THE EFFECTIVENESS OF FISHBOWL TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY AT THE SECOND GRADE STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL RIYADHUL JANNAH KECAMATAN BRAM ITAM KABUPATEN TANJUNG JABUNG BARAT

THESIS

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TE.141010

ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
SULTHAN THAHA SAIFUDDIN
JAMBI
2018

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THESIS

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Assalamu'alaikum, Wr.Wb.

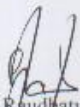After reading and fixing something necessary, we stated that thesis by:

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Thus, we hope this thesis be useful for all.

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ORIGINALITY THESIS STATEMENT

I who signed below stated that the thesis that I arranged as a requirement to get under graduate degree which is entitled ''**The Effectiveness of Fishbowl Technique Towards Students' Speaking Ability at The Second Grade Stuens of Islamic Senior High School Riyadhul Jannah Kecamatan Bram itam** '' is originally and truly my own work.

As certain parts of the thesis which I quoted from the work of other people, I have written the source clearly in accordance with the norms, rules and ethics of scientific writing.

If later found that some parts of the thesis are not my own work or indicated any element of plagiarism, I am willing to accept the consequences in accordance with rules and regulation prevail. Therefore, in writing this statement, I am in good health and mind.

Jambi,   November 2018
Researcher

Misliani Hertina
TE. 141010

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DEDICATION

In the name of Allah SWT the beneficent and the merciful I will reach success in writing this thesis without helping of Allah who has given me the mercy and blessing and the people who never stop pouring their loving, attention, guidance, support, and patient.

I dedicate this thesis to all people who always pray and give support in finishing this thesis, especially my beloved parents, My mother (Marwati) and my father (Samiran) who always guidance me, supporting me and never stop pray for me at all until I can accomplish this thesis, I love both of you so much. And then for my beloved sister (Rina Mahendra Suci) who always supporting me and my family who always pray and give me support for my education.

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MOTTO

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ

وَعِظْهُمْ وَقُل لَّهُمْ فِي أَنفُسِهِمْ قَوْلًا بَلِيغًا

(٦٣)

Artinya :Mereka itu adalah orang-orang yang Allah mengetahui apa yang di
dalam hati mereka. Karena itu berpalinglah kamu dari mereka, dan
berilah mereka pelajaran, dan katakanlah kepada mereka perkataan
yang berbekas pada jiwa mereka(QS: An-Nisa ayat 63)

Mean   :Those are the ones of whom Allah knows what is in their hearts, so turn
away from them but admonish them and speak to them a far-reaching
word.(QS: An-Nisa ayat 63)

http://quran.com/4/63

https://tafsir.learn-quran.co/id/surat-4-an-nisa/ayat-63

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Finally, the researcher expect this thesis will give contribution to be teaching of English especially. The writer hopes critics and suggestions of the readers for the perfection of this thesis. May Allah SWT always gives guidance and blessing for me and readers. Aamiinyarabbalalamin.

Jambi, November 2018

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Abstract

Name   : Misliani Hertina

Major : English Education

Title   : *The Effectiveness of Fishbowl Technique Towards Students' Speaking Ability at the Second Grade Students of Islamic Senior High School Riyadhul Jannah   Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat".*

Abstract

The objective of this study was to find out whether the students who are taught by using fishbowl technique achieve better than those who are by using teachers' technique at The Second Grade Students Islamic Senior High School Riyadhul Jannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat. In this research, the researcher took only two classes as the sample. The total number of the sample, were 58 students that were taken from the second grade students of social department at Islamic senior high school riyadhul jannah kecamatan bram itam. The samples were XI 1 social department class as the experimental group and XI 2 social department as the control group.

Techniques of collecting the data were speaking test. The material was about analytical exposition text. The researcher analyzed the data by using T-test. Then, the result of the research showed that t value was 7.155 and t table was 1.673. It was shown that the t value higher that t table, researcher found that significance value is 0.000. It is lower than 0.05, it means that the result is significance. Thus, the hypothesis was accepted. It means that teaching speaking by using Fishbowl technique was effective and more active to student in speaking English.

Keywords: fishbowl technique, speaking ability and teaching speaking.

Abstrak

Nama   : Misliani Hertina

Jurusan   : Pendidikan Bahasa Inggris

Judul   : *The Effectiveness of Fishbowl Technique Towards Students' Speaking Ability at the Second Grade Students of Islamic Senior High School Riyadhul Jannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat".*

Abstrak

Tujuan penelitian ini adalah untuk menemukan apakah siswa yang diajarkan menggunakan teknik fishbowl pencapaiannya lebih baik dari pada yang di ajarkan dengan teknik biasa pada kelas dua Madrasah Aliyah Riyadhuljannah kecamatan Bram Itam Kabupaten Tanjung Jabung Barat. Dalam penelitian ini, peneliti hanya mengambil dua kelas sebagai sampel. Jumlah keseluruhan dari sample adalah 58 siswa yang di ambil dari kelas dua IPS Madrasah Aliyah Riyadhul Jannah kecamatan Bram Itam. Sampel nya kelas XI IPS 1 sebagai kelas experimental group dan kelas XI IPS 2 sebagai kelas control group.

Teknik pengambilan data nya adalah speaking test. Materi nya adalah tentang teks analytical exposition. Peneliti menganalisis data menggunakan T test. Kemudian hasil penelitian menunjukan bahwa Nilai T adalah 7.155 and Table T adalah 1.673. Itu menunjukan bahwa T value lebih tinggi daripada table T, peneliti menemukan bahwa signifikan nilai T adalah 0.000 itu lebih keil dari 0.05 itu berarti mengajar dengan menggunakan teknik fishbowl adalah effektif dan lebih aktif untuk siswa dalam belajar speaking bahasa inggris.

Keywords: fishbowl technique, speaking ability and teaching speaking

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CHAPTER I
INTRODUCTION

In this chapter the researcher describes about background of the research, identification of the problem, limitation of the problem, research questions, objective of the research and significance of the research.

A. Background of the Research

Nowadays we are in the modern era, English has became international language, it is a communication tool to other people. Moreover, English is very important and has many influences in this 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.

English has many functions in life to be better. Many ways to master English, for example, formal and informal education. In Indonesia, students must master the four English skills, reading, listening, writing, and speaking. In order to master English, the roles of teacher is very important among the four skills, speaking is the most important skill to master. It is supported by Richard 2008: 19 (as cited in Amir Fadli's journal) who states that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. So speaking is basic important than other for communication that should be mastered in the second language or foreign language.

Pollard 2008: 33 (as cited in ayu's journal) 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 the student will be helped by the teacher as a facilitator in speak English, because the student also needs to communicate with another student in their environment. Therefore the teacher should guide and help them to achieve what the student want in mastering speaking skill. Pollard 2008: 33(as cited in Putu's journal) state that speaking is one the most difficult aspect

for student to master. It has proved that speaking is the most difficultskill amongthe 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.

Speak is the most essential skill since it is the basic for communication and it is the most difficult skill (Oradee 2015,p.533). In this skill, people feel difficult when they master English. It is caused by many factors, for example pronunciation, grammar, vocabulary, comprehension and fluency. Based on observation which was conducted at Islamic senior high school Riyadhul Jannah Kecamatan Bram Itam on21st of February and 24th of may 2018 the researcher found that students had some problems in speaking, for example, most of their lack of vocabulary and they are not confident. In addition, their environment does not support them to practice English. Therefore, they always use their mother tongue.

There are many ways and technique to help students in speaking ability one of them is fishbowl. Fishbowl technique is kind of discussion technique which consist of two groups, inner as discussion group and outer as observer. Silberman 2005:139(in amir's journal) "A fishbowl is a discussion format in which a portion of the group forms a discussion circle and the remaining participants form a listening circle around the discussion group." This fishbowl can attract the student to improve student's speaking by discussion.According to Brozo 2007 (in ratna's journal), this strategy creates a context for students to reflect, converse, share and critique in an atmosphere of mutual respect. It allows students to analyze the topic by inviting them to explore and challenge their various points of view on the topic. It also stimulates students' critical thinking.

The researcher believe this technique can be effective for speaking skill and can make student be active, and practice their speaking skill. It is supported by several experts. Fishbowl is the growing structure discussion method that is very useful for the speaking classElizabeth,etal.,2005:145 (in dewanti's journal).

Moreover, Hensley and Priles in article of Taylor (2003: 55) believed that fishbowls can be effective teaching tools for modelling group processes. Beside that (Linse,2006, p.54) has stated this technique can help children learn how to work in a small group. In addition Malvin 1996,p.22(Khadijah[1]'s journal) has stated that fishbowl can help students focus in group discussion.

Related to fishbowl technique, the researcher has reviewed some previous study. First, Amir fadli who studied about Improving Students' Speaking Skill by Using Fishbowl at the tenth grade students of SMK N Jumantono 2015/2016 Academic year. The result of the study showed that, there was an improvement on the students' speaking skill. It was shown by their score and performance. On pre test, their mean score was 59,77, after that in the post test 1, their mean score improved to be 67,11. The improvement continued to the post test 2, and their mean score became 77, 11. It showed that the result of post-test 2 has reached the KKM (Kriteria Ketuntasan Minimum) 75. It means that Fishbowl technique could improve students' speaking skill. From the result of the research, it can be concluded that Fishbowl technique can improve the students' speaking skill.

Second, a research which was conducted by Mulki (2014). She found that 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 pre-test and post-test. She found that there is significant improvement in students' speaking ability after being taught using Fishbowl technique. Third, a research which was conducted 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. After previous study above, the researcher will make student more creative, confident, and keep spirit to master speaking.

Based on the previous studies above, the researcher assumes that fishbowl technique will be effective in teaching speaking. Therefore, the researcher is interested in conducting a study entitled

"**The Effectiveness of Fishbowl TechniqueTowardsStudents' Speaking Ability at the Second Grade Students of Islamic Senior High School Riyadhul Jannah Kecamatan Bram Itam"**.

B. Identification of the Problem

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 not confident.

c. Their environment does not support to practice English.

d. Students often use their mother tongue.

C. Limitation of the Problem

Based on explaining in the background of the research, the students have problems in speaking English such asthey are lack of vocabulary and they are not confident, their environment does not support them to practice English. Therefore, they always use their mother tongue. The teacher should guide and help them to achieve what the student want in mastering speaking ability. In this research, the researcher will focus on investigating the effectiveness of fishbowl technique towards students' speaking ability and the researcher focused on teaching analytical exposition text. The researcher also limits the research by taking the second grade students Islamic senior high school Riyadhul Jannah Kecamatan Bram Itam.

D. Research Questions

The researcher formulates the research questions as follows:

Do the students who are taught by using fishbowl technique achieve better inspeaking than those who are taught by using teacher's technique?

E. The Objective of the Research

The objective of research as follows:

To find out whether the student who are taught by using fishbowl technique achieve better than those who are taught by using teacher's technique or not

F. Significance of the Research

The result of the research is expected to give contribution to the researcher and the other researcher, teacher, students and school. So the significances of the research are as follows:

1. For the researcher, it can make researcher more effective in research and useful to the other researcher to revise the research.
2. For the teacher, it can help the teacher to guide their student in enhancing students' speaking ability in general and interpersonal speaking competence in particular.
3. For the students, it can motivate the students in learning speaking ability. It can improve the student's speaking ability and to exchange ideas in conversation.

CHAPTER II
REVIEW OF LITERATURE

A. Theoretical Review

1. Speaking Ability

Speaking is one of the skills that should be mastered by students in learning English. Poerdarminta in Islamiyah, 2007, p. 14 (cited in jhan's journal) states that the classical meaning of speaking is the ability to talk, and to speak. The main purpose of speaking is to send the message for the other one or to be able to communicate about something in language and understood by someone who becomes a listener. According to Thornbury (2005: p.6) as cited in amir fadli's journal he said that "Speaking skill is the skill which can be improved by using integrated constantly of direct training in the class." It means speaking can be improved by training in the class.

Luoma (2004) defined speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Besides, Kurniawan (2014) stated that speaking means that oral communication in giving ideas or information to others. The act of speaking involves not only the production of sound but also the gesture and the movement of muscles of face and indeed of the whole body. The statement shows that speaking influences by many internal factors.

Furthermore, Brown (2001:267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goal through an interactive discourse with other language speakers.

From some expert above the researcher concludes that speaking is important to communicate with other people and it is used as media to show ideas, share information, thoughts, feeling to other. Speaking skill itself can be stated as the skill to use the language accurately to express meaning and to get knowledge in our daily activity.

a.Component of Speaking

The component of speakingin each theory as follows (as cited in journal siti's at al):

a. Grammar part of a language to communicate messages that are comprehensible. It grammar is needed to correct and correctness speaking on spoken language.

b. Vocabulary

Dash (2013: 68) vocabulary skill involves word meaning recognition and guessing the meaning of unknown word structure and context. With the vocabulary can get more meaning in daily activity of each word.

c. Pronunciation

According to Professional Development Service for Teachers (2007:7) pronunciation refers to the way words are said. The pronunciation deal with sound system consist of different sound and features of word that made by spoken.

d. Fluency

Fluency is one of important component , fluency refer to the ability express of the word. Longman in Pernanda (2009: 10) fluency is the quality or condition of being fluent.

e. Comprehension

The comprehension Longman in Pernanda (2009: 10) understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred.

Based on some explanation above, can be inferred that there are five component of speaking they are vocabulary grammar, pronunciation, fluency, and comprehension. It means that in speaking student should attention of the component.

b. Teaching Speaking Techniques

There are several techniques language teaching English.

1. Vocabulary Checks

Several teachers took time during lessons to check that students had understood the meaning of key words or concepts. This strategy may have enabled individuals to connect new vocabulary with words that they already knew in their first language (Brewster, Ellis and Girard 2004). Participants often used questions to check that students had understood the meaning of key words or concepts. Brewster, Ellis and Girard (2004:81).

2. Modelling of target language.

The modelling of target language was a strategy that accounted for 19% of the strategies and techniques used during lesson observations. Hill and Flynn (2006:23) suggest that, "Language structure and form should be learned in authentic contexts rather than through contrived drills in language workbooks".

3. Think alouds

Think alouds is a strategy and technique that are noticed a total of 13% of the time during lesson observation. A think aloud can be defined as the offering of a teacher's inner dialogue or opinions out loud for students to hear their thoughts, possibility through questions like " what is my problem?", Fisher (2005:47) suggests that the strategy of thinking aloud provides teachers the opportunity "…to model the world as we understand it in words".

c. Kinds of Speaking Activities

There are some activities that support the students speak English actively. Harmer (2001:348-352 as cited in vita's thesis stated6 types of classroom speaking activities:

1) Acting from script

The teachers apply acting scripts included playing scripts and acting out the dialogues in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. In acting

the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experiences in the process.

2) Games

Games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures.

3) Discussion

Discussion is probably the most commonly used activity in the oral skills class. Through discussion, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole - group staged events to informal small-group interactions.

4) Prepared Talks

Here, the students have opportunity to make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.5) Questionnaire Questionnaires are very useful to ensure that both questioner and respondent have something to say to each other. The teachers can act as a resource, helping the students in the design process. Students can design it on any topic that is appropriate. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6) Simulation and Role Play

Through speaking activities included simulation and role play, in which the students take an imaginative leap out of the confines of the classroom. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

The researcher concludes that those above activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Meanwhile, they must consider the situation, condition of the students and materials that will be taught.

d. Basic Types of Speaking

Brown 2003 (:141) states all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

a. Imitative

At the one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be concluded in the criterion performance. We are interested only in what is traditionally labelled "pronunciation" no inferences are made about the task taker ability to understand or convey meaning or to participate in an interactive conversation.

b. Extensive

 second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

c. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

d. Interactive

The difference between responsive and interactive speaking in the length and complexity of the interaction, which sometimes includes multi/or changes participant. Interaction can take two forms transactional language, which has the purpose of exchanging specific information interpersonal exchanges, which have the purpose of maintaining social relationship.

e. Extensive

Extensive oral production task includes speeches, oral presentations and storytelling, during with the opportunity oral interaction from listeners is either highly limited (perhaps nonverbal responses)

e. **Micro and Macro skills of Speaking**

Here are micro and macro skill, the micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skill imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options (Brown, 2003:142).

Micro skill

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of word and phrases
5. Use an adequate number of lexica units (words) to accomplish pragmatic purposes
6. Produce fluent speech at the different rates of delivery.
7. Monitor one's own oral production and use various strategies devices pauses, fillers, self-corrections, backtracking –to enhance the clarity of the message.
8. Use grammatical word classes (noun, verbs, etc), systems (e,g, tense agreement, pluralisation), word order , patterns ,rules and elliptical forms.

9. Produce speech in natural constituents: in appropriate phrases , pause, groups, breath groups, and sentence constituents

10. Express a particular meaning in different grammatical forms.

11. Use cohesive devices in spoken discourse.

Macro skill

12. Appropriately accomplish communicative functions according to situations, participants, and goals.

13. Use appropriate styles, register, implicature, redundancies, pragmatic, conventions, conversation rules, floor –keeping and yielding , interrupting , and other sociolinguistic feature in face to face conversations.

14. Convey links and connections between events and communicative such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplication

15. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language

16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, accurately assessing how well your interlocutor is understanding you.

According to Harmer, 2001: 269-270 (cited in siti's article at al) stated that speakers have to be competent in the speaking skill, those are: language features in which contains 4 points. They are:

a. Connected speech is the sounds modifying in producing utterance when people speak. In which includes modifying (assimilation), omitting (elision), adding (linking r),or weakening (through contraction and stress patterning).

b. Expressive devices is the stress and pitch variation in producing utterancein order to covey the truth meaning of the messages meant by the speaker. It includes the variation of the volume and speed of

the speech. By using these devices people will be able to show what and how they are feeling to whom they are talking to.

c. Grammar and lexis. People live in different ways, places and environments causing different mindset too. Therefore, teachers need to supply their student with various phrases for different function in their peaking classroom activities. For instance, how to express agreement anddisagreement, upprise expression, and etc., so when student have an occasion which demand them to use those expression in different stage of an interaction, they know what expression they have to use appropriately.

d. Negotiation language. This is the speech clarification. It is the use of language of how to clarify and to show of what a speaker means. Sometimes, people do not hear or understand what other people's saying. Therefore, it is necessary to have an appropriate language of how to clarify to avoid mistakes between the speakerand the listener.

2. Analytical Exposition Text

In this research, the researcher focused on analytical exposition text. Analytical exposition text is a text elaborates the writer's idea about the phenomenon surrounding. The purposed of this text is to persuade the reader or listener that something shouldn't be the case.

According to Anderson and Anderson (1997; 123) cited in Dewi tiza's Journal, he stated Analytical Exposition is a piece of text that presents one side of an issue. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order. The arrangement of the text stresses on the thesis, argument and reiteration. The other important one is make it sure that we have used grammar correctly.

Social function of it is to give the readers an argument or opinion from writer about the topic. According to Gerot and Wignel (1995: 197) the organization of it as follows:

1. Thesis, it usually includes a preview argument or opinion. In this part, the writer introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraph of analytical exposition text.

2. Arguments, it consist of a point and elaborate sequence. In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in an analytical exposition text are more than two arguments. The more arguments presented, the more the reader that the discussion of the topic is a very important one and needs to attention.

3. Reiteration, testate the position more forcefully. This is the last part of analytical exposition text. Re-iteration contains restatement of the main idea on the first paragraph. It is also called as a conclusion of the whole text.

Grammatical Feature of Analytical Exposition Text

Grammatical features are the characteristics of the text. Each genre has different grammatical features. It determines what sort of the text recognized. The features are served in different ways. In short description, Gerot and Wignell (1995: 198) state that significant grammatical features of analytical exposition text are as follows:

1. Focus on generic human and non-human participants

2. Use of simple present tense

3. Use of relational process

4. Use of internal conjunction to stage argument

5. Reasoning through causal conjunction or normalization

Base on explain above the example of analytical exposition text:

Why is Learning English Important?

Thesis

Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English, Arabic, and Mandarin. However English is the most global spoken language. Then if a man wants to catch a global goal, he has to master English.

Argument

Everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. It can be either as a first or second language. We even hear British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries. Furthermore, some countries have their own languages as a mother language but also use English mostly in daily communication.

Argument

Besides usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English. This transfer of science and technology will include many countries in economic, social and politics development.

Reiteration

Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favorable than ones who do not.

The above facts prove that everybody needs to learn English if he likes to greet the global era.

(http://britishcourse.com/example-of-analytical-exposition-why-is-learning-english-important.php)

3. Fishbowl Technique

Fishbowl is one of technique that can to teach speaking ability this technique like discussion in classroom. Silberman (2002.p.132) in journal state of fishbowlis a discussion format in which most of the class form a circle discussion, group discussion around it. There two group in fishbowl technique, inner group and outer group. The inner group is a fishbowl group and the outer group is an observer. Teacher gives the inner group some topic to be discussed then the outer

group is observe them. The fishbowl process engages participants in active listening, active communicating and increased understanding of a variety of viewpoints. It is a method for respectful and equal communication. Furthermore, fishbowl is the growing structure discussion method that is very useful for the speaking class(Elizabeth,etal.,2005:145).

From explain above it can say the fishbowl is technique discussion groups, there any inner and outer groups discussion.

a.Procedure of Fishbowl Technique

In implementing the technique, Brozo (2007) as cited in markus journal's he said that used some steps asfollow:

1. Identify a focus for class discussion. Typically, the more controversial and charged the issue, the greater level of engagement on the part of students.

2. Ask students to turn to a neighbour and talk about their ideas and opinions related to the issue. Tell students to take notes on their discussion.

3. Demonstrate the format and expectations of fishbowl discussion.

4. Get the discussion started by telling the discussants sitting in a cluster to talk among themselves about the ideas and opinions they raised when conversing with a partner.

5. Tell the other students to listen carefully to their classmates while they engage in a small group discussion and take notes or jot down questions share afterward.

6. Allow the discussants to talk for 5 minutes or so, getting involved only if the discussion dies or to ensure everyone is contributing and taking turns.

7. When the small group finishes or is stopped, ask the other students to make comments on the discussion they observed and/or ask questions of the discussants. This is an ideal time to model appropriate comments and questions.

8. Gather small group of volunteer discussants, and continue to the fishbowl process until all students have had the opportunity to be inside the fishbowl and they are clear about their roles and expectations.

b. Variations of Fishbowl

There are varieties of ways to set up a successful Fishbowl discussion. Dutt in smart (cited in vita's rahayu) It can beseen in the following step:

a) Open Fishbowl

The rules of open fishbowl have to be set by the facilitator or by the group themselves. In this format,there are several empty chairs in the centre circle from the outset. Any participants of outer circle can join the discussion by occupying an empty chair at any time. They have more than one opportunity to move into the inner circle.

b) Close Fishbowl

In this format, all chairs are filled. The facilitator splits the participants into two groups. Then, the facilitator assigns the role of speaker to one group and role of observers and listens to the other. The facilitator introduces the topic and the participants start discussing the topic. The facilitator gives the inner circle time to discuss an issue. The initial participants in the inner circle speak for some time. When their time is up the outer circle can come into the inner circle and add their viewpoints.

c. Advantages of Fishbowl

Wood in Sumarsih and Berutu (2013) stated that Fishbowl has some advantages to be used in teaching and learning process :

1. Can be effective teaching tools for modelling groups process

2. Forengaging students or other groups in discussion of cross-cultural or challenging topic,

3. For giving students greater autonomy in classroom discussion.

The explanation above shows that fishbowl technique to provide the students with opportunity to express what their idea to other groups. This is useful in experiencing the role of observer, speaker or listener it will make the student be active on conversation.

d.The weakness of fishbowl

The teachers need much time to preparing Fishbowl method included organizing group (inner and outer circle) and the teacher must keep time to handle

it. It can conclude that, the researcher inferred that through fishbowl method students gave the motivation to speak actively by sharing their opinion, solving their problem, participating to communicate each other. The weakness of Fishbowl method is that to applied Fishbowl method the maximal preparing is provided included management of time and managing the students in their group.

e. Function of Fishbowl

Coverdell 2004: 92-93 in reski's thesis said that points out two functions of the fishbowl technique. Those functions are

1) Fishbowl as a structured brainstorming

Fishbowl as a structured brainstorming session takes place when a handful of seats are placed inside a larger circle. It means that the students who have something to say about the topic at hand sit in the centre. Anyone sitting inside the fishbowl can make a comment, offer information, respond to someone else in the centre, or ask a question. When someone from the outside circle has a point to make, he or she taps the shoulder of someone in the centre and takes that person's seat. There are some rules that the teacher and the students consider before conducting fishbowl technique as brainstorming Coverdell (2004: 92).

2) Fishbowl as a group activity

Fishbowl for structured observation of a group process means that the students in the fishbowl technique are given a specific task to do, while the other students outside the fishbowl act as observers of the group process. The inner group works on its task together, and the outer group is asked to note important statements stated by the students in the inner circle.

The rule of the teacher in this activity is as an instructor. It means that the teacher give the inner and outer group a task that needs to be accomplished. The teacher asks the inner group to works first while the outer group watches each point which is produced. Besides, they also observe the ways in which the inner group produce their thoughts. In the end of the lesson, the teacher helps a group of the students upon leadership. Coverdell (2004) said that from this technique, they learn how to

respond and respect someone who is talking. The students should be able to give appropriate responses and turn to talk.

B. The Relevant of Studies

In this research, the researcher takes reviews of related research from the other references.

First, Amir fadli who studied about Improving Students' Speaking Skill by Using Fishbowl at the tenth grade students of SMK N Jumantono 2015/2016 Academic year.Theresult of the study showed that, there was an improvement on the students' speaking skill. It was shown by their score and performance. On pre test, their mean score was 59,77, after that in the post test 1, their mean score improved to be 67,11. The improvement continued to the post test 2, and their mean score became 77, 11. It showed that the result of post-test 2 has reached the KKM (Kriteria Ketuntasan Minimum) 75. It means that Fishbowl technique could improve students' speaking skill. From the result of the research, it can be concluded that Fishbowl technique can improve the students' speaking skill.

Second, a researcher which was conducted by Mulki (2014). She 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 pre-test and post-test. She found that there is significant improvement in students' speaking ability after being taught using Fishbowl technique.

Third, a research which was conducted 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.

The last "The Fishbowl Method to Improve the Students' Speaking Skill in Ninth Grade Students of SMP N 2 Ambarawa in the Academic Year of 2014/2015"which was written by DewantiMulkiRahma in 2014. The research was

done to find out the difference of lecturing and Fishbowl method in Ninth Grade Students of SMP N 2 Ambarawa in the Academic Year of 2014/2015. The research applied descriptive quantitative method. The result of the research showed that the mean of pre-test of students was 3.56 and the mean of post-test of the students was 3.8.The result was 8.511 in t-test for experimental group. It meant that t-value was higher than critical value (8.511 ≥ 2.064). The result showed that there is improvement on the students' speaking skill after being taught by using Fishbowl method very significant in ninth grade students ofSMP N 2 Ambarawa, in the academic year of 2014/2015. The Fishbowl method is very significant because t-test of Fishbowl method is higher than ttable.

C. Statistical Hypothesis

There is an effect of the use of fishbowl technique in teaching speaking.

 Hypothesis

H_a: The students who are taught by using fishbowl technique achieve better in speaking then those who are taught by using conventional technique.

CHAPTER III

RESEARCH METHOD

This chapter presents about setting of the study, research design,population and sample, variable of the research, techniques of collecting data,techniques for analyzing data, validity and reliability, hypothesis statistic and schedule of the research.

A. Setting of the Study

The researcher conducted the research at second grade students of Islamic Senior High School Riyadhul Jannah. The school is located in Jalan Lintas Kuala Tungkal jambi Km. 15 Desa Bram Itam Raya Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat Provinsi Jambi.

B. Research Design

The design of the research was quasi-experimental research. According to Gay and Airasian(2000,p.36), in order to receive permission to use school children in a research,a researcher often have to agree to keep students in existing classrooms intact. So, entire classrooms, not individual students, assigned to treatments. This design referred to as quasi experimental design. In this research, the researcher using pre- and posttest design. In conducting this research, two classes of MA Riyadhul Jannah Kecamatan Bram Itam participated. The researcher assigned the experimental and control treatments, administered a pre-test to both groups, conducts experimental treatment activities with the experimental group only and then administered a post-test in order to assess the differences between the two groups. According to Creswell, the research design can be illustrated as follows:

Table 3.1
Research Design
Pre- and Post test Design of Experimental Research

Group	Pre Test	Treatment	Post Test
A	0^1	X	0^2
B	0^1	-	0^2

Notes:

A : experiment class. 0^1*: Pre - Test*   *X : Treatment*

B : control class 0^2*: Post Test*

C. Population and Sample

1. Population

     Population is the generalization areas that consist of object or subject that have the quality and the certaincharacteristic set by the researcher to study and then to draw conclusion Sugiyono (2010:61) adopted in vita rahayu. The population in this research is the second grade students of Islamic Senior High School Riyadhul Jannah Kecamatan Bram Itam.

Table 3.2
The Total Population of the Students Second grade of
Islamic Senior High shoolRiyadhul Jannah Kecamatan Bram Itam
academic year 2018/2019.

No	Class	Total
1	XI IPA	35
2	XI IPS I	29
3	XI IPS II	29
Total		93

     The total number of the second grade students of Islamic Senior High School Riyadhul Jannah Kecamatan Bram Itam were 93 students, which consist of three classes. One class was from science department and two classes was social department.

2. Sample

The researcher took only two classes for the samples, the researcher used random sampling technique. The simple random sampling technique is means that every case of the population has an equal probability of inclusion in sample (Ghauri and Gronhaug, 2005), in assuring the representativeness of the sample from the accessible population. In selecting the sample, the researcher wrote the name of the class on a piece of paper. Then the researcher mixed the paper and selected 2 classes as the sample. The sample had been selected was XI social department class 1 and XI social department 2 class. After selecting the sample, the researcher randomly assigned the sample into experimental group and control group. Finally, the researcher got class XI social department 2 as the experimental group and class XI social department 1 as the control group which consist of 29 students of each class, from total sampling was 93 students include XI science department class.

Table 3.3
Sample of the Research

NO	Classes	Groups	Number of students
1	XI social department 2	Experimental	29
2	XI social department 1	Control	29
	Total of students		58

D. Variable of the Research

This research consists of two variables, dependent and independent variable.

1. Independent variable

   The independent variable is the major variable, which the researcher hopes to investigate. It is often called as stimulus variable, predictor, and antecedent (adopted in vita rahayu). In Indonesian language is called free variable Independent variable (X) is a variable that influence another variable to achieve the researcher expectation. In this research, the independent variable is fishbowl technique.

2. Dependent variable.

The dependent variable is the variable that the researcher observes and measures to determine the effect of independent variable. It is called output variable, criteria, and consistent (adopted in vita rahayu). Dependent variable is a variable which is influents or becomes effect from free variable (Sugiyono,2010:4).

In this research entitled "The Effectiveness of Fishbowl Technique Towards Students' Speaking Ability at The Second Grade Students Islamic Senior High School Riyadhul Jannah Kecamatan Bram Itam" There are two variables Independent variable of this research is Fishbowl technique, which is symbolized by (X). Dependent variable of this research is the speaking ability, which is symbolized by (Y).

E. Techniques of Collecting the Data

The researcher used test in collecting the data. There are two kinds of test divided into:

1. Pre-Test

Pre- Test was given to the students before giving the treatments it was conducted at the first meeting. This test was given to both classes XI 1 social department as control group and XI 2 as experimental group. The test was speaking orally which consist of three questions based on the topic of analytical exposition text individually.

2. Post - Test

Post- Test was given to the students after conducting pre test and treatment. The topic in pre test and post test was different, the rule and the scores of the test were same as the pre-test. The researcher gave this test to know the result pre test and post test whether there is significance or not. The test was speaking orally which consist of three questions based on the topic of analytical exposition text individually.

F. Instrument of the Research

According to Lord and Patricia (2011: pp, 120) stated that instrument is the tools you use in your research for measuring purposes. The tools that help research to collect data in relating research variable. The instrument to collect the data in this research is speaking test.

G. Techniques of Analyzing the Data

a. Normality test

The purpose of normally test is to know the data distributed normally. Creswell (2012), p.614) proposes that whether the distribution of the data are normal or not will determine what statistical test will be used relationship hypotheses. In the case the research used windows-statistical software SPSS 15.0 version, if value is higher than 0,7 the data is normally distributed.

b. T-test

There are two kinds of T-test used in study, paired sample T-test and independent T-test. Paired sample T-test is used to see the different between pre-test and post-test of a group. While independent sample T-test is used to see the different between experimental group and control group According to (Priyatno, 2009:77).

In order to analyze students' ability in speaking, the data could be categorized from the high score until the low score or vice versa. It can be seen on the table as follows:

Table 3.4
Classification of the Students' Score in Term of the Level of Ability

No	Score	Classification
1	87-100	Excellent
2	73-86	Very good
3	59-72	Good
4	45-58	Average
5	30-44	Poor
6	<30	Very poor

Depdiknas 2006

The researcher used speaking rubric to score the results of students' speaking pronunciation, grammar, fluency, vocabularyand comprehension achievement. The speaking rubric could be seen on the table 3.5 as follows:

Table 3.5
The Rubric of Speaking Assessment

Scores	Aspect				
	Grammars	Pronunciation	Vocabulary	Fluency	Comprehension
1	Errors in grammar are frequent.	Errors in pronunciation are frequent.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Frequent repetition and /or self correction.	Understand simple questions and statement if delivered with slowed speech, repetition, or paraphrase.
2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	Accent in intelligible though often quite faulty	Has speaking of vocabulary sufficient to express himself simply with some circumlocutions	Can handle with confidence but not with facility.	Can get the gist of most conversations of non-technical subject
3	Control of grammar is good	Errors never interfere with understanding and rarely disturb the native speaker	Vocabulary is broad enough that he rarely has to grope for a word	Can discuss particular interest of competence with reasonable ease	Comprehension in quite complete at a normal rate of speech
4	Error in grammar are quite rare	Error in pronunciation are quite rare.	Can understand an participate in any conversation within the range of his experience with high degree of precision vocabulary	Able to use the language fluently on all levels normally pertinent to professional needs	Can understand any conversation within the range of his experience

5	Almost equivalent to that of an educated native speaker	Can pronunciation correctly and articulate clearly	Speech on all levels is fully accepted by educated native speakers in all features.	Has complete fluency in the language such that his speech is fully accepted by education native speakers	Equivalent to that of an educated native speaker

Oral proficiency scoring categories (Brown, 2001, pp. 406-407)

H. Validity and Reliability

a. Validity

Validity is the correctness of the assessment and the evidence to support the correctness of assessment is validity evidence (Latief, 2015 p.224). The test can be valid if the test measures objective to be measured and suitable with the criteria, to measure whether the test is valid or not. In this research, the researcher applies content validity. To check content validity of speaking test, the researcher designed curriculum for senior high school.

b. Reliability

According to Latief (2015, p reli.213) ability refers to the preciseness of the language skill assessment result in representing the actual level of the skill of the examines. In this researcher will use intra ratter reliability. It means that the assessment is assessed by the same ratter on two occasions. In order to know reliability of the test, the researcher will use SPSS 15.0 version.

I. Hypothesis Statistic

H_o: $t_o <$ t-table

H_a: $t_o >$ t-table

H_o is accepted if $t_o <$ t table or there is no significant effect of using fishbowl technique achieve better in speaking then those who are taught by using conventional technique at the second year of MA Riyadhul Jannah.

H_a is accepted if $t_o >$ t-table or there is significant effect of using fishbowl technique achieve better in speaking then those who are taught by using conventional technique at the second year of MA Riyadhul Jannah.

J. Schedule of the Research

The schedule of research is important to guide the researcher to do the research. It can see as follows on the table. See on appendix.

Table 3.6
Schedule of the Research

SCHEDULE OF THE RESEARCH									
NO	ACTIVITIES	Apr	Mei	Jun	Jul	Aug	Sep	Oct	Nov
1	Proposal arrangement	X	X						
2	Consultation of Proposal		X	X	X		X		
3	Proposal Seminar					X			
4	Collecting Data							X	
5	Research improvement							X	
6	Writing thesis							X	X
7	Thesis examination								

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Finding of the Study

The data of students speaking ability in pre test and post test in experimental and control groups were scored by researcher. After the researcher obtained the data, the researcher analyzed data by using statistical product and service solution (SPSS) version 15.0 program.

1. Descriptive Analysis.

In this section, the researcher explain the frequencies, percentages, an means score of the test based on the result of the test before and after the treatment in both experimental and control groups. The speaking ability score based on the criteria scoring. It can be seen on the table as follows:

Table 4.1

The scoring classification of student's speaking abilities

No	Score	Classification
1	87-100	Excellent
2	73-86	Very good
3	59-72	Good
4	45-58	Average
5	30-44	Poor
6	<30	Very poor

(Depdiknas, 2006)

a) The result of pre test and post test in experimental group

The result of pre-test before the treatment shows that the students were categorized goods and average. The lowest score and the highest score were in some score interval 48-76.

Table 4.2

Statistics

N	Valid	29
	Missing	0
Mean		60.2759
Median		60.0000
Mode		60.00
Std. Deviation		7.16587
Variance		51.350
Range		28.00
Minimum		48.00
Maximum		76.00

Table 4.3

Score Pre –test in experimental group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48.00	2	6.9	6.9	6.9
	52.00	4	13.8	13.8	20.7
	56.00	5	17.2	17.2	37.9
	60.00	7	24.1	24.1	62.1
	64.00	5	17.2	17.2	79.3
	68.00	3	10.3	10.3	89.7
	72.00	2	6.9	6.9	96.6
	76.00	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Chart 01

The Chart of Speaking Ability in Experimental Group
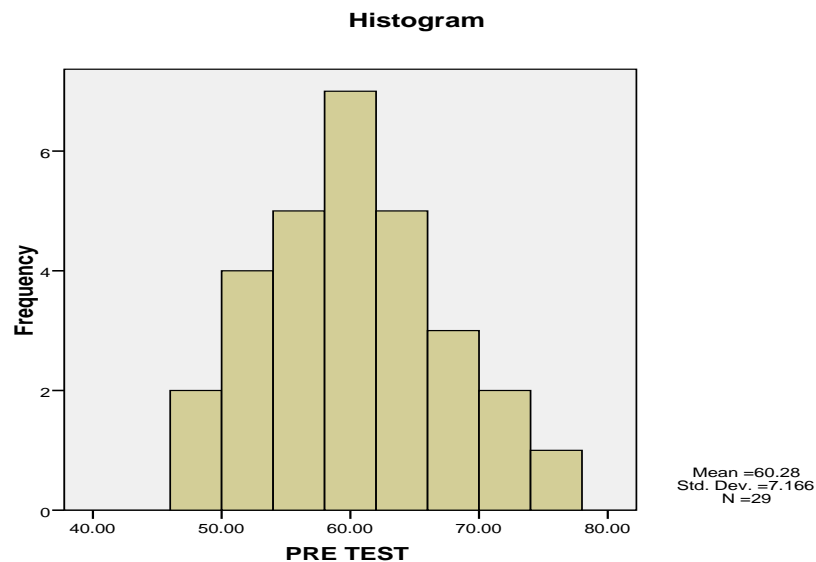
Figure 1: The result of pre test in experimental group.

From the experimental group test result table 4.2, the highest score of pre-test was 76,the lowest score was 48, mean 60.27, mode 60, median 60, Std. Deviation 7.16, variance 51.35, range 28. Based on the calculation it can be concluded that the mean score of pre test in experimental group was 60.27. From 29 students, the valid percent with the interval of 48 was 6.49%, the interval of 52 was 13.8%, the interval of 56 was 17.2%, the interval of 60 was 24.1%, the interval of 68 was 10.3%, the interval of 72 was 6.9%, the interval of 76 was 3.4%.

Furthermore, based on the chart above, it shows the distribution of students' ability in speaking of experimental group that had been done for pre-test.In pre-test, there is 1 student in very good category, 17students in good category and 11 students in average category. There is no student in poor category.
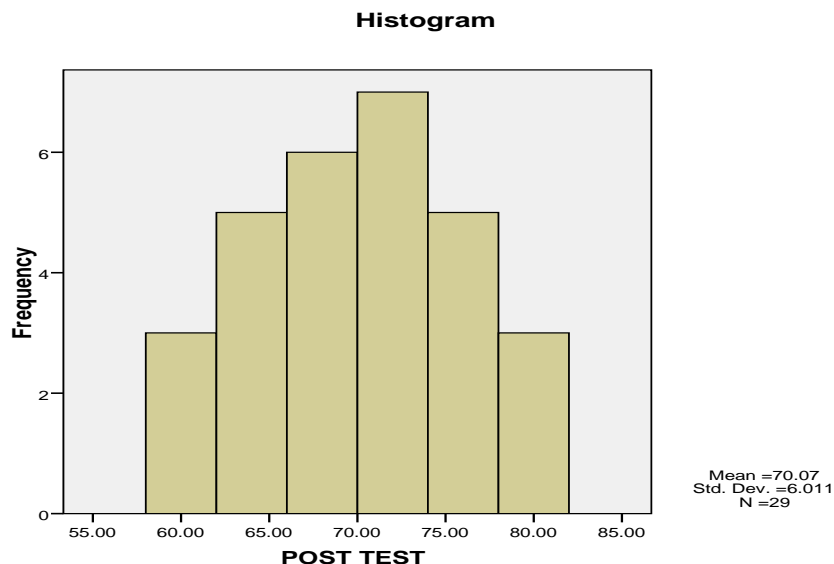
Table 4.4
Statistic

N	Valid	29
	Missing	0
Mean		70.0690
Median		72.0000
Mode		72.00
Std. Deviation		6.01148
Variance		36.138
Range		20.00
Minimum		60.00
Maximum		80.00

Table 4.5

The score post test in experimental group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	3	10.3	10.3	10.3
	64.00	5	17.2	17.2	27.6
	68.00	6	20.7	20.7	48.3
	72.00	7	24.1	24.1	72.4
	76.00	5	17.2	17.2	89.7
	80.00	3	10.3	10.3	100.0
	Total	29	100.0	100.0	

Chart 02

The chart of post test speaking ability in experimental group

Histogram

Figure 2; the result of post test in experimental group

Based on the table above it shows the score post test of experimental group. From the experimental group test result table 4.3, the highest score of post-test was 80,the lowest score was 60, mean 70.06, mode 72, median 72, Std. Deviation 6.01, variance 51.35, range 28. Based on the calculation it can be concluded that the mean score of post test in experimental group was 70.06. The result from 29 students, the valid percent with the interval of 60 was 10,3%, interval of 64 was 17.2%, the interval of 68 was 20.7%, the interval of 72 was 24.1%, the interval of 76 was 17.2%, the interval of 80 was 10.3%.

b)The result of pre test and post test in control group

Control group is a class that does not get any treatment, students in the control group were taught without fishbowl technique.The data contain of test result from the pre-test and post-test data. The data can be described as follows

Table 4.6
Statistics

N	Valid	29
	Missing	0
Mean		46.0690
Median		48.0000
Mode		48.00
Std. Deviation		7.82820
Variance		61.281
Range		28.00
Minimum		32.00
Maximum		60.00

Table 4.7
The score pre test in control group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32.00	2	6.9	6.9	6.9
	36.00	3	10.3	10.3	17.2
	40.00	4	13.8	13.8	31.0
	44.00	5	17.2	17.2	48.3
	48.00	6	20.7	20.7	69.0
	52.00	4	13.8	13.8	82.8
	56.00	3	10.3	10.3	93.1
	60.00	2	6.9	6.9	100.0
	Total	29	100.0	100.0	

From the table above shows the frequency distribution of control class the score of pre test. The highest score of pre-test was 60,the lowest score was 32, mean 46.06, mode 60, median 48, Std. Deviation 7.82, variance 61.28, range 28. Based on the calculation it can be concluded that the mean score of pre test in control group was 46.06

Chart 03

The chart pre test of speaking ability in control group

Histogram
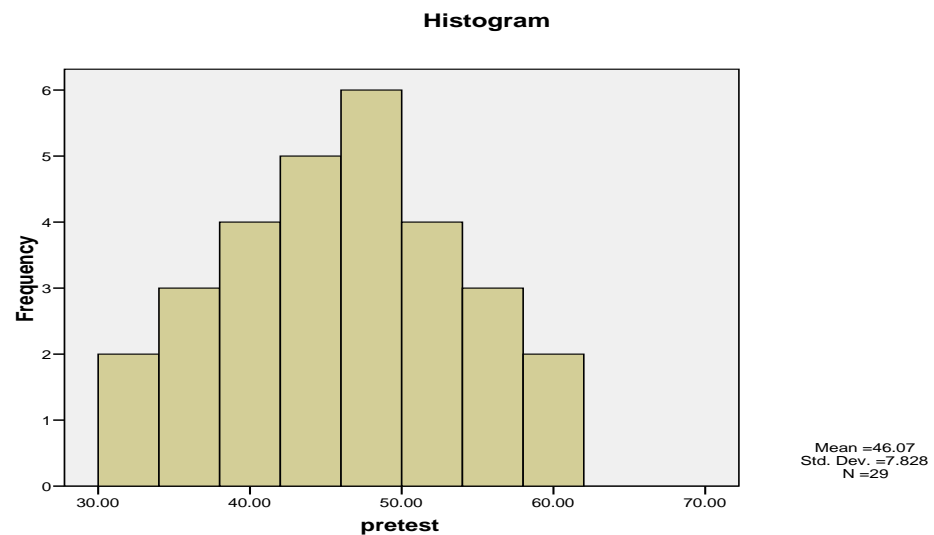
Figure 3:The result of pre test in control group

From the table 4.6 above shows the result of control class score of pre test. The highest score of pre-test was 60,the lowest score was 32, mean 46.06, mode 60, median 48, Std. Deviation 7.82, variance 61.28, range 28. Based on the calculation it can be concluded that the mean score of pre test in control group was 46.06

Table 4.8
Statistics

N	Valid	29
	Missing	0
Mean		48.4138
Median		48.0000
Mode		48.00
Std. Deviation		7.73451
Variance		59.823
Range		32.00
Minimum		32.00
Maximum		64.00

Table 4.9
The result of post test in control group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32.00	1	3.4	3.4	3.4
	36.00	2	6.9	6.9	10.3
	40.00	3	10.3	10.3	20.7
	44.00	4	13.8	13.8	34.5
	48.00	7	24.1	24.1	58.6
	52.00	5	17.2	17.2	75.9
	56.00	4	13.8	13.8	89.7
	60.00	2	6.9	6.9	96.6
	64.00	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Chart 04

The chart of speaking ability in control group
Histogram
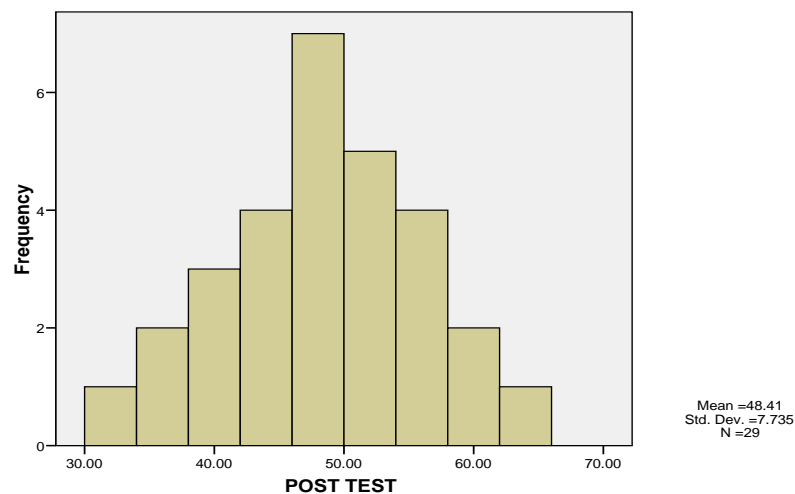
Figure 4: the result of post test in control group

The table 4.9 shows the frequency distribution of control class, the score of post test. The valid percent with the valid interval of 32 was 17.2%, the interval of 36 was 10.3% , the interval of 40 was 10.3%, the interval of 44 was 6.9%, the interval of 48 was 27.6%, the interval of 52was 20.7%, the interval of 60 was 3.4%, the interval of 64 was 3.4%.

2. Statistical Analysis of the Test.

a) Assessing normality

The normality test is conducted to know whether the data from two the normally classes have been distributed or not. In this research, the researcher used Kolmogorov-Seminorv. The result of the analysis is presented in table 4.10

Table 4.10

One –Sample Kolmogorov-Sminorv Test in experimental group

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		29
Normal Parameters(a,b)	Mean	.0000000
	Std. Deviation	5.45634035
Most Extreme Differences	Absolute	.115
	Positive	.115
	Negative	-.112
Kolmogorov-Smirnov Z		.619
Asymp. Sig. (2-tailed)		.839

a Test distribution is Normal.
b Calculated from data.

Based on the computation above the level of significance was set up at 0.05 as presented in table 4.10, the assyymp.Sig of experimental group is 0.839. It means that the data of pre-test and post test in experimental class were normally distributed. Furthermore, the test of normality for control group it can be seen in the table 4.11

Table 4.11

One-Sample Kolmogorov-Sminorv Test in Control Group

One-Sample Kolmogorov-Smirnov Test

		Unstandardize d Residual
N		29
Normal Parameters(a,b)	Mean	.0000000
	Std. Deviation	6.91730802
Most Extreme Differences	Absolute	.128
	Positive	.128
	Negative	-.085
Kolmogorov-Smirnov Z		.690
Asymp. Sig. (2-tailed)		.728

a. Test distribution is Normal.
b. Calculated from data.

In the table 4.10 the level of significance was 0.05 the assymp.Sig of control group is 0.728. It means the data are higher than the level of significance (0,05), or 0.728 >0,05. From the computation the data of pre test and post test in control class are normally distributed.

Based on the table of the computation above by using SPSS 15.0 program, it shows that both pre test and post-test of experimental group and control group are higher than 0.05. They are 0.839 and 0.728. It means that the data is normal.

b). Homogeneity of the Test

Besides, the homogeneity test was conducted in order to test the similarity of the sample in both classes. It the test was use to calculated the homogeneity test. The results can be seen as follows:

Table 4.12

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.726	1	56	.398

In table 4.12 above showed the significance of pre test between experimental class and control class was 0.398. Thus, the data of pre test was homogeneous because it was higher than 0.05.

Table 4.13

Test of homogeneity of variances

Levene Statistic	df1	df2	Sig.
.842	1	56	.363

In table 4.13 above the significance of post test between experimental and control class was 0.363 Thus the data of post test was homogeneous, because it was higher than 0.05.

c. T- Test

There are two kinds of the t test, paired sample test and independent sample t test. Paired t test is used to see the different between pre test and post test of a group. While the independent t test to see the different between experimental group and control group. The result of paired sample t test can be seen on the table 4.14.

Table 4.14

Paired Samples statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	60.1379	29	7.13004	1.32401
	POSTEST	70.0690	29	6.01148	1.11630

Based on the table 4.14 it shows that the means of pre test in experimental group was 60.13 and the means score of post test in experimental group was 70.06. It consist of total number 29 students in experimental group.

Table.4.13

Independent sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
pre test	Equal variances assumed	.726	.398	7.155	56	.000	14.06897	1.96625	10.13009	18.00784
	Equal variances not assumed			7.155	55.518	.000	14.06897	1.96625	10.12934	18.00860

Based on the computation above, the result of t value is 7.155 and t table was 1.673. It was shown that the t value higher that t table, researcher found that significance value is 0.000. It is lower than 0.05, it means that the result is significant. Thus,it was concluded that Ha is accepted. It means that Fishbowl technique is effective in teaching speaking to students of Islamic Senior High School Riyadhul Jannah Kecamatan Bram Itam.

a) Statistical Hypothesis

In this section testing of hypothesis, the researcher uses the level of significance to minimize the false conclusion of the research. Generally, the level used in any research is the 5% or 1% level. By using the level of significance of the 5% level,it means that the falseness of conclusion is 5% and the truth of conclusion is 95%.

Besides that, by using the null hypothesis, it would be easier to prove. The hypothesis of this research (H_a) says that is Effective in Teaching Speaking Ability by using fishbowl technique. Then, to show whether the hypothesis is accepted or rejected, the researcher changes the research hypothesis into null hypothesis. So, the null hypothesis (H_o) says that is not effective in teaching speaking ability by using fishbowl technique.

2. Discussion

Table 4.2 shows that the mean score of pre-test of experimental group was 60.27 the maximum score of pre-test was 76 and the lower score was 48. After treatment, the mean score achieved was 70.06, maximum score was 80 and lower score was 60. Meanwhile, table 4.6 presented the pre test of the control group mean score was 46.06. The student maximum score achieved was 60 and lower sore was 32. After treatment (post test) the mean score was 48.41, maximum score was 64 and minimum was 32.

From the scores of both group there is difference between the students' achievement of scores in pre test (experimental group and control group) the control group got lower mean score than experimental group. In post test control group and experimental group was increase better than pre test. It means that there is significant score of experimental group and control group and it proves that using fishbowl technique is effective to increase students speaking ability.

Based on table 4.12, the result it was obtain that Sig (2 tailed) the score was 0.00 which was lower that determined significance value 0.05. As the result it can be seen that $p<\alpha$; (0,00<0.05) which means the null hypothesis(H_o) was rejected and the alternative hypothesis(H_a) was accepted. Thus , there is a

significant different between students' speaking test that using Fishbowl technique is effective in teaching speaking ability and the students' score in speaking without using fishbowl technique at the second grade Islamic Senior High School Riyadhul Jannah Kecamatan Bram Itam .

As a result, fishbowl technique can facilitate student entirely and can make be better student in speaking ability. While in the class without fishbowl technique we can see the low value and situation less active. So, in the research proved that fishbowl technique is match to use in learning process

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher will present the result of the study. It includes the conclusion and suggestion that were taken from the analysis of finding result in previous chapter.

A. Conclusion

The conclusion can be drawn that there is effectiveness of fishbowl technique to the students speaking ability, it can be seen from the result of t value 7.155 Based on 0.05 significance the t table 1.673 , It showed that the t-value is higher that t-table.Moreover, the result of mean score of the students who are taught by using Fishbowl method is 70.06, and the mean of the students who are taught without it is 48.41.In short, the hypothesis was accepted

B. Suggestion

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 senior high school students.

3. For the Educational Institution

It should facilitate the teachers to be successful teachers who have to achieve the best result of their students' speaking ability by supporting the teaching and learning materials, media, facilities, and positive environmentin teaching and learningprocess.

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APPENDICES

Appendix I

RENCANA PELAKSANAAN PEMBELAJARAN

(LASSON PLAN)

Nama Sekolah   : MA.Riyadhul Jannah

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/I

Tema   : Analytical Exposition Text

Aspek kebahasaan   : Speaking

Alokasi Waktu   : 2X 40 menit

A.   Standar Kompetetensi:

Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B.   Kompetensi Dasar:

Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

C.   Indikator:

- Siswa mengidentifikasi ungkapan dan unsur   kebahasaan pada analytical exposition text.
- Siswa menganalisis unsur kebahasaan pada analytical exposition text.
- Siswa mendiskusikan materi tentang analytical exposition text.

D.   Tujuan Pembelajaran

Setelah proses pembelajaran siswa di harapkan mampu:

- Mengidentifikasi ungkapan analytical eposition text dengan unsur kebahasaan yang benar.
- Memberikan argument tentang analytical exposition text.
- Menentukan unsure kebahasaan dalam analytical exposition text.

E. Materi Pembelajaran

Analytical Exposition Text.

-Fungsi Sosial

Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung

jawab

- *Struktur teks*

a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan

b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi

sebagaipendukung

c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal

tersebut

- Language Feature of analytical exposition :

1.Using relational process Atau linking verb, Contohnya: *Be (is, am, are, was, were), feel, keep, indicate, become, weigh.*

2. Using internal and causal conjunctioncontohnya :*although, as a result, because, by, consequently, despite, due to, for that, reason, in case, in order, in this way, otherwise, since, so, so as to, so, that, therefore, though, thus, to that end, unless, until, yet*

3. Use of relational process contohnya :*that is important*

4. Using simple present contohnya : I think they are

Material analytical exposition:

BANNING OF MOTORBIKES IS NECESSARY
IN THE HOUSING AREAS

Motorbikes are a nuisance and a cause for great distress. Even motorbikes or considered as the most convenient from of transportation, I think they are a hazard to humans, animals, as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases,and accidents.

First of all, I would like to point out that motorbike are major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for environment. Consequently, long-therm emission of gas from motorbikes is a major contributor of global warming (science daily).

Secondly, according to report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer, and are a major trigger of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News ,2009).

Furthermore, motorbikes create so much noise. There is "Vroom Vroom" noise every where. It is extremely difficult to sleep parents with infants find it extremely challenging. The moment their babies fall a sleep, one or other motorbike passes by and the baby wakes up. It is also arduous for children to concentrate on their homework. Expert are of opinion that if there is extreme noise, It can lead to deafness and lack of concentration in children and adults (field,1993).

Finally motorbikes are responsible for horrible accidents. In some cases there are deaths. Motorbikes riders go so fast that they are enable to stop on time thus they and up hitting other people or animals. Many a time lot of animals are trampled and found death and road. Motorbikes are known to be the biggest killers on road (field,1993).

In conclusion, from the arguments above, I strongly believe that motorbikes should be banned from housing areas.

F.Metode Pembelajaran /Teknik

Method   : Cooperative Learning

Technique   : Fishbowl Technique

G.Langkah-Langkah Pembelajaran

Kegiatan Awal:
- Guru menyapa siswa
- Guru mengecek absensi siswa
- Guru melakukan apersepsi dengan penjelasan pada pertemuan sebelumnya
- Guru memberian pancingan terhadap siswa mengenai materi yang akan di bahas

Kegiatan inti:
- Siswa mendengarkan penjelasan materi tentang analytical exposition text.

- Siswa menyimak berbagai contoh analytical exposition text yang diberikan/ diperdengarkan guru.

- Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari analytical exposition text.

- Siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris.

- Siswa mencari beberapa analytical exposition text dari berbagai sumber.

- Siswa berlatih dalam kelompok.

- Guru membagi 2 kelompok ; kelompok A dan B.

- Masing-masing kelompok terdiri dari; inner circle yang terdiri dari 6 siswa dan 12 siswa lainnya membentuk outer circle.

- Guru memberikan instruksi bagaimana proses, tujuan, dan cara belajar dengan mengguanakan fishbowl technique.

- Guru membagikan teks analytical eksposition.

- Guru memberikan arahan tentang cara penyampaian analytical eposition.

- Siswa membaca analytical eksposition.

- Guru memberikan pertanyaan sesuai dengan topik/ isu yang terdapat dalam teks analytical eksposition yang telah terpilih dari kartu pertanyaan.

- Guru memberikan kesempatan kepada siswa yang terdapat dalam posisi inner circle untuk memberikan argumen/ tanggapan terhadap pertanyaan yang telah diberikan oleh guru sesuai dengan topik/ isu dari teks analytical eksposition.

- Siswa yang berada dalam posisi outer circle mendengarkan seluruh argumen dari siswa yang berada di dalam inner circle.

- Siswa yang berada dalam outer circle berkesempatan untuk memberikan argumen/ pertanyaan kepada siswa yang berada dalam inner circle dengan menepuk bahu siswa yang berada di dalam inner circle.

- Siswa dalam inner circle yang telah ditepuk bahu nya berdiri dan menggantikan posisi tempat duduk siswa yang berada dalam outer circle.

- Setelah semua siswa memberikan argumen/ pertanyaan, siswa kembali ke tempat duduknya masing-masing.

Kegiatan penutup:

- Guru memberikan umpan balik pada siswa yang telah dapat menyelesaikan tugasnya.

- Member konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.

- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.

- Memberikan motivasi kepada siswa yang kurang dan belum bias mengikuti materi mengenai descriptive text.

Kegiatan Akhir:

- Siswa dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

- Guru menyampaikan rencana pelajaran pada pertemuan berikutnya.

- Guru menutup pembelajaran dan disertai salam.

H.Alat Dan Sumber Pembelajaran

Media:

- Papan tulis.
- Spidol .

Sumber:

- Buku modul kelas XI
-

I. Penilaian

- Prosedur test   : Pre-test dan post test
- Jenis test   : Lisan
- Scoring :Total Score X 4

(Source brown 2004:172-173)

The Rubric of Speaking Assessment

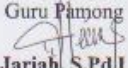| s	Aspect				
	Grammars	Pronunciation	Vocabulary	Fluency	Comprehension
	Errors in grammar are frequent.	Errors in pronunciation are frequent.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Frequent repetition and /or self correction.	Understand simple questions and statement if delivered with slowed speech, repetition, or paraphrase.
2	Can usually handle elementary constructions qui accurately but does not have through or confident control of the grammar.	Accent in intelligible though often quite faulty	Has speaking of vocabulary sufficient to express himself simply with some circumlocutions	Can handle with confidence but not with facility.	Can get the gist of most conversations of non-technical subject
3	Control of grammar is good	Errors never interfere with understanding and rarely disturb the native speaker	Vocabulary is broad enough that he rarely has to grope for a word	Can discuss particular interest of competence with reasonable ease	Comprehension in quite complete at a normal rate of speech
	Error in grammar are quite rare	Error in pronunciation are quite rare.	Can understand an participate in any conversation within the range of his	Able to use the language fluently on all levels normally pertinent to	Can understand any conversation within the range of his experience

			experience with high degree of precision vocabulary	profession al needs	
4					
5	Almost equivalent to that of an educated native speaker	Can pronunciation correctly and articulate clearly	Speech on all levels is fully accepted by educated native speakers in all features.	Has complete fluency in the language such that his speech is fully accepted by education native speakers	Equivalent to that of an educated native speaker

Oral proficiency scoring categories (Brown, 2001, pp. 406-407)

Mengetahui
Kepala Sekolah:

Drs. Khairul Anwar
NIP:

Bram Itam,   October 2018

Peneliti:

Mishani Hertina
TE.141010

Guru Pamong

Jariah, S.Pd.I
NIP:

RENCANA PELAKSANAAN PEMBELAJARAN
(LASSON PLAN)

Nama Sekolah   : MA.Riyadhul Jannah

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/I(control class)

Tema   : Analytical Exposition Text

Aspek kebahasaan   : Speaking

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- Memberikan argument tentang analytical exposition text.
- Menentukan unsure kebahasaan dalam analytical exposition text.

E.Materi Pembelajaran

Teks eksposisi analitis

-Fungsi Sosial

Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab

- *Struktur teks*

a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan

b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung

c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut

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3. Use of relational process contohnya :*that is important*

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Finally motorbikes are responsible for horrible accidents. In some cases there are deaths. Motorbikes riders go so fast that they are enable to stop on time thus they and up hitting other people or animals. Many a time lot of animals are trampled and found death and road. Motorbikes are known to be the biggest killers on road (field,1993).

In conclusion, from the arguments above, I strongly believe that motorbikes should be banned from housing areas.

F.Metode Pembelajaran /Teknik

Method   : Cooperative Learning

G.Langkah-Langkah Pembelajaran

Kegiatan Awal:

- Guru menyapa siswa

- Guru mengecek absensi siswa

- Guru melakukan apersepsi dengan penjelasan pada pertemuan sebelumnya

  Kegiatan inti:

- Guru menjelaskan analytical exposition text.

- Siswa mendengarkan penjelasan materi tentang analytical exposition text.

- Siswa menyimak contoh analytical exposition text yang diberikan/

  diperdengarkan guru.

- Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari analytical exposition text.
- Siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris.
- Siswa berlatih dalam bentuk individu

   Kegiatan penutup:

- Guru memberikan umpan balik pada siswa yang telah dapat menyelesaikan tugasnya.
- Member konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai analytical exposition

   Kegiatan Akhir:

- Siswa dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Guru menyampaikan rencana pelajaran pada pertemuan berikutnya.
- Guru menutup pembelajaran dan disertai salam.

H. Alat Dan Sumber Pembelajaran

Media:

- Papan tulis.
- Spidol.

Sumber:

- Buku teks Modul Pengayaan Bahasa Inggris.

I. Penilaian

- Prosedur test   : Pre-test dan post test
- Jenis test   : Lisan
- Scoring   :(Total scores x 4)

Source: Brown (2004: 172-173)

The Rubric of Speaking Assessment

Scores	Aspect				
	Grammars	**Pronunciation**	**Vocabulary**	**Fluency**	**Comprehension**
1	Errors in grammar are frequent.	Errors in pronunciation are frequent.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Frequent repetition and /or self correction.	Understand simple questions and statement if delivered with slowed speech, repetition, or paraphrase.
2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	Accent in intelligible though often quite faulty	Has speaking of vocabulary sufficient to express himself simply with some circumlocutions	Can handle with confidence but not with facility.	Can get the gist of most conversations of non-technical subject
3	Control of grammar is good	Errors never interfere with understanding and rarely disturb the native speaker	Vocabulary is broad enough that he rarely has to grope for a word	Can discuss particular interest of competence with reasonable ease	Comprehension in quite complete at a normal rate of speech
	Error in grammar are quite rare	Error in pronunciation are quite rare.	Can understand an participate in any conversation within the range of his experience	Able to use the language fluently on all levels normally pertinent to profession	Can understand any conversation within the range of his experience

			with higha degree of precision vocabulary	al needs	
4					
5	Almost equivalent to that of an educated native speaker	Can pronunciation correctly and articulate clearly	Speech on all levels is fully accepted by educated native speakers in all features.	Has complete fluency in the language such that his speech is fully accepted by education native speakers	Equivalent to that of an educated native speaker

Oral proficiency scoring categories (Brown, 2001, pp. 406-407)

Bram Itam,   October 2018

Mengetahui
Kepala Sekolah:

Peneliti:

Drs. Khairul Anwar
NIP:

Misliani Hertina
TE.141010

Guru Pamong

Jariah, S.Pd.I
NIP:

SYLLABUS

| School | : MA.RIYADHUL JANNAH | Class/ Program | : XI/ IPA-IPS |
| Subject | : English | Semester | : 1 |

Standard of : 1. Listening

Competence Understanding meaning in transactional and interpersonal discourse for both formal and sustained way in the context of daily life.

2. Understanding meaning in short functional and monolog use in the forms of report, narrative and analytical exposition in the context of daily life.

Basic Competence	Achievement Indicator	Learning Material	Learning Activity	Assessment	Time Allowed	Sources
1.1 Responding to a meaning in transactional (to get things done) and interpersonal (to socialize) discourse, for both formal and sustained way by using simple spoken language variety accurately, fluently and acceptably in the context of daily life and involves speech act of giving and	• Identifying words in the dialog • Identifying a meaning of the word • Identifying relation among the speakers • Identifying a meaning of speech act of giving an opinion • Responding to the speech act of giving an opinion • Identifying meaning of	• **Giving an opinion** e.g. A: I think this is great. B: I think so too. • **Asking for an opinion** e.g. A: What do you think about it? B: I think it's a good idea. • **Expressing satisfaction** e.g. A: I can't think of anything better. B: Thank you for your compliment, Sir.	**Meetings :** • Leading questions. • Listening to an opinion/ satisfaction and dissatisfaction expressions with their responses for the whole class. • Studying the expressions to identify the variety of an	**Oral Test** **Written Test (Multiple choice/ essay)** **Quiz**	2 x 40'	**Cassette / CD Tape Recorder**

asking for an opinion, satisfaction and dissatisfaction.	expressing satisfaction • Responding to the speech act of satisfaction • Identifying meaning of expressing dissatisfaction • Responding to the speech act of dissatisfaction • Identifying the context of situation	• **Expressing dissatisfaction** e.g. A: I'm not happy about it. B: Please give me another chance.	opinion/ satisfaction and dissatisfaction expressions with their responses. • Answering the questions given by the teachers. • Discussing the answers with the whole class. **Structural Instructions:** • Assignments related the expressions given. **Non structural self activity :** • Making dialog related to the previous expressions in groups of four.	**Assignment**		**Erlarga, grad XI.**
1.2 Responding to a meaning in transactional (to get things done) and interpersonal (to socialize) discourse, for both formal and sustainable by using simple spoken language	• Identifying a meaning of giving advice • Responding the speech act of giving advice • Identifying a meaning of warning • Responding the speech act of warning • Identifying meaning of	**Giving advice** e.g. A: You'd better do it now. B: I will **Warning** e.g. A : Don't forget to bring the food with you. B: I won't. **Accepting a request** e.g. A: You may go B: You're the best, Dad.	**Meetings :** • Leading questions. • Listening to	**Oral Test** **Written Test**	x 40'	**BSE, Grade XI**

| variety accurately, fluently and acceptably in the context of daily life and involves speech act of giving advice, warning, accepting a request and expressing relief, pain and pleasure | accepting a request
• Responding the speech act of accepting a request
• Identifying meaning of expressing relief, pain and pleasure
• Responding the speech act of expressing relief, pain and pleasure. | **Expressing Relief**
e.g. A: I feel so relieved.
　　B: I can see that
Pain
e.g. A: Ouch! It hurts so much.
　　B: Oh, you poor thing.
Pleasure
e.g. A: I'm so pleased.
　　B: I'm glad you like it. | givingadvice, warning, accepting a request and relief, pain and pleasure expressions with their responses for the whole class.
• Studying the expressions to identify the variety of giving advice, warning, accepting a request and relief, pain and pleasure expressions with their responses.
• Answering the questions given by the teachers.
• Discussing the answers with the whole class.
Structural Instructions:
• Giving assignments related the | **(Multiple choice and essay)**

Quiz

Assignment | | |
| | • Identifying the topic of short spoken functional | Invitation card | | | 2 x 40' | |

	text		expressions given.			
Listening 2.1 Responding to a meaning in the short spoken functional text, formal and informal accurately, fluently and acceptably in the various context of daily life.	• Identifying specific information from spoken text • Identifying the communicative purpose of short spoken functional text • Using spoken language in giving short functional text • Identifying the main idea of the report text listened orally • Identifying the characters in the text • Identifying the events in the text • Identifying the characteristic of things or person reported • Identifying the cases in the text • Identifying the arguments l in the text.		**Non structural self activity :** • Making dialog related to the previous expressions in groups of four. **Meetings :** • Listening to the invitation of meeting through tape recorder for the whole class. • Discussing the content and the form of language used in the text in groups • Discussing the answers with the whole class. **Structural Instructions :** • Looking for the	**Written Test (Multiple choice/ essay) Quiz Assignment**	2x40'	
2.2 Responding to a meaning in the monolog						

text using spoken language variety accurately, fluently and acceptably in the context of daily life in form of report, narrative and analytical exposition text			model of invitation card. **Non structural self activity** • Making an invitation card individually. **Meetings :** • Leading questions by showing a picture related to the topic. • Identifying the main idea of the report text listened orally • Identifying the characters listened in the text • Identifying the events listened in the text • Identifying the characteristic of things or person			

			reported			
			• Identifying the cases listened in the text • Identifying the arguments listened in the text **Structural Instructions :** • Giving assignment by listening to the text related to the topic individually. **Non structural self activity :** • Reporting the result in front of the class.			

Standard of Competence : **Speaking**

3. Expressing a meaning in transactional and interpersonal discourse, for both formal and sustained way in the context of daily life.

4. Expressing a meaning in short functional text and monolog use in the forms of report, narrative and analytical exposition in the context of daily life.

Basic Competence	Achievement Indicator	Learning Material	Learning Activity	Assessment	Time Allowed	Sources
3.1 Expressing a meaning in transactional (to get things done) and interpersonal (to socialize) for both formal and sustained way by using spoken language variety accurately, fluently and acceptably in the context of daily life and involve speech act of giving	- Using the speech act of giving and asking for an opinion - Responding to the speech act of giving and asking for an opinion - Using the speech act of satisfaction and dissatisfaction - Responding to the speech act of satisfaction and dissatisfaction	**Giving an opinion** e.g. A: I think this is great. B: I think so too. **Asking for an opinion** e.g. A: What do you think about it? B: I think it's a good idea. **Expressing satisfaction** e.g. A: I can't think of anything better.	**Meetings :** - Answering the questions related to the expressions. - Reading the dialog related to the expressions. - Answering the questions from the dialog. - Learning any kind of expressions related to	Assignment Performance	6 x 40'	

and asking for an opinion, satisfaction and dissatisfaction.		B: Thank you for your compliment, Sir. • **Expressing dissatisfaction** e.g. A: I'm not happy about it. B: Please give me another chance.	the topics. • Making dialog in pairs. • Acting out in front of the class. **Stuctural Instructions.** • Giving assignment by making with their own situations. **Non structural self activity:** • Acting out the dialog in front of the class.	Assignment Performance		
3.2 Expressing a meaning in transactional (to get things done) and interpersonal (to socialize) for both formal and sustainable by using spoken language	• Using the speech act of giving advice • Responding the speech act of giving advice • Using the speech act of warning • Responding the speech act	**Giving advice** e.g. A: You'd better do it now. B: I will **Warning** e.g. A : Don't forget to bring the food with you. B: I won't. **Accepting a request**	**Meetings :** • Answering the questions related to the expressions. • Reading the dialog related to the expressions. • Answering the questions from the dialog. • Learning any kind of expressions related to the topics. • Making dialog in pairs.		x 40'	

variety accurately, fluently and acceptably in the context of daily life and involves speech act of giving advice, warning, accepting a request and expressing relief, pain and pleasure.	of warning
	• Using the speech act of accepting a request
	• Responding a speech act of accepting a request
	• Using the speech act of expressing feelings
	• Responding the speech act of expressing feelings
		e.g. A: You may go
		  B: You're the best, Dad.
		Expressing Relief
		e.g. A: I feel so relieved.
		  B: I can see that
		Pain
		e.g. A: Ouch! It hurts so much.
		  B: Oh, you poor thing.
		Pleasure
		e.g. A: I'm so pleased.
		  B: I'm glad you like it.
			• Acting out in front of the class.
			Stuctural Instructions.
			• Giving assignment by making with their own situations.
			Non structural self activity:
			• Acting out the dialog in front of the class.		

4.1 Expressing a meaning	• Using spoken language in giving short functional text	Invitation Card	**Meetings :** • Showing the model of invitation card. • Discussing the card shown by the teacher. **Structural Instructions** • Making an invitation card individually. **Non Structural self activity.** • Reporting the invitations made by the students.		2 x 40'

in the short spoken functional text, for both formal and informal accurately, fluently and acceptably in the various context of daily life			**Meetings :** • Reading The text related to the topic. • Discussing the text related to the topic in the whole class. **Structural instructions :** • Looking for the text related to the text. **Non structural self activity :** Retelling the reading text they found in front of the class.		
	• Using present tense in telling report • Doing monolog in narrative • Using past tense in telling narrative • Doing monolog in analytical exposition	Text of Report Text of narrative Text of Analytical Exposition			4 x 45'
4.2 Expressing a meaning in monolog text by using spoken language variety accurately, fluently and acceptably in the context of daily life in form of report, narrative and					

analytical exposition text						

Standard of Competence : **Reading**

> 5. Understanding a meaning   of short functional text and simple essay in form of report, narrative and analytical

exposition text

in the context of daily life to access science.

Basic Competence	Achievement Indicator	Learning Material	Learning Activity	Assessment	Time Allowed	Sources
5.1 Responding to a meaning in short functional text (e.g. banner, poster, pamphlets, etc.) for both formal and informal by using written language variety accurately, fluently and acceptably in the context of daily life.	• Identifying the topic of the text • Identifying specific information from a short functional text	Banner, poster, pamphlet	**Meetings :** • Studying the model of banner, poster and pamphlet. • Reading the models individually. • Answering the questions based on the topic individually. Structural Instructions : • Giving	Written test (Multiple choice/essay)	2 x 40'	

5.2 Responding to a meaning and rhetorical step in essay by using written language variety accurately, fluently and acceptably in the context of daily life to access science	• Identifying the meaning of the words in the reading text • Identifying the main idea report text • Identifying the conflict in narrative text • Identifying the events in the reading text • Identifying the characteristics of thing/person in the text • Identifying the cases in the text • Identifying the arguments given • Identifying the rhetorical steps of the	Text of Report Text of narrative Text of Analytical Exposition	assignment by looking for any kind of banner, poster and pamphlet in groups/ individually. **Non Structural self activity :** • Reading the banner, poster and pamphlet in the front of the class. **Meetings :** • Answering the questions the topics. • Reading report/narrative/ analytical exposition text individually • Analyzing various aspect from the text as the	Quiz Written test Assignment	x 40'	

	text • Identifying the communicative purpose of the text		content and grammatical structure in groups. • Practicing using the grammatical structure found in the text. • Reading aloud the text of report/ narrative /analytical exposition individually • Answering the questions based the text individually. • Discussing the answers with the whole class. **Structural Instructions :** • Giving assignment by reading the text related to the			

			topic. **Non Structural self Activity :** • Reading aluod the text related to the topics in front of the class.			

Standard of Competence : Writing

    6. Expressing a meaning in short written functional text and simple essay in form of report, narrative and analytical exposition text in the context of daily life

Basic Competence	Achievement Indicator	Learning Material	Learning Activity	Assessment	Time Allowed	Sources
6.1 Expressing a meaning in short functional text (e.g. banner, poster, pamphlet, etc.) for both formal and informal by using written language variety accurately, fluently and acceptably in the context of daily life	• Using structure, vocabulary, punctuation, spelling, accurately. • Writing the main idea • Elaborating the main idea • Making draft, revision, editing • Making banner, poster or pamphlet	• Banner, Poster ,Pamphlet	**Meetings :** • Studying the model of banner, poster and pamphlet provided. • Making draft in the forms of banner, poster, pamphlet wth the condition given by doing	Assignment	2 x 40'	

			chain writing • Peer editing • Making banner, poster or pamphlet based on their draft. **Structural Instructons:** • Giving assignment by lookng for the model of banner, poster or pamphlet. **Non Structural self activity :**			
6.2 Expressing a meaning and rhetorical step in essay by using written language variety accurately, fluently and acceptably in form of	• Using adjective clause to make report • Making report text • Making narrative text • Making analytical exposition text	• Noun Phrase • Adjective Clause • Narrative Text • Report Text • Analytical Exposition Text • Text of	Making banner, poster or pamphlet based their own condition. **Meetings :** • Reading the model of reading text.	Assignment Project	x 40'	

report, narrative and analytical exposition text		Report • Text of narrative • Text of Analytical Exposition	• Discussing any aspects related to the text such as rhetorical steps and grammatical feature • Practicing using simple present tense to express the fact and complex sentence using modal to express opinion • Making draft of narrative, report or analytical exposition text by using chain writing. • Making the reading text based on the topic given.			

			Structural Instructions : Looking for the models of reading text related to the topics. **Non structural self activity :** • Writing the text related to the topic based their own knowledge.			

Research Instrument

Speaking Test

The material of teaching learning : Analytical Exposition Text

Pre Test experimental and control class

Scenario:

The researcher prepares the pre test. Pre test is the treatment to know far students' speaking ability. The researcher designs the pre test as follow:

1. The researcher gives time students to read the analytical exposition tet and ask student to answer the question based on the topic
2. The researcher gives question orally based on the topic.
3. The students answer the questions orally based on the topic.

Pre-test
Read the analytical exposition text below, then answer the questions orally by your own words!

SELFIE

Selfie is a self-portrait behavior ,usually taken with a digital camera or camera phone held in the hand or supported by a selfie stick. There tend to be various poses in selfie including the discrete pouting, the duck lips, the funnytrying-to-be-cute face, etc. Initially popular with young people, selfie gained wider popularity recently. Ranging from high-ranking officials, celebrities, ordinary people, parents, adults, teenagers, etc. They upload their selfie photo on social networks such as Facebook, Twitter, Path and Instagram. There are some reasons why most people take selfie? Here are some reasons.

First, people who post an excessive amount of selfie may come off as being narcissistic and seeking attention. They take selfie that they hope to get the attention of social media such as 'likes', compliments and comments from others in the social media. There are many expressions of selfie are taken and uploaded in the social media like when they feel sad, happy, and angry etc.

Second, by taking selfie people want to show off. It's human nature that they want to show off their own great achievements. They take selfies when they feel good about their own. They have a desire to document everything encouragement which uploaded on social media.

Furthermore, selfie makes people have a better mood. By watching their excellent poses of selfie including some 'likes' and good comments from others, it will make them very proud of themselves. Thus, they will get positive energy in their lives.

In conclusion, people utilize selfie photos to show their narsisstic and to draw attention to themselves. Thus, they document all their poses through selfie.

(http://www.freeenglishcourse.info/analytical-exposition-sample-in-learning english.com/.)

1. Do you like selfie?
2. Why don't/do you like selfie?
3. why do many people like selfie recently?

Research Instrument

Speaking Test

The material of teaching learning: Analytical Exposition Text

Post Test experimental and control class

Scenario:

The researcher prepares the post test. Post test is the treatment to know far students' speaking ability using technique and without the technique. The researcher designs the post test as follow:

1. The researcher gives time students to read the analytical exposition text and ask student to answer the question based on the topic
2. The researcher gives question orally based on the topic.
3. The students answer the questions orally based on the topic.

Pre-test

Read the analytical exposition text below, the answer the questions orally by your own words!

Why is Learning English Important?

Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English, Arabic, and Mandarin. However English is the most global spoken language. Then if a man wants to catch a global goal, he has to master English.

Everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. It can be either as

a first or second language. We even hear British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries. Furthermore, some countries have their own languages as a mother language but also use English mostly in daily communication.

Besides usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English. This transfer of science and technology will include many countries in economic, social and politics development.

Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favourable than ones who do not.

The above facts prove that everybody needs to learn English if he likes to greet the global era.

(*http://britishcourse.com/example-of-analytical-exposition-why-is-learning-english-*important.php)

Questions:

1. Do you Like English?
2. Why do/don't you like English?
3. Why is learning English important?

The Power of Music in our life

Do you agree that music is important in our life? Yes I do, music has certain role completing our day to day activities. Here are some reasons why music is heard everywhere and anywhere. Music is a way to express feelings. When we fall in love, the kind of music we'd listen to would be all about love. When we're sad, we would go for music that is melancholic in nature and immerse ourselves in the sadness. When we're happy, we'd choose songs with happy tunes too.

Song can help to memorize the last experiences. A favourite song is a powerful documentary. People with Alzheimer which are impaired the brain would remember details about songs they were familiar with. For example, an elderly woman who couldn't even remember her husband's name would remember the details of her favourite song; when it was played, how it made her feel and things about the song that made it especially memorable for her.

Furthermore, music can unite people for a cause and changes the world. A song with good lyric and striking deep chord can stimulate the universal feeling of all people. We can see it in the case of the famous and legendary Michael Jacson's Heal the World. It can arouse humanism of a lot people in this world. So what would the world be like without music? It would be lonely.

BANNING OF MOTORBIKES IS NECESSARY

IN THE HOUSING AREAS

Motorbikes are a nuisance and a cause for great distress. Even motorbikes or considered as the most convenient from of transportation, I think they are a hazard to humans, animals, as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases,and accidents.

First of all, I would like to point out that motorbike are major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for environment. Consequently, long-therm emission of gas from motorbikes is a major contributor of global warming (science daily).

Secondly, according to report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer, and are a major trigger of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News ,2009).

Furthermore, motorbikes create so much noise. There is "Vroom Vroom" noise every where. It is extremely difficult to sleep parents with infants find it extremely challenging. The moment their babies fall a sleep, one or other motorbike passes by and the baby wakes up. It is also arduous for children to concentrate on their homework. Expert are of opinion that if there is extreme noise, It can lead to deafness and lack of concentration in children and adults (field,1993).

Finally motorbikes are responsible for horrible accidents. In some cases there are deaths. Motorbikes riders go so fast that they are enable to stop on time thus they and up hitting other people or animals. Many a time lot of animals are trampled and found death and road. Motorbikes are known to be the biggest killers on road (field,1993).

In conclusion, from the arguments above, I strongly believe that motorbikes should be banned from housing areas.

THE SAMPLE TRANSCRIPT OF PRE TEST IN EXPERIMENTAL
GROUP
SELFIE

Selfie is a self-portrait behavior ,usually taken with a digital camera or camera phone held in the hand or supported by a selfie stick. There tend to be various poses in selfie including the discrete pouting, the duck lips, the funnytrying-to-be-cute face, etc. Initially popular with young people, selfie gained wider popularity recently. Ranging from high-ranking officials, celebrities, ordinary people, parents, adults, teenagers, etc. They upload their selfie photo on social networks such as Facebook, Twitter, Path and Instagram. There are some reasons why most people take selfie? Here are some reasons.

First, people who post an excessive amount of selfie may come off as being narcissistic and seeking attention. They take selfie that they hope to get the attention of social media such as 'likes', compliments and comments from others in the social media. There are many expressions of selfie are taken and uploaded in the social media like when they feel sad, happy, and angry etc.

Second, by taking selfie people want to show off. It's human nature that they want to show off their own great achievements. They take selfies when they feel good about their own. They have a desire to document everything encouragement which uploaded on social media.
Furthermore, selfie makes people have a better mood. By watching their excellent poses of selfie including some 'likes' and good comments from others, it will make them very proud of themselves. Thus, they will get positive energy in their lives.

In conclusion, people utilize selfie photos to show their narsisstic and to draw attention to themselves. Thus, they document all their poses through selfie.

(http://www.freeenglishcourse.info/analytical-exposition-sample-in-learning english.com/.)

Name   : Joko Hadi Pranoto

Number : 10

Class   : XI Social Department 2

Questions:

4. Do you like selfie?

    No. I don't

5. Why you don't like selfie?

Because , I don't narcissistic and expose my self in social media

6. why do many people like selfie recently?

    Because wit selfie make them be happy and better mood

Name   : Elma Febriani

Number : 7

Class   : XI Social Department 2

Questions:

1. Do you like selfie?

    Yes, I do

2. Why do you like selfie?

Because , make me happy

3. why do many people like selfie recently?

    Because seeking attention, narcissistic and with selfie we can immortalize best moment example we trip on the some place and we immortalize this moment with selfie or we reunion with my friends

THE SAMPLE TRANSCRIPT OF PRE TEST IN CONTROL GROUP
SELFIE

Selfie is a self-portrait behavior ,usually taken with a digital camera or camera phone held in the hand or supported by a selfie stick. There tend to be various poses in selfie including the discrete pouting, the duck lips, the funnytrying-to-be-cute face, etc. Initially popular with young people, selfie gained wider popularity recently. Ranging from high-ranking officials, celebrities, ordinary people, parents, adults, teenagers, etc. They upload their selfie photo on social networks such as Facebook, Twitter, Path and Instagram. There are some reasons why most people take selfie? Here are some reasons.

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Second, by taking selfie people want to show off. It's human nature that they want to show off their own great achievements. They take selfies when they feel good about their own. They have a desire to document everything encouragement which uploaded on social media.
Furthermore, selfie makes people have a better mood. By watching their excellent poses of selfie including some 'likes' and good comments from others, it will make them very proud of themselves. Thus, they will get positive energy in their lives.

In conclusion, people utilize selfie photos to show their narsisstic and to draw attention to themselves. Thus, they document all their poses through selfie.

(*http://www.freeenglishcourse.info/analytical-exposition-sample-in-learning english.com/*.)

Name   : Chintya Rismul Yona

Number : 6

Class   : XI Social Department 1

Questions:

7. Do you like selfie?

   Yes, I do

8. Why do you like selfie?

Because , with selfie photos can make mood better

9. Why do many people like selfie recently?

   Because they want to show the style and want to look narcissistic.

Name   : Sixty Yulia Fadilati

Number : 24

Class   : XI Social Department 1

Questions:

4. Do you like selfie?

   No, I do

5. Why do you like selfie?

Because , I don't Like and I don't hobby

6. why do many people like selfie recently?

   Because want narcissistic ,seeking attention and Selfie can make someone happy and can exposed new style in tren places.

THE SAMPLE TRANSCRIPT OF POST TEST IN CONTROL GROUP
Why is Learning English Important?

Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English, Arabic, and Mandarin. However English is the most global spoken language. Then if a man wants to catch a global goal, he has to master English.

Everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. It can be either as a first or second language. We even hear British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries. Furthermore, some countries have their own languages as a mother language but also use English mostly in daily communication.

Besides usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English. This transfer of science and technology will include many countries in economic, social and politics development.

Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favorable than ones who do not.

The above facts prove that everybody needs to learn English if he likes to greet the global era.

(http://britishcourse.com/example-of-analytical-exposition-why-is-learning-english-important.php)

Name   : Nur Linda

Number :19

Class   : XI Social Department 1

Questions:

4. Do you Like English?

   Yes , I like

5. Why do you like English?

   We even hear British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries.

6. Why is learning English important?

   Because , English is international language

Name   : Nur Linda

Number :

Class   : XI Social Department 1

Questions:

1. Do you Like English?

   Yes , I do

2. Why do you like English?

   Because, everything English important, English is also used as a key to open doors leading to scientific and technical knowledge.

3. Why is learning English important?

   Because, English is international language

THE SAMPLE TRANSCRIPT OF POST TEST IN EXPERIMENTAL GROUP

Why is Learning English Important?

Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English, Arabic, and Mandarin. However English is the most global spoken language. Then if a man wants to catch a global goal, he has to master English.

Everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. It can be either as a first or second language. We even hear British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries. Furthermore, some countries have their own languages as a mother language but also use English mostly in daily communication.

Besides usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English. This transfer of science and technology will include many countries in economic, social and politics development.

Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favorable than ones who do not.

The above facts prove that everybody needs to learn English if he likes to greet the global era.

(http://britishcourse.com/example-of-analytical-exposition-why-is-learning-english-important.php)

Name   : M Diki mutakim

Number :11

Class   : XI Social Department 2

Questions:

1. Do you Like English?

    No , I don't

2. Why don't you like English?

    Because , I don't Like English

3. Why is learning English important?

Because , English international language

Name   : Nur Aulia

Number :17

Class   : XI Social Department 2

Questions:

1. Do you Like English?

    No , I don't

2. Why don't you like English?

    Because, I like Indonesia.

3. Why is learning English important?

    Because, English is international language and we find manual
    guides and instructions of many devices written in English.

THE SCORE OF PRE TEST AND POST TEST IN
EXPERIMENTAL CLASS

NO	NAME	PRETEST	POST TEST
1	Abdul Rahman	48	60
2	Ahmad Firdaus	56	64
3	Alfina Andriana D	64	72
4	Asma Dewi	60	68
5	Ashpia Elvina	48	72
6	Chintya Rismul Yona	72	80
7	Hadi Pranoto	56	72
8	Ifyazul Hoizi A	56	72
9	Irwansyah	64	68
10	Lisa Amalia	60	64
11	M. Diki Mutakim	52	76
12	Maria Ulfah	64	68
13	Miftahul Huda S	52	60
14	Muhammad Ridho	60	72
15	Muhammad Syafrudin	56	64
16	Nadila Sawitri	60	64
17	Nur Aulia	72	80
18	Nur Azizah	68	72
19	Nur Habibah	60	64
20	Putri Delima	60	60
21	Rifki Septiawan	56	68
22	Riska Mar Aisa	52	76
23	Rita Fauziah	60	68
24	Sixty Yulia Fadilati	76	80
25	Sucipto	60	76
26	Suratul Pahmiyah	68	68
27	Taufik Hidayat	64	76
28	Tiara	68	72
29	Widianti	52	76
	TOTAL	1744	2032

THE SCORE OF PRE TEST AND POST TEST IN
CONTROL CLASS

NO	NAME	PRE TEST	POST TEST
1	Ahad Fadilah	40	36
2	Ahmad Firdaus	40	40
3	Annisa	56	48
4	Arnida laia	44	48
5	Bayu Krisna Prawira	40	44
6	Eka elfina	48	52
7	Elma febriani	56	60
8	Izmi azizi	44	40
9	Ilza sulistini	48	56
10	Joko hadi santoso	60	64
11	Jannatin aliyah	52	56
12	Kiranti Rahayu	48	48
13	Lilis	44	44
14	M.fikri ihsan	40	48
15	M.ramadhan	36	52
16	M.yof reza	48	48
17	Nur alisa	48	44
18	Nur Hafizah	56	56
19	Nurlinda	60	48
20	Nurmila Azizah	48	48
21	Nurul Maghfirah	52	56
22	Robi Yahya	32	36
23	Rudi	44	44
24	Rika Trisnawati	36	52
25	Siti Aisyah	52	60
26	Siti Khadijah	52	52
27	Tantoso	36	52
28	yaris	44	40
29	Wiji Lestari	32	32
	TOTAL	1336	1404

DATA BEFORE CONDUCTING
THE RESEARCH IN (XI)SCIENCE
DEPARTMENT CLASS

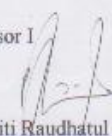| NO	NAME	SCORE
1	Adi Kurniawan	72
2	Aminah	78
3	Andi Fitri	66
4	Apriani Yuyun Saputri	67
5	Devi Indriyani	72
6	Dinda Sagita Putri	74
7	Erni Ervita Dewi	67
8	Eva Musdalifah	67
9	Fatkhur Setiyawan	71
10	Fitia Pangestuti	76
11	Ilham Wahyudi	65
12	Indah Nurandriani	84
13	Misnawati	80
14	M.Arifin	72
15	M.Hamdani	61
16	M.Ulya Anvari	59
17	Mustika Aidah	70
18	Nadia Fitria	80
19	Nuranda	71
20	Nur Hasanah	70
21	Nurhayati	74
22	Nurhayati	74
23	Nurlaila	79
24	Panji Hermawan	71
25	Rahmatiya Safitri	72
26	Retno Sundari	70
27	Rina Andriani	80
28	Riskiyanti Amelia Sari	73
29	Rizqa Amalia Fitriani	74
30	Rosnena	76
31	Rosneni	68
32	Siti Soleha	79
33	Syarmila Eka Syafitriana	70
34	Yulia Rusmini	70
35	Zen Efendi Hamid	60

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
SULTAN THAHA SAIFUDDIN JAMBI
CONSULTATION CARD

Name : Misliani Hertina
Student ID : TE.141010
Advisor I : Dr. Siti Raudhatul Jannah, M.Pd.I
Title :The Effectiveness of Fishbowl Technique Towards Students' Speaking Ability at
The Second Grade Stuens of Islamic Senior High School Riyadhul Jannah
Kecamatan Bram itam.

Faculty : Faculty of Education and Teacher Training

NO	DAY/DATE	CONSULTATION TO	MATERIAL CONSULTATION	SIGNATURE
1	04/07 2018	1.	Chapter 1,2,3, Cover, Margin,	
2	06/08 18	2	Chapter 2,3	
3	07/08 18	3	Consult chapter 2	
4	14/08 18	4	Acc to Seminar proposal	
5	31/10 18	5	Chapter IV V	
6	/11 18	6	Chapter V	
7	03/11 18	7	Cover of thesis	
8	06/11 18	8	Acc Munaqasah	
9		9		
10		10		

Advisor I

Dr. Siti Raudhatul Jannah, M.Pd.I
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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
SULTAN THAHA SAIFUDDIN JAMBI
CONSULTATION CARD

Name   : Misliani Hertina
Student ID   : TE.141010
Advisor II   : Edi Rozal, M. Pd
Title   : The Effectiveness of Fishbowl Technique Towards Students' Speaking Ability at
              The Second Grade Stuens of Islamic Senior High School Riyadhul Jannah
              Kecamatan Bram itam.

Faculty   : Faculty of Education and Teacher Training

NO	DAY/DATE	CONSULTATION TO	MATERIAL CONSULTATION	SIGNATURE
1	29/03 18	1.	Background, chapter I, II and III	
2	02/04 18	2	Background,	
3	10/04 18	3	Background, chapter II Chapter III	
4	15/05 18	4	chapter I	
5	06/6 18	5	chapter I, II, III .	
6	20/08 18	6	Acc Seminar	
7	29/10 18	7	Chapter IV	
8	1/11 18	8	chapter IV , V	
9	06/04 18	9	Acc to exam thesis Exam	
10		10		

Advisor II

Edi Rozal, M. Pd
NIP:198808032015031003

RESEARH PHOTOS OF CONTROL CLASS

1.Pre test

2. post test

TREATMENT BY USING FISHBOWL TECHNIQUE

LEARNING WITHOUT FISHBOWL TECHNIQUE

RESEARCH PHOTOS IN EXPERIMENTAL CLASS

1. Pre test

2. Post Test in Experimental Class

CURICULUM VITAE

Name	: Misliani Hertina
Gender	: Female
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Address	: P.13 Desa Karya Maju
	Kecamatan Pengabuan
	Kabupaten Tanjung Jabung Barat
	Provinsi Jambi
E-mail	: mislianihertina@yahoo.co.id
Number Phone	: 085273514969
Education Program	:

No	Education	Graduate Year
1	SDN NO 111/v Parit Lapis 12	2008
2	MTS MBA Parit 13 Pudin	2011
3	MA.RJ Bram Itam	2014
4	S1 UIN STS Jambi	2018