

**THE IMPLEMENTATION OF FISHBOWL TECHNIQUE TO IMPROVE
STUDENTS' SPEAKING ABILITY AT THE SECOND GRADE OF SMPN 2 JATI
AGUNG SOUTH LAMPUNG**

(A Script)

By

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2017**

ABSTRACT

THE IMPLEMENTATION OF FISHBOWL TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY AT SECOND GRADE STUDENTS OF SMPN 2 JATI AGUNG SOUTH LAMPUNG

By

Urmila Anistantia

Speaking is one of the language skills that has to be mastered by English learners. The teaching learning of English is a process that contains a series of action between teacher and students on the basis of reciprocal relationship that takes place in an educational situation to achieve a certain goal. Based on the information in SMP N 2 Jati Agung, the students' speaking ability is still low. Students need new technique to stimulate and train them to be more active and confident in speaking during teaching and learning process in speaking class. Therefore, the researcher conducted research on Fishbowl technique to improve students' speaking ability.

The aims of this research were to find out difference of students' speaking ability after being taught using Fishbowl technique and to find out the aspect of speaking improved the most. Quantitative research was used as the research design. It was conducted using one group pre-test post-test design. The subject of this research was second grade students of SMP N 2 Jati Agung. Pretest and Posttest were conducted to find out the quantitative data. Speaking Test was used as the instrument. Repeated measure T-test was used to analyze the data. The hypothesis was computed using SPSS version 16.00.

The result showed that there was significant difference in level 0.05 and t-ration is higher than t-table ($27.709 > 2.026$). The result showed that the hypothesis was accepted because the alpha level was lower than 0.05. Fishbowl technique was applicable to improve students' speaking ability. In pretest, students' mean score was 60.12 while in posttest it became 74.10. It could be inferred that Fishbowl technique gave significant improvement on students' speaking ability.

Keywords: Fishbowl technique, Teaching speaking, Speaking ability

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URMILA ANISTANTIA

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LANGUAGE AND ART DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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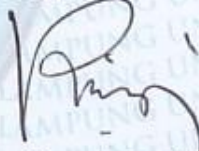
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CURRICULUM VITAE

The writer's name is Urmila Anistantia. She was born on October 29th, 1995 in Kendal, Jawa Tengah. She is the first kid of Anu Syirwan and Susilowati. She has a younger brother Arjuna Diky Sanjaya.

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MOTTO

“Don’t lose the faith, keep praying and keep trying”

(Urmila. A)

“Go confidently in the direction of your life dreams. Live the life you’ve imagined”

(Henry David Thoreau)

DEDICATION

I dedicate this script to:

My beloved parents: Anu Syirwan and Sulisowati

My brother, Arjuna Diky Sanjaya

My grandfather, Salamun

My best friends: Retno, Fiska, Susan, Umi

My Almamater, Lampung University

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Praise is rendered merely to Allah SWT for the gracious mercy and tremendous blessing that enable me to accomplish this research.

This research report, entitled “The Implementation of Fishbowl Technique to Improve Students’ Speaking Ability at Second Grade of SMP N 2 Jati Agung South Lampung” is submitted to fulfill one of the requirements in accomplishing the S-1 Degree at the Language and Art Department of Teaching Training and Education Faculty, Lampung University.

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Finally, I realize that this paper still has some weaknesses. Therefore, constructive criticism and suggestion are invited for the improvement of this paper. Hopefully, this research paper could give benefit to the readers as well as those who want to carry to do further researches.

Bandar Lampung, 17 July 2017

The writer

Urmila Anistantia

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I. INTRODUCTION

This chapter discusses several points on introduction, there are the background, research questions, objectives, uses, scope, and the definition of terms in order to provide a brief insight and justification of the research.

1.1. Background

Speaking is one of the language skills that has to be mastered by English learners. There are four skills in English: listening, speaking, reading and writing. Based on the four language skills above, speaking is the most important skill in gaining our daily communication. Speaking is used to communicate with other people, "Speaking is the active use of language to express meanings so that other people can make sense of them" (Cameron, 2001). By speaking we can know what people said to us and what we are going to say to other people, thus speaking in English is important to people. Speaking is also the key of communication because as we know that English is an international language.

By speaking, people can express their idea and purposes orally to the listeners. Most speakers need active listener who will directly respond to what they say and directly show understanding and joining the interaction. Learning to speak should be learnt consciously which is demanded a lot of practice and

confidence. Realizing that speaking is very important for English learners, it is essential for English teachers to encourage the students to speak.

The problem is that teachers seem to have difficulties in deciding what techniques and media must be used and how to teach speaking appropriately. Most of students in Indonesia seem very shy when they have to speak in English in front of the class. Their anxiety increases suddenly when the teacher asks them to speak in English. They are too afraid of making mistakes while they are speaking. It is the teacher's responsibility to make the students forget about any factors that disturb them in expressing their idea in speaking. The teachers should be able to find out the ways of how to make speaking easier and be the fun activities for the students to learn. In this case, teachers have responsibilities to guide the students during the teaching learning process and to give motivation to them in order to improve their English especially in speaking skill.

In order to help that problem, there are so many techniques in teaching speaking that can help teacher to teach English especially speaking skill easier. The application of technique will help teacher in giving materials. Some kinds of technique that might help them to deliver the materials are role play, discussion, working in pair, and debate.

In this research, the researcher will try to apply kind of discussion technique called Fishbowl technique in order to help students in improving their speaking ability. Fishbowl is one of the techniques in teaching that can be applied in teaching speaking because Fishbowl is one of potential activities that students can aim to reach a conclusion, share ideas about an event, or find solution in this

activity. Therefore, Fishbowl is a way to make students be more confident in speaking English.

There are several previous studies about the effect of Fishbowl technique in teaching speaking. The first previous study is conducted by Mulki (2014) from STAIN Saltiga entitled “The Fishbowl Method to improve students’ speaking skill”. She conducted quantitative research in order to know the difference of lecturing and Fishbowl method to the speaking skill in Ninth Grade Students of SMP N 2 Ambarawa. It was found that Fishbowl method can improve students’ speaking ability.

The second previous study is conducted by Yabarmase (2014) from University of Ambon 4 entitled “Fishbowl Strategy: An Effective Way to Improve Students’ Speaking Ability”. The subjects of his research are students at SMA Xaverius, Ambon. He conducted classroom action research in order to find out whether Fishbowl technique can improve students speaking achievement or not. The findings of his study conclude that Fishbowl technique can improve students’ speaking achievement.

The third previous study is conducted by Sungkono (2015) from University Muhammadiyah of Jember, entitled “Improving the 7th Grade Students’ Speaking Ability through Fishbowl Game at MTs Darur Ridlwan Mumbulsari in The 2014/2015 Academic Year”. The subjects are 7th grade students from MTs Darur Ridlwan Mumbulsari in The 2014/2015 Academic Year. The objective of the research is to find out how Fishbowl game can improve students’ speaking ability. The result of this research is that Fishbowl game can improve students

speaking ability because Fishbowl game can motivate students to speak more and give more chance to them for speaking.

From those previous researches, the researcher is interested in conducting a research with the same topic “the implementation of Fishbowl technique to improve students’ speaking ability”. In order to make it different from the previous researches, the researcher will conduct a research for the second grade students at SMP N 2 Jati Agung because as far as the researcher knows, there is no research yet about Fishbowl technique that observe or analyze students at the second grade of Junior high school. The second grade students also have proper English than the first grade ones. Moreover, they are more adaptable and get more experience in learning English in the school. Then, the children in that age are also very active since they are incoming the puberty level. It will be more difficult to teach the students in that age to be discipline and focus in learning. Thus, the researcher chooses Fishbowl technique that can help the students to be more discipline by following the roles given by the teacher toward Fishbowl roles. Thus, besides helping the students to be more confident in speaking, this technique also can be used to teach the students to be more discipline and carrying their friends toward discussion.

The researcher chooses SMP N 2 Jati Agung since the researcher knows the ability of some students there is still low. They are very shy and afraid of making mistakes while they are speaking English. Some of the students from that school told to the researcher about how they usually learn English at school. Based on the information, the researcher assumes that it is still hard for the

students there to speak up in front of many people because they are very shy and afraid, thus it makes the researcher wants to introduce and applies Fishbowl technique there, since the researcher believes that Fishbowl technique may help the students build their confident to speak in English. Through Fishbowl technique, the students can learn speaking by having fun, but still in role. Most of the activities in the class are based on the interaction between one student to the other students and the teacher acts as the facilitator who gives the students question or topic that answered or discussed by the students.

As far as the researcher knows, there is also no research yet in Lampung which observes or analyzes the use of Fishbowl technique in teaching speaking. Hence, in this study the researcher wants to examine “The Implementation of Fishbowl Technique to Improve Students’ Speaking Ability at Second Grade Students of SMP N 2 Jati Agung, South Lampung”. Thus, the researcher wants to analyze whether teaching speaking by using Fishbowl technique can improve students’ speaking ability. The researcher also wants to find out what aspect of speaking that improves the most after the students being taught using Fishbowl technique.

1.2. Research Questions

- 1) Is there any significant difference in students’ speaking ability taught before and after using Fishbowl technique at the second grade students of SMP N 2 Jati Agung?
- 2) What aspect of speaking improves the most?

1.3. Objectives

The purpose of this study is:

- 1) To investigate whether there is significant difference in student's speaking ability taught before and after using Fishbowl technique at the second grade students of SMP N 2 Jati Agung.
- 2) To find out the aspect of speaking that improves the most after being taught using Fishbowl technique.

1.4.Uses

- 1) Theoretically, the result of this research can support the theories of Fishbowl whether it is applicable in teaching English especially in teaching speaking.
- 2) Practically, it would be useful for English teachers as the reference to administer the treatments in improving students' speaking ability in the class by using Fishbowl as the technique.

1.5. Scope

This research was focused on teaching speaking using Fishbowl technique. The material of speaking was based on the content of curriculum for second semester of second grade of Junior High School. The researcher limited the material on dialogue activity. Students made the dialogue with their friends and the topic was adapted by syllabus. The dialogue is about asking and giving opinion, and the expression of agreeing and disagreeing. Every group

determined their group's topic by using lottery. The researcher limited this study on one class of second grade students of Junior high school. The researcher conducted a research about the use of Fishbowl technique at SMP N 2 Jati Agung. The researcher used quantitative research because the researcher focused to find out whether there is a significant improvement of students' speaking ability using Fishbowl as the technique. In collecting the data, the researcher conducted the test to the students and comparing the mean score of students' speaking of pretest and posttest.

1.6. Definition of Terms

There are some related terms used in this research. In order to make them clear, they are operationally defined as follows:

1. Speaking

Speaking is an ability to converse or to express a sequence idea fluently Lado (1976). It is two ways process between speaker and listener and involves productive and reactive skill understanding.

2. Teaching Speaking

It is the way on how the teacher makes the process of learning help the students express their emotions, communicative needs, and interact to other people.

3. Fishbowl

Fishbowl technique is a technique to provide the students with opportunity to express their concerns related to working with each other in group environment when they are sitting in circle named Fishbowl circle.

4. Ability

Ability is the level of someone in skill or the capability of skill. In this research is the level of students' speaking skill or the students' capability in speaking.

5. To improve

It means making something greater in amount, number, value, etc or rise in amount, number or value of something, in this case is students' speaking ability

6. Improvement

The greater amount, number, or value of something showed after treatment. In this case is students' speaking ability score after being taught using Fishbowl technique.

II. LITERATURE REVIEW

This chapter reviews the theories that will be described in a framework based on the objectives that have stated in previous chapter. The framework in this chapter consists of previous researches, the concept of speaking, teaching speaking, the Fishbowl technique, Fishbowl as a technique in teaching speaking, procedure of teaching speaking by using Fishbowl technique, advantages and disadvantages, theoretical assumption, and hypothesis.

2.1. Previous Researches

The first previous study is conducted by Mulki (2014) from STAIN Salatiga entitled “The Fishbowl to improve students’ speaking skill”. She conducted T-test quantitative research in order to know the difference of lecturing and Fishbowl technique to the speaking skill in Ninth Grade Students of SMP N 2 Ambarawa. She used two classes as samples, controlled class that is taught without Fishbowl technique, and experimental class that is taught by using Fishbowl. The material is about short conversation asking and giving response. It was found that there is significant difference in both pre-test and post test. The mean of experimental class is higher than controlled class so that it can be seen that Fishbowl technique can improve students’ speaking ability and Fishbowl technique is a good technique to use in teaching speaking.

The second previous study is conducted by Yabarmase (2014) from University of Ambon entitled “Fishbowl Strategy: An Effective Way to Improve Students’ Speaking Ability”. The subjects of his research are students at SMA Xaverius, Ambon. He conducted classroom action research in order to find out whether Fishbowl technique can improve students speaking achievement or not. The result for first cycle is the students could not achieve the indicator of success, so it can be said that the researcher fail in implementing Fishbowl technique. The result of second cycle is the students’ speaking skill improves. The aspects that improve are vocabulary, fluency and pronunciation.

The third previous study is conducted by Sungkono (2015) from University Muhammadiyah of Jember entitled “Improving the 7th Grade Students’ Speaking Ability through Fishbowl Game at MTs Darur Ridlwan Mumbulsari in the 2014/2015 Academic Year. The subjects are 7th grade students of MTs Darur Ridlwan Mumbulsari in the 2014/2015 Academic Year. classroom action research design is used by him. The material is how to deliver procedure text orally. The objective of the research is to find out how Fishbowl game can improve students’ speaking ability. The result of cycle one has not been successful since the percentage of students’ score who got higher than 70 is 57% and the criteria of success is 75%. The result in cycle 2 is the students who got score more than 70 is 89%, so it can be said that Fishbowl technique can improve students’ speaking ability.

Based on the previous researches mentioned above, the researcher becomes more curious about how the result is if the researcher uses Fishbowl as a technique in teaching speaking at school in Lampung because the previous

researches are from outside Lampung and as far as the researcher knows, the researcher could not find the similar research in Lampung. So, the researcher tries to combine the theories with the previous researches then did a research about the use of Fishbowl in improving students' speaking ability and the material taught is based on the content based on curriculum that is used in that school.

2.2. Concept of Speaking

Speaking is expressing an idea. Lexically, "speak means to say words; to say or to talk something about something, to have a conversation with somebody; to address somebody in word etc." while speech means the power of action of speaking; a manner or way of speaking.

Meanwhile, speaking is the most important skills that make us achieving our goal in communicating easily. We can get success in our life if we are fluent in communication and especially in speaking. Here the researcher takes some definitions of speaking, as follow:

1. Speaking is the active use of language to express meanings so that other people can make sense of them (Cameron, 2001:40); and
2. Speaking is the verbal of language to communicate with others. Its function is to convey message which lies in structure and meaning of all languages, whether it is written or spoken (Fulcher, 2003:23).

Based on the definitions above the researcher knows that speaking is a production of oral language by human which aimed to deliver message, expressing idea, opinion or feeling to get some purposes. When people want to express their idea or feeling, they will express that by speaking. That is why we

need to speak up and we need to improve our speaking ability by learning a new language.

2.3.Aspects of Speaking

According to Harris (1974:84), the components of speaking are pronunciation, fluency, grammar, vocabulary, and comprehension. Below are the explanations of five speaking components, as follows:

1) Pronunciation

As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the law language that do not exist in language they already know. The real example that usually happened is that they usually pronounce a word same as the written form, for example a word “white” usually pronounce “/w t/” not “/wa t/”.

2) Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speakers do not mastering grammar structure, they cannot speak English well. Grammar is about the structure of the language. As stated by

Heaton (1978:5) that explains grammar as the students' ability to manipulate structure and to distinguish inappropriate grammatical form in appropriate ones.

3) Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible. Vocabulary refers to the words used in a language. The problem is using right vocabulary while we are speaking. When we are speaking we have to use the most appropriate vocabulary by looking at what we are going to talk about, who the partner or the listener is, where the place that we are talking now is and also how the condition and situation is.

4) Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, according to Gower et-al (1995), fluency can be thought of as 'the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes. Thus it can be concluded that fluency is about how to fluent students use the target language orally. Fluency includes reasonable fast speed of speaking and only a small number of pauses.

5) Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people get the information that they want. Comprehension is defined as the ability to understand something

by a reasonable comprehension of the subject or as the knowledge of what a situation is really like. Comprehension for oral communication requires subject to respond to speech as well as to initiate it. This aspect is the important one in speaking itself. The good speaking requires that the message listener hear should be similar to the message we spoke, students should be able to create sentence with the correct arrangement of word order to make it comprehensible.

Based on the explanation, it could be inferred that there are five elements needed for spoken production they are pronunciation, grammar, vocabulary, fluency and comprehension. We do not only need one or two vocabularies but also as many as we can memorize and understand it. We need many vocabularies to speak with other people. Sometimes some people say that grammar is not necessary but we can see if we do not understand grammar, how people can understand us. Good pronunciation is also necessary for our communication. So, all of elements are needed to produce spoken production well and make good communication for us.

2.4. Teaching Speaking

For many years, English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Teaching speaking is the way from teacher to teach their emotions, communicative needs, and how to interact to other person in any condition or situation. In teaching speaking, we cannot only teach the spoken language but also the situation should be considered. The teacher teaches speaking by carrying out the students to certain situation.

Teaching speaking is how to use language for communication, expressing the idea or transferring the meaning to other people. Teaching itself means transferring knowledge to person while speaking means to make use of words in ordinary voice, so teaching speaking is giving instruction to a person in order to communicate.

Harmer (1990) says that the aim of teaching speaking is to train students for communication. The goal of teaching speaking is to communicate efficiency in certain situations, so learners should be able to make themselves understood, using their current proficiency to be fullest. Students can speak in the situation what they deal with. For example, the teacher teaches speaking by carrying out the students in certain situation when the topic is being talked about. Teacher can give the familiar topic for student, so that students can improve their ideas and have an oral command of the language need to describe the topic.

There are some explanations about what is teaching speaking, then, according to Nunan (2003),

Teaching speaking is to teach English language learners to produce the English speech sounds and sounds patterns; (1) use words and sentence stress, intonation patterns and the rhythm of the second language; (2) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; (3) organize their thoughts in a meaningful and logical sequence; (4) use language as a means of expressing values and judgments; and (5) Use the language quickly and confidently with few unnatural pauses, which is called fluency.

The goal of teaching speaking is communicative efficiency. So, in learning speaking, students should be able to make themselves understood and they should try to avoid confusion in the message due to its pronunciation, grammar, and vocabulary and to observe the social rules that apply in communication situations.

In brief, the researcher assumes that in teaching speaking, teachers should give the occasion to students to use their speaking ability in real situations without being ashamed or afraid of making mistakes in communicating their ideas, feelings, and experiences to others.

There are many types of classroom speaking activities. Harmer (2001) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to treat it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performance, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication Games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001) discussion range is divided into several stages from highly formal, whole - group staged events to informal small-group interactions.

d. Prepared Talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and Role Play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they are doing in the real world.

There are kind of speaking activities which can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. In this research, the researcher will focus on discussion, since the technique that the researcher uses is a technique for discussing a topic.

2.5. The Fishbowl Technique

Fishbowl is a technique which involves groups of people seating in circles in order to promote students' engagement and opportunities to closely observe, take notes, and give responses orally (Briggs, 2014, Yee, 2001). Fishbowl is a way to organize a medium-to large-group discussion that promotes student engagement and can be used to model small-group activities and discussions. Fishbowls have been used by group work specialists and in counseling. Fishbowl takes its name from the way seats are organized with an inner circle and outer circle. Typically, there are three or five seats in the inner circle with the remaining seats or desks forming a larger outer circle. Not all classroom arrangements allow for the creation of a distinct inner and outer circle, but seats or tables can be arranged in a similar pattern with a table or small group of chairs more or less in the middle of the room and other students facing this group (Furr & Barret,in Hensley, 2002:3).

Fishbowl discussions have multiple purposes. Fishbowls can be effective teaching tools for modeling group processes (Hensley, 2002; Priles, 1993), for engaging students or other groups in discussions of cross-cultural or challenging topics (Slade & Conoley, 1989), or for giving students greater autonomy in classroom discussions (Dutt, 1997; Gall & Gillett, 1980). Fishbowl strategy can create productive environments for initiating important, yet potentially charged, conversations, and we can imagine a number of topics that would work well within the Fishbowl format (Garrison and Munday, 2012). Fishbowl discussions can be used to model discussions of challenging or controversial material in any subject area (Bruce, 2007).

Fishbowl is a technique which involves groups of people seating in circles. It means that Fishbowl is used to organize medium to large group activities which consist of different abilities. The chairs are positioned into two circles, an inner circle and outer circle. Fishbowl offers the students' opportunities to closely observe, take notes, and give responses. Every student has his or her own turn to talk after the other students talk. While one student is talking, the others should observe to each word or idea produced by one student. They have to listen carefully in order to understand what the student is talking about. They take notes to some certain points before giving response. They may also give correction to some mistakes or ask questions to some confusing statements. Then, they have to respond orally to what they have observed and listened. They may ask for the repetition to clarify the obscure ideas of the topic.

According to the definitions, it can be concluded that Fishbowl is a technique which facilitates the students to talk about a certain topic and allow

them to have opportunities to listen and respond by asking and answering questions orally. There are two distinct groups with different activities. The students in inner circle give their opinion to the story while the students in outer circle actively observe them.

A creative teacher usually uses a lot of technique in teaching to help her in delivering message while teaching. The teacher believes that it is better to use an appropriate technique to attract the students' attention and to make them understand the material easier. One of kinds of technique is Fishbowl technique. Fishbowl technique is related to the students' discussion in circle. This technique can help students in building their confident to speak more because they will be placed in equal condition, so there will not be a high level student or low level student.

2.6. Procedures of Teaching Speaking by Using Fishbowl Technique

There are some steps that should be considered for conducting Fishbowl so that each student has an equal position to talk. Brozo (2007) presents some steps how to use Fishbowl in speaking classroom activities. Those are presented as follows.

- 1) Identifying a focus for classroom activities. The topic is related to the students' interest in order to maintain their motivation and attention.
- 2) Asking students to turn to a neighbor and talk about their thoughts related to the topic. Tell to the students to take notes on their activities.

- 3) Demonstrating the format and expectations of a Fishbowl activity. That is giving clear instruction about the rules of Fishbowl activity and the goal that will be achieved.
- 4) Getting the activities started by telling the participants sitting in a cluster to talk among themselves about the ideas and opinions they raised when conversing with a partner.
- 5) Telling the other students to listen carefully to their classmates while they engage in a small group activity and take notes.
- 6) When the small group finishes or is stopped, ask the other students to have responses. This is an ideal time to model appropriate comments and questions.
- 7) Making some variations of Fishbowl technique to make it more interesting for the students.

Teuscher (2009: 2) also presents some variations to conduct Fishbowl. Those variations are as follows.

- 1) Develop one or more topics for the group activities.
- 2) Set up chairs in a Fishbowl design. Make an inner circle and a surrounding outer circle.
- 3) Instruct the members of the inner circle to talk based on the topic discussed while the outer circle listen, take notes, and learn.
- 4) Allow members of the outer circle to tap on inner circle members in order to switch positions.

Based on the theory above, the procedure of using Fishbowl technique in teaching speaking will be used by the researcher is divided into three steps, there are;

Pre Activity

The researcher divided the students into several small groups consist of five students. The researcher gave the students a topic to be discussed in group and give them time to discuss about the topic

Whilst Activity

The researcher began the Fishbowl technique with arranging the seats into two circles. The researcher asked the students to sit in circle position. One student who was the representative of each group sat into inner circle and the other students sat in outer circle. The discussion started based on the teacher's instruction. The researcher gave brief explanation about the rule of Fishbowl technique. The researcher began the discussion and asked the students' opinion about the topic given before. Each group presented their opinion, while the other presented their opinion the other students paid attention and gave others opinion. The researcher allowed the other member from outer circle to speak up by switching their position with the member of group from inner circle. The researcher monitored the students' interaction during the discussion.

Post Activity

The researcher gave comments and suggestion for the students. The researcher evaluated and re-explained the material and asked them to do homework or assignments related to the lesson.

2.7. The Advantages and Disadvantages of Using Fishbowl Technique

2.7.1. The Advantages of Using Fishbowl Technique

There are some advantages of using Fishbowl to teach speaking proposed by experts. Bruce. D, Taylor (2007) identifies some advantages of using Fishbowl in teaching speaking. Those are presented below:

1) Effective teaching tools for modeling group processes

Fishbowl can be effective teaching tools for modeling group processes. It means that Fishbowl is a technique which can be used to conduct group activities where there are different abilities among the students. The smarter students may help to the lower ability students. Each student has an equal position to talk or ask questions.

2) Can be modified based on the students' level

Fishbowl allows the teacher to modify the activity based on the students' level. When they are mature enough to talk about general topic, they may have real discussion. The interesting topic can maintain students' attention so that they will fully concentrate to the learning process.

3) Give students greater autonomy in classroom discussion

This technique gives students greater autonomy in classroom discussion. During the activities, the students are allowed to show their expression by giving their ideas, opinions, or thoughts orally. Besides, they may also help each other when one student do not understand or make a mistake.

4) Stimulate students mind

It is not easy for the teacher to ask the students to understand what they are learning. When the students are sitting in a circle and they have equal opportunities to talk, it really helps them to develop their knowledge.

5) Provides class interaction

In Fishbowl, there is an interaction between the students. The other students have to give their attention to one student who is talking. They show their understanding by giving response or asking some questions

6) Allows students to learn from peers

Among the students can give any correction when there is a mistake. One student also may help the other students who cannot answer a question.

7) Improves oral and listening skill

One of the major problems students have in a language classroom is the ability to speak. Fishbowl is used to provide the students a chance to talk confidently. They may say anything during classroom activities. It also asks the students to develop their listening skill because they have to respond after talking.

According to the advantages above, it could be concluded that Fishbowl is used to improve speaking ability. In this technique, the students experience to be speaker, listener, and observer. When the students become a speaker, they may talk everything of what they are thinking about. Fishbowl also offers the class an opportunity to closely observe to what the other students are talking in order to give response. While they are observing, they also listen and give their attention and concentration to the other students.

2.7.2. The Disadvantages of Using Fishbowl Technique

Fishbowl has many advantages but it also has some disadvantages according to Bruce. D, Taylor (2007) such as;

1. There can be a possible conflict among students,
2. False information may be presented,
3. It may be hard for some students to express themselves,
4. The focuses of the topic may be altered,

2.8. Assessments of Speaking

Speaking is complex skill requiring the simultaneous use of different ability which often develops at different roles. Speaking skill is generally recognized in analysis of speech processes that are pronunciation, grammar, vocabulary, fluency and comprehension.

According to Brown (2000: 406-407), there are five categorizes of oral proficiency scoring. It can be seen on the tables below:

Table 2.1 Oral Proficiency Scoring Categories Fluency

Score	Category
1	No specific fluency description.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.
5	Has complete fluency in the language such that his speech is fully accepted by educated

	native speakers.
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Table 2.2. Oral Proficiency Scoring Categories Pronunciation

Score	Category
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Accent is intelligible though often quite faulty.
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted by educated native speakers.

Table 2.3. Oral Proficiency Scoring Categories Vocabulary

Score	Category
1	Speaking vocabulary inadequate to express anything but the most elementary needs.
2	Has speaking vocabulary sufficient to express him simply with some circumlocutions.
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary
5	Speech on all level is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

Table 2.4. Oral Proficiency Scoring Categories Grammar

Score	Category
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional

	needs. Errors in grammar are quite rare.
5	Equivalent to that of an educated native speaker.

Table 2.5. Oral Proficiency Scoring Categories Comprehension

Score	Category
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase
2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
3	Comprehension is quite complete at a normal rate of speech.
4	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker.

Source: Brown, H, Douglas. 2000. Teaching by Principles, an Interactive Approach to Language Pedagogy. New York: Addison Wesley Longman.

However, there are five components usually used to analyze the students' speaking ability, they are grammar, pronunciation, vocabulary, fluency and comprehension. The researcher adapts those speaking scoring rubric to collect data.

For getting a good students' speaking ability, teachers are allowed to implement some activities in the classroom. It is addressed to make students more interested and they will not be bored during the class. By having a fun activity and being enjoyable, students are assumed to talk a great deal in class and they can express it freely.

2.9. Theoretical Assumption

Based on the several theories that have been reviewed, the researcher assumes that the use of Fishbowl technique can give positive effect to the students' speaking ability. The first reason is because using Fishbowl technique in teaching speaking can give the students chance to speak more, so that they can improve their speaking ability through speak more than before. The second reason, Fishbowl technique can build their confident in speaking English because Fishbowl technique give the students to speak more and freely, so it will decrease their anxiety to speak up in front of many people. Thus, the researcher predicts that Fishbowl technique can help the students on the second grade of Junior High School in improving their speaking ability.

2.9. Hypothesis

Based on the theoretical assumption, the hypothesis is as follows:

There is significant difference on students' speaking ability before and after being taught using Fishbowl technique at the second grade students of SMP N 2 Jati Agung.

This chapter has discussed previous researches, the concept of speaking, teaching speaking, the Fishbowl technique, Fishbowl as a technique in teaching speaking, procedure of teaching speaking by using Fishbowl technique, advantages and disadvantages, theoretical assumption, and hypothesis.

III. RESEARCH METHOD

This chapter discusses the research design, population and sample, variable, instrument of the research, procedures, data analysis, data treatment, and hypothesis testing.

3.1. Research Design

In this research, quantitative research was used by the researcher. In this term, quantitative data refer to the use of statistical analysis to calculate the numeral data that are gathered and analyzed. In conducting the research, *One group pretest-posttest* design was used in which there was one group in order to find the problem of the students by using Fishbowl technique. Pretest was conducted before treatment using Fishbowl technique was implemented. Then, posttest was conducted after the treatment, teaching speaking using Fishbowl technique was implemented. The design of this research is illustrated as follows.

T1 X T2

T1 : Pretest

X : Treatment (Using Fishbowl Technique)

T2 : Posttest

(Setiyadi, 2006 :133)

As can be seen from the formula above, the researcher gave the students pre-test (T1). Then, the researcher taught the students using Fishbowl technique (X). The treatment was conducted for three meetings in two weeks, so the students could be braver to speak up in front of many people and they could practice their speaking more using Fishbowl technique. In order to know the difference of mean score after being taught using Fishbowl technique, the researcher gave the students post test (T2). This test was used to identify whether the students' speaking ability has improved or not. Finally, the researcher found whether Fishbowl technique can help students in improving their speaking ability or not based on the result of post test and data analysis using SPSS.

3.2. Population and Sample

In this research, the population was the second grade students of SMP N 2 Jati Agung in the academic year 2016/2017. This school is located at Jati Agung, South Lampung. The researcher chose this school because students' ability in English is still low. The researcher knew the condition of the students there from the teachers who teach them, that the students in that school are still afraid of speaking English. Thus, in order to give them more knowledge about English, the researcher introduced the students there that English is not as difficult as they think.

There were four classes of the second grade and every class has the same opportunity. Each class consists of 40 students. In determining the class that was used as the sample, the researcher chose the class with medium ability in English by asking the English teacher. The sample of the research was one class who had

medium ability in English. The researcher asked to the English teacher there about the class that could be used by the researcher as a sample.

3.3. Variable

Hatch and Farhady (1982:12) says variable as “an attribute of a person or of an object which varies from person to person or from object to object.” Variable exists to make the measurements in a research easier. In this research there were two kinds of variable, independent and dependent variables. The independent variable affects the dependent variable. Otherwise, the dependent variable is affected by independent variable (Hatch and Farhady, 1982: 15). In this research the independent variable (X) was Fishbowl technique which was used for teaching speaking and the dependent variable (Y) was students’ speaking ability.

3.4. Data Collecting Technique

For collecting the data, the researcher used pre-test and post test of speaking. The test as given before and after the treatment as follows:

1. Pre- test

The pre-test was conducted before the treatment of teaching speaking through Fishbowl technique to see the students’ speaking ability before the treatment. The pre- test was in form of oral test for students. The researcher asked the students to tell their story during holiday. The researcher and the English teacher from that school analyzed and scored the students’ speaking ability.

2. Post test

In order to collect the data on speaking ability of the students after being taught using Fishbowl technique, the post test was given to the students after the treatments to find out the significant difference between the score of students' speaking ability after being taught through Fishbowl technique. The result of post test was compared with the result of pre-test. The test given was in form of oral test.

3. Recording

In order to collect data on students' speaking ability, the researcher recorded students' conversation during pre-test and posttest. The recording helped the researcher in comparing students speaking ability because the researcher could listen students' speaking for many times, so that the researcher would score the students' ability in more accurate way.

3.5. Instruments

Instrument is a tool to gather the data. Kerlinger (1965:118) stated in Ayu (2010: 38) that "An instrument plays an important role in a study in the sense that reliability of the instrument will influence the reliability of the data obtained." Then, in this research, the researcher used test as an instrument since the variable of this research is one of skill in English that is speaking, so that, speaking test is needed to see the ability of the students' speaking before and after being taught using Fishbowl technique.

Speaking Test

According to Brown (2004:3), test is a method of measuring someone's knowledge, ability or performance in a given domain. Based on this statement, test can be used to measure the students' ability or students' learning. In this research, the researcher used speaking test in pretest and posttest. Pretest was given to the students. In order to know how is the students' ability in speaking especially in performing a dialogue conversation before the implementation of Fishbowl Technique. Meanwhile, post test was conducted after the treatment in order to measure students speaking ability after the treatment was conducted.

3.6. Validity and Reliability of the Instrument

The form of the test was subjective test since there was no exact single answer. In this test the researcher would use inter-rater to assess the students' speaking ability. The students' speaking would be recorded and then given score by the researcher. The rater gave the score by recording the students' speaking. The researcher recorded the students' utterances because it helped the raters to evaluate more objective.

3.6.1. Validity

Validity refers to the extent to which the test measures what is intended to measure. The researcher used content validity and construct validity to find out that the test has a good validity. Hatch and Farhady (1982) states that content validity is extended to which the test measures a representative sample of the subject matter content. In the content validity, the researcher looked at the

indicators of the instrument and analyzed them whether the measuring instrument had represented the material had measure or not.

Construct validity examine whether the test actually in line with the theory. It means that the test measures as aspect or construct based on the indicator. The researcher correlated the items of the test with some theories of the aspects of the skill itself. A construct validity focuses on the kind of the test that can be used to measure the students' speaking ability. The researcher administered a speaking test and the technique of scoring students' speaking ability based on five aspects: pronunciation, grammar, fluency, vocabulary, and comprehension.

3.6.2. Reliability

Reliability is another essential characteristic of a good test. Reliability of the test is consistent in which a test produces the same result in measuring whatever it is measured. Reliability of a test can be defined as the extent to which a test produces consistent result when administered under similar condition (Hatch and Farhady, 1982;243). In this research researcher used inter-rater reliability. Thus, the use of two raters in giving the scores could avoid the subjectivity by one person. According to Ercan (2008), inter-rater reliability is designed to observe the consistency in locating landmarks of the same or different rater replication on two the dimensional forms. It is used when scores of their test are independently rated by two or more judges or raters. Thus, the researcher used two raters (the English teacher and the researcher) to give the score for pretest and posttest. The

reliability of speaking pre-test and posttest was examined by using statistical measurement with the statistical formula as follows:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Notes:

r_{xy} : Reliability

N : Number of the students

X : total score from R1

Y : total score from R2

(For the Calculation, See Appendix 10)

The Standard of Reliability

- | | |
|----------------------------|--------------------------|
| a) a very low reliability | ranges from 0.00 to 0.19 |
| b) a low reliability | ranges from 0.20 to 0.39 |
| c) an average reliability | ranges from 0.40 to 0.59 |
| d) a high reliability | ranges from 0.60 to 0.79 |
| e) a very high reliability | ranges from 0.80 to 1.00 |

(Slameto, 1998)

3.7. Scoring System

In giving students' speaking score, the researcher listened to students' speaking and use the oral English rating sheet proposed by Brown (2000: 406-407) as a guidance of scoring.

The score of students' speaking ability was based on the five elements with their percentage is presented as follow:

a. Pronunciation.....	20%
b. Vocabulary.....	20%
c. Fluency.....	20%
d. Grammar.....	20%
e. Comprehension.....	20%
Total percentage.....	100%

In order to see whether there is significant difference of students speaking ability, the researcher examined the score using the following steps. The first was scoring the pretest and posttest. The second was tabulating the score of students' speaking result using this rating scale. The example of table score of pretest (T1) and posttest (T2) can be seen below:

Students' name	Aspect of speaking										total	
	Pronunciation		Vocabulary		fluency		comprehension		grammar			
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
A												
B												
N =												

Note:

R1 : Rater 1 (English teacher)

R2 : Rater 2 (The researcher)

N : Total of the students

(See Appendix 5 and 6)

3.7. Data Analysis

In order to see whether there is significant difference of students' speaking ability after being taught by using Fishbowl technique, the researcher examined the students' score using these following steps:

1. Scoring the pre-test and post-test
2. Input the data
3. Tabulating the result of the test and calculating the score of the pre-test and post-test by using Statistical Package for Social Science (SPSS).
4. Analyzing the result of the calculation.
5. Drawing the conclusion based on the result of the calculation.

The researcher computed students' score in pre-test and posttest by using formula (Arikunto, 1997:68) as follows:

$$M = \frac{\sum X}{N}$$

Where:

M = Mean (the average score)

X = Students' score

N = Total number of the students

Thus, the mean score of pre-test was compared to the mean score of the posttest to see whether the implementation of Fishbowl technique gave significant difference in students' speaking ability or not. In order to determine whether the mean score of students' speaking ability improved or not, the researcher used following formula;

$$I = M2 - M1$$

Where:

I = the improvement of students' speaking ability

M1 = the average score of pre-test

M2 = the average score of posttest

3.9. Research Procedures

In conducting the research, the following steps were used as follows:

1. Determining population and selecting samples

The population of this research was the second year students of SMPN 2 Jati Agung, South Lampung. One class was chosen randomly as the sample in this research by using lottery.

2. Determining research instruments

Test was used as the research instrument. Since this research was a quantitative research that would measure the mentioned aspects, it sounds logical if the researcher used test to collect the data. There were two kinds of test, there were pre-test and post-test.

3. Administering Pre-test

Before the researcher introduced the use of Fishbowl technique in teaching speaking, pre-test was conducted first. The purpose of this test was to know where the level of students' speaking generally was.

4. Conducting treatments

The treatments were conducted in three meetings in which each meeting took 2x40 minutes. The material was based on the curriculum.

5. Administering Post-test

This test administered after the teaching and learning process. The purpose of this test is in order to know the significant difference of the

students' speaking ability mean score after being taught using Fishbowl technique.

6. Analyzing the data

The researcher analyzed the data by using Statistical Package for Social Science (SPSS).

7. Concluding the data

The result of the data interpreted then the researcher was able to draw the intended conclusions.

3.10. Hypothesis Testing

The researcher tested the hypothesis. In order to prove whether the proposed hypothesis was accepted or rejected, repeated Measure T-Test was used to compare the data or mean score from the same sample. In this case, the researcher used significance level of 0.05 in which the hypothesis is proved if $\text{Sig} < .$ The hypothesis testing of this research was stated as follow:

H_0 : There is no significant difference of students' speaking ability after being taught using Fishbowl technique at the second grade of SMP N 2 Jati Agung

H_1 : There is significant difference of students' speaking ability after being taught using Fishbowl technique at the second grade of SMP N 2 Jati Agung

If $P < 0.05$ H_1 is accepted

If $P > 0.05$ H_0 is not accepted

(See Appendix 11)

V. CONCLUSION AND SUGGESTIONS

This chapter discusses some points relating to the result after conducting the research. There were the final findings which deals with conclusions and suggestions as follow:

5.1. Conclusion

Referring to the result and discussion, it can be concluded;

1. There is a significant difference in students' speaking ability after being taught using Fishbowl Technique at second grade students of SMP N 2 Jati Agung. The result of hypothesis testing shows T-ratio is higher than T-table ($27.709 > 2.026$) and the alpha level was lower than 0.05. So, the alternative hypothesis (H_1) in this research is accepted and the hypothesis (H_0) is rejected. After the implementation of Fishbowl Technique students' speaking ability improved because Fishbowl technique made the students to be more active and confident in speaking.
2. The aspect that improved the most is pronunciation. Fishbowl technique can give positive effect to the students through discussion of topics given.

5.2. Suggestion

Considering the findings and the conclusion of the research, the researcher would like to recommend some suggestion as follow:

1. For the Teacher

It is suggested to implement Fishbowl technique in teaching speaking. There must be good preparation and enough time allocation, because the materials have to be explained and delivered to the students clearly. It is suggested to use the material based on the students' level in English. The teacher also has to make a clear regulation in order to control the class, to make sure that the students can follow the instruction and focus on the material. It is also suggested to stimulate the students by giving more interesting topic to be discussed by them.

2. For further Researcher

It is suggested to conduct a research using fishbowl technique in qualitative method and pay attention to the interaction of the students during the application of fishbowl technique. It is also suggested to conduct a research using different subjects of the research besides junior high school students. It is also suggested to focus on students' fluency by increasing their responsibility in doing the task.

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