

CHAPTER I

INTRODUCTION

In this chapter discusses about the background of the study, the formulation of the research problems, the purpose of the study, the significance of the study, definition of key terms and organization of the study.

A. Background of the Study

People as human being cannot live alone in the world without someone else. They need one another and cooperate with other to fulfill the necessity of their life. In order to realize a good cooperation, they need a means of communication called a language to express their ideas and wishes in this world. English has been considering as an international language. It becomes the language of international communication. People use language to communicate and interact with each other in daily activity.

In learning English, there is one skill that must be mastered from four skills, namely speaking. Richards (1992) said “One of the main characteristics of the approach is Language teaching begins with the spoken language”. Based on that statement, it implies that in learning English, or in learning Language, speaking is the most important skill. Speaking can highly influence the communication because when someone makes an error in speaking, it leads to misunderstand or even it can be stuck. Speaker’s skills and speech habits have an impact on the success of any exchange (Van Duzer, 1997).

Teaching speaking English to Junior High School students is not easy, because according to them learning to speak English is very difficult. The researcher think, they are less interested in speaking skills. When the researcher preliminaryn observation, the researcher choose at one of the Junior High School in Tulungagung. At that time the researcher choose at MTsN 2 Tulungagung, the researcher got new experiences when the researcher became an English teacher for preliminary observation. Starting from interacting directly as a teacher and students' asking them about English lessons to them and much more. When the researcher test reading a text, many of the students in that class are still not right at the time of pronunciation. When the researcher asked them to use English, they were embarrassed to answer in English, they still answered using Indonesian, but there are some students who can answer with English and want to learn to speak English. From the result of preliminary observation in the eighth grade, the researcher plan to help the students' improve their ability to speak English.

In order to make the students engage to the lesson, teacher should be able to find an appropriate method and make the lesson interesting. Linse (2006) stated, "When teaching speaking, it is especially important to select activities which match the objectives of your program". This idea is also supported by the statement "English language learners who have low motivation to learn English can be made more enthusiastic in English classroom because of the way good English teachers involves them in the learning experiences" Cahyono (2011). Based on those two statements, it

implies that teacher should be creative in teaching speaking. The teacher also should be more selective when choosing techniques for teaching speaking.

Based on this problem, the researcher decided to do research in techniques for teaching speaking for Junior High School students. The researcher choose Fishbowl Technique for teaching speaking because this technique can motivate students to learn to speak seriously. Each student has to practice speaking in front of the audience or group, the audience here is their friends. If this technique continuously used for teaching speaking, students can habitually speak English and it can reduce the students' nervousness, so they can speak in the good way.

There are several reasons which become the focus in choosing this Topic "Improving The Second Grade Students' Speaking Ability Through Fishbowl Technique At MTsN 2 Tulungagung". The reasons are as follows: First, Junior High School students are not good enough in practicing speaking English. Moreover, most of Junior High School students are passive and shy to express their ideas in English. Not to mention, students hardly speak in English because they are afraid of making mistakes, and they are afraid to be laughed by the other students. Fishbowl Technique can form the habit to speak in English. Second, English Junior High School teachers need a technique that can give positive impact to the students in teaching speaking. Third, using fishbowl technique is expected to be able to help the English teacher in teaching speaking at Junior High School. By using Fishbowl Technique, students

are expected to be able to speak English fluently and confidently, so that they can actively participate in the teaching learning process.

There was some previous researches that used fishbowl technique. For the first is Thesis by Effendi, Azwan (2017) conducted a research about "*The Effectiveness Of Fishbowl Technique Towards Students' Self Efficacy In Speaking*". Based on the research Fishbowl Technique has effective in towards students' self-efficacy of English speaking at the second grade students. Then the second current finding is Wulandari, Ayu (2015) conducted a research about "*The Effectiveness Of Fishbowl Method On Students' Speaking Skill At The Second Grade Students Of SMAN 8 Cirebon*". Based on the research in the field of speaking skill, the application of fishbowl method is effective to improve the student's speaking skill. And the last is Rohmawati, Ratna (2017) conducted a research about "*The Implementation Of Fishbowl Technique In Teaching Report Text : Ways To Activate Students' Speaking Performance*". Based on the research The implementation of fishbowl technique in teaching speaking is effective for students' speaking performance.

Based on the background above, the researcher is interested in conducting a study which was focused on improving students' speaking ability the research about "*Improving The Second Grade Students' Speaking Ability Through Fishbowl Technique At MTsN 2 Tulungagung*".

B. Formulation of the Research Problem

Concerning the background of the study, the writer formulates the problem of the study below:

1. How can the Fishbowl Technique improve the speaking ability of second grade students at MTsN 2 Tulungagung?

C. The Purpose of the Study

Based on the research question, the research objectives are:

1. To investigate whether teaching using fishbowl technique improve the second grade students' speaking ability at MTsN 2 Tulungagung

D. Significance Of The Study

This research is formulated as an effort of finding some uses. The uses of this research are:

1. Theoretically, the result of the research can contribute useful information for the future classroom research with the similar problem of speaking skill improvement.
2. Practically
 - a. For the English teacher, the reflection of this study can solve his teaching problem in the English class. This study can be functioned as reference to improve his teaching and constructing more appropriate teaching technique which can make students more active with this result of the study. He may develop other teaching technique to be more effective, efficient and enjoyable.

- b. For the students, they can improve their ability in speaking, and get experiencing. And the students will be more attracted in learning English without under pressure feeling and forced.
- c. For the researcher, it can be used as reference, valuable source to conduct further research of the same aspect of study.
- d. For the institution, problem solving can help students in general to develop their English capabilities so the school (the institution) gets the achievements and prestige among the education institution

E. Definition Of Key Terms

There are some related terms used in this research. In order to make them clear, they are operationally defined as follows:

1. Speaking

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

2. Speaking Activity

According to Brown (2004:172) the students can do speaking activities through a small talk. The students can communicate the experience by using short conversation. They can talk about the vocation, short events. So, they can create short conversation about them. They can share to tell their experience each of them. They can

practice by using a dialogue about their holiday or about their experience for their journey.

3. Teaching Speaking

It is the way on how the teacher makes the process of learning help the students express their emotions, communicative needs, and interact with other people.

4. Fishbowl Technique

Silberman (1996:110) defines that Fishbowl is a discussion format that some students make discussion circle and other students make listener circle in around of discussion group.

5. Improvement

The greater amount, number, or value of something showed after treatment. In this case are students' speaking ability score after being taught using Fishbowl technique. And criteria of succes of Fishbowl Technique is based on scoring rubric which has been determined by the researcher.

F. Organization Of The Study

This study will divide into five chapters, namely (1) Introduction, (2) Review of Related Literature, (3) Research Method, (4) Findings and Discussion, (5) Conclusion and Suggestion.

Chapter I provide the background of the study, the formulation of the research problem, the purpose of the study, the significance of the study, definition of key terms and organization of the study.

Chapter II will be focuses on the review of related theories and literatures related to speaking.

Chapter III will contains further explanation about methodology of the study including research design, subject and setting of the study, preliminary observation, planning, implementing, observing and reflecting.

Chapter IV will covers the data collected, data analysis and the interpretation of the findings from the study.

Chapter V will explores the conclusion of the study and also suggestion for further study.