

**THE EFFECT OF USING FISHBOWL STRATEGY
ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT
AT THE ELEVENTH GRADE OF SMAN 2 TEMBILAHAN**

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ABSTRACT

The purpose of this study was to determine the effect of using the Fishbowl Strategy on students' reading comprehension at SMAN 2 Tembilahan as a problem that students face when reading, particularly in reading comprehension. A fishbowl strategy is useful for students' skill in reading comprehension. The design of this research was experimental. The population of this research was the eleventh grade of SMAN 2 Tembilahan in the 2021–2022 academic year. This study's population included 69 students from four different classes. The samples for this study were divided into two classes, each with 28 students. The sample for this class is XI.MIPA¹ as the control group and XI.MIPA² as the experimental class. To get the data for this research, the researcher used tests as instruments, which included a pre-test and a post-test. There are 20 items per question on the pre-test and post-test in the form of a multiple-choice test. Four meetings were held as part of the learning process. The findings of this research showed that the average score in the pre-test was 28.9, while in the post-test it was 68.88 for the experimental group. The mean score of the post-test was higher than the mean score of the pre-test. The analysis revealed that T-observed was 5% higher than T-table, at 6,397 versus 2,056, an insignificant 5% difference. Based on the result, it was concluded that the null hypothesis (H₀) was rejected and the alternative hypothesis (H_a) was accepted. Therefore, there is a significant effect of using the fishbowl strategy on students' reading comprehension at SMAN 2 Tembilahan.

Keywords: Fishbowl Strategy, Reading Comprehension, Narrative Text.

INTRODUCTION

English as a foreign language is taught in all schools in Indonesia. It has been taught at every level of education. In learning English, there are four language skills that should be learned by the students: listening, speaking, reading, and writing. The

students must also learn the language component so that they can learn the skills more easily.

Reading is one of the skills that students should learn. To get information from the source, the learners have to be able to read the text effectively and efficiently. The fundamental goal of reading activities is to enable students to read scientific text. For Indonesian students, this is the bridge to understanding the scientific books they are required to read. In the 2013 curriculum (K–13) for SMA level, there are four genres that the second-year students of senior high school should learn. They are procedure, recount, news item, and narrative.

Narrative text is one of the text types that should be learned by students. Narrative text is interesting text, and the students can learn from it. The purpose of narrative text is to entertain, to tell a story, or to provide a literary experience. However, according to Mislaini (2015: 2), the students' levels of understanding of the reading of English texts were quite low and were below the minimum criteria for successful action. This may be caused by various factors, such as: (a) students' limited vocabulary; (b) students' lack of interest in improving their reading ability; (c) a lack of learning support; (d) a lack of language knowledge; (e) pronunciation difficulties; (f) a lack of knowledge of words, phrases, paragraphs, and passages or texts; (g) a lack of application of reading strategies; and (h) a lack of reading motivation.

Utami (2011: 2) states that the ability of the teachers to guide the students in learning is very essential. When the teachers are ready and proficient in implementing their roles, the quality of the students will be reached. However, sometimes the technique used by the teacher makes the students inactive and bored, and they do not participate in the teaching and learning process in the classroom. As a result, researchers are interested in conducting research on techniques for teaching reading comprehension of narrative text using the Fishbowl strategy. In this research, the researcher is also using the 2013 curriculum in the school because that is what the government's program asks for.

Berutu and Sumarsih (2014: 4) 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 be lead by the teacher.

In this study, the researcher conducted this research to solve students' problems in reading English, because the researchers found several problems experienced by students in English, such as: students' reading skills are still poor, students lack understanding of narrative texts, students have difficulty identifying the structure of the text in a story, and student achievement in reading is still low. Therefore, the researcher suggests that English teachers can apply fishbowl strategy material in teaching reading narrative texts to motivate students to learn to read English in narrative texts.

LITERATURE REVIEW

Reading Comprehension

Reading is an interactive activity to pick out and understand the meaning contained in written materials. Both speakers discuss comprehension because it can help people get the information they need. In line with the idea, Somadayo (2011: 6) revealed that reading comprehension is a complex intellectual process that includes two primary abilities: the mastery of word meanings and the ability to think about verbal concepts. In this context, this opinion holds that reading comprehension simultaneously occurs in a two-way concentration in the reader's mind. Based on the statements above, it is clear that reading comprehension is an important skill that students must master. It means that if students are not able to master the aspects of reading comprehension demanded by the curriculum, the learning of reading comprehension cannot run well and effectively.

Elements of Reading Comprehension

According to Nelly (2018: 23), reading comprehension involves several elements, which are listed below: (1) identifying and summarizing the main idea; (2) comparing and contrasting; (3) identifying supporting facts and details; (4) making inferences and drawing conclusions; (5) predicting outcomes; (6) recognizing fact and opinion; (7) recognizing realism versus fantasy; (8) identifying cause and effect; (9) recognizing the sequence of events; (10) identifying story elements such as main characters, settings, plot, conflict, and resolution; and (11) identifying the author's purpose and point of view; Interpreting literary devices such as imagery, symbolism, and metaphors

Levels of Reading

Satriana (2014) states four levels of reading comprehension. They are literal reading, interpretive reading, and creative reading. Each of these skills could be explain as follows:

- 1) Literal reading refers to the acquisition of the meaning of ideas or information that is explicitly stated in the text. Some specific reading skills At the literal level of comprehension are identifying specific information or no details, sequencing ideas when explicit signals are given, and following instructions. These skills, especially the first two, are scanning skills. (a) Identifying Specific Information: This reading requires one to focus his attention only on one or some particular information or detail that he needs from a text; the rest of the text may not be read anymore. That information may be a name, a date, a scientific term, a place, or just anything; the search for it motivates the person to read. In looking for a detail, the reader must look for signals in the environment of the need for information or in the information itself. (b) Sequencing Events or Ideas Meaningful reading results from the reader's ability to follow the flow of thought of the researcher. This is so because any discourse is made up of words and sentences that are not only grammatically linked to one another but are also logically related, and the sequence of ideas as presented by the researcher enables

him to summarize, outline, and infer correctly. (c) Following instructions, students can take the lesson and knowledge from the reading.

- 2) Interpretative reading Understanding a text is essential to any form of interpreted communication. Literal and inferential are the two common ways of describing a person's level of understanding. Both literal and inferential comprehension should be included in your instructional goals for the target language, just as they are in the students' native language. Interpretive reading, on the other hand, occurs when a reader reads aloud from a written literary text in a manner that gives the impression that it is being produced, despite the fact that the person is not executing the text. The audience must imagine the action occurring, as opposed to really seeing it. Interpretive readers will make use of vocal and physical cues to represent the action suggested by the script. (Nurdiana & Amelia, 2017).
- 3) Creative Reading is reading with an awareness of how the things you're reading can spark your imagination. These can come in the form of problems, new ideas, or new ways to say things. It involves picking and choosing what to think in order to come up with something different from what was read. Both creative and critical reading require higher, more difficult levels of thinking and understanding, interaction between the reader and the content of what they are reading, and a search for personal use and meaning in what they are reading. (Mughtar, 2017)

Fishbowl Strategy

Fishbowl is one type of cooperative learning method. According to Barkley et al. (2014), in a fishbowl, students in the outer circle sit around smaller inner circles. Students of the group conduct in-depth discussions while outside group students consider what they say and how it is delivered. Arivananthan (2015) said that "the fishbowl is a method to organize presentations and group discussions that offers the benefits of small group discussions—most notably, a spontaneous, conversational approach to discussing issues—with in large group settings." According to Kasdi and Auzar (2016), fishbowl is one of the techniques that can be used to teach speaking for a variety of reasons. And according to Kurnia (2015), a "fishbowl" is "an outer circle of students sitting around a smaller, inner circle of students." Based on the statements

above, it is clear that "The Fish Bowl" is a teaching strategy that helps students practice being contributors and listeners in a discussion.

The concept of Fishbowl

According to Masley (2008: 11), the procedures for using the fishbowl are as follows: first, students create questions based on the articles or texts that they read and ask them to the other students in the fishbowl discussion group. Secondly, before students form the fishbowl, they are asked to read a short or long text about the topic. Thirdly, once they have finished reading the text, the teacher asks the 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 four 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. Fourthly, ask 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 will clarify and deepen the conversation about the topic. Fifthly, 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 have the outer circle observe and take notes on the inner circle's discussion. Sixthly, after 10 minutes, have the students in the inner circle turn and discuss the questions with those in the outer circle. Finally, after 10 minutes, bring the circles together and discuss the main idea and questions that have emerged from the fishbowl.

Advantages of Fishbowl Strategy

Sterling and Tohe (2008: 30) state some advantages of the Fishbowl strategy as follows: (1) Fishbowls are especially beneficial when using multicultural literature. Like K/W/L charts, fishbowls allow the teacher to see what misconceptions students have and address them. They also create a safe forum for students to observe how charged a discussion of cultural issues might become. Because there is always a post-discussion analysis, Fishbowl also allows a group to handle this together. (2) Students

in the outside circle of a fishbowl can observe how specific individuals question, respond to, and make meaning of a text, which can model small-group literature circle discussions. (3) The fishbowl allows students to practice group discussion skills. (4) Fishbowl also teaches observation, listening, and community-building skills. Fishbowl provides students with the opportunity to identify small-group discussion habits in an effort to improve upon them.

Narrative Text

Kartika (2017: 106–107) says that narrative text is generally imaginative, although there are also factual elements. Narrative can be fairytales, mysteries, science fiction, romance, and horror stories. According to the definition above, narrative text is a story that tells us about something interesting in order to amuse and entertain the readers or viewers.

Generic Structure of Narrative Text

According to the curriculum in Irwan Sulisty (2013), generic structure is structure in text that is usually used by learners in the target language. Generic structure is divided into five elements. They are: (1) The orientation (introduction) contains the thesis of the text. In this level, the character of the story is introduced to the students. What happened in the story and who is involved in the story. (2) Complication (Sequence of Events) tells the sequence of the story. the problem faced by the character, (3) Resolution tells the reader (students) how the problem was solved; it is also called solving a problem. (4) Re-orientation tells what the story has told or tells again about the character and contains a message of moral value for the readers. (5) Evaluation can be included in the orientation section, which includes the narrative. Evolution tells about the time and place of the event being narrated.

RESEARCH METHOD

The design of this research is experimental, or more precisely, quasi-experimental. According to Creswell (2008: 295), experimental research is used when the writer wants to establish possible cause and effect between the independent and

the dependent variables. Based on Creswell (2008: 313), quasi-experimental research is testing an idea (practice) to determine whether it influences an outcome or a dependent variable. Then, Cohen (2007: 278) also said that this design is commonly used in educational experiments. This research design involved an experimental group and a control group, both of which were given a pretest and a posttest. Experimental and control groups received the treatment.

FINDINGS AND DISCUSSION

Before giving treatments, the researcher gave a pre-test to students. It was done to assess students' reading comprehension abilities. The researcher compares the scores of the pre-test and post-test in the experimental and control classes.

Table 1 The Classification of The Students' Score Pre-test in Experimental Class

No	Score	Categories	Frequency	Percentage (%)
1	80-100	Very good	0	0
2	70-79	Good	0	0
3	60-69	Enough	0	0
4	00-59	Less	14	100 %

Based on the table 1 it showed the result classification of the students' score pre-test in experimental class got less score .And 100% of students got low score.

Table 2 The Classification of The Students' Score Pre-test in Control Class.

No	Score	Categories	Frequency	Percentage (%)
1	80-100	Very good	0	0
2	70-79	Good	0	0
3	60-69	Enough	0	0
4	00-59	Less	14	100 %

Based on the table 2 it showed the result classification of the students' score pre-test in control class got less score .And 100% of students got low score.

Table 3 The Classification of The Students' Score Post-test in Experimental Class.

No	Score	Categories	Frequency	Percentage (%)
1	80-100	Very good	3	21%
2	70-79	Good	5	36%
3	60-69	Enough	4	29%
4	00-59	Less	2	14%

Based on Table 3, the result classification of the students' score post-test in the experimental class shows an improvement from the previous result; this is the result after doing the treatment. There are 21% of students who are very good, 36% who are good, 29% who are adequate, and 14% who are less.

.Table 4 The Classification of The Students' Score Post-test in Control Class.

No	Score	Categories	Frequency	Percentage (%)
1	80-100	Very good	0	0
2	70-79	Good	0	0
3	60-69	Enough	1	7%
4	00-59	Less	13	93%

Based on Table 4, the result classification of the students' score post-test in the control class shows an improvement from the previous result; this is the result after doing the treatment. There are 7% of students in the categories, with 93% of students having less than.

.Table 5 the results of Data Acquisition Pre-Test

	Experimental class	Control class
Mean	28,9	33,5
Standar Deviation	9,44	9,55
Standar Error	2,62	2,65
SEMx-SEMy	13,42	13,42

According to Table 5, the experimental class's mean in the pre-test was 28,9, while the control class's mean was 33,5. The standard deviation from the pretest in the experimental class was 9.44 and in the control class was 9.55. The experimental class's standard error mean from the pre-test was 2.62, while the control class's was 2.65. Meanwhile, the standard error of the mean difference between x and y was 13,42. As can be seen, the students' pretest scores in the experimental and control classes were different.

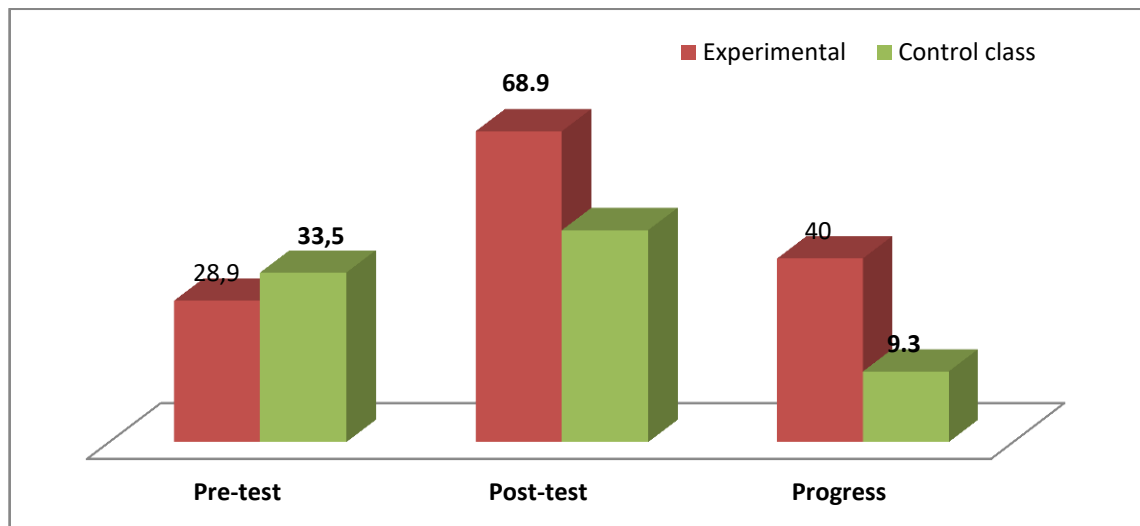
Table 6 The results of Data Acquisition Post-Test

	Experimental class	Control class
Mean	68,9	42,8
Standar Deviation	9,84	10,97
Standar Error	2,73	3,04
SEMx-SEMy	4,08	4,08

According to Table 6, the mean of the experimental class in the post-test was 68.9, while the mean of the control class was 42.8. The standard deviation from the post-test in the experimental class was 9.84 and in the control class was 10.97. The standard error mean from the post-test in the experimental class was 2.73, while it was 3.04 in the control class. In the meantime, the standard deviation of the mean difference between x and y was 4,08. As can be seen, the post-test scores of the students in the experimental and control groups differed.

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 on reading comprehension in narrative text.



It shows that the mean pre-test score in the experimental class was 28,9, and the mean post-test score in the experimental class was 68,9. It can be seen that the increase in experimental classes was 40. Furthermore, the mean pre-test score in the control group was 33,5 and the mean post-test score was 42,8. The increasing control class was 9,3 as can be seen. It means that the increase in the experimental class was higher than the increase in the control class. The fishbowl strategy's increasing or progress in teaching reading has a positive effect on students' reading comprehension. Students are doing better on comprehension tests than before.

Hypothesis Testing

The hypothesis is aimed at revealing whether there is a significant difference in reading comprehension between the students who were taught through the fishbowl strategy and those who were taught through a conventional strategy. In this research, the researcher used manual methods to analyze the data.

From the calculation of the analysis data, it could be seen that the value of the $T_{\text{observed}} (t_0)$ in the experimental class was 6.397. While $T_{\text{table}} (t_t)$ of level significant 5% was 2.056. It can read $6.397 > 2.056$, it means that $T_{\text{observed}} (t_0)$ isable (t_t). In addition, the significant value in the experimental class was 6.397, which was greater than the significant 5%. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It can be concluded that there was a significant effect of the Fishbowl Strategy on students' reading comprehension at SMAN 2 Tembilihan.

The findings of this research showed that the average score in the pre-test was 44.34, while in the post-test it was 68.88 for the experimental group. The mean score of the post-test was higher than the mean score of the pre-test. The analysis revealed that the value T_{observed} was 6,397, which was 5% higher than T_{table} , which was 2,056. Based on the result, it was concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Therefore, there was a significant effect of using the fishbowl strategy on students' reading comprehension at SMAN 2 Tembilihan.

CONCLUSION

The researcher draws the following conclusions based on the results of the data analysis. This is an experimental study whose main goal is to determine whether the Fishbowl Strategy improves students' reading comprehension. The mean score for each group has increased. It can be seen that the mean score on the pre-test was (28,9). After having conducted the use of the fishbowl strategy and analyzing the results of the post-test, it was found that the mean score of the post-test was (68.9) for the experimental group. In other words, the mean score of the post-test was higher than the mean score of the pre-test. According to the result of t_{observed} , it was found that

the value of t_{observed} was 6.397 and t_{table} was 2.056. It means that T_{observed} was higher than T_{table} . Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It can be seen that after being taught using the Fishbowl Strategy, there is an increase in the students' reading comprehension in the teaching and learning process.

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