

APPLYING FISHBOWL STRATEGY TO ENHANCE STUDENT'S READING COMPREHENSION SKILL

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Abstract

Reading is essential for students' information development. Despite this, learners occasionally struggled to understand the report text. As a result, the point of the study was to ascertain whether it was a difference in reading achievement between students who used the fishbowl strategy and those who did not. All eleventh-graders from SMAN 04 Kayuagung participated in the study. Two classes consisting of 64 students were chosen utilizing a technique of purposive sampling. A quasi-experimental design was used in this research. A t-test was used to examine the data. The findings revealed that the experimental group's average post-test score (67.56) was better than the control group's (53.22). The outcome of the t-obtained was greater than the t-table. It meant that there was a significant difference in students' Reading comprehension achievement after using the fishbowl strategy. Alternatively, the fishbowl strategy might enhance students' reading comprehension skills of report text at SMAN 04 Kayuagung.

Keywords—Reading Comprehension; Fishbowl Strategy; Report Text

Introduction

Students can expand their vocabulary through reading. As stated by Triani and Jufri (2018, p.780-781), reading has numerous advantages. First, it can help children broaden their vocabulary because of numerous new words stated in the text. Second, it can aid students to remember things better because it allows them to pause and rethink the information they have just done. As a result, every time they read, their memory will increase. The last, it can decrease grammar mistakes. Since grammatical constructions in the reading text convey the message, it will be easier for the students in understanding the writer's meaning and reduce their grammar errors. As a result, reading is essential for students to learn.

Reading and comprehension are inextricably linked because comprehension is the primary objective of reading. Reading comprehension is a multi-step process that involves the reader's vocabulary knowledge, textual interaction, and application of comprehension strategies (Bulut, 2017, p.23). In other words, to be a competent reader, learners must learn how to connect their prior knowledge with what they are reading, comprehend the entire text by forming a relationship between the text's elements, and assess the book using critical thinking. Reading comprehension, as previously said, has several advantages because it aids in mental development and allows the reader to obtain a wide range of knowledge without having to travel.

Reading comprehension is crucial for beginner readers as it is for advanced readers, according to Moore, McClelland, Alef, and Vogel (2016, p. 21). As a result, reading comprehension abilities must be taught and maintained at all stages of literacy development. Part of comprehension involves recognizing and comprehending a major idea and related details. A good understanding that numerous ideas are indicated and that to completely appreciate the message, he or she must read between the lines. It's also the act of organizing the meaning of communication, whether written or spoken in a given communicative context through a reciprocal, comprehensive flow of thought between the interpreters and instruction (Takaloo & Ahmadi, 2017, p.13).

However, in reading comprehension, the students have some problems. Many students find it hard to ascertain the main idea in a paragraph and differentiate between main ideas, topics, and details. In addition, students do not really like reading due to boredom activity (Alicia, 2017, p. 188). Kartawijaya (2017, p.81) also confirms that students' weakness in reading relies on their laziness in reading a long passage. This makes

them do not very interested in reading particular texts in English.

Concerning reading comprehension stated in the Senior High School syllabus, students learn a variety of text genres, including descriptive text, narrative text, report text, procedure text, and expository text. This study focused on report text due to numerous difficulties faced by students. Ernanda (2019, p.20) then argues three common issues of understanding report text. First, the text arrangement. Students were unaware of the significance of comprehending the structure of report text, which encompasses text's style, intention, and text formation in general. Second, the number of students who received incorrect answers regarding vocabulary comprehension demonstrates. Furthermore, their limited and inadequate vocabulary hampers their capability to complete the test. Third, count on understanding text organization and vocabulary.

Due to the problems that appeared in comprehending recount text, an alternative strategy could be employed, namely the fishbowl strategy. The fishbowl strategy is recommended to be used to increase students' reading skills. Nisa (2016, p.300) clarifies that it is a way of directing a discussion in a big group. Participants have two circles of seating, such as outer circle encircling the inner circle. The inner-circle group has more in-depth discussion, whereas the outer circle group considers what is said and how it is said. The inner circle is challenged to participate in a large discussion, while the outer circle can listen in and analyze the material. This strategy seems necessary to be used for speaking skill but at the same time, it can also be applied for reading skills since the students can generate their questions and work together to clarify a contentious aspect of the text. It is assumed that this strategy will keep students actively engaged in reading since after the reading they should generate some questions based on the text.

Further, Defrioka (2017, p.13) explains that the fishbowl strategy works well for engaging students in discourse while giving them sovereignty. It promotes the development of in-depth questioning abilities, attention to detail, discussion etiquette, and self-assurance. In the center of a room, a small group of students form a circle. This minor group will handle a discussion while the remaining students look on, make a list, and then ask questions and make a critical observation about the discussion they have observed. After the discussion is over, students substitute positions in the circle and go over the process. It facilitates a more in-depth discussion of any given topic, and it regularly aids in a forum building by emphasizing consideration of how a particular group might perform.

Since this previous study concentrated on employing fishbowl in narrative writing, this study attempted to apply it to report text. Consequently, the point of the study was to decide whether or not there was a statistically significant difference in students' reading comprehension skills between those who were taught using the Fishbowl strategy and those who were not.

Literature Review

Teaching Reading Comprehension

There are numerous reading comprehension strategies available. Firstly, stimulating and implementing prior knowledge. Readers stimulate their prior knowledge and use it to better understand what they are reading, according to Anderson and Pearson (1984) in Lestari (2019, p. 27). Individual contacts with society regarding their comprehension of written works, including confirmation of words, concepts of printing, signification, and how the text is informed, make up this awareness. Second, compile and posing questions. Wood, Woloshyn, and Willoughby (1995) in Lestari (2019, p.28) define that while reading the text, readers should ask themselves pertinent questions because it aids readers to gather information, identify main ideas, and summarize it. Third, making inferences. In this way, readers should analyze and conclude the information in the text by guessing, summarizing, visualization, and comprehension monitoring (Anderson & Pearson, 1984); Hansen & Pearson, 1983) in Lestari (2019).

To avoid boredom in the classroom, some communicative classroom practices in teaching reading can be applied, such as (1) Read to Act; which allows students to play out the story that they have just read. This activity's writing should have a storyline that involves more than one player. Dialogues should be used to show the story's progression. Students should be motivated to have imagination and make considerable modification of storyline and dialogue to make the activity more interesting. (2) Read to Debate; students should participate in a debate based on an article or other sources. Students could benefit from a debating activity if they want to better comprehend the topic presented in the text. Furthermore, learners learn how to observe and defend an issue from many perspectives. (3) Read to Interview; it is organized around numerous genres of writing. This practice assists students in verbally expressing their ideas about the reading they have done. It also teaches kids how to ask questions on a variety of subjects Nosakhare and Bright (2017, p.128). To sum up, the fishbowl strategy is one of the communicative strategies to teach reading comprehension because it requires students to generate questions from the text.

Report Text

Reports, according to Senowarsito and Oktavia (2018, p.17-18), are texts that provide accurate

information about a topic, such as news reports, science reports about a class of plants, animals, or a subject, and reference articles. The book addresses different ways of knowing and their implications for teachers, especially in programming. It aids in the clarification of the objective of a unit of work by recognizing both the major and minor understandings. The generic structure of a report text is a general classification describing the circumstance in question and specifies the categorization of general characteristics of an item, such as an animal, a public space, a plant, and so on, which will then be described in broad terms and description that identifies the things that will be detailed in detail; part by part, customs or deeds for living animals, and material usage, and it depicts the fact under discourse in terms of behavior, sections, features (uses), physical characteristics, food, habitat, habits, and so on. Moreover, the language feature of the report text is introducing a group or general aspects and using the simple present tense and conditional logical connection.

The Fishbowl Strategy for Teaching Reading

The fishbowl technique, along with Yabarmase (2013, p. 139), helps students develop as both contributors (speakers) and listeners in a discussion. Students in the fishbowl circle seek information, then serve opinions and exchange information, whereas students on the outside of the circle pay attention to the subject and listen intently to the ideas provided. The functions are then switched around. It is helpful to convince all students to speak up when conducting a good conversation. It also aids teachers to organize the structure needed for tough situations. The instructor's role in fishbowl is to manage; for example, if a student expresses himself too long, their duration will be confined by the teacher.

Masley (in Kasdi & Auzar 2016, p.186) outlines the following steps for using a fishbowl: Students must first construct questions based on the articles or texts they've read before presenting them to others in the fishbowl discussion group. Students must study a short or long text about the topic before constructing the fishbowl. Finally, after the students have done reading the information, the teacher instructs them to draw two circles, one inside and one outside the classroom. In the inner circle, at least four students should be representing the discussion group. The remaining students form the observation group in the outer circle. The outer circle studies the inner circle in the same manner as people notice fish in a fishbowl. The fourth step is to invite the inner circle to a discussion regarding the reading text, as well as the inquiries which will guide a topic in the class. Requesting that the outer circle listen to the talk and write notes to explain and extend the subject's discussion. Encourage the inner circle class to be the outside circle after 10 minutes, and the outer circle students to be the inner circle. Allow the inner circle to continue the conversation using their observation notes, while the outside circle observes and takes notes on what the inner circle is saying. The inner circle should switch after 10 minutes and explain the questions to the learners in the outer circle. They gather in circles after 10 minutes to debate the major topic and questions that emerged from the fishbowl.

Research Method

Research Design

A quasi-experimental design was used for this study. When random group selection is not possible, quasi-experimental designs are utilized, according to Hikmawandini and Kurniawati (2017, p. 6). They were divided into two groups: those who participated in the experiment and those who did not. The Fishbowl strategy was used to teach the experimental group, while the regular method was used to teach the control group.

Participants

There were 228 participants of eleventh-grade students at SMAN 4 Kayuagung involved in this research. The sample was obtained using a purposive random sampling method. The sample was selected based on characteristics such as the students being taught by the same English teacher and having the same total number of students in the class. The experimental and control groups were chosen via a lottery. A piece of paper was numbered 1 and 2 and separated into two halves. After then, the sheets were folded in half and delivered to each class. Paper number one represented the experimental group, whereas paper number two represented the control group. As a result, the experimental group was class XI IPA 1, while the control group was class XI IPA 4. Each class consisted of 32 students.

Instruments and Techniques of Data Collection and Analysis

The information was gathered through a written test that was multiple-choice. The pre- test and post-test contained 30 highly desired questions about the report text and were delivered to experimental and control groups, respectively. The pre-test was administered prior to treatment, and the post-test was administered following treatment. Flesh-Kincaid was used to determine whether the text was appropriate for students. To assess the test's validity and reliability, it was given to non-sample students (XI IPA3) at SMA Negeri 4 Kayuagung.

The test's content validity was utilized to establish its reliability. The content validity of the test was appropriate in terms of an eleventh-grade English curriculum. The table of the specification was also provided to determine the test's content validity, and the Flesh-Kincaid was used to determine the test's readability and whether the texts were appropriate for use with eleventh-grade learners. Internal consistency reliability was employed in this investigation. The coefficient reliability test was calculated using the KR21 formula. The Kolmogorov-Smirnov analysis was performed to determine the test's normality, and Levene's test was also used to check for variance homogeneity

T-test analysis was used to analyze the data consisting of a dependent sample t-test and an independent sample test. To examine the differences between groups, paired sample t-test was utilized. Meanwhile, the data between the experimental and control groups were analyzed using an independent sample t-test. The data was measured using the Statistical Package for Social Science (SPSS) version 20.

Results and Discussion

The experimental group's pre-test results revealed that the average score of the test was 41.59 with the standard deviation of 6.40, the best score of the students was 53, and the lowest score was 30. In the post-test, the average score of the test was 67.56 with the standard deviation of 7.77, the best score of the students was 87, and the lowest score was 53. On the contrary, the result of pre-test in the control group showed that average score of the test was 39.53 with the standard deviation of 6.12, the best score of the student was 50 and the lowest score was 30. In the post-test, it was found that average score of the test was 53.22 with standard deviation of 9.304 the best score of the students was 70, and the lowest score was 40. It is reasonable to conclude that both groups had enhanced their reading achievement.

The findings of statistical analysis of experimental group revealed that students' average score in the posttest (67.56) was higher than students' average score in the pre-test (41.59), and the value of the t-obtained (22.55) was greater than the critical value table (2.03). It implied that there was indeed a difference in the progress of students' reading comprehension before and after the treatment. Several factors contributed to this advancement, including the fishbowl's simple rules, which generate a wide range of complex interactions. Furthermore, the fishbowl in which classroom interaction among students was built created a good environment in which interaction among students was more dominant than interaction between the teacher and the students. In the fishbowl strategy, each student demonstrated their understanding by expressing their thoughts orally. This strategy taught the students how to be effective communicators and listeners. As a consequence, the student's reading comprehension performance improved.

The statistical analysis of the control group revealed students' average score in the posttest (53.22) was significantly greater than students' average in the pre-test (39.53), and the value of t-obtained (11.63) was greater than the critical value of the t-table (2.03), and value (0.00) was less than p-value (0.05). It meant students' reading comprehension improved significantly in the control group. This advancement was attributed to a variety of factors, including the fact that students in the control group were intrinsically motivated to learn English, found the text easy to follow, and were not frustrated while reading it. Regardless of that both groups, which were taught in different ways, had progressed, their progress was markedly different from one another. The experimental group continued to make more progress than the control group. This meant that the fishbowl strategy was more recommended.

The independent sample t-test result reported that the average difference between the experimental and control groups was 14.344 at the significant level of $p > 0.05$ in two tailed testing with $df = 62$, t-obtained 6.69, and the critical value of t-table was 1.99. Since t-obtained (6.69) was better than t-table (1.99) and p-value (0.00) was less than the value (0.05), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. In other phrases, there was a substantial difference in the reading achievement of students who were taught using the Fishbowl strategy versus those who were not.

The experimental group's post-test scores were compared to the control group's post-test scores using the independent sample t-test. The average post-test score in the experimental group that used the fishbowl strategy was 67.56, while the average post-test score in the control group that did not use the fishbowl strategy was 53.22. It implied that the experimental group's test score was higher than the control group's. The

student's capacity to learn reading comprehension improved significantly after they were taught using the fishbowl strategy. The average post-test score revealed that the t-obtained (22.55) was better than the t-table (2.03). It indicates that there was a notable change in reading comprehension between students who were taught using the fishbowl strategy and those who were not.

This assumes that the fishbowl strategy positively affected students' reading achievement better than the control group since they were asked to discuss in small groups and found it easier to solve the problem of how to share their opinions with their friends in a group. They were also encouraged to make comments and take notes in this group. Furthermore, when they acted as observers in the fishbowl and asked questions about the fishbowl discussion, the students improved their questioning skills. The students were fully engaged in reading the text while also building their self-esteem as a result of this strategy. This is consistent with Defrioka's (2017, p.13) idea That fishbowl strategy can aid in the development of deep questioning abilities, attention to detail, discussion etiquette, and self-assurance. Students were interested in reading the text, particularly the report text so that their reading abilities improved. Finally, there was a substantial difference between students who were taught the fishbowl strategy and those who were not.

Conclusion

From the findings of the data analysis in independent sample t-test, there were some discoveries made. First, the average score of post-test (67.56) in the experimental group was better than posttest in the control group (53.22). Secondly, the value of t-obtained was 6.692 at the significant level of $p < 0.05$ in two tailed testing with $df=62$, the critical value of t-table was 1.99. Since the value of the t-obtained was better than the value of the t-table, the null hypothesis (H_0) was refused, and -the alternative hypothesis can be accepted. It meant that there was a significant difference after using Fishbowl Strategy. Fishbowl strategy was recommended to be implanted in teaching report text at school. Using this strategy, students could observe their specific question, give comment, and determine the meaning of the words mentioned in the text. Besides, students could do discussion in group discussions so that they could listen their friends and give feedback. In conclusion, the fishbowl strategy has the potential to enhance eleventh- grade students' reading achievement at SMA Negeri 4 Kayuagung, particularly in the report text.

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