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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one skill that is very important in learning English besides other skills like writing, speaking and listening. Linse (2005, p.69) stated that reading is a set of skills that involves making sense and deriving meaning from the printed word. Basically, the purpose of reading process is acquiring information, knowledge, insight, and also for pleasure of interest that is gotten from reading materials. Reading is not easy to do because in reading process the reader not only reads the words, sentences, paragraphs, and texts but also should understand the contents of reading.

By reading so much, the reader can develop their ideas to write, has insight to communicate with others, and has background knowledge about topic of listening. As most people know, reading comprehension refers to the reading skills that a reader brings to the text. It is a basic skill for college students including foreign language learners. Reading comprehension generates learning power that helps students know themselves and others better as well. Besides, in order to achieve the students' ability in comprehending reading text, such as recount, narrative, descriptive, and procedure text, the students must be able to read meaningfully. In this research, the writer focuses on narrative text.

According to Johnson (2008, p.3), reading is the practice of using text to create meaning. Therefore, through reading activity, readers can get knowledge, and information. Besides, the readers especially students can also improve their abilities



in understanding a reading text effectively and efficiently. It is also supported by Serravallo (2010, p.43), reading is thinking, understanding, and getting the meaning behind a text.

Based on the statements above, it is clear that reading comprehension is important skill which students must master it. It means that if students are not able to master the aspects which are needed in reading comprehension skill as demanded by the curriculum, so the learning of reading comprehension cannot run well and effectively.

In order to accomplish the students' need in reading, based on the curriculum (KTSP), reading must be provided as one of the four skills in mastering English that should be taught and learned by the students. The State Senior High School 3 Mandau is one of the educational institutions in Bengkalis Regency that uses the School Based Curriculum (KTSP) in the process of teaching and learning English. Reading skill is one of the English language skills which is also taught by the teacher in this school.

Based on the syllabus of the first year students, there are two competencies that must be achieved by the students: those are standard competence and basic competence. In standard competence, the goal is understanding the meaning of simple short essay formed *recount*, *narrative*, and *procedure text* in daily life context and to access the knowledge. Thus, the basic competence for the first year students shows that students are able to respond the meaning of simple short functional written text accurately, fluently and acceptably with regard to the surrounding environment. (BSNP, 2006, p.128)



Furthermore, the minimum students' passing grade (KKM) of the English subject at State Senior High School 3 Mandau of Bengkalis Regency is 75. It is applied for all skills, such as listening, speaking, writing, and reading. The common assessment for measuring the students' reading comprehension is giving the tasks, such as multiple choice questions, essay form and fill in the blanks.

Based on the writers' preliminary study on February, 5th 2015 by observing and interviewing (teacher and students), the teachers taught students by explaining the materials, asking the students to read and then answer some questions that are related to the textbook. However, this way of teaching resulted that the students of the State Senior High School 3 Mandau have poor understanding to identify the generic structure, purpose of narrative text, vocabulary, references, and specific information. It can be seen from the symptoms as follows:

1. Some of the students have difficulties in identifying the generic structures of narrative text
2. Some of the students have difficulties in identifying the purpose of narrative text
3. Some of the students are lack of vocabularies which cause them get difficulties in comprehending the narrative text
4. Some of the students have difficulties in identifying the references of word in narrative text
5. Some of the student have difficulties in identifying the specific information of narrative text



Based on the symptoms above, the writer applies a good strategy as an alternative solution for teaching reading, especially for reading comprehension. The writer tries to find out whether the alternative strategy can promote students' reading comprehension of State Senior High School 3 Mandau. By the strategy, the student will be interested to learn English, especially for reading skill. Rebecca (1989, p.1) states that the strategy is very important in teaching and learning process because it is a tool for active, self-directed involvement, which is essential for developing communicative competence.

The strategy that can be used to improve students' reading comprehension is Fishbowl Strategy. Fishbowl is a useful strategy for ELLs because it is a strategy of language learning that is simple and fun discussion. Sanchez (2010, p.144) states that this fishbowl strategy will deepen and extend students' understanding in reading comprehension.

Referring to the background of the problems described above, there are some indications that the students still have weaknesses in reading comprehension that should be improved in order to achieve the goals of learning based on the curriculum. Therefore, in order to solve the problems faced by the students above, the writer would like to apply a strategy in order to help student in learning English. the writer is interested in conducting a research entitled: **“The Effect of Using Fishbowl Strategy on Students’ Reading Compehension of Narrative Text at State Senior High School 3 Mandau of Bengkalis Regency”**.

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B. The Problem

1. The Identification of the Problem

Based on the background of the problems above and supported by symptoms, it is clear that there are many problems faced by the students in reading comprehension. Thus, the writer identifies the problems as follows:

- a. Why do some of the students have difficulties in identifying the generic structure of narrative text?
- b. Why do some of the students have difficulties in identifying the purpose of narrative text?
- c. Why do some of the students have lack of vocabularies which cause them get difficulties in comprehending narrative text?
- d. Why do some of the students have difficulties in identifying the references of word in narrative text?
- e. Why do some of the students have difficulties in identifying the specific information of narrative text?

2. The Limitation of the Problem

Based on the identification of the problems stated above, the writer limits the problems to the students' reading comprehension of narrative text referring to identify the generic structure, the purpose, vocabulary, references of word, and specific information of narrative text.

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1. To give information to the teachers and the institutions about the effect of using Fishbowl strategy on students' reading comprehension of narrative text
2. To give some contribution to the students in order to improve their comprehension in reading narrative text
3. To enhance the writer's knowledge about teaching reading by using Fishbowl strategy on students' reading comprehension of narrative text

D. The Reasons of Choosing the Title

There are some reasons why the writer chooses the title as follows:

1. The writer wants to find out whether or most significant difference of using and without using Fishbowl strategy on students' reading comprehension of narrative text at the State Senior High School 3 Mandau of Bengkalis Regency
2. This research is relevant to his status as an English student of English Education Department of State Islamic University SUSKA RIAU
3. As far as the writer is concerned, this research title has never been investigated by any researchers

E. The Definition of the Terms

1. Effect

Richards (2010, p.190) says "Effect is a measure of the strength of one variable effect on another or the relationship between two or more variables. In this research, effect is defined as the result of teaching reading treated with fishbowl Strategy.

