The Implementation of Fishbowl Strategy in Teaching English Speaking

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Abstract
The objective of the research is to describe the procedure of fishbowl strategy in teaching speaking English ". This research is the implementation of fishbowl strategy in teaching speaking at eight grade of Madrasah Stanawiyah Alhilaal Namlea. As population, the researcher chooses the eight [2] grade students of Madrasah Stanawiyah Alhilaal Namlea. The instrument of the research is observation sheet, field note, documentation and recording. The design of the research used in this study is descriptive qualitative research. The description of research findings showed about fishbowl strategy in teaching speaking that have been identified through observation sheet and field notes. The researcher get the data through the teacher and students activities in teaching and learning process through indentification data, reducing data ,data display, and drawing conclusion.

Keywords: fishbowl strategy, teaching speaking

INTRODUCTION

English is an important means of communication, which is used by many countries in this world. It plays an important role as an international language. This is why the Indonesian government choose English as the first foreign language to be taught in school (Ramelan, 1992:3). English is introduced as a compulsory subject to be taught at school, it is from Junior High school until university students.

In English, there are four skills that we should know, namely: listening, speaking, reading, and writting. According to the 2006 English curriculum, as stated by Brown (2007:23) the emphasis of the curriculum is that the students are able to communicate in English by mastering the whole skills. However, mastering all skill are not easy for Indonesia students because English absolutely different from Indonesia. Speaking is one of the most aspect for student to master it. English speaking ability is very important to be able to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality make teachers and parents think that the speaking ability should be mastered by their students and children.

Based on the reasons above, The emphasis is not only on linguistic competence of the language of learners but also on the development of their communicative ability. In order to develop the learners' communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner.

In learning speaking, the students often find some problems. The problems frequently found are their native language which is causes them difficult to use English as the foreign language. Other reason is because of lack motivation to practice the second language in daily conversation. Many factors can be caused the problems of students' speaking skill they are the students' interest material, and the media among others including technique in teaching English. Many techniques can be applied including fishbowl because many research found that this strategy is effective for teaching speaking.

From the preliminary study that was done by the researcher at MTs Al-Hilaal Namlea on class VIII^2 through observation for a week, the researcher found that not all the students can speak up in the classroom, because of the time limitation of time in the classroom. At the pre-activity, teacher dominated the classroom by using the brainstorming, and the result there is only some students who participated in answering the questions that are given by the teacher. The teacher gave some stimulating questions, and asked the students to answer the question. However, not all the students could answer those questions. That is why; the teacher should be creative to use media or technique to attract students' interest in learning English. Particularly, the teacher must make the students interest to speak in front of the classroom. Because, sometimes the topic were given by the teacher is not interested. Those made some of the students just sit down without paying attention. They did not listen to what did the teacher asked and did. At the beginning of class, the teacher always gives brainstorming about the topic, and the students gave response to the questions. After that, the teacher divided the student into nine groups, and gave them working sheets to discuss in their group. After discussing for a minutes, the teacher asked them present their results in front of class. However, in presenting the results of their discussion, only some of students of those groups that present the result. Some students were only sitting and paying no attention, but the teacher did not know.

The model of this teaching and learning process were always the same during the preliminary study that was done by the research. In every English class, that pattern done by teacher was the same as before, except at the first day of the observation the teacher also used game at the post activity. This situation happened in every meeting, and the students who participated in the discussion were the same students. From the abservation that held on October 2013, found that there were several condition that make students speaking ability is still in poor level. It is because of the teacher still use the speech methode in the teaching and learning activity. Besides, the teacher more active then the students, because the teacher not use the good media for implemantation their method for teaching English and also using strategy that make the student have no spirit to get the lesson especially in teaching English speaking.

The final object of this research that the researcher hope that by Implementing this strategy the students can improve their speaking ability especialy in speaking English, and this is the reason for choosing fishbowl strategy as one of the strategy in teaching and learning English,because it is very effective and simple to be applied in teaching and it can improve students speaking ability in english language.

In the process of learning English the students are asked to mastering speaking because English not only theory but also practice. That is why Speaking is important things in learning English. Like in Brozo (2007) stated that fishbowl is well labelled 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.

Fishbowl can be used to model discussions of challenging or controversional material in any subject area (Wood and Taylor, 2007). Based on the above background, the researcher will focus on "the implementation of fishbowl strategy in teaching speaking at Eight^2 grade of MTs Al-Hilaal Namlea"

REVIEW OF LITERATURE

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered a Junior High School, however it is not easy for the students to communicate in English. They have to think more often when

speaking English. Of course, students need interaction with others (teachers, friends) to communicate.

According to Longman Dictionary, speaking is the utterance of intelligible speech or seeming to be capable of speech.Speaking is the process of orally expressing thought and feeling of reflecting and shaping experience, and sharing information. Speaking is a complex process, which involves thinking language and social skill. The speaker combines words to sentences and paragraphs and use a language style that is appropriate to social context.

Speaking is development for the relationships between a speaker and her hearer. In addition, speaking is determining which logical linguistic, Psychological and physical rules that should be applied in a given communicative situation.

Among those language skills, speaking is unfortunately in many ways treated as an undervalued skill. Maybe it is because we can almost all speak, so we take the skill too much for granted. The phenomenon that most language teachers emphasize their teaching in the mastery of grammar is the clearest evidence. They seem to forget that speaking also deserves attention as much as literary skill.

Despite that fact it is taken for granted, speaking is very important in people's everyday life. As Bygate (1987:6) states that speaking is the vehicle: "par excellence" of social solidarity, of social making of professional achievement and of business. It is through their way of speaking that people are most frequently judged. In addition to that speaking is also a medium through which much language is learnt, including English. To speak is not merely uttering a sequences of words in their correct pronunciation .One is said to be a good speaker provided he manages to deliver what is in his mind well and to make his audience understand him.

When two people are engaged in talking to each other, the researcher is sure that they are doing communication. Communication between people is an extremely complex and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process. People do communication for some reasons.

Jeremy Harmer (2002:46)states the reasons as follows:

(1) "They want to say something". What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.

(2) "They have some communicative purpose". Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter. To agree or complain. In each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.

(3) "They select from their language store". Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the "store" of language they posses) the language they think is appropriate for this purpose. Of course there will be a desire to communicate on the part of the students and they will also have a communicative purpose. Where the students are involved in a drill or in repetition, they will be motivated the need to reach the objective of accuracy. The emphasis is on the form of the language. A teacher should be in creating procedures of teaching in order that the objective is reached procedures of teaching in order that the objective is reached.

From the explanation above, it is clear that students should be careful in choosing words and styles in communication. Somebody who wants to speak English well, she/ he has to know the ways of speaking English. Speaking is really different from writing. In speaking students need to know grammar, broad vocabularies, having interaction with listeners and can speak English well as native speakers do.

There are four components of skill introduced by Heaton in Fiqar (2012:17),they are: Accuracy, Fluency, Comprehensibility, and content.

Accuracy in speaking means when sameone can produce correct sentences in pronunciation, grammar,and word choice so it can be understood.There are three components of accuracy. They are pronounciation, vocabulary and grammar.

Speaking performance does not lie totally only on accuracy as mastering the language system but it also lays on the fluency as using the language system communicatively, and without too much hesitation. Richard and Rodgers in Fiqar (2001 : 90) stated that fluency is the ability to produce written or spoken language easily. This fluency is the ability to speak with a good but not necessarily perfect command of intonation, vocabulary and grammar.

Comprehensibility is the process of understanding of the utterances sent by the speaker done by the listener. Also comprehensibility in speaking means that people can understand what we say. Harmer (1998 : 107) says that if two people want to make communication to each other, they have to speak because they have different information. If there is a gap between them, it is not a good communication if the people still confuse with what they said.

The "fishbowl" is a teaching strategy that helps 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 the process. Then the roles reverse. This strategy is especially useful when the teacher want to make sure all students participate in the discussion, when the teacher wants to help students reflect on what a "good discussion" looks like, and when the teacher needs a structure for discussing controversial or difficult topics.

Brozo (2007) stated that fishbowl is well labeled because it involves one group of students looking in on another smaller group of students in a manner not unlike watching fish through the clear glass of an aquarium. Fishbowl can be used to model discussions of challenging or controversial material in any subject area (Wood & Taylor, 2007). In addition, fishbowl have been used by group work specialists and in education (Kong, 2002; Priles, 1993;Slade & Conoley, 1989).

In fishbowl, teacher has an opportunity to hear the experiences, ideas, and feedback from students, while students get an opportunity to be active in the dialogue on educational equity and also hear the ideas of the other students. Fishbowl conversations create understanding about the diversity and range of opinions and viewpoints within a group around the fishbowl focus. Larzon (1999) as cited in Brozo (2007) stated that the best discussion strategies are those that enrich understanding of disciplinary topics through the exchange of multiple viewpoints and enlist the participation of virtually every student. One such strategy is the fishbowl discussion (Green, 2000). Fishbowl can create productive environments for initiating important, yet potentially charged, conversations, and we can imagine a number of topics that would work well within the fishbowl format (Garrison and Monday, 2012).

METHOD
Research Design
Based on the research approach, this research used qualitative approach. This approach is taken because the object of the research is limited so that the data that are taken as many as possible and also it is impossible for the writer enlarge the research object.The research is conducted in the class directly. The design of tha research used in this study is descriptive qualitative research.

Instrument
There are four kind of instrument use in this research such as observation sheet, field note, documentation, and recording. Those instruments were presented in detail as follows.

Observation Sheet: It was used to observe and to record the students' activities during the teaching and learning process. During the observation, a tick (✓) were put in each of components. The information was obtained from those checklist than will analyze by the research**.**

Field Note is an instrument which was used to note some important aspects of research implementation in the classroom.The obtained data from instrument was used to check the accomplishment of the criteria of success as well as to indentify aspects of the instructional strategy that need to be revised in the next plan

Documentation: The researcher seeks to collect data through documents in the school, such as learning administration (RPP), books on theory and expert opinion related to the research problem.The researchwill also take pictures of teaching and learning process held, and then who is implemented by the research in the class Eight one MTs Al-Hilaal Namlea as one of the aouthentic and complementary evidence.

Recording will used by the research to record the teaching and learning activity in the classroom with all information which related to problem of acurate.

Techniques of Data Analyze

The data of the study was analyzed during the process of classroom activity and after the data collection phase. The qualitative data from the field conducted by applying technique suggested by Miles and Hubberman (1194: 10) covering data collection, data reducting, data display, and drawing conclusion. In this study the researcher get the data through the teacher and students activities in teaching and learning process.

FINDINGS

The description of research findings showed about fishbowl strategy in teaching speaking that have been identified through observation sheet and field notes. The researcher get the data through the teacher and students activities in teaching and learning process through indentification data, reducing data, data display, and drawing conclusion.

Fishbowl Strategy in teaching speaking.

Base on the problems statement in chapter I that Does the implementation of fishbowl strategy in teaching speaking English. The researcher implementing the strategy, Brozo (2007) uses the steps as follows:

1. Identify a focus for class discussion. Typically, the more controversial and charged the issue, the greater level of engagement on the part of students.
   - This is the first step in fishbowl strategy where the researcher identify a focus for class discussion in order to students more interest and enjoy in the learning and teaching process and exactly students have been more active than teacher or researcher, for the best issue or topic researcher to choose about The cleanness of school.
2. Ask students to turn to a neighbor and talk about their ideas and opinions related to the issue. Tell students to take notes on their discussion.
   - In this case the researcher gave stimulus to the students in order to they can explore their ideas and opinions related to the issue or topic which are dominated of the students' interest and know about theme. Thus, students have been simplifying to take notes on their result discussion.
3. Demonstrate the format and expectations of fishbowl discussion.
   - This part the researcher have been elaborate of fishbowl strategy. How is the procedure and the aim of it implementation?
4. Get the discussion started by telling the discussants sitting in a cluster to talk among themselves about the ideas and opinions they raised when conversing with a partner.
   - In this case, the researcher gave opportunity to the students to discuss and divided them into several groups and sitting in a cluster to make easier the students interacted with their partner about the topic.
5. Tell the 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.
   - In this step, the researcher gave instruction all of the students to listen carefully to their classmates while they engage in a small group discussion in and take notes to share afterward.
6. Allow the discussants to talk for 5 minutes or so, getting involved only if the discussion dies or to ensure everyone is contributing and taking turns.
   - This part the researcher allowed the students to presentation about their result of work for 5 minutes and to attempt students more active in discussion class. If

students get difficult the researcher will relieve them to contributing and taking turns.

7. When the small group finishes or is stopped, ask the other students to make comments on the discussion they observed and/or ask questions of the discussants. This is an ideal time to model appropriate comments and questions.

➢ The researcher gave a chance to the students to explore their comment or question for the other group have been perform.

8. Gather small group of volunteer discussants, and continue to the fishbowl process until all students have had the opportunity to be inside the fishbowl and they are clear about their roles and expectations.

➢ In the last stage the researcher take advantage of evaluated students' comprehension about fishbowl strategy through gather small group of volunteer discussants where all students have had the opportunity to be inside the fishbowl.

The implementation of fishbowl strategy in learning and teaching process

The researcher conduct this research on qualitative descriptive. The researcher got the result from field note and documentation. The explanation as follows:

a. Opening the Lesson

The researcher always beginning the lesson by greeting the students and the students answer the greetings of the teacher, "Good morning, students" the students answer "Good morning". The teacher ask "How are you today?" the students answer " I am fine, thank you. And how are you? " The teacher answers I am fine too".

After that, the researcher / the teacher called the name of the students to know who are absent. When the teacher called the name, the students say " present" if there is one of the students doesn't come to the class, the students say "absent mom"

Before the lesson starts, the teacher asks by giving some leading questions to the students (brain storming). For example: " what is papantulis in English?" and some of the students answer " white board " and the teacher asks " What do you think about white board? "

The students mention together " white board is a tool important in class, that's one of media to teach students" the teacher ask "ok it right", so I want to know what about material for today ? the students answer menggambarkan and the teacher ask in English and spontaneously student answer "describe" the teacher says "good". The activity above takes place for some minutes. Those are the situation of brain storming in the class.

b. Whilst Activity

The researcher teaches the material by using fishbowl strategy. There are one meeting in this research, in each meeting will be explained are as follows:

In the whilst activity, the researcher introduced the topic about the cleanness of school. Teacher asked "do you know about cleanness of the school?" then the students say "yes mom" teacher ask again "what kinds cleanness of school do you know?" Students answer "cleanness of class, cleanness of toilet, cleanness of garden, cleanness of self". The teacher "answer excellent"

The researcher divided students in four groups. The researcher / teacher explain about the role of fishbowl strategy. The researcher / teacher gave deference theme in each group. The students sit in their groups. The researcher give instruction for them, teacher said please make a story of your theme each groups. And discuss with your small group in each groups, "any question?" students answer "no mom, we are understand".

After students finished their discussion with their small groups, the teacher began the discussion in class using fishbowl strategy, the teacher invite one of group to presentation the work in front of class, after the focus group presentation. Teacher said, are you finish? The students said "yes mom" ok, please for the first group come in front of the class and explain about your discussion to your friend. The fifth stage, the research asked to the group that have ready explain about their theme and ask for the other students to listen carefully and make question to share afterward.

Ok, for the first group, I give you time just 5 minutes. Come on start it and for the other groups getting ready (teacher said), "yes mom". In the sixth stage, teacher give duration to the students that will explain their theme and ensure everyone is contributing and taking turns.

After students finished explain about your theme, the teacher ask "Ok, finish for the first group and please for the other students that want ask question, comment, opinion, and then suggestion at the focus groups. The teacher control groups or situation in the class till finished of this discussion. In this stage, teacher asked the other students to make question, comment, opinion, and suggestion on the discussion.

In this stage, teacher asked the other students to explain their theme. And gather all students have had opportunity to be inside the fishbowl and they are clear about their role.

Base on the result of first meeting above the researcher found that a lot of students difficult in discussion because they cannot speaks English and give their opinion to public, actually they want to speak and give their opinion, critic, suggest, and solution to public or to other groups but their English is lack. So, they used Indonesia language to interaction in discussion.

c. Closing Activity

At the end of the lesson, the researcher always gives some homework to the students connecting with the materials given by the researcher. Before the class is finished, the researcher gives feedback by asking questions about the theme which has been learn before, for example, Well, do you still remember about the theme after we learn so far? Mention the theme we learn..!" The students answer "cleanness of the class, cleanness of the toilet, cleanness of the garden, cleanness of the self. Asking and answering questions take place until the time of the lesson is up. Before the researcher leaves the class, the researcher / teacher says "good bye" to the students and the students reply by saying "good bay and see you".

DISCUSSION

The researcher found several things that could be notes down from the result of the observation during the technique was implemented. The result showed the development of the students' speaking by fishbowl strategy. In this case, the researcher observed what was happening in some activities. In the following below is the table of teaching speaking by using fishbowl strategy:

No	Fishbowl Strategy	Teacher Activity	Student Activity	Purpose
1	Identify a focus for class discussion. Typically, the more controversial and charged the issue, the greater level of engagement on the part of students.	• Identify of issue • Creating a topic	• The students just prepare their self	• In order to the students can interest in learning and teaching process • To make easier the students to describe or explain their topic /theme
2	Ask students to turn to a neighbor and talk about their ideas and opinions related to the issue. Tell students to take notes on their discussion.	• The teacher as a Motivator and Instructor	• The students gave feedback and attention the teacher's instruction	• Give stimulus to the students in order to the students self - confidence and can explore their ideas and opinions related their topic.

3	Demonstrate the format and expectations of fishbowl discussion.	• The teacher will elaborate of fishbowl strategy.	• The students attention when the teacher explain	• In order to the students can understand about fishbowl strategy.
4	Get the discussion started by telling the discussants sitting in a cluster to talk among themselves about the ideas and opinions they raised when conversing with a partner.	• The teacher divided the students into four groups • The teacher as a Controller	• .the students sitting in a cluster group • The students interact actively and share with their partner about their topic.	• To make easier the students to more active in the learning and teaching process.
5	Tell the 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.	• Teacher as an Instructor and a Controller	• The students are discussion about their topic • The students listen carefully to their classmate and take notes to share afterward	• In order to the students can more explore their opinions. • The students can understand the other group's topic so that they can share afterward.
6	Allow the discussants to talk for 5 minutes or so, getting involved only if the discussion dies or to ensure everyone is contributing and taking turns.	• Teacher as an Instructor and a Controller	• The students presentation their result of work for 5 minutes for each group in turns	• Give more opportunity to the student so that they are can be talk active and can increase their ability to speak.
7	When the small group finishes or is stopped, ask the other students to make comments on the discussion they observed and or ask questions of the discussants. This is an ideal time to model appropriate comments and questions.	• Teacher as an Instructor and a Controller	• The students give comments on the discussion they observed and ask the questions of the discussants	• In order to the students can explore their main through ask several question and giving comments.
8	Gather small group of volunteer discussants, and continue to the fishbowl process until all students have had the opportunity to be inside the fishbowl and they are clear about their roles and expectations.	• The teacher evaluated the students through several question	• The students answer on the teacher's question about fishbowl strategy and the material	• To know the student's comprehensions about the implementing fishbowl strategy in teaching and learning speaking.

Based on the table above shows the procedure of implementing fishbowl strategy in learning and teaching process where are include fishbowl strategy consist of eight point, the teacher activity, the students activity, and the purpose of every activity.

1. Identify a focus for class discussion. Typically, the more controversial and charged the issue, the greater level of engagement on the part of students.
   - ➢ This is the first step in fishbowl strategy where the teacher identify a focus for class discussion in order to students more interest and enjoy in the learning and teaching process then creating topic and exactly students have been more active than teacher, for the issue or

topic the teacher to choose about The cleanness of school so that to make easier the students to describe or explain their topic theme. Even though the students in this case just prepare their self.

2. Ask students to turn to a neighbor and talk about their ideas and opinions related to the issue. Tell students to take notes on their discussion.
   ➢ In this case the teacher as a motivator and an instructor where is gave stimulus to the students in order to they can self-confidence and can explore their ideas and opinions related to the issue or topic which are dominated of the students interest and know about theme. Thus, students have been simplify to take notes on their result discussion. Then the students can gave feedback and attention the teacher's instruction in the learning process

3. Demonstrate the format and expectations of fishbowl discussion.
   ➢ This part the teacher have been elaborate of fishbowl strategy. how is the procedure and the aim of it implementation. In order to the students can understand about fishbowl strategy and the students attention when the teacher explain.

4. Get the discussion started by telling the discussants sitting in a cluster to talk among themselves about the ideas and opinions they raised when conversing with a partner.
   ➢ In this case, the teacher gave opportunity to the students to discuss and divided them into several groups and sitting in a cluster to make easier the students interacted with their partner about the topic and more active in the learning and teaching process and the teacher will be a Controller in the class.

5. Tell the 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.
   ➢ In this step, the researcher gave instruction all of the students to listen carefully to their classmates while they engage in a small group discussion in and take notes to share afterward.

6. Allow the discussants to talk for 5 minutes or so, getting involved only if the discussion dies or to ensure everyone is contributing and taking turns.
   ➢ This part the teacher will be an Instructor and a controller and the students will presentation about their result of work for 5 minutes and to attempt students more active in discussion class. Give more opportunity to the student so that they are can be talk active and can increase their ability to speak but if the students get difficult the researcher will relieve them to contributing and taking turns.

7. When the small group finishes or is stopped, ask the other students to make comments on the discussion they observed and/or ask questions of the discussants. This is an ideal time to model appropriate comments and questions.
   ➢ The teacher as an Instructor and a Controller, the teacher gave a chance to the students to explore their comment or question for the other group have been perform and The students must give comments on the discussion they observed and ask the questions of the discussants.

8. Gather small group of volunteer discussants, and continue to the fishbowl process until all students have had the opportunity to be inside the fishbowl and they are clear about their roles and expectations.
   ➢ In the last stage the teacher will take advantage of evaluated the students' comprehension about fishbowl strategy in teaching and learning speaking. Through several question into gather small group of volunteer discussants where all students have had the opportunity to be inside the fishbowl. Then the students will answer on the teacher's question about fishbowl strategy and the material.

The implementation of fishbowl strategy in teaching speaking based on the explanation previous shows that this strategy to make easier the students understand the material. In other hand, the students were more interacted actively it is effect of more opportunity for them to explore their main. The atmosphere of the class by implementing fishbowl strategy that different make the students felt enjoy and comfortable and even the students can synchronize to learn English by implementing Fishbowl strategy, thus the students can speak well as well as in the classroom.

CONCLUSION

This study focuses on the implementation of fishbowl strategy in teaching speaking at eight-two grade of Madrasah Tsanawiyah Al-Hilaal Namlea. Does the implementation of fishbowl strategy in teaching speaking English? In this research the teacher applied fishbowl strategy to improve students speaking ability. Based on the researcher of study it can be conclude the students' speaking ability has improved after gave treat (teach using fish bowl strategy) it proved from students' participation, enthusiasm in every meeting in learning process. The students' active in giving their opinion, and active in discussion. Trough fish bowl procedure that applied in class, the researcher can analyzed the students' achievement in speaking English.

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