CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Speaking

Speaking is a language skill through which someone can express ideas or information to the others. Hornby stated that to speak means to reproduce words or to use word in ordinary voice, utter words by using conversation. In the same way Swan said that speaking is uttering words in formal situation[1]. Brown defines that speaking is oral interaction where the participants need to negotiate meaning contained in ideas, feeling and information, and manage in terms of who is to what, to whom an about what[2]. Oral interaction can happen in at least three kinds of situations:[3]

    a. Interactive,

    b. Partially interactive

    c. Non-interactive

Interactive speaking situations include face-to-face conversations and telephone calls, in which speaker and listener are alternately listening and speaking, and in which they have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are

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[1] Michael Swan. *Practical English Usage*. (Oxford: Oxford University Press, 2005), p. 134
[2] H. Doughlas Brown. *Language Assessment: Principles and Classroom Practices.* (Cambridge: Pearson Education Inc, 2003), p. 140
[3] SIL International. 1998. "Speaking Skill". (Retrieved on November 23, 2011), http://www.sil.org/speakingskill.html

partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions or their faces and body language whether or not he or she is being understood. Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

Besides understanding the kinds of speaking situations, one basic thing that must be understood is that learning to speak is not different from learning any other skills-playing guitars, badminton or swimming. The students have to practice a lot because no one can achieve a maximum goal without a process of eliminating, errors and inconsistencies. It can also said that learning to speak is more difficult than learning to understand spoken language, because more concern for arrangement of speaking efforts is required in the part of the teacher.

Furthermore, speaking has been considered as the most challenging of the four skills. It is supporting by the fact that in speaking, it involves a complex process of constructive meaning. The process itself requires speakers to make decision about how, why, and when to communicate to others by considering the culture and social context. In addition, Martinez, Evan and Alcon explain[4] that it involves a dynamic interrelation between speakers and listeners that results in their simultaneous interaction. It becomes a key for developing speaking skill in

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[4] Alicia Martínez-Flor, Esther Usó-Juan and Eva AlcónSole.*Towards Acquiring Communicative Competence through Speaking.*Current Trends in the Development andTeaching of the Four Language Skills.Esther Uso´-Juan and Alicia Martı´Nez-Flor. (Berlin: Walter De GruyterGmbh&Co. KG, 2006), p. 139

which students need to learn not only about how to produce it linguistically correct but also pragmatically appropriate utterances.

Speaking can be described as the ability of person to express their ideas. Littlewood stated [5] that speaking ability is a combination of structural and functional aspect of language. The structural aspect concentrates on the grammatical system, describing way in which linguistic items can be combined.

It is known that speaking is a very difficult and complex skill to learn especially by the foreign language students. There are many different abilities included in this skill. Arthur Hughes said [6] that speaking ability on five components: accent, grammar, vocabulary, fluency and comprehension. In short, speaking involves different abilities, which should be used simultaneously. Therefore, the students are expected to be able to:[7]

a. Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.

b. Use stress and rhythmic patterns and intonation patterns of the language clearly enough so that people can understand what is said.

c. Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.

d. Put words together in correct word order

e. Use vocabulary appropriately

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[5] William Little Wood.*Communicative Language Testing*. (Cambridge: Cambridge University Press, 1981), p.1

[6] Arthur Hughes. *Language Testing for Language Teacher*. (Cambridge: cambridge University Press, 1990), p. 110

[7] SIL International.Loc.cit

f. Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner

g. Make clear to the listener the main sentence constituent, such as subject, verb, object, by whatever means the language uses.

h. Make the main ideas stand out from supporting ideas or information

i. Make the discourse hang together so that people (listeners) can follow what speaker says.

Paulston and Brunder said that speaking ability was taken to be the objectives of language teaching: the production of speaker competent to communicate in target language [8] . Brunder said that there werefour rating criteriaof test focus on four areas of speaking ability.These areas are language function, appropriateness, coherence, and accuracy[9].

a. Language functions*include narrating, comparing, giving and defendingan opinion, responding to a hypothetical situation, describingand analyzing a graph, extending a greeting, responding to aphone message, giving a progress report, etc.* Each question focuses on one or more language functions. While you may include other language functions in your response, the focus of your response should address the language functions stated in the question.

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[8] Christiana Brat Paulston and Mary Newton Brunder.*Teaching English as a Second Language: Techniques and Procedures. (*Massachusetts: Winthrop Publisher Inc, 1976), p.55
[9] Bruch Tillit and Mary Bruder.*Speaking Naturally: Communication Skills in American English. (*Cambridge: Cambridge University Press, 1985), p.6

b. Appropriateness*refers to responding with language appropriate for the intended audience or situation.* In some questions you are asked to respond to the narrator withoutany specifics given. In this situation, respond with a polite,friendly tone, as if you were talking with a respected colleague.Other questions may ask you to imagine you are talking to afriend, supervisor, business associate, customer, classmate, professor,medical professional, or patient. Sometimes the test specifiesthat you are talking with someone who works at the same companyor institution as you. At other times you are asked to pretend to talk to someone without background on the topic you are addressing. Use language appropriate for whatever situation and audience that are specified.

c. Coherence/Cohesion*reflects the ways language is organized (coherence) and how ideas relate to each other (cohesion).*It is important that your responses are not ambiguous. Opinionsand recommendations should be stated clearly. Supporting reasons should clearly connect to the main idea. Steps in a process orevents in a story should be ordered logically, described clearly, andconnect smoothly. Be specific enough in your responses so thatlisteners do not have to interpret or supplement what you are sayingin order to understand your meaning.

d. Accuracy*includes pronunciation, grammar, fluency, and vocabulary.* The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self-image, our knowledge of the world and our reason to express our thoughts are all

reflected in our spoken performance in a foreign language. Being able to speak to friends, colleagues, visitors and even strangers, in their language and both of speakers can understand, is surely the goal of very many learners.

2. The Nature of Students' Speaking Ability

Cyril weir explained[10] how to test or to measure the students' speaking ability.

a. Verbal Essay

The candidate or students is asked to speak for three minutes on either one or more specified general topics. The candidate has to speak at length which enables a wide range of criteria including fluency to be applied to output.

b. Oral Presentation

The candidate is expected to give a short talk like on topic, which he has either been asked to prepare beforehand or has been informed shortly before the test. This is different from 'speaking essay' described above in as far as the candidate is allowed to prepare for the task.

c. Free Interview

In this type of interview, the conversation unfolds in an unstructured fashion and no set of procedures is laid down in advance.

d. Information Transfer

Description of a picture sequence.

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[10] Cyril J. Weir. *Communicative Language Testing.*(New Jersey: Prentice Hall, 2004), pp. 74-80

In this research, the oral presentation test will be used to assess students' speaking ability.

3. The Factors Influencing Students' Speaking Ability

There are several factors influencing students' speaking ability. It can be from motivation, teaching and learning strategy, environment, etc.

a. Environment

Learning happens because of interaction between learner and environment. The essence of the teaching process is to create an environment that first can mobilize the learner to pursue the curriculum and then can maintain that mobilization, while effectively facilitating learning.[11] The idea is to have an environment where students and teachers feel comfortable, positively stimulated, and well-supported in pursuing the learning objectives of the day. Thus, when students feel comfortable with the atmosphere of learning, they are engaged in learning.

b. Anxiety

Anxiety plays a major role in second language acquisition especially in learning speaking. Anxiety is sometimes associated as feeling of uneasiness, frustration, self-doubt, or worry. Some of students in learning speaking, they are afraid making mistakes. For example, in delivering information in front of class, some of students prefer to stop speaking and silent for a moment to think what

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[11]Enhancing Classroom Approaches for Addresing Barriers to Learning: Classroom-Focused Enabling". (Los Angeles: Center for Mental Health in Schools, UCLA Dept. of Psychology, 2008), p. 94. Retrieved on November 23, 2011), http://smhp.psych.cula.ed

they are going to say. They lost their ideas because of nervous or worry to make mistake either to grammar form or pronunciation. According to Brown[12], there are several reasons why students have big anxiety on learning language, especially speaking:

1) Communication on apprehension, arising from learner's inability to adequately express mature thoughts and ideas.

2) Fear of negative social evaluation, arising from a learner's need to make a positive social apprehension on others.

3) Test anxiety or apprehension over academic evaluation.

In order to solve anxiety in speaking, there are several type that can be practiced by the teacher.[13]

1) Teachers can help reduce unrealistic fears by pointing out how common they are among people and what to do about them.

2) Teachers can help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practice alone or with one other student and then before increasingly larger groups.

3) Teachers can let students practice speaking in front of their peer who faces the same situation.

4) Students can practice presenting information, answering questions and holding group discussions. Frequent classroom presentation and

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[12]H. Douglas Brown. *Principles of Language Learning and Teaching*. Fifth Ed. (Cambridge: Pearson Education, Ed, 2007), p. 162

[13]Trudy Wallace, Winifred E. Stariha and Herbert J 2004.Welberg. "Teaching Speaking, http://www.curtin.edu.au/curtin/dept/smec/iae

discussions enable teacher to diagnose and remedy problems. Practicing oral presentation in this way can lessons students' anxiety while, at the same time, helping them to learn subject matter of the lesson.

5) Students are less likely to be anxious and more likely to do well if they are well prepared. Preparedness can be enhanced by in depth mastery of the subject matter, appropriate in rehearsing presentations.

c. Teaching and Learning Strategy

Most of students consider that English is knowledge-not skills. Therefore, they think that the best way to learn English is the same way learning history, biology, or geography that is learning theories and memorizing it. They forget that language is skills and the best way to learn it through practicing frequently as what people do in learning the skills of music, badminton, or swimming. Thus, many students more focus on learning the structure of the language than practicing it. They consider that mastering language theories is more important that practicing to read or to speak. That is also supported by the teaching strategies given by some English teachers that more focus on grammatical system of language than the usage of language. Because of that, nowadays, students cannot speak English correctly and fluently.

According to Alicia, et al [14] learning to speak a language follows a stimulus-response-reinforcement patterns which involves constant practice and the formation of good habits. The continuous practice of speech-pattern until good habits is formed in order to give good result in learning how to speak

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[14] Alicia Martinez-Flor, EstherUso-Juan and Eva Alcon Soler, Op.Cit p. 140

4. Nature of Fishbowl Strategy

The "fishbowl" is a teaching strategy that helps students practice being contributors and listeners in a discussion. A fishbowl is traditionally a classroom discussion group divided into two parts: the "inner circle" or fishbowl, consisting of four or five people who discuss a topic. Students ask questions, present opinions and share information. The 'outer group' consisting of up to 20 people who observe; students listen carefully to the ideas presented and pay attention to process.

The inner circle or fishbowl is those members of the class who function as active participants in the discussion. They focus only on one another, talking to each other rather than to the teacher or their classmates. Ideally, members will use the focused discussion as an activity that both review what they know and produces new knowledge and understanding.

The outer circle is these members as an inanimate object, they spends a majority of the time listening carefully to the discussion within them. Only after the teacher indicated that they may participate do members to voice their questions, opinion or inferences. Ideally, members of the outer circle should be anxious to participate.

This strategy is well labeled because it involves one group of students looking in another smaller group of students in a manner not unlike watching fish through the clear glass of an aquarium. The small group carries on conversation

about the issues or topic while the outside group listens and prepares questions

and comments for the discussion.Brozo states[15],

> At this point, the teacher elicited reactions to the small group
> discussion from those students watching from the outside. This
> approach allows those students looking in on the discussion to
> critique and assess the ideas of the fishbowl discussants. The
> teacher then selected a new group of five students and asked them
> to discuss a new but related question.

The concept of Fishbowl strategy can be drawn in the following
picture:[16]
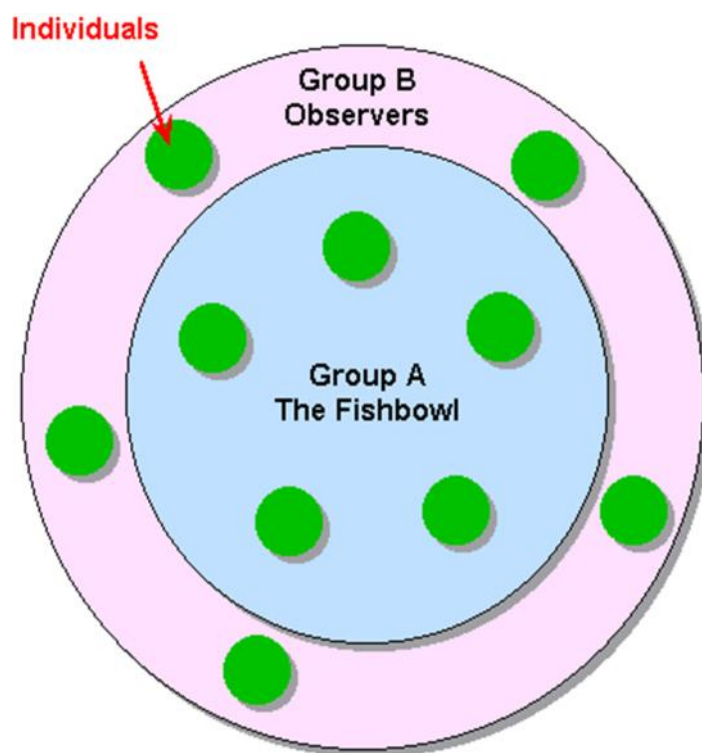
a. **Standard Procedure of Fishbowl Strategy**

According to Brozo[17], the procedures of Fishbowl strategy are as follows:

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[15]Brozo, Bill. 2007. "Fishbowl Discussion". (retrieved on February 8, 2011) http://pd-metwork.com/lessons/Fishbowl_Discussions.pdf

[16] Big Dog & Little Dog's Performance Juxtaposition of Performance, Learning, Leadership, & Knowledge. 2009. "Fishbowl in Learning Environment". (Retrieved on July 21, 2011) http://www.nwlink.com/~donclark/hrd/learning/fishbowls.html, p.1

[17]Brozo, Bill. 2007. Op. Cit, p. 1

1) Teacher identifies a focus for class discussion. Typically, the more controversial and charged the issue, the greater level of engagement on the part of the students.

2) Teacher ask students to turn to neighbor and talk about their ideas and opinion related to the issue.

3) Teacher tells students take notes on their discussion. Allow enough time for a reasonable exchange of idea and viewpoints, which can be determined by moving around the room to monitor and facilitate.

4) Teacher demonstrates the format and expectations of a fishbowl discussion. This is best accomplished in a "dry run" of the activity. Teacher asks for four or five volunteers to sit around a table or a cluster of desks in the middle of the room. Have the other students gather in a circle.

5) Teacher gets the discussion started by telling the discussant sitting in a cluster to talk among themselves about the ideas and opinions they raised when conversing with partner.

6) Teacher tell other students to listen carefully to their classmates while they engage in a small group discussion and take notes or jot down questions to share afterward.

7) Teacher allow the discussant to talk for 5 minutes or so, getting involved only if the discussion dies or to ensure everyone is contributing and taking turns

8) When the small group of volunteer discussant teacher ask students to continue to the fishbowl process until all students have had opportunity to

be inside the fishbowl and they are clear about their roles and expectations.

b. The Variations of Fishbowl Strategy

There are varieties of ways to set up a successful Fishbowl discussion. Based on Pappas[18], there are many steps by step to set up a discussion. It can be seen in the following step:

1) Inner Circle

   a) For a class of 30 students, prepare 15 fishbowl index cards ad 15 goldfish index cards. Place the cards in a basket and ask students to draw cards randomly.

   b) Students who draw goldfish cards will form the inside circle. They will be the ones to have the discussion. Warn them in advance that they will be carefully observed and data will be collected on their discussion.

   c) The students who pull out Fishbowl cards will form the outside circle. They will be observing only. It is like they peering into a Fishbowl and watching the goldfish. These students will complete a data gathering sheet.

2) Outer Circle

In order to keep students in the outside circle attentive, teacher should give them a task that requires them to focus on the Fishbowl discussion:

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[18] Peter Pappas. "Strategies that work by Peter Pappas". (Retrieved on February 16, 2011) http://peterpappas.blogs.com/Fishbowl_discussion, p. 3

a) If you started the discussion by generating a series of questions, have the outer – circle students create T-notes or 2 column notes. Questions go in the left column, the answers the Fishbowl generates go in the right column.

b) Students who aren't in the fishbowl can do two-column notes of the discussion. In the left column, they write at least three important ideas that the group discussed. In the right column they write their own response to each idea. Minimum credit for just accurately recording topics; better credit for the actually responding, best credit for responding in a thoughtful way that shows they have read the book.

c) Assign each of the students in the outer a member of the fishbowl. The student from the outer circle writes a transcript of everything "their" student says. When the discussion is over, photocopy the transcripts. Highlight the originals to show good ideas or questions that the fishbowl student came up with. Give the photocopy back to the outer circle student and give feedback on how thoroughly they keptback.

d) Have outer circle students keep track of the types of comments the fishbowl member's make-? If they ask a question, C if they make a connection, I if they make an inference, T if they use specific text to answer a question, P if they make a prediction. (These notes can give students feedback on the variety of the comments they make.

e) Have students in the outer write a journal response to the discussion.

According to Pappas[19], the variation of Fishbowl discussion can be as follows:

1) Entire class comes with sticky note questions. In groups of four, they reduce down their group questions to the best there. These are put on the chalk board and the fishbowl revolves Around These Questions. The Fishbowl is Still Student Lead.

2) Teacher leads discussion around class questions. Teacher is leader of fishbowl and sits in fishbowl. This works great with underclassmen.

3) Warn students ahead of time that you will choose 8 at random to be in the fishbowl when the day discussion arrives.

4) Make the fishbowl voluntary-only students who want to be in the fishbowl pull in their desks-but they have to show you their sticky notes or other evidence that they are ready to discuss.

5) Fishbowl role-play: choose four famous individuals that are associated with the subject to be studied. Students research the positions of the four speakers in advance.

According to Linda and Diane[20], in this strategy, one group of students are observed in activity by the spectators; those students sitting outside the circle looking into the "Fishbowl". The groups of students who are observing then make comments about performance of the inner group. Group can change roles. It can be seen in the direction below:

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[19]Ibid, p. 3
[20]Green L S & Diane C G. *40 Active Learning Strategies for the Inclusive Classroom Grades K5*. (California: Corwin Press, 2011)

1) Place a group of students (the fish) in the center of the room.

2) Ask these students to perform a role play.

3) Create an outer circle of students (around the fishbowl) who will observe and make recommendation to improve role-play situation.

4) If time allows, or the teacher desires, the two group may switch places and roles.

The implementation of Fishbowl strategy can be elaborated as follows:[21]

1) A fishbowl for opposing positions

This is a type of group discussion that can be utilized when there are two distinct positions or arguments. Each group has an opportunity to discuss the issue while the other group observes. The goal of this technique is for one group to gain insight about the other perspective by having this opportunity to listen and formulate questions. After both sides have shared and listened, students are often given the opportunity to discuss their questions and ideas with students representing the other side of the argument.

2) A fishbowl for multiple perspectives

This format allows students to look at a question or a text from various perspectives. First, assign perspectives to groups of students. These perspectives could represent the viewpoints of different historical

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[21] Facing History and Ourselves. 2011. "Fishbowl". (Retrieved on February 21, 2011) http://www.facinghistory.org/2011/Fishbowl. Classroom Strategies.html

figures, characters in a novel, social categories (e.g. young, old, male, female, working-class laborer, industrialist, peasant, noble, soldier, priest, etc.), or political/philosophical points of view. Each group discusses the same question, event or text representing their assigned perspective. The goal of this technique is for students to consider how perspective shapes meaning-making. After all groups have shared, students can be given the opportunity to discuss their ideas and questions with peers from other groups.

Based on Toolkit[22]Fishbowls involve a small group of people (usually 5-8) seated in circle, having a conversation in full view of a larger group of listeners. Fishbowl processes provide a creative way to include the "public" in a small group discussion. They can be used in a wide variety of settings, including workshops, conferences, organizational meetings and public assemblies. Fishbowls are useful for ventilating "hot topics" or sharing ideas or information from a variety of perspectives. When the people in the middle are public officials or other decision-makers, this technique can help bring transparency to the decision-making process and increase trust and understanding about complex issues. Sometimes the discussion is a "closed conversation" among a specific group. More often, one or more chairs are open to "visitors" (i.e., members of the audience) who want to ask questions or make comments. Although largely self-organizing once the discussion gets underway, the fishbowl process usually has a

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[22]Tolkit."Online, dynamic knowledge sharing toolkit by UN Office of Human Rights". (Retrieved on july, 4 2013). http://slitoolkit.ohchr.org/

facilitator or moderator. The fishbowl is almost always part of a larger process of dialogue and deliberation.

There are many steps by step to set up a discussion. It can be seen in the following step:

1) **Keynote speaker fishbowl.** Instead of giving a 45-90 minute presentation with little or no time for questions or discussion, give the speaker 15 minutes to present some thought-provoking ideas, after which, he/she joins the small circle of the other fishbowl members (who can be pre-selected, or who emerge spontaneously from the audience). From here the speaker participates in –but does not dominate– the ensuing conversation. 2) **Panelists' fishbowl, version 1.** After the traditional panel discussion, ask the panelists to sit in a fishbowl and to talk with each other, in front of the whole group, about their responses to each other's presentations. 3) **Panelists' fishbowl, version 2.** One panelist starts with a question, which the next panelist answers; panelist #2 asks a question to panelist #3, and so on. 4) **Heterogeneous fishbowl.** One person from each main viewpoint on the topic under discussion is invited to sit in the fishbowl. 5) **Homogeneous fishbowl.** People who share similar opinions, experience, culture, etc. are invited to sit in the fishbowl. In the next round, representatives of a different point of view take the fishbowl seats. Having two or more rounds for each group allows for more depth and responsiveness. 6) **Visitor's fishbowl.** Place an extra chair

in the fishbowl and invite persons from the group, one at a time, to join the discussion. Set a time limit for how long one person can occupy the visitor's chair – or establish a ground rule that when a new "visitor" wishes to join in, that person stands behind the visitor's chair, thus signaling that the current visitor should conclude his or her comments and give the chair to the person waiting. 7) **Fishbowl battle**. Instead of the typical 4-5 seats in the middle for the talking participants, here it's a one-on-one debating the pros and cons of xyz. There are two chairs (or standing positions) which anyone can come and occupy to advance an argument in favor or against, one by one. People can switch sides but there's always one pro followed by one con (or the other way around), until the discussion peters out and isfinalized with whatever remaining views

According to Kreimer[23]this strategy is based on the premise that you can identify two or more groups of people who hold distinctly different views on an issue that is important to your company.

Some likely pairs of participants include:

1) Physicians and patients; 2) Veteran patients and those who are newly diagnosed; 3) School district administrators and teachers; 4) Teachers and students; 5) Customers and non-customers, former customers or

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[23]Dave Kreimer. 2010. "The Fishbowl Technique-Gaining Deep Insight with Polarized Participants". (Retrieved on July 4, 2013)

customers of competitors; 6) Advocates and detractors of a candidate, ballot initiative, social issue, etc…; 7) Parents and their children; 8) Males and females; 9) The elderly and those younger.

Based on the explanation about the procedures of fishbowl and considering all aspect promoted Brozo, Pappass,linda and Diane, Toolkit and Kreimer in implementing fishbowl strategy in teaching speaking, thus the researcher only use the procedures of Brozo.

5. **The Advantages of Fishbowl Strategy**

According to Pappas[24], the advantages of Fishbowl strategy are as follows:

a. Fishbowls are especially beneficial when using multicultural literature. Like K/W/L charts, fishbowlallows the teacher to see what misconception students have and address them. They also create a safe forum for students to observe charged a discussion of cultural issues might become. Because there is always a post discussion analysis, fishbowl also allows a group to handle this together.

b. Students in the outside circle of a fishbowl can observe how specific individuals question, respond to, and make meaning of a text, which can model small-group literature circle discussions.

c. Fishbowl allows students to practicegroup discussion skills.

d. Fishbowl provides students with the opportunity to identify small-group discussion habit in an effort to improve them.

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[24] Peter Pappas.Op.Cit, p. 2

This strategy is appropriate to increase students' speaking ability in group discussion. Based on Brozo[25]It allows them an opportunity to speak encourages fresh perspective and insights.

6. Hortatory Exposition

According to Cahyono[26], hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. To make the explanation stronger, the speaker or writer needs some arguments as the fundamental reasons of the given idea; in other words, this kind of text can be called as argumentation. This type of text can be found in scientific books, journals, magazines, newspaper, articles, academic speech or lectures, research report etc. Hortatory expositions are popular among science, academic community and educated people. The generic structure of hortatory exposition usually has three components: thesis, arguments and recommendation.

a. Generic Structure of Hortatory Exposition

   1) Thesis: Statement or announcement of issue concern

   2) Arguments: Reasons for concern that will lead to recommendation

   3) Recommendation: Statement of what should or should not happen or be done based on the given arguments

b. Language Features of Hortatory Exposition

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[25] Bill Brozo. Op.Cit p.2

[26] Cahyono. 2009. "Type of Text for Senior High School". (Retrieved on july 22, 2011) Http://www.typeoftext.blogspot.com/2009/hortatoryexposition.html

1) Using simple present tense

2) Using Modals

3) Using action verbs

4) Using thinking verbs

5) Using adverbs

6) Using adjective

7) Using technical terms

8) Using general and abstract noun

9) Using connective/transition

c. Purpose of Hortatory Exposition

The purpose of hortatory exposition is to persuade the readers that something should or should not be done be the case or be done.

In sum, students need to learn about the definition, purpose, generic structure and generic features of hortatory exposition. In addition, the students also need to analyze how to define thesis statement, how to state their position on contradictive issues, how to recommend their opinion in speaking hortatory exposition.

B. The Relevant Research

There was relevant research provided. The research conducted by Matt Wayne in 2012, The Effects of Fishbowl to Improve Class Discussions.The aim of the research was to encourage students to think critically about their own learning. The action research was employed in this research. The action research process

allows students to investigate the quality of their discussions and use this research to set individual and class goals to improve their conversations. One group was experimental group getting the treatment by using fishbowl. In contrast, another did not get it. From the research, it was found that students experimental group had more positive attitudes than those control group (X= 5.40, 3.68) with a statistically significant difference (p < .001). However, differences were found statistically significant in 5 out of 10 items.

The result revealed that although the students significantly improve their speaking ability. Their research had different focus from this research in which their research used fishbowl for one group and this research used fishbowl for experimental group, and another did not. The ultimate goal of this research was to find out the effect of students ability towards speaking ability who were taught and those who were not taught.

Second, the research is an investigation into effectiveness of fishbowl strategy was conducted by Dave Kreimer in 2009. This study focused on investigation effectiveness of fishbowl from cognitive, cooperative and pedagogical perspectives. This was quantitative study through survey containing ten questions. From this research, it was found three volunteers (31.4%) in this study expressed that they "strongly" agreed with their fishbowl discussion class. The rest of the five answerers (60.1%) indicated that they "agree" with this point as well. This research was different from the study conducted by the researcher. This research used different concept, technique in collecting data and also data analysis.

C. Operational Concept

The operational concept is the concept used in accordance with review of related literature. In order to avoid misunderstanding in carrying out the research, it is necessary to clarify briefly the variable used in this study. The indicators are clue and strategies applied in the implementation of various methods. The indicators are:

1. The using of Fishbowl Strategy in teaching speaking as the independent variable, symbolized by "x". The indicators are:

   a. Teacher identifies a focus for class discussion. Typically, the more controversial and charged the issue of hortatory exposition, the greater level of engagement on the part of the students.

   b. Teacher ask students to turn to neighbor and talk about their ideas and opinion related to the issue of hortatory exposition.

   c. Teacher tells students take notes on their discussion. Allow enough time for a reasonable exchange of idea and viewpoints, which can be determined by moving around the room to monitor and facilitate.

   d. Teacher demonstrates the format and expectations of a fishbowl discussion. This is best accomplished in a "dry run" of the activity.

   e. Teacher asks for four or five volunteers to sit around a table or a cluster of desks in the middle of the room. Have the other students gather in a circle.

f. Teacher gets the discussion started by telling the discussant sitting in a cluster to talk among themselves about the ideas and opinions they raised when conversing with partner.

g. Teacher tell other students to listen carefully to their classmates while they engage in a small group discussion and take notes or jot down questions to share afterward.

h. Teacher allow the discussant to talk for 5 minutes or so, getting involved only if the discussion dies or to ensure everyone is contributing and taking turns

i. When the small group of volunteer discussant teacher ask students to continue to the fishbowl process until all students have had opportunity to be inside the fishbowl and they are clear about their roles and expectations.

2. The students' speaking ability as the dependent variable, symbolized by "y". Based on the limitation of the problem that the text used by researcher is hortatory exposition text. Because of that the indicators of students' speaking ability of hortatory text are as follows:

a. Students are able to define a topic of hortatory exposition text withgood English grammar.

b. Students are able to express their opinions of hortatory exposition text fluently.

c. Students are able to express the supporting facts of hortatory exposition text fluently.

d. Students are able to respond their opinionsof hortatory exposition text fluently.

e. Students are able to respond supporting facts of hortatory exposition text fluently.

f. Students are able to conclude their opinions of hortatory exposition text with good English grammar.

g. Students are able to ask opinions from peers with accurate English pronunciation.

D. Assumption and Hypothesis

1. Assumption

   In this research, the researcher assumes that students' ability in speaking is various

2. Hypothesis

   a. H_a: There is a significant effectof using 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 Bukit Batu District Bengkalis Regency.

   b. H_o: There is no significant effect of using 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 Bukit Batu District Bengkalis Regency.