

IMPROVING THE STUDENTS SPEAKING ACHIEVEMENT BY APPLYING FISHBOWL TECHNIQUE

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Abstract

The objective of this study is to find out whether Fishbowl Technique can improve students' Achievement in speaking. This study was conducted by using classroom action research. The subject of this research was the second year students of SMA N 1 STTU Julu. The research was conducted in two cycles. The first cycle was three meetings and the second cycle was two meetings. The instruments for collecting data used speaking test for quantitative data and diary notes, questionnaires sheet, interview and observation sheet used for qualitative data. Based on the speaking test result, the students' score kept improving in every test. In orientation test, the mean score was 46,05. In the test of cycle 1 the mean score was 60,05 and the mean score in the test of cycle 2 was 70,9. In line with the data, it was found that the fishbowl technique can improve students' speaking achievement.

Key Words : Speaking, Fishbowl Technique, Test, Data, Classroom Action Research

Introduction

Background of the Study

The students have problems in speaking English appropriately and they should be overcome by a specific way. This study is intended to solve the problems. Actually, in teaching speaking, students are hoped to be able to speak to communicate with the other to share or change information. But, the standard

of teaching English speaking can not be reached. This is the case which teachers' English faced today.

A common argument among language teachers who are dealing with conversation courses is that the students do not talk at all because number of students. One way to tackle this problem is to find the root of the problem and start from there. While there have been some successes, many students still do not speak in language classrooms. Many consider the teacher, the type of lesson, or the student responsible for this situation.

In doing teaching and learning process, some students feel unable to say what they mean and are afraid of being wrong if they contribute. Others are intimidated by the dominant participant and so do not speak. But the basic problem here is that the students lack of vocabularies. People can communicate with the other by having vocabularies. By having much vocabularies, people will be able to speak well and have good meaning. So, the first thing that must be had by the students to be able to speak is vocabularies and English teacher must know it to make the teaching speaking running well.

Teachers are as teachers as foreign language should understand this problem and try to solve this problem by using good solution and guarantee that it will get success and also always motivate them to speak in class. Every teacher must be sensitive and responsive to the effective factors that influence the learners' attitude towards schooling . A sensitive teacher can help every learner feel welcome and comfortable in classroom. One of the main objectives of language learning is to increase learners' communicative competence in the

language being learned (Schuman, 1978, Guiora *et al.* 1972; Curran, 1976; Stevick, 1980 as quoted by Cantoni, 1987 : 56). In this case, researcher chooses speaking rather than writing because in daily life, speaking is more used than writing.

Research Question

In relation to the background of the study, the problem of the study is formulated as follows: ‘Is The Students’ Speaking Achievement Significantly Improved by applying of Fishbowl Technique?’

Conceptual Framework

Speaking is at the heart of second language learning (Egan, 1999:277). It is arguably the most important skill for business and government personnel working in the field, yet it appears particularly vulnerable to attrition. Speaking is a process in conveying one feeling or ideas to other with verbal language. Chaney as quoted by Kayi (2006 : 1) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It means that effective speaking need to be able to process languages in their own heads and involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistics to take turn or allows others to do so.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English

course on the basis of how much they feel they have improved in their spoken language proficiency (Bahrani & Soltani ,2012:26).

Jones, as quoted by Richards (2008 :19) says in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together.

As a skill that enables us to produce utterance, when genuinely communicative, speaking is desire and purposes driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and solving a particular problem; or establishing and maintaining social relationship and friendship. So, it is important that everything we wants to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across.

According to <http://unr.edu/homepage/hayriyek> what is meant by "teaching speaking" is to teach ESL learners to:

- a. Produce the English speech sounds and sound patterns
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.

- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Speaking achievement is the achievement of the students in their ability to speak and to communicate orally which can be determined by the scoring of the speaking achievement. It is not only to apply the grammatically correct sentences, but also to know when and where to use these sentences and to whom. Some ideas about speaking based on Programa Ingles Abre Puertas (2005):

- a. The expectation is not native-like speech
- b. Accents and errors are okay
- c. Perfect grammar and pronunciation is not expected

From explanations above, it can be concluded that speaking achievement is a successful of students in their understanding about the materials orally to the listeners. A teacher can observe the students' achievement based on the observation of a performance that the students make in classroom. It means that the students' speaking that can be observed by seeing the students' performance in using English. In this research, the achievement of speaking that will be looked by the score of students' performance in using English.

Fishbowl discussions are a great way to enable students to really engage with ideas they find interesting (Shakespeare : 2012). Fishbowl takes its name from the way seats are organized with an inner circle and outer circle. Fishbowl comes from two words, they are fish and bowl. Fish is represented to inner circle and bowl is represented to outer circle. Typically, there are three of five seats in

the inner with the remaining seats or desks forming a large outer circle. Not all classroom arrangements allow for the creations of 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.

Fishbowl has some advantages to be used in teaching and learning process. According to Wood (2007:55). Fishbowl has 3 purposes:

1. Can be effective teaching tools for modeling groups process
2. For engaging students or other groups in discussion of cross-cultural or challenging topic
3. For giving students greater autonomy in classroom discussion.

In addition, according to Cuni & Wilde (2002:29), fishbowl technique to provide the students with opportunity to express their concerns related to working with each other in a group environment. Fishbowl 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 & Munday, 2011: 4). This is useful in exploring controversial topics and in experiencing the role of observer, listener, and/or speaker and it will make the participants be active in the conversation.

Methodology

This research was based on classroom action research (CAR). Classroom Action Research is more systematic than personal reflection but it is more informal and personal than formal educational research. Action research is different from other more conventional or additional types of research and that is very focused on individual or small group professional practice and is not so concerned with making general statement. Based on the explanation above, it can be conclude that action research has the potential to generate genuine and sustained improvement in school. instruction and assessment.

This classroom action research conducted at the second grade of senior high school in SMA N 1 Sitellu Tali Urang Julu. The class consists of 20 students with 14 women and 6 men and this research conducted in April 2013.

The type of the data which is received consists of:

1. The result of the study as quantitative data
2. The result of observation as qualitative data

Result and Discussion

The data was taken from the students of SMA N 1 STTU Julu Pakpak Bharat in class XI (IPA). The Data taken during the action consists of data cycle I and cycle II. The data in this study were acquired from qualitative and quantitative data. Qualitative is used to describe data which are not amenable to being counted or measured in an objective way and therefore subjective.

Quantitative is broadly used to describe what can be counted or measured, therefore it could be considered as objective.

The number of students were 20 and took all of students in one class. The research had been done for three weeks within two cycles. The first meeting was done to conduct the orientation test. The second, third and the fourth meeting were done to conduct the first cycle. The fifth and sixth were done to conduct the second cycle. The seventh was done to conduct the questionnaire sheets and interviewed. So, totally there were seven meetings in this research. Fishbowl Technique was applied in teaching speaking class.

The data analysis were used to describe and recorded the situation during the teaching and learning process so the researcher know the improvement of student's speaking achievement by applying fishbowl technique. They were taken from the four stage cycle in action research, namely the cycle of plan, action, observation and reflection.

Comparison of the Students' Score in Three Speaking Tests

Name of Test	Pre-test	Test I	Test II
Lowest Score	34	47	57
Highest Score	57	71	83
\bar{x}	46,05	60,05	70,9
N	20	20	20

The increasing of the students' score in speaking achievement by applying fishbowl technique could be also seen from the mean of the students' score in the

pre- test (test I) up to test in cycle II (test III). The mean of test in cycle II was the highest among the other tests.

The students' score in those three tests had variation. In the pre-test (test 1), the lowest score was 34 and the highest one was 57. After test 1 the writer applying fishbowl technique in teaching and learning process. In the second test, the lowest score was 47 and the highest 71, from this result it had improvement, it meant that the some students had comprehend with the treatment and started to active in express their idea. In the third test, the lowest score was 58 and the highest one was 83. It could be said that the last test was good improvement because many of the students got high score in test III and they could more active than before.

The Percentage of Students who Got Point up to 70

Speaking Test	Percentage
1 st	0%
2 nd	5%
3 rd	70%

The pre test was 0% (no students) who got point up to 70. In the test cycle I there was 5% (1 students) who got up to 70. It means that there was an improvement about 5%. In the test cycle II, there were 14 students (70%) who got points up to 70. There was an improvement about 5 % from pre test to the test cycle I and about 70% from the test cycle I to test cycle II. Most of the students' score increased from the first test to the third test.

The result of research, it was found that not all the students' score improved in each tests because some of them were still ashamed and lack vocabularies. From the orientation tests to test cycle I all of students score increased even though it was not satisfying. The researcher always gave the time to students to deliver questions and always moved around from chair to make students easier to ask if they need a help.

Conclusion and Suggestion

Conclusion

After analyzing the data, it was found that the students' speaking achievement increased from the pre test until to the last test. It is shown from the improvement of the mean of the students score namely the mean of the pre test (46,05), the mean of the test 1 in cycle 1 (60,05) and the mean of the test in cycle II (70,9). It can be stated that the score continuously improved from the pre test until to the third test. Therefore, it can be concluded that Fishbowl Technique can improve students' speaking achievement.

Suggestion

The result of the study shows that the use of fishbowl technique improves the students' speaking achievement in speaking. These following suggestions are offered:

1. To English teachers, it is better to use fishbowl technique especially in teaching speaking because by applying this technique students are more active in teaching and learning process, because they should share their

opinion or their argumentations bravely, more active and be critical and also can help the teachers in monitoring and encouraging the students so that the students can comprehend the material easily.

2. To the students, it is suggested to practice fishbowl as the training to be able to speak.
3. To other researcher, it is suggested to practice fishbowl whether fishbowl technique can improve the other students in the other place.
4. For other researchers, it is also suggested to the reader who are interested for further study which related to this research, they should explore the knowledge to enlarge their understanding about how to improve speaking achievement.

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