CHAPTER I

INTRODUCTION

In this chapter the researcher dicusses about the background of study, research problem, the objective of the research, the significance of the research, scope and limitation of the research, the hypotheses of the research, and the key terms used in research.

A. Background of Study

Reading is a tool for communicating in written language through texts form, reading is the efficient way to get information, it is easier and flexible. We can gain so many information about health, technology, education or else. Reading become the important role in daily life. English is important to be learn in indonesia to make their range in economic or others wider. English is a foreign language that taught in all school in Indonesia. It has taught in every level of education.In learning language the students have to learn four skills, there are: listening, speaking, reading, and writing. Reading one of the skills that should be comprehend well by the students, it can help the students to improve their vocabulary and spelling communication in both written and spoken.

A tool of communication is not only speaking, but also reading. It because, reading is a tool of communication through written language. It used to gain information easily everywhere and anytime. Reading is very important because, it can help the students to develop, assisting, improving, their language that can make them learn new ideas, facts, and experience (Mickulecky & Linda, 2004). It also supported by Jeremy Hammer, reading become the most important thing for student in learning process (Harmer, 2003). It can be conclude that reading become important in language to get information, and get more knowledge. Reading is not only about looking or pronuncing word in the text but also comprehend it to get the meaning of the text and gain information from the text.

One of the goal of reading is to get the comprehension. Reading comprehension is skill that needs other skills such us vocabulary and decoding

skills then, the reading comprehension called complex skill (Becker, McElvany, & Kortenbruck, 2010). Oakhill, Chain, and Elbro also stated that Reading Comprehension is a complex skill that need other skill to comprehend the text (Oakhill, Cain &Elbro, 2015). It means that reading comprehension is process to read and comprehend the text, it need individual's skill to understand the text. It influenced by the individual nature and skill to make the inference of the text. Reading become on of the tools of language that have to be comprehend well by the students (Nurlela & Efrini, 2020).

Based on the result of Satriani on her research, the difficulties of students in reading is low motivation of the students to read causes the students do not have habit to read and, poor reading skill (Satriani, 2018). In here the teacher need to make a strategies to improve their motivation and can get the goal in reading comprehension of the text. Based on the syllabus of Curriculum 2013, the students must develop their habit of reading, and the students also should be able to comprehend the meaning of the text, and also be able to translate what they have read into their native tounge. In other words, the goal of teaching must be to empower students become independent reader. It means that students should be interested and also improve their reading skills, because motivation becomes the most important factor that can affect students' reading comprehension, the relationship between motivation and reading comprehension is a direct relationship between reading comprehension and motivation in learning to read (Morgan & Fuchs, 2007).

Teaching Reading is a leaning process that include, recognizing words, assingning meaning to words, and constructing the meaning of the text. In teaching reading there are 2 issues, Decoding the text and comprehend when read the text (Hugo, 2022). Decoding refers to the reading ability when, there is a symbol or sign that have translated into language. Comprehend is abilitiy to understand the meaning of the text. Then, the skilled people can used decoding and comprehend when read a text (Bohlmann & Pretorius, 2022). Teachinf reading become a challenge for a Second Language such as

English. Because, reading all the same but they skill that ability, they have their own limitation. We need to understand and recognize how to teach English become the first langauge, and second language could be different (Grabe, 2014). There some factors that influence the students are, the lack of vocabulary (Nurkamto, 2021), Lack of their practice (Marhamah, & Yulianto, 2022 and the Lack of motivation (Iftanti, 2018). Indonesian students score low on the reading level, based on Progress's International Reading Literacy Study (PIRLS) data , As we know that reading is one of the important skills, also stated by Pangestika, Reading is required by EFL (English Foreign Language) learners, because it is one of the main skills in English (Ratri, 2015).

It is crucial to get the students to interets on reading passage during the teaching learning process (Pangestika, 2018). Teacher must be able to give them motivation to engage in reading. With motivated students, it can help them to achieve the goal of reading, because the motivated students will focus and pay attention during teaching and learning reading process(Jones, 2009). The motivated students is the student's willingness, need, desire, the requierement to join the learning process.To make students get motivated is the teacher have to used many motivational strategies in learning, with make positive result on students achievement (Mahadi, & Jafari, 2012).

Due to the problems on the students reading skill, and motivation on learn reading, the researcher will use The Fishbowl Strategy to be used to increase their skill and also their motivation. The fishbowl strategy is a group discussion that have two circles seating, there are inner circle and outer circle (Nisa, 2016). Fishbowl means fish and bowl, Fish represents to inner circle, and the bowl is outer circle. A group of people (Fish) will sit inside the bowl or outer circle. It is a group disscussion that will make all the students speak or exchange their opinion. This strategy usually used to improve students speaking skill, but this strategy not only used on speaking only but also reading. Defrioka stated that fishbowl strategy can help the teacher for engaging the students in discourde while giving them control (Defrioka, 2017). The fishbowl strategy can develop and encourage participation,

students can read and analyze the text then develop their own questions, and all students will discuss together about the text. The motivated students may not join the activities in the strategy completely. Therefore it may influence their reading comprehension skill.

Motivation is a key to explain the success and failure in some activities (Mitra, 2016). We can know that someone get motivated they will get success on task. It same with students can easily learn English or second language if they have motivation. Based on Crookes and Schmidt, they define that motivation become the orientation of learners to get their goals of learning english (Gardner, & Lambret, 1972). Teaching strategies are influenced by student motivation, teachers must find strategies that make students like, need, want, to learn to read. The teacher could use various genre of the text to make attractive atmosphere to get students attenttion. The teacher also called themselves a model and a motivator. Based on Gambrell The teacher should choose the materials for the subject and reading text themselves and allocate more time. The teacher become the students model and motivator (Gambrell, 1996).

There are many researcher who already used The fishbowl Strategy in Speaking skill, because this fishbowl strategy is focus on group discussion. But there are some researcher already used the Fishbowl strategy on Reading, such as Panjaitan The Effect of Fishbowl Strategy on Student's Reading Comprehension at The Eleventh Grade of SMA Muhammadiyah 18 Sunggal in Academic year 2019/2020 (Panjaitan, 2020). This research is focused on Narrative Text to be the material for the students. Then, Rachmanita Applying Fishbowl Strategy to Enhance Student's Reading Comprehension Skill.to Enhance Student's Reading Comprehension Skill. this research also focused on Narrative text to be the material for the students (Rachmanita, 2022).

In this research the researcher want to know about the effect of students that have diferent learning motivation in reading comprehension with The fishbowl strategy in Report Text text by carrying out of the research

entittled "**The Effect of Fishbowl Strategy to Reading Comprehension Skill for Students have Different Learning Motivation.**"

B. Research Problem

Based on the explanation above the researcher formulate the question as follow:

Is there any effect of the Fishbowl Strategy to teach Reading Comprehension skill for students having different learning motivation?

C. Research Objective

Based on the formulation of the problem, the research objective is :

To determine whether there is an effect of the fishbowl strategy to teach reading comprehension skill for students having different learning motivation.

D. The Significance Of The Study

This research is expected to give benefit for

1. For student

    It can help to improve the learning outcome in English subjects especially in their reading skill, and also motivate them to learn more in class.

2. For the teacher

    It can be the alternative strategy to improve students reading comprehension skill outcome and can motivate the teacher to be able to increase the quality of learning by using Fishbowl Strategy

3. For the school

    It can improving student achievement which can be seen from the increase in results of student learning

4. For the researcher

    This research used to be and effort to deeper and broaden the researcher knowledge. Then, to fulfil one of the equirement for completin an Magister of Education in IAIN Kediri.

E. Scope And Limitation of The Study

The research focused on the effect of fishbowl strategy to teach reading comprehension skill to the students having different learning

motivation. The research conducted in Islamic Senior High School Hidayatut Thullab, Jl. Bagrug Gg. Masjid. Dusun Petuk Desa Puhrubuh Kec. Semen Kab. Kediri.

This research covered other problem, this research is limited on their Reading Comprehension skill and their Leaning Motivation.. This research will focus on the effect of fishbowl strategy to teach reading comprehension for students have different learning of motivation in Report text.

F. Hypothesis

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

1. Null Hypothesis (Ho)

There is no significant difference on reading comprehension skill between students taught by using Fishbowl Strategy and Student taught by using Think, Pair and Share across their different learning motivation

2. Alternative Hypothesis (Ha)

There is no significant difference on reading comprehension skill between students taught by using Fishbowl Strategy and Student taught by using Think, Pair, and Share across their different learning motivation

G. Definition Of Key Terms.

1. Reading Comprehension

Reading Comprehension is the process of activating the reader's prior knowledge in collaboration with appropriate cognitive skills and reasoning abilities to discover concepts from printed text.

2. Teaching Reading

The teaching of reading is to make students not only able to read texts but also read them efficiently, effectively, and be able to interpret the reading to understand the meaning.

3. Fishbowl Strategy

According to Sterling and Tohe state that fishbowl is also a strategy for assessing reading.

4. Report Text

Report Text is a text that classifies or describes something in general.

5. Strategy for Control (Think, Pair, and Share)

Think, Pair, and Share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer some questions.

6. Motivation

Motivation is about the will, needs, desires, and drive to realize the learning process and the success of the learning process.