CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Definition of Speaking

Speaking is one of the central elements of communication. In EFL teaching, it is an aspect that needs special attention and instruction.[1] Speaking is so much part of our daily life that we tend to take it for granted. We speak in order to carry out various social activities. Although we may not always be consciously aware of doing so, we attune our language and the meanings we wish to exchange to our specific purposes for speaking in that context.[2] Speaking is an activity requiring the integration of many systems. All these factors combine to make speaking a second or foreign language a formidable task for language learners yet for many people, speaking is seen as the central skill.[3]

Speaking is a skill which deserve attention every bit as much as literary skill, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.[4]Speaking is fundamentally an interactive task and it happens under real time processing constraints. This means that they

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[1] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching (An Anthology of current Practice)*, (Cambridge: University Press), P.210

[2] Norbeth Schimitt, ed, *An Introduction to Applied Linguistic,* (New York: Oxford University Press, 2002), P.212

[3] Marianne Celce Murcia, *Teaching English as a Second or Foreign Language*,(United States: Copyright, 2001), P.103

[4] David Nunan, *Language Teaching Methodology a Textbooks for Teachers*, (New York: Phoenix Ltd, 1995), P.39

will able to use words and phrases fluently without very much conscious thought.[5]

Speaking is important things for human. It is daily activity that always repeated. From speaking we recognize each other and share some information. Speaking makes people able to communicate and maintain the relationship in society.[6] Allah said in surah Ali Imran verse.112:

[Arabic Qur'anic text rendered in symbol font]
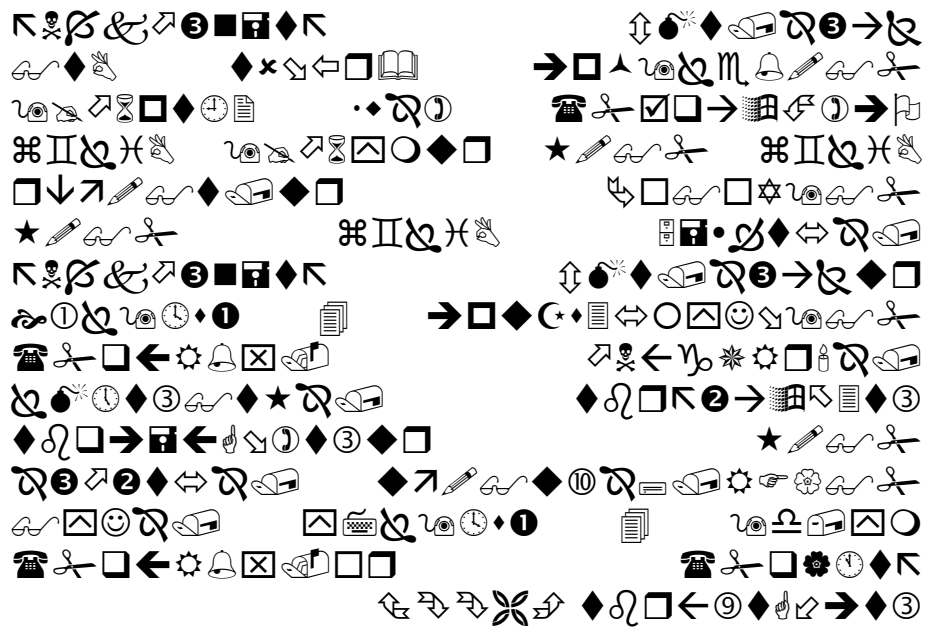
"Shame is pitched over them (like a tent) wherever they are found, except when under a covenant (of protection) from Allah and from men; they draw on themselves wrath from Allah, and pitched over them is (the tent of) destitution. This because they rejected signs of Allah, and slew the prophet defiance of right; because they rebelled and transgressed beyond bonds. (Al-Imran: 112)"[7]

With the recent growth of English as an international language in communication, it is clearly necessary for many learners to mastery English

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[5] Jo Mc Donough and Christopher Shaw, *Materials and Method in ELT, A Teachers Guide,* (UK: Blackwell Ltd, 1993), P.134

[6] Quthb, Sayyid, *Tafsir fil zhilalil Qur'an di Bawah Naungan Al-Qur'an*, jilid 2, penerjemah As'ad Yasin, et,al, cet.I(Jakarta: Gema Insani Press, 2004).P.23

[7] A Yusuf Ali, *he Holy Qurán Text, Translation, and Commentary*, (USA: Amana Corp, 1983), P.151

particularly in speaking in multiplicity of situations such as for foreign travel, business, or professional purpose, and educational purposes.

2. Teaching Speaking

Teaching speaking skill to students should be oriented to enabling students to speak in English in different situations and genres. There are four recommendations for teachers who are going to teach speaking skill.[8] First, whatever the activity chosen, it should allow students to talk a lot. Teachers should select speaking activities that demand students to talk a lot. The activity should also be able to involve all the students in the activity. It does not only better students who dominate the class. Beside that, the activity should be able to motivate students participate and to talk. Therefore, the activity should be interesting to the students. The last one, the activity should be acceptable with students' proficiency level if it is too difficult or too easy for them, it will motivate than to participate.

In communication, speaking is one of four skills beside writing, reading, and listening. It is also as one of productive skills besides writing that use to express meaning, so the other people can make sense of them. A skill that enables us to produce utterances, when genuinely communicative, speaking is desire (and purpose driven), in other words we genuinely want to communicate something to achieve particular end.

According to Jeremy Harmer, in the practice of English language teaching, there are some elements that necessary for speaking as follow:[9]

a. Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English (as saying / would have gone) but also the use fluent ' connected speech ' (as in I've gone).

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[8] TEFLIN, *The 51ˢᵗ Teflin International Conference,* (Bandung: TBA YADARI-ABA B, 2003), P.4

[9] Jeremy harmer, *The Practice of English Language Teaching*, (Great Britain: a person education limited, 2001), 3ʳᵈ Ed, P.269-270

b. Expressive devices.

Native speakers of English change the pitch and stress of particular parts of utterances, very volume and speech and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction).

c. Lexis and Grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function.

d. Negotiation language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

From the explanation above, there are many elements that necessary for speaking. Because of some elements can make speaking clearly and easily to understanding each other.

Students often think that the ability to speak a language is the product of language learning. But speaking is also a crucial part of the language learning process. According to Harmer, many of the classroom speaking activities as follows:[10]

a. Acting from a script

Student's to act out scene from plays and/or their course book. Sometimes filming the result, Students will often act dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

b. Communication games

Games which are designed to provoke communication between students frequently depend on information gap. So that one student has to talk to a partner in order to solve a puzzle, draw a picture, put the things in the

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[10] *Ibid,* p.271-274

right order, or find similarities and differences between pictures.

c. Discussion

One of the reason that discussion fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it.

d. Prepare talks

A popular kind of activity is the prepare talk where student makes a presentation on a topic of their own choice.

Based on the consideration above, we know that there are many speaking activities in a classroom. So, if we want to teach speaking for learners, we can choose the one of them. Because if we teach use the speaking with the activities in above, its' can make the students interesting and motivated them to speak English. So, its' can improve their speaking skill.

Effective instructor teach students speaking strategies using minimal response, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructor help students learn to speak, so that the students can use speaking to learn.

Mastery of English as a second of foreign language (ESL or EFL) comes down to how well student speak. He may write well, for example ; get high marks or test, or even have an accent nearly identical to a native speakers, but if he can't express ideas, opinions, or instructions clearly in a conversation. Language is for communication after all and that primarily means speaking.

Many language learners regard speaking ability as the measure of knowing language. These learners define fluency as the ability to converse with others, much more than ability to read, write, or comprehend oral

language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishment in spoken communication.

3. Speaking for Children

The age of students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills we might expect children of primary age to acquire much of foreign language.

Teaching situations differ all over the world, and children start English at different ages and places. So we often suggest way that activities can be adapted for older or younger children for those with more or less English. In of Fifth grade of elementary school is about ten years old. So if we teach English in 7-12 years old, we can teach as follow: Encourage them to read in English (Stories, comics, reading game). Encourage them to work meanings out for themselves. Explain things about language, but only very simple things. Use a wider range of language input as their model for language use. Encourage creative writing and help them to experiment with language. Explain your intentions and ask them to help with organization of activities.[11]

From the explanation above, we know that how we can teach for children in different   ages. So we can apply the activities above for teaching second language for children.

It has long been hypothesized that children learn a second language better than adult, and this is often used to support the early introduction of foreign language teaching. The Critical Period Hypothesis is the name given to the idea that young children can learn a second language

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[11] Mary Slattery, Jane Willis, *English for Primary Teachers*, (New York: Oxford University Press, 2001), p.5

particularly effectively before puberty because their brains are still able to use mechanisms that assisted first language acquisition.[12]

Speaking is equally important in children's overall language development.[13] Children also learn that words can be used as a form of entertainment. Children talk while they play, either alone or with their classmate.

Since the 1960s, oral language has emphasized more than written language in children's ESL.[14] In the United States, children's would often take part in listening and speaking activities in ESL classes, but would get most of their reading ad writing instruction in English in mainstream class.

There are many activities can make the students actively and want to speak, such as; Make a simple dialogue, an example: Do you like tea? No, I don't, self introduction every students introduce their self with give factual information, classroom language the use of English language to communication in the classroom, the use of role play or situational dialogue, and talk about food, hobby, family to helps students to speak English.[15]

From early childhood, the desire to connect emotionally and communicate with other people seems to drive speaking.[16] Children's limited communication skills have been explained in terms of their growing understanding of how they and other people think, act and communicate.

Children seems to begin to really develop their understanding of other's people actions and minds around four years of age, but it takes

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[12] Lynne Cameron, *Teaching Languages to Young Learners*,(UK : Cambridge University,2001) .p.13

[13] Caroline t. Linse, *Practical English Language Teaching: Young Learners*, (McGrawHill, 2006). p.47

[14] Mariane Celce Murcia,*op.cit*, P.147

[15] Kasihani K.E Suyanto, *English for Young Children*, (Jakarta:PT. Bumi Aksara,2007), P.59-60

[16] *Op.Cit,* p.38

much of childhood to gather enough experience and use it to construct a full awareness of how people operate socially and mentally.

4. **Young Learners' Characteristic of Learning**

Learners are often described as children, young learners, adolescents, young adult or adults. Within education, the terms are generally used for learners between the ages of about two to fourteen. Students are generally described as young learners between the ages of about five to nine, and very young learners are usually between two and five. At what ages it is safe to call students adolescents are often uncertain, since the beginning of adolescence is bound up with physical and emotional changes rather than chronological age. However, this term tends to refer to the students from the ages of about twelve to seventeen, where the young adults are generally thought between sixteen and twenty.[17]

The children have their own characteristics which are different from adults. The characteristic cover their ways of thinking, their attitude, their aptitude, etc. they also prevail to the children's ways of learning language, and this influences on the ways to teach them. To give the best quality of teaching English to the children, the teachers should know and understand them.

Mary and Jane describe how the children are with the following characteristic as they; Are developing quickly as individuals, learn in a variety of ways,(for example by watching, by listening, by imitating, by doing things),are not able to understand grammatical rules and explanations about language, try to make sense of situations by making use of non-verbal clues, talk in their mother tongue about what they

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[17] Jeremy Harmer, *How to Teach English*, (England : Person Education Ltd, 2007), p.16

understand and do this helps them learn, can generally imitate the sounds they hear quite accurately and copy the way adults speak, are naturally curious, love to play and use their imagination, are comfortable with routines and enjoy repetition, have quite short attention span and so need variety.[18]

Teaching the fifth years of Elementary school students are teaching children at the age of six to twelve years old whose characteristics are as follow; they have egocentric and reciprocity attitude. Egocentric means they like materials that having relation with their environment or themselves, they can differ fact and fiction, they also know something that abstract, they are imaginative and creative learners, they like games because they will be more active in process learning English.[19]

Regarding those characteristics, it can be conclude that a good teachers at this level need to provide learning experiences which encourage the students to be eager to study English. Besides, the teachers should give activities that enable for them to work in groups in order to develop good relationships among them. Furthermore, by knowing their characteristics, it is easier for the teachers to decide further steps in teaching and it will possible help the teachers in finding solution to overcome problems that might arise in teaching learning process.

5. General Concept of Fishbowl

In this study, the writer uses one of teaching technique to teach speaking skill. The technique is fishbowl. By using fishbowl students hoped get something new and different from what they usually got in their class.

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[18] Mary Slattery, Jane Willis, op.cit, p.3
[19] Kasihani K.E Suyanto, *Op.Cit* p.16-20

5.1 Definition of Fishbowl

A fishbowl is one specific technique which helps children learn how to work with a partner in a small group.[20] Fishbowl is communicative game as teaching technique.[21]

Fishbowl is a form of dialog that can be used when discussion topics within large group.[22]

Fishbowl is a discussion technique where an inner group of students discuss a topic, while the rest of students observe the discussion.[23]

Fishbowl can help the students to focus in group discussion. Although this technique spend much time, but is the best method to combine between large group and small group.[24]

So it can be concluded that fishbowl is a suitable technique to teach speaking by a groups. This technique can make the students more interest and more enjoyable. The fishbowl process engages participants in active listening, active communication and increased understanding of a variety of view points. It is method for respectful and equal communication.

5.2 The kinds of Fishbowl

There are many kinds of fishbowl as follow:

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[20] Carolinebt.Linse, *Op. Cit*, p.54

[21] Jeremy harmer, *The Practice of Language Teaching*, (Great Britain: a person education limited, 2001), 3rd Ed p.272

[22] http://en.wikipedia.org/wiki/fishbowl, Accessed on10-02-2010

[23] http://academy.fiu.edu/aatarticles/clasroom management/fishbowldiscusssion.html, Accessed : 10-12-2009

[24] Silberman Malvin L, *Active Learning 101 Strategies to Teach any Subject*,(Copyright: Simon and Schuster Company, 1996), P. 22

1. Fishbowl conversation

   Fishbowl conversation is a form of dialogue that can be used when discussing topics within large group. The advantage of fishbowl conversation is that it allows the entire group to participate in a conversation.

2. Fishbowl discussion

   Is a technique where an inner group of students discuss a topic while the rest of the students observe the discussion.[25]

   From the explanation above, there are many kinds of fishbowl technique. But the writers choose the fishbowl conversation, because the writers think that fishbowl conversation is suitable for a large group and there is not distinction between the speakers and the audience.

   In a fishbowl conversation, there are two kinds of fishbowl. They are; open fishbowl and closed fishbowl.[26] In an open fishbowl, any member of the audience can at any time, occupy the empty chair and join the fishbowl. When this happens, an existing member of the fishbowl must voluntarily leave the fishbowl and free chair. In a closed fishbowl, all chairs are filled. The initial participants speak for some time. When time runs out, they leave the fishbowl and a new group from the audience enters the fishbowl.

   According to Brown, there are two major approaches characteristic "current" teaching of conversation, an indirect approach in which learners are more less set loose to engage in interaction, and a direct approach that ''involves'' planning a conversation program around the specific, micro skill, strategies, and

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[25] http://www.zope.org./devhome/fishbowl/introduction.html, Accessed on 10-02-2010

[26] *Ibid*

processes that are involved influent conversation.[27] The indirect approach implies that one does not actually teach conversation, but rather than students acquire conversational competence, peripherally, by engaging in meaningful task. A direct approached explicitly call students' attention to conversational rules, conventions, and strategies.

Brown offered there are features of conversation that can receive specific focus in classroom instruction, they are how to use conversation for both transactional and interactional purposes, how to produce both short and long turns in conversation, strategies for managing turn-taking in conversation, how to initiate and respond to talk on broad range of topics, how to use both a casual style of speaking and a neutral or more formal style, how to use conversation in different social setting, how to maintain fluency in conversation, how to produce talk in a conversational mode, how to use conversational fillers and small talk, and how to use conversational routines.[28]

Based on the explanation above, we know that many ways to make a good conversation. If we want to make a conversation we must decide the situation it is formal situation or informal situation. When we make conversation informal situation we do not needs the rules of conversation. But when we use fishbowl conversation in the school, it is includes formal situation. So, we must use some rules of conversation.

5.3 Fishbowl Technique to Teach Speaking

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[27] Douglas Brown, *Teaching by Principles (An Interactive Approach to Language Pedagogy),* (San Francisco: Longman Inc,2001), 2rd ed, P.276
[28] *Ibid*, P.277

There are many of the classroom speaking activities which are currently is use fall at or near the communicative end of the communication continuum. One of the classroom speaking activities is fishbowl technique. This technique is makes the learners more enjoyable and give motivation for learners.

Fishbowl is wonderful way to facilitate small or intensive conversation within a large group that is share equally among all participants. Both speaking and listening roles are emphasized.[29] The fishbowl process engages participants in active listening, active communication and increased understanding of a variety of viewpoints. It is a method for respectful points.

If we want to use of fishbowl technique to teach speaking, there are many steps as follow:

a. Material

Applying this technique, there are materials are need, such as: flash cards, picture, piece of paper, and colour paper.

b. Preparation

1. Prepare several pictures and cut colour paper and distribute for the students.

2. After the students get a one piece of paper, ask for each student who gets a specific colour to make a circle.

3. Give the each student a piece of paper, to make a note belongs to apply this technique.

c. Process

Before practicing this technique, the teacher must remember some points, they are; the teacher gives instructions

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[29] Http://www.un.org/cyberschool/dap/fishbowl, Accessed on 10-02-2010

clearly, showing the first student what to practice this technique.

The process of playing the fishbowl technique is described as follows:

1. Arrange the classroom seats in concentric circle
2. The inner circle is the fish in the fishbowl get to communicate, the outside circle rep
3. Once conversation s
4. The teacher as volunteer in inner circles. Then
5. If the students in inner circles cannot answer question from volunteer, they should be back in outer circles.
6. At all times, one of the participants already in the fishbowl will to relinquish/her seat, and take a seat in the outside circle of observation.
7. The action stops in the fishbowl until time is up.

d. Evaluation

The third stage in teaching act is evaluation. Here, the teacher attempts to gather information that can be used to determine whether the teaching has been successful. Evaluation is systematic determination of merit, worth, and significance of something or someone using criteria against a set of standards. Evaluation often used to characteristic and apprise subjects of interest in a wide range of human enterprise and other human services.

In this technique, the procedures of evaluation are:

1. The volunteer ask question for each student in inner circle.
2. The teacher evaluates the students who is can't answer question from volunteer.

3. The students can answer many questions from volunteer is a get good mark.

B. Previous Research

This present research entitled "improving students' speaking skill through using fishbowl technique" is supported by some research below:

Research entitled "Teaching English for Young Learners Using guessing Game in Students Speaking Skill" by Dyah K.N. Hidayati student number 22014040 of English Department: Languages and Arts Faculty, Semarang State University.

In this research, the writer used action research and qualitative method with simple accounting in presenting the data. To gather the data, the writer applied a classroom observation which was supported by questionnaire, test, and fields note, and the result was significant, she can apply the game of guessing as a technique in teaching speaking or oral test for elementary students.

The finding of the research are in pre-test from 25 students who got categories (below 35 grades) were 9 students (36%), Fair categories (35-39) were 8 students (32%), and Good categories (40-440) were 8 students (32%). In twice treatment the students who got poor categories in the first treatment were 7 students (28%) and in the second treatment was none (0%), the students who got Fair were 13 students (52%), who got Good categories in the first treatment and in the second treatment were 8 students (32%), and who got Excellent categories in the first treatment was none but in the second treatment were 4 students (16%). And the post test, the students who gained Poor categories was none, Fair categories were 6 students, Good categories were 9 students, and Excellent categories were 10

students.[30]

Based on the explanation above there are many differences between this researches. The research above used guessing game to improve students' speaking skill and to collecting the data used questionnaire, test, and fields note. But this research used the fishbowl technique to improve students' speaking skill and to collecting the data, used observation and test. And the similarity of this research is used classroom action research.

The next researched which was conducted by Baiti Nur Afiati student number 2201404507 of English Department: Languages and Arts Faculty, Semarang State University. The title of this research is "The Use of Puppets as Media in Teaching Speaking to the Elementary School Students". This final project was conducted to explain and describe the use of puppets as media in teaching speaking. In gathering the data, the writer use questionnaire, checklist to observe students activity during the teaching learning process. The write divided treatment into cycle. Before the first cycle, the writer gave a pre- test. This study was conducted by using classroom action research. The writer divided the treatment into cycles. Before the first cycles, the writer gave a pre-test. The speaking test of cycles 2 was better than pre-test and cycle 1. It means that there was an improvement after the students have been thought using puppets.

The finding of the research are in the pre-test was 7.23. After giving treatment by using puppets on the first cycle, the mean of the speaking score was 8.80. From the calculation the difference between pre-test to post-test was 1.57. Based on the result, the writer concluded that the students speaking achievement improved after using puppets as media in teaching speaking.[31]

From the explanation above, the research used puppets as media to teach speaking and to collecting the data the research above used questionnaire and

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[30] Dyah K.N. Hidayati, *Teaching English for Young Learners Using Guessing Game*, (Unpublished paper:2008/2009)

[31] Baiti nur afiati, *The Use of Puppets as Media in Teaching Speaking to the Elementary School* (Unpublished paper :2008/2009)

observation checklist. It is different with this research, because this research used fishbowl technique to improve students' speaking skill and used observation and test to collecting the data. And the similarity between the researches is used classroom action research.

C. Action Hypothesis

Hypothesis is idea that is suggested as a possible explanation of fact.[32] Based on the title of improving students' speaking skill through using fishbowl technique, the researcher make a hypothesis that fishbowl technique will improving students' speaking skill.

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[32] Hornby, *Oxford Advanced Learner's Of Current English*, (Oxford University Press:2000), 6th Ed, P.102