

CHAPTER I

INTRODUCTION

This chapter includes Background of the Research, Reason for choosing the Topics, Research Question, Objectives of the research, Hypothesis of the Research, Limitations of Problem, Benefits of the Research, Terms Clarifications, and Outline of the Research.

1.1 Background of the Research

The expansion of communication, information, and technologies lead people to join the global era in which there are many necessities of high qualification and skill related to the ability in using some foreign languages. One of the international foreign languages is English. English plays an important role in this era because nowadays, people live in a world that is nearly using English in many aspects of life.

Brown (2007) defines “Language is a systematic instrument of communicating ideas or feelings by using sounds, gestures, or signs agreed”. It means that language has a function as a tool to communicate .The primary function of language is for interaction and communication. English as one of the international foreign languages in the world should be mastered by people from many countries in the globe to communicate each other. They are able to know and understand what they read communicatively because they use the same language which is English. Due to the reason, English becomes the first foreign language which is taught in Indonesia from elementary school up to college.

Reading is one of the four basic language skills besides listening, writing, and speaking. All those skills are supported by some components such as vocabulary, grammar, pronunciation, etc. In every subject, student's learning activities involve reading. Sujana in Argarini (2010) defines "Reading is ability which can influence the level of students' competence in any subject".

Brown (2001) says "Reading is a process interrelated with thinking and with other communication abilities listening, speaking, and writing. Therefore, it is undeniable that reading is one of important activities of learning process. Reading is one of skills that should be mastered by the students in the school".

However, since English is still a foreign language in Indonesia, many students are facing difficulties in learning English, especially reading process which means 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 readers do not only reads the words, sentences, paragraphs, and texts but also should understand the contents of reading. By reading a lot, the reader can develop their ideas to write, has insight to communicate with others, and has background knowledge about the topic discussed. 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 also be able to read meaningfully. According to Johnson (2008), 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) who defines “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 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 effective. In order to accomplish the students’ need in reading, based on the School Based Curriculum (KTSP), reading must be provided as one of the four skills in mastering English that should be taught and learned by the students. However, teachers oftenly face problems in teaching reading, like students who lack of interest and feel bored when facing reading text, the text which is too difficult to be comprehended and some other problems dealing with reading comprehension.

Such problems also happen to the students at SMP Islam Sudirman in Ambarawa. According to the information from their English teachers, the problems include the use the new curriculum in seventh and eighth graders, so it makes teachers feel difficult to adopt into it. In addition, there are many challenges faced by students to use English to communicate directly. The students also feel confused how to express their ideas, feeling, and thought. Furthermore, the students need to find the most appropriate words to be understood by listener. For this reason, teacher should use creative teaching methods that encourage students to take part

actively in the class. A conducive teaching learning processes have to involve not only teacher and students, but also the students and students.

Helping students to solve those problems, a teacher should motivate students and create the most effective way to stimulate them, so they would be interested to practice their reading. Therefore, the teacher should use certain technique to stimulate students to practice their reading, because a good strategy would support them in mastering skill including English reading skill. As a consequence, a teacher has to teach the material by using good method, good technique and organize teaching-learning process as good as possible, so teaching-learning process can run well. It can make students master English skill successfully, especially in this research in which its focus is on reading skill.

There are many ways to make a fun activity in teaching reading in the classroom. Using pictures, cards, and other visual aids usually add a great joy to the class. Fishbowl Game is one of the games that can be applied in teaching reading because fishbowl Game is one of potential activities that students can aim to arrive at a conclusion, share ideas about an event, or find solution in this activity. However, Fishbowl Game is related by the third support which is students themselves. Therefore, fishbowl game is a way to make students comprehend more in reading English text. Using fishbowl game is a way to make students more active and not feeling bored, they would have fun in the learning process especially when it happens in the afternoon.

1.2 Reason for Choosing the Topics

There are some reasons for choosing fishbowl game for this research's topic as follows:

- a. Reading is one of four skills that should be mastered by the eighth graders of junior high school.
- b. Many school teachers have not used varied teaching methods and techniques yet.
- c. Fishbowl game method creates a class that is "student centered" teaching learning process in which the focus is on students.

1.3 Research Question

There is one research question in this study : “Is the used of Fishbowl game effective to improve the 8th graders’ reading skill of narrative text at SMP Islam Sudirman in Ambarawa in the academic year 2017/2018?”

1.4 Objectives of the Research

The research objective must be related to the problem question. Therefore, the objective of the research is to find out whether the use of Fishbowl game was effective to improve the 8th graders’ reading skill of narrative text at SMP Islam Sudirman in Ambarawa in the academic year of 2017/2018 or not.

1.5 Hypothesis

Ary (2007) says “The hypothesis presents the writer expectations about the relationship between variables within the question. A hypothesis is a specific statement of prediction. It describes in concrete (rather than theoretical) terms what you expect would happen in your study”. Futher, Paiva (2010) defines, “Hypothesis testing is formulated in terms of two hypotheses H0: the null hypothesis, H1: the alternative hypothesis”.

In this study, Ho is “ There is no significant difference in the mean score of the 8th graders’ narrative reading comprehension between experimental class which was taught by using Fishbowl game and control which was not taught by using it”.

In this study, the H1 is “ There is a significant difference in the mean score of the 8th graders’ narrative reading comprehension between experimental class which was taught by using Fishbowl game and control which was not taught by using it”.

1.6 Limitations of Problem

This research would focus on three points as follows:

1. The teaching technique which would be used is fishbowl game.
2. Focus only on narrative text to improve reading skill.
3. The subject of the study for experimental is one class VIIIA and VIIIB of the eighth graders of at SMP Islam Sudirman in Ambarawa in academic year 2017/2018.

1.7 Significances of the Research

This research is formulated as an effort of finding some benefits, they are:

1. Pedagogical Significance

- For students and teacher

This research hopefully can give English teacher and students of SMP Islam Sudirman Ambarawa experience and ability to improve students’ reading skill.

- For the future researcher

It is hoped that this research can be as a reference for future researchers who would conduct the same topic research about Fishbowl game.

2. Practical Significance

- For the students

This research can add the students' interest in English learning, so it can help them to read and learn English as the class would had student-centered atmosphere.

- For the English teacher

This research not only can give additional contribution to English teachers to develop language teaching method, but also the teachers hopefully are able to improve the quality of teaching learning process.

- For the school

The result of the research hopefully can contribute to the institution in fulfilling the demand of English curriculum. For the variation of teaching method & technique can improve the quality of teaching learning process in which eventually it would increase the quality of the school or instruction itself.

1.8 Definition of the Key Terms

a. Fishbowl Game

Le Borgne (2010) defines “The fishbowl game activity is used to manage group discussion. The general idea is that rather than a large group having an open discussion about something”.

b. Narrative

Thomas S. Kane (2000) defines “A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random”.

c. Reading skill

Maxom (2009) defines “Reading skill is the considerable role in the language teaching to strengthen the skills which are acquired by the students in listening, speaking, and writing”.

1.9 Outline of the Reseach

This research proposal is divided into three chapters. Each chapter explains different matters in line with the topic which is discussed.

Chapter I is introduction. It consists of the background of the research, reason for choosing the topic, statement of the question, objectives of the research, hypothesis, limitation of the problem, benefits of the research, and term clarification.

Chapter II deals with the review of theoretical framework. It consists of previous researches, Fishbowl game; (the definition of Fishbowl game, concept of Fishbowl game, Fishbowl game as a student-centered discussion activity, Fishbowl as a tool for modeling discussion, advantages of Fishbowl game and disadvantages of Fishbowl game), and Reading; (the definition of Reading, the elements of Reading, types of classroom reading performance, classroom reading activities, teaching reading skill, the assessment of reading and teaching reading skill in junior high school) .

Chapter III presents research methodology, which consists of place and time of the research, research design, population, samples and sampling, technique of collecting data and technique of data analysis.

Chapter IV is Research Finding and Discussion which covers the Description of the School, the Description of the Subject, the Instrument's Validity and Reliability, the Pre-Test Data Analysis, the Treatments, the Post-Test Data Analysis and Discussion of Research Findings.

Chapter V is Conclusion that are described from the analysis of the previous chapters and Suggestion that are proposed to support the teaching and learning process in reading skill.