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The Implementation of Fishbowl Strategy in Teaching Speaking Explanation to the Eleventh Grade Students at English Course

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Abstract Speaking is one of language skills that are able to use by students in teaching learning process. The teacher also used fishbowl strategy in teaching speaking explanation in which students are able to share their idea and opinion in this strategy. The purpose of the research was to describe the implementation of fishbowl strategy in teaching speaking explanation to the eleventh-grade students at English course and to describe students' responses in teaching speaking by using fishbowl strategy. The research was descriptive qualitative with the data collected from field note observation, check list observation, questionnaire, and interview. The finding of the implementation of fishbowl strategy in teaching speaking explanation to eleventh grade students at English course was the teacher gave warming up, explained explanation text, made two groups, asked students to turn and talk their opinion and idea, got discussion started, told others students to listen carefully. When the small group finished, asked students to make comment on discussion in the first meeting and the second meeting. In students' responses by using fishbowl strategy, the percentage showed the answer YES 92,7% and NO 7,3%. It was inferred that fishbowl strategy was able to help the students more active, communicative, and confident in speaking English. The students should be critical thinking in speaking explanation text, and the teacher should remind students to be more enthusiastic.

Keyword: *Speaking, Teaching Speaking Explanation, Fishbowl Strategy*

Abstrak Berbicara merupakan salah satu keterampilan berbahasa yang dapat digunakan oleh siswa dalam proses belajar mengajar. Guru juga menggunakan strategi fishbowl dalam mengajar penjelasan berbicara di mana siswa dapat berbagi ide dan pendapat mereka dalam strategi ini. Tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan strategi fishbowl dalam pengajaran berbicara penjelasan kepada siswa kelas sebelas di kursus bahasa Inggris dan untuk mendeskripsikan tanggapan siswa dalam mengajar berbicara dengan menggunakan strategi fishbowl. Jenis penelitian ini adalah deskriptif kualitatif dengan data dikumpulkan dari observasi lapangan, observasi check list, angket, dan wawancara. Hasil temuan penerapan strategi fishbowl dalam mengajarkan penjelasan berbicara kepada siswa kelas XI di kursus bahasa Inggris adalah guru memberikan pemanasan, menjelaskan teks eksplanasi, membuat dua kelompok, meminta siswa

untuk berbalik dan mengutarakan pendapat dan ide mereka, memulai diskusi, menceritakan siswa lain untuk mendengarkan dengan seksama. Setelah kelompok kecil selesai, siswa diminta untuk memberikan komentar atas diskusi pada pertemuan pertama dan pertemuan kedua. Pada respon siswa dengan menggunakan strategi fishbowl, persentase menunjukkan jawaban YA 92,7% dan TIDAK 7,3%. Disimpulkan bahwa strategi fishbowl mampu membantu siswa lebih aktif, komunikatif, dan percaya diri dalam berbicara bahasa Inggris. Siswa harus berpikir kritis dalam berbicara teks eksplanasi, dan guru harus mengingatkan siswa untuk lebih antusias.

Kata kunci: berbicara, mengajar berbicara, strategi fishbowl

INTRODUCTION

Teaching is an activity done in the class between the teacher and students to get knowledge. They can interact each other in social interaction. The teacher can give something to the students and also get it from the student. So that, teaching should be able to accommodate all the wishes for students. Students can ask anything when they do not understand lesson which they want to learn it. Teaching means giving instruction to (a person) give a person (knowledge skill, etc.) (Hornby, 1995, p. 37). It gives a way and an active bilateral process to both of them. In teaching English, the teacher teaches some skills, those are speaking, reading, and listening. One of the best skills is speaking. Speaking is one of the language skills that can help students communicate in the process of learning English. Teaching learning in the classroom, the teachers usually find students' difficulties in speaking English because they do not practice in the classroom or in public that can make them confident. Therefore, the students have to be brave in speaking English although they speak little. They have to have many vocabularies to help them fluent in speaking, for they cannot speak English without having any vocabularies. In other hand, the teacher should help students in saying it, or they can look for some vocabularies that do not know about the meaning in English. Spratt et.al (2005) defined that speaking is a productive skill. It involves using speech to express meaning to other people.

In addition, speaking activity has important roles in language learning and makes students more confident. The teachers should consider students' facilities, background knowledge, and method. To understand them in speaking, the teachers should minimize their skills in speaking through explanation text. In explanation text, the students can present what definition of text is, social function, generic structure, and language feature. It is very easy to get knowledge for students who want to share ideas about natural disaster in text. This text explains about natural disaster like tsunami, volcano eruption, flood, and so on. Explanations were written to explain how something works or occurs. The process of the event is explained sequentially and with the time related information (Law, 2013, p.17)

To make the students fluent in speaking, the teacher should have good strategies. One of the strategies is fishbowl. Brozo (2007) stated that fishbowl is well labeled because it involves one group of students looking in another smaller group of students in a manner not unlike watching fish through the clear glass of an aquarium. The Fishbowl is a teaching strategy that help students practice being contributor and listeners in discussion. Students can ask the questions, present opinions, and share information when they sit in the fishbowl circle while students are on the outside of the circle listen carefully to the ideas presented and pay attention to the process.

The researcher conducts this research at English Course to solve the problems especially in speaking. Students are not able to be active and communicative to speak English in the classroom because they just open book and answer the question that have been instructed by the teacher in the classroom. Using fishbowl strategy, the researchers' students' problem on speaking English. they have to be confident and active to speak. They can discuss and pay attention on their ability. Based on the several problems presented earlier, the researcher would like to formulate the following questions:

1. How is the implementation of fishbowl strategy in teaching speaking explanation to the eleventh-grade students at English course?
2. What are the students' responses in teaching speaking explanation by using fishbowl strategy?

Related to the research problem, The scope in this research is at the eleventh-grade students' academic year 2019/2020 at English Course who have lesson about explanation text in this semester. The researcher limits the study in theme of flood because in syllabus describes flood as one of explanation text.

METHODOLOGY

In conducting research, the research was classified as descriptive qualitative method. Descriptive research means for exploration and clarifications about phenomenon or social fact by describes of variable with the accurate units and problem of the research (Sanapiah, 2007:20). Descriptive research was aimed to explore and clarify a phenomenon or social reality, by describing such variables which was referring to problem and unit researched. (Sugiyono, 2009:13-14). Meanwhile, Bogdan and Moleong (2003) defined that qualitative research is research procedure that represents the descriptive data such as word in speaking or oral from the people and the behavior that can be observed.

The subjects of this study would be eleventh grade students at English Course who had subject of lesson about explanation in this semester. There were 10 students in the eleventh grade at English Course. Thus, the researcher decided to make one groups. The group had to implement speaking explanation using fishbowl. As a result, they might support this study to gain the data required by the researcher.

This research used instrument field note, observation checklist, and questionnaire. From the observation, firstly, the researchers used field notes and checklist to tell about the situation of learning teaching process when fishbowl strategy applies in the class. Secondly, the researchers used field notes, and questionnaire to ask students and uses interview to ask teacher how fishbowl strategy is applied in the class, the last, the researcher spread out questionnaire sheet to students to find out the students' responses.

After collecting the data, the researchers analyzed the obtained data from the result of observation and questionnaire. First, the data of teaching activities from the beginning until the end were identified. Second, the data were classified into several parts. The un-important data were reduced and displayed and the data were written into conclusion. The data from the questionnaire were calculated. After students filled questionnaire, all the data of "YES" and "NO" answers were calculated in order to get the total numbers. The data were formed into description and graphic.

RESULT AND DISCUSSION

The implementations of fishbowl strategy in teaching speaking explanation to the eleventh students at English course.

The research was conducted in two meetings. The first meeting was conducted on Wednesday, June 24rd 2020. It took 60 minutes. The class started at 04:30 pm and finished at 5:30 pm. There were ten students consisted of nine females and one male. The teacher introduced the researcher to the students and told them that the class would be observed. pre activity, the teacher started the lesson by greeting to the student. After the teacher opened the class by greeting, teacher asked one of the students to lead pray and then the teacher checked the students' attendance. Before continuing the lesson, the teacher gave brainstorming that related with the material. The teacher explained the purpose of the study at the day. Whilst-activity, the teacher explained the material about explanation text. The teacher explained the definition, the purpose, generic structure, and language feature. The teacher gave the example of explanation text. After explaining

the material, the teacher asked to the students' opinion about explanation text. After the teacher gave instruction to students, and they did what the teacher said. For the following, the teacher asked to the small circle group to speak English about explanation text entitled "Flood". the big circle group pay attention to listen their opinions, ideas, and experiences about flood. Then, the teacher asked two students inbig circle group to change the small circle group to have speaking English like othersdid before and reminded them to make some notes about what is the definition about flood? What is the process of flood, and what is the cause of flood? Post-activity, the time showed at 05.25 pm, it was time to go home. The teacher asked to the students to pay attention. The teacher gave feedback of explanation text and conclusion the issue had been discussed about flood.

The second meeting was conducted on Wednesday, July 1st 2020. It took 60 minutes. The class started at 04.30 pm and finished at 05.30 pm. The teacher entered theclass. Pre activity, the teacher started the lesson by greeting. Whilst activity, After the teacher opened the class by greeting, then teacher asked one of the students to lead prayand then, the teacher checking the students' attendance. Before continuing the lesson,the teacher reviewed the materials that had been taught in last meeting about explanation text. Then, the teacher asked the students to review of explanation text. The teacher checked the understanding of the students. The teacher asked the definition, the purpose, generic structure and language features that used in explanation text. The students had answered correctly about the questions. The teacher asked students to make group like they did in the last meeting. They discussed with others and listened their opinions, ideas, and experiences about issue in explanation text. Their speaking was better than before, so they more understood and interest in speaking English by using fishbowl strategy. Post activity, the time showed at 05.25 pm, it was time to go home. The teacher asked to the students to pay attention. The teacher gave feedback of explanation text and conclusion the issue had been discussed about flood.

The students' responses in teaching speaking explanation by using fishbowl strategy

The researcher gave questionnaire to students and they consisted of fifteen questions. The researcher analyzed every number of questions one by one. The result of questions that the researchers found 92,7% students are interested in fishbowl strategy in teaching speaking explanation of English course students. And then the students felt enjoyable to the material because the material given to the students about the natural disaster happens around them. The strategy was effective and communicative when theyused in speaking.

On the other hand, 7,3 % students were not interested in applying fishbowl strategy in teaching speaking explanation of English course students. The students were not communicative to the material, and the strategy is not effective. It did not matter, because almost of the students are interested in applying fishbowl strategy in teaching speaking explanation of English course students.

CONCLUSION

Based on the findings and discussion, it can be implied that the implementation of fishbowl strategy in teaching speaking explanation to the eleventh-grade students at English course. There are two conclusions as follow: the first conclusion describes the implementation of fishbowl strategy in teaching speaking explanation of the eleventh-grade students at English course is effective and interesting. In the observation, the researcher has two meetings of the research. The researcher presents the conclusion based on the observation check list and field note. From the result of observation, the researcher implies that applying fishbowl strategy in teaching speaking explanation to the students can be active andcommunicative in their speaking by the group. they can share their opinions, ideas, and experiences. Moreover, they enjoy when the teacher gives the

instruction to them. It means that this strategy can apply well because students are enthusiastic in applying this strategy. The second conclusion describes the students' responses in teaching speaking explanation by using fishbowl strategy. the result shows 92,7% students' answer" yes". It meant that the students are interested in applying fishbowl strategy. They are excited in teaching learning process. It can be implied that fishbowl strategy can help the students more active, communicative, and confident in their speaking. Therefore, the students are able to be critical thinking in solve problems, mainly in explanation text. But there were 7,3% students' answer "no". they do not like this strategy. Because they feel hard and difficult to share their opinions, ideas, and experiences in their speaking. Nevertheless, the students who like this strategy is more than the students who do not like it.

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