

THE EFFECT OF FISHBOWL STRATEGY TOWARD STUDENT'S SPEAKING

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ABSTRACT

The aims of this study to find out the effect of fishbowl strategy toward students's speaking skill ability at the second year students of *MA Mu'allimat NW Pancor*. Designed as experimental research which the researcher divide the sample into experimental group and control group. Both of the group were given the same test. The test consisted post-test. The population was all the second year students of *MA Mu'allimat NW Pancor* that consisted of six classes which were 248 students. The sample was 36 students that were taken by random sampling technique. The data was analyzed by using descriptive statistic. The result of the data analysis shown that the lowest score of the students who were in the experimental group was 53 and the highest score was 80. While, those who in the control group was 52 for the lowest score and 76 for the highest score. The result of this research, it was found out that the effect of fishbowl strategy between the experimental and control group were significance. The control group got 1101, while the experimental group got 1227. In conclusion, the fishbowl strategy had significant effect in teaching speaking.

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Keywords: Effectiveness, Fishbow Strategy, Speaking Ability.

INTRODUCTION

Language is vehicle for expression or communication, as Richard and Rodgers (in Husnu, 2001:8) state that some theories about language: language is functional view, the view that the language is a vehicle for expression of functional meaning. Language is also the interactional view, it sees that language as a means for realization on interpersonal relations and for the performance of social transactions between individual. In addition, Bloch and Trager (in Yule, 1985:4) state that "language is a system of arbitrary vocal symbol by means of which social groups co-operates". So, language is important to be learned to make communication easier.

English is one of the languages which is used internationally should be learned almost by all of the country around the world, whether as a second or foreign language. However, to get a good communication, speaking is considered as an important ability to be learned. Many teachers find many problems related to the speaking ability. Sometimes, the students are difficult to open their mouth to say something in English. They worry very much in making mistake and feel shy when they start speaking and the other students hear how they speak and it caused them lazy to speak.

In other hand, the students have no motivation to express what is in their mind and their feeling even when they get difficulties in expressing their problem in

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learning English. They become passive and only keep silence in the classroom. They have no initiative and motivation with the other students. To solve this problem, many strategies have done by teacher and linguist. They try all strategies how to increase students' motivation in speaking. One of the strategies is fishbowl. Fishbowl is communicative conversation activity to reduce reticent communication of students in speaking. It is a kind of discussion, which encourages the students to speak as much as possible.

There are some reasons why the researcher use fishbowl. This is fishbowl strategy give the students chance to speak much, and the students will be more confident to speak they have a group to support them. It is raising the students' awareness through supportive guided peer interaction. The English teacher of the second year of MA Muallimat has been using this strategy in teaching English especially in speaking ability. When the teacher found that students have low motivation in speaking. The teacher varies her strategy by applying fishbowl strategy. Therefore, the writer is intends to study the effect of fishbowl strategy toward students' speaking ability. In this case, the writer intends to investigate the second year students of *MA Mu'allimat Pancor*.

LITERATURE REVIEW

Fishbowl Strategy

Discussion is a compulsory strategy of instruction in employing of language instruction. The instruction by the extended of discussing strategy may create situation of instruction in which it enables students to be involved actively in learning and teaching process (Azies and Alwasilah, 2000:115).

They further say the principle concept in discussion is "exchange". It means that in discussion, students is given priority to the extance of process and giving and receiving each other of thought, view, and opinion, knowledge and experience among of discussing participant. Therefore, in continuous discussion, the participants have to become good speaker and listener.

To be a good speaker in the sense, that students are able to convey their thought,

feeling, ideas and opinion, view honestly and clearly. While, to be a good listener, in the sense that the students are ready and able to listen what talked by other participant seriously.

Method of discussion is interpreted as communication or deliberation of two or more participants. The conversation between two participants won't be interact fluently and directly in certain aim, systematic, and produce certain collection (Imron, 1995:149).

Meaning of Fishbowl

Fishbowl is one of strategies in teaching speaking. It is a kind of discussion, which encourages students to speak as much as possible. According to Silberman (1996: 126) fishbowl is a discussion format where the class is divided into some groups and the groups make circle around the class. Meanwhile, Cholewinsky (1999:25) states that fishbowl is communicative conversation activity that offers encouraging insight into ways of solving the learning barrier. He further says in fishbowl, the tension caused by students uncertainties creates an atmosphere that engulfs the whole class and fosters a natural desire for its reduction of the option available to reduce that tension, speaking best fulfils the requirement. By speaking, the students can create a heightened sense of accomplishment and promote self-confidence. Rather than trying to artificially, remove this tension, the activity makes constructive uses of the tension as a motivation conditioning agent.

Descriptive and Analysis of Fishbowl

The following is a description and analysis of the fishbowl activity according to Cholewinsky (1999:25)

1. Arrange classroom chairs in two concentric circles facing in with no vacant seat.
2. Every student takes position voluntary if possible.
3. The individual in the inner circle have the freedom to speak, but those in the outer circle wishes to make any comment, change the topic, or simply be in the inner circle, he/she must stand up, tap an inner circle member, and change seat (a non-negotiable act). Conversely, an individual

- in the inner circle cannot leave until selected by someone from the outer circle.
4. There are no rewards or punitive measures for participation or non-participation. Individual are free to do as they follow the stated rules.
 5. Depending upon language level, member of participants' time avail ability, and teacher goal, the activity can last from thirty minutes to over an hour.

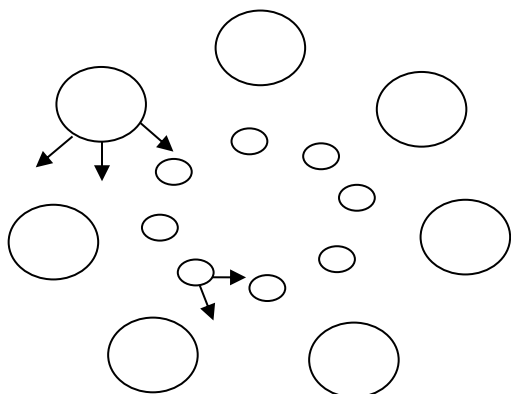


Figure 1. Fishbowl

Forms of Tension of Fishbowl

Since students become familiar with the arrangement, they quickly adapt to and learn ways to cope with the tension. While, students display the more involuntary outward form of tension, like fidgeting, sweating, and laughing, during the activity, the main goal is to get students to become aware of the benefits of coping with these signals by concentrating on their speaking during the post activity sharing sessions.

Students' awareness of benefits of reducing their session through oral communication and laughter creates a success-confident-motivation circle that can help reinforce a more self-assertive learning style. That silence existed in this language activity does not necessarily imply the students accepted. On the contrary, students unanimously reacted negatively to it. The silence persisted admits such tension confirms that the power of cultural behavior is very strong.

This activity is difficult for many students. Self-initiated conversations, self-governed turn-taking, risk-taking and exposure to very direct, constant peer scrutiny clashes with much that is culturally and

educationally ingrained in students. What is also evident in the students' responses is that these same students showed their willingness to overcome these obstacles if given the opportunity. (Cholewinsky, 1999: 25)

Feedback of Result

According to Gategno (in Cholewinsky, 1999: 26), mastery of an item of information takes places as the uncertainty about it is reduced. Thus, it stands to reason that if one does not actively face one's uncertainty, one cannot expect to reduce it to any great degree. Uncertainty tends to make individuals caution, which can unfavorably influence efficient communicative language experimentation. By creating a level of fear, language production is inhibited. In feedback form of fishbowl, we learned that three general sources of tension affected students: language ability, public performance, and evaluation. All can be addressed in an activity like fishbowl help motivate the students' to have more active participation.

Feedback result is consisted of language ability, public performance, and evaluation (Cholewinsky (1999: 26):

1. Language Ability

An obvious source on tension that causes uncertainty comes from an individual's perception of his or her language ability. A students may simply lack enough proficiency to produce coherent English, be aware of the fact and remain silent.

2. Public Performance

Being in front of others and being expected to speak can be an intense, menacing the source of tension and can strongly determine a student's level of participation. Students recognized this in their comments.

3. Evaluation

Evaluation is another source of uncertainty and tension that can affect students in communicative language (Larsen and Freeman in Cholewinsky, 1999: 26). In a typical Japanese classroom, the teacher sets the parameters for an activity and then evaluates students' performances, usually by

giving grades correcting errors. However, students also periodically evaluate their own performances by comparing themselves with the other students during class activity. This can create negative results.

In the activity fishbowl, the teacher also sets parameters by assigning the activity, but it is up to the students to perform most, if not all, of the essential evaluation. This includes peer or self-error correction as well as meeting the objective of the activity. With thoughtful guidance, the teacher can establish among the students an atmosphere of positive-interdependences whereby these goals can be met. (Olsen and Kagen in Cholewinsky, 1999: 26)

While self-evaluation occurs in other language activities, it is perhaps more pronounced in fishbowl. Once students become aware that any attempt to speak carries as much as values a beautifully stated utterance, they relax and focus more on getting something out rather than being overly concerned with the quality of their speech. Just getting the students to say something is an essential first step. Moreover, the students who speak act as models for their peers. Without a doubt, students with less language abilities are still affected by their skill differences, but his new evaluation has a more positive influence, as this comments show: "I wanted other hear me speaking, But I want also listen to other students."

Meaning of Speaking Ability

Speaking ability consists of two words are speaking and ability. To avoid misunderstanding about the meaning of speaking ability, it will clarify one by one. Ability is a power in doing something, fitness for ability for being improve (Oxford, 1974: 104). According to Poerwadarminta (1985:109) ability is capability or skill. Ability is capacity or a power to do something physically or mentally (Oxford, 1989:628). It also stated by Hornby (1990: 51) that ability's potential capacity of power to do something physically or mentally. Those description may concluded that ability is capability of human which identical with ability. According to Djwandono (in Munir, 2005:16) speaking is the activity to express thought and feeling orally.

Speaking is an articulation of sound to express thought. Tarigan (1990:15), says that speaking the capability in pronouncing sound or word to express or convey though, idea or feeling" opinion and wish. Other expert says that speaking is talk or speaks (Haryanto in Sunardi, 2004: 13). If both speaking and ability are combined, so it means a capability to utter the articulation of sound to express or to deliver thought, opinion and wish to the other person.

The Aspects of Speaking Ability.

The process of speaking is used to be able to speak well and right. Haryanto (1994: 26) says that a well speaking must be able to delivered right message and can be understood, familiar, by other people or the listener. Referring to the aspect of ability, Tarigan (1997:42) states that "aktifitas berbicara terlihat dari ketepatan ucapan, penempatan tekanan, ketepatan pilihan kata dan ketepatan sasaran pembicaraan". Speaking activity may be viewed from appropriateness of utterance, placement of stress, appropriateness of word choice and appropriate of speaking target.

Importance of Speaking Ability

The capability of human to speak well is very necessary in delivering a wish, thought, feelings, etc, in order to the opposite of speaker can be comprehend. Referring to the importance of speaking, Haryanto (1996:26) says that when human delivers a message and it is accepted by the communicant, so it had been occurred a communicator between communicants. If the communicant does not understand what messages is given about, it will be occurred misunderstanding. The above opinion indicate that speaking ability is very important for everyone, because, speaking is as an instrument of social interaction.

Furthermore, Richard (in Renandya 2002:21) says that speaking is a work constitutes a complex problem and so important. It also cannot be separated from practice in daily life. Speaking ability is very important for human because it is multifunction. Speaking is needed by everyone because causes it, in mastering skill of language is speaking it is course practices.

Factor Affecting Speaking

1. Age or Maturational Constraints

Age is one of the most commonly cited determinant factors of success or failure in second language or foreign language learning. Krashen (in Richard and Renandya, 2002:2005) argue that acquires who begin learning a second language is early childhood through natural exposure achieve higher proficiency than those beginning as adult.

2. Aural Medium

The central role of listening comprehension is the second language or foreign language acquisition process in how largely accepted and there is a little doubt the listening plays an extremely important role in development of speaking abilities. (Richard and Renandya, 2002: 2005).

3. Socio cultural Factor

Many cultural characteristic of a language also affect foreign language learning. From a pragmatic perspective, language is a form of social action because linguistic communication occurs in the context of structural interpersonal exchange and meaning is thus social regulated (Richard and Renandya, 2002:2005).

4. Affective Factor

The affective side of the learner is probably one of the most important influences on language learning process or failure (Hornby, 1990:40). The affective factor related to second language or foreign language learning are emotions, self-esteem, empathy, anxiety attitude and motivation Second language or foreign language learning as a complex task that susceptible to human anxiety which is associated with feelings of uneasiness, frustration, selfdoubt and apprehension.

Characteristic of Spoken Language

According to Harmer (2001:271) the characteristics of spoken language are:

1. Clustering

Fluent speech is phrasal, not word-by-word. Learners can organize their output both cognitively and physically through clustering.

2. Redundancy

The speaker has no opportunity to make meaning deliver through the redundancy of language.

3. Reduced Form

Construction, elision, vowel, all form special problem in the teaching spoken English.

4. Performance Variables

One of the most salient differences between native speaker and non-native speaker of a language is in their hesitation phenomena.

5. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in the producing three forms.

6. Rate of Delivery

Learners achieve an acceptable speed a long with other attributes of fluency.

7. Stress, Rhythm, and Intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important message.

Principle for Designing Speaking Techniques

According to Brown (2001:275) there are some principle for designing speaking technique:

1. Use technique that covers the spectrum of learner need, from language based focus interactions meaning and fluency.
2. Provide intrinsically motivating technique
3. Encourage the use of authentic language in meaningful context.
4. Provide appropriate feedback and correction.
5. Capitalize on natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.

There is a study which is relevant with this study; a study was investigated by Khairuddin,. His study entitled "Pengaruh Metode Diskusi Terhadap Kemampuan Lisan Siswa Kelas VI SD Negeri Ambat Desa Lekor

Kecamatan Janapria Lombok Tengah. It was aimed at finding out the effect of discussion strategy toward speaking ability. The hypothesis of this study was there is a significant effect of using discussion strategy toward speaking ability. The research design used was an ex-post facto research. Then the population of this study was the sixth year students. The population was sample. In collecting data, he used some instruments namely, questioner, documentation, and interview. Finally, he concluded that there is an effect of discussion strategy toward speaking ability. In this case, this study is relevant on the variable of research that is about the effect of discussion toward students' speaking ability.

METHODS

This research was categorized as an experimental research. In this research, the researcher divide the sample into experimental group and control group. The experimental group used fishbowl while control group did not use the fishbowl. Both of the group were given the same test. The test consisted post-test. A post-test was given at the teaching process. After the students did the test, the researcher got the information about their ability. The researcher used fishbowl strategy to measure the students' speaking ability. The form of the speaking test was the retell the story based on the picture file, which was prepared by the researcher. In the speaking test, the subjects were asked to speak for five minutes.

After the students did the instruction, the researcher marked the scheme the students' score, which consisted of accuracy of accent , grammar, vocabulary. Fluency, and comprehension

Table 1 Research of experimental and control groups

Group	Independent variable	Post-test.
E	X	T2
C	-	T2

Where:

E = The experimental group

C = The control group

T2 = post test

X = The treatment given to the experimental group by using fishbowl.

- = no treatment given to the control group (Arikuno. 1997: 306)

1. Participants

The population of this research was all the second year students of *MA Mu'allimat NW Pancor*. The population consisted of six classes which were 248 students. The following table describes the number of population in this research.

Table 2 population of the second year students of MA Mu'allimat NW Pancor

Number	Class	Number of students
1	II ¹	41
2	II ²	44
3	II ³	41
4	II ⁴	41
5	II ⁵	40
6	II ⁶	41
		248

The sample of target population of the research was all of the second year students of *MA Mu'allimat NW Pancor*. In this research, the researcher drew the population by using random sampling. For this purpose, the researcher selected the sample from class II¹ up to II⁶ of *MA Mu'allimat NW Pancor*. The total numbers of the population were 248 students. The researcher took 15 % from the accessible population. Therefore, from 248 students, only 36 students were taken as the sample of this research. In this case, the researcher was taken all of six classes by lottery.

2. Research Instrument

Arikunto (1998:45) says that research method is a way used to collect the data, but instrument is tool used to collect the data. In this research, the researcher used fishbowl strategy to measure the students' speaking ability. The form of the speaking test was the retell the story based on the picture file, which was prepared by the researcher. In the speaking test, the subjects were asked to speak for five minutes.

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students' score, which consisted of accuracy of accent, grammar, vocabulary, fluency, and comprehension.

The whole kinds of the above test were evaluated as the following comprehensive description of FSI procedure by Oller (in Arifianti, 2005:24).

Table 3 The table of Comprehensive description of FSI (The Foreign Service Institute)

Element	Level	Criteria
Accent	1	Pronunciation frequently unintelligible.
	2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
	3	'Foreign accent' requires concentrated listening and pronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	4	Marked 'foreign accent' and occasional mispronunciations which do not interfere with understanding.
	5	No conspicuous mispronunciations, but would not be taken for a native speaker.
	6	Native pronunciation, with no trace of 'foreign accent'.
Grammar	1	Grammar almost entirely in accurate except in stock phrases.
	2	Constant error showing control of very few major patterns and frequently preventing communication.
	3	'Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
	4	Occasional errors showing imperfect control of some pattern but no weakness that cause misunderstanding.
	5	Few errors, with no patterns of ilure.
	6	No more than two errors during the interview.
Vocabulary	1	Vocabulary inadequate for even the simplest conversation.
	2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family etc).
	3	Choice of words sometime inaccurate limitation of vocabulary prevent discussion of som common professional and social topics.
	4	Professional vocabulary adequate to discuses. Special interest general vocabulary permits discussion of any non technical subject with spine circumlocutions
	5	Professional vocabulary broad and precise general vocabulary adequate to cope with complex practical problem and varied social situation.
	6	Vocabulary apparently as accurate and extensive as that an educated native speaker.
Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible.
	2	Speech is very slow and uneven expect for short and routine sentences.
	3	Speech is frequently hesitant a jerky: sentences may be left uncompleted.
	4	Speech is occasionally hesitant, with some unevenness caused by re1rring and grouping for word.
	5	Speech on all professional and general topics effortless and smooth as native speaker.
Comprehension	1	Understand too little for simplest type of conversation.
	2	Understand only slow, very simple speech on common social and touristic topic: requires constant repetition rephrasing.

3	Understanding careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing.
4	Understand quite well normal educated speech directed to him, but requires occasionally repetition and rephrasing.
5	Understand everything in normal education except for very colloquial or low frequency items or exceptionally or slurred speech.
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

The above comprehension description of the FSI procedure is weighted as the following conversion:

Table 4 Weighting table

Proficiency Description	1	2	3	4	5	6	Total
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	10	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total							

The above weighting table of the comprehension description of the FSI procedure is censed as the following:

Table 5 Conversation Table of Weighting

Total score (weighting)	FSI Level
16-25	0+
25-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
73-82	3+
83-92	4
93-99	4+

Explanation

- 0+ = The highest score is more than .0 (zero) and less than one
- 1 = The highest score is one
- 1+ = The highest score is more than one and less than two
- 2 = The highest score is two
- 2+ = The highest score is more than two and less than three
- 3 = The highest score is three

- 3+ = The highest score is more than three and less than four
- 4 = The highest score is four
- 4+ = The highest score is more than four and less than five

The function of the table above is to know the level of students' speaking ability.

3. Technique of Data Collection

In order to obtain the data, the researcher used a kind of test, which was speaking test. The subjects were required to speak a certain topic based on the picture. The time allotted for speaking test was five minutes for each sample. The result of the test was marked according to the weighting table through FSI. In doing the test, the researcher applied some steps:

- a. Before giving the test to the subject, the researcher prepared a large room for the subject.
- b. The researcher asked the subject to enter the classroom.
- c. After entering to the classroom, the subject asked to make a group, each group consists of six students.
- d. Each group asked to present the material based on the picture.

- e. The researcher analyzed the students' speaking on the point of accent, grammar, fluency, and comprehension based on the weighting table through FSI.

4. Data Analysis

In this research, the data was analyzed by using descriptive statistic. It is aimed at describing phenomena using statistic procedures. Ary (2002:18) defines descriptive statistic is one of statistic procedure used to handle quantitative information, enable to researcher to describe the observation, analyze and interpret the data. Sudjana and Kusumah (2002: 85) add that descriptive research is a research that collects the data and the information, which is present in the field. It includes the maximum determination score and the minimum ideal score. In this case, ideal mean score (M_i) and ideal standard deviation (SD_i) was derived from the formula mean (M) = $\frac{1}{2}$ (Ideal maximum score + ideal minimum score). While, ideal standard deviation = $\frac{1}{6} \frac{1}{2}$ (Ideal maximum score - ideal minimum score). According to Dantes in Arifiyanti (2005:27) the data from the test result this describes into three categories, such as:

$M_i + 1 SD_i$ to $M_i + 3 SD_i$ = High

$M_i - 1 SD_i$ to $M_i + 1 SD_i$ = Average

$M_i - 3 SD_i$ to $M_i - 1 SD_i$ = Low

By applying the following formula, the researcher got "Mean"

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

Where:

M = Mean

\sum = sum of

X = raw score

N = the number of class

In this part explain about hypothesis testing. Ary (in Arifiyanti, 2005:28) proposes some requirements in formulating hypothesis such as: (1) hypothesis must be formulated clearly and briefly; (2) hypothesis must obviously indicate the relation between two or more variables; and (3) hypothesis must be supported by theories which are proposed by the expert or based on relevant investigation.

In testing the hypothesis of this research, the researcher used t-test (Arikunto, 1998: 306).

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

M_x : Mean score of control group

M_y : Mean score of experimental group

N : total number of the students

x : the deviation of control group

y : the deviation of experimental group

- If t-test < t-table in the significance level of 0,05 ($p=0,05$), H_0 rejected. It means that the experimental group has higher ability in the speaking than control group.
- If t-test > t-table in the significance level of 0,05 ($p=0,05$), H_0 accepted. It means that the control group has lower ability in the speaking than experimental group.

RESULTS AND DISCUSSION

In this part, the researcher tries to present the result of the research that concern with the effect of fishbowl strategy toward speaking ability of the second year students of MA Mu'allimat NW Pancor. To obtain the data of this research, the researcher uses picture (see appendix 01). The result of the data analysis shown that the lowest score of the students who were in the experimental group was 53 and the highest score was 80. While, those who in the control group was 52 for the lowest score and 76 for the highest score (see appendix 04).

From the calculation of the data, it was also found that the mean score (M) of the experimental group was 68.16 and the standard deviation (SD) was 6.44. While, the mean score of control group was 61.16 and the standard deviation was 6.67 (see appendix 04).

Table 6 The Result Research of experimental and control groups

Group	Independent variable	Post-test.
E	X	1227
C	-	1101

In determining whether the result of the research is categorized into high, average, and low, the researcher used statistic descriptive which covered Ideal Maximum Score and Ideal Minimum Score (SMi), the Ideal Mean score (Mi) and the Ideal Maximum Score, and the Ideal Standard Deviation (SDi). The Ideal Minimum Score (Mi) was 99, the Ideal Mean Score was $Mi = \frac{1}{2} (99 + 16) = 57.5$, then the Ideal Standard Deviation was $SDi = \frac{1}{6} (99 - 16) = 13.8$

After calculating the data into rank categories, it can be seen the categories gained as follows:

Mi + 1 SDi to Mi + 3 SDi = high

$57.5 + 1 (13.83) \text{ to } 57.5 + 3(13.83)$

$57.5 + 13.83 \text{ to } 57.5 + 41.49$

$71.33 \text{ to } 99$

Mi - 1SDi to <Mi + 1SDi = average

$57.5 - 1(13.83) \text{ to } <57.5 + 1(13.83)$

$57.5 - 13.83 \text{ to } <57.5 + 13.83$

$43.67 \text{ to } <71.33$

Mi - 3SDi to <Mi - 1SDi = low

$57.5 - 3(13.83) \text{ to } 57.5 - 1(13.83)$

$57.5 - 41.49 \text{ to } 57.5 - 13.83$

$16 \text{ to } < 43.67$

The summary of the result of the calculation and the standard deviation can be seen on the following table:

Table 7 Result of The Calculation and The Standard Deviation

Sample	Manual Statistic			
	SMi		M	SD
	Min	Max		
Experimental group	16	99	68.16	6.44
Control group	16	99	61.16	6.67

The mean score of speaking ability of the students who were in the experimental group obviously shown that their scores were higher than the control group. The mean score of the experimental group was categorized into average category, then the control was categorized into average category. Its means that the second year students of MA Mu'allimat NW Pancor was categorized into average level in speaking ability. Based on the above description, it was indicated that the experimental group who were treated by fishbowl strategy had average ability in English speaking compared with the control group were not treated.

In conclusion, the fishbowl strategy had significant effect in teaching and learning process, especially in teaching speaking. That is why, it is suggested to use fishbowl strategy in teaching English speaking ability in order to create the English class be active and lot of participation.

The hypothesis testing of the score of two group were computed by using t-test and t-table. If the t-test is higher than t-table, the hypothesis was accepted. While, if t-table is greater than t-test, hypothesis was rejected. The result of the calculating t-test was

computes showed that the t-value was 4.24 and t-table was 2.042 (see appendix 06). While, in significant level was 5% with degree of freedom (df) was 34. It is indicated that t-test was higher than t-table. So, the null hypothesis of this research was rejected and the alternative hypothesis was accepted.

The conclusion of this analysis was: the alternative hypothesis stated that "There is significant effect of fishbowl strategy toward speaking ability for the second students of MA Mu'allimat NW Pancor.

The discussion in this part is summed up the result of this research that is the effect of fishbowl strategy toward speaking ability of the second year students of MA Mu'allimat NW Pancor. The result of this research, it was found out that the effect of fishbowl strategy between the experimental and control group were significance. The control group got 1101, while the experimental group got 1227. Based on the data analysis result of this research, the different of the two groups were caused by using fishbowl strategy in teaching and learning process especially in teaching speaking. It meant that fishbowl strategy had effective in teaching speaking. It was proved by the result of experimental group who had

higher ability in speaking than control group who were not.

CONCLUSION

Based on the data, the effect of fishbowl strategy toward speaking ability of the second year students of MA Mu'allimat NW Pancor has differences after using fishbowl strategy. It can be seen from the result of the data analysis that indicates that the figure of the mean score was 68.16 for the experimental group and 61.16 for control group. The deviation scores for experimental group was 6.44 and control group was 6.67 where the maximum score of the experimental group was 80 and the minimum scores was 53.

The maximum score of the control group was 76 and the minimum was 52. There are significant differences after using fishbowl strategy on speaking students' speaking ability. There is significant effect of fishbowl toward speaking ability of the second year students of MA Mu'allimat Pancor. It is indicated with the result of hypothesis testing (4.24) was higher than t-table (to) in degree of freedom 34 at significant rank 5% (2.042).

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