CHAPTER IV

RESEARCH FINDING AND ANALYSIS

A. RESEARCH FINDING

In this chapter, the researcher would like to describe and discuss the finding of the research. As mentioned in the previous chapter that in this research, the researcher wants to describe the implementation of fishbowl technique to improve students' speaking skill and to identify of students' speaking skill after being taught fishbowl technique. It purposes to know students' speaking skill. In this findings, the researcher present the result of researcher and the analysis of the data collected which are preliminary research and three cycles that consist of cycle I, cycle II, and cycle III. The results descriptions of all cycles are as follow:

1. Preliminary Research

A preliminary research was conducted on March 4 2010. It was done by interviewed the English teacher and observed the classroom activity before being taught using fishbowl technique. The first activity was interview. The researcher interviewed the English teacher to find out the problems faced by the students. Mr. Sholikul Fuad said that the students' interest and ability toward English were low and the students' speaking ability is less. It might be caused of some possibility reasons, such as the less facility supported in English lesson for example there is no interested technique or media in teaching learning process.

Besides the interview, the researcher also did the observation. And observation checklist was used in this activity. From the observation, the researcher found some facts that happen in the classroom during in English lesson. It could be describe as below: the English teacher

explained the material still use conventional method, the teacher only uses LKS, and more focused the vocabulary than practice conversation during learning process. When teacher explained the materials, there was some did not pay attention to teachers' explanation. In the teaching learning process, the students' did not being active in asking the teacher related to the material learn. They just kept and did the exercise from the teacher.

Then in this section, the researcher did not give a test. The researcher just collects student's English mark. Student's English mark was not satisfying yet. The researcher was aware that the most of the students in class 5B still have difficulties in English as specially in speaking

From the descriptive above, it can be conclude that the students; attention, participation, activity, and speaking English language were low during the English lesson. Then, the researcher hopes that the use of fishbowl technique in teaching English will make improve students' speaking skill.

2. The analysis of First Cycle

a. Planning

The first cycle was done on March 11, 2010. The student's speaking mark was not satisfied. So, the researcher and English teacher decided to use fishbowl technique to teach speaking and use a picture as media. Before applying fishbowl technique to teach speaking, the researcher prepared the instructional tools that were needed in teaching learning process such as lesson plan, observation checklist, picture, recorder, and students' test.

b. Implementing

In this activity, the researcher becomes a teacher and she was accompanied by the teacher as observer. In the first cycle, the topic is

about time. There were 18 students who present. One student was absent that day. She was sick. However, the class went on. The teacher told them that during the lesson they had to listen carefully. Moreover, she asked them to be quiet and not to make noises in the class. The teacher began the class by divided students into three groups. And each group consists of six students. The teacher arranged the classroom seats in concentric circles. The teacher asked to first groups in inner circles and the other in outer circles. The teacher showed the picture to the students in inner circles and asked the students' to answer the question related the picture. Then the teacher gave quiz and reviews the material. At the end of the lesson, the researcher gave assessment by oral test.

c. Observing

For about 30 minutes, the teacher observed the students' conditions when students applied fishbowl technique. The teacher also was helped by Mr. Sholikhul Fuad S.Pd as English teacher. When applied fishbowl technique, there are some students' confused about this technique. Because they still confused with the direction and they never practice this technique before. But there are many students were very enthusiast and enjoy during practice fishbowl technique. During the practice fishbowl technique, there were 2 students asked to the researcher and there are some students' speak more.

After gave practice speaking use fishbowl technique, the researcher gave oral test to measure students' speaking skill. There are three aspects in oral test, they are; vocabulary, comprehension, and fluently. The teacher asks to students in pairs.

d. Reflecting

For observing the students' participation, it showed that students still have difficulties in speaking and did not respond well for learning process using fishbowl technique to improve speaking skill.

From the observation could be seen that students' activeness in speaking was little enough. Students still not focus on the material; they did not listen to teachers' explanation, and there were still passive in learning process be more creative in delivering material by using fishbowl technique to improve students' speaking skill.

Based on the notes above, the researcher as the teacher must be more creative in delivering material by using fishbowl technique to improve students' speaking skill. Teacher completed the students' observation in the first cycle and the teacher did reflecting and evaluating in the learning activities in the first cycle and tried to get solution on the problem by planning some action such as below:

- Teacher asked students to focus on study and asked students to speak more.
- 2. Teacher asked students to be more active in learning process.
- 3. Teacher should manage class well.
- 4. Teacher made class condition well to get students be more active.
- 5. Teacher noted all of activities in class in learning process.

From the reflecting above, it got solution of the problem of learning process by using fishbowl technique to improve students' speaking skill. The result from the reflecting for doing second cycle to get maximum research and repairing the third if the result of the second cycle unsatisfied.

3. The Analysis of Second Cycle

a. Planning

This activity was done on March 18, 2010. The second cycle was same with the first cycle. It was about teaching learning process and the assessment test. In this activity, teacher also prepared the instructional tool for teaching and learning process. Teacher done this cycle based on the reflection of first cycle with the English teacher.

b. Implementing

In this cycle the topic was about hobby. There were 19 students. There was no student who is absent that day. In the second cycle, the researcher used same technique but used different media. The media is flashcard. Before the teacher started the teaching learning process, she asked the students to give more attention to the lesson. Then as warming up, teacher asked some eliciting question for students.

In this cycle, the teacher asked second group to in inner circles. It is consist of seven students; they are Lutfiana sari, Zidnal mafaz, Sari indriani, Heru saputra, Irvandika pratama, Yenni dwi A., and Aisyah putrid tanjung. Then the teacher asked to the students to make a fishbowl technique, the second groups in inner circles and the other students in outer circles. After that, the teacher asks student to choose the flashcards one by one. Then the teachers ask some question for student, and the student should answer the question based on flashcards.

c. Observing

In the second cycle, students in the second cycle, students showed their enthusiasm and enjoyed. Students paid attention for teachers' instruction. There are 4 students asked question the teacher

related the technique. But there are some students still have difficulties to speak more and did not discipline in doing the technique.

After applied the fishbowl technique, the researcher give a test. The test form is an oral test. So, the researcher asked the students in pairs. But there is one student had not partner, she is Puji lestari. Then the researcher asked him to become her partner.

d. Reflecting

From the observation could be seen that students' activeness was little increase. Students' more focus on the material; they listen to the teachers' instruction, and many students were active and speak more in learning process. In this cycle, students still shyness and afraid to speak up. And some of them still passive in responding question.

Based on the notes above, the researcher as teacher need to be more creative and give more motivation in delivering material by using fishbowl technique to improve students' speaking skill. Teacher completed the students' observation in the second cycle and then she did reflecting and evaluating the learning activities in the second cycle and tried to get solution on the problem by planning some action such as below:

- 1. Teacher gives motive to students to speak more.
- 2. Teacher asked students to be more active in learning process.
- 3. Teacher should manage class well.
- 4. Teacher made class condition well to gets students be more active.
- 5. Teacher used a good media to interest students to speak more.
- 6. Teacher noted all of activities in class in learning process.

From the reflecting above, it got solution of the problem of learning process by using fishbowl technique to improve students' speaking skill. The result from the reflecting was for doing third cycle to get maximum research and repairing the fourth cycle if the result of third cycle unsatisfied.

4. The Analysis of Third Cycle

a. Planning

The third cycle was done on March 25, 2010. This activity was done based on the reflection of the second cycle. The students still shyness and not confident to speak English. So, in this cycle the teacher used a ball to media to make interested the students and motivate them to speak English more.

b. Implementation

In this cycle the topic was about transportation. There were 19 students. There were no absent that day. In this cycle, the teacher used same technique and different media. The media is a ball. Then as warming up, the teacher gives some eliciting question to the students. After that, the teacher asked the third groups in inner circles. The groups is consists of six students, they are; Alif rizki nadhiro, Nanda, Royan, Nurul, Naela, and Analia. Then the teacher asked the each student in third group by throwing a ball. Then the student which catch the ball, he or she should answer question from teacher related the material. If the students cannot answer the question, she or he must be back in outer circle. And the students choose the one student in outer circle by throwing a ball too.

In this case, the students interested and did not find difficulties in applied this technique. Each of students was paid attention in teachers' instruction and speaks English more. The teacher went around observing their act. There was a not student find difficulty, but there is one students not confident and shyness to speak English. Then the teacher give motivate and suggestion to him to speak more.

c. Observing

In this case, the students were still enthusiasm. The students' has more explanation for teacher. The students' can practice the fishbowl technique well and they can answer the question from teacher.

After doing the technique, teacher conducted test. The form of test is oral test. And the teacher asked to the students to in pairs. But there is one student has not partner she is Alfi rizki nadhiro, so the researcher become her partner.

d. Reflecting

In this cycle, the students' improvement in speaking was more significant. It could be seen from the average improvement score of the test and their enthusiastic in learning process, they were speak English more. The teacher and researcher decided to stop in this cycle. The teacher and researcher concluded that the improvement of speaking skill more significant after being given treatment using fishbowl technique since the first cycle until the third cycle.

B. The student's improvement of speaking skill after being taught through using fishbowl technique.

1. Student's score of the Preliminary Research

Table. 4.1

The student's speaking mark can be seen in the table below:

		ASSESSMENT			Σ	SCORE
NO	CODE	V	C	F	Score	$(\sum scorex2)$
						3
1	C-1	2	2	1	5	3.3
2	C-2	1	2	1	4	2.6

3	C-3	2	2	2	6	4.0
4	C-4	1	2	2	5	3.3
5	C-5	2	2	1	5	3.3
6	C-6	2	2	2	6	4.0
7	C-7	1	2	1	4	2.6
8	C-8	2	2	2	6	4.0
9	C-9	1	2	1	4	2.6
10	C-10	1	2	2	5	3.3
11	C-11	2	2	2	6	4.0
12	C-12	2	2	1	5	3.3
13	C-13	2	2	2	6	4.0
14	C-14	2	2	1	5	3.3
15	C-15	1	2	1	4	2.6
16	C-16	1	2	2	5	3.3
17	C-17	2	2	2	6	4.0
18	C-18	3	2	2	7	4.6
19	C-19	2	3	2	7	4.6
TOTAL						77.9

$$M = \frac{\sum x}{N}$$

Explanation:

M: The average of students' score

 Σx : Total score

N : The number of students

The computation of the average score was follow:

$$M = \frac{77.9}{19} = 4.1$$

The calculation result shows that the average of students' speaking mark was 4.1. The highest score is 4.6 and the lowest score was 2.6.

From the result above, the mean of students' speaking skill was low. The result average score was 4.1. This score was still low from the minimum standars score (KKM), it was 6. After collecting students' mark, the researcher intended to use fishbowl technique to the next activity to make students interest and enjoy in learning process.

2. Student's score of the First Cycle

After the researcher used fishbowl technique to teach speaking in teaching learning process, the researcher gave test to the students. The result of the first cycle can be seen in the table below:

Table. 4.2

The test result of first cycle can be seen in the table below:

NO	CODE	ASSESSMENT		Σ Score	SCORE (∑scorex2)	
		V	C	F		3
1	C-1	2	3	2	7	4.6
2	C-2	-	-	-	-	-
3	C-3	3	2	2	7	4.6
4	C-4	2	2	3	7	4.6
5	C-5	2	2	2	6	4.0
6	C-6	3	2	2	7	4.6
7	C-7	1	1	1	3	3.3

8	C-8	3	2	1	6	4.0
9	C-9	1	2	2	5	3.3
10	C-10	3	2	2	7	4.6
11	C-11	3	2	2	7	4.6
12	C-12	3	2	2	7	4.6
13	C-13	3	2	2	7	4.6
14	C-14	2	2	2	6	4.0
15	C-15	2	2	1	5	3.4
16	C-16	2	2	1	5	3.5
17	C-17	3	2	2	7	4.6
18	C-18	3	3	2	8	5.3
19	C-19	3	3	2	8	5.3
TOTAL						87.9

$$M = \frac{\sum x}{N}$$

Explanation:

M: The average of students' score

 Σx : Total score

N : The number of students

The computation of the average score was follow:

$$M = \frac{87.9}{18} = 4.8$$

The researcher's analysis shows that the average of students' test result of the first cycle was 4.8. The highest score was 5.3 and the lowest

score is 3.3. The average of students test result increased 7. It was from 4.1 to be 4.8. The researcher concluded that students' speaking skill improved.

3. Students' score of the Second Cycle

The test result of second cycle can be seen in the table below:

Table. 4.3.

The test result of second cycle can be seen in the table below:

	CODE	ASSE	ASSESSMEN			SCORE
NO		T			Score	$(\sum \underline{scorex2})$
		V	C	F	-	3
1	C-1	3	3	2	8	5.3
2	C-2	3	3	2	8	5.3
3	C-3	3	3	2	8	5.3
4	C-4	2	3	2	7	4.6
5	C-5	3	3	2	8	5.3
6	C-6	2	2	2	6	5.0
7	C-7	1	2	2	5	3.5
8	C-8	3	3	2	8	5.3
9	C-9	2	2	2	6	4.0
10	C-10	2	3	2	7	4.6
11	C-11	3	2	2	7	4.6
12	C-12	2	3	2	7	4.6
13	C-13	3	3	2	8	5.3
14	C-14	2	2	2	6	5.7
15	C-15	2	2	2	6	4.0
16	C-16	2	2	2	6	4.0
17	C-17	3	3	2	8	5.3

18	C-18	4	3	3	10	6.6
19	C-19	4	4	3	11	7.3
TOTAL						109

$$M = \frac{\sum x}{N}$$

Explanation:

M: The average of students' score

 Σx : Total score

N : The number of students

The computation of the average score was follow:

$$M = \frac{109}{19} = 5.7$$

The result of students' average result was better than before. Although, still there were some students got score close to standard of minimum score.

4. Students' score of Third Cycle

The test result of the third cycle can be seen in the table below:

Table. 4.4

The test result of the third cycle can be seen in the table below:

	CODE	ASSESSMENT			Σ	SCORE
NO		V C F		Score	$(\sum \underline{\text{scorex}}2)$	
						3

1	C-1	3	3	3	9	6.2
2	C-2	3	3	3	9	6.0
3	C-3	4	3	3	10	6.7
4	C-4	4	4	3	11	7.3
5	C-5	3	3	4	10	6.7
6	C-6	3	3	3	9	6.1
7	C-7	3	3	3	9	6.0
8	C-8	4	3	3	10	6.7
9	C-9	3	3	3	9	6.3
10	C-10	3	4	3	10	6.7
11	C-11	3	4	3	10	6.7
12	C-12	4	4	3	11	7.3
13	C-13	3	3	3	9	6.0
14	C-14	3	3	3	9	6.1
15	C-15	4	3	3	10	6.0
16	C-16	3	3	3	9	6.5
17	C-17	4	3	4	11	7.3
18	C-18	4	4	4	12	8.0
19	C-19	4	4	4	12	8.0
TOTAL						129.1

$$M = \frac{\sum x}{N}$$

Explanation:

M: The average of students' score

 Σx : Total score

N: The number of students

The computation of the average score was follow:

$$M = \frac{129.1}{19} = 6.7$$

From the researchers' analysis, it shows that the average of students test result of third cycle was 6.7 with the highest score was 8.0 and the lowest score 6.0. There were improvements from one cycle to the other cycle. The result of this cycle was also considered as implementation. It was better than previous one, although still there were students that got minimum score they were Alfi rizki nadhiro (60), Muntafi'ah (60), Lutfiana sari (60), and Sari indriani (60). The researcher concluded that the students' difficulties in speaking English were solved enough through the use of fishbowl technique.

So, the improvement of result speaking test score from the category of preliminary research to cycle III can be seen as follow:

Table. 4.5

The Result of Speaking Test from the Preliminary Research until

Third Cycle as Follow:

NO	STUDENTS CODE	PRELIMINARY RESEARCH	CYCLE I	CYCLE II	CYCLE III
1.	C-1	3.3	4.6	5.3	6.0
2.	C-2	2.6	ABSENT	5.3	6.0
3.	C-3	4.0	4.6	5.3	6.7

4.	C-4	3.3	4.6	4.6	7.3
5.	C-5	3.3	4.0	5.3	6.7
6.	C-6	4.0	4.6	5.0	6.0
7.	C-7	2.6	3.3	3.5	6.0
8.	C-8	4.0	4.0	5.3	6.7
9.	C-9	2.6	3.3	4.0	6.0
10.	C-10	3.3	4.6	4.6	6.7
11.	C-11	4.0	4.6	4.6	6.7
12.	C-12	3.3	4.6	4.6	7.3
13.	C-13	4.0	4.6	5.3	6.0
14.	C-14	3.3	4.0	5.7	6.0
15.	C-15	2.6	3.5	4.0	6.7
16.	C-16	3.3	3.5	4.0	6.0
17.	C-17	4.0	4.6	5.3	7.3
18.	C-18	4.6	5.3	6.6	8.0
19.	C-19	4.6	5.3	7.3	8.0
	MEAN	4.1	4.8	5.7	6.7

C. Discussion

After the researcher implemented fishbowl technique in teaching speaking, the researcher got the data. There were improvements from the students' speaking skill using fishbowl technique. Students' were being enthusiastic in teaching learning process by using fishbowl technique. Most of students were active in respond teacher question. And students also could speak more. It was analyzed from each cycle and the researcher got the result of the classroom action research as followed:

Table. 4.6

Preliminary	Cycle I	Cycle II	Cycle III
research			
4.1	4.8	5.7	6.7

It was the result of students' average score from preliminary research until cycle 3. From the table above, the researcher can see that there was improvement of speaking skill using fishbowl technique.

There were many factors that influenced the result of the study. One of the factors was used a technique and teaching aid to teach speaking. When a teacher employs an appropriate technique, the students enjoyed the lesson. Based on the test result that had been done, it can be described that using fishbowl technique in the process of learning English at 5B students' of MI Tarbiyatul MI Tarbiyatul Banin Pekalongan Winong Pati could improve students' speaking skill. Actually, the use of appropriate technique can made students easy to understand the material is delivered by the teacher. Learning used interesting technique is effective to encourage students' ability. It can stimulate students' to be active.

Fishbowl technique was not only appropriate to teach speaking, but also it was appropriate for teaching listening. Fishbowl technique motivates students to speak more and it is one technique to students' to active in communication.

D. The Advantages and Disadvantages of Fishbowl Technique.

1. The Advantages of Fishbowl Technique

Fishbowl is one of technique that the teacher and the students need it to maintain interest and motivation. There are some advantages of fishbowl technique as follow: fishbowl can make creative activity in teaching learning process, fishbowl can give motivation to the students to speak English, fishbowl can make the students active in class and reduce the students' boredom, fishbowl can help the students to give brief to speak English with their friends, and fishbowl is excellent learning tool for the students from preschool to university.

2. The Disadvantages of Fishbowl Technique

There are some weakness of fishbowl technique as follow: this technique need much time, the teacher must use the teaching aid related this technique, the teacher must give the clear explanation to the students, if the teacher cannot give clear explanation, it can make the students misunderstanding and the goal that is planned cannot be achieved