APPLYING FISHBOWL TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL

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ABSTRACT

This research aims to prove whether or not by the application of fishbowl technique can improve the speaking skill of grade eight students of SMP Negeri 19 Palu. This research applied quasi-experimental research design in which the sample consisted of two classes which were experimental and control classes. The population of this research was the grade VIII students at SMP Negeri 19 Palu which consisted of 105 students. The research samples were VIII E as the experimental class and VIII D as the control one each classes consisted of 18 students. In analyzing the data, the researcher applied statistical analysis by using t-test formula, where 0.05 level of significance and 36 degree of freedom (df). The t-counted value is 3.24 and t-table value is 1.688. The t-counted value is higher than t-table value, which means that the research hypothesis is accepted. In other words, using fishbowl technique is effective in improving speaking skills at the grade eight students of SMP Negeri 19 Palu.

Keywords: Applying, Fishbowl Technique, Speaking skill.

Penelitian ini bertujuan untuk membuktikan apakah penggunaan teknik Fishbowl bisa meningkatkan keterampilan berbicara pada siswa kelas delapan di SMP Negeri 19 Palu atau tidak. Penelitian ini menerapkan desain penelitian kuasi-eksperimental yang mana sampel penelitian terdiri dari dua kelas yaitu kelas eksperimen dan kelas kontrol. Populasi penelitian ini adalah seluruh siswa kelas VIII di SMP Negeri 19 Palu yang terdiri dari 105 siswa. Sampel penelitian ini adalah kelas VIIIE sebagai kelas eksperimen dan kelas VIIID sebagai kelas kontrol, masing-masing kelas terdiri dari 18 siswa. Dalam menganalisis data, peneliti menerapkan 0,05 tingkat signifikan dan 36 derajat kebebasan. Nilai t-hitung yang diperoleh adalah 3.24 dan nilai t-tabel adalah 1.688. Nilai t-hitung lebih tinggi dari nilai t-tabel, maka hipotesis penelitian ini diterima. Dengan kata lain, penggunaan teknik Fishbowl efektif dalam meningkatkan kemampuan berbicara pada siswa kelas delapan SMP Negeri 19 Palu.

Kata Kunci: *Penggunaan, Teknik Fishbowl, Keterampilan Berbicara.*

INTRODUCTION

Speaking is one of the important skills that should be mastered by the students. Teaching English speaking is the process of giving the English lesson, from the teacher to the students based on the material from the syllabus of the certain school, in order that the students are able to absorb it and they will be able to communicate by using English orally. By having this skill, they can perform their competence in English. They can express their ideas, feelings, information, and suggestion. According to Sumarsih and Berutu (2104:3), "Speaking is a process in conveying one feeling or idea to others with verbal language." Bashir, Azeem, & Dogar (2011:38) also state, "Speaking is a productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words."

There are three components that support the students in performing their speaking skill; they are fluency, accuracy, and comprehensibility. These components should be mastered by students to help them in performing their speaking skill. In addition, the use of components is to affect the listener comprehending message produced by the speaker. According to Heaton (1988:100)

Speaking skill can be evaluated through three aspects; they are fluency, accuracy, comprehensibility. The fluency includes intonation and pronunciation. The accuracy involves grammar steadiness and diction appropriateness, while the comprehensibility includes the skill to understand someone's utterance

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(speaker) and skill in speaking to be understood by others (listener).

Based on Kurikulum Tingkat Satuan Pendidikan/KTSP (2006) in junior high school that is used in that school, the students are expected to have the ability to express the meaning of short transactional and interpersonal conversation orally to interact with their environment. The purpose of teaching speaking in language context is to promote communicative efficiency. The researcher interviewed the students and the teacher of SMP Negeri 19 Palu. The researcher found that the speaking skills of the students were still low because of a lack of vocabulary and less practice. Finally, they could not understand when their teacher used English and they prefered using mother tongue to using in the classroom. In this case, the teacher needs to apply an interesting technique to get the students' attention to be more active to practice and to add their vocabulary.

Based on those problems above, the researcher is interested in conducting research by applying fishbowl technique to improve the students' speaking skills of the grade eight students at SMP Negeri 19 Palu. The teacher should help the students solve their problem. She should motivate them with the effective way to stimulate them so that they will be interested in practicing their speaking. Furthermore, the teacher should use a certain technique to stimulate students to practice their speaking, because good technique will support them in achieving skill including English skill. The teacher has to teach the material by using a good method, good technique and organize the teaching learning process as good as possible so that the teaching-learning process can run well. It enables students to master English, in this case speaking skill successfully because one of the teaching failures is caused by inappropriate methods.

Fishbowl is one of the techniques that can be applied in teaching speaking because of some reasons. First, asking the students to speak English by using fishbowl is an interesting way. Second, fishbowl can help the teacher build the students' self-confidence to speak English. This technique offers opportunities for students to have spoken communication effectively. Last, fishbowl can make the students active in joining the speaking class. By helping the students being active and confident to speak during the English classroom activity, the researcher expects that the students can improve their speaking skill. In improving students' speaking skill through fishbowl technique. There are two groups in the Fishbowl Technique, inner group, and outer group. An inner group is a fishbowl group and the outer group is an observer. Teacher gives the inner group some topics to be discussed then the outer group observes them. Kasdi & Auzar (2016:185) describe,

> *The fishbowl is a teaching strategy that helps students practice in a 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.*

Open format fishbowl or inner group is a fishbowl group who discuss a topic that is given by the teacher**.** Kasdi & Auzar (2016:186) define: "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." Barkley, Cross, & Major in Kurnia (2015:12) also define "fishbowl is an outer circle of students sits around a smaller, inner circle of students."

In this format, there is a chair in the inner circle will be left empty for the member of the outer circle to join the discussion. When this happens, the student from the outer circle will be pleased to sit in the empty chair. The rules of the discussion have to be set by the facilitator or by the group themselves. Closed format or outer group is a group in the outside of the inner circle as an observer. According to Kasdi & Auzar (2016:186),

> *The outer circle is the 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 as members to voice*

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

In this format, the facilitator can give the inner circle time to discuss an issue. When their time is over the outer circle will be given the opportunity to join the discussion in the inner circle and add their viewpoints and suggestion. Kurnia (2015:12) describes,

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There are some advantages in applying the Fishbowl technique to teach speaking adapted from Bruce & Wood (2015). They are as follows:

a. Effective teaching tools for modeling group processes.

In this fishbowl activity, each student has an equal position to talk and give a response to the other students. They were allowed to ask a question and give their opinion. The smarter students can help the other in lower ability to think or to explain the material that they discuss. The other students can ask their friends if they do not know what the material is about.

b. Can be modified based on the students' level

The teacher is allowed to modify the students' activity based on their level. The topic can be chosen to make the students interested to study hard. The material will be better to connect in real life or situation to make the students understand easily. The students will feel more interested if they study by their environment or real life.

c. Stimulate students

The students who are sitting in a circle, they have equal opportunities to talk. In fishbowl circle, the students will develop their knowledge; such as giving an opinion, comment, respond or suggestion. They are also may give correction to some mistakes or confusing statements. The students also help the other to answer a question or to add an explanation from the topic.

d. Provides class interaction

In Fishbowl, there is an interaction among the students. They should give attention to each other when discussing a topic. The students can show their understanding by asking question, comment or giving another opinion. This technique can help the students to evaluate their own ability, their friends and they are also appreciating another opinion.

e. Provides class interaction

In Fishbowl, there is an interaction between the students. They should give attention to each other when discussing a topic. The students can show their understanding by asking question, comment or giving another opinion. This technique can help the students to evaluate their own ability, their friends and they are also appreciating another opinion.

f. Improves oral and listening skill

The fishbowl technique gives the students to share information, give opinion or answer question orally. They can give their opinion orally when others listen carefully, it can help to improve their oral and listening skill. The students free to give their opinion during the classroom activity.

Besides advantages, there are also several disadvantages of fishbowl technique. Disadvantage is something that makes someone or something worse or less likely to succeed than others (Merriam-Webster Dictionary). There are some disadvantages of fishbowl adapted from Bruce & Wood (2015). Those are as follows:

a. There can be a possible conflict among students.

In discussions, the students also sometimes have a different opinion, emotional uncontrolled. As a result, sometimes there are students who feel offended, so it can disrupt the learning climate. In this case, the teacher should guide the students to return to a normal climate. The teacher gives an explanation to them how to appreciate another opinion.

b. False information may be presented.

The students may have false information to be presented. It can occur when they do not understand their topic well before they discuss it. Therefore, before the discussion begins, they should pay attention to the teacher's explanation. The teacher can explain what the students are going to discuss. The discussion will run well if the topic of material understands well.

c. It may be hard for some students to express themselves.

For the students who are seldom to speak or deliver information in front of the class, this technique will be felt difficult and less interesting. The teacher is needed to help the students to interest in the material and help them to express their self. The active students can help their friends to understand the topic and to convey their idea confidently.

Teaching speaking is the way how to communicate with other people, how to transfer knowledge from teacher to the students or how to convey our opinion and information orally. There are some steps that the researcher will apply in improving students' speaking skill through Fishbowl. It is adapted from Brozo, Frey, & Ivey (2007):

1. The researcher explained the use of fishbowl as a technique.
2. The researcher placed six chairs in an inner circle in the center of the room with the other chairs in a circle around them.
3. The researcher wrote students names on individual slips of paper and places them in a bowl.
4. The researcher pulled 5 names from the bowl and asks those students sit in the five chairs in the center circle
5. The researcher gave the problem topic to the students
6. The researcher asked the students to prepare their material based on the problem topic.
7. The researcher gave 10 minutes for the students in the center circle to discuss and present for their problem topic.
8. After 10 minutes, the researcher gave 10 minutes to the students in the outside circle to give contribution, suggestion or comments in the inner circle.
9. The researcher and students summarized the material that has been discussed.

Based on the problems discussed, the researcher formulated a research question: can applying fishbowl technique improve the speaking skill of grade eight students of SMP Negeri 19 Palu?

RESEARCH METHOD

In conducting research, the researcher applied a quasi-experimental design. This design has two classes to be researched; an experimental class that received pretest, treatment, and post-test, and a control class that got pre-test and post-test without treatment. The design of this research is proposed by Cohen, Manion, & Morrison (2007:283).

Experimental $\quad \underline{O_1 \qquad X \qquad O_2}$
Control $\qquad O_3 \qquad\qquad O_4$
Where:

O_1 = pre-test for experimental class
O_2 = post-test for experimental class.
O_3 = pre-test for control class
O_4 = post-test for control class
X = treatment

The population of this research is the grade eight students of SMP Negeri 19 Palu. The number of the students are 105, which is divided into five parallel classes from VIII A to class VIII E. Each class consists of 18 to 22 students. In conducting this research, the researcher applied purposive sampling technique.

There are two variables used in this research; they are dependent and independent variables. A dependent variable is an attribute or characteristic that is dependent or influenced by the independent variable while the independent variable is a characteristic that influences the dependent variable. So, the dependent variable of this research is the students' speaking skill and the independent variable is Fishbowl. The researcher used oral performance as her technique of data collection. The researcher gave a topic to the students to be discussed orally. After discussing the topic material with the members in the inner circle, they then present their opinion and solution in the inner circle for about 10 minutes. After 10 minutes over, the researcher gave 10 minutes for the outer circle to convey their contribution, suggestion, and comments. The researcher recorded the students' answer or opinion to know their fluency and comprehensibility. The researcher used voice recorder to make the test easier to assess students' performance. The voice recorder was used when the tests were given. The test consisted of pre-test and post-test which is given to both experimental class and control classes. Before doing the post-test

toward the two classes, the researcher gave the treatment only for experimental class while the control class did not receive treatment.

The researcher gave the pre-test orally to the experimental class before doing treatment. She gave two questions to the students and then she recorded the students' answer to find out their prior ability to speak. Then, the researcher gave the post-test orally to the experimental class after conducting treatment to measure whether or not the technique successfully improves their speaking skill. After conducting pre-test to the experimental class, the researcher gave the treatment. In this phase, fishbowl was applied in the class to improve speaking skill of grade eight students of SMP Negeri 19 Palu. The treatment was done in six meetings exclude of pretest and posttest.

According to Heaton, there are six levels to measure students' speaking skill from their fluency, accuracy, and comprehensibility. In this research, the researcher used just four ratings to measure the students' fluency and comprehensibility because that is based on the students' ability and four are the highest level for them.

FINDINGS

The researcher gave two kinds of the test; pretest and posttest to both experimental and control classes. She used voice recorder to assess students' performance easily. The result of the test was used to find out whether the hypothesis is accepted or rejected.

Furthermore, through the test result the researcher found the significant difference between the result of pre-test and post-test of both experimental and control classes. In this research, the researcher conducted pretest to both experimental and control classes in order to find out the students' ability before getting the treatment. She gave pretest for both classes in same way. She used voice recorder to assess students' performance easily. The test was about asking and giving opinion about cheating which sometimes occur in the classroom. The researcher gave two questions to the students and then she recorded the students' answer to find out their prior knowledge.

In pre-test, the students highest score both the experiment and control classes is 37.5 and the lowest score of both is 25. After

computing the data, it is found that the mean score of pre-test of the experimental class is 25.7 and the control class is 29.9. The slight difference indicates that the level of knowledge between the both classes at pre-test was nearly equal before conducting the treatment.

After giving the treatment, the researcher gave posttest to the experimental and control classes. The highest score of the post-test in experimental class is 62.2, while control class is 50 and the lowest score in both classes is 25. After computing the data, it is found that the mean score of post-test of the experimental class is 38.1 and the control class is 31.94.

After gathering all the data of experimental and control classes, the researcher counted the mean score of deviation and the sum of square deviation from both classes. The researcher found that the mean score of deviation in experimental classes is 12.5 and the square deviation is 113.02. In control class, the mean score of deviation is 2.08 and the square deviation is 43.402.

To prove that the hypothesis of the research is accepted or rejected, the researcher needs to test it based on the result of the data analysis by using interpolation formula. If the t-counted value is higher than the t-table value, it means that the hypothesis is accepted or the treatment which was given has significant effect to the dependent variable. Otherwise, if the t-counted is lower than the t-table, it means that the hypothesis is rejected or the technique does not give any significant effect to the dependent variable.

To test the significance difference between two classes, the researcher used the level of significance 0.05 of one tailed test. Moreover, in order to gain the value of t-counted, the significance difference of both groups were analyzed statistically by using the t-test formula which is proposed by Arikunto (2006).

By applying the t-test formula, it was discovered that the value of t-counted in this research is 3.24 it was continued counting the t-table by applying the degree of freedom (df) = Nx + Ny − 2 = 18 + 18 − 2 = 36 with the level of significance 0.05 for one-tailed test. In the t-table list, there is no value df of (36) that has been calculated by the researcher, it is

calculated by applying the interpolation formula. Finally, it was found that the t-table value of df (36) 1.688. Furthermore, by looking at the obtained value, the researcher concludes that the research hypothesis is accepted because the t-counted value (3.24) is higher than t-table value (1.688). Thus, it means that fishbowl technique is effective to apply in improving speaking skill of the eight grade students of SMP Negeri 19 Palu.

DISCUSSION

The main objective of this research was to prove whether or not the applying Fishbowl technique can improve speaking skill of grade eight students of SMP Negeri 19 Palu. To provide a clear explanation, the researcher would like to show brief explanation about the use of fishbowl technique from the pre-test, treatment, and the post-test. Firstly, the researcher gave pre-test to the students to know the students' speaking skill. The researcher used voice recorder to assess students' performance easily. The test is about giving opinion and solution about cheating which sometimes occur in class.

In pre-test, the students' mean score in experimental class is 38.2 while the control class is 31.94. The result of pre-test in experimental class only one student who gets score 2 in the pre-test, while the maximum score is 8. The highest score both the experiment and control class is 37.5 and the lowest score of both is 25. The slight difference indicates that the level of knowledge between the both classes in pretest was nearly equal before conducting the treatment. It means that most of students got low scores in speaking skill.

The students' low scores was caused by some problems occured. First, the students were having limited vocabulary. Vocabulary became the very basic problem among the students. They did not have sufficient English vocabulary so that they did not know the way to speak even simple sentences. Second, the students low motivation in speaking English. The last, the students rarely practice to speak English because of environment.

To overcome the problems, the researcher then offered a technique named Fishbowl technique which was applied for eight meetings in the treatment phase. In treatment process, the students were told about the technique used to improve their speaking skill. In the first meeting, the researcher gave theory about the expression of asking and giving opinion; and the expression of agree and disagree with opinion. She also explained about the technique and motivated the students to speak. Next, the researcher gave a topic to the students to be discussed in the Fishbowl technique. In the process of discussing the topic, it was difficult for most of the students because they have lack of vocabulary. Then, the students were allowed to open dictionaries or mix English with Indonesia language. Next, the researcher asked them to present their topic of material and the others will give contribution.

In the classroom, some students were not active in the discussion. To copes the problem, the researcher in the next meeting divided them into the inner group of Fishbowl technique, they should gave their opinion about their topic. Finally, all students were got opportunity to speak, to active in learning process. The researcher managed the classroom by walking around the students, for monitoring and asked them to speak one by one in the group.

After finishing the treatment, the researcher then conducted post-test. It was given both in experimental class and control class by using the equivalent form of the pretest. The aim of conducting the post-test is to find out the improvement of the students' speaking skill after getting the treatment. For the experimental class, it was obtained that the lowest score is 25, and the highest score is 62.5, and the mean score is 38.2. Whereas, for the control class, the lowest score is 25 and the highest score is 37.5, and the mean score is 30.6. therefore, it can be concluded that fishbowl technique is effective or can improve the speaking skill of grade eight students of SMP Negeri 19 Palu.

Teaching speaking has done by many researchers. There are two related studies. The first one was written by Jaya & Habibi (2016) that entitles "Fishbowl technique and learning interest effects on speaking achievement of SMK Sembawa." The findings showed that there was a significant difference in achievement before and after the treatment in

the experimental group of the students' learning interest.

The second, experimental research was done by Kasdi & Auzar (2016). The research is about "*The Effect of Using Fishbowl Strategy on Students' Reading Comprehension.*'' The researcher 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.

Based on the two related studies above, the two researchers applied the fishbowl technique to teach senior high school and the technique was effective to apply in the classroom. On the other hand, the recent study was applied the fishbowl technique to teach in junior high school to find out this technique can improve the speaking skill og grade eight students of SMP Negeri 19 Palu. The treatment has done in six meetings; the researcher found this technique is effective. In conclusion, this technique can be used as a reference not only for teaching senior high school but also for junior high school.

CONCLUSION

Based on the result of the data analysis, the researcher concludes that applying fishbowl technique can improve the speaking skill of the grade eight students of SMP Negeri 19 Palu. In short, fishbowl technique influences the students' speaking skill. It can be seen from the result of the t-counted value (3.24) is higher than the t-table value (1.688). It means that the hypothesis of this research is accepted.

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