

THE EFFECT OF FISHBOWL TECHNIQUE AND STUDENTS' INTEREST TOWARD THE EIGHT GRADE STUDENTS' SPEAKING ABILITY OF SMP XAVERIUS 1 PALEMBANG

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Abstract

This study was purposed at investigating the effect of Fishbowl technique and students' Interest toward the eighth Grade students' speaking ability. The population of this study was 300 students of SMP Xaverius 1 Palembang. From the population, there were 30 students taken as sample of experimental group and 30 students were as control group. The sample was taken using two stages random sampling. In carrying out the research, the writer used a factorial group design. Finally the calculation using a two-way ANOVA was used to measure an interaction between fishbowl technique and students interest on their speaking ability. Test of Between-Subjects Effects analyses, the significant value of the techniques (fishbowl and conventional) and the students' interest were 0.422, the probability sig. of technique was 0.175, and the interaction between high and low interest was 0.097 which higher than the significant level of p-value 0.05, it meant that there was no a significant interactions between students' interest and techniques. So, the research hypothesis that stated "there is no an interaction between fishbowl technique and interest toward students' speaking ability" was accepted and the null hypothesis was not rejected based on the data finding on chapter four.

Keywords: speaking, fishbowl, interest

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Introduction

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Based on the definition before, it can be comprehended that, speaking is an active skill, where it needs though to produce the language and process it to exchange information among others. Furthermore, speaking is really useful in doing interaction, transaction and etc, which related to oral information. Therefore, speaking is really crucial for the learners, especially for English subject.

Based on the writers' experience as the teacher of English, in the process of study, the student always get the difficulties in studying speaking, it commonly happens when the teacher asks the students to have conversation with their partner or having discussion. Moreover, if the teacher asks them to have an oral activity in front of class, most of them seems to be confused about

what they should do. Most of the problems may be caused by the teaching strategy. The strategy cannot fulfill what the students need in learning speaking skill. It means the teaching strategy must be modified or, if possible, replaced with new one. In other words, to reach a good development in teaching speaking, the teacher should create various teaching techniques to increase the students' ability. One technique offered by the writer is fish bowl technique, where fish bowl technique is the technique which contains a circle group discussion but it has two sides inner and outer, it seems like a fish bowl. Dealing to the explanation, Olsen (2011:1) states "fishbowl techniques are used to stimulate conversation in class, with an emphasis on deep listening, critical thinking, critical questioning and thoughtful response". The class divides into a small group of students sitting in a circle in the center of the room. The rest of students form a circle around this group. The inner circle conducts a

discussion while those in the outer circle listen and take notes. The instructor can be a part of the inner or the outer circle and can set up a method for rotating students". It means, the fish bowl technique is the technique which involved the students directly to the material, where every student has chance to exchange their knowledge among others. So, it can make the students' active in the process of learning.

Interest is a strong feeling or desire to something. When students are interested on something, they tend to pursue it and excel at it (Siegel, 2009:1). Furthermore, interest also refers to serious feeling to focus and pay attention to thing that considered as fun thing/ activity, wonderful thing, an attractive thing or activity. It means the students' interest appear when they like something, so if it is in the school subject, sometimes the teacher find some students who like some subjects only not all subjects based on some reasons. It is caused by some reasons, one of them is the students dislike the materials because they don't understand and also sometimes, the students dislike the teachers' habit, so that's why, the students' will not focus on the study or not interest. As the effect of that, the process of study will get a slow progress. According to Gardner and Tamir (1998) cited in (Trumper, 2006:3) states'

The term "interest" usually refers to preference to engage in some types of activities rather others. An interest may be regarded as a highly specific type of attitude: when we are interested in particular phenomenon or activity, we are favorably inclined to attend to it and give time to it (P.40).

By the opinion above, it showed that the students' interest is one of many factors can support intensively the learners in the process of study. By having a good interest the learners easily acquire the knowledge.

Lee, chen and chen (2011) From the psychological point of view, chang said the term interest a two -ply meaning that involves, first is an individual's internal orientation when he/she expresses the choices of someone or something and, second, the small difference between interest and motives as both of them are internal causes of an individual's behavior.

Therefore, the study of English will be faster for the learners when the students are enthusiastic to English. Moreover, the speaking is one of the priorities for the each school. So the teacher should facilitate and organize the learners to achieve their purpose of language. Richard (19; 2008) states that the mastery of speaking skills in English is a priority for many second-language or foreign language learners.

Based on the explanation above, the writer would like to analyze more deeply about the writer interest to give the solution by giving them "The effect of fishbowl technique and student's interest towards the eighth grade students' speaking ability of SMP XAVERIUS 1 Palembang".

Methodology

The design of the experimental method in this research used factorial design. There were two groups, the first was experimental and the second was control group. Where the experimental group got fishbowl technique treatment and control group was treated with conventional technique.

From this factorial design, the writer could assess not only the separate effect of each independent variable but also their joint effect. In other words, the writer could see how one of the variables moderates the other (moderator variables).

Theoretical Description

1. The concept of speaking

a. The Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Furthermore, the speaking can be defined as the activity of socialization to transfers and receive the information, it means, the speaking is not only focus on the speaker itself but this skill involved another individual trough processing information, it could be like, imitation, transaction (dialogue), interpersonal dialogue, and intensive. So, the speaking is as a tool which has a big function for the learners to get more from what they need, and enable them to deliver what they have in their mind. Consequently, if the learners do not have a good speaking skill, it is difficult to them to have interaction, transaction or giving a good performance. It is the phenomena of Indonesian learners, where they don't really master speaking skill, and as the effect of English which is not as our mother tongue and also, English is as a foreign language. Moreover, the speaking activity of English is not practiced efficiently by the learner. One of the reasons why English is difficult to master by Indonesians, generally speaking is the fact that English as a foreign language, (Ihsan 2005: 3).

b. The use of speaking.

According Brown and Yule, (1983) cited in (Richard, 2008: 21)" made useful distinction between the interactional function of speaking, in which it serves to establish and maintain social interaction, and the transactional function, which focus on the exchange information". Meaning that, the use of speaking can classify into several term, such as below.

- 1) Speaking for doing interaction or socialization

- 2) Speaking for making deal of a business

- 3) Speaking for presentation or a monologue

Dealing to statement above, Richard (2008: 21), divides some terms of speaking function" talk as interaction.

c. The type of speaking

By the description of the use of speaking above, it was known that speaking is productive skill, it contains of receiving and transferring information. in other side, it was really important to know the type of speaking because, in speaking English, each level of students proficiency are different. Such the differences of the students level of English which should be mastered by the learners in elementary, junior high school, senior high school and university. For the each level of school, students are suggested to be able to fulfill what the syllabus described. According to Brown (2004:142) he states" they are five types of speaking

1. Imitative speaking
2. Intensive
3. Responsive
4. Interactive
5. Extensive

d. The Teaching of Speaking.

Teaching means" showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand,"(Brown, 1985:6, cited in Ihsan, 2005:3). By the definition of teaching given before, meaning of teaching speaking is to help the learners to practice the spoken by giving them instruction, guiding, and providing them with knowledge.

Teaching speaking is very necessary to be given to the students earlier. It can give the effect of students' communication skill, where, the

student's will be very active to acquire the information around them by the socialization. It can be seen, the more student's active doing the interaction, it show that the student will acquire many information's. The information is easy to understand because they meet the source directly, and also they can keep their socialization among others. Furthermore, the importance does not stop on communication only, but on the other side, the important of teaching speaking for the students can help them in academic level. The mastery of speaking skills in English is a priority for many second language or foreign- language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course book in the market, though how best to approach the teaching of oral skill has long been the focus of methodological debate. Teachers of text book make use variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work , task work, and others strategies (Richard, 1990).

Furthermore, the teaching of speaking should be considered based on the following type

Grugeon, and Dawes, (2005:131)

- 1) who the child is speaking to.
- 2) what sort of task is involved.
- 3) previous experience of the talk task
- 4) the child's fluency in a home language as well as English.
- 5) the gender of the child and other group members.

1. Concept of Fishbowl Technique

a. The fishbowl technique.

Fishbowl technique is one of collaboration teaching technique. It's an active activity, where the student's will be guided to make a circle which content of inner and outer group. This type of group discussion that can be utilized when there are two distinct groups. Each group has an opportunity to discuss the issue while the other groups observe much like looking at the fish in the fishbowl, (Team of Ohio State University 2009. Dealing to the statement ,Alvermann, O'Brien, & Dillon, (1990) Cited in (Brozo 2007:2) states" Class discussions should involve all students, not just those who are vocal and always likely to respond, and they should result in more student–student interaction patterns rather than student–teacher patterns".

Based the opinion before, fishbowl technique is defined as the collaborative activity, where the teacher gives chance to all the students to be included to the activity. The students' can exchange their knowledge among others. So the study will not focus an individual only, but it's involve another students, where each students can get treatment and getting a chance to express what idea they have related to study. the teacher give the instruction of the activity, by letting the inner group to view based the discussion, meanwhile, outer group just observed as their experience At the second time of their turn.

b. The use of fishbowl technique

Fishbowl techniques are used to stimulate the conversation in a class, with an emphasis on deep listening skill, critical thinking, critical questioning and thoughtful response. The class divides into small group of students sitting in a circle in the center of the room. The rest of the student forms a circle around this group. The inner circle conducts a

discussion while those in the outer circle listen and take a note. The instructor can be a part of the inner or the outer circle and can set up a method for rotating students if this is desired- the group can switch or individual can rotate into the small group. The class will “debrief” after the conversation is included, (Olsen, 2011).

To start the fishbowl technique, instructor may select students for small group who can model discussion and instructor should give some guidance for conducting a discussion. Student might brainstorm guideline for the discussion, including reminder to each other take turn without interrupting other’s comment, allowing each person to have a voice (including soliciting comment from quiet students in the circle), building upon a previous person’s statement, and asking the question to extend the thinking. Students’ can be reminded to support their ideas with evidence, extend the conversation with logical argument, and point out connection during the discussion, Olsen (2011)

By the explanation above the step of using fishbowl as below;

- 1) prepare a material which to be discuss in the process of practicing of fishbowl technique
- 2) ask the students make a circle which content of inner and outer group
- 3) the teacher giving guidance for the process of the study
- 4) the students cannot interrupt each other
- 5) The student should have voice such giving idea, comment, or building another idea.
- 6) The last group should conclude the discussion
- 7) The teacher should summarize the discussion

2. The Concept of Conventional Technique

Brown (2007:112) states” conventional technique is the technique concerned with the teacher as the controller of the learning environment”. The conventional technique refers to the technique that is usually used by the teachers. The treatment was given without fishbowl technique but it used only asking idea about their favorite thing. This technique was applied to the control group students.

3. The Concept Student’s Interest

Interest is a strong feeling at something or an activity which is considered as an attractive thing. From the psychological point of view Chang said the term interest has two a ply meaning that involve, first an individual’s internal orientation when he or she expresses to the something and. Second the small difference between interest and motives as both of them are internal causes of an individual’s behavior (lee, Chao and Chan, 2011: 141). In other word interest refers to the effect of an attractive thing, it mean, interest feeling will appear when the thing showing the wonderful thing that can make a desire. Furthermore, interest can define interest as resulting human choice and exchange, rather than as being caused by someone factor outside of human action (Hulsmann, 2002: 78).therefore, student’s interest refers to what they like to do or focus on, consequently, the students will give great attention and time to know and understanding the subject of study.

In this research, the interest would be focused on whether students were interested or not at the English subject. Because, based on the writer experience teaching at the school, only some of students were interested on English subject, otherwise the other students were not interested on it based on some reason. In other side of classroom case, they were interested on

English subject, but the learners could not follow the learning process well, especially for the speaking time, where the students were encouraged to show their idea through English, such doing presentation, answering the teacher's question and soon. Frequently, the difficulties made the student's lack of interest to the English subject. Therefore, sometimes even the learners followed the study process but they don't focus on the English subjects well.

Lee, Chao, and Chen, (141:2011).

Chiu said interest is inherent and yet can be improved by external forces (7). Chen addressed interest in learning in three categories, individual interest, which is a personal quality that is quite stable and fluctuates little; situational interest, which is an emotional state elicited by amusing mathematic-related activities or the content of teaching materials; and interest-induced psychological state that occurs when an individual is showing intense interest in something and she/ he.

By the argumentation above, it could be concluded that they were some factors of student's interest. It could be pointed as below:

- a. Subject of the study, where it can be a reason for learners to give great attention
- b. Material of the subject" attractive for the learners or no"
- c. Student's mood, where the students can give great attention and sometime could be a reason to lose their interest

Conclusions

The conclusion from the study would be decided based on data finding and the data processed in this investigation, it would be concluded as the following description.

- a. Fishbowl technique affected the eighth grade students' speaking

ability of SMP Xaverius 1 Palembang, because several reasons.

- a. Based on the data analysis of the students' speaking ability in experiment group that had high and low interest in the post test with the mean 83.50 was higher than the mean of the pretest student 55.25. Then, the sig value was 0.00 was lower than 0.05, in other word the students speaking ability significantly increased.
- b. Second, the result of t independent test was the mean of experiment group. It was 83.50 higher than mean of control group 53.12 with the sig value 0.00 lower than a (0.5) two tiled. It could be concluded, experiment group and control group were significantly difference and the fishbowl technique was effectively to use in improving students' speaking ability.
- b. The second of the conclusion was the students' interest did not affect the eighth grade students' speaking ability of SMP Xaverius 1 Palembang. it could be seen from the interaction of students between students' high and low interest was shown from the sig value $0.422 < 0.05$ it mean, there was no a significant interaction high and low interest of students to students speaking achievement.
- c. The third is there was no interaction effect of fishbowl technique and students' interest toward students speaking ability of SMP Xaverius 1 Palembang as explained in the following description.

Based on the data processed using spss program, it found the interest score was 0.422, with the criteria test if the probability (sig) > 0.05 it means, no interaction. Because the sig was 0.422 was higher than 0.05, it means there was no a significance interaction between the technique and the students' interest. Meanwhile the interaction between techniques to the student achievement could be decided from the probability sig value of technique was 0.175 > 0.05 meaning that there was no an interaction between the two technique to students interest. Furthermore, the interaction between students interest, high and low interest, was shown from the sig 0.97 > 0.05 it means, there was no a significant interaction between high and low interest to the students speaking achievement. It means that fishbowl was mostly effective used in teaching speaking both in high and low interest.

Suggestion

Based on the finding of this investigation, the writer would like give some suggestion to the teacher, the students and the institution of English as follow:

1. The teacher should be more creative to select the technique for student, and vary the kind of technique of method to improve the students English skill
2. The teacher should be able to select the material for the students based on their English proficiency
3. For the students, they can learn actively using fishbowl technique, because this technique

stimulates the students to be active in learning.

4. The students should practice more their speaking by using fishbowl technique to improve their speaking ability.
5. The institution should give good books to improve the students ability in English in English Library
6. The institution should give more space for the teacher to do the research either it is for the development of a new technique or the proven of the technique previously.

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