

Fishbowl Technique towards the Students' Speaking Skill

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ABSTRACT

The objective of this research is to describe whether or not fishbowl technique can improve students' speaking of tenth grade of IPS 1 in SMA N 2 Sorong Regency. In this study, the researcher conducted the quantitative research using the method pre-experimental design type of the one group pre-test. Therefore, the researcher took 30 students as the sample from the population. The researcher used SPSS Analysis Version 20.0, the researcher gave the interpretation towards "t" score by comparing t-value with t-table. The researcher interpretation that t-value is 3.048 with the significance value is 0.05. The score of t-table is 2.045 with the significance level of 0.05 with df 29. P-value is $0.0005 < 0.05$, it is known that $t\text{-value} > t\text{-table}$ ($3.048 > 2.045$). Meanwhile, the alternative (H1) is accepted and null hypothesis (Ho) is rejected. It means that using fishbowl technique can improve students speaking skill at the tenth of SMAN 2 Sorong Regency. But this technique is not effective towards students' speaking skill, because it is not achieve score of KKM that is > 68 .

Keywords: Fishbowl Technique, Speaking Skill

INTRODUCTION

Speaking is a tools to communication with the people. Speaking is the basic elements that must had by the students. Pollard (2008: 33) defined that speaking is important to give students as many opportunities as possible to speak in a supportive environment. The students who learning about speaking, can help them to communication with their friends in their environment. Speaking not always learn about theory but can doing the practice in the students. Learning speaking is start to listening from the native speakers and the listener will listen and speak based on the students heard.

Thornburry (2003) defined that speaking is so much a part of daily life that we take it for granted. Learning speaking not always the learn about the theory. But can be

application in our daily life. Speaking skill is the important element to speak. This speak can be applying in the students for speak with their friends. Teaching about speaking skill is focus on making students a ctive and creative (Sudiby, Wibowo, & Muhlasin, 2018). So in the process of learning the students must speak more.

Based on the observation in the tenth grade of SMA N 2 Sorong Regency, the researcher found the problem in English language. The problem was about speaking skill. Some of the students did not speak well. This was because some of the factors. The factors was: (1) Weaknesses in vocabulary. Some of the students could not memorizing the new vocabulary. (2) The situation in classroom. When the teachers gave them the theory and asked to practice it, they could not and the last factors,(3) Lack of confidence. The students have not a brave to speak. They were shy and afraid to telling something using English language. There are the primary factors, why the students is difficulties to speak.

There was many techniques towards speaking skill. The researcher found out the suitable technique towards students' ability in speaking skill. The important thing in speaking skill was they were able to speak clearly. Hasley and Prilesen in the article of Taylor (2003) believed that fishbowl can be affective teaching tools for modeling group processes. This strategy is especially useful when the teacher wants to make sure all students participate in the discussion, when the teacher wants to help students reflect on what a "good discussion" looks like, and when the teacher needs a structure for discussing controversial or difficult topics (Yarbase, 2013). In fishbowl, the teacher has the role to control, such as when a student speaks more than one minute, the teacher will limit the time or stop that student and invite the next student to speak. 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). Therefore, the researcher intended to investigate the effectiveness of the technique on the students speaking ability.

LITERATURE REVIEW

Previous Study

Wulandari (2015) researched about the effectiveness of fishbowl Method on students' speaking skill at the second grade students of SMA N 8 Cirebon. The result of the students' response towards the application of fishbowl method is 1237 with the percentage 82,5 %, it can be categorized strong response. And the result of the students' achievement in speaking skill between experimental class and control class where Gain of experiment class get the mean score 0.26, but the N-Gain of control class get the mean score 0.12 so that the deviation is 0.14. It means that the experiment class is better

than control class in improving the students' speaking skill. Then conclusion of this thesis is that the alternative hypothesis (H_a) is received and the Null Hypothesis (H_0) is refused where $t\text{-test} < t\text{-table}$ or <0.05 . It means that there is any significant effectiveness of using fishbowl method to improve students' speaking skill the second grade students of SMA N 8 Cirebon.

Rahma (2015) researched about the Fishbowl Method in improving the students' speaking skill (An Experimental Study in Ninth Grade Students of SMP N 2 Ambarawa in the Academic Year of 2014/2015). The result of the students' response towards the application of fishbowl method is 1237 with the percentage 82,5 %, it can be categorized strong response. And the result of the students' achievement in speaking skill between experimental class and control class where Gain of experiment class get the mean score 0.26, but the N-Gain of control class get the mean score 0.12 so that the deviation is 0.14. It means that the experiment class is better than control class in improving the students' speaking skill. Then conclusion of this thesis is that the alternative hypothesis (H_a) is received and the Null Hypothesis (H_0) is refused where $t\text{-test} < t\text{-table}$ or <0.05 . It means that there is any significant effectiveness of using fishbowl method to improve students' speaking skill the second grade students of SMA N 8 Cirebon.

Kurnia (2015) studied about the extent of the influence of Fishbowl Technique on the improvement of the speaking skill in recount texts of eighth grade students of SMP N 18 Semarang in the Academic year of 2014/2015. The result of observation sheet showed that after learning recount texts using Fishbowl Technique, the students became cooperative, active, enthusiastic, and felt happy. The analysis of the questionnaire showed that the students gave positive responses towards the use of fishbowl technique in their learning. It is suggested that teachers use the technique to help students improve their speaking skill.

Speaking

Oradee (2012) stated that the ability to speak is the most essential skill since it is the basic for communication. Communication using English language is the thing that we need. English be one of the international language in the world. Someone must have speaking ability in their life. Speaking skill is most important than other the English language. It is so many skill had founded in the world. Pollard (2008) defined that speaking is important to give students as many opportunities as possible to speak in a supportive environment. In their school, the teacher can be the facilitator to help the students in study about English. The teacher always giving the practice the students, speak up with the students. Nashruddin (2013) stated that speaking is as productive skill. Students can mastered the English language, if their wants to know and study about English how to make a good pronounce. Thornburry (2003) defined that speaking is so much a part of daily life that we take it for granted. From the definition of the

expert above, speaking must be mastered by someone. Speaking is a tools to communication with the people. Speaking is the basic elements that must had by the students. The students who learning about speaking, can help them to communication with their friends in their environment.

Fishbowl Technique

Elizabeth et.al (2005) fishbowl is the growing structure discussion method that is very useful for the speaking class. Taylor (2003: 55) believed that fishbowls can be effective teaching tools for modeling group processes. This technique is very suitable with the students who active in speak. In fishbowl, an outer circle the students sit around a smaller, inner circle of students. The students are in inner circle engage in a discussion time, although the others students in the outer circle consider what things that they will to is said. This collaborative technique called inside outside circles. In the inner circle, the students who wants to be the challenger can be participated in a high-level discussion while the outer circle is able to be listener of the discussion and tell about a critique things, the statement logic, and the group interaction. This technique therefore serves two purposes to provide structure for in-depth discussion and to provide opportunities for students to model or observe group processes in a discussion setting (Elizabeth, et al., 2005). The picture of the fishbowl can be seen in the following figure:

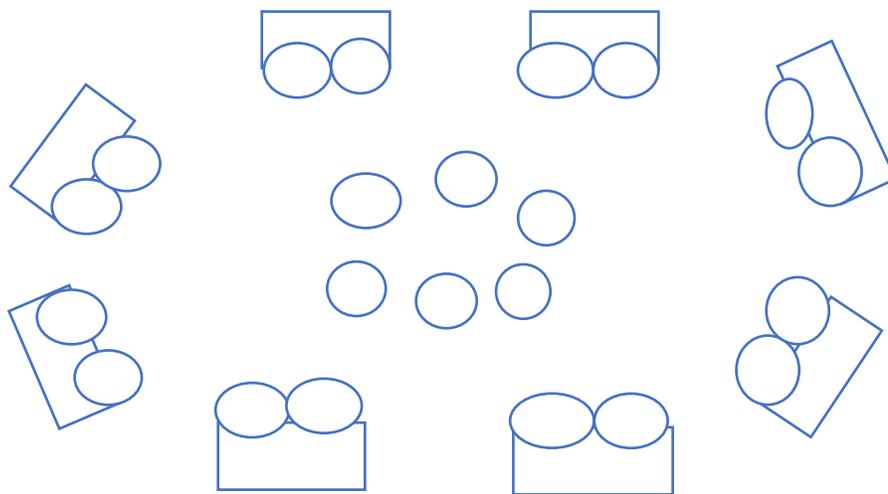


Figure 1. The Picture of Fishbowl Technique (Silberman, 2013)

The fishbowl technique can allow you to explicitly teach a variety of social skill. It is one way to shine a light on the specific social skills that can either move a discussion forward or shut it down. The fishbowl offers the class an opportunity to closely observe and learn about social interaction. You can use it in any content area (Opitz, 2008).

METHOD

Design and Sample

This research was quantitative research. The researcher used pre-experimental design within one group pre-test and post-test. The population in this research was the tenth grade students of SMA N 2 Sorong Regency in the academic year of 2019/2020 are 217 students were divided into seven classes. X IPS 1 class as the sample and it consisted of 30 students.

Instrument and Procedure

Speaking test is the instrument of this research. The researcher gave the students some topics and the students must retell for the first step before inside in core the activities. In the core activities, the researcher will give others topic and they think what they should tell from the topic. The form of this topic was descriptive text. So the researcher will give some topic about, an animal, person, things/ noun and the researcher would like to listen their description.

Data Analysis

Before measuring the improvement of the students score after giving the treatment, that data was analyzed using normality test to know whether the data was normally distributed or not. Data that normally distributed was prerequisite to do statistics analysis of parametric (paired sample t-test). The function of these test is looking for the result of the subject since pre-test and post-test that have been doing and also, to find out whether the significant improvement of their speaking skill. All the data have been analyzed using SPSS (*Statistical Package for Social Science*) Version 22.0 for Windows.

RESULT AND DISCUSSION

Before analyzing the different between pre-test and post-test, the researcher find out the mean score in pretest and posttest. The result of the descriptive analysis can be seen in the following table:

Table. 1
The Result of Mean Score and Standard Deviation between Pretest and Posttest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation

Pre-test	30	20	50	35.80	8.826
Post-test	30	0	100	55.87	32.674
Valid N	30				

The table above shows that the minimum score from the participants in pretest was 20 and maximum score for pre-test was 50 with the standard deviation was 8.826 and the mean score was 35.80. While in post-test, the minimum score from the participants that was 0 and the maximum score was 100, with the standard deviation was 32.674 and the mean score was 55.87. Among pretest and post-test, the score improvement of the students is 20.07

Based on computing t-test using SPSS 20.0, the researcher gave the interpretation towards “t” score by comparing t-value with t-table. The researcher interpretation that t-value is 3.048 with the significance value is 0.05. The score of t-table is 2.045 with the significance level of 0.05 with df 29. p-value is $0.005 < 0.05$, it is know that t-value $>$ t-table ($3.048 > 2.045$). It means that using fishbowl technique can improve students speaking skill at the tenth of SMAN 2 Sorong Regency. But it was not achieved the score of KKM.

The result of the research is almost same with what Haryudin and Parmawati (2019) have found in their research. They used Fishbowl technique in teaching speaking for English for Tourism subject. The results obtained have not demonstrated the success of Fishbowl learning conducted by lecturers / researchers. Looking at the comparison of initial values, the value of the first cycle and the value of the second cycle, there was a significant increase, namely from the average initial value of 4.5 rising in cycle I to 6.3 and in cycle II rising to 7.9 This increase could not underestimated because this increase in value is from the maximum efforts carried out by researchers for the sake of improving the quality of education and the advancement of education. Another finding also which has been proved the effectiveness of Fishbowl technique in teaching speaking is Khusriyah, Ras and Sumbayak (2018) study. They found that teaching speaking by fishbowl technique was effective to improve students’ speaking ability. Even though, the students score in posttest is not really high and reach 70 score.

CONCLUSION

The researcher concluded that using fishbowl technique can improve students’ speaking skill at the tenth grade of SMA N 2 Sorong Regency in academic year of 2019/2020. On the statistical analysis using SPSS 20.0 for windows. The researcher interpretation that t-value is 3.048 with the significance value is 0.05. The score of t-table is 2.045 with the significance level of 0.05 with df 29. p-value is $0.005 < 0.05$,

it is know that $t\text{-value} > t\text{-table}$ ($3.048 > 2.045$). Meanwhile, the alternative (H1) is accepted and null hypothesis (Ho) is rejected. It means that using fishbowl technique can improve students speaking skill at the tenth of SMAN 2 Sorong Regency.

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