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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Reading

Reading is one skill that should be mastered by every student, every teacher and everyone. Reading is not only the process where the reader reads the words, sentences or the text, but also the reader intends to get something from the reading materials. By having a good skill in reading, we can enlarge our knowledge and get lot of advantages from it. Besides as a skill, reading is clearly important.

In many definitions, reading is an essential part to broaden knowledge. Reading plays an important role to catch information. Rosenblatt in Moreillon (2007, p.19) Define that reading is a transaction among the readers, the texts, and the intentions of the author. Every reader brings feeling, personality, and experiences to the texts and each reader is different each time to revisit a particular text. Background knowledge is what the reader brings to reading events. Each reader's interpretation and each reading of the texts are potentially unique.

Reading can help students much more if they can read well, because reading is very important. Harrison (2004, p.3) reminds that reading is not only increases our life skills and extends our knowledge, but also goes much deeper. Reading has a fundamental effect on the development of the imagination, and thus exerts a



powerful influence on the development of emotional and moral as well as verbal intelligence.

Furthermore, Namara (2007, p.3) states that reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Therefore, reading needs a concentration seriously. It also needs a critical thinking to comprehend the meaning of reading texts. A critical thinking will create the active learning, because the students not only learn by themselves but also discuss or share what they learn with their friends or their teacher. So, students have to improve their reading skill in order to identify the meaning of information of the text.

With reference to Hasibuan and Ansyari (2007, p.115), reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

In line with definition above, it can be concluded that reading is a way to get information from something that has been written. Reading involves the interaction between reader and the passage. The purpose of reading is to determine the appropriate approach to reading comprehension. It is supported by Sholes (2010, p.2), the purposes of reading are as follows:

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- 1) For pleasure or for personal reasons
- 2) To find personal information such as what book is mostly about
- 3) To find a specific topic in a book or article
- 4) To learn subject matter that is required for a class

Finally, the writer can conclude that reading can be defined as a complex activity to gain meaning from the written text. The readers will draw the meaning of symbols by interacting with the text in isolate activity. The information that readers get from reading activity is very useful for themselves because it will increase and improve their knowledge about the topics that they are reading about. Therefore, reading is an important skill that should be mastered by every student, every teacher, and everyone in order to get information meaningfully from the text.

2. The Concept of Reading Comprehension

Klinger et al (2007, p.2) state that reading comprehension is the process of conducting meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

According to Linse (2005, p.71), reading cannot be separated from comprehension because the purpose or the results of reading activity is to comprehend what has been read. Reading without understanding is useless. That is also stated by Hasibuan and Ansyari (2007, p.37), the purposes for reading and the type of text determine the specific knowledge, skill, and strategies that readers need to apply to achieve comprehension. The meaning of “comprehension” has been defined by Duffy (2009, p.14), comprehension is the essence of reading

because the goal of written language is communication of message. If we do not understand the message, we are not reading.

Snow (2002, p.11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She used the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements:

1. The reader who is doing the comprehending
2. The text that is to be comprehended
3. The activity in which comprehension is a part.

Comprehension on reading text is an active process to which the reader brings the individual attitudes, interests, and expectations. Then, Sadoski (2004, p.67) also says that comprehension is understanding something, and getting its meaning. Reading comprehension involves much more than readers' responses to text. Martin et al (2007, p.20) said that to read the text, the reader must decode what the text literally says but at the same time reader must bring their knowledge to the text to determine what the text actually means (to reader).

In accordance with Vaughn and Thomson (2004, p.99), reading comprehension includes the following:

- a. Applying one's knowledge and experiences to the text
- b. Setting goals for reading, and ensuring that they are aligned with the text

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- c. Using strategies and skills to construct meaning during and after reading
- d. Adapting strategies that match the reader's text and goals
- e. Recognizing the author's purpose
- f. Distinguishing between facts and opinions, and
- g. Drawing logical conclusions

Based on the explanations above, the writer concludes that when the readers read, they should comprehend the contents of the text. The writer emphasizes that comprehending is more than just recognizing and understanding words. True comprehension means making sense of what readers read and connect the ideas in the text to what they already know\

3. The Concept of Narrative Text

a. The Definition of Narrative Text

Narrative text is a text which is telling about what happened in the past. Narrative text is focusing on specific participants which tells an interesting story. According to Thomas S. Kane Kane (2000, p.366), narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well).

Regarding with Syafi'i (2011, p.18), narrative text is telling or relating of occurrences or a series of event. It also can be defined as storytelling. Besides,

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Hasibuan and Ansyari (2007, p.130) state that the purposes of narrative text are to entertain, create, stimulate emotions, motivate, guide, and to teach. Klinger et.al (2007, p. 773) give some examples of narrative text which includes: realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real-life adventures.

According to Hasibuan and Ansyari (2007, p.130), narrative text has generic structure. They are consisting of Orientation, Complication, and Resolution. Orientation part sets the scene: who (introduces the participants in the story), where, when the story happened. While in complication part tells the beginning of the problem's which leads to the climax of the main participants. In the end for resolution part, the problem is solved, either in a happy or sad ending.

b. The Reading Comprehension of Narrative Text

Reading narrative text is not difficult if the reader knows about narrative itself. When the readers or students read the narrative text, they have to know about what narrative is, what important parts occur in narrative text, knowing about the purpose of narrative text. In this case, Langan (2008) states that narrative is story telling whether we are relating a single story or several related ones. According to Langan (2008, p.176), in narration, a writer tells the story of something that happened. Through narration, we make a statement clear by relating something in detail that has happened to us. So, narrative text can be really enjoyable to write and to read. It is a story telling. In this case, story is told clearly and sharply. If the story is told clearly and detailed, the reader will be



able to understand what the writer's message is or what the writer is talking about.

Students in learning reading narrative text play a role as the active readers. Active readers apply some reading comprehension strategies to comprehend the text including narrative texts. According to Brown (2003, p. 188), there are some principal strategies for reading comprehension as follows:

- a. Identify the purpose of reading a text
- b. Apply spelling rules and conventions for bottom up decoding
- c. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meanings
- d. Guess at meaning (of words, idiom, etc.) when the reader is not certain
- e. Skim the text for the gist and for main ideas
- f. Scan the text for specific information (names, dates, key words)

According to Nunan (2003, p.76), teaching them how to do this should be a prime consideration in the reading classroom. The only purpose of reading is absolutely comprehension. In Reading comprehension, the reader has to know which skills and strategies are appropriate for the type of the text and understand how to apply them to accomplish the reading purpose. Enabling students to implement reading comprehension strategies and skill becomes the most important part in teaching reading comprehension. Teaching reading comprehension of narrative text is one of them.

In learning process, the role of teacher in teaching reading comprehension basically teaches students how to use some certain reading comprehension strategies. Modeling step by step to implement those strategies by the teacher will affect the students to become easily to comprehend narrative text. This can be possibly applied to the literary or narrative text. Therefore, achieving the learning indicators in syllabus of teaching narrative texts will easily be accomplished if the teacher teaches the students to apply the reading comprehension strategies.

Therefore, the writer concludes when the readers read narrative texts, they have to present the structure of the narrative text consisting of three main parts of including orientation, complication and resolution with the purpose to entertain, instruct, clarify, and amuse. So, in order to comprehend narrative texts, readers need to have knowledge about narrative texts.

4. Teaching and Learning Reading Comprehension

In this research, the writer used a strategy in teaching reading narrative text. The strategy is Fishbowl strategy. Based on the explanation in page 4, 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. Based on the Rebecca's statement, applying a strategy is to make student active in communication in the class. Therefore, in applying the strategy, the writer did some activities to make students actively. Those activities were combined with the strategy. So, the

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writer taught reading narrative text communicatively for developing communicative competence.

a. Teaching Reading Comprehension Communicatively

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but also more of it. Teaching reading is a learning process. The process is such as recognizing words, assigning meaning to words, constructing the meanings of sentences and larger units, and relating the information gleaned from the text to information we already have.

As the component of the four macro language skills (listening, speaking, reading, writing), reading should be taught communicatively and interestingly. However, traditional methodology still dominates the reading teaching in most schools. It may contribute to the failure of teaching reading skill. Rustipa (2010, p. 128) states that some classroom activities to teach communicative reading are:

1. Read to act

This activity is designed to let students act out a story they read. The text selected for this activity should contain a plot involving more than one person. The plot should be represented through dialogues. To make the activity more interesting, students are encouraged to use their imaginations and make any changes to the plot and dialogues in their performance.

2. Read to debate

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This activity requires students to engage in a debate from an article or other source. A debate activity can deepen students' understanding of the issue discussed in the text. In addition, they learn how to view and orally defend a topic from a different perspective.

5) Read to interview

This activity is more flexible than the previous two. It is organized around texts from different genres. This activity provides students with opportunities to orally represent ideas from the text they have read. It also helps them learn to ask questions about different issues.

Based on the explanation above, teaching reading comprehension communicatively is a crucial activity in teaching and learning process because the students have to follow the activities of reading in order to create a comfortable situation in teaching and learning process.

b. Teaching Reading of Narrative Text Communicatively

Comprehending the text is the goal of reading. Teaching reading can be meant as facilitate students' performance in comprehending texts, and provide students with many opportunities for practice are encourage in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery. According to Coffman and Reed (2010, p.5), the students should be taught that narratives have connectivity. Connectivity is based on information on that is important or

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central the causal chain. It means that the narratives have information that connect the story from the beginning to the end.

The purpose of teaching reading is developing the students' ability to understand the text effectively and efficiently. According to Nunan (1998, p. 204) there are several principles in teaching reading:

- 1) Exploit the reader's background knowledge
- 2) Build a strong vocabulary base
- 3) Teach for comprehension
- 4) Work on increasing reading
- 5) Teach reading strategies
- 6) Encourage readers to transform strategies into skills
- 7) Build assessment and evaluation into your teaching
- 8) Strive for continuous improvement as reading teacher

In reference to Hasibuan and Ansyari (2007, p. 117), there are three stages in teaching reading narrative text. They are before reading, whilst reading and after reading. Following are the activities of reading subject:

a. Pre reading activities

Pre-reading activities get students ready both cognitively and effectively to read selection. Taking time to prepare students before they read can pay big dividends in terms of their understanding what they

read and finding reading an enjoyable experience. Obviously, pre-reading activities take place prior to reading a selection. The purpose of pre-reading stage is to build the students' knowledge of the text and to motivate the students to read.

b. During reading activities

During reading activities include both things that students do themselves as they are reading and things that do to assist their activities that facilitate or enhance the actual reading activities.

c. Post reading activities

Post reading activities encourage students to do something with the material they have read, and sometimes to transform their thinking into actions. The purpose of post reading is intended to review the content of the text.

Based on the explanation above, in teaching the reading narrative text, the teacher must create the steps or procedures of teaching and the students must follow the steps, started from pre-reading activity, while-reading activity, and post-reading activity.

5. The Fishbowl Strategy

According to Jonson (2006, p. 52), fishbowl is an arrangement of students with the purpose of discussing literature. Participants sitting in an inner circle actively discuss the literature; they ask questions that they have prepared, answer other students' question. This strategy is used after students have

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completed their reading and develop some questions based on it. It means that the students will use fishbowl strategy after they read the topic or text that has been given by the teacher. In other words they have finished the reading activity. After giving a long time to read, the students will provide some questions based on the text or topic that has been read and ask to other in fishbowl strategy process. The fishbowl strategy can develop community and promote participation. Students analyze the text, develop their own questions, and together clarify controversial aspects of the text.

The “fishbowl” is a teaching strategy that helps students practice in discussion group. A fishbowl is traditionally a classroom discussion group divided into two parts: the “inner circle” or fishbowl, consisting of four or five people who discuss a topic. Students ask questions, present opinions and share information. The ‘outer group’ consisting of up to 20 people who observe; students listen carefully to the ideas presented and pay attention to process.

The inner circle or fishbowl is those members of the class who function as active participants in the discussion. They focus only on one another, talking to each other rather than to the teacher or their classmates. Ideally, members will use the focused discussion as an activity that both review what they know and produce new knowledge and understanding.

The outer circle is these members as an inanimate object, they spend a majority of the time listening carefully to the discussion within them. Only after the teacher indicated that they may participate do members to voice their

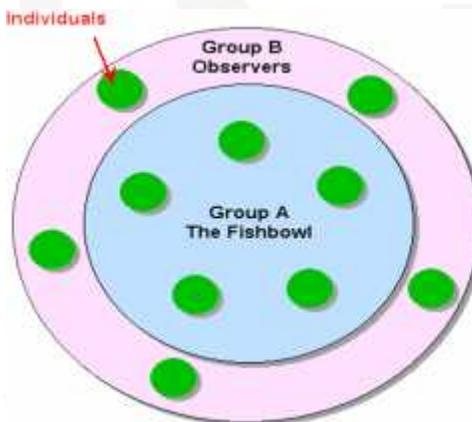
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questions, opinion or inferences. Ideally, members of the outer circle should be anxious to participate.

Sanchez (2006, p.144) states that the purpose of fishbowl strategy is to deepen and extend students' understanding in reading comprehension. By using this strategy, students are expected to understand more about the text or topic given by teacher. Besides that, Sterling and Tohe (2008, p. 25) State that fishbowl is also a strategy for assessing reading. It means that fishbowl becomes a strategy to assess students' understanding of book. Students discuss benefits of reading aloud a summary of the book, reading a passage from the book, where fishbowl becomes a way for students to share what they have read, asking appropriate questions, and answering questions.

The concept of Fishbowl strategy can be drawn in the following picture:



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a. The Procedures of Fishbowl

According to Masley (2008, p.11), the procedures of using fishbowl as follows:

- 1) Based on the articles or text that students read, students make some questions and ask them to the other students in fishbowl discussion group
- 2) Before students form the fishbowl, they are asked to read short or long text about topic
- 3) Once they have finished reading the text, teacher asks students to form two circles, an inner circle and an outer circle. The inner circle is the discussion group and should consist of at least 4 students. The outer circle is the observation group and contains the rest of the students. Just as people observe fish in a fishbowl, the outer circle observes the inner circle
- 4) Asking the inner circle to engage in a discussion about the text or article they read and the questions that frame the classroom discussion. Asking the outer circle to listen to the discussion and take notes to clarify and deepen the conversation about the topic
- 5) After 10 minutes, ask the students in the inner circle to become the outer circle and the students in the outer circle to become the inner circle. Have the inner circle use their observation notes to

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continue the discussion and the outer circle observe and take notes on the inner circle discussion

- 6) After 10 minutes, have the inner circle turn and discuss the questions with students in the outer circle
- 7) After 10 minutes, bring the circles together and discuss the main idea and questions that are emerged from the fishbowl

b. The Modified Fishbowl Strategy

The “fishbowl” can be also modified and have several variations in order to create a fun and enjoyable discussion in the class. In reference to Bilington (2005, p.31), other procedures of using fishbowl as follows:

- 1) Students are given a topic or text by teacher and given the time to read and understand that topic or text
- 2) After finishing the reading activity, Students form groups of 3 or 4 and are asked to design the group based on their choice
- 3) Group members decide on who is taking on what role - recorder, encourager, presenter, materials monitor. (Students need to be familiar with all roles within the group so that they can evaluate how they and others went)
- 4) Each group comes up with a variety of solutions to the problem
- 5) Each group sends a representative to a ‘Class Council (inner corcle)’ in the center of the room. Again roles are allocated - if



- there are more than 4 students it is an ideal opportunity to introduce new roles such as gatekeeper or question commander
- 6) The other students form a circle around the 'Council (outer circle)' and observe how the members are fulfilling their roles
 - 7) Once an action plan has been devised and each group has been allocated a task, members come back to their original groups to share and discuss that task
 - 8) All groups join a class circle and each group in turn through their presenter outlines their ideas. Make sure one group does not dominate the conversation - modelling being a gatekeeper might be useful
 - 9) Giving Reflection on the process by the students

c. The Applying Fishbowl Strategy on Narrative Text

According to Johson (2006, p.53), Fishbowl is one of the strategies for improving students reading comprehension, where in this strategy the students will discuss the text in small group or fishbowl group. In applying the fishbowl strategy on narrative text, the students will comprehend the narrative text in discussing of group. The teacher gives the narrative text to the students by some topics or themes, after that the students will be given the time to read and comprehend the text. Then, the students will be formed two circles, the big circle as observer and the small circles as fishbowl. The teacher will point the students for becoming the fishbowl circle that consist

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of 5-7 students, and the rest is as observer in big circles. The students will present and share about their comprehending of the text, and others will respond and give some comment based on their own ideas or opinion. The same things will be done for the same students in fishbowl group. In this discussion, students will share their own opinion about their comprehending of the text, impact they will understand of the text because of all their ideas will conclude and make it clear by the teacher. When presenting, the observer will observe the presenter and the teacher will also monitor the presenter, it is expected that the students will more understand and comprehend the narrative text after presenting and discussing in fishbowl group.

d. The Advantages of Fishbowl Strategy

According to Sterling and Tohe (2008, p. 30), the advantages of Fishbowl strategy are as follows:

1. Fishbowls are especially beneficial when using multicultural literature. Like K/W/L charts, fishbowl allows the teacher to see what misconception students have and address them. They also create a safe forum for students to observe a charged discussion of cultural issues. Because there is always a post discussion analysis, fishbowl also allows a group to handle this together.



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2. Students in the outside circle of a fishbowl can observe how specific Individual question, respond to, and make meaning of a text, which can Model small-group literature circle discussions.
3. Fishbowl allows students to practice group discussion skills.
4. Fishbowl provides students with the opportunity to identify small-group discussion habit in an effort to improve them.
5. Fishbowl will deepen and extend students' understanding in reading comprehension. (Shancez: 2006, p.144)

B. The Relevant Research

According to Syafi'i (2014, p.102), the relevant research is the researchers' review of the relevant research to observe some previous researches conducted by other researchers in which they are relevant to the writer's research itself. Besides, the writer has to analyze what the point that is focused on, inform the design, and finding the conclusion of the previous research. It aims at avoiding plagiarism toward the designing finding of previous researchers.

1. A Research from Yusnelvi Elza (2013)

She conducted a research entitled "*The Effect of Using Fishbowl Strategy Toward Students' Speaking Ability at the Second year of Senior High School 1 SungaiPakning of Bengkalis Regency*". Her research was a quasi-experimental research consisting of two groups, control and experimental group. The population of her research was 152 students. The oral presentation test was given to both groups in order to assess the students' ability in speaking hortatory exposition. The



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results revealed that although both groups showed improvement on ability in speaking hortatory exposition, the experimental group given fishbowl strategy showed better speaking performance in which t test= 11.563. Thus, fishbowl strategy has an important role in developing students' ability in speaking hortatory exposition. In her conclusion, using Fishbowl Strategy had given a better effect to Students' Speaking Ability at the Second Year of Senior High School 1 Sungai Pakning of Bengkalis Regency.

2. **A Research from Muhammad Yusuf Mauludi (2011)**

He conducted a research entitled "*The Effectiveness of JIGSAW Technique to Improve Students' Reading Ability in Narrative Text (An Experimental Research at the Eleventh Grade of MAN Kendal in the Academic Year of 2010/2011)*". His research was an experimental research. The population in his research was all students of grade eleventh which 387 students. There were 43 students every class.

The writer conducted research in two classes. The analysis of the data showed that there was a significant difference of the students' achievement between experimental class and control class. The average of the students' achievement before conducting treatment was 47.91 for experimental class and 47.79 for control class. Based on this finding, it is suggested that Jigsaw technique can be used by the teachers to improve students' ability in reading narrative text.

**C. The Operational Concept**

The operational concept is a concept as guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. In this operational concept, the writer would like to explain briefly about variables of the research itself. There are two variables used in this research. The first is Fishbowl strategy which is used in teaching reading narrative text (in experimental class) - known as independent variable or variable X. The second one is the students' reading comprehension (reading narrative text) which is known as dependent variable or variable Y.

1. In this variable, the concept is the procedures of fishbowl strategy. The writer becomes a teacher for applying the strategy in the class when doing the research.

The implementation of Fishbowl strategy (variable X) is as follows:

- a. Teacher asks the students to read short or long text
- b. Teacher asks the students to make some questions based on the articles or text that student read and ask it to the other students in fishbowl discussion
- c. Teacher asks the student to form into two circles, an inner circle and an outer circle after they finish reading the text. The inner circle is the discussion group and should consist of at least 4 students. The outer circle is the observation group and contains the rest of the students. Just as people observe fish in a fishbowl, the outer circle observes the inner circle
- d. Teacher asks the inner circle to engage in a discussion about the text or article that they read and the questions that frame the classroom discussion

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- e. Teacher asks the outer circle to listen to the discussion and take notes to clarify and deepen the conversation about the topic
- f. Teacher asks the students in the inner circle to become the outer circle and the students in the outer circle to become the inner circle. Have the inner circle use their observation notes to continue the discussion and the outer circle observe and take notes on the inner circle discussion
- g. Teacher asks the inner circle turn and discuss the questions with students in the outer circle
- h. Teacher brings the circles together and discusses the main idea and questions that emerged from the fishbowl
- i. Teacher gives reflection to the students about the material that has been discussed

2. Students' Reading Comprehension (Variable Y)

There are several indicators for reading narrative text, they are:

- a. The ability of students to identify the generic structure of narrative text
- b. The ability of students to identify the purpose of narrative text
- c. The ability of students to identify the meaning of words in the text
- d. The ability of students to identify the references of word in narrative text
- e. The ability of students to identify the specific information of narrative text



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D. The Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that (1) Narrative text has been taught to the students. Thus, it is assumed that the students at state senior high school 3 Mandau of Bengkalis Regency are able to examine the narrative text well. (2) The better fishbowl strategy is applied in teaching or learning narrative text, the better students' comprehension in reading narrative text is.

2. The Hypothesis

a. The Null Hypothesis (H_0)

There is no significant difference of students' reading comprehension of narrative text between those who are taught by using Fishbowl strategy and those who are taught without using Fishbowl strategy at State Senior High School 3 Mandau of Bengkalis Regency.

b. The Alternative Hypothesis (H_a)

There is significant difference of students' reading comprehension of narrative text between those who are taught by using Fishbowl strategy and those who are taught without using Fishbowl strategy at State Senior High School 3 Mandau of Bengkalis Regency.

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