THE EFFECT OF FISHBOWL TECHNIQUE ON THE SPEAKING ABILITY OF THE FIRST YEAR STUDENTS OF SMAN 12 PEKANBARU

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Abstract: *This research aimed to find out whether there is a significant effect of fishbowl technique on the speaking ability of the first year students of SMAN 12 Pekanbaru. This is a pre-experimental research conducted by using a pre-test – treatment – post-test design. The instrument administered in this research was oral speaking tests (pre-test and post-test). The population of this research was 420 of the first year students of SMAN 12 Pekanbaru and the sample of this research is the X4 of social science class of SMAN 12 Pekanbaru. The total number of students is 36 students. The collected data were analyzed by operating statistical analysis in form of SPSS 23.0 in order to compare the results of students' speaking ability in the pre-test and post-test. The results of data analysis showed that the mean score of pre-test was 55.26, and the mean score of post-test was 69.74. Based on the data analysis, it can be concluded that there is a significant difference between the pre-test and the post-test because the t-test observed was higher than t-table. In other words, the alternative hypothesis of this research was accepted. It means that teaching speaking by fishbowl technique was effective to improve students' speaking ability.*

Key Words : *Speaking Ability, Fishbowl technique*

PENGARUH DARI TEKNIK CAWAN-IKAN TERHADAP KEMAMPUAN BERBICARA SISWA KELAS SATU DI SMAN 12 PEKANBARU

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Abstrak : Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari teknik cawan-ikan terhadap kemampuan berbicara siswa kelas satu di SMAN 12 Pekanbaru. Penelitian ini merupakan penelitian pra-eksperimental yang dilakukan dengan menggunakan desain pre-test - treatment - post-test. Instrumen yang digunakan dalam penelitian ini adalah tes lisan (pretest dan posttest). Populasi pada penelitian ini adalah 420 orang siswa kelas X SMAN 12 Pekanbaru dan sampel pada penelitian ini adalah kelas X 4 SMAN 12 Pekanbaru yang berjumlah 36 orang siswa. Data yang terkumpul dianalisis dengan menggunakan SPSS 23.0 untuk membandingkan hasil kemampuan berbicara siswa di pre-test dan post-test. Hasil analisis data menunjukkan skor rata-rata pretest adalah 55.26 dan nilai rata-rata dari posttest adalah 69.74. Berdasarkan analisis data, dapat disimpulkan bahwa ada perbedaan yang signifikan antara pre-test dan post-test karena t-test yang diamati lebih tinggi dari t-tabel. Dengan kata lain, hipotesis alternatif pada penelitian ini diterima. Hal ini juga membuktikan bahwa mengajar berbicara dengan menggunakan teknik cawan-ikan efektif untuk meningkatkan kemampuan siswa dalam berbicara.

Kata Kunci : Kemampuan Berbicara, teknik cawan-ikan.

INTRODUCTION

Education is one of the most important things in human life. Education becomes the first priority to the developing countries like Indonesia. In Indonesia, English is taught as foreign language for junior high school and senior high school. In English language learning, there are four skills that should be mastered by students, namely; listening, reading, writing and speaking. As Genc (2007) states when people learn language, there are four skills that they needs especially in order to master communication. All of them are important especially speaking. As Nunan (1991) states from those skills, speaking is classified as productive skill which then become the most important skill to be learned. Even though speaking is very important to be mastered, many students still find difficulties when they have speaking activities in their classroom. Some factors are fear of making grammatical mistakes, fear of being laughed by their friends, and having less vocabulary, less confidence of their own ability, or even they do not have ideas in their mind if they are asked to practice their speaking.

The problems also faced by the students in SMAN 12 Pekanbaru. For this reason, suitable technique should be use by the teachers in teaching English, because a good technique will support them in achieving all English skills including speaking skill. By having a good technique for the students, so the students will be easier to improve their speaking competence. There are many ways to make a fun activity in teaching speaking in the classroom. Using pictures, cards, and other visual aids usually add a great joy to the class. And fishbowl is one of the techniques that can be executed in teaching speaking. As Silberman (1996) said that Fishbowl technique can help the students to focus in group discussion. Fishbowl is the best technique to combine between large group and small group. This research executed fishbowl technique because it can be another good alternative in teaching speaking. The writer chooses fishbowl method for teaching speaking because this method can motivate students to learn speaking seriously. If this technique executed for teaching speaking continously, students can habitually speak English and it can reduce the students' nervousness, so they can speak English in a good way.

From the phenomena above, the writer is interested to conduct a research which is entitled **"The Effect of Fishbowl Technique on the Students' Speaking Ability of the First Year Students of SMAN 12 Pekanbaru".**

METHODOLOGY

The research design of this study is pre-experimental which implements fishbowl as a technique in speaking class. According to Sugiyono (2014), there are three types of pre-experimental design, they are: One-Shot-Case-study, One Group Pretest-Posttest Design, and Intact-Group Comparison. This research will use One Group Pretest-posttest. This One Group Pretest-Posttest design will involve a single group that is pretest (O_1), exposes to a treatment (X), and post-test (O_2). The success of the treatment is determined by comparing pretest and posttest.

The form of the Pre-Experimental design which the writer applied can be seen in following schema:

Table 1. One group pre-test and post-test

Group	Pre-Test	Treatment	Post-test
Experiment	O1	X	O2

(Sugiyono, 2014)

In One Group Pretest-Posttest design, a single group participant will be measured on the dependent variable both before and after the manipulation of independent variable.

The population of this research is the first year students of SMAN 12 Pekanbaru. There are 11 classes. Each of class consists of thirty five up to thirty nine students. The total numbers of population is 420 students. The population of the first year students of SMAN 12 Pekanbaru can be presented in the following table:

Table 2. The Population of the First Year Students of SMAN 12 Pekanbaru

Math and Natural Science		Social Science	
Classes	Total of the Students	Classes	Total of the Students
X1	40	X1	39
X2	39	X2	35
X3	39	X3	39
X4	40	X4	36
X5	40	X5	36
		X6	37

(Source: Teachers office of SMAN 12 Pekanbaru)

Sample is a set of individuals selected from population and usually is intended to represent the population in research study. According to Gay (2000), sampling is the process of selecting a number of individual for study in such a way that represents the larger group from which they were selected. If the population is big and spread out in an intact group that has similar characteristic, cluster sampling is useful. Cluster random sampling is a sampling technique where the entire population is divided into groups, or clusters and a random sample of these clusters are selected. Therefore, the writer chose one class from 11 classes of the population as the sample.

To take the samples, the writer prepared eleven pieces of paper. One of the papers is written the word "sample" and the others are blank. Then, the chairman of each class is required choose one of the papers. The one who get the paper written "sample", his class is become the sample of the research. The sample of this research is the X4 of social science class of SMAN 12 Pekanbaru in the academic year 2017/2018. The number of students of class are 36 students.

The instrument administered to collect the data was oral speaking test. This study was conducted by executed fishbowl technique. The procedures adapted from wambeke consisted of nine stages; (1) Choose an engaging topic for the students. (2) Make the students into groups consist of 4 – 6 participants. (3) Choose one of the groups randomly to be "fish" in bowl. This fish group will begin in the inner circle. All other groups will sit in the outer circle randomly and they will be the observers/ active listeners. (4) Arrange chairs in a circle for the small group. Make sure to include one empty chair. If there are five people in the small group, six chairs are needed in the

small group circle. (5) Seat the participants (inner and outer circles) and introduce the session. Describe the topic for discussion and provide an overview of the process. (6) Invite the first "Fish" to begin the discussion. Tell the outer students to listen carefully to their classmates while they engage in a small group activity and take T table notes. (7) After about 10 - 15 minutes, the student in outer circle can join the inner circle. S/he can occupy an empty chair in the inner circle and ask a question or otherwise join the discussion. (8) In order to keep the discussion lively and informative, encourage participants to step away from the fishbowl once they have contributed their thoughts. This frees up room for others to share their views on the topic. (9) Invite another fish group into the inner circle, 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.

The data were analyzed by operating statistical analysis in form of SPSS 23.0 in order to compare the results of the students' test in the pre-test and the post-test. The researcher discovered the complete results including the mean, variance and how the accuracy the data of the test. The researcher chooses t–test to compare the differences of students' scores in the pre-test and the post-test. The classification of students' scores by Harris (1974) was administered to score students' work and classify students' scores in pre-test and post-test.

Table 3. The Classification of Students' Score

Test Score	Level of Ability
85-100	Excellent
70-84	Good
55-69	Average
40-54	Poor
0-39	Very Poor

Adopted from Harris (1974)

RESULTS AND DISCUSSIONS

The result of the test presented by showing the students' speaking ability in each aspects of speaking. In speaking, the students were assessed in five aspects as stated by Harris (1974), they are: pronunciation, grammar, vocabulary, fluency, and comprehension.

The Result of Pre-Test

As mentioned previously, before executed Fishbowl in the treatment, the pre-test was conducted to obtain the base score as the comparison for the data in the post-test. After the assessments from the three raters collected and calculated, it was founded that the average score of the students' speaking ability in the pre-test was 55.26 which belonged to 'Average' level. The details can be shown in the following table:

Table 4. Students' Speaking Ability in Each Aspect of Speaking in Pre-Test

No	Aspects of Speaking	Average (R1+R2+R3)	Ability Level
1	Pronunciation	53.52	Average
2	Grammar	53.89	Average
3	Vocabulary	56.67	Average
4	Fluency	49.63	Poor
5	Comprehension	62.59	Average
	Total	55.26	Average

Table 4 shows that the average score in aspect of 'Pronunciation' is 53.52 (Average). Then 'Grammar' is 53,89 (Average), 'Vocabulary' is 56.67 (Average), 'Fluency' is 49,63 (Poor), and 'Comprehension' is 62.59 (Average). Based on the description above, the lowest score of the all aspects of speaking ability is 'Fluency' and the highest one is 'Comprehension' the average score of the students' ability in all the speaking aspects is 55.26 which belong to *'Average'* level.

The Result of Post-Test

Post-test was adminitered after all of the stages had been finished in order to know the students' speaking ability after being taught by fishbowl technique. After computed the data, the result of post-test's score was 69.74 which belonged to *'Average'* level. The details can be shown in the following table:

Table 5. Students' Speaking Ability in Each Aspect of Speaking in Post-Test

No	Aspects of Speaking	Average (R1+R2+R3)	Ability Level
1	Pronunciation	63.33	Average
2	Grammar	67.78	Average
3	Vocabulary	74.44	Good
4	Fluency	63.15	Average
5	Comprehension	80.00	Good
	Total	69.74	Average

Table 5 above, it shows that the average score in aspect of 'Pronunciation' is 63.15 (Average). Then 'Grammar' is 67.78 (Average), 'Vocabulary' is 74.44 (Good), 'Fluency' is 63.15 (Average), and 'Comprehension' is 80.00 (Good). Based on the description above, the lowest score of the all aspects of speaking ability is still on 'Fluency' that is 63.15 (Average) and the highest one is 'Comprehension' the average score of the students' ability in all the speaking aspects is 80.00 which belong to *'Good'* level. The average score of the students' ability in all the speaking aspects is 69.74 which belong to *'Average'* level. It increases from average score in the pre-test which is 55.26 (average) level.

The Result of T-Test

In this research, 't' test formula was used to ompare the pre-test and the post-test results in determining whether the hypothesis could be accepted and measuring whether the instruments in treatment could give an effect to the students' speaking ability or not. In performing the pre-experimental research, hypothesis was required to see whether there is a difference after the activities was completely performed. The mean of the pre-test score (X) achieved by the first year students of SMAN 12 Pekanbaru was 55.26. Furthermore, when the treatment had been given to the students, the enhancement of students' speaking ability occured.

The improvement could be seen in their mean score as shown in the post-test results (Y) which was 69.74. the margin of pre-test and post-test achieved was 14.50. Aside from the enhancement score of pre-test and post-test, in order that the hypothesis could be accepted, the result of 't' test formula was also required. The 't' test formula shown in table 6.

Table 6. T-Test Table

	Mean	N	Std. Deviation	Std. Error Mean
Post-Test	69.7477	36	7.80673	1.30112
Pre-Test	55.2608	36	8.70153	1.45026

Based on the table 6, the mean score of the pre-test is 55.26 and the post-test is 69.74. The difference of the mean score between pre-test and post-test is 14.50. It can be concluded that there is a difference between pre-test and post-test. Standard devition is a values spread in the sample, while standard error mean is an estimate of standard deviation. The standard deviation of the pre-test is 8.70 and the standard error of mean is 1.45. Meanwhile, The standard deviation of post-test is 7.80 and the standard error of mean is 1.30.

Table 7. Paired Sample Test
Paired Samples Statistics

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	Post-Test Pre-Test	14.50889	6.26843	1.04474	12.38796	16.62982	13.888	35	.000

Table 7 shows the results of the t-test is 13.888. It can be concluded that there is a difference between pre-test and post-test. In other words, the alternative hypothesis of this research, "there is a siqnificant effect of using fishbowl technique on the students' speaking ability of the first year students of SMAN 12 Pekanbaru" is accepted.

Table 9 Paired Samples Correlations
Paired Samples Correlations

	N	Correlation	Sig.
Post-Test & Pre-Test	36	.717	.000

After find out the mean, standard deviation and standard error score, there is paired samples correlation table that explained the correlation of the pre-test and the post-test. According to table 9, the correlation coefficient is 0.717 which the number of students is 36 students.

Discussions

The result of the T-test table and the students' average score in each aspect of speaking showed enhancement of students' ability after executing "fishbowl" as a technique in teaching speaking. It can be seen that correlation of using fishbowl as a technique for the students' speaking ability is strong. It is connected with the research that was conducted by Kurnia (2015). Her research also showed that the students' speaking ability increased by applying "fishbowl" as a technique for teaching speaking. It is because using fishbowl as a technique for teaching speaking can stimulate students mind, give them opportunities to talk and involves their critical thinking. As Teucher (2009) states that one of the advantages of fishbowl is fishbowl is used to ask the students to talk about the topic. It asks the students to think before producing their ideas. They need to understand the pictures, test, or the other materials that are distributed by the teacher.

According to the result, the lowest score of the aspects of speaking in the pre-test and the post-test was fluency. In this case, students need time to construct their idea spontaneously. It made them often do repetition of the words in sharing their idea. In the learning process, students faced some obstacles in saying the correct utterances because they do not know how to say it in correct utterance. Meanwhile, the highest score in pre-test and post-test was comprehension. The students were easy to comprehend the material and the ideas even they made a mistake by saying the incorrect sentences.

Furthermore, the aspects that have a significant different in the post-test are vocabulary and comprehension. In this case, the students could comprehend the material and the ideas easily because the writer explained the material to the students by using fishbowl technique in learning process. In applying fishbowl during the learning process, researcher guide the students in finding a new vocabulary that help them in making a dialogue in the discussion process. This result was in line with the result of study that was conducted by Kurnia (2015). She said that using Fishbowl technique, students enjoyed the teaching and learning process and they also had motivation in learning speaking with this technique. The students also felt different when they were taught with this technique.

Overall, fishbowl help the students in building and comprehending a communication between one to the others. however, there are strengths and weakness that can be found during using fishbowl technique for speaking activities.

CONCLUSIONS AND RECOMENDATIONS

Conclusions

The result of students' score in pre-test is 55.26 and it increased to 69.74 in the post-test. The difference was also supported by the result of T-test (13.88) which was higher than the T-table (2.030). The value of the paired samples t-test was high that 0.717. It means that the correlation between fishbowl and students' speaking ability is strong. Hence, the alternative hypothesis was accepted.

Moreover, the result of fishbowl technique in this research answered the research question that using fishbowl technique gives a significant effect on the students' speaking ability as big as 69.74 in the post test of the first year students of SMAN 12 Pekanbaru.

Recommendations

Fishbowl is a technique 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 center of the room with other participants sitting around them in a circle watching their conversation in the fishbowl. If this technique continuously used for teaching speaking, students can habitually speak English and it can reduce the students' nervousness, so they can speak confidently. It is important for the English teacher to manage the time properly during the implementation of fishbowl and teacher's creativity is needed to create an interesting and clear situation in teaching and learning process by using fishbowl for teaching speaking.

Concerning the conclusions above, it would be better for the English teachers to use fishbowl as teaching technique because this technique can improve the students' speaking ability.

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