

**“THE IMPLEMENTATION OF FISHBOWL TECHNIQUE TO
TEACH ENGLISH SPEAKING AT MTS MAMBAUL- MA’ARIF
BANYUATES SAMPANG”**

THESIS

Submitted in partial fulfilment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Khoirunnisyak (2019), *The Implementation of Fishbowl Technique To Teach English Speaking at Mts Mambaul- Ma'arif Banyuates Sampang*. A thesis, Englis Teacher Education Department, Faculty of Tarbiyah and Teacher Trainning, Sunan Ampel State Islamic University, Surabaya. Advisor I: Hilda Izzati Madjid, MA., Advisor II: Rakhmawati M. Pd.

Keywords: *Speaking, Fishbowl Technique, Teachers' Challenges, Students' Respond.*

Realizing speaking skills as an important skill in learning English, it is essential for English teacher to encourage the students to speak better. In conducting speaking skill, the teacher has to be good facilitator for helping students in mastering speaking skill. It is necessary to use appropriate technique to help them speak better. The teacher used Fishbowl technique to force the students to speak English. This research aims (1) describe the implementation of fishbowl technique (2) Find out the teacher challenges and (3) Analyze the students respond toward the use of Fishbowl technique in English speaking. The method used in this research was qualitative method. The data were collected by doing observation, field note, interview and questionnaire. The finding shows that the results are (1) implementation fishbowl technique to teach speaking is implemented well applying using 8 procedures based on Brozo's theory within two meetings/observations (2) The teacher has five main challenges which are in terms of deciding topic, preparation, students' low vocabularies, lack of monitoring and mother tongue used (3) The students respond toward the use of fishbowl technique is showed that the majority of the students strongly agree that fishbowl technique gives more idea to speak. So it can be concluded that the implementation of FBT to teach English speaking by applying 8 procedures is well implemented in spite of there are challenges faced by the teacher in implementing this technique but also the majority of students gave response that FBT can make them more confidence to speak English.

ABSTRAK

Khoirunnisyak (2019), *The Implementation of Fishbowl Technique to Teach English Speaking at Mts. Mambaul- Ma'arif Banyuates Sampang*. A thesis, English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Pembimbing I: Hilda Izzati Madjid, MA., Advisor II: Rakhmawati M. Pd.

Kata Kunci: Berbicara, Fishbowl Technique, Tantangan Guru, Respon Siswa.

Menyadari pentingnya kemampuan berbicara didalam mempelajari bahasa Inggris, itu sangatlah penting untuk guru bahasa Inggris untuk mendorong siswanya untuk berbicara. Dalam mrngadakan kemampuan berbicara, guru harus menjadi fasilitator yang cakap untuk membantu siswanya dalam menguasai kemampuan berbicara. Sangatlah penting menggunakan teknik yang tepat untuk membantu siswa berbicara dengan lebih baik. Guru menggunakan Fishbowl technique untuk memaksa murid agar berbicara bahasa inggris. Penelitian ini bertujuan untuk (1) mendeskripsikan dari diterapkannya Fishbowl Technique (2) Tantangan yg dihadapi guru ketika menggunakan FBT (3) Respon siswa terhadap penggunaan FBT dalam kelas bahasa inggris.. Metode yang digunakan didalam penelitian ini adalah metode kualitatif. Data dikumpulkan dengan melakukan observasi, mengambil catatan, melakukan wawancara dan menyebar kuesioner. Hasil menunjukkan bahwa (1) penerapan Fishbowl technique untuk mengajar berbicara diimplementasikan baik dengan menggunakan 8 prosedur selama dua pertemuan atau dua observasi berdasarkan teori dari Brozo (2) Guru mempunyai 5 tantangan yang meliputi penentuan topik, persiapan, kosakata siswa yang rendah, kurangnya pengawasan dan penggunaan bahasa ibu. Respon siswa terhadap penggunaan fishbowl technique menunjukkan bahwasanya mayoritas siswa benar-benar setuju bahwa Fishbowl technique memberikan banyak ide untuk berbicara. Jadi bisa disimpulkan bahwa FBT dengan menggunakan 8 prosedur in merupakan pengimplementasian yang cukup baik meskipun banyak tantangan yang dihadapi oleh guru untuk mengaplikasikan tehnik ini akan tetapi mayoritas siswa memberikan respon bahwa FBT bisa membuat mereka lebih percaya diri untuk berbicara bahasa Inggris.

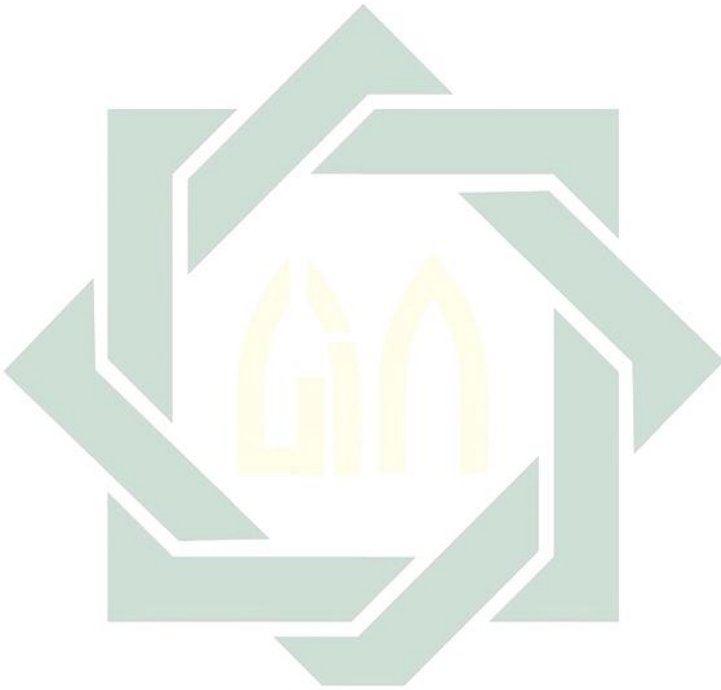
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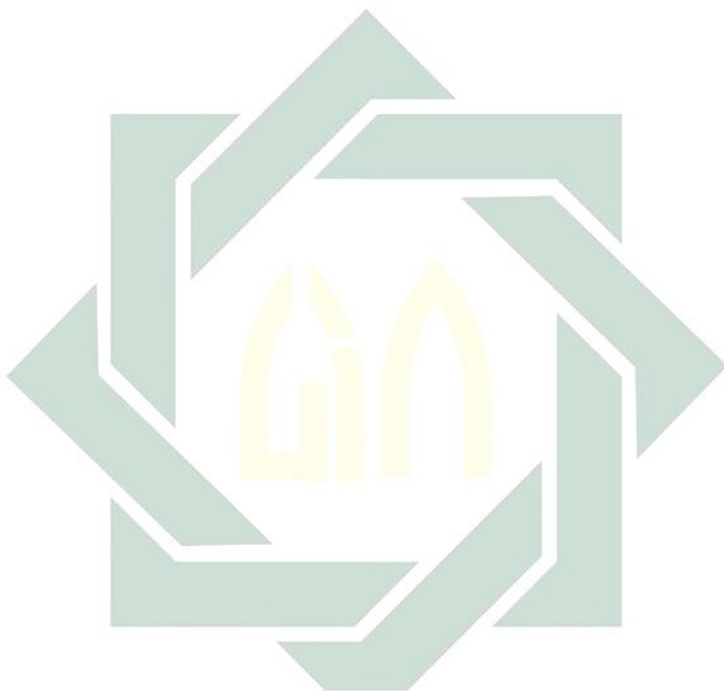
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Figure 2.1 The Arrangement of Fishbowl Technique.



LIST OF ABBREVIATION

- 1. MTS** : Madrasah Tsanawiyah
- 2. EFL** : English Foreign Language
- 3. SMA** : Sekolah Menengah Atas (Senior High School)
- 4. UNESCO** : United Nations of Educational, Scientific,
- 5. UIN** : Universitas Islam Negeri
- 6. U.S** : United State
- 7. FBT** : Fishbowl Technique
- 8. MAN** : Madrasah Aliyah Negeri

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Appendix I Observation guideline and the Result (For Observing the Teacher's Implementation Procedures in Teaching English speaking Using Fishbowl Technique at MTs. Mambaul- Ma'arif Banyuates Sampang)

Appendix II Interview Guidelines and the Result (For Interviewing the Challenges Faced By Teacher in Using Fishbowl Technique to Teach English speaking at MTs. Mambaul- Ma'arif Banyuates Sampang)

Appendix III Students' Response toward the Use of Fishbowl Technique in English speaking at MTs. Mambaul- Ma'arif Banyuates Sampang

Appendix Surat Validasi

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CHAPTER I

INTRODUCTION

This chapter describes the area of the study that will be covered in the some sections (1) Background of this study, (2) Statement of research problems, (3) Objective of this study, (4) Significance of this study, (5) Scope and limitation of the research and (6) Definition of Key terms.

A. Background of the Study

Oral communication can be formed by verbal and non-verbal interaction with audiences to communicate thoughts, informations, experiences and feelings. Speaking is one of tools for human to communicate or talk with each other in language they have agreed in order to receive, produce, process idea and information.

Of all the four skills which are speaking, listening, writing and reading, speaking seems the most important skill in human life: people who know a language are became as 'speakers' of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.¹

Speaking is one of the important skills that must be mastered by the students. By having this skills they can perform their competence and ability in English, for example the students can share their knowledges, informations, values, experiences and attitudes to others through speaking. Therefore, those competences can be applied in the real life for communication. In conducting Speaking skill, the teacher has to be good facilitator for helping students in mastering speaking skill. The teachers and students sometimes have some problems and difficulties.

¹ Ur Penny, "*A course in language teaching*" (Cambridge University Press, 1996), Page. 120

According to Penny Ur, there are several factors about students' problems; First the limit time and opportunities to practice speaking English at school. Second the learners do not talk using English but using their own language or mother tongue use. Third some of the learners are afraid of mistakes when they speak in the class and some learners dominated the class in speaking activity.²

The students of MTs Mambaul-Maarif Banyuates Sampang are facing those problems mentioned above. According to the information from the English teachers MTs Mambaul-Maarif Banyuates Sampang the problems such as low confidence to speak and afraid of mistakes. So the researcher becomes more curious about how the teacher challenges in teaching English speaking.

Realizing speaking skills as an important skill in learning English, it is essential for English teacher to encourage the learners to speak. Learners also have to learn the aspects of speaking, such as: fluency, vocabulary, pronunciation, and grammar in order to communicate effectively in the classroom. Teachers should make teaching and learning process become more enjoyable and comfort for the students.

Herbert states, in order to make students comfort with teaching speaking; they should be given good opportunity to improve their ability in speaking.³ Here the teachers have to be able to teach students in English speaking class, it is necessary to use appropriate technique to help them speak better. In fact, there are some teaching techniques to use. One of them is called by Fishbowl technique. The definition of fishbowl is a way to manage or organize a small group and large group discussion that students are asked by the teacher to built engagement and it can become a model small and large group activities especially discussions in speaking class.⁴ The basic idea of Fishbowl technique is that students practice being

² Ur Penny, "*A course in language teaching*" (Cambridge University Press, 1996), Page. 121

³ J. Walberg Herbert, *Teaching speaking, listening and writing* (France: Typhon, 2004), Page. 10.

⁴ D. Wood Karen, "*Research into Practice*" (Fostering Engaging and Active Discussions in Middle School Classrooms), 2007 Page. 54

contributors and listeners in English speaking class. Students ask questions, present opinions and idea then share information when they sit in the “Fishbowl” circle while students on the outside of the circle listen carefully to the ideas presented and pay attention to process.

Hensley also states students’ participation as a group member can be a highly rewarding experience. In this model, students benefit not only by participating in a personal growth group but also by collectively observing another group comprised of their peers. The other group thereby served as a model and source of comparison for describing the working group’s own patterns and development.⁵ The specialty of Fishbowl technique is making the students force to speak English because the inner group should talk everything that they want to say and every student has opportunity to speak. Here the researcher also wants to identify the students’ respond during English speaking class using Fishbowl technique.

There are some previous studies that supported this research. The first research is entitled “The Effectiveness of Fishbowl to Teach Reading from Students of MTs Mu’allimin NW Pancor in the Academic Year of 2011-2012” by H. Hamdan. There, he intended to know the implementation of Fishbowl technique especially to increase students’ reading skill for the eighth grade. He used two classes in his research and he also used an experimental method which belongs to descriptive quantitative research. In this case, he find that using Fishbowl technique can encourage students’ ability of reading.⁶ The second research was conducted by Sugiarti. He was a student of English Department STAIN Salatiga with his graduation paper entitled “Experimental Studies to Improve Speaking Skills through Social Drama at Second Year Student of MAN Blora in Academic Year 2010/2011”. Those research aimed to determine the effect of the use of socio-drama in learning students of class XI. The method used was experimental

⁵ G. Hensley Laura, “*Teaching Group Process and Leadership: The Two-Way Fishbowl Model*” *The Journal for Specialists in Group Work*”, Louisiana State University, Baton Rouge, LA Published online: 21 Jun 2010.

⁶ Hamdan H, “*The Effectiveness of Fishbowl to Teach Reading from Students of MTs Mu’allimin NW Pancor in the Academic Year of 2010-2011*”

method which belongs to descriptive quantitative. The result of this study is that the ability of students in speaking improved significantly at the point of 5%.⁷

Thus, there are correlations between previous studies and the research. The researcher interested in conducting a research with the same topic about Fishbowl at eighth grade of Junior high school of Mambaul- Ma'arif Banyuates Sampang especially in A class because this class has already joined Fishbowl technique and one English teacher in this class also used Fishbowl technique in teaching English. In order to make it different from the previous researches, the researcher observed one English teacher who use Fishbowl technique in teaching speaking not teaching reading. The researcher chooses MTs. Mambaul-Ma'arif since the researcher conducted the preliminary research in this school. As far as the researcher knows, there is no research yet about Fishbowl technique that used by the English teacher in the school.

The researcher also wants to know how the implementation Fishbowl technique in English speaking class and to find out the challenges faced by teacher while using fishbowl technique in English speaking classroom activities. In this case the researcher observed the English teacher that used Fishbowl technique in eighth grade of junior high school then to identify the students' response when using Fishbowl technique in English speaking class.

B. Research Questions

Based on the previous background of the study, the researcher has some questions to answer:

1. How does the teacher use fishbowl technique to teach English speaking at eighth grade of MTs Mambaul-Maarif Banyuates Sampang?
2. What are the teacher challenges in using Fishbowl technique to teach English speaking at eighth

⁷ Sugiarti, "Experimental Studies to Improve Speaking Skills through Social Drama at Second Year Student of MAN Blora in Academic Year 2010/2011"

grade of MTs. Mambaul-Maarif Banyuates Sampang?

3. How is the students' response toward the use of Fishbowl technique in English speaking at MTs. Mambaul-Maarif Banyuates Sampang?

C. Objectives of the Study

Related to the problems statement above, the objective of this research then specified:

1. To describe the implementation of fishbowl technique in teaching speaking at eighth grade of MTs. Mambaul-Maarif Banyuates Sampang.
2. To find out the teacher challenges in using fishbowl technique in teaching English speaking at eighth grade MTs. Mambaul-Maarif Banyuates Sampang.
3. To analyze the students' respond toward the use of Fishbowl technique in English speaking at of MTs. Mambaul-Maarif Banyuates Sampang.

D. Significance of the Study

The result of this study aimed to give contribution for both teacher and other researcher.in particular, this research can be one of the sources in implementing Fishbowl technique to teach English speaking.

1. For the teachers

This research will help them to be more aware in implementing Fishbowl technique when they find the challenges in teaching English speaking. Moreover this study can give them more knowledge about fishbowl technique which is about the advantages, challenges and students' response in teaching English speaking using Fishbwl technique. The results of this study also will help teachers to improve their skill in teaching English speaking.

2. For the researcher herself

This study gives experience in using Fishbowl technique to teach English speaking. This research also make the researcher know the challenges faced by the teacher and students' response in using fishbowl technique in English speaking class.

3. For other researcher

For the further research of other researcher who are interested and intended to make the similar topic with this study, the researcher also hopes that this research can be useful to provide a scientific reference on the applied teaching English speaking using fishbowl technique and as a stimulation for other researcher in giving some inputs to conduct the research.

E. Scope and Limitation of the Study

The scope of this study focuses on the implementation of Fishbowl technique to teach English speaking. The researcher limited the material on discussion activity. The discussion is about asking and giving opinion that was adapted from the syllabus. The implementation here means the process of teaching asking and giving opinion in class using Fishbowl technique in especially in opening, main activity and closing. Although this school has 2 classes in eight grade students (A&B class) the researcher limited this study only one class (A) of eighth grade students of Junior high school because the English teacher using Fishbowl technique only in this class not in other class (B).

Besides, the researcher observes the teacher in implementing fishbowl technique in English speaking discussion, the researcher also wants to know what are the teacher challenges in using Fishbowl technique. The challenges here means the problems that faced and found by teacher in using Fishbowl technique in teaching English speaking. The researcher only explains and focuses on teacher challenges without any further explanation about solution based on Ur penny's theory which is about challenges in teaching English

speaking. Meanwhile, this study is limited only one English teacher at eighth grade of Mts. Mambaul- Maarif Banyuates Sampang.

After knowing the implementation Fishbowl technique in English speaking class and the challenges faced by teacher in using this technique the researcher also wants to identify the students' response when using fishbowl technique in English speaking class. Students' response in this research will be elaborated using Rosenberg theory which is limited the students' response in 3 components, those are: cognitive, affective and conative.

F. Definition of Key Terms :

In this part, the writer tries to define the key terms to make the readers easier to understand related to this study. There are Fishbowl technique, English speaking, challenges and response.

1. Fishbowl Technique

Fishbowl is a way to manage a small group and large group discussion that students are asked by the teacher to build an engagement and can become a model small-group activities and discussions in speaking.⁸ Fishbowl technique in this research means one of the techniques used by the teacher in English speaking class to help students in speaking class.

2. Speaking

Speaking is communicative process of forming the meaning of something that involves producing word, receiving and sharing information.⁹ Speaking in this research refers to the oral languages that used by

⁸ D. Wood Karen, "*Research into Practice*" (Fostering Engaging and an Active Discussions in Middle School Classrooms) 2007 Page: 55

⁹ Kathleen M. Bailey, "*Practice English Language Teaching Speaking*" (San FransiscoMc.Grow Hill, 2005) Page: 2

the students in a certain meeting focusing on topic “asking and giving opinion, information and express idea” that used in group discussion in English speaking class.

3. Challenges

A challenges case creates by gaining competition among two or more persons. It relates a situation in which a person who be able to make the right decisions to be achieved.¹⁰ Challenges here means problems which are faced and found by the teacher in implementing Fishbowl technique.

4. Response

Response is feedback that has important rules in determining the positive or negative communication or activity.¹¹ Response here is the answer for questionnaire about opinion, feeling and behavior in using Fishbowl technique especially in English speaking.

¹⁰ Silberman Mel, “*Active Training A Handbook of Techniques, Designs, Case Examples, and Tips*,” Third Edition:2006. Page: 104

¹¹ Subandi Ahmad, “*Psikologi social*”, Jakarta: BulanBintang, 1982. Pg: 50

CHAPTER II

REVIEW RELATED LITERATURE

This chapter aims to find out the implementation of Fishbowl technique in teaching English speaking discussion at eighth grade students of junior high school. To support the understanding of the problems in the previous chapter, some theories and literature are reviewed below in order to relevant knowledge in the field. The theories consist of 4 points, those are: (1) Fishbowl Technique, (2) Teacher's Challenges/problems, (3) Students' response, (4) Speaking.

A. Theoretical Framework

1. Fishbowl Technique

a. Definition of Fishbowl Technique

The Fishbowl is a teaching technique that support in active participations of students. This is a cooperative-learning structure. Spending a lot of time on this method is an investment, which will give more productive, efficient and engaging classroom environment.¹²

Karen state fishbowl discussions place the focus on students' thoughts and ideas then also opinion rather than on the teacher's. Teachers can inform students' participation by allowing them to ask questions for the discussion. Students can bring speaking class as "entry tickets" to the discussion or can work in small groups to ask questions collaboratively. Fishbowl is a flexible technique that can also be used by teachers to model small or large group discussion.¹³

¹² San San T, NyuntEiEi, "Collaborative learning with think pair share technique. *Computer Applications*:" An International Journal 2015; 2(1): 1-11

¹³ D. Wood Karen, "Research into Practice" (Fostering Engaging and Active Discussions in Middle School Classrooms) Page: 54

Another definition comes from Brozo, he said that fishbowl Technique is well marked because it encourage one group of students looking for on another smaller group of students who dislike watching fish through the glass of an aquarium. The small group has to focuses on a conversation about the topic while the outside group listen the conversation, prepares questions, opinions and comments for the discussants. These roles are frequently used to ensure all students play an active part in discussing, sharing ideas and opinions, listening and questioning.¹⁴

From that literatures and theories we can conclude that Fishbowl is a technique that helps students practice being contributors and listeners in a discussion in English speaking class. Implementing this technique, the class divided into two groups: inner circle and outer circle. The inner circle or usually called fish and the outer circle usually called bowl.

Silberman also has techniques consider fishbowl technique in designing activities for other portions in speaking classroom, those are:

1. Open discussion

Ask a question and open it up to the entire group without any structuring. Using open discussion when you are certain that several learners want to participate.¹⁵ The important one to use open discussion is making sure that your students did not worry to participate then always monitoring the students to raise their hands.

¹⁴ *Content Literacy for Today's Adolescents: Honoring Diversity and Building and Building Competence* (William G. Brozo & Michele L. Simpson). Merrill/Prentice Hall, 2007.

¹⁵ Silberman Mel, "Active Training A Handbook of Techniques, Designs, Case Examples, and Tips", Third Edition:2006. Page: 67

2. Response cards

Get indices cards and ask anonymous answers to the questions.¹⁶ Using response card when the teacher need to manage the time and to make students easier for shy people to participate and response the lessons.

3. Polling

As well as we know poll all of the participants in the class is filled out and gained on the sight.¹⁷ You can ask the participant or learner to take respond card or answer it when they raise their hands.

4. Subgroup discussion

You can ask learner to make subgroups randomly. This way often helpful to choose group roles such as timekeeper, facilitator, recorder, or presenter and to obtain volunteers or assign members to fill them.¹⁸ The participants are in pair or face to face contact with each other. Try to separate some subgroups so that they do not disturb their classmates.

5. Partners

Form participants into pairs and instruct them to work on tasks or discuss key questions. Using partners when you want to involve everybody but do not have enough time for small-group discussion. A pair is a good group configuration for developing a long-term supportive relationship and/or for working on complex activities that would not lend themselves to larger group configurations.¹⁹ Pair participants have physical contact to get certain participants

¹⁶Silberman Mel, “*Active Training A Handbook of Techniques*”..... 67

¹⁷Silberman Mel, “*Active Training A Handbook of Techniques*”..... 67

¹⁸Silberman Mel, “*Active Training A Handbook of Techniques*”..... 67

¹⁹Silberman Mel, “*Active Training A Handbook of Techniques*”..... 68

together. It is not necessary to move chairs to create pair activities in the class.

6. Go-around

To get the key of the questions we can use Go-around.. Using this technique when you want to know something from each participant. If the group is large, create a smaller go around group by obtaining short responses from one side of the room.²⁰ It is appropriate for the students who always keep silent in the class.

7. Games

Using popular games to elicit participants' opinions and knowledge. Use games to stimulate energy of the participants. The games can be adapted for training intentions. Be sure that the game requires the participation, and the teacher need to make the instructions crystal clear.²¹ Games here means one of technique that used by the teacher to make the students comfortable in class and the teacher also wants to develop students lesson by giving different method in teaching in order the students can enjoy the class with the new atmosphere.

8. Calling on the next speaker

It is necessary to ask participants to raise their hands when they want to share and explore their opinions and ask the presenter or the speaker in the group not the trainer to call on the next presenter.²² Using calling on the next speaker when you are find a lot of interest in the discussion or activity and you try to promote participant interaction.

9. Panels

The teacher has to invite a random number of participants to present their opinions in

²⁰Silberman Mel, "Active Training A Handbook of Techniques"..... 68

²¹Silberman Mel, "Active Training A Handbook of Techniques"..... 68

²²Silberman Mel, "Active Training A Handbook of Techniques"..... 68

front of the group in panel technique. UWhen time permits in panels time the participant need to focus and serious response to the teacher's questions.²³ Rotate panelists to improve participant.

10. Fishbowl

Using a fishbowl to take focus on a small or large group discussions.²⁴ You can do this technique by getting new students' volunteers or participants to be discussants. Becomes concentric circles, you can have participants remain seated at a chair and invite different groups of students or parts of a group to be the discussants as the others listeners.

Fishbowl here as a variation of concentric circles, you can have participants permanent seated at the chair and invite different groups or parts of a group to be the discussants as the others listen. The teacher just gives the students the good instructions and brief one or two issues so the students have to discuss it and each student has a time to speak. It is called by students-centered. Although fishbowl technique is time-consuming, Fishbowl is the best technique for combining the various of large and small-group discussion.

b. Implementation stages of Fishbowl Technique

According to Brozo, There are some stages how to use Fishbowl technique in English speaking classroom. Those are presented as follows:

1. Identifying focus for classroom activities in speaking class. The topic is related to what the students already know or the issues in that era to take their interest.

²³Silberman Mel, "Active Training A Handbook of Techniques"..... 69

²⁴Silberman Mel, "Active Training A Handbook of Techniques"..... 69

2. Asking students to spin to a pair and talk about their thoughts related to the topic. It means the teacher asks the students to discuss with his or her peers about what the right ideas and opinions related to the issues.
3. Showing the format and expectations of a Fishbowl activities. That is giving clear instruction and informations about the rules of Fishbowl activity and the goals that will be achieved. Teachers should allow sufficient time to exchange thoughts or points of view.
4. Starting the discussion by telling the discussant sitting in a concentric class to talk among students in a group about the ideas and opinions they get when conversing with partner.
5. Telling other students to listen carefully to their pair while they engage in a small group discussion and take notes or ask down questions to share afterward.
6. Allowing the discussant to talk for 5 minutes or so, getting involved only to ensure everyone is producing and taking turns in speaking class.
7. Asking the other students to have responses and comments when the small group is stopped,. This is an great time and way to model appropriate comments, opinions and questions.
8. Asking students to continue to the Fishbowl process until all students have opportunity to be inside the Fishbowl and they are clear about their rules of the expectations.²⁵

Ideally those eight procedures must be implemented all in the speaking discussion classroom activities. However if the first step was changed by student into the other topic so it is optional for the student to choose the topic that will be discussed. The teacher also have to prepare well about the topic.

²⁵ *Content Literacy for Today's Adolescents: Honoring Diversity and Building and Building Competence* (William G. Brozo & Michele L. Simpson). Merrill/Prentice Hall, 2007.

The fishbowl technique has several procedures and also has a pattern. The pattern of Fishbowl technique helps the teacher to manage the students' sitting arrangement in speaking discussion classroom activities. The arrangement of using Fishbowl technique will be implemented in English speaking class as **Figure 2.1** below.

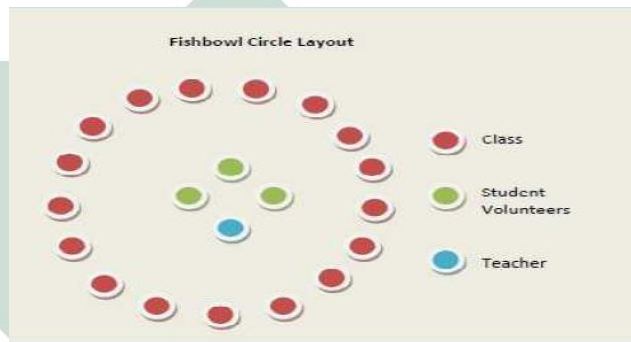


Figure 2.1 The arrangement of fishbowl technique.²⁶

Based on the **Figure 2.1** it can be seen that in implementing Fishbowl technique the class is divided into two groups: inner circle and outer circle. The inner circle or usually called fish consists of five students who will discuss the topic. In this group the students can ask questions, present opinions, express ideas and share information and experience. The outer group or usually called bowl consists of more than 10 students who observe and listen carefully what the inner group presented or talked about. Members of the outer group can ask questions if they have some.

²⁶Clifford, M. Amos. 2013. "Using Classroom Circles to Teach Restorative Practices: a Training Manual and Curriculum, Teaching Restorative Practices with Classroom Circles" Accessed on March 4, 2015 Page : 53

c. Advantages of Fishbowl Technique

As many other technique, Fishbowl technique also have several advantages. These advantages are related to encourage the students' English speaking skill and their respond in English speaking discussion. Not only for the students but also for the teacher. The researcher found the advantages of Fishbowl technique from Bruce D. Taylor, as follow:²⁷

1. Becomes an effective teaching tools for group discussion

Fishbowl can be effective teaching tools for group discussion in English speaking class. It means that Fishbowl is a technique used to conduct group activities in different ability among the students. The smarter students can help to the lower ability students. Each student has an equal position to talk or ask questions.

2. Can be designated as the students' level.

Fishbowl allows the teacher to modify the activity based on the students' level. When they are have a enough time to talk about topic based on their experience. They may have real discussion. The interesting topic can maintain students' interest so they will fully concentrate to the learning process in English speaking class.

3. Give students great atmosphere in classroom discussion

Fishbowl technique can give students great atmosphere in English speaking class. During the activity the teacher delivered the lesson with an ordinary explanation but here the teacher give the students a greater atmosphere using fishbowl

²⁷Bruce, D. Taylor. 2007. "Fostering EngangingAnd Active Discussion In Middle School Classroom". Retrieved from *Journal for Specialists in Group Work*, at 22 October 2016.
Cameron, L. 2001. *Page* : 273-286

technique to show their expression by giving their ideas and opinions. Besides, they may also help each other when the student do not understand or making mistakes.

4. Stimulate students' thinking

It is difficult for the teacher to ask the students to know what they are learning. When the students are sitting in a concentric circle and they have equal opportunities to talk, it may helps them to develop their knowledge.

5. Provides classroom interaction

In Fishbowl, there is an interaction or communication among the students. The students have to give their interest with the student who is presenting the idea about the topic. The other students show their understanding by giving response or asking some questions.

6. Allow students to learn from pair or classmates

Among the students can give answers when they have mistakes. The student can help the other students who cannot answer questions. Here the students can learn peers in order to find the right answer.

7. Involves students' critical thinking

Fishbowl is used to obtain the students to talk about a topic. It allows the students to think before producing their ideas. They have to understand the pictures, text, or the other materials that are conducted by the teacher. It is necessary for the students to refresh the idea before starting the lesson in English speaking class.

8. Increase oral and listening skill

One of the big problems students have in a language classroom activities is the ability to speak. Fishbowl here is used to provide the students a chance to talk confidently. They may say anything during English speaking class. It also asks the students to develop their listening skill because they have to respond to the other student which is talking about the topic.

According to those advantages it could be make an opposite the strong position of Fishbowl technique in teaching English speaking. In this technique the students to be speaker and listener. When the students allow to be a speaker, they can talk everything about what they want to talk and what in their idea. Fishbowl also make the students listen carefully and have to give their interest and focus to respond the other students. Actually Fishbowl technique can be used by others skill (reading, istening and writing) but based on the explanation above the researcher highlighted that Fishbowl technique can give more advantages if it used in English speaking skill.

d. Disadvantages of Fishbowl Technique

Besides, fishbowl has many advantages in English speaking class but it also has some disadvantages. This disadvantages of Fishbowl technique can occur the problems and challenges such as adapted from Ary, those are:²⁸

1. It can be a possible conflict among students because this technique is suitable for the students to give some opinions and ideas in English speaking discussion classroom activities.
2. It also can false information may be presented. This problem depends on the teacher in giving the instruction clearly or not.
3. It may be hard from some to express themselves. Because when the students in circle they have to speak by themselves. When the students have low vocabularies or confidence so this problem can be occurred in English speaking discussion

²⁸ Ary Dian Sungkono, "Improving the 7th grade students' speaking ability through Fishbowl game at MtsDarurRidlwaniMumbulsari" University of MuhammadiyahJember", Published 2015.

classroom.

4. It focuses and relevancy of the topic may be altered. This technique using one topic if the students change the topic in the middle of the lesson so the technique cannot be applied.
5. It make some may feel uncomfortable being observed. This problems occurs when the inner circle have a lot of member in discussing the topic.
6. It makes strong emotions high. This problem can occur when the students have different opinion about the topic.
7. Its observers cannot immediately respond. Because the other students feel relieved in their responsibility (all of the students have to speak through the turn).

Those all disadvantages can be covered all by the advantages that have been explained before. The researcher also did not found all of the disadvantages above but only found one of that point. The teacher can solve the disadvantages by some activities that will be explained in chapter III.

2. Challenges/problems faced by teacher

In teaching learning process, perhaps students faced some problems to speak which is making the students have difficulties and did not success in English speaking class. it also becomes problems that have to be faced by the teacher. According to Ur Penny there are several problems occur in teaching speaking, those are:

a. Limitation

Limitation here means the students have the limit time, vocabularies and opportunities to practice speaking English at school. Unlike writing, reading and listening activities, speaking requires some degree of real-time to

an audience. Students are often limited about trying to say things in a foreign language in the classroom.

b. Nothing to say

Students are afraid of making mistakes, fearful of critics or shy of the attention when they speak. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say; they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low participation

It means that some students dominate the class. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Using mother-tongue

In classes where all, the students do not talk using English but using their own language or mother tongue use. It may occur when the learners share the same mother tongue. they may tend to use it. Because it feels unnatural to speak to one another in a foreign language and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less discipline or motivated to improve to the target language.

From the explanation about the challenges and problems above the researcher realize that it is

essential for English teacher to encourage the students to speak better. Teacher should give the fresh atmosphere to make the class become more enjoyable and comfort for the students. So it is appropriate for the teacher to use Fishbowl technique in order to help the students in English speaking class.

3. Students' Response

According to Rosenberg and Hovlandas cited in Azwar "there are three components of attitudes that is called tripartite model".²⁹ The first component is cognitive. This component can be identified by the representation of what does someone beliefs or thought toward something. The measurable variables from cognitive component are based on conceptual and perceptual responses then verbal statements of beliefs.

The second component is affective which is describes as emotional feeling toward something. Generally, emotional reaction is affected by someone believes of something. It can be favorable and unfavorable toward something. The measurable dependent variables of affective component are based on sympathetic and nervous responses then verbal statements of affective.

The last component is conative (behavior). It relates to someone behaviour to act in a particular manner that is congruous to his/her attitude. The measurable dependent variables from conative component are overt and action then verbal statements concerning behavior.

²⁹ Azwar, S, "*Sikap Manusia Teoridan Pengukurannya*" (2nd ed.). Yogyakarta: PustakaPelajar (2012).

Another source comes from Kroenung Julia and Andrea Eckhardt, they stated that “the tripartite of attitudinal responses formed into three classes of cognitive, affective, and behavioral responses that have being well acknowledged in social psychology literature. The central point in this definition is that the authors explicitly emphasize that evaluation encompasses all classes of attitudinal responding, namely – affect, cognition, and behavior. These classes of responses are central to the attitude concepts, since an attitude develops on the basis of responses. This tripartite of attitudinal responses has a very long history in social psychology.”³⁰

From the explanation above, the researcher used this tripartite model because there are correlation between attitude and response. The attitude can be developed when the students give response. The response formed into three classes, those are cognitive, affective and behavior (tripartite attitudinal response). The researcher used tripartite attitudinal response because this model has acknowledged in social psychology literature. It makes the researcher easier to identify students’ response toward the use of fishbowl technique in English speaking.

4. Speaking

a. Teaching Speaking

Speaking is the hardest skill among the others (reading, writing, and listening) since it is procedure skill or oral skill which consists of producing the communication and systematic verbal utterances to convey the meaning.³¹ It is an activity that includes

³⁰Kroenung Julia and Andrea Eckhardt “*Three classes of attitude and their implications for IS research*” page: 3

³¹Nunan David, “*Practical English Language*” (New York: MC Graw-Hill, 2000), Page: 48

more than two people to create the reciprocal of a relationship (feedback). In this case there is a person played as a speaker and other played as a listener.

There are many reasons for speaking, there are: to be sociable in society, we want something, we want other people to do something, to do something for someone else, to respond to someone else, to express our feeling or opinion and idea about something, to exchange information, to communicate an action or event in the past, present, or future, the possibility of something happening and so on.³²

Speaking has an important role to make the students communicative and interactive communication. They also can participate in the class and interact with others. That is one of reasons why speaking can be an important thing in speaking classroom activities. The goal of teaching a foreign language is to gain the ability to communicate in the target language.³³

Speaking becomes the important one in language position. As we probably know that speaking is one of productive skill to express ideas. But students are often too embarrassed and shy to express the ideas and opinions when they do not understand what the speaker said and they realize that they have nothing to say and worried about making mistakes. To solve those problems and to help the teacher for developing communicative efficiency in speaking. Bailey gives five principles for teaching speaking, They are:

1. The teacher should be aware and understand of the language learning context.

³² Lindsay Cora with Paul Knight, "*Learning and teaching English*," (New York: Oxford University Press, 2006), Page: 57

³³ Harmer Jeremy, "*How to teach English*", (England: Pearson Longman, 2007), Page: 121

2. The teacher should give students practice with fluency and accuracy.
3. The teacher should facilitate opportunities for students to talk by using group work or pair work.
4. The teacher should plan speaking tasks.
5. The teacher should design classroom activities.³⁴

b. Types of Classroom Speaking Performance

Based on Brown, there are six types of classroom speaking performance, those are:

1. Imitative

In this type of speaking assessment, the ability to imitate a word, phrase, and sentence pronunciation is main criteria being tested and assessed. Imitation of this kind is the student mimics did not for the purpose of meaningful interaction, but for focusing on some particular particular of language form.

2. Intensive

Intensive speaking goes one step imitative includes any speaking performance that is designed to practice some phonological or grammatical aspect of language especially in speaking.

3. Responsive

Responsive assessment task includes interaction and test comprehension. Some of limited levels of very short conversations, standards greeting and little talk, simple requests and comments.

³⁴ M. Kathleen Bailey, *“Practical English Language: Speaking”* (Singapore: McGraw-Hill Companies Inc, 2005), Page: 53

4. Interactive

Interactive speaking is similar to responsive principle, the differences between them is the length and complexity of the interaction and communication which sometimes includes multiple exchanges of the participants or learners. The interaction can take two forms of transactional language which carried out for the purpose of exchanging specific information and interpersonal exchanges which carried out more for the purpose of maintaining social relationship in the society than for transmission of facts and information. For instance: interviews, role lays, games, discussions and debate.

5. Extensive (Monologues)

Extensive oral production tasks include speeches, oral presentations, poetry contest and story-telling, during the opportunity for oral interaction from listeners is either highly limited rules together. Language style is frequently more deliberative (planning is involved) and" formal for extensive tasks and assignments but we cannot rule out certain informal monologues" such as casually delivered speech.³⁵

On the other hand, to help students overcome problems in learning speaking class, it is necessary for the teachers to figure out factors that affect the students' speaking performance. From the explanation above there are six types of classroom speaking performance. First is imitative, this type is about the students mimics or repeat a phrase or structure. Second is intensive, it means an exercise or repetition that has phonological or grammatical focus on point. Third is responsive, this type is about a short answer to a

³⁵ H. Douglas Brown, "Language Assesment Principles and Classroom Practice" Page: 141-142

question or comments. Fourth is transactional is a dialogue that aims to exchange information (interviews, debates). Then interpersonal is different with transactional, this type is a dialogue aimed at building social relationships such a personal interviews or a casual conversation. The last is extensive, extensive is extended monologues such as speeches, reports and oral summaries.

According to the information from the English teachers of MTs. Mambaul-Maarif Banyuates Sampang the students stuck in the imitative and intensive types of classroom speaking performance. Speaking can be affected by the factors that come from the teacher (using equal technique make students bored) from performance conditions (confidence, anxiety, standard of performance and amount of support) during speaking activities.

B. Review of Previous Study

There are some studies that related to the current study. The first research is entitled "The Effectiveness of Fishbowl to Teach Reading from Students of MTs Mu'allimin NW Pancor in the Academic Year of 2011-2012" by H. Hamdan.³⁶ The writer was a student of SebelasMaret University in academic year 2011/2012. There, he intended to know the implementation of Fishbowl to improve students' reading ability for the eighth graders. He used two classes in his research and he also used an experimental method which belongs to descriptive quantitative research. In this case, he agreed that using Fishbowl technique can improve students' ability of reading.

The second research also conducted by KurniaWulandari under the title "The impact of Fishbowl

³⁶Hamdan H, "*The Effectiveness of Fishbowl to Teach Reading from Students of MTs Mu'allimin NW Pancor in the Academic Year of 2010-2011*"

technique and self-efficacy on students' speaking skill at the eleventh grade of SMA N 1 Mejayan in the Academic Year of 2015/2016".³⁷ There were nine classes of eleventh grades two out of nine classes were picked up randomly by using cluster random sampling to be the sample of this research. The findings of the research imply that Fishbowl technique is an effective teaching technique to teach speaking. It is recommended for English teachers to conduct classroom discussion by implementing Fishbowl technique.

The third research was conducted by IstantoNanang. He was student of English Education Department IAIN Surakarta with his graduation paper entitled "Teacher's problems on teaching speaking skill in agriculture class at the eleventh grade of SMKN Kedawung in Academic Year 2016/2017".³⁸ The method used in this research is qualitative research. The results of the study is showing the problems and response toward the implementation of strategies including: the first is storytelling technique could not open the student's mind, because it just memorizing not thinking. The second is in talkactive technique some students just talking to others without listening to the teacher. The strength of the strategies that implemented by the teacher makes the student can enrich their vocabulary by using drama and listening to the music.

The next research comes from Azwan Effendi under the title "The effectiveness of Fishbowl technique towards students' self-efficacy in Speaking" This study is generally attempted to find out whether or not of Fishbowl technique effective towards students' self-efficacy in speaking for second grade students of SMPN 01 Sikur academic year 2017/2018.³⁹ Method of this research was applied is experimental research

³⁷WulandariKurnia " *The impacts of Fishbowl Technique and Self-Efficacy on Students' Speaking Skill at the Eleventh Grade of SMAN 01 MejayanMadium in the Academic Year of 2015/2016* "

³⁸IstantoNanang, " *Teacher's problems on teaching speaking skill in agriculture class at the eleventh grade of SMKN Kedawung in Academic Year 2016/2017* "

³⁹Effendi Azwan, *The effectiveness of Fishbowl technique towards students' self-efficacy in Speaking in Academic Year 2017/2018* "

(quantitative approach). The population of this research was of second grade students at SMPN 1 Sikur. Experimental class was treated by using fishbowl technique, and control class was treated by using role play. The technique which was used to analysis the data was test formula.

Another research comes from RismaRahmawati from University of Indonesia entitled “Students’ responses toward the implementation of theme teaching in EYL class”.⁴⁰ This research was carried out to the third graders in one primary school in Bandung. Action research was conducted by managing classroom observation and interview to collect the data. Based on the research findings, it is revealed that the students responded to the reading activities presented in the classroom positively by actively participating in each activity. In accordance with the findings, it is suggested that teacher take into account the implementation of Theme-Based Teaching in teaching young learners since it leads to the positive response from the students.

Based on researches that have mentioned above, there are relationship between previous studies and research conducted. The researches have similarity and different areas with this research. It is about the level of the subjects, and also the research design. Previous researches have different focus and aim with this research which is about focus, method, and object. However this research focuses on Fishbowl technique, the teacher challenges and students’ response in teaching English speaking class. The researcher used qualitative method not experimental. For the object, the researcher focused on teacher and students but the previous research only focus one of them. The researcher also expanded the research using Fishbowl technique in English speaking not reading, writing and also listening.

⁴⁰RahmawatiRisma, “*Students’ responses toward the implementation of theme teaching in EYL class*” Graduated in January 2014 from English Education Study Program of Indonesia University of Education”.

CHAPTER III

RESEARCH METHOD

This chapter includes approach and research design, research subject, setting of the research, data and source of data, data collection technique, research instrument, data analysis and research stages.

A. Approach and Research Design

The qualitative method used in this research. Creswell stated qualitative design means for analyzing and exploring for understanding the meaning individuals or groups ascribe to a social or human problems.⁴¹ In this case, this study described how the teacher uses Fishbowl technique to teach English speaking discussion and found the teacher challenges while using this technique then described the students' response in the English speaking class using Fishbowl technique.

B. Research Subject

The subject of this study is the English teacher and students of eighth grades in MTs. Mambaul-Maarif Banyuwates Sampang in academic year 2018/2019. Participants here are people or person who needed information, able to share their opinions, ideas, experiences or information, include phenomenon and available to interviewed.⁴² There are two classes here: A&B and each class consists of 30 students. This research involved A class who chosen as the participants because the English teacher was using Fishbowl technique in this class and the implementation of Fishbowl technique is appropriate for this grade. There are two English teachers in this school but the researcher involved only one English teacher in this research and 30 students.

⁴¹ Creswell John W, "*Research Design: Qualitative, Quantitative and Mixed Methods Approaches*" (3rd Edition). Thousand Oaks, CA: Sage, 2007. 22.

⁴² J.R. Raco, "*Metode Penelitian Kualitatif*" (Jakarta: Gramedia Widiasarana Indonesia, 2010), 109

C. Setting of the research

This study conducted at MTs.Mambaul-Ma'arif Banyuates Sampang. It is located in Jl. Waduk Nipah, Montor Banyuates Sampang. The time of this research did in the beginning of first semester 2018/2019 on 25th February as the researcher and the English teacher have agreed before.

D. Data and Source Data

There are some data used in qualitative method, one of them is visual data (film, photo and video), observation, document data analysis, internet, and interview.⁴³ Qualitative research data can be gained with a lot of ways: observation, interview and documentation.⁴⁴ In this study, the data are collected through observation, interview, questionnaire, and documentation as a data collection technique. The source of data in this research is collected when the teacher used Fishbowl technique to teach English speaking in English speaking class using observation and field note to take note the teaching learning process that occur in the classroom and also use interview to find out the teacher challenges and also using field note to support the data while using Fishbowl technique. Then the researcher used questionnaire to collect the data about students' response in teaching English speaking using fishbowl technique. It is also necessary for the researcher to use field note in supporting the data about the students' response or opinion in using fishbowl technique. The last the researcher used documentation to cover all of the data in implementing Fishbowl technique accurately.

E. Data Collection Technique

Suryana stated data collection technique is ways for the researcher to collect data. Data collection technique in

⁴³Rowohlt Taschenbuch Verlag GmbH, Reinbek bei Hamburg, "An Introduction to Qualitative Research Fourth Edition Sage" (Hants: Colour Press Ltd) 2009), 219

⁴⁴ 61J.R. Raco, "Metode Penelitian Kualitatif" (Jakarta: Gramedia Widiasarana Indonesia, 2010), 111

qualitative research handle with four ways: observation, interview, documentation, and triangulation.⁴⁵ Therefore, researcher shows some data collection techniques of this research more detail as following below:

a. Observation

According to Creswell, Observation is the process of collecting open-ended, first information by observing and analyzing people and places in research site.⁴⁶ In this study, data collected from researcher's observation during the teaching and learning process. The researcher observed the teacher uses Fishbowl technique in English speaking classroom directly for about 2 meetings on February 25th– March 07th 2019. The first meeting is starting the fishbowl technique and the second meeting is continue the lesson using fishbowl technique in the same topic which is about asking and giving opinion because the topic have to discuss in 2 meeting. The researcher start the observation when the teacher came in the class and do preactivities then the researcher stood beside the teacher to be an active speaker because the teacher asked the researcher to help her in English speaking class. Sometimes the researcher monitored the students to help the teacher in controlling the students.

b. Field Note

Donald Ary stated that content of note taking is the detail of what the researcher has seen and heard during the research.⁴⁷ The technique used in collecting the data for note taking is when the Fishbowl technique is occurring. Field note used to cover all of the data in the field (additional data) and also to support the data. The researcher used field note to take a note all of the teacher's

⁴⁵Suryana, "Metodologi Penelitian", (Universitas Pendidikan Indonesia, 2010)

⁴⁶Creswell. John W, "Education research: planning, conducting, and evaluating quantitative and qualitative research, Fourth Edition". Pearson Education: 2013. Page:213.

⁴⁷Ary, Donald et al, "Introduction to Research in Education" New York: CBS College Publishing 2007 pg. 435

activities during the class and to add the information from the teacher in interview and questionnaire.

c. Interview

After doing Observation, the researcher used Interview to find out the teacher challenges in implementing Fishbowl technique in English speaking class. The aim of interview is to understand the deep information that did not gained by observation.⁴⁸ Based on Esterberg, the interview divided into three types; structured, semi-structured, and unstructured. According to statement above, the researcher used semi-structural (open ended) in order to know information deeply and opened. The interviewee is one English teacher and the researcher conducted the interview one times in her free time on March 08th 2019. The interviewee was collected by using English and Indonesian language (mix) in Mosque after praying Dhuhur because she has a lot of assignment in her room.

d. Questionnaire

Questionnaire is several written questions which used to gain any informations from respondents to find out some data that related based on their experience or great knowledge.⁴⁹ The researcher used questionnaire to collecting the data about students' response using Fishbowl technique during English speaking class. This instrument help the researcher to know about students' response or opinions while using this technique.

e. Documentation

Documentation was written data related some aspects or phenomena from research subjects or from the field. It can be a document analysis, proposal, etic code, letter, diary, paper and soon. It also named as picture documents

⁴⁸ J.R. Raco, "*Metode Penelitian Kualitatif*" ... 116

⁴⁹ Arikunto Suharsimi, "*Metodologi Penelitian*", (Yogyakarta: Bina Aksara, 2006), p. 151

which related to visual record category.⁵⁰ The documentation used to help the researcher in collecting the data in English speaking class. Through documentation the researcher can receive the data clearly and accurately.

F. Research Instrument

To collect the data, the researcher employed four instruments in this research. The instruments that the researcher used are:

A. Observation Guideline

The observation guideline contained the name of the teacher, the name of the observer, the topic, the class, the date and time observed. Observation guideline formed using “Yes” or “No” questions to identify the process of implementation Fishbowl technique to teach English speaking and “Notes” to additional information. There will be consist of 13 “Yes” or “No” questions and one table contained of “others”. The questions related to the teacher introduction to the topic and Fishbowl technique before start teaching, the teacher tells the procedure of Fishbowl technique to the students very well or not and then related to teacher explain the purpose and benefits of Fishbowl technique or not then about the teacher emphasizes the important point in class and also related to the teacher giving response and encourage to the students then is the teacher summarizes major points of the lesson in the closing activity or not.

The observation guideline taken while the teacher teach English speaking discussion using Fishbowl technique during English speaking class. This instrument used to answer the first research question which is about how does the teacher use fishbowl technique to teach English speaking.

⁵⁰ Michael J. Wallace, “Action Research for Language teachers”, pg. 72

B. Field Note

Field note used to cover all of the data in the field (additional data) and also to support the data. The researcher used field note to collect the information when the teacher using Fishbowl technique in English speaking class. The field note contains some notes taken for additional information or data in the field. The field note used to identify the teacher activities during the process of implementation Fishbowl technique to teach English speaking discussion in the class and also used to support the data in interview and questionnaire. This instrument can help the researcher describe the teaching learning process occur in the class, interview and questionnaire.

C. Interview (Interview Guideline)

Donald Ary stated “the main purpose of the study is to tell people about the experience of the research”.⁵¹ It means that experience is more important thing in the research. That is why the researcher used interview guideline to know the teacher experience using fishbowl technique and the teacher can give information what are the difficulties faced by the teacher in English speaking class.

The researcher used semi-structural (open ended) in order to understand information deeply and opened. The interview guideline contained 10 questions and one table contained “Notes” for additional data or information related to the background of the teacher, the preparation before using Fishbowl technique, how much the teacher use fishbowl technique in a week, then the challenges of using this technique and what are the solution to solve the problems or the challenges. By using interview guideline the researcher can find out the teacher challenges in teaching English speaking discussion. This instrument used to answer the second research question which is about

⁵¹Ary, Donald et al. (2007). “*Introduction to Research in Education*” New York: CBS College Publishing. pg. 453

what are the teacher challenges to teach English speaking using fishbowl technique.

D. Questionnaire (Questionnaire guideline)

Questionnaire is several written questions used to gain any informations from respondents to find out some data related to them based on their experience or great knowledge.⁵² The researcher used questionnaire after doing interview and observation. The questionnaire contained 10 questions and “Others” for additional questions. There are 4 questions related to the students cognitive (beliefs), 3 questions related to the students affective and 3 questions related to the students’ conative (behavior) in the class. This instrument used to answer the third research question which is about what is the students’ response especially in English speaking class using Fishbowl technique.

E. Documentation

The researcher used documentation in every meeting of observation and interview and questionnaire. The documentation taken two times for observation and onetimes for interview. This instrument helped the researcher easier to collecting the data clearly and accurately. The documentation here formed by a picture while the researcher observed the implementation of fishbowl technique in English speaking class and also formed by recording in interview to find the challenges faced by teacher in using fishbowl technique.

G. Data Analysis Technique

The study used a qualitative method. It means the data was analyzed by the researcher. The data analysis technique was stated by Matthew B. Miles and A. Michael Huberman used in describing and analyzing the information. They divided

⁵²Arikunto Suharsimi, “*Metodologi Penelitian*”, (Yogyakarta: BinaAksara, 2006), p. 151

data analysis into four data analysis activities. Those are: data collection, data reduction and data display, then verification.⁵³

1. Data collection

The researcher collected the data through a data collection technique; observation, field note, interview, questionnaire, and documentation. The observation was conducted to answer the first research question while the interview was used to answer the second research question then questionnaire to answer the third research question then field note used to support the data.

2. Data reduction

The researcher conducted data reduction process to sort information from data collection. After the data collected, the researcher sorted the information to answer the research questions. The data gained from observation, field note, interview transcripts, questionnaire and document result.

3. Data display

data reduction or the data that has sorted was displayed. Display means showing something. Analyzing data was done in this process. The researcher described data and made analyze, started it by using observation checklist, then interview and questionnaire result. The analyses of data were presented in findings on chapter IV. The display data that usually used in this analysis is narrative text. The researcher also used documentation to display the picture of the observation.

⁵³M A.B. Miles and M. Huberman, "*Qualitative Data Analysis: A Sourcebook of New Methods*" (1984: California: Sage Publications, Inc), p. 22.

H. Research Stages

The process of this research or study will be done as these following stages:

1. Take a preliminary research

First stage is done by the researcher which is about doing preliminary research then formed the research, such as the title, theories, and method. After those were accepted by lecturer, the researcher designed proposal and it was tested.

2. Decide the Research Design

Second, the researcher permitted to the school, which is MTs. Mambaul-Ma'arif Banyuates Sampang. After the researcher got permission from headmaster, then researcher made appointment with English teacher to do observations, interview etc.

3. Conduct the research

- a. Checking the validity of the instruments

The researcher asked a lecturer to validate instruments that used to get valid data. The valid instruments were observation guideline, interview guideline and questionnaire, field note and documentation.

- b. Collecting data

The researcher did observation and documentation during teaching and learning process to know how the implementation of Fishbowl technique in teaching English speaking has already done at one class with one English teachers. The researcher added field note in order to support the data.

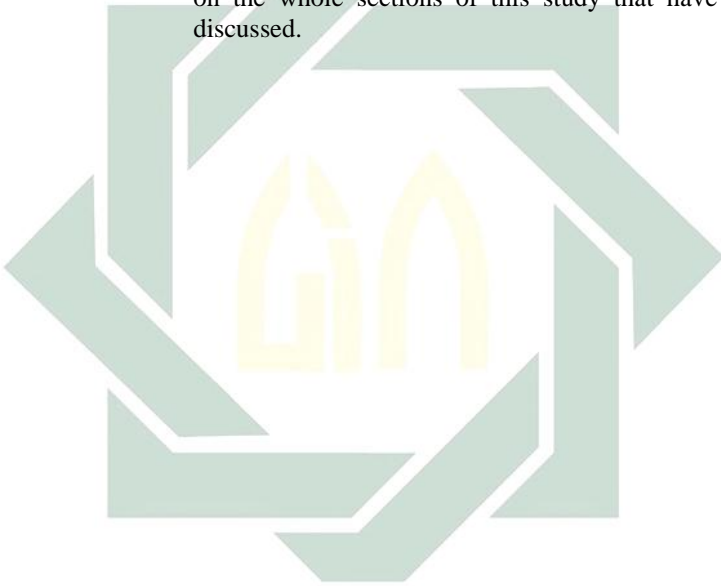
The researcher also needed to use interview to ask the teacher challenges when using Fishbowl technique in teaching English speaking for second research question, which is answered by doing interview after class or free time. Interview and field note are needed to support this section. For answering the third problem which about students' response it is necessary to use questionnaire to collect the data.

c. Analyzing Data

The data was processed based on the activities data analyzing technique in the field that has explained above.

d. Concluding Result

After all the data collected, the result of the analysis and the theories were combined, the researcher made the conclusion of the research based on the whole sections of this study that have been discussed.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter presents the result of this study. It is divided into two sections, (1) finding and (2) discussion. The researcher presents the result of first, second and third research questions, which are implementation of Fishbowl technique in teaching English speaking and teachers' problem to implement Fishbowl technique then students' response in teaching English speaking using Fishbowl technique.

1. Research Findings

The researcher has conducted the research from February 25th– March 7th 2019 through the stages of collecting data which have been explained in the research method. The data collected to answer three research questions which is about the implementation of Fishbowl technique to teach English speaking and challenges faced by teacher in implementing Fishbowl technique then students' response in using Fishbowl technique especially in English speaking at eighth grade of MTs. Mambaul Ma'arif Banyuates Sampang. The finding of this study will be categorized based on the research question.

A. How the teacher uses fishbowl technique to teach English speaking

To gain the data of the question “ how does the teacher use fishbowl technique to teach English speaking” the researcher has observed one English teacher in one class (A class) twice. The findings are presented begin from the implementation of Fishbowl technique to teach English speaking. Class activity that as observed starts from opening, main activity, and closing. The observation guideline contained of 16 “Yes” or “No” questions and one table for “others”. The instrument of observation and field notes are used in this research to answer the first research question. These are the following explanations of the observation results:

A. The result of first observation

The first observation was conducted on Monday 25th February 2019. It started at 08.00- 09.30 a.m. The teacher taught material about “asking and giving opinion”. Class that was observed is VIII A which is consisted of 30 students. During the observation of the implementation fishbowl technique in English speaking class, the teacher controlled the class and the researcher helped the teacher when she looks panic and needs help. The researcher presents the activities as follows:

1. Opening

In the opening section, at the beginning of the class the teacher begun the lesson by greeting to the students then the teacher asked one of the students to lead to pray. After praying the teacher checked attendance list by calling the name of the students. The teacher told students about how the importance to keep healthy then reviewed previous lesson. Before the lessons started, the teacher asked the students by giving some questions (brainstorming/refreshing) related to today's lesson. The teacher gives the brainstorming about students' experience when traveling in Jombang which becomes the topic of Fishbowl technique. Then the teacher introduced the researcher in front of the class.

2. Main Activity

After doing the opening section, the teacher explained about the topic on that day which is about “asking and giving opinion”. The topic or theme was about the students' experience when they were travelled to Jombang. Then . The teacher gives stimulus and motivate to the students in order to they can explore their opinions and ideas related to the issue or topic which are dominated of the students' interest and

know about topic. Before the teacher started the Fishbowl technique she told them about the aims or purpose of the study then the procedures of Fishbowl technique to make the students more understand. The teacher asked the students to make a group of the students in English speaking class based on the procedures of fishbowl technique. Then the teacher arranged the chair into 2 circles and explained the rule of the discussion. The teacher asked the students to choose one volunteer in every group to be leader. There are 4 groups with different theme. Then the teacher gave 5 minutes to the students in preparing their own theme.

After students finished their discussion with their small groups, the teacher invited one of groups to present their theme in inner circle. Then asked the other group to listen carefully and take note to make question afterward. The teacher said all of the students have opportunity to speak. While the students presents the theme, the other students have to take a note and give opinions or comments to the presenter. After the first group finishing their discussion, the teacher used good example to clarify the points. But in this section she used Indonesian language to make the students more understand.

The teacher and the researcher controlled the groups and situation in the class until finished of the discussion. But on that day there are two groups who did not present the materials because the time is limit. So the teacher reminded the students to continue the lesson on the next meeting.

3. Closing Activity

At the end of the lesson, the teacher did not give feedback by asking about the theme which has been learned before (review) because the time

is limit. The teacher just gives homework to the students connecting with the materials. Before the teacher left the class, the teacher makes a good greeting.

The researcher also support the data using field note. The researcher found that the teacher gets difficult in arrange the chair because the students feel lazy to change their position. The teacher also did not tell the benefit of fishbowl technique and sometimes the teacher use Indonesian languages in explaining the procedures in order the students more understand (mix). The atmosphere of the class is great so the class became more enjoyable for the students. The researcher also give some notes about the teacher lack of monitoring the students. The teacher just stand in the middle of the circle without monitored the students. So the class becomes noisy then the researcher help the teacher to controlling the students.

B. The result of second observation

The second observation was conducted on The second observation was conducted on Monday 4th March 2019. It started also at 08.00- 09.30 a.m. The teacher taught material about “asking and giving opinion. The teacher did not give the new topic in this meeting because this meeting just continue the same topic in the previous meeting. The researcher explained the activities also in 3 stages, those are:

a. Opening

In the opening section, at the beginning of the class the teacher begun the lesson by greeting to the students then the teacher asked one of the students to lead to pray. After praying the teacher checked attendance list by calling the name of the students then reviewed previous lesson or material.

b. Main Activity

Differerent from the first observation, the teacher asked the students to arrange the chair then invited the

group who are not present yet to continue the lesson directly without choosing the topic. The teacher invited the groups who did not present yet. Then the teacher instructs the other group of the students to listen carefully and take some notes because all of the students have opportunity to speak. After finishing their discussion which about asking and giving opinion topic the teacher asked the other group of students to give comments and opinion randomly. Then the researcher invited the last group to present their own theme. Then the other group of the students who has present the theme in the previous meeting have to give some questions or comments related to the presentation. Then the teacher controlled the class until the discussion finished.

c. Closing

In the end of the class, the teacher evaluates students' comprehension about fishbowl technique through gather small group of volunteer discussants where all students have had the opportunity to be inside the fishbowl. The teacher gives suggestion and hopes the students can be more active in English speaking class. The teacher gives feedback by asking about the theme which has been learned before (review). The teacher also collected the students' homework in the previous meeting. Before the teacher left the class, the teacher makes a good greeting.

The researcher also support the data using field note in the second observation. The researcher found that the teacher asked the students to look for the word in dictionary. The teacher did not give motivation to the students in English speaking because she just stand in the middle of the circle.. It makes the students worried of making mistakes. And for the closing the teacher gave rewards to the group who present the theme with great explanation. Then also gave punishment to the group who tell the wrong explanation.

B. The challenges faced by teacher in using Fishbowl technique in English speaking

To gain the data of question “What are the teacher challenges in using Fishbowl technique to teach speaking” the researcher get interview of one English teacher during her free time at MTs. Mambaul- Ma’arif Banyuates Sampang. There are 10 questions for the interview (see appendix 2). This interview was done after doing the second observation and field note on March 05th 2019.

Based on the interview that had done, it is found that the teacher has some challenges in implementing fishbowl technique. The first challenge faced by the teacher in implementing fishbowl technique is about decide the topic. This challenge cannot be seen by the researcher when doing the observation because this challenges gotten by the teacher before starting the class. as the teacher said in interview *“actually the most important point in fishbowl technique is about the topic, if the topic was known and experienced by the students so they can express their idea and speak up confidently in speaking class”*. This challenges occurred only in the first observation.

The second challenge is the teacher had difficult in preparation. Actually this challenges occurred when the teacher asks the students to arrange the chair then the class becomes noisy and uncontrolled. This challenge occurred in both of the observation. The teacher said *“as well as you know when i asked the students to arrange the chair they make the class noisy, be understanding of a junior high school”*.

The third challenge is about students’ low vocabularies. based on finding in the first research question using field note. The teacher asks the students to look for the word in dictionary. It makes the students low participant in English speaking class because they worried of making mistakes. The fourth teacher challenge is the students used Madura language frequently. This challenge occurred when the teacher invites the group of students to present their theme. So the teacher used English and Indonesian language (mix) in English speaking class to make students more understand. As the teacher said in the interview

“the students in Madura island are difficult in understanding English because they prefer use their mother tongue than Indonesian language moreover English in English speaking then i used fishbowl technique to force them to speak up”. See the complete transcript interview on appendix 3.

The researcher found another challenge faced by teacher based on field note in the first observation. The challenge is the teacher lacks of monitoring the students in English speaking class. It is occur when the teacher used fishbowl in main activity in both of the observation. The teacher just stand in the middle of the circle without monitoring the students well. The teacher also did not motivate the students to speak better and explore their ideas in English speaking class.

For the additional information the researcher conclude that the third and fourth challenge are often occur in using fishbowl technique in English speaking class based on the observation ideally in main activity. From the interview the researcher found that the teacher has taught English for about two years in Mts. Mambaul- Maarif and she used fishbowl technique 2 times in a month, it is the reason why the teacher did not explain the procedures with detail explanation. The teacher used fishbowl technique because this technique is students' centered. It means all of things in the class handled by the students. For about two years the teacher found the conflict among students only when she used fishbowl technique in the first times because they have different idea and did not know the procedure very well. The teacher also told that fishbowl technique is appropriate for the students who always keep silent and afraid of making mistakes in English speaking class.

C. Students' response toward the use of Fishbowl technique in English speaking

To gain the the data of the question “ how is the students' response toward the use of fishbowl technique in English speaking at Mts. Mambaul- Ma'arif Banyuates Sampang” the researcher done the questionnaire after doing the second observation and interview. The questionnaire were distributed to 30 students that was became participants (research subject).

The researcher choose the participant randomly. The researcher made the questionnaire in 10 statements. The first statements is about the students' confidence response. The second is about the the students' feeling in using fishbowl technique then the third is about the students' knowledge about fishbowl technique. The fourth statement is the students' response of fishbowl technique's procedures.

The fifth statement is about the students' response in teaching English using fishbowl technique. The sixth is about the students' response in asking question the about the students' response in answering the question. Then the eighth statement is about the students' response in using fishbowl technique becomes more fluently. Then the statement is about discussion and the last is the statement that the fishbowl technique make them more active in English speaking class. The researcher explained the finding in the table.

Table 4.1 The students' response.

Statements	A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
Fishbowl technique makes me more confidence to speak English	2	2	6	20
Fishbowl technique gives me more ideas to speak	6	2	6	16
Fishbowl technique makes me confused	20	4	2	4
Fishbowl technique procedures	14	10	5	1

are complicated				
I feel comfortable when the teacher teaching English using Fishbowl technique.	-	4	7	19
I am afraid when I get turn to ask the question when using Fishbowl technique in English speaking class.	6	8	6	10
I like to answer the question given by my friend when using Fishbowl technique in English speaking class.	3	1	12	14
Fishbowl technique makes me more fluently in English speaking class.	-	6	-	24

I like discussion in English speaking class using Fishbowl technique.	3	-	-	27
Fishbowl technique makes me more active to speak	1	2	13	14

The **table 4.1** presents that the majority of the students strongly agree that fishbowl technique makes the students more confidence to speak English. There are 20 students answered strongly agree and 2 students answer disagree with this statement. For the second statement there are 16 students also strongly agree if fishbowl technique gives them more ideas to speak. For the next statement of the students' response is there are 20 students strongly disagree that fishbowl technique makes them confused. 4 students answered somewhat disagree and 2 students answered somewhat agree then 4 students answered strongly agree. Next there are 14 students strongly disagree that fishbowl technique make them complicated and 10 students answered somewhat disagree.

For the next statement, there are 19 students answered strongly agree that they feel comfortable if using fishbowl in English speaking class then the sixth statement is there are 10 students strongly agree that they feel afraid when they get turn in asking question and 6 students answered somewhat agree and 4 strongly disagree then 6 for somewhat disagree. Next there are 14 students answered strongly agree that they like to answer the question given by their friend in English speaking class using fishbowl technique.

Then the eighth statement there are 14 students answered that fishbowl technique make them more fluently in English speaking class and 1 students answered somewhat disagree with this statement. The ninth statements is there are 27

students' response that they are strongly agree that they are like discussion in English speaking class using fishbowl technique and 3 students also answered somewhat agree with this statement. The last is there are 14 students also strongly agree that fishbowl technique make them more active to speak English but also there are 1 students who strongly disagree with this statement.

2. Discussions

In this session, the researcher discussed about findings and the relation with the theory by reflecting previous studies according to the three research questions, for each of the following problems:

A. How the teacher uses fishbowl technique to teach English speaking

Based on the research findings, the researcher summarizes the implementation of Fishbowl technique to teach English speaking through twice observation conducted in one class. The researcher found that the teacher did not applied the 8 procedures in a row in the first and second observation as Brozo theory which is about 8 procedures in implementing fishbowl technique in English speaking classroom activities⁵⁴ Here, the detail explanations of implementation fishbowl technique to teach English speaking:

a. Opening

1. In identifying a focus for class discussion theory. The teacher chooses and create one topic that the students already know in the first observation. The topic is about the students' experience in travelling but in the second observation the teacher did not apply this stage because the

⁵⁴*Content Literacy for Today's Adolescents: Honoring Diversity and Building and Building Competence* (William G. Brozo & Michele L. Simpson). Merrill/Prentice Hall, 2007.

teacher just continue the previous meeting on the same topic.

b. Main activity

2. In asking students to turn to a neighbor and talk about their ideas and opinions related to the issue theory. The teacher gives stimulus and motivate to the students in order to they can explore their ideas and opinions related to the issue or topic which are dominated of the students' interest and know about theme. Thus, students have been simplifying to take notes on their result discussion. This stage just applied in first observation because on the second observation the teacher just continues the previous meeting with the same topic.
3. In demonstrating the format and expectations of fishbowl discussion theory. The teacher elaborates the procedures of fishbowl technique in English speaking class. How is the procedure and the aim of it implementation. This stage is also used in the first observation not in the second observation.
4. In getting the discussion started by telling the discussants theory. In this stage the teacher gives opportunity to the students to discuss and divided them into several groups and sitting in a cluster to make the students easier to interact with their partner about the topic in the first observation.
5. In allowing the discussants or learners have to talk for 5 minutes or soon theory. The teacher allows the students to present about their own topic for about 5 minutes and to attempt students more active in English speaking class. If students get difficult the researcher will relieve them to contributing and taking turns. This step used in the first and second observation because there are two groups not present yet

6. In telling other students to listen carefully to their classmates theory. After divided them into several groups, the teacher gives instruction all of the students to listen carefully to their classmates while they engage in a small group discussion in and take notes to share afterward.
 7. When the small group finishes or is stopped, ask the other students to make comments on the discussion theory. The teacher gives a chance to the students to explore their comments, opinions or questions for the other group that have been present the theme.
- c. Closing activity
8. Gather small group of volunteer discussants theory. In the last stage the teacher takes advantages of evaluated students' comprehension about fishbowl technique through gather small group of volunteer discussants where all students have had the opportunity to be inside the fishbowl. This stage done in the second observation because in the first observation the teacher has a limit time to evaluate in doing the last procedures of fishbowl technique.

For the additional information, the researcher finds out that the most difficult aspect in English speaking is vocabulary. The students have problems to share their ideas because of lack of vocabulary but before starting the discussion the teacher was reminding them to bring dictionary. The students can add the vocabularies while using dictionary, the students more respect each other, the students more brave in English speaking English in the class etc. it indicates that implementation of Fishbowl technique has many impacts to the students.

According to the previous study that related to this study. The researcher supports the findings of KurniaWulandari in her journal “ the impact of Fishbowl technique and self-efficacy on the students's English speaking skill”, the results of

her journal shows that Fishbowl technique is an effective teaching technique to teach English speaking. It is recommended for English teacher to conduct classroom discussion by implementing fishbowl technique. In the other hand, this finding of this research shows that the teacher use fishbowl technique to teach English speaking by applying 8 stages techniques is also recommended for the students who always keep silent and afraid of making mistakes.

B. The challenges faced by teacher in using Fishbowl technique to teach English speaking

Based on the interview in research findings, the researcher finds that there are some challenges faced by the teacher in using fishbowl technique to teach English speaking. Based on the finding describes on the previous pages the researcher finds out the significant challenges that covers with the theory, Those are:

- a. The teacher confuses in decide the topic to make the students interest with the lesson. This challenge cannot be seen by the researcher when doing both of the observation because this challenge gotten by the teacher before starting the class. This challenge did not support by the theory because the researcher found this challenge in the interview.
- b. The teacher got difficult in preparation especially in arrange the chair. This challenge occurs in both of the observation. This challenge also stated in the Ur penny's theory which called by "Low or uneven participation".⁵⁵

⁵⁵ Ur Penny, "*A course in language teaching*", (Cambridge University Press, 1996). Page: 121

- c. The teacher found the students' low vocabularies. it makes the students afraid of making mistakes. This challenge occurs in the both of the observation. According to the theory this challenge called by "Nothing to say".⁵⁶
- d. The teacher found students used Madura language. This challenge occurs in both of the observation in the main activity when the teacher invites the group of the students to present their own theme. This challenge concurs with theory which is called by "Mother tongue used".⁵⁷
- e. The teacher lack of monitoring. This challenge occurs in both of the observation. The teacher just stand in the middle of the circle without monitoring the students well. This challenge did not find in interview and did not support with the theory because this challenge found by the researcher using field note.

According to Ur penny's theory, actually there are 4 challenges in teaching English speaking English speaking, those are limitation, nothing to say, low or uneven participation and mother tongue used. But here the researcher found 5 challenges in the finding. This finding of this research shows there are three of four challenges from Ur Penny's theory found; in nothing to say theory, the teacher found the students' low vocabularies. it makes students afraid of making mistaken and in low or uneven participation theory the teacher got difficult in preparation especially in arrange the chair. Then for

⁵⁶ Ur Penny, "*A course in language teaching*". (Cambridge University Press, 1996). Page: 121

⁵⁷ Ur Penny, "*A course in language teaching*"Page: 121

the Mother tongue used theory the teacher found the students use Madura language. The other challenges which about confusing in decide the topic found by the researcher in doing interview and did not support by the theory. Then the last challenge also found by the researcher from doing both of observation using field note which also did not support by the interview and the theory.

There is previous study related to this study. The findings of Istanto Nanang in his journal “Teacher’s problems on teaching English speaking skill in agriculture class of SMKN Kedawung” the results of his journal shows that the teachers face the problem in teaching English speaking. The teachers have the problems including the teacher cannot control the classroom management etc. the problem solving used by teacher is used talkative and story telling. Besides, the finding of this research show that the English teacher also faces the problems in teaching English speaking. So the researcher here shows the teacher challenges which is about the teacher lack of monitoring, the students’ nothing to say etc then used fishbowl technique to solve the problems. It is additional challenges with the previous study that show the problems which is about the classroom management and used talkative and story telling to solve the problems of the teacher.

C. Students’ response toward the use of Fishbowl technique in English speaking

Based on the research findings, the researcher indicates that the students’ response in participating the English speaking class using fishbowl technique is categorized by 3 responses. According to Rosenberg and Hovland as cited in Azwar “there are three components of attitudes that is called tripartite model”.⁵⁸ First is cognitive. This component is identify by someone beliefs toward something. Here the researcher gives the students 4 questions to know the students’ cognitive

⁵⁸ Azwar, S “*Sikap Manusia Teoridan Pengukurannya* “, (2nd ed.). Yogyakarta: Pustaka Pelajar, 2012

response. The majority of the students strongly agree that fishbowl technique can make them more confidence and give more ideas to speak English. And the also strongly agree that fishbowl technique procedure is not complicated. It can be seen in the finding on the **table 4.1** which is about the questionnaire of the students' response.

For second component is affective. Affective here defined as emotional feeling toward something. Generally affective component is sympathetic nervous response. Based on the questionnaire there are 3 questions to analyze the affective response of the students. And the result is there are 19 students answer and strongly agree that they can feel comfortable in English speaking class using fishbowl technique. But the majority of students feel afraid when they get turn to ask and give question. It can be also seen in the finding.

The last is conative this component also refers to students' tendency to act particular manner. The researcher gives 3 questions to identify the conative response. The result is the majority of the students strongly agree that fishbowl technique make them more fluently and more active to speak and they also answer the statements that they like discussion in English speaking class using fishbowl technique. There are 27 students answer it.

There is a previous study that has relationship with this study. The findings comes from Rahmawati Risma in her journal "Students' responses toward the implementation of theme-based teaching in EYL class" the results of this research is pronounced that the students responded to the reading activities showed in the classroom. He used interview to collected the data of the students' response contradict with this research which is use questionnaire to collect the data of the students' response in English speaking class using fishbowl technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the research findings and discussions, the researcher concluded the research on this section. The conclusion represent in the following:

1. Implementation of Fishbowl technique to teach English speaking

a. Opening

In the opening section, the fishbowl activity can be seen on the way teacher create the topic in the first observation. This activity condord with theory which about identifying focus for classroom activities. But in the second observation the teacher did not apply this procedure because the teacher just continues the previous meeting on the same topic.

b. Main Activity

After doing opening which is about creating the topic of the lesson, the teacher elaborates the purpose and procedures of the fishbowl technique in English speaking class. It occurs in the first observation. Then the teacher gives opportunity to the students to discuss and divided them into several groups in the first observation. After that the teacher invites the students to present about their theme for 5 minutes. Then the teacher gives instruction to all of the students to listen carefully to their classmates while they present and take notes to share afterward. The teacher gives a chance to the students to explore their comments and questions for the other group that have been present the theme. This activity applied in both of the observation because there are two group have not present yet.

c. Closing Activity

In closing activity, the fishbowl technique is implemented by giving homework for the students. In the form of summarizing the lessons. In the second observation the teacher evaluate the lesson and give some suggestions related to the materials then collected the homework which is given in the previous meeting (first observation).

2. Challenges faced by teacher in implementing Fishbowl technique in English speaking

The challenges faced by the teacher in implementing fishbowl technique includes decide the topic, prepare in arranging the chair, Students' low vocabularies, Students used mother tongue and lack of monitoring.

3. Students' response toward the use of Fishbowl technique in English speaking

The results of students' response toward the use of fishbowl technique in English speaking is the students categorize the responses in cognitive, affective and behaviour questions.

The majority of students strongly agree that fishbowl technique gives more idea to speak, fishbowl technique make them more confidence to speak and fishbowl procedures did not make them confused and complicated. In affection respond they strongly agree that they feel comfortable and in behaviour respond the students agree that they become more active when the teacher teaching English using Fishbowl technique, feel free to ask and answer the question when using fishbowl technique. It can be seen in research finding on the chapter IV.

A. Suggestion

According to the conclusion and notice the limits of the researcher, so the researcher has suggestion for the following people.

1. Teacher

In this research, teacher has already implemented Fishbowl technique well. The teacher should evaluate this technique in order to reduce the challenges. Do not forget to monitor the students because they need it in following this technique. This is the more important one and forgetting by the teacher frequently.

2. Students

Besides teacher, students have become the main role in implementing Fishbowl technique. Students need fishbowl technique to make them more confidence in English speaking class. So students should to have a lot of vocabularies during teaching and learning process.

3. Other researcher

The researcher focuses on the eighth class of implementation fishbowl technique to teach speaking. So, if there is other researcher who wants to conduct with the same topic of this research, it better to expand the level of the students or the aspect, for example reading, writing or listening.

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