THE EFFECT OF FISHBOWL METHOD ON STUDENTS' SPEAKING ABILITY

(A Study at the Tenth Gradeof SMA Negeri 1 Sitahuis 2018/2019 Academic Year)

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Abstract: Purpose of this research is to know the application of fishbowl method on students' speaking ability at the tenth grade of SMA Negeri 1 Sitahuis 2018/2019 Academic Year, to know the students' speaking ability before and after using fishbowl method at the tenth grade of SMA Negeri 1 Sitahuis 2018/2019 Academic Year, and to know whether there is any significant effect of fishbowl method on students' speaking ability at the tenth grade of SMA Negeri 1 Sitahuis 2018/2019 Academic Year. The research method is use by experimental method. Population in this research is all of the tenth grade of SMA Negeri 1 Sitahuis are 128 students. Sample are 32 students which taken by systematic sampling. Instrument of collecting data use observation sheet and oral test.The result mean of the application of fishbowl method is 3.03, based on the technique of analysis data the criterion of score using fishbowl method with categorized "Good", the result students' speaking ability before using fishbowl method is 59.25 categorized "Failing", while after using fishbowl method is 80.18, it was categorized "Good", to know the result of the data, the research of analysis data use by t_{test} formula, the result of t_{test} is 14.04 meanwhile t_{table} is 2.04, it means that there is a significant effect of fishbowl method on students' speaking ability at the tenth grade of SMA Negeri 1 Sitahuis 2018/2019 Academic Year or H_a is accepted.

Keywords: fishbowl method, speaking

Abstrak: Tujuan penelitian ini adalah untuk mengetahui penerapan metode fishbowl pada kemampuan berbicara siswa di kelas sepuluh SMA Negeri 1 Sitahuis Tahun Akademik 2018/2019,untuk mengetahui kemampuan berbicara siswa sebelum dan sesudah menggunakan metode fishbowl di kelas sepuluh SMA Negeri 1 Sitahuis Tahun Akademik 2018/2019, dan untuk mengetahui apakah ada pengaruh metode fishbowl pada kemampuan berbicara siswa yang signifikan di kelas sepuluh SMA Negeri 1 Sitahuis Tahun Akademik 2018/2019. Metode penelitian menggunakan metode eksperimental.Populasi penelitian ini seluruh siswa kelas sepuluh sebanyak 128 siswa. Sampel sebanyak 32 siswa yang diambil dengan sampling sistematis. Instrument pengumpulan data menggunakan lembar observasi dan tes berbicara langsung. Hasil dari penggunaan metode pembelajaran fishbowl adalah 3.03,dikategorikan "Baik".Hasil kemampuan berbicara siswa sebelum menggunakan metode fishbowl adalah59.25 dikategorikan "Lemah", sementara skor setelah menggunakan Metode fishbowl adalah 80.18, dikategorikan "Bagus. Untuk mengetahui hasil data, penelitian analisis data menggunakan rumus $t_{test.}$, Hasil dari t_{test} adalah 14.04 sementara t_{table} adalah 2,04. Artinya ada pengaruh yang signifikan dari metode fishbowl dalam kemampuan berbicara siswa di kelas sepuluh SMA Negeri 1 Sitahuis Tahun Akademik 2018/2019 atau $H_a$diterima.

Kata Kunci: berbicara, metode fishbowl.

I.   INTRODUCTION

Speaking skill is an important skill that should have by students. Speaking skill does not come automatically; it needs many practices and may taking much time.In learning speak there are many reason why speaking skill important, they are: so students able to speak English outside of school, in order to have a decent job, and can keep up with the times. So that speaking ability is very important to be developed in students learning.

In fact, the tenth grade students of SMA Negeri 1 Sitahuis still have problem in speaking. It is known from pre-test are which is done by the research, The students only got score 59 in average. While the score of speaking students is said to pass 73 in average.It can be influence by many factors. such as from internal factors come from inside of students such as they are afraid to make mistakes, do not have confidence to speak, lack motivation, lack vocabulary. While the external factors come from outside of students, such as teaching method, environment, like the students' family background, school facilities.

Many efforts have been made by school and teacher to increase students' speaking ability such as, facilitating schools like the preparing books, providing reinforcement, approach, motivation, using variations in teaching, using approriate learning media, altering patterns of interaction with the purpose of creating pleasant learning and using effective and conductive model of learning certain subject matter.

If the problem still happened, so the students can not change their job or their economy. So that the researcher try to use fishbowl method to increase students' speaking ability. Fishbowl Method is one of cooperative learning that a way to help students to speak better, for example students will be able to express

their opinion automatically, speak without having afraid feeling to make mistakes, because they will always be asked to give their opinion, thinking, or argument.

Based on the explanation, the researcher is interested in conducting a research about "The Effect of Fishbowl Method on Students' Speaking Ability (A Study at the Tenth Grade of SMA Negeri 1 Sitahuis 2018/2019 Academic Year)".

The next, the researcher will discuss about the definition of . speaking. Speaking is one of four of English skills that must be mastered by students. The word speaking is derived from the verb "speak", it means to tell something or message from the speaker to the listener. Speaking is the process of communication where the speaker delivers a message to the listener. Nikitina (2011:10) "Speaking is process, an act and an art of making a speech before an audience". According to Rusmajadi (2010:55) "Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum". It can be conclude that speaking is the skill important to be developed by the students independently.

According to Brown (2010: 212-213) have six oral proficiency scoring categories, but in this indicator the researcher uses four of six, that is Grammar, Vocabulary, Pronunciation and Fluency.

a) Grammar

Grammar is the way people to sound, and how to used in a sentence. Grammar also element of speaking that the structure of a students language to others. According to Patel and Jain (2008: 141) "Grammar is a scientific statement of the principles of good usage which concerns with the relation of words in the sentence".According to Puspitasari and Kasumastuti (2012: 3), Grammar is a branch of linguistics that studied syntax and morphology.From explanation above it

can be concludes that, Grammar is a structure of the sentence and it is needed for the students to arrange a correct sentence in communication.

b) Vocabulary

Vocabulary is about the stock of words that used to say something needed. According to Sumaryati (2018: 1), Vocabulary is an important key for anyone who want to master a particular language. According toJoklova in Sitompul (2013) "Vocabulary is a list of words and their combination in particular language". From explanation above it can be concludes that, vocabulary is one of the very important aspects in speaking. It holds the big role in speaking.

c) Pronunciation

Pronunciation is one thing that is not less important. Pronunciation is the sound produced by organs which can say something to others. According to Leo (2013: 37) "Pronunciation is a way in which a particular word is pronounced. According to Carmen (2010:25) "Good pronunciation is: (1) easy to understand by advanced users of English, (2) pleasant to hear for advanced users of English, (3) easy to pronounce for oneself ".

Futhermore, Nation and Newton (2009: 93) "Pronunciation is focused on occasionally, perhaps to set goals and activities for individual work". From explanation above it can be concludes that, Pronunciation is including the segmental features-vowels and consonants, the stress and intonation patterns.

d) Fluency

Fluency is the ability to talk freely without too much stopping or hesitating. According to Nation and Newton (2009: 152) "Fluency is typically measured by speed of access or production and by the number of hesitations; accuracy by the amount of error; and complexity by the presence of more complicated

constructions, such as subordinate clauses. According to Rusmajadi (2010: 58) "Fluency (smoothness) is one thing in learning English the most coveted by those who are learning English". From explanation above it can be concludes that, Fluency is the smoothness of speaking.

In this research, the researcher used fishbowl method to teach the students speaking. Fishbowl is one type of learning method in cooperative learning. According to Barkley, et al (2014: 218) In fishbowl students in the outer circle sit around smaller inner circles. Students of the group in conducting in-depth discussions, while outside group students consider what they say and how it is delivered.

Arivananthan (2015: 1) said that "The fishbowl is a method to organize presentations and group discussions that offers the benefits of small group discussions-most notably, a spontaneous, conversational approach to discussing issues-within large group settings. This is done by arranging the room so that the speakers are seated in the centre of the room with other participants sitting around them in a circle watching their conversation in the fishbowl".

Fishbowl method has many steps to help the teacher to used this method. It is begin from explanation by a teacher, and prepared all of the material is needed. According to Barkley, et al (2014: 219) as for the steps of fishbowl method are: 1) Appoint a small group of students (usually three to five) to form a circle in the classroom, and have the other students form a larger circle around the first circle, 2) Provide the following guidelines to the students: Only students who are in the inner circle are speaking; students in the outer circle will become "observers" and record the content of the discussion as well as the group process, although observers should not speak during the Fishbowl discussion, but they have the opportunity to express an issue that arises in the next stage of discussion. 3) Give

students referring questions for the discussion. 4) Ask students to report the results of the discussion in front of the class, which requires them to discuss the content of the issues that arise and comment on the group process.

Fishbowl method has advantages and disadvantages of fishbowl method are advantages can increase students' to express his opinion and have experience of cooperative among students. Meanwhile, disadvantages is students get limited information.

II.   METHODOLOGY OF RESEARCH

The location of this research is in SMA Negeri 1 Sitahuis which is located in Sibolga-Tarutungstreet, Kecamatan Sitahuis, Kabupaten Tapanuli Tengah.The headmaster of this school is Drs. Jannes Pardede.

In a research, the researcher needs a method in order to make research runs well. In other word, the research can run systematically. According to Patel and Jain (2008:71) "Method is the process of planning, selection and grading language materials and it, techniques of teaching etc". It means that method is the process to reach the learning goal. Futhermore, according to Sugiyono(2013:107) There are three research method, namely: experimental research, survey and naturalistic. The researcher chooses to use experimental method by using one group pre-test – post-test design.

The population in the research is all of students at the tenth grade of SMA Negeri 1 Sitahuis are 128, and sample are 32. To taking the sample, the researcher used the systematic simple sampling.

Instrument is very important in research, because it so make our research to be good for taking the valid data. According to Sugiyono (2015:133), Research

instrument used to measure the value of variabel studied". A research of course need the data. According to Noor (2016:138), Collecting data techniques is a way of collecting data needed to answer the formulation of research problem. Therefore to measured independent variable by giving observation and test.Based on explanation above, the researcher concludes that instrument is a tool that helps the researcher in conduct a research, researcher must use instrument because it can use to measure variables namely: observation sheet and test orally.

Observation is conduct to measure about fishbowl methodl on the research, while the reseacher use this method, the observer helps his to observe the teaching learning process to collect data. Meanwhile test consists talking about holiday with family and daily activities. The test used in this research is to measure students' speaking ability.

To analyzed the data, the researcher prepared a test that will perfom by students after that the all the data has been collected is be analyzed by using statistic. Arikunto (2006:219) says, "Analysing data is data of quantitative, which is collected in the research correlation, comparative, or experimental that is counted by the formula of statistic In experimental research the most suitable analysis is using statistical process. before analysis the result of collecting data, it needs to clarify the criteria of score.

III.   RESULT

The scores of the variable X (fishbowl method) and variable Y (speaking ability) calculated by applied statistical analysis which can be illustrated into description of the data in order to described the students result.

Based on the data analyzed the observation sheet about the application of fishbowl method on Students' speaking ability of SMA Negeri 1 Sitahuis through 14

aspect of observation, obtained an average score 3.85with Categorized "Very Good". The pretest, the researcher calculated the scores, it was found that the highest score was 72and the lowest was 43. The mean of score of speaking ability before given fishbowl method at the tenth grade of SMA Negeri 1 Sitahuis was 59.25categorized "Fail". The mean score of speaking ability after given fishbowl method, the highest score was 90 and the lowest score was 69, the mean score was 80.18 categorized "Good". The description of the different data of before and after given fishbowl method can be seen in the following histogram:
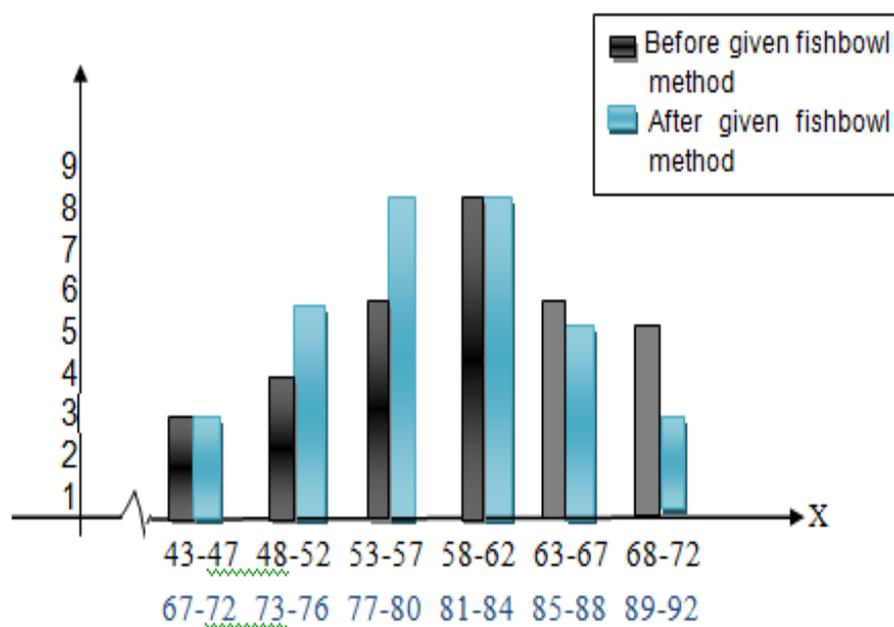
Based on the histogram, if we compared with pre test the score still categorized fail and after given post test the score was increased. Histogram shown the used of fishbowl method is very good for increased students' speaking ability.

From the research, it can be known that t_{test} is higher than t_{table}. (t_{test} 14.04 $> t_{table}$ 2.04). It means that there is a significant effect of fishbowl method on students speaking ability at the tenth grade of SMA Negeri 1 Sitahuis or H_a was accepted.

IV. DISCUSSION

Based on the results of research that has been done conducted through many cycles, to examined "The Effect of Fishbowl Method on Students' Speaking Ability (A Study at the Tenth Grade Students of SMA Negeri 1 Sitahuis 2018/20019 Academic Year).

The first time researcher observe schools where observations made on that day researcher find problems in students' speaking and then the researcher determine to use an experimental method that uses one group pre-test – post-test design, then the researcher returns to collected the data needed to solve the problem, the researcher conducted a pre-test by asked students to introduce themselves and a little about their hobby in front of the class used English, from the scores of the students concluded the average student score 59 still fail , after learning the results of the student the researchers treated using the fishbowl method where the researcher made many group then students sit form circle and then chosen 1 group to sit inside of circle. Inside circle as a speaker and outside circle as observer, and after teach used fishbowl method the researcher gave post-test orally test and the average students score 80 was good. The researcher was found the result of students' speaking ability by used of fishbowl method with t_{test} is higher than t_{table}(14.04>2.04). So that the hypothesis was accepted. It means that there is a significant effect of fishbowl method on students speaking ability.

By looking the related finding which have been disscussed about the "The Fishbowl Method to Improving the Students' Speaking Skill(an Experimental Study in Ninth Grade Students of SMP N 2 Ambarawa in the Academic of 2014/2015)" by Rahma(2014) , to measured the speaking skill of students the researcher made 2 cycle. In the first cycle, the data collected by the test with speak and observation during the process learning process takes place. But, in first cycle the speaking

skill of students still low. and the next, the research made of the second cycle with used fishbowl method was good. To seen the score, the researcher analysis the data by used of t_{test}. The results data analysis show that $t_t 8.511$ and $t_t 2.064$. It means that t_{test} was higher than t_{table}. So the hypothesis is accepted.

Based on the explanation above, in this research that had been done by the researcher about speaking using the fishbowl method which was categorized as good and Rahma which examined the speaking using the same method with good results so that it could be said that the fishbowl method was good used to increased student' speaking ability.

CONCLUSIONS

Based on the result of this research in chapter IV the researcher can concluded that:

1. The application of fishbowl methodon students' speaking ability at the tenth grade of SMA Negeri 1 Sitahuis is 3.03 categorized "Good".

2. The students' speaking ability before and after using of fishbowl method at the Tenth Grade of SMA Negeri 1 Sitahuis is 59.25 categorized "Fail" and is 80.18 categorized "Good"

3. There is a significant effect of fishbowl method on students' speaking ability at the tenth grade of SMA Negeri 1 Sitahuis. The hypothesis showed that t-count is higher than t-table (t-count 14.04> t-table 2.04) so the hypothesis of this research was accepted.

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