The Effect of Using Fishbowl Strategy on Students' Reading Comprehension

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Abstrak

The objectives of the research were to find out the students' reading comprehension of narrative text taught by using Fishbowl strategy, to find out the students' reading comprehension of narrative text taught without using this strategy and to find out whether there was a significant effect of using Fishbowl strategy on students' reading comprehension of narrative text at SMA N 3 Mandau. The design of this research was a quasi-experimental design. In collecting the data, the writer used both pre- and post- test to collect the data of the reading comprehension of narrative text of the first year students at state senior high school 3 Mandau.The number of sample from two classes was 87 students. In analyzing the data, the writer used an independent sample t-test. By using SPSS 22.0 and t_o was compared with t_{table} considering df. The writer concluded that there is a significant effect of using Fishbowl strategy on students' reading comprehension of narrative text at State Senior High School 3 Mandau, where $t_{obtained}= 3.863$ is higher than t_{table} either at 5%=2.00 or 1%=2.65.

Keywords: **Strategy, Studens'**

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1. Introduction

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.

In this research, the writers have three research question, they are:

1. How is students' reading comprehension of narrative text taught by using Fishbowl strategy?

2. How is students' reading comprehension of narrative text taught without using Fishbowl strategy?

3. Is there any significant difference of the students' reading comprehension on narrative taught by using and taught without using Fishbowl strategy?

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
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\

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).

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.

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

    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.

2) 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.

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 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.

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 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 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

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

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

1) Based on the articles or text that students read, students

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.
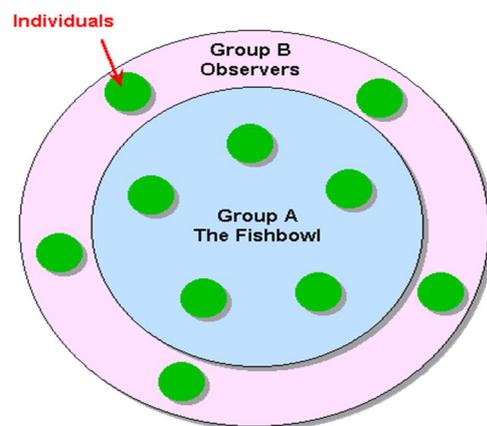
make some questions and ask them to the other students in fishbowl discussion group

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 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

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 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. In addition, Sterling and Tohe (2008, p. 30) state the some 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.

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)

2. Research Method

The type of this research was experimental research, precisely Quasi

experimental research. According to Creswell (2008, p.295), experimental research is used when the writer wants to establish possible cause and effect between the independent and the dependent variables. Based on Creswell (2008, p.313), Quasi experiment research is testing an idea (practice) to determine whether it influences an outcome or dependent variable. Then, Cohen (2007, p.278) also said that this design is commonly used in educational experiment. This research design involved an experimental group and a control group, both were given a pretest and a posttest. Experimental group received the treatment, however the control group did not.

In this research, the writer used cluster random sampling technique. According to Gay and Airasian (2010, p.123), random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. Cluster random sampling technique is most useful when the populations are very large or spread out over a wide geographic area. Cluster sampling randomly select the groups, not individuals (2010, p.129). in this

research, the writer took two of eleven classes as the samples. Class X.11 was as a control class and class X.8 was as an experimental class. The class X.8 consisted of 44 students and the class X.11 consisted of 43 students, so that the total sample of this research was 87 students.

The data collection of this research was obtained by using tests (pre and post). According to Brown (2007, p.3), test means that a method of measuring of a person's ability, knowledge or performance in given domain.Then, Brown (2003, p.195) explained several kinds of tests that are appropriate for assessing students. The kind of tests are multiple-choice, matching tasks, short answer task, cloze test, open ended question, editing task, picture-cued tasks, and gap-filling task. Thus, in this research the researcher chose multiple choice to measure students' reading comprehension of narrative text.

3. Finding and Discussion

a. Students' reading comprehension taught by using Fishbowl strategy

The following table is the description of the data of students' pre-test and post-test of experimental class. It was obtained from the result of the students' reading comprehension test. The data can be described as follows:

Table IV.11

Students' Pre-Test and Post-Test

Score of Experimental Class

Valid of pre-test	Frequency of pre-test	Standard graduated	Valid of post-test	Frequency of post-test	Standard graduated
45	3	Fail	65	4	Fail
50	6	Fail	70	6	Fail
55	5	Fail	75	12	Pass
60	4	Fail	80	8	Pass
65	10	Fail	85	9	Pass
70	6	Fail	90	5	Pass
75	6	Pass			
80	4	Pass			

Based on the data obtained in pre-test of experimental class, there

Table IV.12

Mean and Standard Deviation of

Student Pre-Experimental Score

were 34 students who did not pass the graduated standard (KKM) or score obtained < 75, while there were 10 students who passed the graduated standard (KKM) or the score obtained > 75.

The writer used the following formula to get the percentage of the students who did not and who passed the graduated standard (KKM):

$$P = \frac{F}{N} X\ 100\%$$

Where:

P : Percentage

F : Frequency

N : Number of Student

The percentage of students who did not pass the graduated standard is as follows:

$$\frac{34}{44} x\ 100\% = 77.27\ \%$$

The percentage of student who passes the graduated standard is as follows:

$$\frac{10}{44} x\ 100\% = 22.71\ \%$$

Furthermore, it can be also seen that the total frequency is 44 and the total scores is 2.970. So that, the mean (mx) and standard deviation (sd) can be obtained by using SPSS version 22.0 as follows:

Mean	64.41

Standard	10.442
deviation	

From the table above, the distance between mean (mx) and standard deviation is too far. In other words, the scores obtained are normal.

Based on data obtained in the post-test of experimental class, there were 10 students who did not pass the graduated standard or the score obtained < 75, while there were 34 students who passed the graduated standard or the score obtained >75.

Table IV.13

Mean and standard deviation of student post-experimental score

Mean	78.07
Standard	7.410
deviation	

From the table above, the distance between mean (mx) and standard deviation is too far. In other words, the scores obtained are normal.

Table IV.14
Students' Pre-Test and Post-Test Score of Control Class

Valid of pre-test	Frequency of pre-test	Standard graduated	Valid of post-test	Frequency of post-test	Standard graduated

The percentage of students who did not pass the graduated standard is as follows**:**

$$\frac{10}{44} x \: 100\% = 22.72 \: \%$$

The percentage of students who passed the graduated standard is as follows:

$$\frac{34}{44} x \: 100\% = 83.87 \: \%$$

Besides, it can be also seen that the total frequency is 31 and the total scores is 2300. So that, the mean (mx) and standard deviation (sd) can be obtained by using SPSS version 16 as follows:

b. Students' reading comprehension taught without using Fishbowl strategy

The following table is the description of the data of the students' pre-test and post-test score of control class. It was obtained from the result of the students' reading comprehension test. The data can be described as follows:

test			test		
40	2	Fail	55	1	Fail
45	3	Fail	60	2	Fail
50	6	Fail	65	10	Fail

55	3	Fail	**70**	9	Fail
60	6	Fail	**75**	7	Pass
65	6	Fail	**80**	14	Pass
70	9	Fail			
75	8	Pass			

Based on the data obtained in pre-test of control class, there were 35 students who did not pass the graduated standard (KKM) or score obtained < 75, while there were 8 students who passed the graduated standard (kkm) or the score obtained > 75.

The writer used the following formula to get the percentage of the students who did not and who passed the graduated standard (KKM):

$$P = \frac{F}{N} X\ 100\%$$

Table IV.15
Mean and standard deviation of student pre-control score

Mean	61.86
Standard deviation	10.747

From the table above, the distance between mean (mx) and standard deviation is too far. In other words, the scores obtained are normal.

Based on data obtained in the post-test of control class there were 22

Table IV.16
Mean and Standard Deviation of Student Post-Control Score

Where:

P : Percentage

F : Frequency

N : Number of Student

The percentage of students who did not pass the graduated standard is as follows:

$$\frac{35}{44} x\ 100\% = 79.54\ \%$$

The percentage of students who passed the graduated standard is as follows**:**

$$\frac{8}{44} x\ 100\% = 18.18\ \%$$

Besides, it can be also seen that the total frequency is 44 and the total scores is 2660. So that, the mean (mx) and standard deviation (sd) can be obtained by using SPSS version 22.00 as follows:

students who did not pass the graduated standard or the score obtained < 75, while there were 21 students who passed the graduated standard or the score obtained >75.

Besides, it can be also seen that the total frequency is 44 and the total scores is 3100. So that, the mean (mx) and standard deviation (sd) can be obtained by using SPSS version 22.0 as follows:

Mean	72.09
Standard	7.006

deviation

From the table above, the distance between mean (mx) and standard deviation is too far. In other words, the scores obtained were normal.

The data were obtained through the score of pre-test of experimental class and control class. To analyze the data, the writer used software SPSS version 22.0.

Table IV.19
Descriptive Statistics

	Mean	**Std. deviation**	**N**
Post experimental	78.07	7.410	44
Post control	72.09	7.006	44

Table IV.20
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
SCORE	Equal variances assumed	.040	.842	3.863	85	.000	5.97516	1.54675	2.89981	9.05051
	Equal variances not assumed			3.866	84.909	.000	5.97516	1.54574	2.90176	9.04856

Based on the table above, it can be seen that students from experimental class consists of 44 students and the control class consists of 43 students. In addition, the mean of experimental class is improving 78.07 and mean of control class is improving 72.09. Standard deviation of experimental class is 7.410 while standard deviation of control class is 7.006.

From the table above, the independent sample t-test shows that the result is 3.863, its df is 85, significance is 0.000, mean different is 5.97516, standard error is 1.54675, the lower different interval is 2.89981 and the upper different interval is 9.05051.

There are three ways that can be done in interpreting t_o. They are as follows:

1. By comparing t_o (t-obtained) to t table. From df=85, it is found that the level of

significance of 5% is 2.00 and the level of significance of 1% is 2.65. it can be seen that 2.00<3.863>2.65. It means that null hypothesis (H_o) is rejected, while the alternative hypothesis (H_a) is accepted.

2. By orientating the number of significance. If probably is >0.05, null hypothesis (Ho) is accepted. If probably is <0.05, alternative hypothesis (Ha) is accepted.

3. By comparing the column labelled Sig. (2-tailed) to find out whether there is a significant difference between your two groups which consideration;

• If the value in the **Sig. (2-tailed)** column is *equal or less* than .05 (e.g. 0.03, .01, .001), then there is a significant difference in the

c. The Effect Size

According to Pallant (2005, p.208), effect size statistics provides an indication of the magnitude of the differences between the groups (not just whether the difference could have occurred by chance). The effect size

mean scores on the dependent variable for each of the two groups.

• If the value is *above* .05 (e.g. 0.06, 0.10), there is no significant difference between the two groups.

Based on the score of t-obtained and gathered from SPSS 22.0, it shows that t_o is higher than t-table. The findings to is 3863. While the level of significance of 5% is 2.00 and the level of significance of 1% is 2.65. It can be read that 2.00<3.863>2.65. And then, the value in the Sig. (2-tailed) is 0.00. It means that it is less than 0.05. Thus, the writer can conclude that Ha is accepted and Ho is rejected. In the other words, there is a significant difference of students' Reading Comprehension of narrative text at state senior high school 3 Mandau of Bengkalis Regency.

was analyzed from the result of t test and the number of students. The t test was 3.863 and the number of students was 87. It was obtained by using the formula as follows:

Eta squared = $\dfrac{t^2}{t^2 + (N1 + N2 - 2)}$

$\dfrac{3.863^2}{3.863^2 + (43+44-2)}$

$\dfrac{14.992}{14.922 + 85}$ $= \dfrac{14.922}{99.922}$ $= 0.14$

Based on the result above, it is clear that the effect size is 0.14. The guidelines (proposed by Cohen, 1988) for interpreting this value are: 0.01 is small effect, 0.06 is moderate effect, and 0.14 is large effect. It means that the using Fishbowl Strategy has large effect on students' reading comprehension of narrative text. Then the interpretation of the effect size of difference is considered **Very Large**.

4. Conclusion

Based on the data analysis explained at the chapter IV, finally, the research about the effect of using Fishbowl strategy on students' reading comprehension of narrative text at state senior high school 3 Mandau comes to conclusion as follows:

1. The mean of students' reading comprehension taught by using Fishbowl strategy game is 78.07. The students who pass the graduated standard (KKM) are 34 students (83.87 %).

2. The mean of students' reading comprehension taught without using Fishbowl strategy is 72.09. The students who pass the graduated standard (KKM) is 21 students (48.83%).

3. In conclusion, after looking up the research finding and comparing t_o (t-obtained) to t table. From df=85 , it is found that the level of significance of 5% is 2.00 and the level of significance of 1% is 2.65. It can be seen that 2.00<3.863>2.65. And then, the value in the Sig. (2-tailed) is 0.00. It is less than 0.05. It means that null hypothesis (H_o) is rejected, and finally the alternative hypothesis (H_a) is accepted.

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