THE EFFECT OF FISHBOWL STRATEGY TO READING COMPREHENSION SKILL FOR STUDENTS HAVING DIFFERENT LEARNING MOTIVATION

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BY

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APPROVAL PAGE

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This thesis is to fulfill the requirement for the degree of magister (S2) in Department of English Language Education, State Islamic Institute of Kediri.

Kediri, December 28th, 2023

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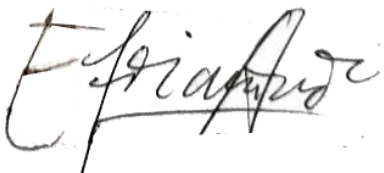

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ABSTRACT

Wijayanti, Eldiana Ardi. 2023. The Effect of Fishbowl Strategy To Reading Comprehension Skill For Students Having Different Learning Motivation. Department of English Language Education, Faculty of Graduate Degree, State Islamic Institute (IAIN) Kediri. Advisors (I) Dr. Fathor Rosyid, M. Pd., Advisor (II) Dr. Ary Setya Budhi Ningrum

Keyword : Fishbowl Strategy, Reading Comprehension, Learning Motivation

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. Reading become the important role in daily life. 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. Teaching Reading is a leaning process that include, recognizing words, assingning meaning to words, and constructing the meaning of the text. 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 This research aimed to examine the effect of fishbowl strategy to teach reading comprehension skill for students having different learning motivation.

This research used quantitative research as the method. The researcher conducted quasi-experimental. The sample of the research was two classes of eleventh grade students of SMA Islam Plus Hidayatut Thullab. XI IPS 3 as the control class, and XI IPS 2 as the the experimental class. Both classes consist of 25 students. The research instrument was a set of reading comprehension on report text test pretests and posttests. To determine how each student learning motivation, learning motivation questionnaire. To determine the efficacy of the technique used to identify the differences between learning styles, the hypothesis was tested using ANCOVA analysis.

The finding of this research shows about the differences significant value beetween control and experimental class. (sig. 0.000 < .050.; f-obained > f-table 66.975 > 4.001). In the Control Class they get mean's score 43.52. for the Experimental Class they get 75.04. It can be conclude that Experimental Class score is higher than the Control Class score.The result for the effect of Learning Motivation in the use of Fishbowl Strategy. The student's low motivation has significant value (sig. 0.000 < .050.; f-obained > f-table 57.4315 > 4.26) then, the moderate also have significant value (sig. 0.000 < .050.; f-obained > f-table 26.978 > 3.32), the last from high motivation have significant value (sig. 0.000 <

.050.; f-obained > f-table 123.946 > 4.46). The most of student's high motivation is Moderate Motivation, it shows in their mean. Moderate level's score of student's learning motivation is 76.571, then low level's score is 76.000, the last is high motivation, it gets 71.428.

ABSTRAK

Wijayanti, Eldiana Ardi. 2023. The Effect of Fishbowl Strategy To Reading Comprehension Skill For Students Having Different Learning Motivation. Department of English Language Education, Faculty of Graduate Degree, State Islamic Institute (IAIN) Kediri. Advisors (I) Dr. Fathor Rosyid, M. Pd., Advisor (II) Dr. Ary Setya Budhi Ningrum

Keyword : Strategi Fishbowl, Pemahaman Membaca, Motivasi belajar

Membaca merupakan suatu alat untuk berkomunikasi dalam bahasa tulis melalui bentuk teks, membaca merupakan cara yang efisien untuk memperoleh informasi, lebih mudah dan fleksibel. Membaca menjadi peran penting dalam kehidupan sehari-hari. Salah satu tujuan membaca adalah untuk memperoleh pemahaman. Pemahaman membaca merupakan keterampilan yang memerlukan keterampilan lain seperti keterampilan kosa kata dan decoding, maka pemahaman membaca disebut keterampilan kompleks. Pengajaran Membaca adalah suatu proses belajar yang mencakup, mengenali kata-kata, menetapkan makna kata-kata, dan mengkonstruksi makna teks. Guru harus mampu memberikan motivasi kepada mereka untuk terlibat dalam membaca. Dengan adanya siswa yang termotivasi, maka dapat membantu mereka untuk mencapai tujuan membaca, karena siswa yang termotivasi akan fokus dan memperhatikan selama proses belajar mengajar membaca. Penelitian ini bertujuan untuk menguji pengaruh strategi fishbowl dalam mengajarkan keterampilan pemahaman membaca pada siswa yang mempunyai pembelajaran berbeda. motivasi.

Penelitian ini menggunakan penelitian kuantitatif sebagai metodenya. Peneliti melakukan eksperimen semu. Sampel penelitiannya adalah dua kelas siswa kelas XI SMA Islam Plus Hidayatut Thullab. XI IPS 3 sebagai kelas kontrol, dan XI IPS 2 sebagai kelas eksperimen. Kedua kelas tersebut berjumlah 25 siswa. Instrumen penelitiannya adalah seperangkat pemahaman membaca pada tes teks laporan pretest dan posttest. Untuk mengetahui bagaimana motivasi belajar setiap siswa, angket motivasi belajar. Untuk mengetahui keefektifan teknik yang digunakan untuk mengidentifikasi perbedaan gaya belajar, hipotesis diuji menggunakan analisis ANCOVA.

Temuan penelitian ini menunjukkan adanya perbedaan nilai signifikan antara kelas kontrol dan kelas eksperimen. (sig. 0,000 < 0,050.; f-obained > f-tabel 66,975 > 4,001). Pada Kelas Kontrol mereka memperoleh nilai rata-rata 43,52. untuk Kelas Eksperimen mendapat 75,04. Dapat disimpulkan bahwa nilai Kelas Eksperimen lebih tinggi dibandingkan dengan nilai Kelas Kontrol. Hasil pengaruh Motivasi Belajar dalam penggunaan Strategi Fishbowl. Motivasi rendah

siswa mempunyai nilai signifikan (sig. 0.000 < .050.; f-obained > f-tabel 57.4315 > 4.26) kemudian, sedang juga mempunyai nilai signifikan (sig. 0.000 < .050.; f-obained > f- tabel 26.978 > 3.32), yang terakhir dari motivasi tinggi mempunyai nilai signifikan (sig. 0.000 < .050.; f-obained > f-tabel 123.946 > 4.46). Motivasi siswa yang paling tinggi adalah Motivasi Sedang, hal ini terlihat dari meannya. Motivasi belajar siswa tingkat sedang sebesar 76,571, tingkat rendah sebesar 76,000, dan motivasi tinggi sebesar 71,428.

MOTTO

If i could change the way that you see yourself

You wouldn't wonder why you here

'They don't deserve you'

-Billie Eilish-

DEDICATION

Bismillahirrahmanirrahim

First of all I would say the grateful to Allah SWT as my guidance, the Gracious and the Merciful you give me health to finish this thesis

From my deepest heart, i would like to dedicate this thesis to all all parts is involved in process of finishing it.

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Kediri, 28th Desember 2023

The Researcher

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