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**THE CORRELATION BETWEEN THE APPLICATION OF FISHBOWL
METHOD AND THE STUDENTS' SPEAKING COMPETENCE AT THE
SECOND GRADE STUDENTS OF *SMK ISLAM ASY-SYAFI'IYYAH*
*KEDUNGWUNGU***

A THESIS

Submitted to English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State
Institute for Islamic Studies in Partial Fulfillment of the Requirements of Islamic Scholar
Degree in English Education



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CIREBON**

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ABSTRACT

PUPUT APRIYANI : THE CORRELATION BETWEEN THE APPLICATION OF FISHBOWL METHOD AND THE STUDENTS' SPEAKING COMPETENCE AT THE SECOND GRADE STUDENTS OF *SMK ISLAM ASY-SYAFI'IIYAH KEDUNGWUNGU*

English as a foreign language in Indonesia has been taught as a school subject in education level, beginning from the elementary school until university. Students need to master on English. It is not an easy thing to do because students still have difficulties in learning English. In this thesis, the writer focuses on the students' speaking competence that relates to the lack of students in doing English discussion.

Looking forward the problem, the writer focuses on the fishbowl method as a problem solving. A fishbowl method is a form of dialog that can be used when discussing topics within large groups. It can be one of teaching methods to solve the students' lack in speaking competence when they do an English discussion.

The aims of this research are to know the students' responses of the application of fishbowl method, to know the students' speaking competence, and to know if there any significant correlation between the application of fishbowl method and the students' speaking competence. The techniques of collecting data are observation, interview, test and questionnaire. The students' responses of the application of fishbowl method as X variable using questionnaire and the test of the students' speaking competence as Y variable is students' performance in English discussion by using Fishbowl method. The approach of the research is quantitative approach, the data is analyzed statistically by using Product Moment Correlation by Pearson and t observation (t_0).

The calculation shows that the result of X Variable is 36.67 and Y Variable is 76.33. The result of coefficient correlation (r_{xy}) is 0.52 means that is a high enough correlation. The value of r_{xy} is bigger than r_{table} . The result of t observation (t_0) is 3.23. The value of t_0 is bigger than t_{table} ($t_0 > t_{table}$), so the correlation between X and Y variable has a significant correlation.

The conclusion is that the research hypothesis of this thesis is received and the alternate hypothesis is refused. It means that there is a significant correlation between the application of fishbowl method and the students' speaking competence. Accordingly, fishbowl method can be applied as one of teaching methods to improve students' speaking competence in *SMK Islam Asy-Syafi'iiyah Kedungwungu*.

Keywords: correlation, speaking competence, fishbowl method



PREFACE

Bismillahirrahmaanirrahiim.

In the name of Allah, Most Gracious, Most Merciful, All praises due to Allah and thankfulness be to Allah because of His permission the writer has been able to finish this thesis. My peace and salutation always be given to the prophet Muhammad (Peace be upon Him), his family, his companions, and his followers up to the end of the world.

This thesis is entitled **“THE CORRELATION BETWEEN THE APPLICATION OF FISHBOWL METHOD AND THE STUDENTS’ SPEAKING COMPETENCE AT THE SECOND GRADE STUDENTS OF SMK ISLAM ASY-SYAFI’IYYAH KEDUNGWUNGU”** presented to the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies *Cirebon* in partial fulfillment of the requirements for Islamic Scholar Degree in English Education.

Grateful acknowledgements are due to a lot of people who have taken a part helped, supported, and advised the writer in constructing this thesis. Therefore, the writer would like to convey her sincere gratitude to:

1. Prof. DR. H. Maksum Mukhtar, M. A, the Rector of *Syekh Nurjati* State Institute for Islamic Studies *Cirebon*.



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5. H. Abdul Muiz Afandi, S. H. I, M. A, as the Principal of *SMK Islam Asy-Syafi'iyah Kedungwungu*.
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7. My family and friends who always give me support and motivation.

The writer realizes that this thesis is still far from being perfect and there are many mistakes both in the content and in the arrangement of this thesis. Therefore, any comment and suggestion given by the readers would be gladly welcome.

Hopefully, this thesis will be useful from the readers especially, for the writer herself and also for the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies *Cirebon*.

Cirebon, June 2012

Writer



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

The existence of language as one of tools to communicate is very essential. Language plays important roles in life to show and express what human think about and work with. Language can help human to have better social interaction between one and another. Accordingly, it is one of assignments for human to master in language. It is not only to have good understanding about the language theory itself, but also should master in the application in a real life.

Cora Lindsay and Paul Knight (2006: 27) define “Language is a tool we use to communicate with other people”. We encode what we want to say using language which is made up of a range of components. Krashen (Kottler, 2002: 50) states “There is a difference between learning a language and acquiring one”. The later occurs informally as children subconsciously develop language skills by listening to others and becoming aware of language in their surroundings. This process takes place as students participate in their environment.

Language development also occurs in formal settings, such as when people consciously develop language skills by attending school, listening to



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tapes, or hearing private tutors. This process takes place in structured situations and, as we well know, is considerably less inspiring as an environment for developing fluency.

Because the object of language is meaningful communication, the emphasis on teaching English to speakers of other languages is to promote second language development in settings in which students will acquire the target language. As such, the goal is to provide social interactions for students in which they will create meaningful communication in English as they develop academically.

According to Ramelan (1992: 25) language is defined as a system communication by which some messages can be conveyed. In line with Ramelan, Finnochiaro (1974: 3) states “Language is a system of arbitrary vocal symbol that permits all people in a given culture or other people who have learned the system of that culture to communicate or to interact”.

Ramelan also (1993: 14) states that “The use of language enables the members of a social group to cooperate with one another for their own benefits. Language has to be learned and used in a social community, without which the existence of language is beyond understanding”. It is important for us to learn language especially English since it is used as a mean of communication among nations in the world. It has been proved that English plays a major role in international communication process.



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Lakoff (1990: 34) states that

“Language represents requirement which almost covers all of aspects, because something that is felt and thought of by someone will be known if they lay open it with language, whether in speaking or in writing. Besides, language has some targets, such as communication means, someone appliance, say, unifier of nation and as a social control in society”.

Accordingly, language represents a component which is necessary for human life as a communication means used to express ideas, feelings, desire and minds. Hickey (1998: 54) states also that if the people want to speak and use the language they must be understood by the other people.

Taylor (1990: 05) states that “Language is a system of signs used to communicate messages”. According to Oxford Advanced Learner’s Dictionary (1981: 641) “Language is the system of sounds and words used by humans to express their thoughts and feelings”. According to Pei and Gaynor (1954: 119) “Language is a system communication by sound, i.e., through the organs of speech and hearing, among human beings of a certain group or community, using vocal symbols possessing arbitrary conventional meaning”.

In another definition,

“Language is for – what meaning has to do with people’s ideas and intensions, and with social communication. Included are chapters on the innateness controversy, the private language argument, the possibility of animal and machine language, language as rule governed or conventional behavior, and the speech act theory”.
(Martin, <http://mitpress.mit.edu/catalog/item/default.asp?tty=2&tid=3750>)



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The purpose of learning a language does not only know what the language is, but also know how to use the language. It means that learning a language is not only known about the grammar, vocabulary, pronunciation etc, but also knows how to use it for communication. In a social life, it is impossible if a person life alone without others. Human beings naturally have a will to communicate and associate each other.

As we understood the essential roles of language, we should look at the existence of English language. The existence of English in Indonesia as a foreign language which we have learned it year by year and almost in every single education level has a good point. Indonesian will be more open-minded to accept the globalization era because they understand that English plays essential roles. Furthermore, it is naturally that students need to master in English. It cannot be separated with the teachers' role who delivers students to master it in.

In language teaching learning process, especially the teaching learning of English as a foreign language, teachers mostly spend much time to have an appropriate teaching methodologist for getting greater effectiveness in students' acquisitions on English, design and implement materials, give test, and practice. Teachers are highly responsible to educate the students from basic skill to have sufficient English speaking skill.

Mostly of teaching method before the past few decades, found that the teachers tend to carry out the teaching learning process in the classroom by



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applying traditional and monolingual principle ways of teaching. This shows that teachers need enrichment with appropriate ways of teaching atmosphere. That is why in teaching English as a foreign language needs to apply new and modified fashion in order to the result of teaching learning process will contribute more input to reach satisfied learning outcome.

Ellen Kottler (2002: 53) states that there are four areas of language proficiency. The two related to oral performance are listening and speaking, with the component parts of pronunciation, grammar, and vocabulary. It is in these areas that students first develop mastery. There is ready stimulation and much social motivation to understand speech, to carry on a conversation, and to be able to ask questions. However, it must be noted that for most people who are learning a second language, there is a silent period that takes place.

The two areas related to written performance include the ability to read and write. The corresponding component parts are spelling, grammar, and vocabulary. These areas take longer to develop. Students who lack proficiency in these areas have trouble in classes that focus on reading, such as history and literature courses.

When a person is learning English, he or she is learning not only the sounds of the language (phonology), how words are built (morphology), the meanings of the sounds (semantics), and the rules that govern the structure of the language (syntax), but also the particular situations in which these words would be used. The person also needs to know the social context, when and



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how to use it. Distinguishing when to use formal and informal expressions is as important as knowing grammatical rules and vocabulary words.

Students will acquire the language systems by listening to and observing other people, as well as by explanations. It is important to carefully plan lessons that involve students in speaking and writing activities with one another so they will have opportunities to develop purposeful expressions and increase their language ability.

As stated by Brooks (Tarigan, 2008: 4) that “Speaking and listening are two-ways communication activity directly and face-to-face communication, speaking is not only about the sounds or the words but also it is a tool to communicate the designed ideas”. The main goal of it is for communication. Speaking is one of the skills that have to be mastered by students in learning English. It is important for students to know the definition first.

Many experts define speaking in different ways. Brown and Yule (1989: 14) state in their book that “The speaker say words to the listeners not only to express what in his mind but also to express what he needs whether information service”. Most people spend of their everyday life in communicating with others.

Another definition comes from Bonomo and Finocehiaro (1973: 24) that “Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been



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undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues”. Spoken English and written English are obviously very different things. Speaking is organized sound, taken in by the ear, while writing consists of works on paper which make no noise and are taken in by the eye. As Lado (1972: 24) defines that “Speaking ability is the ability to express in life situation to express a sequence of ideas fluently”. So, speaking is an essential thing in this life.

Based on the statements mentioned above, we know that speaking ability is a crucial point in this life. Mastering speaking will make us easier to face the real life. Therefore, the speaking which is given to the students in this study is expected to train the students to perform certain functions that they usually meet in their daily life.

Actually in the school, students need to be able to interact with other people. Teachers also have important roles to help it. Teachers should create appropriate teaching method to solve it. By having good method for the students, so they will be easier to improve their speaking competence. One of appropriate teaching methods or strategies to improve speaking competence is Fishbowl Method.

“A fishbowl method is a form of dialog that can be used when discussing topics within large groups. Use of fishbowl discussion questions is a strategy to guide high school students into, beyond and through an entire literary work. A fishbowl panel is a small group of students who



prepare the same question in response to a prompt on a novel. They then discuss their answers as the class observes and takes notes”.
(http://en.wikipedia.org/wiki/Fishbowl_conversation)

Dealing with the description above, the writer is interested in describing the correlation between the fishbowl method and the students' speaking competence clearly. This description is arranged into the research form under the title *“The Correlation between the Application of Fishbowl Method and the Students' Speaking Competence at the Second Grade Students of SMK Islam Asy-Syafi'iyah Kedungwungu”*.

B. The Identification of the Problem

The identification of the problems is needed to give clarification about the problems that will be investigated. The problem in this research is classified into the following sections:

1. The Field of the Research

The field of the research from this thesis is speaking skill. It focuses on students speaking competence in English discussion.

2. The Kinds of the Problem

The kinds of the problem are such as: students do not speak and practice English maximally in the classroom. This condition signalizes that students still doubt to speak. They cannot express their ideas because they do not know how to say it grammatically. Lack of



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vocabulary also becomes one of problem. Another one is about students' confidence. Teaching learning process more focuses on the teacher means that teacher just gives students opportunity minimally to speak and say their opinion. Indirectly, this condition also made teacher does not stimulate students' speaking competence.

3. The Main Problem

The main problem of this thesis is the lack of students' competence in speaking. Therefore, the writer tries to apply fishbowl method to solve this problem.

C. The Limitation of the Problem

To limit the problem, the writer has divided it into three kinds of problem. They are the students' responses of the application of fishbowl method, the students' speaking competence, and analyzing the data.

D. The Questions of the Research

The questions of the research are as follows:

1. How are the students' responses of the application of fishbowl method?
2. How is the students' speaking competence?



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3. Is there any significant correlation between the application of fishbowl method and the students' speaking competence?

E. The Aims of the Research

The aims of the research are as follows:

1. To know the students' responses of the application of fishbowl method at the second grade students of *SMK Islam Asy-Syafi'iyah Kedungwungu*.
2. To know the students' speaking competence at the second grade of *SMK Islam Asy-Syafi'iyah Kedungwungu*.
3. To know if there any significant correlation between the application of fishbowl method and the students' speaking competence of the second grade of *SMK Islam Asy-Syafi'iyah Kedungwungu*.

F. The Usefulness of the Research

The research product is expected to be able to increase developing of language learning, especially in increasing the students' speaking competence through the application of fishbowl method.



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