IMPROVING STUDENTS' SPOKEN RECOUNT SKILL

THROUGH FISHBOWL TECHNIQUE

A Classroom Action Research at the Eighth Grade Students

of SMP N 18 Semarang in the Academic Year of 2014/2015

A final project

Submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

Nur Intan Kurnia

2201411027

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

SEMARANG STATE UNIVERSITY

2015

APPROVAL

This final project entitled *Improving Students' Spoken Recount Skill Through Fishbowl Technique (Action Research at the eighth Grade students of SMP N 18 Semarang in the Academic Year of 2014/2015)* has been approved by a board of examiners of the English Department of Faculty of Languages and Arts Semarang State University on September 04, 2015.

Board of Examiners

1. Chairperson
   Prof. Dr. Agus Nuryatin, M.Hum.
   NIP. 196008031989011001

2. Secretary
   Dr. Rudi Hartono, M.Pd.
   NIP. 196909072002121001

3. First Examiner
   Dr. Abdurrachman Faridi, M.Pd.
   NIP.

4. Second Examiner/ Second Advisor
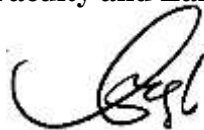   Novia Trisanti, S.Pd., M.Pd.
   NIP. 197611062005012002

5. Third Examiner/ First Advisor
   Rohani, S.Pd., M.A.
   NIP. 197903122003121002

Approved by
Dean of Faculty and Languages of Arts

Prof. Dr. Agus Nuryatin, M.Hum.
NIP. 196008031989011001

ii

DECLARATION OF ORIGINALITY

I, Nur Intan Kurnia, hereby declare that this final project entitled *Improving Students' Spoken Recount Skill Through Fishbowl Technique (Action Research at the eighth Grade students of SMP N 18 Semarang in the Academic Year of 2014/2015)* is my own work and has not been submitted in any way form for another degree or diploma at any university of other institute or tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, September 2015

Nur Intan Kurnia

MOTTO AND DEDICATION

"The greatest pleasure in life is doing what people say you cannot do."

-Walter Bagehot-

To my beloved parents,

Saeful and Salimah,

my siblings Nia and Elsa,

and also my best friends

ACKNOWLEDGEMENT

As the expression of my highest gratitude, first of all I would like to say thank you to Allah SWT, the Lord of the Universe, for blessing, mercy, and health so I can finish my final project.

I would like to express my sincere gratitude to Mr. Rohani, S.Pd. MA as my first advisor, for his continuous guidance, helpful corrections, great encouragement, and valuable suggestions during the consultation. I also would like to thank to Mrs. Novia Trisanti, S.Pd, M.Pd., as my second advisor for their patience in providing careful guidance, helpful corrections, very good advice as well as encouragement during consultation periods.

I also want to say thank you to the chairman and secretary of the Board of Examination as well as the teams of the examiners.

I want to say thank you very much for Mr. Aloyisius as the headmaster of SMP N 18 Semarang for the permission and eighth grade students of SMP N 18 Semarang for their cooperation in completing this study.

The greatest thank goes to my beloved family, especially my parents and my sisters (*Nia and Elsa*) who always support with prayer, motivation and love. Special thanks are devoted to my beloved one who always supports and motivates me. My thanks also go to all my friends, especially my best friends Febri and Sita for their guidance and togetherness. I really thank to my second family in *online kos ceria* for everyday experiences that we share including happiness and crazyness.

ABSTRACT

Kurnia, Nur Intan. 2015. *Improving students' spoken Recount skill Through Fishbowl Technique (Action Research at the eighth Grade students of SMP N 18 Semarang in the Academic Year of 2014/2015).* Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Rohani, S.Pd, M.A., Second Advisor: Novia Trisanti, S.Pd., M.Pd

Key words: action research,recount text, Fishbowl technique, speaking skill.

This study is a classroom action research aiming at knowing the extent of the influence of Fishbowl Technique on the improvement of the speaking skill in recount texts of eighth grade students of SMP N 18 Semarang in the Academic year of 2014/2015. It is also aimed at knowing how the students perceive the use of the technique. The research involved several steps; planning, acting, observing, and reflecting. Speaking tests, observation checklist, and questionnaire were used as the instruments of collecting the data. The students' perception of the technique was observed with an observation checklist and questionnaire. The pre-test showed that students had ploblems in pronunciation, vocabulary, and grammar. Cycles one and two were conducted in order to improve students' spoken recount skill. In the cycle one, the achievement of students in speaking increased, except at some aspects like stress and intonation. Cycle two was conducted to improve the two aspects. In cycle two, the students got more information and took some notes, so they were able to tell the story in front of the class well. At the end of the study, the students' spoken recount skill increased and they could organize their speaking well. It was proven by the increasing scores of the tests; Pre-test (68), Cycle test (73), and Post test (77). The result of observation sheet showed that after learning recount texts using Fishbowl Technique, the students became cooperative, active, enthusiastic, and felt happy. The analysis of the questionnaire showed that the students gave positive responses towards the use of fishbowl technique in their learning. It is suggested that teachers use the technique to help students improve their speaking skill.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, and significance of the study. Besides, it also presents the outline of the study.

1.1 Background of the Study

Nowadays, English becomes the international language, which is used throughout the world. Almost all people in modern era use English to communicate with others in order to realize a good cooperation to fulfill the necessity of their life. That is why, English is very important to be learned. In Indonesia, English has been taught as a second language since Elementary school. But now, it becomes controversial. Some people believe that children seem to pick up a new language effortlessly because their brain can easily acquire language unconsciously, but another argues that English for Elementary students is still not required.

In learning English, there are four skills that have to be mastered, namely listening, speaking, reading, and writing. 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 of English as a foreign language to intermediate students is not easy. Teachers must not only teach how to speak but also pay much attention to their students' pronunciation, grammar, vocabulary, fluency and the social and cultural rules. Teaching speaking also cannot be done only by using theory, speaking requires practice. "Learning language is not a matter of acquiring a set of rules and building up a large vocabulary. The teacher efforts should not be directed at informing his students about a language, but at enabling them to use it." (Alexander, 1975). Moreover, Students are quite difficult to improve their speaking ability because they are accustomed to use their native language in their daily life than using English. So, most of them are not too interested with speaking lesson.

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. Teacher also should be more selective when choosing techniques for teaching speaking. The techniques and

tasks that are chosen should be based on the aims of the program coupled with the learners' stages of development.

After knowing this kind of aspect, I find some gaps in teaching English for intermediate students, especially in developing their speaking ability. Based on this problem, I decided to make a research in techniques for teaching speaking for intermediate students. I choose fishbowl technique for teaching speaking because this technique can motivate students to learn speaking seriously. Each student has to practice speaking in front of audience, 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 good way.

1.2 Reasons for Choosing the Topic

There are several reasons which become the focus of choosing this topic "The effectiveness of fishbowl technique for teaching speaking". 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 possitive 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.

1.3 Statements of the Problem

The problems of this study are stated as follow:

(1) To what extent does fishbowl technique influence the spoken recount skill of eighth grade students of SMP N 18 Semarang in the academic year of 2014/2015?

(2) How do the eighth grade students of SMP N 18 Semarang in the academic year of 2014/2015 perceive the use of fishbowl technique in speaking class?

1.4 Objectives of the Study

Based on the problems stated, the objectives of the study are:

(1) To know the extent of the influence of fishbowl technique on the improvement of the spoken recount skill of eighth grade students of SMP N 18 Semarang in the academic year of 2014/2015

(2) To find out how the eighth grade students of SMP N 18 Semarang in the academic year of 2014/2015 perceive the use of Fishbowl technique in speaking class.

1.5 Significance of the Study

The significance of this study is to introduce Fishbowl Technique to improve the students' fluency in speaking English. Hopefully, the result of the study will give some advantages.

Theoretically, it is hoped that this result can give motivation to the teacher to be more creative and innovative in teaching English especially, in teaching speaking.

Practically, the result will be more useful for English teacher, students, and the other researcher. For the English teacher, the writer hopes that the result can stimulate and motivate the teacher to be more creative in using technique to teach speaking. The result of the study can be used as a motivation for the students to improve their speaking ability especially in recount text by using a new technique. And for the other researcher, this study is hoped to be useful as a reference for those who have the same interest in the same topic.

1.6 Outline of the Report

This study is divided into five chapters as follows:

Chapter I presents background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study and outline of the report.

Chapter II presents review of related literature. It covers the previous study, related literature and theoretical framework.

Chapter III presents method of investigation. It covers research design, subject of the study, research instruments, data collection, and method of analyzing data.

Chapter IV presents the result and discussion.

Chapter V presents the conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED STUDY

This chapter has three sub sections. They are previous study, review of theoretical background and theoretical framework.

2.1 Previous Studies

Teaching and learning process will be more interesting when the teacher applies a method or technique which can evoke atmosphere in the classroom.

The study from Guoqiang Liaou (2009) about *Improving Student's Speaking Skill Through Interrelated Skill*. He stated that studying English absolutely had something to do with oral English. He had reason that oral English would also affect writing and reading. According to him, teacher can teach speaking by using indirect method, recorder to provide authentic accent, and also dialogue to imitate. In order to improve students' speaking ability, he used some interrelated skill like communicative activities (discussion, pair work, describing picture, and so on).

Another research in this area was conducted by Isnaini (2011). The title of the study is *The Use of round Robin Structure to Improve Students' Speaking Skill.* In the study, she suggested teachers to use Round robin structure to help them teaching attractively and to give their students opportunity to produce sentences for performing their speaking. The analysis of her study showed that the speaking achievement of the students improved and the average score of the students was higher than minimal score that had been determined by the school.

Another research was conducted by Utami (2013) entitled *Improving Students' Speaking Ability Through Story Board Game.*. The goal in this study was to know the application of story board game as teaching media in improving students' speaking ability and students' achievement in speaking English after being taught by this game. The result of her study showed that the achievement of students in speaking increased, but there were still some aspects like stress and intonation did not significantly increase.

The last, Chen and I-Jung (2005) state that game offer students fun filled and relaxing learning atmosphere. In teaching and learning process it can be denied that relaxing and enjoyable situation of the class plays important rule.

Teaching speaking is challenging for a teacher. Beside speaking is not easy to be learned by students, not all students have the same interest. Based on the previous study, teachers should be more creative in managing the best way to help them. Teachers have to vary their technique of teaching to gain the students' interest and motivation in speaking. There are so many techniques that can be used for teaching speaking, such as cooperative learning or also can used digital media. In this study the researcher uses Fishbowl Technique for teaching speaking in Junior High School.

This research is quite different from the previous studies. Many writers conducted the study about the usage of some techniques for improving students' speaking skill. However, this study also about technique for improving students' speaking skill, but only focuses on recount text.

2.2 Review of Theoretical Background

2.2.1 Speaking

Teaching English as foreign language means that we teach students whose native language is not English. Contrary to popular myth, younger children learning English as a foreign language do not develop English-Language skills readier than older learners. (Birdsong,1999). Florez (1997:1) stated that "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

2.2.1.1 Teaching Speaking

Classroom is one of communication settings. There are teachers, students, and educational media used for the classroom activities. English teachers should provide proper activities and materials which can improve communication among students in the classroom. Besides providing proper materials, the teacher also creates positive condition for having a good communication in the classroom. The situation should encourage the teacher and students and students-students interactions.

English teacher has to choose the appropriate techniques, materials, and activities so that they must be creative. In small groups or whole-class discussion, teachers can create an interactive classroom. Haynes stated "Students need to be specifically taught group work skills as well as terms and phrases related to group work, such as "share ideas" and everyone must take turn." Based on that statement, group working plays important role in improving students' speaking skill.

According to Brown (2000:277-278) there are some principles in designing speaking techniques. The techniques can be mentioned as follow:

(1) Use technique that covers the spectrum of students need

(2) Provide intrinsically motivating techniques

(3) Encourage the use of authentic language in meaningful contexts

(4) Provide appropriate feedback and correction

(5) Capitalize on the natural link between speaking and listening

(6) Give students opportunities to initiate oral communication

(7) Encourage the development of speaking strategies

Teaching English can be divided into some levels, like beginner, intermediate and advance. In this case the researcher discusses about intermediate level. We can call that intermediate learners are they who have progressed beyond novice stages to an ability to sustain basic communicative tasks, to establish some minimal fluency, to deal with few unrehearsed situations, to self correct on occasion, to use a few compensatory strategies and generally to 'get along' in the language beyond mere survival (Brown 2000:103-108). Brown considers the ten factors in teaching intermediate level:

1) Students' cognitive learning process

2) The role of the teacher

3) Teacher talk

4) Authenticity

5) Fluency and accuracy

6) Student creativity

7) Technique

8) Listening and speaking goals

9) Reading and writing goals

10) Grammar

2. 2. 2 Technique for Teaching Speaking and Improving Speaking Skill

There are many ways to teach speaking in the class. Murcia (2001:106) gives some techniques that can be implemented in ESL/EFLS class. The techniques are as follows:

1) Discussion, this is probably the most commonly used activity in the oral skill class. usually the students are introduced a topic via a reading, a listening passage, or a videotape and are then asked to get into pairs or groups to discuss related topic in order to come up with a solution, a response, or the like.

2) Speeches, commonly teachers will ask the students to prepare their speech by giving a topic based on the level of the students. Before asking the students to make the speech, teachers are demanded to provide the structure of the speech − the rhetorical genre (narration, description, etc.). There is also other different type of speech called impromptu, which can serve several purposes in an oral skills class. These activities give students more actual practice with speaking the language, but also force them to think, and speak, on their feet without the benefit of notes or memorization.

3) Role Plays, it is particularly suitable for practicing the socio-cultural variations in speech acts, such as complimenting, complaining, and the like. Depending on student level, role plays can be performed from prepared scripts, created from a set of prompts and expression, or written using and consolidating knowledge gained from instruction of discussion of the speech act and its variations prior to the role plays themselves.

4) Conversations, it is the most fundamental form of oral communication. One way to approach this activity is to assign students to find native speaker (or near native speaker) they know – a friend, roommate, colleague – and arrange to tape record a 20 -30 minute interaction with this person. Other way is that ask students to transcribe a portion of their interaction.

5) Audio-taped Oral Dialogue Journals, this activity discussed so far have emphasized fluency and meaning negotiation rather than accuracy. Oral Dialogue Journals are one format where practice with fluency and attention to accuracy can be accomplished at the same time.

The technique in teaching speaking that the researcher applies is fishbowl technique.

2.2.2.1 Fishbowl Technique

A fishbowl is one specific technique which helps children learn how to work with a partner in a small group. Linse (2006 p.54).

Silberman (2002: 132) stated fishbowl is a discussion format in which most of the class form a circle discussion, group discussion around it. Barkley, Cross, & Major (2005: 145) stated fishbowl is an outer circle of students sits around a smaller, inner circle of students.

There are two groups in Fishbowl Technique, inner group and outer group. the inner group is a fishbowl group and the outer group is an observer. Teacher gives the inner group some topics to be discussed then the outer group observe them.

Silberman (1996: 22) said that Fishbowl can help the students to focus in group discussion. Although this technique spend much time, but it is the best method to combine between large group and small group.

It can be concluded that fishbowl is a suitable technique to teach speaking by groups. This technique can make the students more interest and more enjoyable. The fishbowl process engages participants in active listening, active communication and increased understanding of a variety of viewpoints. It is a method for respectful and equal communication.

2.2.2.2   The use of Fishbowl Technique in Teaching

There are many of the classroom speaking activities which are currently being used fall at or near the communicative end of the communication continuum. One of the classroom speaking activities is fishbowl technique. This technique makes the learners more enjoyable and give motivation for learners.

Fishbowl is wonderful way to facilitate small or intensive conversation within a large group that share equally among all participants. Both speaking and listening roles are emphasized. The fishbowl process engages participants in active listening, active communication and increased understanding of a variety of viewpoints. It is a method for respectful points.

2.2.3 Action Research

Action research is regarded as a form of self reflective enquiry by participants, which is undertaken in order to improve their understanding of their

practices in context with a view to maximizing social justice, (Karr and Kemmis 1982:162).

According to Ferrance (2000:6), action research is a collaborative activity among colleagues searching for solution every day, real problems experienced in school, or looking for ways to improve instruction and increase student achievement.

Purpose of action research is to develop new skills or new approaches and to solve problems with direct application to the classroom or other applied setting (Hartoyo 2011:86)

Action research designs are systematic procedures done by teachers (or other individuals in adecucational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning (creswell 2012 :577)

So, action research can be defined as a process of collecting data to solve some problems by doing some steps to get the result.

2.2.3.1 Qualitative Action Research

This research is conducted based on Kemmis and McTaggart which has four main steps in doing action research. The steps are planning, action, observation and reflection. The aim of qualitative research is to offer descriptions, interpretations and clarifications of naturalistic social context.

Because this research is qualitative action research, the researcher collects the data based on observation sheets, scoring system and questionnaire.

2.3 Theoretical Framework

From both previous studies and theoretical studies above, the researcher creates a brief conclusion. There are many researchers conducted a research related to structures and methods in teaching speaking. Since the research about using fishbowl technique to teach English speaking is rare, the researcher intend to study deeper about this as a technique to teach speaking.

Action research draws on a range of designs and methodologies; it can provide teachers with the opportunity to examine a practical problem within a classroom or school setting. Action research has the potential to greatly enhance both teacher professional development and school improvement initiatives.The design of study is shown below:

```
┌─────────────────────────────┐
│     Preliminary Research     │
└─────────────────────────────┘
               │
               ▼
┌─────────────────────────────────────┐
│  Classroom Action Research: Cycle 1  │
└─────────────────────────────────────┘
               │
               ▼
┌─────────────────────────────────────┐
│  Classroom Action Research: Cycle 2  │
└─────────────────────────────────────┘
               │
               ▼
        ┌─────────────────┐
        │  Data Analysis  │
        └─────────────────┘
               │
               ▼
        ┌─────────────┐
        │   Result    │
        └─────────────┘
```
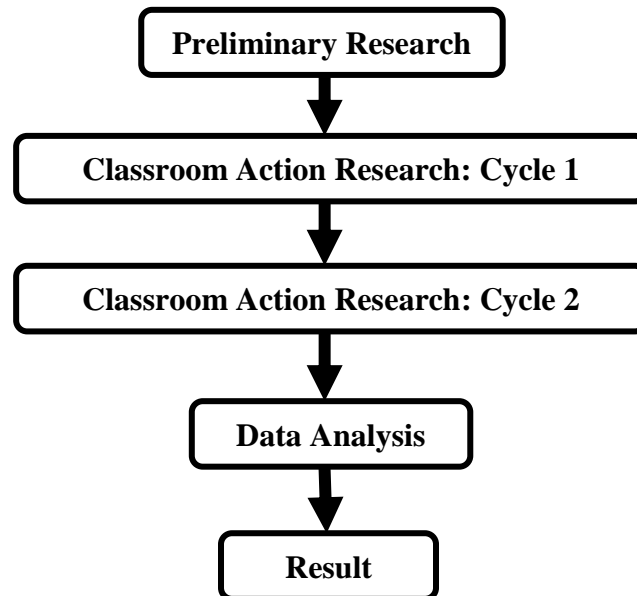
The graphic shows about how the research conducted. In preliminary research, the problem identified. The data from preliminary research can be used to design the cycle 1. In cycle 1, the treatment was given to the subject of the study. The treatment is conducted by using Fishbowl Technique. In cycle 2 , the treatment is repeated. The next step is observing. Here, the data was collected from the result of the action. The last step is reflecting, it evaluated the treatment's implementation. The result of reflection will be the way, whether the research will be repeated or not. To get the reliability the research used initial assessment and post test. The researcher also collected the data by using observation checklist (teacher), and questionnaire.

CHAPTER III

METHOD OF INVESTIGATION

This chapter presents research design, subject of the study, research instruments, data collection, and method of analyzing data.

3.1 Research Design

A research method which is used in this study is an action research.

This classroom action research is conducted by the researcher in order to get solution to the problem until it can be solved. Improving teacher learning is the goal of this action research. Action research is a reflective process which is conducted by using some kind of necessary technique in order to solve the problem. Action research has some procedures. Based on Kemmis and Taggart (Anne Burns 1999:22), the procedure of action research can be drawn in this figure:
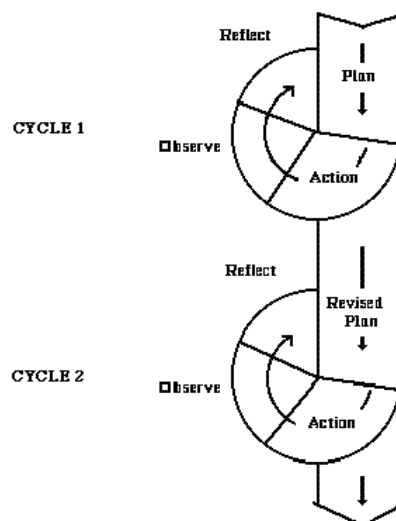
Figure 3.1 Procedure of Action Research

Based on the figure above, it is clear that action research has four steps. Those steps are planning, acting, observing and reflecting. As a practitioner in the research, the researcher tries to develop the new way to solve the problem but still based on the action research procedure. Before conducting the research, the researcher does pre-elimination test. The purpose of pre-elimination test was to find out the aspect of difficulties which were faced by the students. The process then continued by the next process of action research like planning, acting, observing and reflecting.

3.2 Subject of the Study

In this study, the eighth grade students of SMP Negeri 18 Semarang were chosen as the subject of the study. The class which chosen was VIII B. The VIII B class was chosen as the subject of the study because the researcher found that the material was suitable for them. Also, as the teacher class said that the VIII B students' capability of speaking English was different from other classes because they have better achievement.

3.3 Role of the Researcher

During the research, the role of the researcher was as a data collector who also acted as a teacher in conducting the research and a data analyzer. The result was analyzed after the action to get problem solving to answer research questions. The researcher finally worked as a writer in reporting the result of the research.

3.4 Instruments of the Study

According to Brimingham (in Hartoyo, 2009: 92), "research instruments are the tools that are used to gather data. Some of the research instruments are questionnaires, interviews, content analysis, focus groups and observation, etc."

In this study, observation checklist, tests, and questionnaire were used as the instruments to collect the data of the research.

3.4.1 Observation checklist

In this research, the observation checklist was functioned to record the students' behavior and participation during the teaching learning process. Some aspects which were recorded through observation checklist were students' presence in the classroom, students' confidence in presenting their works, students' participation, students 'cooperative attitude during the lesson, students' enthusiasm during the lesson and students' activity in doing individual and group assignments given by the teacher. Observation checklist was filled by the class teacher.

3.4.2 Test

According to Brown (2004:3), "A test is a method of measuring a persons' ability, knowledge, or performance in a given domain". In this study, the data were obtained from initial assessment, cycle 1 test, and post test. Initial assessment was conducted in order to know the students' speaking skill before treatment. Cycle I test was used to know the students' progress. Moreover, post-test was conducted to have information about students' improvement after treatment. Oral test was used in this study. Students were asked to perform the recount text and their performance was assessed and recorded. The assessment aspects of those tests are

pronunciation, grammar, vocabulary, fluency, and comprehension. In order to know the improvement of the students' achievement, the result of the tests was analyzed and compared. The differences between the mean of the initial assessment, the cycle 1 test and post test were compared to determine the students' improvement.

The formula below was used to calculate the mean of the test.

$$X = \frac{\Sigma X}{N}$$

In which,

X = the mean of the test

N = the number of the subject sample

ΣX = the total scores of the students test

3.4.3 Questionnaires

The questionnaire showed the students' responses about using fishbowl technique in their speaking class.

The questionnaire consisted of seven questions in the form of closed-ended question. It was delivered to students at the last meeting after they finished doing the post-test.

By using the questionnaire, the information about the students' responses toward English subject, speaking skill, and the use of fishbowl technique in teaching learning process were collected.

3.5 Procedures of Collecting Data

This action research was carried out through five meetings of teaching and learning process including pre-cycle, cycle I and Cycle 2.

Pre-test was conducted before the treatments. The purpose of the Pre-test was to measure the students' fluency in speaking English.The results of the Pre-test were recorded.

In this study, the researcher conducted two cycles. Each cycle consisted of two meetings. A cycle test was conducted after the treatments in each cycle. The first meeting in cycle one, fishbowl technique was introduced to the students. The material was explained before the students practiced fishbowl technique. The material was *recount text*, and focused on simple past tense. Then, the students were divided into six groups and discussed the examples of recount text. After that, the example how to play fishbowl technique was explained. Then, the class was divided into two groups; inner cirle/inner group and the outer circle/outer group. Inner circle consists of any delegations from each group which played role as the speaker and other students were in outer group played role as an observer. Some pictures were showed to students in inner group, then they have to make a sentence based on the pictures. The researcher and all students in outer group observed the grammar and proununciation from the answer of students in inner group. when one of them made a mistake, she/he have to leave the group and

her/his who corrected was shifted the position. The activity continued until they have a winner. In the next session, the activity was same but all groups have to delivered the different delegation to be a member of inner group. The implementation of the cycle two was not different from the cycle one. In cycle two, the material was same, recount text but the researcher showed jumbled sentences and the students in inner group have to arrenge them into a good paragraph.

A cycle test was conducted after the treatment in each cycle. The researcher gave 15 minutes for the students to create a recount text based on the topic given. After the time was up the students performed their story in front of the class . The Pre-test, the cycle one and cycle two test were recorded to identified and measured the students' speaking skill progress.

The observation checklist was filled by english teacher during the cycle 1 and 2, and at the end of the cycle two test, a questionnaire sheet was given to the students.

In this study, the data that had been collected during the action step in each cycle was observed. The data were the result of observation checklist, the pre-test, the cycle tests, and questionnaire. The observation checklist data was used to know the improvement of the students' behavior during the treatments in each cycle. Then, the improvement of the students' fluency in speaking English was observed based on the result of the pre-test and the cycle tests. At the end of the cycle two, the researcher reviewed and summed up all cycles. To find out the significant improvement of the students' speaking skill, the result of observation

checklist and all tests in cycle 1 and 2 were compared. Then, the results of the questionnaire were analyzed to support the research data.

3.6 Procedure of Analyzing Data

The non-test and test data were analyzed after the cycles. The data of observation checklist were analyzed by counting the sum and the average of each of the student's behavior score during treatments. Furthermore, the sum and the average of each indicator in observation checklist were also counted. Then, the observation checklist data that had already counted were described in paragraphs. The other non-test data was the questionnaire data. The questionnaire was analyzed by counting the percentage of the students' answer of each statement of the questionnaire. Then, the results of the questionnaire were analyzed by describing them in paragraphs.

The second data to analyze was test data; Pre-test data and cycle tests data. The researcher used speaking rubric to score the results of students' speaking pronunciation, grammar, fluency, vocabulary and comprehension achievement.

The speaking rubric could be seen on the table 3.2 as follows:

Table 3.1 The Rubric of Speaking assessment

Scores	Aspects				
	Grammar	Pronunciation	Vocabulary	Fluency	Comprehension
1	Errors in grammar are frequent	Errors in pronunciation are frequent	Speaking vocabulary inadequate to express anything but the most elementary needs.	Frequent repetition and/or self correction	Understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase
2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar	Accent is intelligible though often quite faulty	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Can handle with confidence but not with facility	Can get the gist of most conversations of non-technical subjects
3	Control of grammar is good	Errors never interfere with understanding and rarely disturb the native speaker	Vocabulary is broad enough that he rarely has to grope for a word.	Can discuss particular interests of competence with reasonable ease	Comprehension is quite complete at a normal rate of speech
4	Errors in grammar are quite rare	Errors in pronunciation are quite rare	Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary	Able to use the language fluently on all levels normally pertinent to professional needs.	Can understand any conversation within the range of his experience
5	Almost equivalent to that of an educated	Can pronounce correctly and articulate clearly	Speech on all levels is fully accepted by educated native	Has complete fluency in the	Equivalent to that of an educated native speaker

native speaker		speakers in all features	language such that his speech is fully accepted by educated native speakers	

Oral proficiency scoring categories (Brown, 2001, pp. 406-407)

The rubrics above showed some aspects to be evaluated in tests. There were fluency, pronunciation, grammar, vocabulary and comprehension. Nevertheless, this study was aimed at describing how a fishbowl technique was used to improve students' spoken recount skill. Each category had a point based on the criteria. Therefore, the formula of students' speaking score used was:

> **(score a + score b + score c + score d + score e) x 4**

In which:

Score a   : score of pronunciation

Score b   : score of grammar

Score c   : score of vocabulary

Score d   : score of fluency

Score e   : score of content

After scoring the students' speaking skill, the mean of students' score were counted using the following formula taken from Tuckman (1978:250):

The mean of students' score $= \dfrac{\text{The total of the students' score}}{\text{The total number of students}}$

Furthermore, the researcher classified the students' score based on the English passing grade of SMP N 18 Semarang. The eight grade students of SMP N 18 Semarang had to achieve minimally 72 in English subject.

Table 3.2 The Classification of Students' Score

Based on English Passing Grade of SMP N 18 Semarang

Score	Frequency	Classification
< 72		Not Pass
72		Pass
> 72		Pass

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research result will be delivered as well as the suggestion to support the teaching and learning process in the future.

5.1 Conclusion

The objective of this study is to know the extent of the implementation of fishbowl technique on the improvement of the spoken recount skill of eighth grade students of SMP N 18 Semarang in the academic year of 2014/2015. In order to achieve the objective of the study, action research was conducted. From the results of the data, it is seen that the implementation of Fishbowl technique could improve the students' spoken recount skill. It could be seen from the increase of the mean score, 68.3871 in pre-test to 73.8065 in the cycle 1 test and 77.4194 in post-test.

The analysis of the questionnaire revealed that the students perceived that they got advantages from the implementation of Fishbowl as a technique in learning spoken recount text. In addition, by using Fishbowl technique, students enjoyed the teaching and learning process and they also had motivation in learning speaking with this technique. The students also felt different when they were taught with this technique.

Based on the observation checklist, it could be seen that the students' behavior improved positively. More students became more confident, active, and cooperative during the lesson. In conclusion, the use of Fishbowl technique increased students speaking skill in learning spoken recount texts.

5.2 Suggestion

Based on the conclusion above, the researcher will give some suggestions related to the pedagogical implication. In the field of teaching, the teacher can use Fishbowl technique as one of technique to teach speaking especially recount text. Furthermore, teacher needs to upgrade the way of teaching and must give more attention on the students' need in the classroom activity. They should be more creative and should be able to create a good atmosphere so the teaching and learning process will be more exciting and enjoyable. In addition, the teachers are encouraged to use some new techniques such as *Fishbowl technique* which will guide them to master recount easier. Therefore, it makes the students more motivated to speak English.

For the students, they have to pay attention for their teacher while teaching and learning process. They also have to improve their knowledge especially in practicing their English in daily conversation in order to improve their fluency, stress and comprehension. They should not worry about making mistakes, balance from mistakes; they can learn many things because language is practicing.

Finally, for the other researchers, they must more concern with the improvement of teaching English techniques or strategies, so the result will be useful in the future.

BIBLIOGRAPHY

Alexander, LG.1975. *Practical and progress.* London: Longman.

Brown, H. D. 2004. *Language* Assessment*: Principles and Classroom Practices.* New York: Longman.

Burns, A. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners.* New York: Routledge.

Cahyono, B.Y. 2011. *Practical Techniques For English Language Teaching.* State University of Malang Press.

Murcia, M. 2001. *Teaching English as a Second or Foreign Language.* USA: Heinle&Heinle.

Chen and I-Jung. 2005. Using Games to Promote Communicative Skills in Language Learning. *In the Internet TESL Journal.*X12.

Cresswell, J.W. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* Pearson Education,Inc.

Ferrance, E. 2000. *Action Research.* USA: LAB Brown University.

Hartoyo. 2010. *Research Method in Education.* Semarang: UNNES Press.

Isnaini, H. H. 2011. *The Use of Round Robin Structure to Improve Students' Speaking Skill.*Final Project English Department FBS Unnes. Unpublished.

Liaou, G. 2009. Improvement of Speaking Ability Through Interrelated Skill. *English Language Teaching CCSE Journal.* Vol2/3:11-14.

Linse, C. 2006. *Practical English Language Teaching Young Learners.* Mc. Graw Hill ESL/ELT

Richards, et al. 1992. *Approaches and methods in language teaching: A description and analysis.* Cambridge: Cambridge University Press.

Tuckman, B. W. 1978. *Conducting Educational Research.* Atlanta: Harcourt Brace Jovanovich, Inc.

Utaminingsih, M. N. 2012. *Improving Students' Speaking Ability Through Story Board Game.*Final Project English Department FBS Unnes. Unpublished.

Van Duzer, C.1997. *Improving ESL learners' Listening Skills: At The Workplace and beyond.* Washington, DC : Project in Adult Immigrant Education and National Clearing House for ESL Literacy Education.

APPENDICES

Appendix 1

PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 18 SEMARANG
SEKOLAH STANDAR NASIONAL
Jalan Purwoyoso 1, Kel. Purwoyoso Kec. Ngaliyan Telepon (024) 7603798 Semarang
Web www.smpn18@disdik.semarangkota.go.id Email : smp-18@yahoo.co.id
SEMARANG   Kode Pos 50184

SURAT KETERANGAN
Nomor : 421.7/249/ 2015

Yang bertanda tangan di bawah ini :

Nama	:	Aloysius Kristiyanto,S.Pd, M, Pd.
NIP	:	196905161994121002
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMP Negeri 18 Semarang
Alamat	:	Jalan Purwoyoso 1, Kel.Purwoyoso, Kec. Ngaliyan, Semarang.

Dengan ini menerangkan bahwa yang tersebut di bawah ini :

Nama	:	Nur Intan Kurnia
Pekerjaan	:	Mahasiswa Universitas Negeri Semarang
N P M	:	2201411027
Fakultas/Program	:	FPBS / Pendidikan Bahasa Inggris

Adalah benar- benar telah melakukan Penelitian di SMP Negeri 18 Semarang dengan Judul " Improving Students Speaking Skill Trough Fishbowl Technique di SMP Negeri 18 Semarang" Tahun Ajaran 2014/2015" Pada tanggal 25 April s.d 19 Mei 2015.

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya dan atas perhatiannya diucapkan terima kasih.

Semarang, 22 Mei 2015
Kepala SMP Negeri 18 Semarang

Aloysius Kristiyanto,S.Pd, M, Pd
NIP. 196905161994121002

Appendix 2

INSTRUMENT OF TEST

Grade/Semester : VIII/ 2

School : SMP N 18 Semarang

Text Type : Recount Text

Item Types : Oral performance test

Instructions

1) Tell your past experiences (recount text) in front of the class. The duration is

   about 2-3 minutes

   • Choose one of the following topics:

   a) Going to the zoo.

   b) My birthday.

   c) Tour to jakarta.

   d) Going to the beach.

2) You are given 10 minutes to create your story.

3) You may use your dictionary.

6) Your performance will be scored based on the following criteria:

    a) Grammar

    b) Pronunciation

    c) Vocabulary

    d) Fluency

    e) Comprehension

Teacher's note: Students are actually free to make the recount like they want but with the essences they have learned about recount text.

GOOD LUCK

Appendix 3

The Rubic of Speaking Assessment

score \ aspect	5	4	3	2	1
Grammar	Almost equivalent to that of an educated native speaker	Errors in grammar are quite rare	Control of grammar is good	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar	Errors in grammar are frequent
Pronunciation	Can pronounce correctly and	Errors in pronunciation are	Errors never interfee with understanding and	Accent is intelligible	Errors in pronunciation are

	articulate clearly	quite rare	rarely distrub the native speaker	though often quite faulty	frequent
Vocabulary	Speech on all levels is fully accepted by educated native speakers in all features	Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary	Vocabulary is broad enough that he rarely has to grope for a word.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Speaking vocabulary inadequate to express anything but the most elementary needs.
Fluency	Has complete fluency in the language such that his speech is fully accepted by educated native speakers	Able to use the language fluently on all levels normally pertinent to professional needs.	Can discuss particular interests of competence with reasonable ease	Can handle with confidence but not with facility.	Frequent repetition and/or self correction

Comprehension	Equivalent to that of an educated native speaker	Can understand any conversation within the range of his experience	Comprehension is quite complete at a normal rate of speech	Can get the gist of most conversations of non-technical subjects	Understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase

Form Observation Checklist

Observation Checklist of Students' Learning Activity Using Fishbowl Technique
Fill the indicators columns with check mark (√) based on the students" behavior during the teaching learning process.

No.	Code	Indicator and Scores					
		Indicator A	Indicator B	Indicator C	Indicator D	Indicator E	Indicator F
1	S1						
2	S2						
3	S3						
4	S4						
5	S5						
6	S6						
7	S7						
8	S8						
9	S9						
10	S10						
11	S11						
12	S12						
13	S13						
14	S14						
15	S15						
16	S16						
17	S17						
18	S18						
19	S19						
20	S20						

21	S21						
22	S22						
23	S23						
24	S24						
25	S25						
26	S26						
27	S27						
28	S28						
29	S29						
30	S30						
31	S31						

Description:
A. The students' presence always 100% during the lesson using Fishbowl technique.
B. The students' self-confidence in presenting their works.
C. The students' participation in classroom activities.
D. The students' cooperative attitude during the lesson.
E. The students' enthusiasm during the lesson using Fishbowl technique.
F. The students' activities in group discussion.

Scoring Criterion:

Scoring Criterion				
1	2	3	4	5
Very Low	Low	Medium	High	Very High

Appendix 5

ANGKET

Nama   :

No. Absen   :

Petunjuk penulisan:

1. Tulislah nama dan nomor absenanda pada tempat yang disediakan.

2. Berilah tanda (✓) pada lajur yang sudah disediakan sesuai dengan keadaan.

NO	PERNYATAAN	1 Tidak setuju	2 Kurang setuju	3 Cukup setuju	4 Setuju	5 Sangat setuju
1	Saya menyukai kegiatan *speaking* pada pelajaran bahasa Inggris					
2	Saya mengalami kesulitan ketika berbicara bahasa Inggris					
3	Selama ini pelajaran bahasa Inggris sering menggunakan variasi teknik pembelajaran yang berbeda					
4	Saya senang belajar menggunakan Fishbowl Technique					
5	Saya merasa lebih percaya diri ketika berbicara didepan kelas setelah belajar dengan menggunakan Fishbowl Technique					
6	Saya merasa lebih aktif berbicara dalam bahasa Inggris setelah belajar dengan menggunakan Fishbowl Technique					
7	Menurut saya penggunaan Fishbowl Technique dalam pembelajaran bahasa Inggris perlu dilanjutkan					

Appendix 6

DAFTAR NILAI KELAS VIII B

SMP NEGERI 18 SEMARANG TAHUN PELAJARAN 3014/3015

(PRE-TEST)

NO	CODE	SPEAKING ASPECTS						SCORE
		GRAMMAR	PRONUNCIATION	VOCABULARY	FLUENCY	COMPREHENSION	TOTAL	
1	S1	3	2	4	3	3	15	60
2	S2	3	3	4	3	3	16	64
3	S3	2	3	4	3	3	15	60
4	S4	3	3	4	3	3	16	64
5	S5	4	3	4	4	4	19	76
6	S6	4	3	4	4	4	19	76
7	S7	4	4	4	4	4	20	80
8	S8	4	3	4	4	4	19	76
9	S9	3	3	4	4	4	18	72
10	S10	4	3	4	4	4	19	76
11	S11	3	3	4	3	4	17	68
12	S12	3	3	3	3	3	15	60
13	S13	4	3	3	3	3	16	64
14	S14	3	2	4	3	3	15	60
15	S15	3	3	4	3	3	16	64
16	S16	4	3	4	3	4	18	72

17	S17	0	0	0	0	0	0	0
18	S18	4	4	4	4	4	20	80
19	S19	4	4	4	4	3	19	76
20	S20	4	3	4	4	4	19	76
21	S21	4	4	4	4	3	19	76
22	S22	3	4	4	4	4	19	76
23	S23	3	3	4	4	3	17	68
24	S24	3	3	4	4	4	18	72
25	S25	4	3	4	3	4	18	72
26	S26	3	3	4	3	3	16	64
27	S27	4	3	4	4	4	19	76
28	S38	4	4	4	4	4	20	80
29	S29	4	3	4	3	4	18	72
30	S30	4	4	4	3	4	19	76
31	S31	3	3	3	3	4	16	64
TOTAL		105	95	117	105	108	530	2120
MEAN		3.387	3.06452	3.77	3.39	348	17.10	68.3871

Appendix 7

DAFTAR NILAI KELAS VIII B

SMP NEGERI 18 SEMARANG TAHUN PELAJARAN 3014/3015

(POST-TEST CYCLE 1)

NO	CODE	SPEAKING ASPECTS						SCORE
		GRAMMAR	PRONUNCIATION	VOCABULARY	FLUENCY	COMPREHENSION	TOTAL	
1	S1	3	3	4	3	3	16	64
2	S2	4	3	4	3	3	17	68
3	S3	3	3	4	3	3	16	64
4	S4	3	4	4	3	3	17	68
5	S5	4	4	4	4	4	20	80
6	S6	4	4	4	4	4	20	80
7	S7	4	4	5	4	4	21	84
8	S8	4	3	5	4	4	20	80
9	S9	4	3	4	4	4	19	76
10	S10	4	4	4	4	4	20	80
11	S11	4	3	4	3	4	18	72
12	S12	3	3	4	3	3	16	64
13	S13	4	3	3	3	3	16	64
14	S14	3	3	4	3	3	16	64
15	S15	3	3	4	3	3	16	64
16	S16	4	3	4	3	4	18	72

17	S17	3	4	4	4	4	19	76
18	S18	4	4	4	4	4	20	80
19	S19	4	4	4	4	4	20	80
20	S20	4	3	4	4	4	19	76
21	S21	4	4	4	4	3	19	76
22	S22	3	4	5	4	4	20	80
23	S23	3	2	4	4	4	17	68
24	S24	3	4	4	4	4	19	76
25	S25	4	4	4	3	4	19	76
26	S26	3	4	4	3	3	17	68
27	S27	4	4	4	4	4	20	80
28	S38	4	4	5	4	4	21	84
29	S29	4	4	4	3	4	19	76
30	S30	4	5	4	3	5	21	84
31	S31	3	3	3	3	4	16	64
TOTAL		**112**	**110**	**126**	**109**	**115**	**572**	2288
MEAN		**3,61**	**3,55**	**4,06**	**3,51613**	**3,71**	**18,45**	73,8065

Appendix 8

DAFTAR NILAI KELAS VIII B

SMP NEGERI 18 SEMARANG TAHUN PELAJARAN 3014/3015

(POST-TEST CYCLE 2)

NO	CODE	SPEAKING ASPECTS						SCORE
		GRAMMAR	PRONUNCIATION	VOCABULARY	FLUENCY	COMPREHENSION	TOTAL	
1	S1	4	3	4	3	3	17	68
2	S2	4	3	4	3	4	18	72
3	S3	3	3	4	3	4	17	68
4	S4	4	3	4	3	4	18	72
5	S5	4	4	5	4	4	21	84
6	S6	4	4	5	4	5	22	88
7	S7	4	5	5	4	4	22	88
8	S8	4	4	5	4	4	21	84
9	S9	4	4	5	4	4	21	84
10	S10	4	4	5	4	4	21	84
11	S11	4	4	4	3	4	19	76
12	S12	4	3	4	3	3	17	68
13	S13	4	4	3	3	3	17	68
14	S14	4	3	4	3	3	17	68
15	S15	3	4	4	3	4	18	72
16	S16	4	4	4	3	4	19	76

17	S17	3	4	4	4	4	19	76
18	S18	4	4	4	4	4	20	80
19	S19	4	4	4	4	4	20	80
20	S20	4	4	4	4	4	20	80
21	S21	4	4	4	4	3	19	76
22	S22	4	4	5	4	5	22	88
23	S23	3	3	4	4	4	18	72
24	S24	3	4	4	4	4	19	76
25	S25	4	4	4	3	4	19	76
26	S26	4	4	4	4	3	19	76
27	S27	4	4	4	4	5	21	84
28	S38	4	4	5	4	5	22	88
29	S29	4	4	4	3	4	19	76
30	S30	4	5	4	3	5	21	84
31	S31	3	4	3	3	4	17	68
TOTAL		**118**	**119**	**130**	**110**	**123**	**600**	2400
MEAN		**3,81**	**3,83871**	**4,19**	**3,54839**	**3,97**	**19,35**	77,4194

Appendix 9

Observation Checklist (Cycle 1)

Observation Checklist of Students' Learning Activity Using Fishbowl Technique
Fill the indicators columns with check mark (√) based on the students" behavior during the teaching learning process.

No.	Code	Indicator and Scores					
		Indicator A	**Indicator B**	**Indicator C**	**Indicator D**	**Indicator E**	**Indicator F**
1	S1	5	1	2	2	3	3
2	S2	5	4	3	3	3	2
3	S3	5	2	2	2	2	3
4	S4	5	2	3	3	2	3
5	S5	5	3	3	3	4	4
6	S6	5	3	3	3	3	2
7	S7	5	4	4	4	4	3
8	S8	5	3	4	4	4	3
9	S9	5	3	3	3	3	3
10	S10	5	3	4	4	4	4
11	S11	5	3	3	3	3	2
12	S12	5	2	2	2	4	4
13	S13	5	2	2	3	3	3
14	S14	5	2	2	2	4	3
15	S15	5	2	2	4	3	3
16	S16	5	3	3	3	4	3
17	S17	3	4	3	4	4	4
18	S18	5	4	4	4	3	4

19	S19	5	3	4	4	3	2
20	S20	5	3	3	3	4	3
21	S21	5	3	3	4	4	4
22	S22	5	3	4	4	4	2
23	S23	5	2	3	4	4	3
24	S24	5	3	3	4	4	4
25	S25	5	3	3	4	3	2
26	S26	5	2	3	2	3	3
27	S27	5	4	4	4	4	4
28	S28	5	4	4	4	4	4
29	S29	5	3	3	4	4	4
30	S30	5	4	4	4	4	2
31	S31	5	2	3	4	4	3

Description:
A. The students' presence always 100% during the lesson using Fishbowl technique.
B. The students' self-confidence in presenting their works.
C. The students' participation in classroom activities.
D. The students' cooperative attitude during the lesson.
E. The students' enthusiasm during the lesson using Fishbowl technique.
F. The students' activities in group discussion.

Scoring Criterion:

Scoring Criterion				
1	2	3	4	5
Very Low	Low	Medium	High	Very High

Appendix 10

Observation Checklist (Cycle 2)

Observation Checklist of Students' Learning Activity Using Fishbowl Technique
Fill the indicators columns with check mark (√) based on the students" behavior during the teaching learning process.

No.	Code	Indicator and Scores					
		Indicator A	Indicator B	Indicator C	Indicator D	Indicator E	Indicator F
1	S1	5	3	3	4	4	4
2	S2	5	5	4	5	5	5
3	S3	5	3	3	4	4	3
4	S4	5	4	5	5	4	4
5	S5	5	5	5	5	5	5
6	S6	5	5	4	4	5	3
7	S7	5	3	5	5	4	5
8	S8	5	4	5	5	5	4
9	S9	5	4	5	4	4	5
10	S10	5	5	5	5	5	5
11	S11	5	5	5	5	4	3
12	S12	5	4	3	4	5	5
13	S13	5	5	4	5	5	4
14	S14	5	4	4	4	5	5
15	S15	5	3	4	5	4	5
16	S16	5	5	5	4	5	3
17	S17	5	5	5	5	5	5
18	S18	5	5	5	5	5	4

19	S19	5	3	5	5	4	4
20	S20	5	5	4	4	5	4
21	S21	5	3	5	5	5	5
22	S22	5	5	5	5	4	4
23	S23	5	3	5	4	5	5
24	S24	5	5	4	5	5	5
25	S25	5	5	5	5	4	4
26	S26	5	4	4	4	4	5
27	S27	5	5	5	5	5	5
28	S28	5	5	5	5	5	4
29	S29	5	5	4	4	5	5
30	S30	5	5	5	5	4	4
31	S31	5	5	4	4	5	4

Description:
A. The students' presence always 100% during the lesson using Fishbowl technique.
B. The students' self-confidence in presenting their works.
C. The students' participation in classroom activities.
D. The students' cooperative attitude during the lesson.
E. The students' enthusiasm during the lesson using Fishbowl technique.
F. The students' activities in group discussion.

Scoring Criterion:

Scoring Criterion				
1	2	3	4	5
Very Low	Low	Medium	High	Very High

Appendix 11

Hasil Perhitungan Angket (%)

Angket	Tidak Setuju (%)	Kurang Setuju (%)	Cukup Setuju (%)	Setuju (%)	Sangat Setuju (%)
Pernyataan Nomer 1	0%	6%	16%	61%	16%
Pernyataan Nomer 2	3%	13%	58%	26%	0%
Pernyataan Nomer 3	0%	0%	13%	68%	19%
Pernyataan Nomer 4	0%	6%	23%	45%	26%
Pernyataan Nomer 5	0%	13%	48%	26%	13%
Pernyataan Nomer 6	0%	13%	45%	39%	3%
Pernyataan Nomer 7	0%	3%	29%	39%	29%

DOCUMENTATION

Photo 1. TEST

Photo 2. GROUP DISCUSSION

Photo 3. FISHBOWL TECHNIQUE

Photo 4. FISHBOWL TECHNIQUE