

CHAPTER I INTRODUCTION

A. Background of the Problem

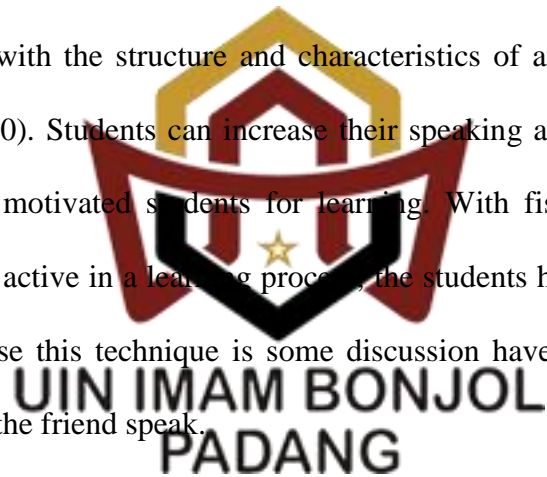
Speaking is one of the English skills that should be mastered by the students. By speaking, students can get much information and increase their knowledge through the interaction with other people orally. Speaking is also a tool of communication for students to communicate with teachers, and classmates. Through speaking, the teacher can convey the lesson and the students can expand their knowledge. The students can convey what they don't understand about the lesson to the teacher. That is why the speaking skill is really needed in teaching and learning English.

To gain the purpose above, an English teacher should consider several important matters in teaching. First, a teacher should use the various techniques or strategies in teaching English which appropriate to the level of English. There are many techniques and strategies can be used by the teacher in learning and teaching process, namely Storytelling, Role Play, Jigsaw, Think Pair Share, Information Gap, Simulations, etc. Second, a teacher should use media in learning process. The role of media as a tool of learning is the delivery of teaching materials as well as clarify the actual content of teaching materials used. Using media can motivate students to study.

One of solution to solve the students' problem in speaking ability is Fishbowl technique. The Fishbowl Technique is a way of leading a discussion in large groups. The technique is named after the seating arrangement, which looks like a goldfish bowl (Nisa, 2016). The fishbowl is a teaching technique that helps students practice

being contributors and listeners in a discussion. Students ask questions, present opinions, and 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 the process. Then the roles reverse.

The fishbowl technique is especially useful when the teacher wants to make sure all students participate in the discussion, when the teacher wants to help students reflect on what a good discussion looks like, and when the teacher needs a structure for discussing controversial or difficult topics. The goal of Fishbowl technique is to familiarize students with the structure and characteristics of an in depth discussion (Rachelle, et, al. 2010). Students can increase their speaking ability by using a new language and being motivated students for learning. With fishbowl technique the students can become active in a learning process, the students have the motivation to speak English because this technique is some discussion have speaker and listener must attention when the friend speak.



However teaching speaking is not easy, because speaking English is not a native language for the students. Basically students have many difficulties to learn it. As stated by Brown and Yule (1983:25), learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help the students with. It can be caused of their environments do not speak English. Student only speak in English when the time of lesson. It means that the opportunity to practice is not enough.

Besides that the variation technique and interesting media when teaching and learning English in the class, give opportunity to the students do practice is one of the important thing to improving students speaking ability in English. To realize that of course students take more time to do, all students have to participate to engage in speaking. Mainly teacher should give students opportunities to practice their English speaking. That they can speed up their speaking is faster and more efficient. It also allow students to be active and all students can participate in the class while learn English exactly at speaking.

Based on the researcher preliminary study at Junior High School 2 Sintoga, it was on March 21st 2017 and the researcher was the student teacher training in this school before. The researcher found some problems related to the failure of students speaking. Generally, the students cannot master and understand how to speak well, such as by considering the components of speaking; pronunciation, vocabulary, fluency and so on. Based on the results of the observation, it was found that most of the students got low scores in their speaking as pointed on the table below:

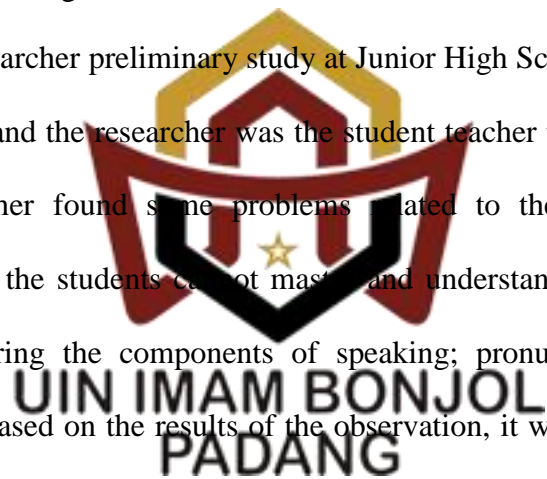


Table 1.1
Mean Score of the Students' English Mid Term
Class VIII Year 2016/2017

No	Class	Total of Students	Mean Score	KKM
1	VIII.1	32	69.41	75
2	VIII.2	32	58.25	
3	VIII.3	28	52.39	
4	VIII.4	30	52.64	
5	VIII.5	29	55.26	
Sum		151	290,95	
Mean			58.19	

Source: English Teacher of State Junior School 2Sintoga

Based on the table above, it can be seen that the student's mean score at first semester test academic year 2016/2017 is 58.19. While the minimum achievement criteria is 75, it means that the score of students is under minimum achievement criteria. It also indicated that the students' English score in general is low. As an English teacher must look for the solution to solve this problem. One of the ways is using the various technique or strategy in learning process.

Second, the result of interview with a few students proved that they were not able to speak well, they had lack of vocabulary, they had lack of comprehension, and they could not answer some questions given

Based on the test which was conducted by researcher and English teacher at class VIII of State Junior High School 2 Sintoga found that students' achievement was not good enough. It could be seen on the following table:

Table 1.2
Students' Score on Speaking Ability

Component of Speaking Ability					Total
P	G	V	F	C	
2.36	13.09	9.45	6.72	9.27	40.90

Based on the table above, mean score of students' speaking ability is still low. The students difficult to speak because they cannot develop their ideas, it is cause they have less vocabulary. The lack of students' achievement on speaking ability was influenced by many factors. The main factor is students' knowledge of five essential elements in speaking. Therefore, English is difficult for them especially in speaking ability. The teacher has not used Fishbowl technique teaching speaking ability in the class.

Based on the background of the problem above, the researcher intended to conduct the research on the effect of Fishbowl technique on students' speaking ability in recount text.


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B. Identification of the Problem

Based on the background above, students' problems in speaking ability are identified as follow: (1) The students do not master the component of speaking ability; Pronunciation, grammar, vocabulary, etc, (2) the teacher's technique did not attract students' willingness to speak in teaching and learning activity.

C. Limitation of the Problem

Based on the identification of the problems above, it is possible for the researcher to solve the problems related to the students' speaking ability. This research focused on the effect of Fishbowl technique towards students' speaking ability at eighth class of SMPN 2 Sintoga.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem of the research is formulated as follows: Is there any difference of students speaking ability between those who are taught by using Fishbowl technique and those who are taught by using the conventional technique at Junior High School 2 Sintoga?

E. Purpose of the Research

The purpose of this research is to find out the differences of students speaking ability between those who are taught by using Fishbowl technique and those who are taught by using a conventional technique.

F. The Significance of the Research

The researcher hopes that the result of this research is expected to give a contribution to the English teachers who want to improve their teaching speaking technique especially related to the condition as mention previously.

This research will be useful for students who learn English, particularly the speaking subject. By reading the result of this research, the students will know what they should have more practice in speaking and get involved in learning activities.

Meanwhile, for the researcher herself, this study is hoped to be a valuable experience that teaches her to be a better teacher in teaching English and a better researcher in research.

G. Definition of Key Terms

1. Fishbowl technique is a discussion format in which most of the class forms a circle discussion, group discussion around it. Fishbowl Technique involves a small group of students seated in the inner circle and having a conversation. And the other students are surrounded by a large group of observers, seated in an outer circle.
2. The technique is a particular way of doing something.
3. Speaking is a ability that involves receiving messages, processing them, and producing appropriate responses. It consists of pronunciation, grammar, vocabulary, fluency, and comprehension aspect.

