

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the data and the research finding obtained from the classroom action research at Eight Grade of MTsN 2 Tulungagung, in academic year 2018/2019. The data of study obtained from the implementation, observation and the reflection of the action.

A. Research Findings

a. Cycle 1

1. Planning

Before doing the action in first cycle in this research, the researcher designed the planing. Moreover, all of stages in this planning were discussed to the English teacher on February 28, 2019. It should be made in order to help the researcher to know the students' need in speaking and to motivate the students to follow lesson in the class. The lesson plan was arranged and developed based on the second semester program. Besides, the researcher needed to prepare instruments of speaking skill and get information of criteria of success from the English teacher.

a. Preparing the Lesson Plan

For designing the lesson plan, the researcher and the collaborator teacher disscused about the technique, the materials, teaching media and research instrument that used in implementation, the researcher also determined standard competence, basic

competence and indicator aim of teaching and learning process, and assignment. In implementation, the researcher used time in two periods, there were about eighty minutes in every meeting.

b. Preparing Instructional Materials

For preparing the materials, the researcher used instructional materials recount text from the book which given by the collaborator teacher. The researcher also taken the materials from internet to add the materials.

c. Preparing Teaching Media

The media which used by the researcher here was visual media. The researcher created the example of recount text with the picture in a paper. This picture just used for show to students about what is recount text, what recount text tell about. In this part, the researcher used the holiday picture, for example holiday in beach, and then the researcher asked students to speak about what is the meaning of the picture, for example to inform about story in the past tense with looked the picture.

2. Implementing

In this phase, the researcher acted as the teacher, and the real English teacher of the school acted as the observer.

1. Meeting 1

Meeting I was administered according to the schedule, that was on Wednesday, February 6, 2019. The researcher opened the class by greeting to the students, checking the students' attendance, and also motivating the students to follow the teaching and learning process seriously. The researcher started the lesson by giving questions and showed the picture about the material in order to stimulate the students. The researcher asked the students about what they know related to recount text. From the students' answers the researcher knew that some of them had understood about the recount text, but they could not mention the function, language features, and rhetorical steps of recount text. Then, the researcher explained about the recount text to them.

After that, the researcher gave a short recount text as the example in paper to student one by one, in this case the researcher took a recount text about holiday, that is My Holiday In Bandung. Then the researcher asked them to read the text aloudly one by one, then the students' search for difficult words and understand the contents of the text. For meeting I of the first cycle, the researcher still gave the students material of recount text without fishbowl as the technique.

Before closing the class, the researcher asked the students' difficulties during teaching and learning process, the students could

ask their difficulties to the researcher. The reinforcement by giving the conclusion about the material also was done by the teacher to the students. Then, the researcher closed the class by praying and saying goodbye to the students.

2. Meeting 2

Then, the administration of meeting II was on Wednesday March 13, 2019. Meeting II was administrated to teach recount text by using fishbowl technique. The researcher opened the class by greeting to the students, checking the students' attendance, and motivating the students to follow the teaching and learning process seriously. The researcher asked some questions to the students to review the materials in previous meeting. For example, "What is recount text?", "What kinds of recount text?", and "What is the generic structure of recount text?". It was to know whether the students still remember the previous lesson or not.

Next, the researcher introduced fishbowl technique as the technique in teaching and learning speaking. Then, the researcher distributed a paper to the students to write a concept about story they want to tell, they asked the researcher. Most of them have problems in making good sentences with correct grammar to retelling a story. The researcher told them that the grammar used in recount text was Simple Past Tense with formulated Subject + V2 + Complement. After that the researcher asked the students to practice speaking to

tell their stories in front of their peers about their respective stories they had made before then practicing in fishbowl techniques.

In the second meeting in the first cycle, the researcher focused more on explaining what the fishbowl technique that at the next meeting would be practiced as a technique to help students be more confident in speaking, then the researcher also maximizes the students really understand the material taught in the first and second meeting in the first cycle

Before closing the class, the researcher asked the students' difficulties during teaching and learning process, the students could ask their difficulties to the researcher. The reinforcement by giving the conclusion about the material also was done by the researcher to the students. Then, the researcher closed the class by praying and saying goodbye to the students.

3. Meeting 3

Then, researcher conducted the meeting III on Thursday March 14, 2019. In this meeting, the teacher did same activities as the meeting II The researcher asked the students about what they know related to recount text. From the students' answers the researcher knew that some of them had understood about the recount text and fishbowl technique. The researcher also apply fishbowl technique in this meeting. And then, researcher gave post test of speaking. At the end of meeting III, the researcher asked the

students' difficulties during teaching and learning process, especially the researcher gave opportunity to the students into get difficulties. Then, the researcher closed the class by praying and saying goodbye to the students.

3. Observing

The observation of the implementation process of cycle I was conducted using observation sheet to evaluate the technique applied by the researcher, to observe the researcher activities and the students' activities in the instructional process. The result of observation in cycle I showed that the researcher followed the step completely, and the students learned enthusiastically in the class.

From the observation, the students looked interest, they were able in answer when the researcher asking in English. The students also looked active, they always try answer the researcher asking. But, any students' can't respons the researcher perhaps they can't understand what the researcher asking.

Before conducting fishbowl technique in preliminary test showed that students' achievement in speaking still poor then, after conducting fishbowl technique in cycle 1 showed that there were increasing on students' speaking achievement.

4. Reflecting

Based on the obtained data from test result on cycle 1, the researcher made reflection because the criteria of success had not been

achieved. Reflection was analyzed main teaching concluded to find the strength and the weakness of the first cycle with 61,1% students passed the test, means that the research was unsuccessful. Actually, the positive responses were given by the students on teaching learning process. The students were excited when they got a new technique to improve their speaking ability.

But, they could not completely retell the content of story. Most of them just filled only one details from three details. It was because some of students still confused about the role of this technique so they could not retell a story completely. And the students' responds about this technique still low, because the researcher did not explain the rule of this method clearly. Based on the weakness found in implementation of cycle 1, the study was continued to cycle 2.

The result of it the students have problem to fill the details of the factors and complete the tasks. They did not fill the details completely. Thus, the researcher made new strategy for the next cycle. She did same instruction for each student on cycle 2, but in different task because it had been determined before. To make it easier, she asked students to find the difficult words firstly.

The data of the students' speaking test score in cycle 1 was shown. That there were 14 students passed and 22 students failed.

Table 4.1 The result of Test Cycle I:
Scores Of The Students' Test (Cycle 1)

NO.	INITIAL	SCORE	NOTE
1.	ACMP	40	FAILED
2.	AYS	40	FAILED
3.	ASR	75	PASSED
4.	ABS	50	FAILED
5.	AAP	75	PASSED
6.	ARH	80	PASSED
7.	AMS	85	PASSED
8.	ASKS	80	PASSED
9.	AM	80	PASSED
10.	CSS	75	PASSED
11.	DDA	80	PASSED
12.	DNV	80	PASSED
13.	EZ	75	PASSED
14.	FA	50	FAILED
15.	FH	75	PASSED
16.	GPN	85	PASSED
17.	HRAA	80	PASSED
18.	HIP	55	FAILED
19.	IPM	75	PASSED
20.	K	60	FAILED
21.	MAA	55	FAILED

22.	MFZ	70	FAILED
23.	MKI	75	PASSED
24.	MRKN	70	PASSED
25.	MA	80	PASSED
26.	MNAB	85	PASSED
27.	MRA	50	FAILED
28.	MZL	40	FAILED
29.	NFS	85	PASSED
30.	NAF	75	PASSED
31.	PN	75	PASSED
32.	RM	60	FAILED
33.	SISP	75	PASSED
34.	SPE	85	PASSED
35.	WQA	70	FAILED
36.	ZWTL	60	FAILED

Based on the result of the post test in this cycle I, the students score improved. There were 14 students got less score than criteria of success, and 22 students passed. It can be said, there were 61,1% students having success. It means that this cycle were unsuccessful, because the target of the criteria of success were 75% among the whole member of VIII-H class who as the sample of this research. Some of students could not retell the story completely and the students' participation in teaching and learning process less serious.

So, the students' could not submit their story then retelling on time based on the time given. Some of them were late to retell the story because they have problems in understanding the story and the student interest still low, so the researcher continued to the next cycle.

5. The Different Design between Cycle 1 and Cycle 2

Cycle 2 was carried out through the same procedure and time allocation as the Cycle 1. But, the researcher designed it with different strategy and topic of material Recount Text.

On the first Cycle , the researcher Asked the students' to make a story based on their experiences. Then, the students' tell their story one by one on the Fishbowl Technique. The result of it the students' had problem to tell story. The students' did not speak up completely and just as best they can. Thus, the researcher made a new strategy for the next cycle. Before conducting cycle 2, the researcher had consulted the strategy for to the Collaborator teacher on cycle 2. The researcher give not same instruction for each students'. However, the researcher have different topic to make it easier, the researcher give story in paper about recount text, every students' have a same story. Then, the researcher asked the students' to find out the difficult words firstly, then understand the story, make summary, and the last was retelling the story in their own wordsi in fishbowl technique.

Table 4.2
The differents design between cycle 1 and cycle 2

Cycle 1	Cycle 2
<p>- Meeting 1</p> <ul style="list-style-type: none"> • The first meeting in cycle 1, the researcher give questions and showed a picture about recount text • Give explanation about speaking, give explanation about recount text and the purpose of recount text 	<p>- Meeting 1</p> <ul style="list-style-type: none"> • The first meeting in cycle 2, the researcher repeat the material about recount text • Review explanation of Fishbowl Technique • Give a story in paper one by one to the student
<p>- Meeting 2</p> <ul style="list-style-type: none"> • Repeat the material about recount text • Give explanation about Fishbowl Technique • Teaching speaking in fishbowl technique • In the second meeting in cycle 1, the researcher focused more on explaining Fishbowl 	<p>- Meeting 2</p> <ul style="list-style-type: none"> • Apply Fishbowl Technique • Asking students' to understand the text and making summary • The different strategy in cycle 1 and cycle 2 is about tipic. If in cycle 1 the researcher asked the student to tell about their experience in the past, so in

<p>Technique and the material of recount text</p> <ul style="list-style-type: none"> • The students' can practicing speaking in the Fishbowl Technique 	<p>cycle 2 the researcher give a story one by one and then the students' retell about the story based the text.</p>
<p>Meeting 3</p> <ul style="list-style-type: none"> • Conducting test of cycle 1 	<p>Meeting 3</p> <ul style="list-style-type: none"> • Conducting test of cycle 2

In this research, the researcher used two cycles. Cycle 1 consisted of three meetings and cycle 2 consisted of three meetings.

b. Cycle 2

This part discussed the finding of the second cycle. The result of the action in the first cycle had already shown that the Fishbowl Technique could improve the students' ability in learning speaking. But there were several weaknesses that should be overcome. It is because the students had difference intelligent, so, only the students who were clever were able to finish the researcher instruction in a short time.

1. Planning

The reflecting in the first cycle is used as a guidance to make and revise planning in the second cycle and the different design between Cycle 1 and Cycle 2 as follows :

Cycle 2 was carried out through the same procedure and time allocation as the cycle 1. But, the researcher designed it with different

strategy. This planning conduct on Thursday, March 14th 2019 after post test in cycle 1.

On the first cycle, the teacher asked the students to read a story recount text. Then, researcher asked the students retell one by one about their experience. The result of it the students had problem to retell the story. The students' did not speak up completely and just copied and pasted text words. Thus, the researcher made new strategy for the next cycle, did same instruction for each student on cycle 2, the researcher asked students' to read carefully with found the meanings of the difficult words. Therefore, the students could comprehend the text by understanding in every words and sentences. And then to make it easier, the researcher gave a helping word in each detail of the fishbowl technique. Therefore, the students' easier understood the text then they were able to retell in their own words.

In this stage, the researcher prepared a lesson plan which consisted of three meetings. The material for teaching speaking by cross talk method was about narrative text.

a. Preparing a lesson plan

The researcher prepared a lesson plan which was determined by standart competence, basic competence, and indicator of the teaching learning process. Furthermore, the time allotment in every meetings was the same as cycle 1 that was eighty minutes.

b. Preparing Teaching Media

In the cycle 2, the researcher still used text in paper as teaching media to applying fishbowl technique.

c. Preparing Instructional Materials

In the cycle 2, the researcher used the material with different strategy, the researcher took the text from internet, because the materials more interest and has more option to choose by the researcher.

2. Implementing

1. Meeting 1

The administration of meeting I was on Wednesday, March 20th 2019. The researcher opened the class by greeting to the students, checking the students' attendance, and motivating the students to follow the teaching and learning process seriously. Then, the researcher reviews the previous lesson and gave the questions related to the material in order to remembering the students about the material given and the students answered the question orally.

Next, the researcher showed a text of a story, in this section the researcher gave a story of recount text in order to stimulate the students' because this story easy to understand. So they could understand the content of the story. Then, the students read the story silently, and they asked the researcher when they find difficulties. The researcher asked them to find difficult words in dictionary. The researcher gave a question about the text. The

researcher question were: “when did that happen?”. And one by one student answers orally.

Then, the researcher gave same a story to retell in the Fishbowl group. The researcher asked them to read the text and the students make summary of the story to retell in the Fishbowl Group. The students have done already to retell the story, and they practice it. Time is over and the researcher asked them to continue in meeting II. Then, she closed the class by saying good bye to the students.

2. Meeting 2

Meeting II was administrated on Thursday, March 21th 2019. Meeting II was administrated to continue the previous cycle. The first, the researcher opened the class as usual by greeting to the students, checking the students’ attendance, and motivating the students to follow the teaching and learning process seriously.

Then, the teacher asked them some questions related the previous material in order to stimulate the students. The teacher called the students one by one to retell a story in Fishbowl Technique. The researcher asked them to retell in their own words. After finish, the teacher the class by giving the opportunities to them who has the problem in produced recount text. Then, the researcher say goodbye the students as the closing.

3. Meeting 3

Then, the researcher conducted meeting III on Wednesday, March 27th 2019. In this meeting researcher gave post test. The researcher gave a short story and asked students to retell one by one in the Fishbowl group. The data of the students' speaking test score in cycle 2 was shown, there are 83% students passed.

3. Observing

In this research, the researcher also took on observation in the data collection. This conduct on March 27, 2019. The findings from the observation were the researcher found information about the condition of the class, the students' responds about this method and also how the researcher implement the Fishbowl Technique in teaching and learning speaking ability.

In cycle 2 the students interested were increased, they felt enjoy and happy with Fishbowl Technique to improve their speaking ability. The researcher explained the rule of the Fishbowl Technique clearly so they could do it well. And the condition of the class more seriously, the students read the text silently to lose into the character in the text. So, their performance can better than before.

In cycle 1 showed that students' speaking achievement increased but the researcher found weakness in cycle , students still confused and students' speaking achievement still 61,1% students passed the test. Then, in cycle 2 showed that students more seriously,

understand and there were 83% students passed the test among 34 students.

4. Reflecting

From the analysis of the teaching and learning result on March 27, 2019 it could be concluded that there were some evidences showing that the criteria of success were achieved. First, the students were more active in speaking class during the implementation of the students' activeness increases. Second, all of the students could finish the speaking test based the time was given. Third, based on the cycle II, there was 83% among the whole member of the VIII-H class passed. It means that the research was achieved. The improvement in students' speaking ability by using Fishbowl Technique especially in speaking recount text indicated this research was successful, and the students' speaking ability can be improved. The researcher concludes that there was significant enhance on the eighth grade students' ability in speaking using fishbowl method at MTsN 2 Tulungagung. The students' ability indicated that using Fishbowl Technique In two cycles were effective to increase the students' speaking ability in recount text. So, the cycle was stop.

Table 4.3 The result of Test Cycle 2:**Scores Of The Students' Test (Cycle 2)**

NO.	INITIAL	SCORE	NOTE
1.	ACMP	70	FAILED
2.	AYS	65	FAILED
3.	ASR	80	PASSED
4.	ABS	50	FAILED
5.	AAP	75	PASSED
6.	ARH	85	PASSED
7.	AMS	90	PASSED
8.	ASKS	90	PASSED
9.	AM	90	PASSED
10.	CSS	80	PASSED
11.	DDA	85	PASSED
12.	DNV	85	PASSED
13.	EZ	85	PASSED
14.	FA	65	FAILED
15.	FH	80	PASSED
16.	GPN	90	PASSED
17.	HRAA	90	PASSED
18.	HIP	75	PASSED
19.	IPM	85	PASSED
20.	K	75	PASSED

21.	MAA	75	PASSED
22.	MFZ	80	PASSED
23.	MKI	80	PASSED
24.	MRKN	85	PASSED
25.	MA	90	PASSED
26.	MNAB	90	PASSED
27.	MRA	75	PASSED
28.	MZL	70	FAILED
29.	NFS	90	PASSED
30.	NAF	85	PASSED
31.	PN	80	PASSED
32.	RM	70	FAILED
33.	SISP	85	PASSED
34.	SPE	95	PASSED
35.	WQA	80	PASSED
36.	ZWTL	75	PASSED

Based on the score above, post test of cycle II shows that there were any improving the students' speaking ability. In fact, there were 6 students failed, 30 students passed . It means, there were 83% students got success. During the implementation, observation was also conducted to collect the data about researcher and students activities. Based on the observation of the researcher activities, the researcher can implemented

the technique in teaching learning speaking was very good based on the prepared planning.

And based on the observation of the students' activities, it was found that there was a good result. The students were more interesting with the lesson and they could speak in daily activities, they listened the researcher explanation carefully, and the students did activity that researcher ordered. By the observation above, the second cycle indicated that the students looked more serious and active joining the teaching and learning process.

Table 4.4 The students score among Preliminary Study, Cycle I, and Cycle II

No.	Initial	Student's score		
		Preliminary Study	Cycle 1	Cycle 2
1.	ACMP	35	40	70
2.	AYS	30	40	65
3.	ASR	55	75	80
4.	ABS	40	50	50
5.	AAP	50	75	75
6.	ARH	75	80	85
7.	AMS	80	85	90

8.	ASKS	80	80	90
9.	AM	75	80	90
10.	CSS	70	75	80
11.	DDA	80	80	85
12.	DNV	70	80	85
13.	EZ	65	75	85
14.	FA	40	50	65
15.	FH	75	75	80
16.	GPN	85	85	90
17.	HRAA	75	80	90
18.	HIP	40	55	75
19.	IPM	75	75	85
20.	K	45	60	75
21.	MAA	30	55	75
22.	MFZ	50	70	80
23.	MKI	75	75	80
24.	MRKN	55	70	85
25.	MA	75	80	90
26.	MNAB	75	85	90
27.	MRA	30	50	75
28.	MZL	20	40	70
29.	NFS	80	85	90
30.	NAF	55	75	85

31.	PN	65	75	80
32.	RM	45	60	70
33.	SISP	70	75	85
34.	SPE	80	85	95
35.	WQA	40	70	80
36.	ZWTL	50	60	75

From the data score of the preliminary study, cycle I and cycle II were shown that the students' speaking ability improved. The improvement in students' speaking achievement by Fishbowl Technique especially in speaking recount text indicated this research was successful, and the students' speaking ability can be improve.

B. Discussion

In this study, there were some finding in Preliminary study, first cycle and second cycle which will be discussed by the researcher in this section. The researcher was done in two cycle and every cycle consisted of three meeting. All of cycles was done by using fishbowl technique on speaking ability. the result of the first cycle and second cycle was significant. In the first cycle there were some students' did not pass the test. After that, the researcher did the second cycle with the same material and subject.

From the data of the Preliminary Study, Cycle I, And Cycle II were shown that the students' speaking ability improved. In the preliminary study, there were 22 students could not reach passing grade, and 14

students got good score. It means, there were 38,8% students got success. It can be said that students achievement in speaking still poor. They need some methods or strategies to increase their achievements in speaking. Then in cycle I, there were 14 students could not reach the passing grade, and 22 students passed. It means, there were 61% students got success. It can be said that there was increasing in students' speaking achievement from preliminary to cycle I. And in cycle II, revealed that there were 6 students could not reach the passing grade, and 30 students reach the passing grade. It means, there were 83% students got success. So, it was clear that Fishbowl Technique can improve students' speaking ability. Students achievement from Preliminary Study, Cycle I, And Cycle II.

In teaching and learning process the researcher gave some example of recount text and how to find out story before the student' tell their story one by one, because the student need information about material before tell their story about recount text in the Fishbowl group. According Hensley (2002) and Priles (1993) said that the fishbowl discussions have multiple purposes. Fishbowls can be effective teaching tools for modeling group processes, for engaging students or other groups in discussions of cross-cultural or challenging topics Slade & Conoley (1989), or for giving students greater autonomy in classroom discussions Dutt (1997), Gall & Gillett (1980). Fishbowl is a technique which facilitates the students to talk about a certain topic and allow them to have opportunities to listen and respond by asking and answering questions orally. There are two distinct groups with different activities. The students in inner circle give their

opinion to the story while the students in outer circle actively observe them.

A creative researcher usually uses a lot of technique in teaching to help her in delivering message while teaching. The researcher believes that it is better to use an appropriate technique to attract the students' attention and to make them understand the material easier. One of kinds of technique is Fishbowl Technique. Fishbowl Technique is related to the students' discussion in circle. This technique can help students in building their confident to speak more because they will be placed in equal condition, so there will not be a high level student or low level student.

The result of students' achievement showed that Fishbowl Technique used in teaching and learning English could improve the students' speaking ability in two cycle. Before the researcher applied this technique in priliminary study only many students' could not pass the test. But, after the researcher applied this technique, their score improved significantly. Their progress was not only can be seen from their speaking score, it also can be seen from their movivation during the process of teaching and learning.

C. Implications

Based on the discussion of the research, it implies that the Fishbowl Technique can be applied in teaching speaking for Junior High School students. It can be used in a classroom which consists of mixed-ability students. The implications of the actions are as follows.

1. The use of the Fishbowl Technique could minimize a Gap which occurs in a mixed ability class. This technique offered a chance for the students to speak up. Both of the low-level students and the high-level students were given opportunities to have a speak up. They were given same tasks based on material. Every student shows their spoken ability as the result of the learning process.
2. The Fishbowl Technique was also effective for maintaining students' motivation and attention. Since the students' were positioned into circles, the teacher could control the students' behavior easily. Besides, the students were also motivated because each student has to speak up to win in the Fishbowl Technique.
3. The implementation of the Fishbowl Technique could also improve the students' speaking ability in terms of fluency, pronunciation, grammar, and vocabulary. It is because the students always produce their spoken ability as the goal of the learning process. The students' were accustomed to having speak up among them. They practiced to have oral communication through language functions for each meeting. By having a lot of practices the students would be more familiar with some language expressions and the grammatical rules. Furthermore, the frequency of the students in practicing speaking helped them to produce a story with a normal speed without many pauses and hesitation.