

TEACHING SPEAKING USING FISHBOWL DISCUSSION STRATEGY AT THE SEVENTH GRADE OF SMP NEGERI I GALIS

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Abstract: Many factors can cause the students speaking namely the student interesting in teaching english strategy. As we have known that many strategies can be applied in teaching speaking including fishbowl discussion strategy and the research findings say that fishbowl discussion strategy is effective and creative to use in teaching speaking. Because of that, the researcher want to observe teaching speaking using fishbowl discussion strategy at the seventh grade of SMP Negeri I Galis Pamekasan. The objective of the study are to describe how teacher applies fishbowl discussion strategy in teaching speaking at the seventh grade students of SMPN 1 Galis Pamekasan. To find out the student's respond on teaching speaking using fishbowl discussion strategy at the seventh grade of SMPN 1 Galis Pamekasan. In research design of this study used descriptive qualitative research. The object is students of the seventh Grade of SMP Negeri I Galis Pamekasan. The researcher conduct this research two times. The instruments used to got the data were: observation, interview and documentation. Observation was applied in order to know the teacher applies fishbowl discussion strategy in teaching speaking at the seventh grade of SMP Negeri I Galis Pamekasan and the activity in the class. Interview were conducted to know the teacher's difficulties in teaching speaking English and the students respond on teaching speaking using fishbowl discussion strategy at the seventh grade of SMP Negeri I Galis Pamekasan. The result showed that teaching speaking using fishbowl discussion strategy at the seventh grade of SMP Negeri I Galis Pamekasan gave the positive responses because teaching speaking using fishbowl discussion strategy could gave the students motivation to speak freely and simply. It also made the students became more active, interested, enjoyable and fun in the class.

Key words: Teaching speaking, Fishbowl Discussion

A. INTRODUCTION

English as a language for communication is important in the globalisation era where people from many centuries used English as a language to communicate with each others in daily activities. In Indonesia, the government realizes that English competency has an impact on global development not only for education purpose but also for carrier purpose. That is why English course is presented since early ages. The primary goal of teaching English as a foreign language (TEFL) in Indonesia is the mastery of English in addition to the national language. The success of English learning is usually seen from learners' ability to communicate with the native speaker of English or people who speak English in daily life.

There are four main skills that must be mastered to be able to communicate well in English. Those are listening, speaking, reading and writing. Among those four skills that must be mastered by the students, speaking skill maybe the most important skill for success in learning a language. However, mastering this skill is not an easy matter to do. It can be seen from the reality that there are many students who are still incapable to speak English. These may be caused by the lack of vocabulary, limitation to speaking practice, or psychological factor which influences the use of English to communicate with each others. Speaking in a foreign language is a complex process because of two reasons Celce-Murcia (2001:103). The first, fluent speech contains reduced forms, such as contractions, vowel reduction; so that learners who are not exposed to or who do not get sufficient practice with reduced speech will retain their

rather formal sounding full forms. The second, spoken English is almost accomplished via interaction with at least one other speaker. It means that a lot of exposures and practice are needed in improving speaking skill.

Speaking is so much part of daily life that is taken for granted: an average person produces tens of thousands of words a day. As human beings, all of people learn to speak at least one language (the language that they hear) as they grow up. Speaking is to share information or say something about feelings, perception and intentions to other people. So, in speaking they change ideas into words to inform to other people (Thornbury 2006:1).

According to Hornby (2003:289) Speaking is skill that has meaning which appears directly from our mind to convey messages to other people. In other words, speaking a way to say what you feel now, and it is appears from our mind.

However, speaking skill considered difficult. It is observed from students' ability to communicate in English. The students' difficulties in speaking are caused by a number of factors. Wendi (2008:3) states that the students' speaking difficulties could be caused by inside and outside factors. The inside factors such as lack of self confidence and lack of motivation could make students feel ashamed to speak, scared to make mistake, and feel not confidence. Meanwhile, the outside factor is related to the teacher. The teacher should be able to recognize the students' problem and create a good atmosphere in teaching learning process in the classroom that can raise students' enthusiasm to speak English. The teacher should provide time for the

students to practise their speaking skill because through practice students can learn to express their feelings, emotions, thoughts, and their intention Widiawati & Cahyono (2006:271).

Firstly we must know what speaking itself is, speaking is one of the most important and essential skills that must be practiced to communicate orally. People who have ability in speaking will be better in transferring and receiving information or message to others. Speaking is the process of building and sharing meaning through the uses of verbal and non verbal symbol in various contexts Emma (2010:1).

According to Kayi (2006) speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise concerns with language structure and language content. Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is a real communication and speaking is a productive skill so it needs practicing as often as possible.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is forms and meanings are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes of speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that they understand when, why, and in what ways to produce language

("sociolinguistic competence"). Nunan (1999:216).

We speak for many reasons to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond someone else, to express our feelings or opinion about something, to exchange information, to refer an action or event in the past, present, or future. Speaking is a productive skill whereas listening is a receptive skill. It involves putting message together, communicating the message, and interacting with other people Cora Lindsay (2006:57).

Based on some definitions conveyed by the experts above it can be stated that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain.

Speaking refers to an activity involving two or more people in whom the participants are both hearers and speakers having reacted to what they hear and make their contributions at high speed Johnson and Morrow (1981). In addition, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information Brown (1994). Therefore, speaking involves speaker and hearer for the communication occur.

Every skill has a component to fulfill its needs. Speaking also needs

many components. According to Vanderkevent (1990:8) there are three components in speaking.

a. The speakers

Speakers are people who produce the sound. They are useful as the tool to express opinion or feelings

to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

b. The listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c. The Utterances

The utterances are words or sentences, which are produced by the speakers

to state the opinion. If there is no utterance, both of the speakers and the

listeners will use sign or gestures.

It can be concluded that speaking is an action to communicate with other for shared thoughts, ideas and to acquire information.

According to Tarigan (1990:15) says that, speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas and feeling. The objects of speaking are various such as discussion, speech, debate, dialogue and conversation. So, it can be considered as the most important of human tool for social control.

In addition Lidiman *et al* (2008:2) argues that, speaking ability means the ability to use the language appropriately in social interaction. The interactions involves not only verbal communication but also elements of speaking ability such as grammar, vocabulary, pronunciation and fluency. In other words, it can be said that speaking ability is the ability or communicative competence to express a sequence of ideas to the other listener fluently.

According to Harmer (2001:269) state that there are two

distinctive features elements of speaking which are necessary for fluent oral production. The two aspects are:

1. Language features

The language features which are necessary for production of fluent and competent speaking involve the following features:

- Connected speech: includes conveying fluent connected speech including assimilation, elision, linking "r", contraction and stress patterning.
- Expressive devices: includes of pitch, stress, speed, volume, physical and non verbal means for conveying meanings (suprasegmental features).
- Lexis and grammar: includes supplying common lexical phrases for different functions (agreeing, disagreeing, expressing, shock, surprise, approval, etc) as well as using correct grammar are two domains of judgement.
- Negotiation language: means to ask for clarification and to show the structure of what we are saying which also involves coherence of the ideas.

2. Mental / social processing

Mental / social processing is a factor in order to produce a

successful language interaction. Mental / social processing includes three features language processing, interacting with others and on the spot information processing.

- Language processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meaning that are intended.
- Interacting with other: includes listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.
- Information processing: quite part from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

Teaching is an action which needs high responsibility. The successfulness of the education for the students depends of the teachers' responsibility. Teaching is an action or work which unique but simple, it is unique because it is related to learning human namely students and person who teaches namely teacher and teaching is called simple because teaching carried out in practice

condition in our daily life Nunan (1991:345).

According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

In addition, according to Harmer (2007:23) states teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some lessons and students can be difficult and stressful at times, but it is also worth remembering that at it is best teaching can also be extremely enjoyable.

Teaching is the way of helping students to know, to understand, and to comprehend material Freeman (1983: 6 - 10). Freeman said that teacher is the most fundamental factor in teaching learning process because teacher is the most powerful person in the classroom. So, every teacher has his/her own style in teaching learning process, but it should be based on the teaching principles.

Some teachers find out that showing up in front of the class and asking the students to speak up will never be enough to make them speak. The teachers should also realize that they must do more and the best way out to handle this problem. Some different strategies are applied in order to make the students speak. Implementation of various strategies in a speaking class helpful for the teacher and the students in creating situation in teaching and learning activity to get well.

According to Brown (2000:113) strategy is specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.

In the teaching English, the selection of strategies to cope with the problem of speaking skill is not only a matter of developing the students' English proficiency in the target language but also the case of transforming a monotonous class into a challenging and meaningful one. In order to fulfill the needs, some methods and strategies in language teaching have been developed in attempt to create a good classroom atmosphere that can capture the attention of students' and participation in practicing the target language which to improvement of their speaking skill. There are many strategies in teaching speaking. These are strategies according to Taylor (2007:54).

Fishbowl is a way to organize a medium – to large group discussion that promotes students engagement and can be used to model small group activities and discussions, fishbowl take its name from the way seats are organized with an inner circle and outer circle. Typically, there are three or five seats in the inner circle with the remaining seats or desk forming a larger outer circle. Besides that also fishbowl is a flexible powerful tool that can help empower students in discussions across subject areas.

According to Green in Brozo (2000:1) states that one such strategy is the fishbowl discussion. Because by using fishbowl discussion strategy are frequently rotated so as to ensure all students play an active part in discussing, listening, and questioning.

Fishbowl discussions strategy is a way to organize a medium-to large-group discussion that promotes students engagement and can be used to model small group activities and discussions. According to Kong in Bruce (2002:54) fishbowl have been used by group work specialist, and education.

Fishbowls can be effective teaching tools for modelling group processes. Hensley in Bruce (2002:55), the teacher and students arrange the room with an inner and outer circle. The teacher selects an appropriate text such as poem, a short story, a brief article, or a few pages of a textbook or book and assigns students to read the selection in class or for homework. After all students have read the text on their own, the teacher selects three or five students for fishbowl group to discuss the next. They can say or ask anything they want. The outer circle must remain quiet but can write down their observations about the discussion. After several minutes, the inner group stop, and the outer circle critiques the discussion or offer suggestions to the inner circle / fishbowl group.

From the explanation above fishbowl discussion strategy can be used in teaching speaking to make teaching learning process much interesting and fun. It will increase students' interest in learning process in the classroom, because the circumstances become more interesting, not only make students active in speaking but also in listening and writing.

Ticket to talk is discussion strategy involving admission or exit slips. Ticket to talk can be an effective tool to generate questions for fishbowl discussions. Teacher assign

reading in or out of class and give students a ticket to slip as an admission slip to the fishbowl discussions generated in a variety of middle level classrooms, including science, social studies, language arts, health and family / consumer science.

Discussion web encourage students to engage the text and each other in thoughtful discussion by creating framework for students to explore texts consider different sides of an issue in discussion before drawing conclusions. Discussion webs are an alternative to teacher dominated discussions to help active prior knowledge and make predictions about the text. This activity can also help students who are not comfortable participating in large group discussions talk with a partner or in small group.

Saying something is a metacognitive discussion strategy that provides students with opportunities to increase comprehension and monitor their understanding of diverse and challenging texts. While the strategies suggested so far provide more open-ended opportunities for students to discuss texts and topics. Say something provides a set of discussion prompts for pairs of students to use in a text or topic-centered conversation. These prompts work well with narrative and expository texts.

Question – Answer relationship is a strategy that has students examine the relationship between a question and the kind of information needed to answer that questions. QAR uses three or four categories of questions, such as: (a) “right there” questions that can be answered directly from the text, (b) “think and search” question that require students to combine their prior knowledge with information

from the text to make inferences, and (c) “in my head” questions that students answer on their own.

As a teaching strategy, “Fishbowl discussion” are useful strategy can help students learn the language in a good classroom atmosphere in achieve learning goals. According to Sterling *et al* (2010), the advantages of fishbowl discussion as follows:

1. Everyone has an equal opportunity to participate.
2. Each participant can have their say without being interrupted.
3. The contributors can freely state their opinions on the subject.
4. It enables the student to become a better listener.

From the statement above, it can be clearly seen that fishbowl discussion strategy have a lot of benefits in the teaching and learning activities that can enable the learners to achieve their learning aims and supply the teacher with a variety of teaching strategy. They do not only provide supportive activities and practice that can motivate the students to interact with other students. Beside that, teacher can make use of fishbowl discussion as a teaching strategy to improve teaching of English. Especially in teaching speaking skill.

As far as researching, every methods have strengths and weaknesses in implementation itself, so does fishbowl discussions strategy. Fishbowl discussions strategy has disadvantages in teaching and learning process. According to Sterling *et al* (2010), the disadvantages of fishbowl discussion as follows:

1. Observers could get edgy just sitting and listening.
2. Too much of an urge for observers to interrupt.
3. Some participants may feel awkward about opening up, speaking their mind.
4. Some participants might worry about repercussions from their comments.

One of the reasons why most students get difficulties in speaking subject is because of lacks their speaking ability, they also lack of vocabulary, pronunciation and grammar, and they only keep silent when they learn in the class, they only become listeners, because they are shy and afraid to make a mistakes in their speaking. Another possible causing factor is students' low motivation in the studying English especially in speaking English. Beside that it is also from the lack of variation of the teaching techniques a monotonous teaching style, so it can make the students' feel bored in class. So, the writer thinks that students need variety of techniques in the teaching learning process to make classroom lively and wants to apply one of the teaching techniques namely "Fishbowl discussion" strategy.

The fishbowl is a teaching strategy that helps students practise being contribution and listeners in a discussion. It is important to remember that speaking would be an interactive communication with some interesting topics to talk about. Students ask question, presents 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 process.

Fishbowl discussion here has some purposes in order to make the teaching and learning process better and more exciting. This strategy is useful when the teacher wants to make sure that all students participate in the discussion, and it makes excellent pre- writing activities.

B. RESEARCH METHOD

The writer uses descriptive qualitative research. According to Shield *et al*(2013:3) descriptive research is used to describe characteristics of a population phenomenon being studied. It is describe of using fishbowl discussion strategy at the seventh grade of SMP Negeri I Galis Pamekasan. According to Marczyk *et al* (2005:17) state, "Qualitative research involves studies that do not attempt to quantify their results through statistical summary or analysis". It states the report or data that refers to the description of things which is going to be observed and does not need measurement or statistical data.

The subject of the research was the seventh grades of SMPN I Galis Pamekasan. There are six classes of seventh grade and each class has 30 students. The writer took VII-A, it consists of 11 males and 19 females. This class remains to be average level class.

To get accurate data, the writer applied some data collections are observation, documentation and interview: In this observation, the writer observes the process of implementation of fishbowl discussion strategy for teaching speaking. It includes the activities of the students and teacher in the classroom from the beginning until finishing the lesson. The researcher used structural interview to have good

preparation for the questions will be given for interviewing English teacher and the students of seventh grade of SMP Negeri I Galis Pamekasan in teaching speaking using fishbowl discussion strategy. Documentation that the writer with collects is the data through photos, notes, lesson plan and book which are related to the research.

Data analysis in this research are: organizing the data, classifying the data, verifying the data, analyzing the data and drawing conclusion.

C. FINDING AND DISCUSSION

The using of fishbowl discussion strategy at the seventh grades of SMP Negeri I Galis Pamekasan is used two times in a semester. After having observation during teaching and learning process, the use of fishbowl discussion strategy in teaching speaking, first teacher chose the specific topic such as: My house and Our body that should be discussed. For starting these strategy including question and answer, after that the teacher gave warming up by asking the students deal with the topic. Based on the interview with Desy Yulistiana, S.Pd as the English teacher of SMP Negeri I Galis Pamekasan. "the reason why the teacher used fishbowl discussion strategy at the seventh grade of SMP Negeri I Galis Pamekasan, because fishbowl discussion strategy is a creative and productive activity strategy in English teaching and learning process because it can support the students to create their speaking without any interrupt, it supported by Sterling et al (2010) the advantages of fishbowl discussion strategy is each participant can have their say without being interrupted. Beside that this strategy does not only

make the students active in speaking but also in listening and writing.

In addition it will be accepted, enthusiasm and this strategy can help the students are easier to get information. As Larson in Brozo (2007:1) state, "Fishbowl discussion is the best discussion strategy that enrich understanding of disciplinary topics through the exchange of multiple viewpoints and enlist the participation of virtually every student". Fishbowl discussion is one of teaching strategy that probably make the students have the different opinions, of course it can make the students challenging to make other opinion with others students. When the teacher started the discussion, the teacher chose one student starting to speak after that he / she tapped the shoulder of his or her friend to argued their opinion.

By observing the characteristic of strategies that is given by the teacher during the teaching and learning process, the researcher concluded the teacher of seventh grade of SMP Negeri I Galis is the first time used this strategy. The characteristic of fishbowl discussion strategy is to facilitate the students to express and share their ideas. The use of fishbowl discussion strategy is also able to make students were interested, since the students were familiar with fishbowl discussion strategy. Finally teaching speaking using fishbowl discussion strategy was more efficiency beside that it could make the class more alive.

Teaching speaking by using fishbowl discussion strategy at the seventh grade of SMP Negeri I Galis pamekasan gave positive responses from all of the students. There were some students said that the use of fishbowl discussion strategy were

really enjoying, effective and interesting techniques, beside that it could support the students to create their speaking. It is supported by Taylor (2007:56), "Fishbowl is a flexible and powerful tool that can help empower students in discussions across subject areas". So that fishbowl discussion strategy is one stimulation for the student's speaking ability.

The students were also interested in the situation of studying English especially in speaking class, because the students knew this strategy for the first time. By giving fishbowl discussion strategy, the students were more interested in the speaking class. The topic were given about "my house" and "our body" that had familiarity with their environment.

The students were active in the classroom. The teacher did not give punishment to the students when they spoke although their speaking was still not perfect, simple and also there were students who made a grammatical and pronunciation error. Because the teacher realised that the students were still seventh grade level of Junior High School in learning English. The teacher tried to give them motivation by appreciating their participation by saying "good" or "that's right".

The students felt confidence to speak in the class. It made the students feel free in expressing their idea, willingness, and opinion. This strategy made the students and the atmosphere of the class became alive.

In conclusion, the use of fishbowl discussion strategy was suitable with the students in seventh grade of SMP Negeri I Galis Pamekasan in learning English especially in speaking class. Because

this strategy could give the students motivation to speak freely and simply. It also made the students became more active, interested, enjoyable and fun in the class.

D. CONCLUSION

The using of fishbowl discussion strategy at the seventh grade of SMP Negeri I Galis Pamekasan it used for about two times in semester. After having observation during teaching and learning process, for starting this strategy including question and answer, the teacher gave brain storming related to the topic. Then she started to introduce this strategy clearly to the students. The using of fishbowl discussion strategy is also able to make students' interest and active in the class, since students are familiar with fishbowl discussion strategy. Finally, teaching speaking using fishbowl discussion strategy is more efficiency beside that it can make the class more alive.

The students' responses on the use of fishbowl discussion strategy in teaching speaking were good. It can be showed from the result of the interviewing that most of students stated that the use of fishbowl discussion strategy were really enjoyable and made the students more active in the class. They also agreed that it could help them to practice their speaking and also make the students do interact with other students. Beside that it was because the teacher choose appropriate topics selected which was related to the students interest and daily lives.

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