
          │  Teaching Reading Comprehension   │
          └───────────────────────────────────┘
                 │                      │
                 ▼                      ▼
          ┌──────────────┐      ┌──────────────────────┐
          │   Fishbowl   │      │ Conventional Teaching│
          └──────────────┘      └──────────────────────┘
                 │                      │
                 ▼                      ▼
          ┌──────────────┐      ┌──────────────────────┐
          │   Pre-Test   │      │      Pre-Test        │
          │  Treatment   │      │     Post-Test        │
          │  Post-Test   │      │                      │
          └──────────────┘      └──────────────────────┘
                  \                   /
                   ▼                 ▼
              ┌──────────────────────────┐
              │          Result          │
              └──────────────────────────┘
```
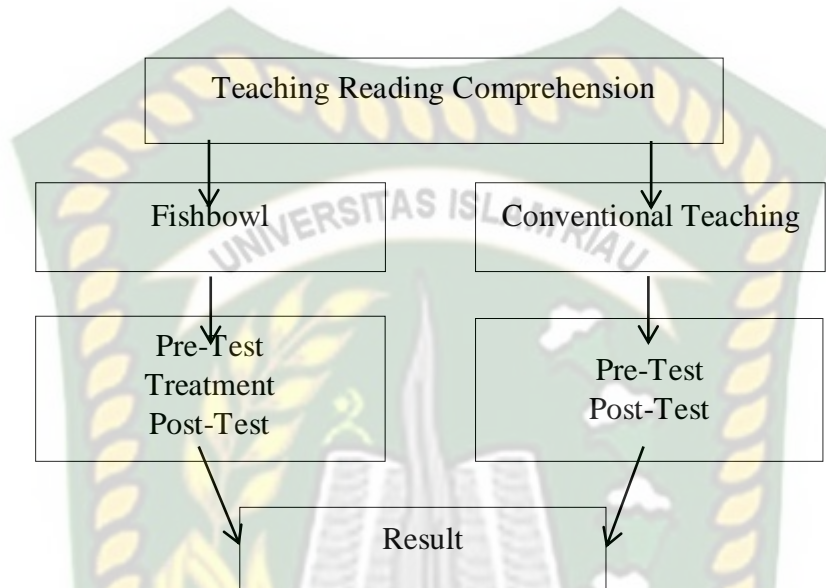
2.7 Past Studies

To enlarge the researcher knowledge about this research, the researcher finds some relevance study to this case. A research was conducted by Sonika Andriana. Erni. M.Syarfi (2014) entitled "The Effect of Three Stage Fishbowl Decision Strategy in Comprehending Narrative Texts by The Second Year Students of SMAN 2 Kuantan Hilir". In this research, the writer concluded that the students ability in using Three Stage Fishbowl Decision Strategy in comprehending such a reading text was very good. It can be seen from the experimental class and control class. At the pre-test, the average score of students in experimental class and control class was 58.61 and 58.78. At the post-test, the average score of experimental class and control class was 75.13 and 61.39. It showed that the post-test of experimental class was higher than control class.

50

The next study entitled "The Effect of Using Fishbowl Strategy on Students' Reading Comprehension" by Jonri Kasdi and Muhammad Auzar (2016). The design of this research was a quasi-experimental design. In collecting the data, the writer used both pre- and post- test to collect the data of the reading comprehension of narrative text of the first year students at state senior high school 3 Mandau. The number of sample from two classes was 87 students. In analyzing the data, the writer used an independent sample t-test. By using SPSS 22.0 and to was compared with t_{table} considering df. The writer concluded that there is a significant effect of using Fishbowl Strategy on students' reading comprehension of narrative text at State Senior High School 3 Mandau, where $t_{obtained} = 3.863$ is higher than t-$_{table}$ either at 5%=2.00 or 1%=2.65.

The next study entitled "The use of Fishbowl Strategy Toward the Improvement of the Second Grade Students' Speaking Skill At Ma Ddi Pattojo Soppeng" by Reski Amalia. S (2017). This research employed quasi-experimental namely non-equivalent control group design with pre-test and post-test. There were two variables in this research; they were independent variable (fishbowl strategy) and dependent variable (students' speaking skill). The population of this research was the second grade students of MA DDI Pattojo which consists of 79 students. The sample of the research consisted of 40 students which was taken by using purposive sampling technique, 20 students from IPA as experimental class and 20 students from IPS as control class. The instrument used in this research was test. The test was used in the pre-test and post-test. The data indicated that there were a significant difference between the students' post-test in the

experimental class and post-test in the control class. The mean score of the post test (77) in the experimental class was higher than the mean score on the post-test (65) in control class. The standard deviation on the post-test (10,43) in the experimental class and the standard deviation of the post-test in control class (11,12). From the t-test, the researcher found that the value of the t-test (3.51) was higher than the t-table (2.042) at the level of significant 0.05 with degree of freedom (df) = 38. Based on the finding and discussion of the research, the researcher concluded that using Fishbowl Strategy was effective to improve students' speaking skill.

Another study has been made by Dominicus Yabarmase (2013) entitled "The Fishbowl Strategy: An Effective Way to Improve Students' Speaking Ability". This research focused on the implementation of Fishbowl strategy to improve speaking ability of 30 students from first grade of SMA Xaverius Ambon. The research methodology was a classroom action research. At the end of implementing fishbowl, the researcher gave the questionnaire to know students' perception toward the use of Fishbowl strategy. Based on the research findings, there were 26,6% successful students at the pre-test. After conducting fishbowl, 100% of students in the classroom had improvement in their speaking skill because each of them had more chance to speak up something related to the topic given. The implementation of Fishbowl strategy in teaching speaking worked successfully because this strategy gave all students the same opportunity to speak in which not only some students who could speak in the classroom. That is why every student could practice their speaking ability.

From the relevance studies, the researcher found that there are some different in conducting the research. This research will be conducted at different places, and the researcher will try to implement The Effect of Using Fishbowl Strategy to Students' Reading Comprehension at SMPN 2 Siak Hulu Kampar.

2.8 Hypothesis

In order to answer the problem in this research, the researcher her hypothesis as follows:

1. Null Hypothesis (Ho)

   There is no significant effect of using Fishbowl Strategy to students' reading comprehension at SMPN 2 Siak Hulu Kampar.

2. Alternative Hypothesis (Ha)

   There is any significant effect of using Fishbowl Strategy to students' reading comprehension at SMPN 2 Siak Hulu Kampar.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research is a kind of experimental research. In conducting this research, the researcher find out the effect of using fishbowl strategy to students' reading comprehension at SMPN 2 Siak Hulu Kampar. This research involved two groups, used experimental group and control class. There are two variable in this research. The fishbowl strategy as independent variable and the reading comprehension as dependent variable.

Table 3.1 The Research Design

Class	Pre-test	Treatment	Post-test
Experiment	X_1	T	X_2
Control	Y_1	-	Y_2

Where:

X_1 : The students' reading comprehension before treatment of experimental class

Y_1 : The students' reading comprehension before treatment of control class

T : Treatment (Fishbowl strategy)

X_2 : The students' reading comprehension after treatment of experimental class

Y_2 : The students' reading comprehension after treatment of control class

VIII.1 : Experimental group by using fishbowl strategy

VIII.2 : Control group

3.2 Location and Time of the Research

The location of carried out this research activity was at the second grade students at SMPN 2 Siak Hulu Kampar on August 2019. The location of SMPN 2 Siak Hulu Kampar at Jl. Kesehatan no. 1 Pangkalan Baru, Kampar. This research was conducted on August, 22th 2019 until September, 7th 2019. The time of the research is as follows:

Table 3.2 Time of the research

Date	Learning Process
August 22th 2019	Pre-test
August 24th 2019	Materials
August 28th 2019	Treatment
August 31st 2019	Treatment
September 4th 2019	Treatment
September 7th 2019	Post-test

3.3 Population and Sample of the Research

3.3.1 Population

The population of this research was first year students at SMPN 2 Siak Hulu Kampar. The population of this research consist of 5 classes. The total population of this research is around 160 students

Table 3.3.1 Population of the Research the First year students at SMPN 2

Siak Hulu Kampar

Class	Population
VIII.1	32
VIII.2	32
VIII.3	32
VIII.4	32
VIII.5	32
Total	160

3.3.2 Sample

The sample of this research was taken through random sampling technique. Each member of population become the sample. The researcher use lottery to find the class. All sample were written in a roll paper, and the researcher chose two classes to be the samples. The sample of this class was VIII.2 as control group and VIII.3 in experimental class.

According to Arikunto, if the subject is less than 100 it is better to take all of it until the research is population research. If a large number of subjects can be taken between 10-15% or 15-25% of the population.

Table 3.3.2

Sample of the Research

No	Class	Sample
1	VIII.3	32 (Experimental group)
2	VIII.2	32 (Control group)
	Total	64 students

From the table above, it can be seen that the sample of this research is 64 students. They were divided in two groups are experimental group, is consist of 32 students and the other one is control group that consist of 32 students.

3.4 Research Instruments

An instrument is very useful in research use through the instrument we will know the result of the research. The researcher collected the data by distributing the multiple choice test to the students.

Table 3.4 The Blue Print of test

Materials	Indicators	Number of Items	Items Number
Butterfly	1. Find the factual information	1	1
	2. Finding the main idea of paragraph	1	2
	3. Finding the meaning of vocabulary in context	2	3,4
	4. Identify reference	1	5
	5. Making inference	1	6
My Mother	1. Find the factual information	1	7
	2. Finding the main idea of paragraph	1	8
	3. Finding the meaning of vocabulary in context	2	9,10
	4. Identify reference	1	11
	5. Making inference	1	12
YUTA	1. Find the factual information	1	13
	2. Finding the main idea of paragraph	1	14
	3. Finding the meaning of vocabulary in context	2	15,16
	4. Identify reference	1	17
	5. Making inference	1	18
Kuta Beach	1. Find the factual information	1	19
	2. Finding the main idea of paragraph	1	20
	3. Finding the meaning of vocabulary in context	2	21,22
	4. Identify reference	1	23
	5. Making inference	1	24
My Meaningful Room	1. Find the factual information	1	25
	2. Finding the main idea of paragraph	1	26
	3. Finding the meaning of vocabulary in context	2	27,28
	4. Identify reference	1	29
	5. Making inference	1	30

3.5 Research Procedure

1. **Pre-test**

   Before treatment, of this research is reading test in form of multiple choices test. The test made by the researcher consist of 30 items. The test consist of five passages of which six questions for each. Before doing treatment the students in experimental and control group would be given pre-test. The purpose is to know the students' reading comprehension before treatments. Pre-test was conducted for first meeting.

2. **Treatment**

   The treatment was conducted only to the experimental group. The researcher began do the treatment of fishbowl strategy for sixth meeting to the class VIII1. During the treatment, the researcher tried to see the development of students' reading comprehension.

3. **Post-test**

   After treatment had been doing, the researcher gives post-test to the students. It aims to know there is improvement on students' reading comprehension by using fishbowl strategy. It is done figure out whether there is any significant or result between these groups. They are experimental and control group. Post-test was conducted for last meeting. Test related to their materials. The test are consists of descriptive text.

3.6 Data Collection Technique

In this research, the researcher collected the data by distributed the tests to the students. They were pre-test and post-test. First, research gives post-test to both experimental and control groups. Then, the researcher gives fishbowl treatment to experimental group. Control group have taught by their English teacher. After that, writer gives post-test to both experimental and control groups.

1. **Pre-test**

Pre-test conducted to determine the students' ability on reading comprehension. The researcher done pre-test before using fishbowl strategy in teaching reading. The researcher gave pre-test to both experimental and control groups. It was used to know students reading comprehension before give treatment to experimental group.

2. **Treatment**

The treatment was conducted only to the experimental group. The researcher began do the treatment of fishbowl strategy for fifth meeting to the class VIII3. During the treatment, the researcher tried to see the development of students' reading comprehension.

3. **Post-test**

After taught for eight fifth for experimental class, the researcher gave post-test to both experimental and control groups. Post-test have conducted after giving

treatment (fishbowl) to the experimental group in teaching reading to know the effect of fishbowl strategy to the students' reading comprehension.

3.7 Data Analysis Technique

In analysis data the researcher used score of pre-test and post-test of the students. After teaching Fishbowl strategy in reading comprehension the data was analyzed by using statistical analysis. To know the result whether it is statistically significant, it was analyzed by using t- test. Therefore, the researcher used t-test from SPSS 22 program to analyze the significant different of Fishbowl Strategy toward reading comprehension of the students at SMPN 2 Siak Hulu.

The T-table was employed to know whether or not there was significant difference between means core both experimental and control class. The obtained value of t-table at the degree of freedom (df)= (N1+N2) -2.

Statistically

Hypotheses are:

$H_a = t_o >$ t-table

$H_o = t_o <$ t-table

H_a is accepted if $t_o <$ t-table or there is any significant effect of using Fishbowl strategy to students reading comprehension at SMPN 2 Siak Hulu.

H_o is accepted if $t_o >$ t-table or there is no significant effect of using Fishbowl strategy to students reading comprehension at SMPN 2 Siak Hulu.

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

This chapter present the research findings dealing with the data analyzed interpreted, which have been taken from the given pre-test and post-test of two classes, experimental class and control class. Subsequently, it showed students' score increase from pre-test and post-test of class in order to find out whether there is a significant effect of using Fishbowl strategy towards students' reading comprehension of the second grade at SMPN 2 Siak Hulu Kampar.

4.1.1 Students' Score of Pre-test and Post-test in Experimental Class

Before giving treatments, the researcher gave pre-test to students. It was done to know the ability of students in reading comprehension. The researcher compares the score of pre-test and post-test in experimental class. The researcher presented the students' score on pre-test and post-test as following table:

Table 4.1 Students' Score of Pre-test in Experimental Class

Name	Pre-Test
Student 1	33
Student 2	43
Student 3	20
Student 4	60
Student 5	50
Student 6	57
Student 7	43

Table 4.1 Students' Score of Pre-test in Experimental Class (continued)

Name	Pre-Test
Student 8	50
Student 9	40
Student 10	43
Student 11	40
Student 12	37
Student 13	30
Student 14	47
Student 15	40
Student 16	40
Student 17	67
Student 18	37
Student 19	37
Student 20	53
Student 21	50
Student 22	33
Student 23	43
Student 24	60
Student 25	40
Student 26	50
Student 27	63
Student 28	50
Student 29	30
Student 30	43
Student 31	50
Student 32	40
Total	**1419**
Mean	**44.34**

Table 4.1 showed the students' result in reading, particularly in reading of descriptive text in pre-test. From the data, it showed the result that the total score from 32 students in pre-test was 1419 before doing the treatment. From the total score of pre-test, the researcher get the mean of pre-test was 44.34

Table 4.2 Students' Score of Post-test in Experimental Class

Name	Post-Test
Student 1	70
Student 2	67
Student 3	60
Student 4	73
Student 5	77
Student 6	67
Student 7	70
Student 8	77
Student 9	60
Student 10	63
Student 11	67
Student 12	73
Student 13	57
Student 14	73
Student 15	70
Student 16	73
Student 17	73
Student 18	67
Student 19	57
Student 20	70
Student 21	70

Table 4.2 Students' Score of Post-test in Experimental Class (continued)

Name	Post-Test
Student 22	60
Student 23	73
Student 24	70
Student 25	67
Student 26	77
Student 27	77
Student 28	67
Student 29	73
Student 30	70
Student 31	73
Student 32	63
Total	**2204**
Mean	**68.88**

Table 4.2 showed the result after doing the treatment the students achievements was very different from pre-test, the total score from 32 students in post-test was 2204. From the total score of post-test, the researcher get the mean of post-test was 68.88

After the researcher analyzed the data of pre-test and post-test in experimental class, the analysis of the paired sample test was also to find out the difference of both test which can be seen by this following table:

Table 4.3 Paired Samples Statistics of Experimental Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	44.34	32	10.366	1.833
	Post-test	68.88	32	5.729	1.013

Based on the table 4.3 it could be seen the total of students was 32, the mean of pre-test was 44.34 and the mean of post-test was 68.88. Standard deviation pre-test was 10.366, while Standard deviation from post-test was 5.729. Standard error mean from pre-test was 1.833, and post-test was 1.013. So it could be seen that students' score of pre-test and post-test was different. Students score was increase after getting treatment. Furthermore, the paired correlation of the test could be described by this following table:

Table 4.4 Paired Samples Correlation of Experimental Class

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	32	.557	.001

From the table 4.4, it could be seen the total of students was 32, the correlation between pre-test and post-test were 0.557, while significant was 0.001.

Table 4.5 Paired Samples Test of Experimental Class

		Paired Differences							
			Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	T	Df	
Pair 1	Pre-test Post-test	-24.531	8.606	1.521	-27.634	-21.428	16.125	31	.000

Based on output SPSS, Paired sample T-test showed paired differences to know the same variance.

If sig. (2-tailed) > 0.05 H_O is accepted and Ha is rejected.

If sig. (2-tailed) < 0.05 H_O is rejected and Ha is accepted.

From the table 4.5, it could be seen the level of significant was 0.000 and it was less than 0.05. It means that 0.000 < 0.05. Therefore, the null hypothesis (H_O) is rejected and hypothesis alternative (Ha) is accepted. So, there was significant effect of using Fishbowl Strategy to Students' Reading Comprehension at SMPN 2 Siak Hulu Kampar.

4.1.2 Students' score of Pre-test and Post-test in Control Class

The achievements of pre-test and post-test in control class were different from experimental group. Here, the researcher compare the pre-test and post-test on control class score without doing treatment as could be described by this following table:

Table 4.6 Students' Score in Pre-test of Control Class

Name	Pre-Test
Student 1	33
Student 2	50
Student 3	53
Student 4	63
Student 5	23
Student 6	47
Student 7	60
Student 8	40
Student 9	43
Student 10	13
Student 11	43
Student 12	33
Student 13	40
Student 14	37
Student 15	43
Student 16	33
Student 17	60
Student 18	40
Student 19	7
Student 20	43

Table 4.6 Students' Score in Pre-test in Control Class (continued)

Name	Pre-Test
Student 21	57
Student 22	57
Student 23	43
Student 24	27
Student 25	43
Student 26	37
Student 27	47
Student 28	50
Student 29	40
Student 30	70
Student 31	47
Student 32	37
Total	**1359**
Mean	**42.47**

Table 4.6 showed the students' result in reading, particularly in reading of descriptive text of pre-test and post-test control class. From the data, it showed the result that the total score from 32 students in pre-test was 1359. From the total score of pre-test, the researcher get the mean of pre-test was 42.47

Table 4.7 Students' Score in Post-test of Control Class

Name	Post-Test
Student 1	50
Student 2	53
Student 3	40
Student 4	43
Student 5	37
Student 6	50
Student 7	53
Student 8	43
Student 9	53
Student 10	53
Student 11	53
Student 12	50
Student 13	53
Student 14	47
Student 15	53
Student 16	50
Student 17	53
Student 18	33
Student 19	33
Student 20	63
Student 21	47
Student 22	43
Student 23	43
Student 24	47
Student 25	43
Student 26	40
Student 27	43

Table 4.7 Students' Score in Post-test of Control Class (continued)

Name	Post-Test
Student 28	43
Student 29	47
Student 30	50
Student 31	47
Student 32	40
Total	**1496**
Mean	**46.75**

Table 4.7 showed the result of total score from 32 students in post-test was 1496. From the total score of pre-test, the researcher get the mean of pre-test was 46.75

After the researcher analyzed the data of pre-test and post-test in control class, the analysis of the paired sample test was also done to find out the difference of both test which can be seen by this following table:

Table 4.8 Paired Samples Statistics of Control Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	42.47	32	13.479	2.383
	Post-test	46.75	32	6.570	1.161

Based on the table 4.8, it could be seen that the total students was 32 the mean of pre-test was 42.47 and the mean of post-test was 46.75. Standard deviation from pre-test was 13.479, while Standard deviation from post-test was 6.570. Standard error mean from pre-test was 2.383, and post-test was 1.161.

So, it could be seen that students' score of pre-test and post-test was different. Furthermore, the paired correlation of the test could be described by this following table:

Table 4.9 Paired Sample Correlation of Control Class

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	32	.233	.200

From the table 4.9, it could be seen the total of students was 32, the correlation between pre-test and post-test were 0.233, while significant was 0.200.

Table 4.10 Paired Samples Test of Control Class

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	Pre-test Post-test	-4.281	13.551	2.395	-9.167	.604	1.787	31	.084

Based on output SPSS, Paired Sample T-test showed paired differences to know the same variance:

If sig. (2-tailed) > 0.05 H$_O$ is accepted and Ha is rejected.

If sig. (2-tailed) < 0.05 H$_O$ is rejected and Ha is accepted.

From the table 4.8, it could be seen the level of significant was 0.084 and it was high than 0.05 it means that 0.084 > 0.05. Therefore, the null hypothesis (H$_O$) is accepted and the hypothesis alternative (Ha) is rejected. So, there was no significant difference on the students' reading comprehension in descriptive text of pre-test and post-test achievements in control class.

4.2 Progress of Students' score

The researcher applied experimental research and got score of pre-test and post-test. The researcher analyzed the progress of students' result by using fishbowl strategy in reading comprehension descriptive text.
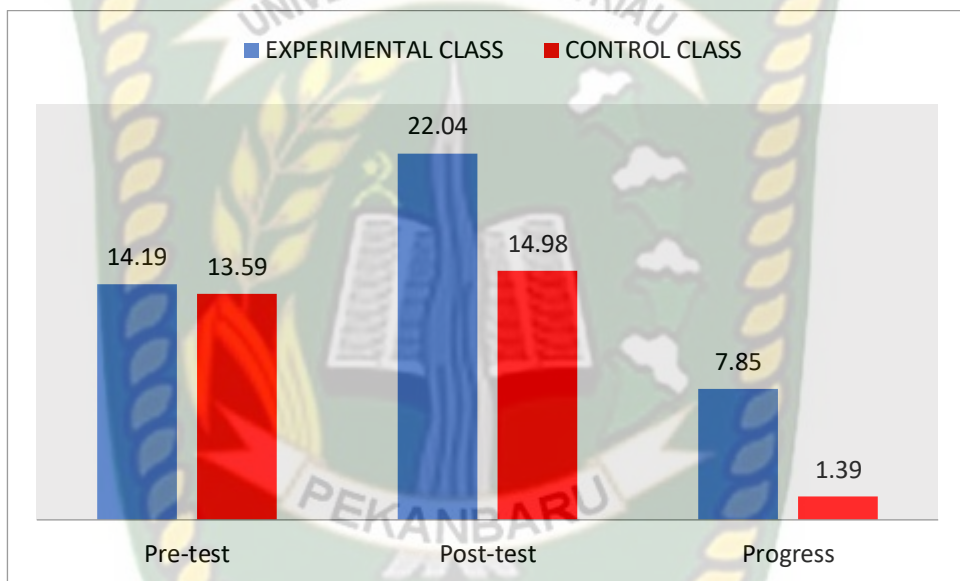
Figure 4.1 Result of Pre-test and Post-test

Figure 4.1 showed the mean score of pre-test in experimental class was 14.19, and the mean score of post-test in experimental class was 22.04. It can be seen that the increasing of experimental class was 7.85. Furthermore the mean score pre-test in control class was 13.59, and the mean score of post-test in control class was 14.98. It can be seen the decreasing of control class was 1.39. It means that the increasing of experimental class was higher than control class. The increasing or progress explained the teaching reading using fishbowl strategy have the positive effect towards students' reading comprehension.

4.3 Teaching and Learning Process

Researcher and students' activities while learning process can describes below:

The First Meeting: At the first meeting, the first, the researcher was come to classroom for the first time and then the researcher greeting and checking attendance list. After that, teacher introduced ourselves, after which alternative with the students while the teacher roll students. Students were asked to introduce themselves after their names were called. After all the students had a turn, the teacher asked the students to do the pre-test sheet about an orderly manner. Pre-test was given by the teacher to the students before the treatment. The purpose was to know the students' reading ability before the treatment applies. Pre-test was conducted on the first meeting only. The pre-test was reading test. The test made by the researcher consist of 30 items. The test consist of five passage of which six questions for each. This activity was carried out on an experimental class group and class control group without differentiating instruction and topics in the booklet both. This activity was carried out for 2 x 40 minutes, according allocation of lesson time. After all the students have finished, students were asked to collect the sheets about. To close the first class teacher discussed some matter with students together.

The Second Meeting: In experimental class and control class, the first the teacher gives the material about descriptive text and gives example of descriptive text, the text about "My Dog". After gives the materials, the teacher

introduces Fishbowl Strategy and how to use its in reading the text. The teacher showed the procedure or steps of fishbowl strategy and relation with their material. After that, the teacher explained how to develop a topic becoming description test using Fishbowl strategy.

The Third Meeting: In experimental class, the teacher gives the descriptive text to students, before the students form the fishbowl, they are asked to read short or long text about topic. Once they have finished reading the text, teacher asks students to form two circles, an inner circle and an outer circle. This class consists of 6 group. The group first inner circle, will be discuss about text "Natural Bridge National Park is Luscious Tropical Rainforest". Asking the inner circle to engage in a discussion about the text or article they read and the questions that frame the classroom discussion. Next, ask the students in the inner circle to become the outer circle and the students in outer circle to become the inner circle. The outer circle will be discusses about text "My House". Bring the circles together and discuss the main idea and questions that are emerged from the fishbowl.

The Fourth Meeting: In this meeting, the teacher establish some more circles like last week meeting, teacher asked the next group to read the description text by using fishbowl strategy. In this group inner circle will be discuss about text "Paris". Then the group outer circle gives the question for discussion based on the material. After the inner circle answer the questions from outer circle, the outer circle turns to present their descriptive text. The

text tells about "My Pet". After their showed the descriptive text, the inner circle gives the question based on the text.

The Fifth Meeting: In this meeting, the teacher establish more circles, teacher asked the next group to present about the description text that the teacher has given by using fishbowl strategy. In this group will be discuss about text : "Masjid Sultan Suriansyah". Then the group outer circle gives the question for discussion based on the material. After the inner circle answer the questions from outer circle, the outer circle turns to present their descriptive text. The text tells about "Pantai Galesong". After their present the text, the inner circle gives the question based on the material.

The Last Meeting: As usual classroom teacher started with greetings and roll students. Then the teacher gave the motivation for students always the spirit of learning for a successful future, before the teacher to share about the post-test for all students experimental and control class. Subsequently, they were worked on an orderly manner. Problem was given together with the pre-test. This was done determine the effect of treatment fishbowl strategy that have been undertaken so far.

4.4 Data Interpretation

In this interpretation was focused on the result research and data analysis which is the effect of using Fishbowl Strategy to Students' Reading Comprehension at SMPN 2 Siak Hulu Kampar. From the data analysis, the researcher found out the mean score of pre-test in experimental class was 14.19

and in post-test 22.04. While students of control class got the mean score of pre-test was 13.59 and in post-test 14.98. This evidence indicated that teaching reading descriptive text to the students by using Fishbowl Strategy is successful. It gave positive effect to the students reading comprehension. Students are better in comprehension test than before.

4.5 Hypothesis Testing

The hypothesis is aimed to revealing whether there is significant effect of reading comprehension between the students who were taught through Fishbowl Strategy and those who are taught through conventional strategy. In this research, the researcher used SPSS to analyze the data.

From calculation of analysis data, it could be seen the value of $T_{calculated}$ (t_0) in experimental class was 16.125. While T_{table} (t_t) of level significant 5% was 2.042. It can read $16.125 > 2.042$, it means that $T_{calculated}$ (t_0) higher than T_{table} (t_t). Furthermore, it could be seen that the significant value in experimental class was 0.000 and it was lower than significant 5%, $0.000 < 0.05$. Therefore, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be concluded that there was significant effect of Fishbowl Strategy towards students' reading comprehension at SMPN 2 Siak Hulu Kampar.

CHAPTER V

CONCLUSIONS AND SUGESTIONS

5.1 Conclusions

Based on the result of the data analysis in chapter IV, the researcher draws conclusions as follow:

This research is an experimental research that has been main purpose to find out the increase of students reading comprehension through Fishbowl Strategy. The mean score for each group has increase. It can be seen that the mean score on pre-test was (44.34). After having conducted the use of Fishbowl Strategy and the result of the post-test, it was found that the mean score of post-test was (68.88) for experimental group. In other words, the mean score of post-test was higher than the mean score of pre-test.

According to result of t-observed, it was found that the value $T_{calculated}$ was 16.125 and T_{table} was 2.042. It means that $T_{calculated}$ was higher than T_{table}. Therefore, the null hypothesis (H_0) was rejected and alternative hypothesis (Ha) was accepted. It can be seen that after being taught by using Fishbowl Strategy, there is increasing of the students' reading comprehension in teaching learning process.

Finally the researcher conducted that:

1. After conducting the Fishbowl Strategy, the students' in reading comprehension at SMPN 2 Siak Hulu Kampar was increased, it can be seen from the result of pre-test and post-test of the students.

2. The use of fishbowl strategy gives positive contribution and better outcomes to raise the students' reading comprehension.

5.2 Suggestions

Based on the result analysis and conclusion, the researcher like to give the suggestion that might be useful. The suggestions was as followed:

1. **For the teacher**

   a. Fishbowl Strategy can be applied in teaching learning especially in reading comprehension by teacher

   b. Fishbowl strategy can be used in teaching as much as possible to improve students' reading comprehension

2. **For the students**

   a. The students can use Fishbowl Strategy to improve reading comprehension

   b. The students to be more active in learning process by using Fishbowl Strategy

   c. The students may learn more about components of reading comprehension to make their reading comprehension perfectly

3. For the Next Researcher

a. Fishbowl Strategy can be able to implement perfectly to know the improvement of students' reading comprehension in descriptive texts by the researcher

b. Fishbowl Strategy can be apply to get the data perfectly by the researcher

c. This method was not implemented perfectly yet, if someone would like to conduct the research with the same problems, this strategy should be implemented perfectly
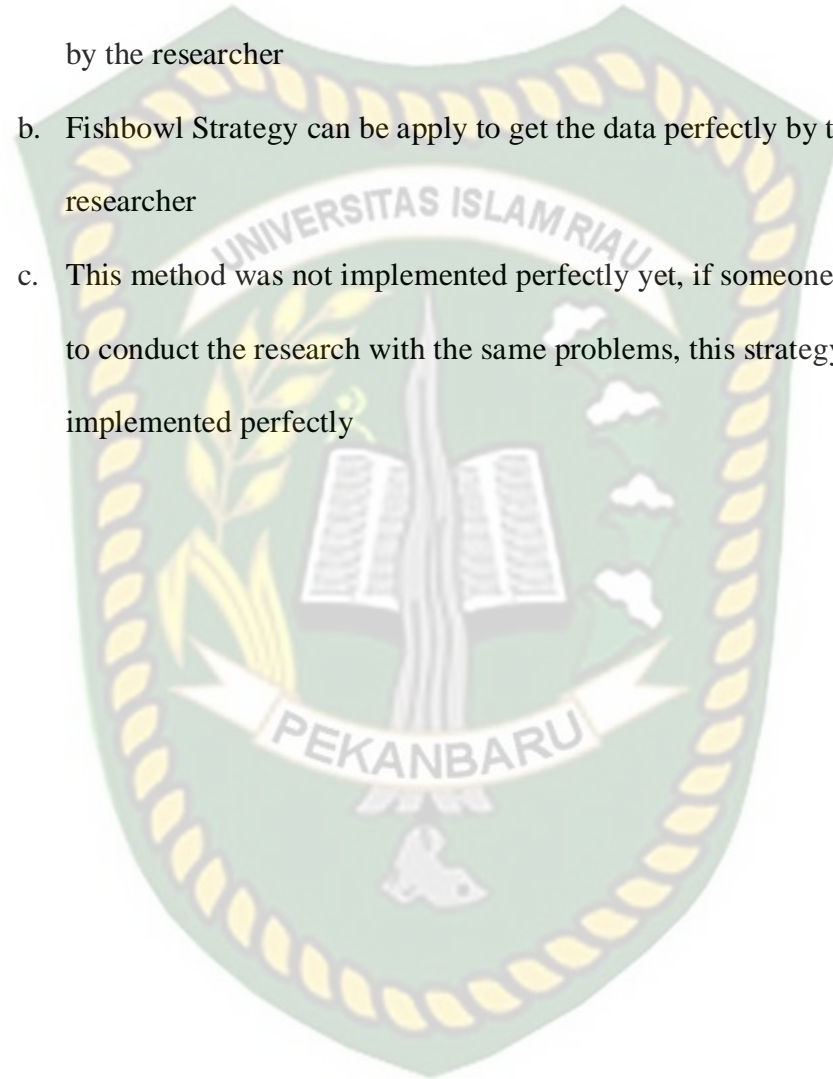
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