

**USING FISHBOWL ACTIVITY IN SPEAKING CLASS
OF SENIOR HIGH SCHOOLS**

PAPER

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to Obtain Strata One (S1) Degree*



By:

**Debby Trisnaweti
86739/2007**

Advisor:

Dra. An Fauzia Rozani Syafei, M.A

**ENGLISH DEPARTMENT
LANGUAGES AND ARTS FACULTY
STATE UNIVERSITY OF PADANG
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HALAMAN PERSETUJUAN MAKALAH

Judul : Using Fishbowl Activity in Speaking Class of Senior High Schools
Nama : Debby Trisnaweti
BP/NIM : 2007/86739
Jurusan : Bahasa Inggris
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

Padang, 2 Desember 2012

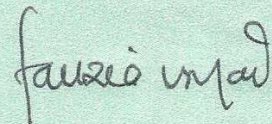
Disetujui Oleh

Ketua Jurusan



Dr. Kurnia Ningsih, M. A.
19540626 198203 2 001

Pembimbing



Dra. An Fauzia R Syafei, M. A.
19660424 199002 2 001

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah

Jurusan Bahasa Dan Sastra Inggris

Fakultas Bahasa dan Seni

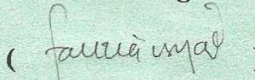
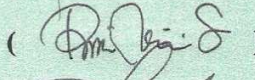
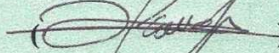
Universitas Negeri Padang

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Padang, 2 Desember 2011

Tim Penguji

Nama	Tanda Tangan
1. Ketua : Dra An Fauzia Rozani Syafei, M.A.	()
2. Anggota : Rima Andriani Sari, S.Pd. M.Hum	()
3. Anggota : Havid Ardi, S.Pd. M.Hum	()

ABSTRAK

Trisnaweti, Debby. 2011. "Using Fishbowl Activity in Speaking Class of Senior High School Students". *Makalah*. Padang: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Siswa sering beranggapan bahasa Inggris merupakan mata pelajaran yang sulit mereka pelajari. Ada beberapa faktor yang menyebabkan siswa beranggapan seperti itu yaitu pertama, kurangnya kosakata bahasa Inggris yang dimiliki oleh siswa sehingga mereka cenderung malas berbicara. Yang kedua yaitu materi yang diberikan guru kurang menarik oleh karena itu murid cepat bosan. Faktor yang ketiga adalah aktivitas dikelas yang monoton disetiap pertemuannya. Untuk mengatasi masalah-masalah diatas guru dapat menggunakan aktivitas yang baru. Salah satunya adalah *Fishbowl Activity* yang dapat digunakan untuk siswa Sekolah Menengah Atas dalam mengembangkan kemampuan mereka dalam berbicara (*speaking*). Dalam penerapannya, siswa akan dibagi menjadi 2 kelompok, kelompok kecil yang berisikan kurang lebih 5 orang dan sisanya masuk kedalam kelompok besar. Kelompok kecil yang berbentuk lingkaran kecil akan dikelilingi oleh kelompok besar. kelompok kecil akan berdiskusi setelah guru memberikan topik dan beberapa sumber bacaan kepada seluruh siswa. Sumber bacaan tersebut berguna untuk menambah pengetahuan siswa terhadap topik diskusi nantinya. Ketika kelompok kecil berdiskusi, kelompok besar hanya memperhatikan, mendengarkan dan mencatat hal-hal penting yang sedang didiskusikan oleh kelompok kecil. Setelah diskusi berakhir, guru akan mempersilahkan masing-masing siswa dari kelompok besar untuk memberikan komentar terhadap penampilan kelompok kecil atau juga menambahkan opini dan menyampaikan hal-hal yang mereka setuju ataupun tidak.

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Then, I dedicate this paper to my beloved family: my lovely mama Betti Suharti and papa Weryanto, my grandfather Apak and grandmother Amak, my best uncles and my beautiful aunts, also my brother Denni Priyatna Adha and my sister Nanda maulisa. I just want to say thanks for all the kindness, support, and love.

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Padang, December 2011

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is an active way to express idea, feeling and opinion by using spoken language. Based on the 2006 curriculum, well-known as KTSP (the education unit level curriculum) one of the aims of learning English is to develop communication abilities in oral and written form. Communication abilities that is related to speaking skill is the most difficult to be learned by the students, even though they have learned it since they were in elementary school or even in kindergarten. They are not able to speak well as what the teacher expects to them. Most of them assume that speaking English is hard and difficult to be learned.

Based on my experience and observation as a training teacher in vocational school, SMK N 3 Padang, there are some factors that make the students afraid to speak English. First, they have nothing to say. Here, vocabulary plays the crucial part; students will not speak if they do not have enough vocabulary. For some students, they actually have the idea on their mind of what they are going to say about the topic given by the teacher, but they do not know how to say it. Second, teachers provide uninteresting topic to be learnt in the classroom. Thus, the students will easily get bored; they have no motivation to learn just because the topic is not fascinating. Third, teachers usually use monotonous teaching techniques and activities in teaching speaking. Speaking activities only focus on repetition of

conversation, read dialogue together and sometimes the students are asked to memorize it, and pronounce the words after the teachers mentioned it. Those activities cause the students to be uncreative and bored while studying. In fact, the teachers themselves are the most effective factor that determines the success of the students speaking ability. Teachers, as the one that has responsibility in managing the classroom have to make the atmosphere in the classroom as fun as possible. Also, teachers have to keep in mind that English is not merely transferring the language but promoting the use of the language by using appropriate method, technique, media, evaluation, classroom activities and so forth.

Therefore, if students do not learn how to speak or do not get any opportunity to speak in English, they may soon get de-motivated and lose interest in learning. Moreover, teachers usually require students just to answer 'yes' or 'no' which they do quickly and then they just sit in silence or worse talking noisily in their L1. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

In order to motivate the students in learning English especially in speaking, there are some activities that usually use, such as role play, debate, discussion, story telling, fishbowl, etc. Fishbowl is one of the alternative activities to use in speaking classroom. It is supported by Chien (2004) that a great way to incorporate student-lead discussions is through a fishbowl activity. Just like the real fishbowl, this

fishbowl activity asks the students to sit in circles. The circles will consist of two circles they are the small one and the large one. The small circle is put inside the big circle. Here, the small circle will conduct a discussion together while the rest of the students that sit in the large circle just watch, take notes, and later pose questions and give comments about what they observed. The teacher can be part of either the inner "fishbowl" circle or the outer circle.

Based on the explanation above, the writer is interested in discussing the use of the fishbowl activity to help senior high school students in speaking. The writer focuses on speaking ability of the students since there is a tendency that students are considered successful in learning English if they can communicate orally. It is hoped that this activity can help the teacher to teach their students in speaking ability.

B. Limitation of the Problem

The problem in this paper is limited to the discussion on applying fishbowl as activity in teaching speaking to senior high school students.

C. Formulation of the Problem

The problems in this paper are formulated through the following question: How can fishbowl activity be implemented in teaching speaking to senior high school students?

D. The Purpose of the Paper

The purpose of this paper is to explain the implementation of fishbowl activity in teaching speaking to senior high school students.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

There is great number of activities that can be used by the teacher in teaching speaking. The teacher can use many types of activity that can give opportunities for the students to speak. Fishbowl activity is one of the activities that can help the teachers to refresh the class atmosphere and especially to make the students speak during the class. By using this activity, the students will be divided into two circles; one is the inner circle that consists of 5 students who will be conduct the discussion and the rest of the students will be in the outer circle who will be listen, watch, and take notes while the inner circle is discussing the topic.

Fishbowl activity is better used in whilst teaching. Before going to conduct the activity, teacher has to give some sources in the form of texts so that the students will have background knowledge and also to serves them with new vocabularies about the topic. After the reading section is done, the inner circle starts the discussion and the outer circle listened, watch and take notes. The students in the inner circle can share their ideas; express their agreement or disagreement about the topic without being afraid of making mistake. In the follow up of this activity, the outer circle will give their comments about discussion; they also can pose their pro and contra about what the inner circle discussed.

Here, the teachers are really needed to wrap up the activity. Once the activity gets stuck, the teachers have to make the alternative way to make the students speak.

The teacher can ask some questions or ask one of them to speak by giving his or her ideas.

B. Suggestion

It is suggested that English teacher should be creative in making interesting activities to motivate the students to speak English. One of the activities is fishbowl activity that is suitable for senior high school students in order to improve their speaking skill. Teachers also have to choose the topics that are familiar and interesting for the students.

Fishbowl activity can be implemented in any language skills such as speaking and reading. In this paper, the writer uses fishbowl activity in teaching speaking. Teachers can modify this activity for teaching listening, writing or reading. It depends on how the teacher uses it and leads the students to the lesson effectively.

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