

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

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Abstrak. Penelitian ini bertujuan untuk mengungkapkan apakah ada perbedaan pada kemampuan berbicara siswa setelah diajarkan menggunakan teknik *fishbowl*. Penelitian ini adalah penelitian kuantitatif. Sasaran penelitian sebanyak 38 siswa pada kelas delapan SMP N 2 Jati Agung, Lampung Selatan. Test berbicara digunakan untuk pengambilan data. Hasil menunjukkan bahwa terdapat perbedaan yang signifikan pada pencapaian kemampuan berbicara siswa sebelum dan sesudah penggunaan teknik *fishbowl* dengan tingkat signifikansi $p < 0.05$ ($p = .000$). Hal ini menandakan bahwa teknik *fishbowl* dapat membantu siswa untuk lebih percaya diri dalam berbicara bahasa Inggris.

Abstract. The aim of this study was to find out whether there was significant difference on students' speaking ability after the students were taught through fishbowl technique. This research was quantitative research. The subjects of this research were 38 students of the second grade in SMP N 2 Jati Agung, South Lampung. The speaking test was used to collect the data. The result showed that there was a statistically significant difference of the students' speaking ability before and after the implementation of fishbowl technique with the significant level $p < 0.05$ ($p = .000$). This suggests that teaching speaking through fishbowl technique facilitates the students to speak English in the class and to be more confident.

Keywords: fishbowl technique, speaking ability, teaching speaking.

INTRODUCTION

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, speaking is the most important skill in doing 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 know what people say to us and what we are going to say to other people, thus speaking in English is important to people because besides to express meaning. Speaking is also the key of communication since we know that English is an international language.

In many cases, students are not able to speak English because while they learn English in the class, they do not use English even though the subject is English. They are too shy and afraid of making mistakes while they speak English. Their anxiety increases suddenly when the teacher asks them to speak English in the class. The teachers also seem to have difficulties in deciding what techniques and media must be used and how to teach speaking appropriately.

In order to make their students speak English in the class, teachers can try many techniques in teaching speaking. There are many techniques that can be used in teaching English especially teaching speaking: role play, debate, work in group, discussion, and also work in pair. Those techniques can be used to encourage students' knowledge by giving them more chance to speak in the class, thus they can improve students' skills in speaking.

One of the techniques that can be used to improve students' speaking ability is discussion technique. There are many variations of discussion technique and one of them is 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). The chairs are positioned into two circles, an inner circle and outer circle.

One of the problems faced by the students is they are too afraid and shy while they have to speak because they do not usually practice speaking in English during teaching and learning process. This technique can be used to give students more chance in speaking. Fishbowls can be effective teaching technique for giving students greater autonomy in classroom discussions (Dutt, 1997; Gall & Gillett, 1980).

Some studies have been conducted to analyze the use Fishbowl technique in teaching speaking. Mulki (2014) conducted quantitative research and found Fishbowl technique could increase the students' speaking ability. The subject of her research was the ninth grade of SMP N 2 Ambarawa. She compared the result of mean score in pretest and posttest. She found there is significant improvement in students' speaking ability after being taught using Fishbowl technique.

Another research was done by Yabarmase (2014); he conducted classroom action research using Fishbowl technique to students of SMA Xaverius as the subject. He found that teaching speaking through Fishbowl technique could increase students' speaking ability and made the students to be more confident in speaking especially giving their opinion. The students' relationship within group became stronger. Besides, students felt that Fishbowl technique is enjoyable. It was challenging for them because they had to be brave in giving opinion during discussion.

The third previous study was conducted by Sungkono (2015) from Muhammadiyah University 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 were 7th grade students of MTs Darur Ridlwan Mumbulsari. The objective of the research was to find out how Fishbowl game can improve students' speaking ability. The result of this research was that Fishbowl game could improve students speaking ability because Fishbowl game could motivate students to speak more and gave more chance to them for speaking.

The previous researches have invested about teaching speaking through Fishbowl technique for first and third grade of junior high school students and also senior high school students. It seems that the previous researches have not conducted a research in teaching reading through Fishbowl technique for second grade of junior high school students. Considering the problems above and regarding the advantages of Fishbowl above, the researcher was interested to conduct a research entitled "The Implementation of Fishbowl Technique to Improve Students' Speaking Ability at Second Grade of SMP N 2 Jati Agung South Lampung."

METHODS

Quantitative research was used in which one-group pretest-posttest design was applied. It was used to see the significant difference between before and after the implementation of Fishbowl technique. This research was conducted at the first grade of SMP N 2 Jati Agung, South Lampung. One class was chosen as the sample of this research and it was class 8A which consisted of 38 students in second semester of 2016/2017 academic year. For the data collection instruments, pretest and posttest of speaking were administered. The pretest was conducted for 80 minutes. The posttest was administered after treatments and it also took 80 minutes; nevertheless, the researcher gave limitation to the students by giving option lists of situation that will be used in making dialogue. It meant that this research was conducted in four meetings: pretest, first treatment, second treatment, and posttest. The students' scores from pre-test and post-test were analyzed by using t-test of SPSS 16 program. The gained data were analyzed by the repeated measure T-test.

RESULTS

The pretest was conducted on February 20th, 2017 with time allocated 40 minutes. The students who participated in the pretest were 38 students in class 8A. The students were given three situations as the topic on making dialogue conversation. The students were working in pair. The mean score was 60.12. The highest score was 68 and the lowest score was 55. The median was 60. The mode was 60.

The post test was administered in order to see the students' speaking score after being taught through Fishbowl technique. The posttest was conducted on March 19th, 2017. The instrument using in the post test was the same as pre test but the students could not choose the topic as they want. They had to take the topic from the lottery. From the result, it was found that the mean score was 74.10. The lowest score was 68.50 and the highest score was 79.50. The median was 75 and the mode was 75. The result of the improvement in each aspect of speaking os presented in the table below.

Table 1. The Improvement of Each Aspects

Aspects Of Speaking	Pretest	Posttest	Increase
Pronunciation	11.09	15.20	4.11
Fluency	12.47	13.75	1.28
Vocabulary	11.68	14.49	2.81
Grammar	11.43	13.84	2.41
Comprehensibility	13.43	16.83	3.4

From the result above, it can be seen that the implementation of Fishbowl can improve all aspects of speaking. The aspect of speaking that is improved the most is pronunciation with increase 4.11, and the second is comprehensibility with increase 3.4, then vocabulary with increase 2.81%, followed by grammar with increase 2.41 and fluency with increase 1.28.

Table 2. Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest - Posttest	1.39868E1	3.11163	.50477	15.00961	12.96407	27.709	37	.000

Based on the table, it can be seen that the result of t-test shows that t-value is 27.709 with two tail significance level shows $p < 0.05$ ($p = .000$). The significance level is 0.000 it means that the result of the test is can be trusted 100%. The use of t-test here is to see the difference between mean score in pretest and posttest. The difference of mean score in pretest and posttest is 27.709 and it shows that the result of posttest is bigger than in pretest, indicating that H_0 is rejected and H_1 is accepted. Thus, it can be inferred that the implementation of Fishbowl technique can improve students' speaking ability.

DISCUSSIONS

The aim of the research is to find out whether or not there is any significant difference on students' speaking ability after being taught through Fishbowl technique. The students' score of pretest and posttest were compared to determine the students' improvement. It showed that the mean score of pretest and post test were improved. It implies that the Fishbowl technique had positive effect on students' speaking ability.

On the other hand, besides the improvement of the students' speaking ability, it also analyzed the improvement of each aspect of speaking. Therefore it makes the result of this research deeper and more specific. As a result in order to find out whether or not there was any significant difference on students' speaking ability after being taught through Fishbowl technique, the data was analyzed by using Independent Group T-test to measure the data from pretest and posttest score.

Based on the result of pretest and posttest, it shows that there is an improvement of the students' speaking ability after being taught using Fishbowl technique. After the implementation of Fishbowl technique students' speaking ability improved, since Fishbowl is a technique that combines both between individual learning and collaborative learning. This technique provided the students to have

more chance in speaking. It is also in line with statement which stated that the use of Fishbowl technique is for giving students greater autonomy in classroom discussions (Dutt, 1997; Gall & Gillett, 1980). In addition, the important is that this technique gives the students more chance to speak a lot and freely based on what they think and it gives the students motivation to be more confident in speaking English (Sungkono, 2015).

The students were trained to be more confident in speaking because when implementing Fishbowl technique the students have to think about their opinion then said it in front of their friends individually. If they did not have confidence, they tended to be passive in the class. Additionally, while applying Fishbowl technique, the researcher gave the students a topic to be discussed by them. They were expressing their own opinion about the topic given. Thus, from the topic given by the teacher and opinion from the other students, they were encouraged to share their opinion and spoke in English with their own words. This technique can give students motivation to speak. When they saw the other students who can speak up confidently, they were motivated to speak up too. It is approved by the theory which stated Fishbowl technique required the students to express their idea freely about topic given by the teacher (Briggs, 2014).

Moreover, there was teacher's role in teaching and learning process, like showing the students to do something, monitoring their interaction, controlling the class, and guiding the students when they faced difficulties in learning. It is in line with Yabarmase (2014) that teachers are tactfully monitor progress and offer help, advice, and encouragement to the students when they are called for. Besides monitoring and controlling the discussion, the teacher also had to prepare the topic that would be discussed by the students and it should be an interesting topic because if the students were not interested to the topic, they would tend to be passive during discussion. Thus, choosing the right topic is one of the important roles that teacher has to do. The statement before was proved by Yabarmase (2014). He found most of the students were passive at the first treatment. Then, they were given an interesting topic and during the discussion they saw the other students could give their opinion. Thus, the other students who were passive continuously became active in giving their opinion.

Furthermore, this technique could improve five aspects of speaking. When implementing Fishbowl technique, during the discussion the students were allowed to use their dictionary in order to help them finding the vocabularies. This technique also could help the students to improve their grammar because they could learn how to say something using grammatically correct sentences by looking at the other friends who were giving their opinion. Thus, unconsciously they learned grammar during discussion. The students also learned how to pronounce word correctly by looking at their friends and also asking the teacher during the treatment. The fluency of students was also improved since they became more confident to speak, then they were speaking more fluently. The comprehensibility of the students also improved because the students were trained to understand what the other friend said during this technique was implemented.

In terms of average score of five aspect of speaking, we can see that pronunciation is the one aspect which improved significantly with 4.11 (11.09 up to 15.20). The students were very active in asking how to pronounce well while they were speaking in English. how to pronounce word in appropriate way is also showed to them during the treatment. Thus, they could remember well the pronunciation had been given to them during treatments. They were motivated to use correct pronunciation while they speak English because the students believe if they could speak using good pronunciation, the other person they talk to will easily understand what they are speaking about whether there is ungrammatical sentences or they do not speak fluently. Thus, most of them always asked about how to pronounce a word correctly when they found unfamiliar words in the class. Then, it can be said that Fishbowl technique is one of technique that can help students to improve students speaking ability. It is supported by the statement that stated Fishbowls can be effective teaching tools for modeling group processes (Hensley, 2002).

As has been noted, researcher found that students speaking ability could be improved after the implementation of Fishbowl technique since it gave the students not only time to think and develop their idea in a discussion, but also gave the students opportunity to speak more and help them to be more confident in speaking. In short, this technique is successfully able to improve students' speaking ability.

CONCLUSIONS

Drawing the analysis of the findings and discussion, the conclusion of the research are:

There is significant difference in students' speaking ability after being taught using Fishbowl Technique at second grade students of SMP N 2 Jati Agung. After the implementation of Fishbowl Technique students speaking ability could improve, since Fishbowl is a technique that provide the students to be more active and confident in speaking. Fishbowl technique can improve all aspects of speaking and pronunciation is the aspect that improves the most. Fishbowl technique can give positive effect to the students through discussion of interesting topics given.

SUGGESTIONS

Based on the conclusions above, the writer proposes some suggestions concerning the research findings as follow:

1. For the teacher

It is suggested to implement Fishbowl technique in teaching speaking. There must be well preparation and time allocation, because the materials have to be explained and delivered to the students clearly. It is also suggested to stimulate the students by giving more interesting topic to be discussed by them.

2. For future research

It is suggested to conduct a research using fishbowl technique using different research design 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.

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