TEACHING SPEAKING USING THE FISHBOWL TECHNIQUE

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ABSTRACT

This research was intended to improve students' speaking ability by using the Fishbowl Technique. It was done at MAS Misbahul Ulum in Lhokseumawe, Aceh. The subject of the research was the second year students of class XI-IPA C consisting of 33 students. It was done as a form of classroom action research. Some problems in speaking classes are: 1) the teacher's way of teaching is still not effective to stimulate and motivate students to speak up in the classroom; 2) students tend to get bored easily and lose their interest in trying to speak well; 3) the teacher often gets frustrated when many students do not want to speak in front of the class; 4) many students are afraid to make mistakes, to be laughed at or to be identified as stupid. The results were presented and analyzed as qualitative data. The mean score of the students in cycle 1 was 68, in cycle 2 it increased to 73, and in cycle 3 it rose to 82.54% of students were activities in cycle 1, 69% in cycle 2, and 94% in cycle 3. The activities of the researcher was 55% in cycle 1, 75% in cycle 2, and 88% in cycle 3. The students had positive responses which was proved by the overall mean score of 3.56 for the five factors measured.

Keywords: *Improving*, *Speaking, Fishbowl Technique.*

INTRODUCTION

Teaching speaking cannot be separated from teaching-learning reading, writing, and listening skills integrally. Harmer (1991, p. 25) has argued that it is very often true that one skill cannot be performed without another. It is impossible to speak in a conversation if you do not listen as well. The aims of teaching speaking in language context are to promote communicative efficiency; teachers want students to be actually able to use the language as fluently as possible and with a purpose, hence they also direct their students to use their L2 in daily communications even outside the school.

The National Standard of Competence for English in Senior High Schools (Badan Standar Nasional Pendidikan, 2006) stipulates that the aim of teaching speaking is to train the students to be able to express meaning in oral functional texts and short simple monologue texts.

This stipulation is stated in SK/KD No. 10/10.1/10.2 for SMA class XI/II: "*Siswa diharapkan mampu mengungkapkan makna dalam monolog yang berbentuk narrative, spoof dan hortatory exposition secara akurat, lancar, dan berterima dalam konteks kehidupan*

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sehari-hari" (Students are expected to be able to express meaning in monologues in the form of narratives, spoofs and hortatory expositions accurately, fluently and in context in their daily life) (Depdiknas, 2006).

Based on the researcher's teaching experiences and her preliminary research, she found that the students' ability in speaking was still poor, especially in delivering hortatory expositions. This is in part due to the fact that they had difficulty to get their ideas together in their L2 and to express them. Moreover, they had problem with the aspects of speaking such as accuracy, fluency and comprehensibility. In addition, the way that the teacher taught them was still not effective to stimulate and motivate them to speak up in the classroom. They tended to get bored easily and lose their interest in speaking. The teacher was often frustrated because many students did not want to risk speaking in front of their peers. They did not want to practice speaking in the classroom because they were afraid of being told they were wrong or of being laughed at and/or to be identified as stupid if they could not answer a question correctly. Brown (1994, p. 225) has written that one of the obstacles in learning how to speak is the anxiety generated over the risk of blurting out things that are wrong, stupid, or incomprehensible. In view of this fact, the researcher thought it was necessary to try to use a different way of teaching speaking. The Fishbowl Technique as an interesting way to try to improve the speaking skills of students.

The Fishbowl Technique is used to encourage verbal interaction among class members to explore issues and share opinions. Harmer (2001, p. 272) has stated that Fishbowl is a communicative game used as a teaching technique. This technique can help children learn how to work in a small group (Linse, 2006, p. 54). On the other hand, Malvin (1996, p. 22) has stated that Fishbowl can help students focus in group discussions. Although this technique takes much time, it is a good method to combine large and small groups.

Fishbowl is a technique that can be used for many things such as modelling group discussions or any other classroom instructional method. It can also be used to help the students think critically about a topic. The Fishbowl technique is a technique that can be used when discussing topics within large groups. The students are then better able to understand the issues, topics, or problems. They are able to create interesting ideas from reading texts and to answer questions at the end of the discussion period.

From the references above the researcher thought that it would be useful to do a Classroom Action Research (CAR) study to test whether the Fishbowl Technique could improve the speaking skills of the students giving hortatory expositions. Moreover, the researcher wanted the students to respond to issues raised by the teacher. By implementing the Fishbowl Technique the researcher hoped that it could develop both the quality of her own teaching performances and also the students' speaking skills.

RESEARCH QUESTIONS

1. Can the Fishbowl Technique improve these students' speaking skills?
2. How will the teacher apply the Fishbowl Technique to try to improve her students' speaking skills?
3. What will be the students' response toward the use of the Fishbowl Technique to improve their speaking skills?

RESEARCH OBJECTIVES

The objectives of this research are:
1. to investigate whether the Fishbowl Technique can improve these students' speaking skills,
2. to find out how to apply the Fishbowl Technique to try to improve students' speaking skills,
3. to find out what the the students' response will be to applying the Fishbowl Technique to try to improve their speaking skills.

LITERATURE REVIEW

There are actually many definitions of speaking that have been proposed by experts in teaching-learning languages. Chaney (1998) in Kayi (1998, p. 13) has stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking not only uses verbal communication but also non-verbal communication eg. Body language.

Nunan (2003, p. 68) has written that speaking is a productive oral skill that consists of producing systematic verbal utterance to convey meaning. The speaker delivers ideas/opinion about a topic to the listener(s), which the listener(s) understand and respond to.

Burns and Joyce (1997, p. 175), however, point out that when speech is written down it appears far more disorganized and chaotic than written language. Yet, in real spoken interactions, speakers are readily able to understand and respond to each other. This suggests that speech, far from being disorganized, has its own systematic patterns and structures. Written language, on the other hand is characterized by well-formed sentences which are integrated into highly structured paragraphs.

Moreover, Burns and Joyce (ibid, p. 7) also drew a useful distinction in terms of the situation by which spoken and written texts are produced. Written texts are drafted and redrafted until the writer produces a final polished version. In contrast, spoken texts must be produced as the speaker proceeds, as a result speech is full of hesitations, repetitions, overlaps, and incomplete clauses.

Richards and Rodgers (2005, p. 2) have confirmed that since the goal of language teaching is to provide learners with communicative competence, classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course and the role of the teacher in designing and administering such activities would then be more important.

Hornby (1995, p. 37) has written that teaching speaking is giving instructions to a person in order to communicate verbally. This means that the teacher should guide and encourage the students to speak; even though they have a very limited vocabulary to use (Wahyuni, Rosdiana & Fitriani, 2016). Ur (1996, p. 120) says that the teacher should make as much as possible of the class time for the activities where students talk. In other words, most of the time allotted to speaking must be used by the students, not by the teacher.

This is also supported by Kurnia (2015), who used the Fishbowl Technique and found that the students were then able to tell a story in front of the class and that their recount skills

increased and they were better able to organize their speachs. Syafa'ah (2009) also did research with the same technique and her students greatly improved their speaking skills.

RESEARCH METHODOLOGY

This research was a Collaborative classroom Action Research (CAR) study. The CAR was designed to use the Fishbowl Technique for teaching speaking at MAS Misbahul Ulum (Islamic high school) at Lhokseumawe. The research was intended to develop a strategy to solve the problems found by the researcher in teaching speaking. Kemmis and McTaggart (1998, p. 14) have stated that CAR is a reflective method of research conducted by doing certain actions to try to improve and increase the quality of teaching practices in the classroom in order that those practices become more professional.

In the procedure and implementation of the process, some stages were done in repeated cycles. First, planning the action was done based on the analysis of the research findings; second was the implementation of the action that the researcher did in the learning and teaching process, third was observations made by the researcher to collect data during the activity and fourth was data analysis and reflections to show the results of the action in each cycle. The researcher than revised the plan and continued to the next cycle if the action in each cycle was considered as not being successful enough. However, if the actions met the proposed research criteria, another cycle would not be done.

Research Setting and Subject of the Research

This research was done at MAS Misbahul Ulum Lhokseumawe which is located on Jalan Tgk. Chiek Dipaloh in Sub-district (Kecamatan) Muara Satu, City of Lhokseumawe. The subject of this research was the second year students in class XI-IPA-C at MAS Misbahul Ulum who were chosen as the subject of this research for several reasons. First, the students had problems in speaking in public. Second, they had difficulty in expressing meaning in functional oral texts and simple monologues, and they were afraid of making mistakes in speaking English. Therefore by conducting this research, the researcher intended to improve not only her ability in teaching speaking but also to improve the speaking skill of these students by using the Fishbowl Technique.

Planning the Action

The planning of the action was designed related to the procedures of research and to the problems faced by the teacher and the students in the speaking class. The researcher and her collaborators determined the planning steps and arranged the planning about how to implement the teaching of speaking using the Fishbowl Technique. Kemmis and McTaggart (1998, pp. 51-66) have set down steps for planning the actions in a study as follows: (1) prepare a suitable strategy, (2) design the lesson plans (for speaking), (3) prepare the instructional materials, (4) specify the criteria for success, and (5) develop the research instruments.

Preparing the Research Instrument

The instruments which were used to collect the data in this research consisted of tests, teacher's observation sheets, the students' observation sheets and a questionnaire.

Implementing the Action

The next stage of this action research was implementation. All the actions were done based on the lesson plan. The procedure of the lesson plan included the following:

(1) Step by step procedures for the instructional processes using the Fishbowl Technique.

(2) Activities to be done by the teacher following the instructional processes for using the Fishbowl Technique.

(3) Activities to be done by the students following the instructional processes for using the Fishbowl Technique.

(4) Completion of instruments and observation forms to collect information and data for the research.

Data Sources

The primary data sources for this research were qualitative and quantitative. Qualitative data was taken from the observation sheets used to record the actions of the teacher and of the students in the classroom during the application of the Fishbowl Technique for teaching-learning speaking. Quantitative data was taken from the results of the tests and from the questionnaires about the responses of the students towards the application of the Fishbowl Technique in their speaking classes.

Data Analysis

To make data analysis more accurate, the researcher and her collaborators compared the results of their notes during the teaching-learning process and had discussions on the responses of the students towards the application of the Fishbowl technique in thenspeaking class.

Analysis of Test Results

An oral assessment was made for each student to test each students' individual ability to speak at the end of each cycle. Three aspects were assessed; they were accuracy, fluency, and comprehensibility. The result of the tests are summarized below:

$$\overline{X} = \frac{\Sigma X}{N}$$

$\overline{X}$ = mean   X = score

N = number of scores Σ = sum

(Brown, 2004)

Analysis of Data from Observations

The data from the observations was analyzed by categorizing it according to some criteria which is related to the use of the Fishbowl Technique for improving' the speaking skills of students during teaching-learning processes. Students were considered active if they met the criterion set i.e. the percentage of participation should met the criteria of *Good* or 70-

84%. Then the categorized data were interpreted to answer the research questions. Conversely, if the students did not meet the criteria set, the researcher and her collaborators had to revise the plan and repeat the cycle.

The Analysis of Data from Questionnaires
Data from thebquestionnaires was analyzed by using the formula overleaf:

$P = \frac{f}{n}$ x 100%

P = percentage
f = frequency of respondent
n = Number of Sample
100 = constant
(Sudjana, 2005, p. 129)

Reflection
In each stage, the researcher and collaborators evaluated the result of the action in the first cycle in order to know whether it had met the criteria of success or not, if in the first cycle the actions were successful then the actions can be stopped and the researcher can draw conclusions. On the other hand, if the actions did not achieve the criteria for success i.e. then the researcher had to revise the plan and continue to the next cycle until the results were successfull.

RESULTS AND DISCUSSIONS

Table 1. Median Scores from Pre-tests and Post-tests from Cycle I

No	Median Scores	Pre-test Score			Total	Post-test Score of Cycle 1			Total	Improvement
		Acc	Flu	Com		Acc	Flu	Com		
	Median score	20	20	20	60	25	25	25	70	10

Next, the researcher analyzed the students' average or mean score from the results of the test to find out the students' improvement in learning speaking through the Fishbowl technique as a learning strategy.

Table 2. Median Scores and Progress Points in Cycle 2.

No	Name By Code	Post-test Score in Cycle 1			Total	Post Test Score of Cycle 2			Total	Progress
		Acc	Flu	Com		Acc	Flu	Com		
	Mean	25	25	25	70	25	25	25	75	5

Based on Table 2. It can be said that more of the students succeeded in building their speaking with their groups although they still had a few mistakes in grammar, vocabulary choices, pronunciation and comprehensibility or ideas.

Table 3. The Comparison of Test Result of Basic Score, Cycle 1, Cycle 2 and Cycle 3

No	Name by Code	Basic Score	Post test Cycle 1	Post test Cycle 2	Post test Cycle 3	Progress
	Means	*60*	*70*	75	80	20

CONCLUSIONS

The researcher guided the students to use the Fishbowl Technique. The process of teaching-learning activities were divided into three general phases: (1) pre activity, (2) whilst-activity, and (3) post activity. All activities could run effectively as planned before.

First,the teacher used the Fishbowl Technique for teaching speaking to second year students at MAS Misbahul Ulum Paloh Lhokseumawe. Second, the performance of the teacher in teaching speaking skills improved by using Fishbowl activities in her class and the performance of the students in speaking improved as well. Both the performance of the teacher and of her students in teaching-learning speaking met the criteria of success. Third, the implementation of fishbowl technique was effective in improving the students' achievement in speaking class. This was shown by the results from the tests given to the students. They got an improvement in each cycle. The median score increased from 60 to 70 to 75 to 80. Thus the use of the Fishbowl Technique was effective for improving the speaking skills of the students in delivering hortatory exposition speeches.

Fourth, the students responded positively to the implementation of the Fishbowl technique in learning speaking in their class. This was proved by the overall mean score of the five factors measured above, which was 3.56. This means that the students responded positively toward the Fishbowl Technique during the teaching-learning process in the classroom.

From all the points above, the researcher has made some conclusions: (1) the implementation of the Fishbowl technique is an effective way to improve students' speaking skills; (2) the teacher and the students performed very well during the teaching-learning processes in the speaking class, so, both teacher and students improved a lot; (3) the students' speaking skills reached the criteria of success after the third cycle.

Responses towards the Implementation of Fishbowl Technique in Learning Speaking

The students' responses could be one consideration to claim that the implementation of the Fishbowl technique was successful or not. To know the students' responses, the researcher gave the students the questionnaires with 15 items. The items were divided into five categories: (1) studying happily, (2) becoming motivated in studying (3), becoming helpful in finishing tasks, (4) becoming brave and active in giving opinions, and (5) becoming more respectful to friends, peers and the teachers.

SUGGESTIONS

It is suggested that English teachers should use the Fishbowl Technique as a teaching technique to eliminate or overcome some of the problems encountered in speaking classes. This technique is designed to help students to speak about their ideas, to be more active and to be critical and also to help teachers in monitoring and encouraging the students so that they can more easily comprehend the materials.

Principals and school stake holders should also pay attention to the English teachers' ability to teach speaking well by holding teaching training programs, such as MGMP, workshops, seminars and the like. Teachers are obligated to participate in teaching training to learn more about how to teach students successfully. Besides, the principals and the school stakeholders should prepare all the material and equipment needed for the teachers and the students' in order to help them be successful in the teaching-learning processes.

For future researchers, since this study is a Collaborative Classroom Action Research, where the success of the research greatly depends on the teacher's competence and performance in the classroom, the researcher realizes that there are some limitations and weaknesses in her classroom treatment therefore, it is hoped that further research could be done using similar techniques.

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