THE EFFECTIVENESS OF FISHBOWL METHOD ON STUDENTS' SPEAKING SKILL AT THE SECOND GRADE STUDENTS OF SMA N 8 CIREBON

A THESIS

Submitted to the English Language Teaching Department,*Tarbiyah* and Teacher Training Faculty, *SyekhNurjati* State Islamic Institute Cirebon In Partial Fulfillment of The Requirements of Undergraduate Degree

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ABSTRACT

AYU WULANDARI. THE EFFECTIVENESS OF FISHBOWL METHOD ON STUDENTS' SPEAKING SKILL AT THE SECOND GRADE STUDENTS OF SMA N 8 CIREBON

In Indonesia English has drawn up by government as foreign language that the students should master English language. In fact, the students still have weakness in skill of English, especially in speaking skill. In this thesis, the writer focuses on the students' speaking skill as Y variable that they have any weakness to master speaking skill. And the writer focuses on the fishbowl method as the X variable that will help student to practice speaking English.

The aims of this research are to find out the students' responses towards the application of fishbowl method, to find out the students' achievement of speaking skill before and after using the application of fishbowl method and to find out the effectiveness of fishbowl method to improve the students' speaking skill

Looking forward the problem in speaking skill that students have the weakness in this skill thus the writer offered fishbowl method which can be effective teaching tools for modeling group processes that can improve the students' speaking skill and more active in classroom to practice speaking English.

The research design is quantitative research and experiment research. To know the response the application of fishbowl method, the writer uses questionnaire. To know the students' achievement speaking skill, the writer uses two tests, pretest and posttest. The data was analyzed statistically by using Microsoft Excel, ANA test4 and SPSS program V 2.2.0.

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 (Ha) is received and the Null Hypothesis (Ho) is refused where t-test < t-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.

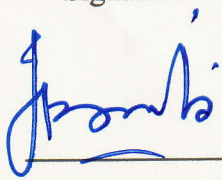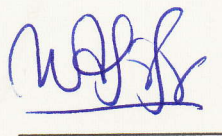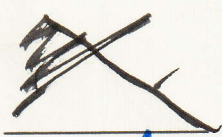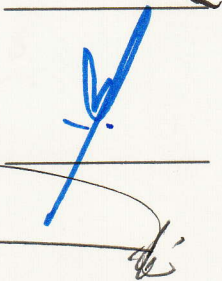**Keywords: Effectiveness, Fishbowl Method, Speaking Skill**

RATIFICATION

This thesis entitled **"The Effectiveness of Fishbowl Method on Students' Speaking Skill at the Second Grade Students of SMA N 8 Cirebon"** written by Ayu Wulandari, student number 14111310013 has been examined on 14 July 2015. It has been accepted by the board of examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I
INTRODUCTION

Introduction tells about the area of the research, this chapter discuss about background of the problem, the identification of the problem which consist of the field of the research, the kinds of problem, and the main problem, besides that, in this chapter include the limitation of the problem, the questions of problem, the aims of the problems and the significance of the research.

A. The Background of the Problem

Language is as one of a tool for communication. Language has important roles in social life to communicate with another people. Because of language, people can express what they thought and what they feel through language. And also it can help people to build good interaction with the others when they can understand each other about what they mean, although through a symbol, it means language. Thus, people should learn about language to be better in communication, and also not only learn the theory of language but they also should apply what they learn in their life.

There are many definitions of language that have defined by linguist in the world. Patel and Jain (2008: 31) states, that Language is used for communication our thoughts and ideas. Thus, language has function to express feeling, desire, mind, and ideas, that function will help people for communication in society. It can build good interaction when people understand each other what they mean.

According to Bashir, Azeem, and Dogar (2011: 35) stated that language is a formal system of signs governed by grammatical rules of combination to communicate meaning. Oxford Learner's Pocket Dictionary (2008: 247) defined the term of language is the use by humans of a system of sounds and words to communicate. Thus, the language is a

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system of sound, symbol, and words that fully developing of communication with the grammatical rules of combination. There are many ways to express feeling and ideas to communicate with other people.

Chaer (2009: 30) defined that language does not have a system but also built by many system as like phonology, morphology, syntax, and lexicon. Thus, language has many systems that support each other. First is form of sound, then built the morpheme, then the words, the sentence, and the last is meaning of sentence. That is for developing of language.

Language use to communicate in the world is variation. Every country has language each other to communicate in their environment. And the language use to communicate between one country and another country is different. It is not a thing to be studied but a way of seeing, understanding and communicating about the world and each language user uses his or her languages differently to do this. People use language for purposeful communication and learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language. As stated by Scarino and Liddicoat (2009: 16) that language is something that people do in their daily lives and something they use to express, create and interpret meanings and to establish and maintain social and interpersonal relationships.

English language is not only as international language but also many functions from English language for world. As observed by Harmer (2001: 2) that English language is not dominant among the world. However, there is no doubt that is and will remain a vital linguistic tool many business people, academics, tourist and citizens of the world who wish to communicate easily across nationalities for many years to come. Thus English language function is not as international language but also for business people, academics, tourist, and citizens of the world to communicate.

Patel and Jain (2008: 11) also believed that the English language is the window which opens up the vast prospect of human achievement. Thus, English language can create good interaction in the world, so that people can interact with the other people in the world and they exchange ideas each other. They can open the window of the world to get knowledge. As such, they communicate through via telephone, social media, or many things that can interact with other people in the world.

The aim of language learning is not only know the meaning of language itself that they learn about word, grammar, vocabulary, etc. but also it should apply in daily life to communicate with another people. In social life, people is impossible live alone. They need communication with the other through language. So, it is the name of language application for communication in daily life.

As we understood about the language use and we have to look at the existence of language. The existence of language in Indonesia has drawn up by our government that English language as a foreign language should be mastered by the students. Because of we know that English have many functions in life to be better. Many ways that people want to mastery English language, start from learning in formal and informal department that conducting English subject. In Indonesia also, English teaching learning aims at mastering four basic skills of language, which include listening, speaking, reading, and writing skills. Thus, the teacher has important role to help the student master English language.

Speaking is one of skills that should be taught by English teacher because it is set in curriculum and also as component of English learning. And speaking skill is most important in English as a foreign language. A stated by Richard (2008: 19), the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Thus, speaking skill is important basic of language for communication that should master in the second-language or foreign language learners

(ESL/EFL). As the teacher should be help the student to master speaking skill. They should know about definition of speaking first.

In addition from Oradee (2012: 533) stated that the ability to speak is the most essential skill since it is the basic for communication. It has proved that speaking skill is most important for communication. Speaking skill is priority to master in English learning by student. Although English learning has four skills but speaking is priority to master from the other skill like reading, writing, and listening skill.

Many experts defined definition of speaking. Pollard (2008: 33) defined that speaking is important to give students as many opportunities as possible to speak in a supportive environment. Thus, teacher is to be facilitator for helping student in mastering speaking skill, it means to help the student able to speak English. Because the student also need to communicate with another student in their environment, so the teacher should guide and help them achieve what the student want in mastering speaking skill.

Nashruddin (2013: 53) stated that speaking is as productive skill. So that the student can master English, they have to know and learn speaking skill that can produce good English. Many ways to be a good speaker, but the most experience that productive skill is not only in speaking skill but also listening skill which related with speaking skill because the process to produce speaking skill is from listening where to know the real of sound of English sound. When be a good speaker, start from they listen the native speaker of English then they try to follow native speaker. That can produce good speaking because between speaking skill and listening skill is related each other.

In addition from Thornburry (2003: 1) defined that speaking is so much a part of daily life that we take it for granted. Mastering speaking skill is not only about the theory but also the application in daily life. As we know that speaking skill is the ability to speak, it means that speak is a

way for communication with other people. Thus, when speaking ability is applying on student, they can create good interaction with the other.

Based on the statements that have mentioned above that speaking skill is the most essential in mastering English. It is not only the essential in English but also essential for daily life that it is a way for communicate with other people. Therefore, speaking skill provide the student to help their problem in mastering English, and also to solve the problem that they faced in their life need communication with other people, thus learning speaking skill fluently and correct is one of the mine goals for language learner, moreover foreign language involves English language.

In learning speaking need a language to communicate with others. Thus, in this situation the language has important role. Language can create good interaction when the student and the other student or student and teacher understand about what they mean each other. But, many students failed to gain speaking skill because of the problem that they faced in speaking skill.

Many English as a Second Language (ESL)/ English as a foreign language (EFL), learners failed in getting their competence in speaking because speaking is very complex activity (Nashruddin 2013: 53). Most of learners feel difficult to mastery speaking English because of many factors. In addition from Pollard (2008: 33) stated that speaking is one of the most difficult aspects for students to master. It has proved that speaking is most difficult from the other skills in English as like many result of the research in speaking skill that many teachers complain about teaching speaking skill is more difficult to practice in classroom, as like student have mistakes in pronunciation and grammar, have mistakes in sound of vowel and also lack of vocabulary. Although this skill is most hard but this skill is the most essential to produce the English language. In this skill, people feel hardly when they master English that have many factors. The most factors are caused by pronunciation, grammar, vocabulary, comprehension and fluency.

Based on the beginning observation, the researcher found the problem of speaking skill in the second grade of students of SMA N 8 Cirebon that has been known about the problem of student faced that student have many problems in speaking skill. In fact, the student want to mastery English course but they still have the weakness especially in speaking skill that they are lack of vocabulary and do not confidence to speak English because of difficult to say and to understand the meaning, and also their environment is not support them to practice English, so that they always using mother tongue, and less motivation when they learn speaking English because of the method of teaching is monotone. Actually in learning speaking skill, as the teacher provide variation method for student developing speaking skill. Thus, the researcher choose the second grade of SMA N 8 Cirebon as the object of the research, beside found the problems in speaking skill, this school also is as place where the researcher practiced teaching of English.

Based on the problem in speaking, that student have problem in speaking skill. They are difficult to mastery speaking skill because of many factors. And the researcher knows about the learners want in learning speaking English. English teacher has to be a facilitator to help students in order to master all skills. Teacher must try to give good method. Then, encourage them to practice the language. As the teacher also should give motivation and should to select the method of teaching for learner in order to interest in learning process of English. So in SMA N 8 Cirebon, the student need build good interaction with the other. In this situation the role of teacher is need. Because of they need a helping to interact with the others. As the teacher offer many methods for practice speaking skill in classroom and also in the environment. As the researcher has been observed in SMA N 8, the teacher has taught their students as much as they can try to give the better method to build students' motivation, but the students still have weakness in speaking skill. Thus,

the researcher give new method for the teacher's English in Second grade of SMA N 8 Cirebon.

One of the methods offered by researcher for speaking skill is fishbowl method that can create student active in speaking class and they can practice their speaking skill. Hensley and Priles in article of Taylor (2003: 55) believed that fishbowls can be effective teaching tools for modeling group processes. Therefore the researcher chooses this method as the method for speaking skill that believed this method can be effective for speaking skill.

The researcher chooses this method because of this method can make student active and practice their speaking skill. This method has many benefits to use in learning process. As the researcher find the benefits of this method from the article of Annenberg Foundation, as follow:

1. The teacher creates a safe forum for students to observe how charged a discussion of cultural issues might become. Because there is always a post discussion analysis, fishbowls also allow a group to handle this together.

2. Students in the outside circle of a fishbowl can observe how specific individuals question, respond to, and make meaning of a text, which can model small-group literature circle discussions.

3. Fishbowls allow students to practice group discussion skills.

4. Fishbowls also teach observation, listening, and community-building skills.

5. Fishbowls provide students with the opportunity to identify small-group discussion habits in an effort to improve upon them.(http://www.learner.org/workshops/tml/workshop3/teaching2.html)

Based on the description above, the researcher is interested to use fishbowl method as independent variable of research to effectiveness skill in speaking as dependent variable. Thus, the researcher makes the research

about "*The Effectiveness of Fishbowl Method on Students' Speaking Skill at Second grade students Student of SMA N 8 Cirebon"*.

B. Identification of the Problem

1. The field of the research

The field of the research is in speaking area which discussing about increasing students' achievement of speaking skill by using fishbowl method.

2. The kinds of the problem

Basically, a researcher in the research should be conducted to formulate the problem formulation of the problem will be demonstrated through research. There are many problem in English especially about speaking skill with emphasizing on the learning. Many students want to mastery English lesson especially in speaking skill, but they have many problems to master that. Based on the above background can be drawn formulation of the problem that faced by students, as follows:

a. Students are lack of vocabulary
b. Students feel difficult to say and understand English language.
c. In the classroom is seldom to practice their speaking skill, so they always use mother tongue when they learn English.
d. Students feel bored when their teacher teach English

3. The main problem

The main problem of this research is the weakness of student in speaking skill because of the method use in the learning process is not suitable, so they need new method in the process of learning English to give chance for student to practice and to mastery their speaking skill. Thus, the researcher chooses fishbowl method in speaking learning in order to be effective using fishbowl method for students' speaking skill.

C. The Limitation of the Problem

This study is focus on speaking area. To limit the scope of the study, the researcher focuses on fishbowl method as the method in learning speaking. The researcher also limits type of speaking is interactive that there is interaction of exchanging specific information and stressing on students' performance including comprehension, vocabulary, pronunciation, fluency, and grammar. That method used is for intermediate level or Senior High School. The researcher chooses the second grade students of SMA N 8 Cirebon on the academic year of 2014/2015 for the subject research.

In this study, the researcher focuses on how is the effectiveness of the application of fishbowl method towards on students' speaking skill with the material is the expression of asking opinion and giving opinion and expression of agreement and disagreement which appropriate with the book of second grade students. So, in this study the researcher limits the study about The Effectiveness of fishbowl Method on Students' Speaking Skill.

D. The Questions of Research

1. How are the students' responses towards the application of fishbowl method?
2. How is the students' achievement of speaking skill before and after using fishbowl method?
3. How is the effectiveness of fishbowl method to increase the students' speaking skill?

E. The Aims of the Research

1. To find out the students' responses towards the application of fishbowl method *at second grade students of SMA N 8 Cirebon.*

2. To find out the students' achievement of speaking skill before and after using fishbowl method *at second grade students of SMA N 8 Cirebon.*

3. To find out the effectiveness of fishbowl method to increase the students' speaking skill *at second grade students of SMA N 8 Cirebon.*

F. The Significance of the Research

By doing the study, the researcher hopes that:

1. For the writer

   The result is expected to provide benefits to the users of this research information to add knowledge and ability in study of research. And also the result of this study would be helpful for developing English skill through fishbowl method.

2. For the teacher

   This study is useful for the teacher in teaching English through fishbowl method and can give the inspiration for them.

3. For the students

   This study is useful for student to interest in learning English especially in speaking skill using fishbowl method.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion based on the conducting research at SMA N 8 Cirebon and also the writer presents the suggestion for the reader of this research.

A. Conclusion

Based on the research, the writer will conclude that:

1. To know the student's response on the application of fishbowl method, the researcher gives ten questions through questionnaire. And the total result of questionnaire is 1237. The students' response on fishbowl method at Second grade students of SMA N 8 Cirebon based on 30 respondents are 1237 : 1500 x 100% = 82,5%, it can be categorized "strong response" almost very strong response. Thus, the students' response on the application of fishbowl method is strong response.

2. To know the students' achievement of speaking skill before and after using fishbowl method, the researcher gives pretest and posttest orally. The achievement of students of experiment class and control before using fishbowl method can be categorized "bad score" because the experiment class got the mean 68.6 and the control class got the mean 68.1. The achievement of students after using fishbowl method can be categorized "good" for experiment class because the mean is 76.9 and for control class can be categorized "bad score" because the mean is 72.3. From the result, it means that the students who are using fishbowl method better than students who are not using fishbowl method. It means there is increasing on students' speaking skill after using fishbowl method.

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3. To know the effectiveness of fishbowl method on students' speaking skill can be seen from the result of hypothesis test is use sample independent test because the data was normal and homogeny which t-value < t-table or 0,05 (0,001< 0,05), it means that Ho refused and Ha received, or it means that there is positive and significant effectiveness of using fishbowl method to improve students' speaking skill at the second grade students of SMA N 8 Cirebon.

B. SUGGESTION

In the end of the research, the writer presents the suggestion will helpful for the reader and for all of subject, especially English subject. The suggestion can be seen below:

1. For the teacher should pay attention to motivation on English subject in order to achieve the goal of becoming good achievement, especially on student' speaking skill because this skill will guide them to be good in social life. And also teacher should select good method to make interesting the student in English language so that can stimulate student to speak English.

2. For the students, they should build their motivation to like English subject and should pay attention toward their skill on English language, especially in speaking skill because English language will helpful for their future in social life to be good communication. They should pay attention on teacher's explanation about English subject and about things that happen in speaking class.

3. For another researcher, this research can be seen on the result of this research. The result of this research that the use of fishbowl method can improve the students' achievement of speaking skill. Therefore, this research expected for the suitable method for

teaching. For another researcher may make the research like this research to addition the references for different of subject and sample.

Based on the finding research in field of speaking skill, the application of fishbowl method is effective to improve the students' speaking skill.

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