

**THE EFFECT OF FISHBOWL STRATEGY ON STUDENTS' READING
COMPREHENSION AT THE ELEVENTH GRADE OF
SMA MUHAMMADIYAH 18 SUNGGAL
IN ACADEMIC YEAR 2019/ 2020**

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ABSTRACT: This study aimed to find out whether using Fishbowl Strategy effects students' reading skill of the 2019/2020 eleventh grade students At Muhammadiyah 18 Sunggal Senior High School. In this study, the writer used Fishbowl Strategy as the independent variable (X) and students' reading skill as the dependent variable (Y), with the hypothesis: using Fishbowl Strategy significantly affects students' reading skill of the 2019/2020 eleventh grade students of Muhammadiyah 18 Sunggal Senior High School. The population of this study was the 2019/2020 eleventh grade students of Muhammadiyah 18 Sunggal Senior High School which consisted of 76 students. The sample was taken by using cluster random sampling that consists of 76 students. Then, the sample was divided into two groups, the group taught by using Fishbowl Strategy was as the experimental group and the group taught without Fishbowl Strategy was as the control group. The writer used multiple choice tests as the instrument of collecting data. The data was analyzed by using t-test formula. Based on the data analysis, it was found that the value of t-observed (t_0) was higher than the value of t-table, ($t_{\text{observed}} = 4.75 > t_{\text{table}} = 1.666$). Therefore, the hypothesis proposed by the writer was accepted. In the other words, using Fishbowl Strategy significantly affects the students' reading skill of the 2019/2020 eleventh grade students At Muhammadiyah 18 Sunggal Senior High School.

Keywords: *Fishbowl Strategy, reading comprehension*

I. INTRODUCTION

Reading is one of four language skills that should be comprehended well by the students. It is very useful because it helps students to improve vocabulary and spelling communication both written and spoken. Reading makes students able to find every message of texts. Reading helps students learn to think. Then, it is a good way to find out new ideas, fact and experiences.

The purpose of teaching reading is to make students are able to read the text effectively, efficiently and enable them to interpret what they read, and also to gain information or variety existing knowledge, or in order to critique a writer's idea or writing style. And students are expected to identify the text structure the writer has used, and creating summaries. The reader interacts with the text and relates ideas from the text to prior experiences to construct meaning. A part of this process requires that the reader understands how the author has organized his ideas; text structure. Reading comprehension generates learning power that helps students know themselves and others better as well. Indonesian government put reading as one of the four English language skills. Based on Syllabus The curriculum 2013 the students are expected to make reading as the students' habit and make the students able to understand the text meaning and represent what they have read in their own language. In the other words, the teaching of reading comprehension must enable the students to be independent reader as the purpose of teaching reading itself.

However, one of the problems is that reading of senior high school students in Muhammadiyah 18 Sunggal is still poor. The reality is there are so many students are not able

to read, they get difficulties to identify the text structure a story. The students confused to organize their idea. The fact the writer found the data from Table 1.1 displays the data of the students' achievement in reading the narrative text.

The Mean of Students' Achievement in Reading Narrative of Muhammadiyah 18 Sunggal

No	Academic year	MMC	Grade XI Students' Score		
			Lowest Score	Highest Score	Average
1.	2017/2018	70	50	65	57.5
2.	2018/2019	70	50	65	57.5

Johnson, said that 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.

Grellet said that, reading comprehension is understood a written text to extract the required information from it as efficiently as possible. While, Kennedy, he states that reading comprehension is a process through which reader becomes aware of an idea, understands it in terms of their experiential background and interprets it in relation to their own needs and purposes. Kennedy adds that reading comprehension is not a skill or ability that can be developed once and for all at any level of instruction. It is a cumulative process that begins in early childhood and continues as long as an individual reads for information.

From those theories above, it can be concluded that reading comprehension is a process of understanding, evaluating and

utilizing of information to get an idea of meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it with the readers needs and strategies to achieve message or information from a written text by finding word meaning of the text, finding detailed information, identifying referent, identifying main idea, identifying implied information.

Narrative text is the type of text which is very appropriate to recount past activities or events, which high light the problematic experience and resolution with the intention to amuse and often intended to give moral lessons to the reader. Whereas Anderson and Anderson, they state that narrative is a piece of the text which tells a story and entertains or informs the reader. Some examples of narrative text are fantasy novels, bed time stories (spoken), historical fiction, and stories. In others, Djuhari states that narrative text is kind of text about story or fairy tale which has purposed to entertain the reader. The main characteristic of a narrative text is about the problem and how to solve the problem, which is like a solution. Narrative text content is about fantasy or event true story which has been added some engineering story. Based on the definitions above, narrative text is type text to telling the story past and its plot consist of climax of the story (complication) then followed by resolution.

Fishbowl is a strategy for organizing medium to large group discussions. Students are separated into an inner and outer circle. In the inner circle, or fishbowl, students have a discussion; students in the outer circle listen to the discussion and take notes.

Shirley said that, fishbowl is a strategy used not only in classrooms but also in business meetings and other settings where group dynamics are important. This technique allows for a richer discussion of any given topic, and it frequently helps build community by focusing attention on the ways that particular group might

work together more productively. In a literature classroom, it also demonstrates how different groups can collaborate to construct meaning from a text. As students analyze a text and connect their responses with others', they model peer literature circle discussions.

Steps for Setting up a Fishbowl

A small group of students (as many as half the class) arrange themselves in a circle in the center of a room. This small group will conduct a discussion together while the rest of the students watch, take notes, and later pose questions and give comments about what they observed. The teacher can be part of either the inner "fishbowl" circle or the outer circle. To begin, teachers might select students for the fishbowl who are fairly skilled at group discussion - or might deliberately choose one or two who are new to it so that the fishbowl doesn't seem too "perfect" for those who are observing. Once the group is established, the teacher should set some ground rules. These guidelines ensure that group members practice particular discussion skills, such as taking turns, building upon a previous person's comments, and asking questions to extend thinking. Ground rules might include:

- a. Students should only state supported ideas, agree with a speaker and add supporting information, disagree with a speaker and offer refuting information, or connect contributions.
- b. No one may interrupt a speaker.
- c. No one may speak a second time until everyone has had a chance.

The guidelines for the outside circle may include listening quietly, taking notes on discussion skills, and noting nonverbal communication. Each "outside" student might be assigned an "inside" student to observe specifically, or the "outside" students can be asked to observe everyone. In general, the silent, observing students attend to aspects of group discussion that generally aren't noticed in classroom discussions.

To begin the discussion, the teacher or a student within the fishbowl offers an open-ended question, and the fishbowl group discusses it. Students might initially be self-conscious as part of the group "on stage," but they generally grow comfortable as the conversation flows.

After a set amount of time, the inside circle finishes their discussion and the outside circle discusses what they observed. This may take as much time as the fishbowl discussion itself, or more. The teacher might begin by inviting the outside circle to add their thoughts on the subject of the fishbowl conversation. The inside participants listen and then respond to the comments. Teachers may also ask those in the inner circle to assess their discussion first, and then ask the outside circle to add their comments, as long as everyone can discuss what happened. The session might end with a whole-class discussion about what they learned and how it applies to future discussions.

Tips and Variations for the Fishbowl

- a. After one round of a fishbowl, teachers might have the two circles change places. When all the students have experienced both the inside and the outside of the fishbowl, the teacher can ask questions like: What was it like being inside the circle? Outside the circle? How are the two roles different? What did you learn from each? How do you think you will carry what you learned from this exercise into small-group discussions? Into whole-class discussions?
- b. Some teachers leave an empty seat in the fishbowl for an outside participant who wants to speak. He or she should move to the vacant seat and join the discussion until someone else from outside the circle wants to join. That person then taps the first person on the shoulder, and they quietly switch places.

- c. Many teachers stay out of the fishbowl, since their presence can make the discussion less natural. Whether in or out of the group, however, the teacher must keep time, attend to behavior issues that the fishbowl group cannot handle, and maintain group protocols.

Advantages and Disadvantages Fishbowl Strategy

- a. 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.
- b. 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.
- c. Fishbowl allows students to practice group discussion skills.
- d. Fishbowl also teaches observation, listening, and community-building skills.
- e. Fishbowl provides students with the opportunity to identify small-group discussion habits in an effort to improve upon them.

II. RESEARCH METHODOLOGY

This study was conducted at SMA Muhammadiyah 18 Sunggal situated on Jl. Sei Mencirim Medan Krio Deli Serdang. The reason why the writer choosed this school as the object of research it was suitable to conducted a research because the location of the school was not far from the writer's home.

This research was conducted in Muhammadiyah 18 Sunggal Senior High School situated on Jl. Sei Mencirim Medan Krio Deli Serdang. The population of this research is the

students Grade XI in 2019/2020 academic year of Muhammadiyah. There are three classes of them.

Considering this, the writer uses the cluster random sampling to take the sample. So, the writer take two classes, it means X-1 class and X-2 class as the sample. The number of students in X1 36 students and the number of students in X2 40 students. So the total number of sample is 76 students.

The type of this research is experimental research, precisely True experimental research. The real experimental method (True-Experimental) is investigating the possible causal relationship with a design where there is a real treatment group and control group and comparing the results of treatment with controls strictly. Internal and external validity is quite intact. According to Sumadi Suryabrata it aims to investigate the possible causal relationship with the design where there is a real treatment group and control group and compare the results of treatment with controls that are not subject to treatment conditions.

The study was an experimental research meant that there is a certain experiment applied to the sample. It stated that this design is important because it determines the study's internal validity. The experimental groups was the group that received treatment by using frontloading strategy in mastering vocabulary to achieve students' vocabulary mastery while the control group was a group that received a different treatment or usual method without using frontloading strategy.

Therefore, the researcher designed two kinds of test, namely pre-test and post-test for two different groups called experimental group and control group.

Both of the groups were given pre-test before doing the treatment. In the experimental group, the treatment was given by using front loading strategy. While in the control group, the treatment was given by learning independent

style on the students reading skill. After the treatments, both groups were given the post test.

III. DATA ANALYSIS AND DATA

The data of this study were the students' reading comprehension scores which collected during the pre-test and post-test given. There were 76 students involved in this study. The students were divided into two groups namely, the Experimental Group and Control Group. The following were the results of the Pre-test and Post-test of two groups.

1. This result of **Validity Test for Control Class** Price r_{xy} consulted to the critical value tables' product moment to N students at 5% significance level. Then, it is consulted to the r-table of distribution and in the **df (degree of freedom) of 78** : $(n_1 + n_2 - 2)$ or $(40 + 36 - 2)$. Criteria used if $r_{count} > r_{table}$, then the test is considered valid. Based on the above calculation, have calculated r_{count} is **0.704** while r_{table} with a significant level of 5% is **0.1852**. So it can be concluded that **0.704 > 0.1852**, then it means there is correlation between the variables connected or valid.
2. This result of **Reability Test for Control Class**. If result of $r_{11} = 1.034$, significantly 5% **df = 78**, then collected $r_{tabel} = 0.1852$. Then it can be concluded that $r_{11} > r_{tabel} = 1.034 > 0.1852$, it would be declared matter reliable.
3. This result of **Validity Test for Experimental Class** Price r_{xy} consulted to the critical value tables' product moment to N students at 5% significance level. Then, it is consulted to the r-table of distribution and in the **df (degree of freedom) of 70** : $(n_1 + n_2 - 2)$ or $(36 + 40 - 2)$. Criteria used if $r_{count} > r_{table}$, then the test is considered valid. Based on the above calculation, have calculated r_{count} is

0.82 . While r_{table} with a significant level of 5% is **0.1954** So it can be concluded that **0.82 > 0.1954** then it means there is correlation between the variables connected or valid.

4. This result of **Reability Test** for **Experimental Class**. If result of **$r_{11} = 1.034$** , significantly 5% $df = 70$, then collected $r_{tabel} = 0.1954$

After calculating the data above, it shows that the critical value is **4.75**. Then, it is consulted to the t-table of distribution and in the **df (degree of freedom) of 74** ($n_1 + n_2 - 2$) or ($36 + 40 - 2$). Based on the calculation of the data, the critical value or t-observed (t_0) is higher than the value of t-table ($t_0 = 4.75 > t_t = 1.666$). It means that the alternative hypothesis is accepted. In other words, using Fisbowl Strategy significantly affects on students'reading comprehension by narrative text of Muhammadiyah 18 sunggal grade eleventh senior high school.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

From the result of the data analysis in the previous chapter, the writer compose a conclusion that in testing the hypothesis, the value of t-observed (t_0) is higher than the value of t-table, ($t_0 = 4.75 > t_t = 1.666$). Therefore, the hypothesis proposed by the writer is accepted. In other words, using Fishbowl Strategy significantly effects on students'reading comprehension by narrative text of eleventh grade at Muhammadiyah 18 Sunggal Senior High School.

B. Suggestion

From the conclusion stated above, the writer would like to offer some suggestions with the result of this study. The suggestions are:

1. The students also should do more exercises of English reading test in order to enhance their reading skill.
2. The teacher should motivate the students to read and practice more.

3. In teaching reading, the teacher should provide interested material or technique in order to make the students more active in learning English specially to reading. For example by using Fishbowl Strategy.
4. Finally, the result of this study can make the contribution for developing a better educational world in the future.

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