

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Studies

The aim of Rahma (2015) This study deals with The Fishbowl Method to Improve the Students' Speaking Skill (An Experimental Study in Ninth Grade Students of SMP N 2 Ambarawa in the Academic Year of 2014/2015). This research was done to answer the objectives of study, namely (1) to find out the difference of lecturing and Fishbowl method in Ninth Grade Students of SMP N 2 Ambarawa in the academic year of 2014/2015, (2) to find out the significant difference of lecturing and Fishbowl method in Ninth Grade Students of SMP N 2 Ambarawa in the academic year of 2014/2015. This research applied descriptive quantitative method. The objects were Ninth Grade Students of SMP N 2 Ambarawa in the academic year of 2014/2015, and the analyzing data were students' speaking skill that was taught by Fishbowl Method. The sample of this research was taken 28% from population. The numbers of sample were 50 students that were divided into 2 groups. The first group was experimental group and the second group was control group. The data tested using t-test formula by comparing the mean score of pre-test and post-test from both classes. The level of significance was set equal or less than 5%. The result of this study showed that t-value 8, 511 was higher than t-table 2, 064 with the degree of freedom (df) of 24.

Therefore, it could be concluded that there was significant difference of T-test between students taught by lecturing and students taught by Fishbowl method.

Since t-value was higher than t-table, it meant that null hypothesis was rejected and alternative hypothesis was accepted. Thus, it could be said that Fishbowl method improved students' speaking skill in Ninth Grade Students of SMP N 2 Ambarawa in the academic year of 2014/2015.

Kurnia (2015) said that 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 problems 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.

Kreim, Srahan (2016) This study aims at investigating the effect of Fishbowl Technique in teaching grammar. The grammar structures are not easy to master because of the diversity between the grammar systems of Arabic and English.

Therefore, teachers should reflect deeply this aspect and should try hard to experiment new techniques that may prove effective to redress this problem which is highly documented in the literature of ELT. Jawad (2006:2) stresses this idea by stating that Iraqi EFL users can not differentiate between grammatical patterns. Hence, the Fishbowl Technique hoping to fill a gap in the domain of teaching English grammar. This indicates that fishbowl technique is more effective in teaching grammar.

The aim of Khadijah (2017) This research was intended to improve students' speaking ability by using the Fishbowl Technique. It was done at MAS Misbahul Ulum in Lhokseumawe, Aceh. The subject of the research was the second year students of class XI-IPA C consisting of 33 students. It was done as a form of classroom action research. Some problems in speaking classes are: 1) the teacher's way of teaching is still not effective to stimulate and motivate students to speak up in the classroom; 2) students tend to get bored easily and lose their interest in trying to speak well; 3) the teacher often gets frustrated when many students do not want to speak in front of the class; 4) many students are

afraid to make mistakes, to be laughed at or to be identified as stupid. The results were presented and analyzed as qualitative data. The mean score of the students in cycle 1 was 68, in cycle 2 it increased to 73, and in cycle 3 it rose to 82.54%. The activities of the students were 69% in cycle 1, 69% in cycle 2, and 94% in cycle 3. The activities of the researcher were 55% in cycle 1, 75% in cycle 2, and 88% in cycle 3. The students had positive responses which was proved by the overall mean score of 3.56 for the five factors measured.

From the several previous studies above, there are some conclusions, they are: first, fishbowl method can improve students' speaking skill, second questionnaire for the students showed positive responses towards the use of fishbowl technique in their learning and the last is fishbowl technique is more effective in teaching grammar. Meanwhile, the differences between this thesis and some previous studies above is on the learning material and technique. This research focuses on learning vocabulary and fishbowl technique for the students.

2.2 Vocabulary

1. Definition of Vocabulary

Vocabulary is a component of language that maintains all of information about meaning and using words in language. Coady and Huckin (1998: 5) state that vocabulary is the central to language and of critical importance to the typical language learner.

Brown (2001: 377) views vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen their central role in contextualized, meaningful language. Since vocabulary is a list, the only system involved as alphabetical order in dictionaries. Here, vocabulary is written in alphabetical order in dictionaries based on system or rule of foreign language.

Harmer (1991: 153) tries to confirm the relationship between vocabulary and structure as important elements of language by saying, "If language structures make up the selection of language, then it is vocabulary that provides the vital organs and the flesh."

2. The Importance of Vocabulary

Vocabulary is one of the important aspects in learning English. We should have an adequate vocabulary to improve the four language skills. The statement supported by Brown (2001: 15) states that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge,

causing to know or to understand. Hornby (1995: 331) says that Vocabulary is “the total number of words in a language.”

3. Teaching Vocabulary

Brown (2001:15) states that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand. Hornby (1995: 331) says that Vocabulary is “the total number of words in a language.”

Moreover, Brown (2001:87) explains that teaching english to school-age children therefore is not merely a matter of setting them loose on a plethora or authentic language task in the classroom. To successfully teach children a language requires specific skills and intuitions that differ from those appropriate for adult teaching. Jaya and Habibi (2016:9) comments that:

“The students’ achievement in speaking taught by using fishbowl technique had a significant increase. It indicated that teaching speaking using fishbowl technique gave a significant difference on students’ achievement in speaking than conventional technique. It can be seen from the results of the posttest which were higher than those of the pretest. The data of the students’ achievement that was taught by using the fishbowl technique had more significant increase than who were taught by using the conventional technique”

From the definition above it can be concluded that teaching English vocabulary means facilitating students in learning vocabulary with the appropriate method based on their age in order to enhance them with sufficient vocabulary.

4. Characteristic of Elementary Student

Children have unique character. They have different characteristic to learn something than adult. Cameron (2001:1) defines as:

“Children are often more enthusiastic and lively as learner. They want to please the teacher rather than their peer group. They will have a got at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children do not find it as easy to use language to talk about language: in other words, they do not have the same access as older learners to metalanguage that teachers can use to explain about grammar and discourse”.

From the quotation above children are pleased to the teacher than their friend group. They are often have good and bad interest during learning something in their activity. Children also have different character in learning their language. The educators have to distinguish when they talk about language to the children and adult students in order to keep their motivation in learning. According to School Based Curriculum (KTSP, 2006), the target of teaching English in young learner is to gain functional level. From the quotation above, the purpose of teaching English is included the ability to communicate orally and written to solve their problems in their daily.

In learning language, children begin learning simple expressions. Broadly speaking, children learn abstract rules of language from which they listen, and even they also learn expressions that they have never heard before. It is extremely important that teachers not only get children to learn language, but they also encourage them to learn it positively (Widodo 2005:236). The theory from Scott and Ytreberg (1993: 4) describe some general young language learners' characteristics (elementary school students) as follows :

- a. Their basic concepts are formed. They have decided views of the world.
- b. They can tell the difference between fact and fiction.
- c. They ask questions all the time.
- d. They rely on the spoken word as well as the physical world to convey and understand meaning.
- e. They are able to make some decisions about their own learning.
- f. They have definite views about what they like and don't like doing.
- g. They have developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- h. They are able to work with others and learn from others

Teaching of English for children has been of particular concerns. For this reason, in teaching children English, there are some characteristics of whom presented by Scott and Lisbeth (1992), they are: (a) children aged 8-10 are mature enough and have a particular point of view, (b) they are able to describe the difference between facts and fictions, (c) they are curious of asking questions (d) they believe in what is said and the real world to express and comprehend meaning/message; (e) They have distinct opinions about what they like and what they dislike; (f) they are open to what happens in the classroom and begin asking a teacher's decision; and (g) they can cooperate with each other and learn from others.

5. Teaching Elementary Students

Brown (2001: 118) states that English is not frequently learned as a tool for understanding and teaching US or British cultural values. English, however, has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research. Based on the fact, it is appropriate that English is included in the local content of school-based curriculum in elementary school. Therefore, it is necessary to think system of teaching and learning of English to young learners (elementary school students) to gain an optimal result.

The technique of teaching English for young learner is different with adult student. Sukarno (2008: 57) explained that:

“Teaching English to young learners at elementary school is different from that to adults. The English teachers to young learners in elementary school, therefore, need to comprehend and to apply the theories of language teaching-learning to young learners and language classroom management. Besides, the English teachers are not only required to be able to teach well but also to be able to design materials so that they can apply approaches, methods, and techniques of teaching-learning English appropriately”.

Furthermore, Sukarno (2008:70) proposes that although the students' background has been known, it is not wise to make a decision in a hurry. Information must be carefully taken into consideration. The course designers should know what purposes the learners have by taking the intended course (English). The learners' purposes of taking the course can be known by deciding the answer to the question.

Cameron (2001:85) listed basic techniques by which teachers can explain the meanings of new words, all of which can be used in the young learner classroom:

- a. by demonstration of pictures are consists of: (1) using an object, (2) using a cut-out figure, (3) using gesture, (4) performing an action, (5) photographs drawing or diagrams on the board, and (6) pictures from books
- b. by verbal explanation are consist of: analytical definition, putting the new word in a defining context and translating into another language.

However, to meet the goal of the teaching-learning of English at elementary school, the English teachers must know not only the students' development related to language ability in general but also their students' background and wants especially the students' characteristics. They could then teach appropriately because they teach at a certain elementary school. In short, the teachers need to consider who their students are and why they learn English. Therefore, they are able to design materials and teach their students naturally on the basis of a social and economic environment; as a result, the students (children) master English through acquisition rather than learning (Sukarno 2008:71).

2.3 Fishbowl Technique

1. Definition of Fishbowl

A fishbowl is one specific technique which helps children learn how to work with a partner in a small group. Linse (2006:54). Silberman (2002: 132) stated fishbowl is a discussion format in which most of the class form a circle discussion, group discussion around it.

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.

Fishbowl is the growing structure discussion method that is very useful for the speaking class (Elizabeth, et al., 2005:145).

Based on the above explanations the writer concludes that Fishbowl method is a way to organize discussion group that contains of inside and outside circle that is useful in class. This method has many variants but the underlying idea is to facilitate learning via discussion. The inner circle is given a situation wherein participants discuss and come up with a solution, while the outer circle reserves their observation, feedback and suggestions for later. In another variant, the inner circle can be given a task to complete, while the outer circle observes. There are many formats that you can adapt while using the Fishbowl method. However, there are 2 common types of Fishbowls:

a. Open Format Fishbowl

In this format a few seats in the inner circle are left vacant for members of the outer circle to join. When this happens one member of the inner circle must voluntarily leave. The rules of the discussion have to be set by the facilitator or by the group themselves.

b. Closed Format Fishbowl

This technique works well with larger groups. The facilitator can give the inner circle time to discuss an issue. When their time is up the outer circle can come into the inner circle and add their viewpoints. In this structure, you can have participants sitting in

concentric circles giving everyone in the classroom an opportunity to contribute (Elizabeth, et al., 2005:145)

Based on those the above explanations can be concluded that Fishbowl has two formats that are usually used. They are open and closed format circle. Both of them give opportunity of every student to speak and share their opinion in the Fishbowl that is prepared for them.

2.4 Concept of Fishbowl

In Fishbowl, an outer circle of students sits around a smaller, inner circle of students. Students in the inner circle engage in a depth discussion, while students in the outer circle consider what is being said and how it is being said. This collaborative technique has also been called Inside outside Circles. Inner circle students are challenged to participate in a high-level discussion while the outer circle is able to be listener of the discussion and critique content, logic, and group interaction. This technique therefore serves two purposes to provide structure for in-depth discussion and to provide opportunities for students to model or observe group processes in a discussion setting (Elizabeth, et al., 2005:145-146)

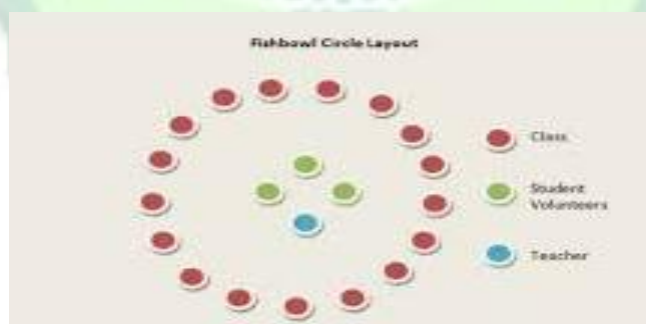


Figure 2.3 The arrangement of fishbowl technique (Amos, 2013: 53)

Based on the Figure 2.3 it can be seen that in implementing Fishbowl technique the class is divided students into two groups: open format group and closed formal group. The open format or usually called fish consists of five students who will discuss the topic. In this group the students can ask questions, present opinions, express ideas and share information and experience. The closed formal group or usually called bowl consists more than 10 students who observe and listen carefully what the open format group presented or talked about. Members of the close formal group can ask question if they have some.

2.5 Advantages of Fishbowl Technique

As many other technique, Fishbowl technique also have several advantages. These advantages are related to vocabulary discussion. Not only for the students but also for the teacher. The researcher found the advantages of Fishbowl technique from Taylor (2007) retrieved from Cameron (2001:273) as follow:

1. Becomes an effective teaching tools for group discussion

Fishbowl can be effective teaching tools for group discussion in teaching vocabulary class. It means that Fishbowl is a technique used to conduct group activities in different ability among the students. The smarter students can help to the lower ability students. Each student has an equal position to talk or ask questions.

2. Can be designated as the students' level

Fishbowl allows the teacher to modify the activity based on the students' level. When they have enough time to talk about a topic based on their experience. They may have a real discussion. The interesting topic can maintain students' interest so they will fully concentrate to the learning process in teaching English vocabulary class.

3. Give students great atmosphere in classroom discussion

Fishbowl technique can give students great atmosphere in English vocabulary class. During the activity the teacher delivered the lesson with an ordinary explanation but here the teacher gives the students a greater atmosphere using fishbowl technique to show their expression by giving their ideas and opinions. Besides, they may also help each other when the student does not understand or makes mistakes.

4. Stimulate students' thinking

It is difficult for the teacher to ask the students to know what they are learning. When the students are sitting in a concentric circle and they have equal opportunities to talk, it may help them to develop their knowledge.

5. Provides classroom interaction

In Fishbowl, there is an interaction or communication among the students. The students have to give their interest with the student who is presenting the idea about the topic. The other students show their understanding by giving response or asking some questions.

6. Allow students to learn from pair or classmates

Among the students can give answers when they have mistakes. The student can help the other students who cannot answer questions. Here the students can learn peers in order to find the right answer.

7. Involves students' critical thinking

Fishbowl is used to obtain the students to talk about a topic. It allows the students to think before producing their ideas. They have to understand the pictures, text, or the other materials that are conducted by the teacher. It is necessary for the students to refresh the idea before starting the lesson in English vocabulary class.

8. Increase oral and listening skill

One of the big problems students have in a language classroom activities is the ability to speak. Fishbowl here is used to provide the students a chance to talk confidently. They may say anything during English vocabulary class. It also asks the students to develop their listening skill because they have to respond to the other student which is talking about the topic.

According to those advantages it could make good impact for students in teaching English vocabulary. In this technique the students to be speaker and listener. When the students allow to be a speaker, they can talk everything about what they want to talk and what in their idea. Fishbowl also make the students listen carefully and have to give their interest and focus to respond the other students. Actually Fishbowl technique can be used by others skill, (reading,

listening and writing) but based on the explanation above the researcher highlighted that Fishbowl technique can give more advantages if it used in teaching English vocabulary.

2.6 Disadvantages of Fishbowl Technique

Besides, fishbowl has many advantages in English vocabulary class but it also has some disadvantages. This disadvantages of Fishbowl technique can occur the problems and challenges such as adapted from Sungkono (2015), those are:

1. It can be a possible conflict among students because this technique is suitable for the students to give some opinions and ideas in English vocabulary discussion classroom activities.
2. It also can false information may be presented. This problem depends on the teacher in giving the instruction clearly or not.
3. It may be hard from some to express themselves. Because when the students in circle they have to speak by themselves. When the students have low confidence so this problem can be occurred in English vocabulary discussion classroom.
4. It focuses and relevancy of the topic may be altered. This technique using one topic if the students change the topic in the middle of the lesson so the technique cannot be applied.

5. It make some may feel uncomfortable being observed. This problems occurs when the open formal group have a lot of member in discussing the topic.
6. It makes strong emotions high. This problem can occur when the students have different opinion about the topic.
7. Its observers cannot immediately respond. Because the other students feel relieved in their responsibility (all of the students have to speak through the turn).

Those all disadvantages can be covered all by the advantages that have been explained before. The researcher also did not found all of the disadvantages above but only found one of that point. The teacher can solve the disadvantages by some activities that will be explained in chapter III.

