

CHAPTER II

LITERATURE REVIEW

The researcher elaborated some of the prior research that is in relation with the subject of this study during the discussion of this chapter. It intends to investigate further into discussions connected to Reading and Reading comprehension, Teaching Reading, Purpose of Reading, Problems in Teaching and Learning Reading, Fishbowl Strategy, Motivation, and Strategy of Control Class (Peer theme Strategy)

A. Reading

Reading is defined as an activity that used to understand line of words in a reading some passage (Dakhi, & Damanik, 2018) (Desta, 2020). Based on Johnson, reading is the practice of using text to create some meanings (2008). Reading also become the fundamental skill in language to get information Reading is a tool to communicate in written language through the form of text, reading is an efficient way to get information, easier and more flexible. We can gain so many information about health, technology, education or else. Reading become the important role in daily life.

Reading become the most important skill in academic for students, especially in learn foreign language, which reading can help the student to get information and knowledge (Pangestika, 2018). Pangertika added that reading is needed for english foreign learner because reading is one of the main skill in learning english. Mickulecky & Jeffries said that reading become very important since it can enhance the students general language skills, assisting, enlarging, and improving their other skills like reading (Mikulecky, & Linda, 2004). It can help them to get new idea, facts, and other experiences. Therefore, enhancing the students reading skill with reading passage is very important in the process on teaching and learning. There are 5 practices for reading, the practices are phonemic Awareness, instruction in phonics, guided oral reading practice with feedback, Vocabulary instruction, and comprehension strategy instruction (Prad0, & Plourde, 2005). According to Hamer reading is one of the receptive skills of

english (Harmer, 2003). It can be a bridge for the students to understand their textbook. Because if the students want to continue their school, they required to understand more book than before.

According to Patel and Jain (2008), there are any type of reading such as Extensive reading, Intensive reading, Aloud reading, and Silent reading. Then, here the explanation:

1. Intensive Reading

Intensive Reading is a type of reading that focus on Idiom and Vocabulary, it can be from poem, poetry, or novel.

2. Extensive Reading.

Extensive Reading is a type of reading that invite the learner to read that text for enjoyment and develop their reading skill.

3. Aloud Reading.

Aloud Reading is a type of reading that the learner will read the text loudly. It can be read the poetry, or from dialogue.

4. Silent Reading.

The last one is Silent Reading. This type of reading ask the learner to read in the silent, without voice. Its mean the teacher want the learner to focus on comprehend the text.

Reading is known as a receptive skill, because with read we can open the meaning of the book and others thing in the forms of written materials. Reading is important for the aquisition and knowledge even in the earliest time (Okoye, Ene, 2011). It is become more important at present information era. From the four skills on language such as speaking, listening, writing, reading is the most crucial skills because it needed for education, become the key of success of any educational endeavour and it is essential for living and out of school.

Based on 2013 curriculum in which basic competence for english reading as follows; Understanding various meaning, in various interaction and monologue's written text, ecspecially those in form of descriptive, narrative, recount, procedure, exposition, report, news item, dicussion, explanation, commentary and review. It can be conclude that English Reading, understanding

or comprehending the text is important thing activity for the students (Zygouris, 2009).

In academic, reading become important thing because reading become activity to get more knowledge because students require to have critical and analytical competence in comprehending text, from comprehending (Braun, et. al., 2006). It means that reading comprehension become our benchmark for understanding the text.

Reading Comprehension one of reading skills that have to be mastered by the students. However, reading comprehension is the most complex task that requires many aspects of many different cognitive skills and abilities(Jane, 2015). Reading comprehension not only about read but also to understand the passage and get the meaning of the passage. Their reading comprehension can be different because the background or their nature and also their skill. Reading comprehension defined as a multi-step process, because it involves the readers's vocabulary, textual interaction and also the application of comprehension strategies (Bulut, 2017). It means that comprehend reader, th learners must learn to connect their prior knowledge with the passage that they read. Reading comprehension allow the reader to get the wide range of knowledge without go to anywhere,

Reading comprehension is important for any ranges, from the beginner until advance (Moore, et. al., 2016). As a result that reading comprehendsend must be taught in all range level education, since elementary school until universitas. Reading comprehension become foundation for students overall academic success in schools (Alvermenn & Earle, 2003):

Snow defines that reading comprehension is extracting and constructing meaning through some interactions and involvement with written language (Snow, 2002). There are three elements on comprehensions:

1. The reader, who is doing the comprehension.
2. The text that used to be comprehend
3. The activity that comprehend become the part of it.

Based on Vaugh, and Thompson, reading comprehension includes the following:

1. Introducing one textual knowledge.
2. Establishing reading objectives and making sure they correspond with the text
3. Making sense of what you read while you're reading and later.
4. Adapting techniques to the text and objectives of the reader.
5. Understanding the author's goal.
6. Differentiating between information and opinion.
7. Making reasonable conclusion
8. Drawing logical conclusions

We can infer from the explanation above that reading comprehension is crucial for academic success because it not only focuses on understanding the text but also on extracting the meaning from it in order to learn.

B. Teaching Reading.

In this present era, teaching of reading depends of the teacher, the teacher will use many strategies to teach about reading. It can help the students to get the high level of understanding and reading process. Reading can help them to get and comprehend many subjects, history, science and literature. Reading is the way of the students to increase their capability in academic accomplishment such as vocabulary, how they can think critically and develop their writing skills (Sri, & Winda, 2018).

The purpose of teaching reading is to make the students are able not only read the text but also read it with effecienly, effectively, and can interpret the passage to understand the meaning (Nurlela, & Panjaitan, 2020). It means that teaching reading can help the students to be independent reader and make them easily to understand every text not only in English but also in others subject.

There are many of difficulties for student to read some passages, one of them is the lack of interest on read (Hamid, & Yulianto). Reading is something that most of students feel that read is hard, or something that he or she likes. In teach reading the teaches have to find more creative way to teach Reading. because if we catch the students interest, there will be easy for us to teach and make them more active and understand.

There are 4 components macro of language, such as listening, writing, speaking, and reading. Reading itself should be taught communicatively, and interesting. But, the traditional method of teaching still dominates most of school. There are some classroom activities to teach communicative reading (Auzar, & Kasdi, 2016):

1. Read to act

The text for this activity requires a plot, and more dialog. This makes the students more active and interesting. It also helps them to use their imagination.

2. Read to debate.

This activity gets students involved in a debate of an article or news story. It can help students understand more about the issues in the text. They can learn different views and orally defend a topic from different perspectives.

3. Read to interview.

This activity is more flexible, as it is organized around texts from different genres. It gives students to present ideas from the texts they have read. It also helps them learn to ask questions in a variety of issues.

Based on the description above, teaching reading communicatively is a very important activity in the teaching and learning process because students must participate in reading activities in order to create a comfortable atmosphere in the teaching and learning process.

C. Purpose of Reading.

Reading is an activity that has purposes. There are people that do read for gaining information or knowledge, then others want to read to get fun or wasting their spare time. Reading plays an important role in our life, because through reading someone can be informed for anything information, such as social, politic, fashion, cultural problems, or else. The purpose of reading itself is, to correlate the ideas from the text to what you have already known. The reader must understand about the subject of what they read to connect the ideas.

There are several categories in reading purposes, including: reading to find information, reading to skim, reading to learn from text, reading to integrate

information, reading to write, reading to criticize text, and reading for general comprehension (Grabe, & William, 2002).

1. Reading to search simple information.

It is a skill that many people utilize frequently. Although some researchers think it is a cognitive process that is largely independent. It is perhaps the best sort of reading ability and is frequently used in reading activities.

2. Reading to skim quickly.

Reading with the intention of skimming is one type of purpose reading that entails, essentially, a combination of strategies and the application of fundamental understanding techniques to certain sections of the text until it is created. It has evolved into a standard component of many reading assignments and a valuable skill in and of itself.

3. Reading to learn from the text.

This category generally appears in professional and academic contexts. To study, one must acquire a wide variety of knowledge. It requires the ability to recall the primary concept, recognize the structures of rhetorical frames, and establish a connection between the text and the reader.

4. Reading to integrate information.

Reading to integrate information requires further assessment of the relative value of additional, corroborative, or contradictory information. It may also include rearranging the rhetorical framework to fit information from several sources.

5. Reading to write and reading to critique texts

Combining the material can be difficult in some reading styles. Both require the capacity to formulate, choose, and then evaluate the text's information.

6. Reading for general comprehension.

A fluent reader can achieve reading comprehension; it only requires very fast and automatic word processing, a strong ability to convey the main concepts in general, and effective coordination of several processes in a short time.

Based on Naf'an and Miftahul, there are some purposes in reading (Naf'an & Miftahul, 2012):

1. Reading for pleasure, to enjoy time with read some literary works such as novel, comics, and so on.
2. Reading for a general impression, such as to gain some ideas.
3. Reading for organizing reading and study. It means people try to identify important content of a text, to answer some specific questions, to decide which section of the text to study.
4. Reading for learning content or procedure. To gain understanding of new concept or follow some instructions.

The purposes of reading is not only for the learner or students, but for the others who do reading. People are read to gain information, knowledge, and gain some fun and enjoyment for themselves. And it helps them to keep informed about many topics in this social life

D. Problem in Teaching and Learning Reading

Reading is an important skill for academic learners, however, there are some problems that can become obstacles for them, not only for learners but also for teachers.

For the students, the problem of their readings are the speed of their read ability are slow, because they read them word to word, phrase to phrase. Then, the limitation of their vocabularies, it makes them hard to find the meaning and understanding the text. too much consulting new words in dictionary. The last is the lack of experiences in language and cultural understanding.

Some of teaching method are not new, and some of the teaching methods are not helpful for the learner to improve their reading ability. The reason are follow:

1. The teachers eager to correct answer. Manys students still have errors when read or answer some questions, then the teachers need to them to answer it correctly because the teacher do not want to waste their time to

wait the students until find the correct answer. It can be influence the student's ability in explores some issues in reading.

2. The dominant position in the class. The teachers are read and the students will follow them. It makes the students did not get the effectiveness with their own hardwork, because the teachers just want them to follow it. If this situation keep going, the students will have the phychological weariness in english.
3. The simple teaching method with limit interactions. When the teachers do some teaching method that do not make their students to speak each others, it can make there is no interaction in class. The students become passive in class (Liu, 2011).

E. Fishbowl Strategy.

Fishbowl is a strategy of teaching that make the students discussing a literature (Johson, 2008). The participant at inner circle will discuss the literature, they ask questions that they have prepared and answer other student's quesions. This startegy used when the students completed read the text, and they will develop the questions. It means that the students will use fishbowl strategy after they read the text has been given by the teacher.

This strategy help students to practice in discussion group. Fishbowl is traditional strategy in class it divided into 2 groups; inner group and outer group. In the inner group there are four or five people, and for the outer group can be more than 20 people. The outer group observe the dicussion from the inner outer, students listen carefully the discussion the ideas and presented and pay attention to process.

The inner circle become the active participants who gonna do the disscussion. They only focus each others, they talked and discussion each others. They could not talk to outer group or the teacher. The outer group use their time mostly to listen the discussion in inner group. Only when the teacher indicate that they may be participant to ask question or share their opinion.

Based on Sanchez, fishbowl strategy can help the students to deepen or extend their understanding in text (Sanchez, 2010). The procedures of Fishbowl Strategy as follows:

1. Students create some questions based on the articles or texts they read, present them to their classmates in a fishbowl discussion group, and get their answers.
2. Before assembling the fishbowl, students are required to study a short or lengthy text on the subject.
3. After reading the book to the end, the teacher instructs the class to create two circles: an inner circle and an outer circle. The discussion group, which is located in the inner circle, should have at least four pupils. The remainder of the kids are in the outside circle, which is the observation group. The outer circle watches the inner circle in the same way as humans watch fish in a fishbowl.
4. Requesting dialogue from the inner circle regarding the text or article they read and the discussion-starting questions. requesting that those in the outer circle pay attention to the dialogue and take notes in order to make clarifications and advance the discussion.
5. After 10 minutes, invite the inner circle students to change into the outer circle and the outer circle students to change into the inner circle. Allow the outer circle to observe and take notes on the inner circle's topic while the inner circle uses their observation notes to continue the conversation.
6. Turn the inner circle over to the kids in the outside circle and have a discussion about the questions after ten minutes.
7. Bring the circles back after ten minutes.

The fishbowl strategy can be strategy that make the environment more productive, and we can put many topics that would work well withing fishbowl strategy (Garrison, & Munday, 2012). For implementing this strategy, we need follow some steps (Fusher, et.al., 2007):

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.

In this one of the step in the procedure of Fishbowl Strategy, the teachers should focus to identify the class discussion, to make the students more interest and enjoy in the learning process and make the students more active than the teachers.

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.

In this state the teachers should focus on stimulus the students to make them explore their ideas and opinion related the topic and issue, which the topics are interesting for the students. Then the students take notes about the result of the 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. In here the teachers give the opportunity for the students that have been divided into some groups and sitting in a cluster to make them easier to discuss about the topic.
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.

Pre-Activity

The researcher divides the students into small groups of five students. The researcher gives the students some topics to discuss in the group and gives them time to discuss about the topic.

While Activity

The researcher started the Fishbowl strategy by arranging the seats into two circles. The researcher asked the students to sit in circular position. One student who is representative of each group sits in the inner circle and the other students sit in the outer circle. The discussion started based on the teacher's instruction. The researcher gave a brief explanation of the rules of fishbowl strategy. The researcher started the discussion and asked student opinions about the topic that already given earlier. Each group expressed their opinions, while the other groups expressed their opinions, the other students paid attention and gave other opinion. The researcher allowed other group member from outer circle to speak up by exchanging positions with group members in inner circle. The researcher monitored students during the discussion.

Post Activity

The researcher gives comments and suggestions to the students. The researcher evaluates and re-explains the material and asks them to do homework or assignments related to the lesson.

In educate and learn English, it is important for the teacher to make engaging activity, it can use many media, approach, strategy or procedure. Applying some method in learning process can help students to be more confident and make the students feel relax in learning English. It means that if we use Fishbowl strategy the students can freely change their opinion, and argument each other, and make them feel more confident to talk in front of other people. According to Wood that cited by Azwan Effendi stated that Fishbowl have three intended (Effendi, 2017) :

- a. It can be useful teaching method for explaining group dynamics
- b. For involving students or another group in a cross-cultural or complicated issue discussion
- c. Give students more freedom in class discussion

Based on the explanation above we can conclude that it can help students to be more confident to share their opinion in front of the class, and help them to not be stuck by holding the stick for the entire learning process. It helps them to be more active, not bored at class, make them more focus on the subject.

F. Motivation

If you need success you have to have motivation to do that thing. Without motivation we certainly failed to make necessary effort. There are many factors that depend on motivation such as influential in learning English. There are many definitions about motivation, and we will comprehend it to understand about what motivation is.

Motivation is about willingness, need, desire, and the drive to realize learning processes and the success of learning process (Yung Feng, et.al., 2013). Students who have confidence and motivation, spend more time, and effort to achieve their goals than students who are not confident and unmotivated to achieve their goals (Doo, & Morris, 2009). According to McDonald in Sudirman's Journal said that motivation is the change of energy of a person that has a feeling that proceeds by the response of the goals (Sardiman, 2014).

Based on the explanation above, the researcher concludes that motivation is the desire and effort that drives humans to do something in achieving goals. Motivation is an important factor in learning because it has an influence on the success or failure of students as language learners, so teachers must develop an understanding of motivation in learning.

There are two types of Motivation., such as Intrinsic motivation and Extrinsic Motivation.

1. Intrinsic Motivation

Intrinsic motivation is motivation that arises from their own sake it is rooted from the previous attitude of the learner (Penny, 1996). Then, the others opinion said that Motivation is a motive that do not need only stimulus from the outside, because in each individual manage something.

People engage in certain hobbies because they find them enjoyable and because they are internally driven to learn certain abilities. Because of their willingness and desire to learn new content, intrinsically motivated students are bound to perform significantly better in classroom activities. Their educational experience is more fulfilling, and they go further into the material to fully understand it.

2. Extrinsic Motivation.

Extrinsic motivation, as opposed to the desire to learn for its own purpose or interest in tasks, originates from the influence of some type of external incentive (Penny, 1996). Extrinsic motivations are active and work if there is external stimulation. An illustration would be someone studying in the hopes of doing well on a test that will be administered in the morning..

Then about the function of Motivation by Sadirman (2014):

1. Encourage individuals to perform so that they can serve as a motor or mover that expels energy. In this situation, motivation serves as the impetus for all planned activities.
2. Deciding the course of action to take in order to reach the desired result. This kind of motivation can give direction and require certain actions to be taken in accordance with its goals.
3. By putting away the acts that are not helpful to the aim, you choose the action that should be taken in harmony to attain the goal.

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

Think, Pair and Share (TPS) is a type of cooperative learning designed to influence students' interaction patterns. This TPS model evolved from cooperative learning and waiting time research. This strategy was developed by Frank Lyman and his colleagues in Maryland in 1985. It is a simple and quick technique, the instructor develops and poses a question, gives students a few minutes to think about response and then asks students to share their ideas with their partners. Discussing an answer with their partner to

maximize participant, focus attention and engage students in comprehending reading material (Keney, et. al., 2005).

According to Jolliffe (2015), Where some steps of Think, Pair, and Share. There are to describe the steps.

1. Think : The teacher presents a question, problem, or topic to the students. students are given time to individually think about and formulate their own response or ideas.
2. Pair : After thinking time, students are paired up with a partner. In their pairs, they discuss their thoughts, share their ideas, and potentially refine their understanding through conversation.
3. Share : Following the pair discussion, the teacher open up the floor for pairs to share their thoughts with the entire class. This can be done in various ways, such as randomly selecting pair to share, allowing volunteers to share, or having pairs present their partner's ideas.

This strategy can make the students have active engagement, it involves the students in learning process, then the students also have critical in thinking, it makes the students have their own courage to to analyze.

H. Previous Studies

There are some studies that investigated about reading comprehension of student using Fishbowl Strategy.

The first one is journal from Rachmanita Rachmanita, with tittle Applying Fishbowl Strategy to Enhance Student's Reading Comprehension Skill. This research is focus on reading comprehension in report text. This research used a quasi experimental for the method. The participant is students of All eleventh-graders from SMAN 04 Kayuagung 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 result of this research is there was a significant difference in students' Reading comprehension achievement after using the fishbowl strategy (Rachmanita, 2022).

Other study by Nurlela, with title The Effect Of Fishbowl Strategy On Students' Reading Comprehension At The Eleventh Grade Of Sma Muhammadiyah 18 Sunggal In Academic Year 2019/ 2020. In this study the researcher used Fishbowl strategy for eleventh grade students of Muhammadiyah 18 Sunggal Senior High School. The 76 pupils in the 2019–2020 eleventh grade at Muhammadiyah 18 Sunggal Senior High School made up the study's population. Using cluster random sampling, a sample of 76 students was selected. The sample was then split into two groups: the experimental group received instruction utilizing the Fishbowl Strategy, whereas the control group received instruction without it. Multiple choice exams were employed by the author to gather data. The t-test formula was used to assess the data. The data analysis revealed that t-observed (t_0) had a greater value than t-table ($t_{observed} = 4.75 > t_{table} = 1.666$), which was based on the data. In other words, the Fishbowl technique has an impact on the 11th grade of Sma Muhammadiyah 18 Sunggal (Nurlela & Panjaitan, 2020).