

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

The aim of speaking is to convey information to others. So, there is feedback whenever the information is sent. For the students, the ability of speaking English is an important measurement of academic success. In teaching speaking, teachers should have the ability to guide students in order to increase the students' speaking ability. To accomplish the students' need towards speaking ability, School Based Curriculum (KTSP) provides it as one of the skills that students should master it. Based on KTSP<sup>1</sup>, the purposes of teaching English are:

1. Developing communicative competence in oral and written form to achieve informational level;
2. Having awareness about the sense and the significance of English in order to increase national competence in global society;
3. Developing understanding of students about the relationship between language and culture.

Senior High School 1 Sungai Pakning is one of the schools that also have implied School Based Curriculum (KTSP) as its guidance in teaching and learning process. In Senior High School 1 Sungai Pakning, English has been taught since the first year of English teaching period. English is taught twice a

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<sup>1</sup>Depdiknas. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. (Jakarta: Unpublished, 2006), p. 307

week with time duration about 45 minutes<sup>2</sup>. According to syllabus 2010/2011<sup>3</sup> at the second grade, for the second semester, the basic competence of speaking English refers to capability of students in expressing the meaning in monologue texts accurately, fluently and contextually in the forms of texts such as *narration*, *spoof*, and *hortatory exposition*. Standard Minimum of English subject at the school is 75.

The mastery of speaking is integrated with the mastery of genre; one of genre taught for the second semester is hortatory exposition text. In understanding ahortatoryexposition text, students must accomplish some indicators of ahortatory exposition text. The students must be able to define the topic, to expose the issues by explaining the positive and negative sides of the issues, to express their opinions and to respond other opinions by giving supporting facts, and to conclude the opinions.

Based on the preliminary observation done on April 18 – 20, 2011, the English teacher has implemented some strategies. The teacher taught students by giving explanation about the materials and then the teacher asked the students to question and give responds. Sometimes, the teacher used guessing games, and discussion. From the explanation above, the teacher has applied interesting strategies and those were not monotonous teaching strategies. In fact, the studentsstill cannot speak English well. It can be seen in the following symptoms:

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<sup>2</sup>Tim Penyusun. *Kurikulum Tingkat Satuan Pendidikan SMAN 1 Sungai Pakning*. (Sungai Pakning: Unpublished, 2010), p.15

<sup>3</sup>Tim Penyusun. *Silabus SMAN 1 Sungai Pakning 2010/2011*. (Sungai Pakning: Unpublished, 2009), pp. 6-13

1. Some of the students are not able to pronounce words accurately.
2. Some of the students are not able to speak fluently.
3. Some of the students are not able to speak grammatically.
4. Some of the students have lack vocabulary.

To improve the students' speaking ability needs appropriate strategies helping them as solution for their problems. Actually, there are some teaching strategies. One of them is Fishbowl strategy. The basic idea of Fishbowl strategy is that 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 process. Then the roles reverse. According to Brozo<sup>4</sup>, this strategy creates a context for students to reflect, converse, share and critique in an atmosphere of mutual respect. It also allows students to analyze the topic by inviting them to explore and challenge their various points of view on the topic. It also stimulates critical thinking. Based on Kreimer<sup>5</sup>, this strategy generates even deeper insights by allowing each group to "observe" the interactions of its "opposing" group. Participants enjoy the "comfort" of speaking with their peers while responding to the stimulus provided by their "opponent."

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<sup>4</sup> Bill Brozo. 2007. "Fishbowl Discussion". (Retrieved on February 8, 2011) [Http://www.pd-network.com/lessons/Fishbowl\\_Discussions.pdf](http://www.pd-network.com/lessons/Fishbowl_Discussions.pdf)

<sup>5</sup> Dave Kreimer. 2010. "The Fishbowl Technique-Gaining Deep Insight with Polarized Participants". (Retrieved on July 4, 2013)

According to Silberman<sup>6</sup>, this strategy is the best strategy to combine the advantages of big and small group discussion.

Related to the explanation above, the researcher is interested in carrying out a research entitled “The Effect of Using Fishbowl Strategy towards Students’ Speaking Ability at the Second Year of Senior High School 1 Sungai Pakning of Bengkalis Regency”

## **B. The Definition of the Term**

### 1. Effect

Hornby stated<sup>7</sup> that effect is a change procedure by an action or cause as define. In this research, the effect means the alteration of students’ speaking ability between students who are taught by Fishbowl strategy and those who are not taught by Fishbowl strategy at the second year of Senior High School 1 Sungai Pakning of Bengkalis Regency.

### 2. Fishbowl Strategy

Siberman stated<sup>8</sup> that Fishbowl strategy is the best strategy to combine the advantages of outer and circle group discussion. The strategy is especially useful when we want to make sure all students participate in the discussion, when we want to help students reflect on what a “good discussion” looks

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<sup>6</sup> Mel Silberman. *Active Learning: 101 Strategies to Teach any Subjects*. (Yogyakarta: YAPENDIS, 1996), p.43

<sup>7</sup>Hornby. *Oxford the Advance Learner Dictionary of Current English*. (Oxford: Oxford International, 1995), p. 36

<sup>8</sup>Siberman, Mel. 2009. *Active Learning: 101 Strategies to Teach Any Subjects*. Raisul Muttaqien. (Yogyakarta: YAPENDIS, 2009), p. 43

like, and when we need a structure for discussing controversial or difficult topics. In this research, fishbowl strategy is a strategy used in the research in order to know its effect towards students' speaking ability at the second year of Senior High School 1 Sungai Pakning of Bengkalis regency.

### 3. Speaking Ability

According to Hornby<sup>9</sup>, speaking ability refers to an ability to use words in ordinary voice in giving and taking information or in conversation with other. In this research, speaking ability means students' ability in expressing opinion, particularly in the context of hortatory exposition text by considering the needs, requests, information and service of narrative text.

## C. The Problem

### 1. The Identification of the Problem

Based on the phenomena mentioned, the researcher identified the problem as followed:

- a. Some of the students are not able to pronounce words accurately.
- b. Some of the students are not able to speak fluently.
- c. Some of the students are not able to speak grammatically.
- d. Some students have few vocabularies in speaking.

### 2. The Limitation of the Problem

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<sup>9</sup> Hornby.Op.Cit, p. 127

Based on identification of the problems, it was found that there are so many problems. So the writer limits the problems on strategies used by the teacher which do not optimize the students speaking ability. Therefore, the writer tried a new strategy is Fishbowl strategy which can help the students speak English and to find out the effect fishbowl strategy towards students' speaking ability at the second year of senior high school 1 Sungai Pakning of Bengkalis Regency. In addition, by considering the mode of fishbowl strategy, the researcher only focused on speaking hortatory exposition text.

### 3. The Formulation of the Problem

The problems of this research can be formulated in the following questions:

- a. How is students' ability which is taught by using Fishbowl strategy at the second year of Senior High School 1 Sungai Pakning of Bengkalis Regency?
- b. How is students' ability which is not taught by using Fishbowl strategy at the second year of Senior High School 1 Sungai Pakning of Bengkalis Regency?
- c. Is there any significant effect of fishbowl strategy towards students' ability in speaking who are taught and those who are not taught at the second year of Senior High School 1 Sungai Pakning of Bengkalis Regency?

## **D. The Objectives and the Significance of the Research**

### 1. The Objectives of the Research

- a. To find out students' ability which is taught by Fishbowl strategy at the second year of Senior High School 1 Sungai Pakning of Bengkalis Regency?
- b. To find out students' ability which is not taught by Fishbowl strategy at the second year of Senior High School 1 Sungai Pakning of Bengkalis Regency?
- c. To find out whether there is any significant effect of fishbowl strategy towards students' ability in speaking who are taught and those who are not taught at the second year of Senior High School 1 Sungai Pakning of Bengkalis Regency.

### 2. The Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. The research findings are to give the valuable input to the teachers of English at Senior High School 1 Sungai Pakning of Bengkalis Regency especially and all English teachers generally as attempt to improve students' speaking ability.
- b. The research findings are expected to provide both theoretical and practical benefits for teaching English as foreign language, especially for those who have great concerns in teaching speaking.

- c. Motivating students to improve their speaking ability in order to give chance for students to master English.