

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter presents the result of this study. It is divided into two sections, (1) finding and (2) discussion. The researcher presents the result of first, second and third research questions, which are implementation of Fishbowl technique in teaching English vocabulary and students' response in teaching English vocabulary using Fishbowl technique.

#### 1. Research Findings

The researcher has conducted the research on Mey 26th 2019 through the stages of collecting data which have been explained in the research method. The data collected to answer two research questions which is about the implementation of Fishbowl technique to teach English vocabulary and students' response in using Fishbowl technique especially in English vocabulary at fifth grade students of MI Tsamrotul Huda Kecapi in the academic year of 2017/2018. The finding of this study will be categorized based on the research question.

##### **A. How are the student's response toward the implementation of fishbowl technique in teaching vocabulary**

To gain the data from the question "how are the student's response toward the implementation of fishbowl technique in teaching vocabulary", the researcher done the questionnaire to 24 students (research subject) of fifth grade of MI Tsamrotul Huda Kecapi.

## 1. Result of Questionnaire

<b>Questionnaire</b>			
<i>Instruction:</i> Pilihlah jawaban A, B, C dengan tanda silang (X) yang menurut kamu benar!			
<b>Statement</b>	<b>A Sangat Setuju</b>	<b>B Setuju</b>	<b>C Tidak setuju</b>
1. Apakah kamu suka belajar bahasa Inggris?	2	22	0
2. Apakah kegiatan dalam menggunakan fishbowl ini menambah kesukaan kamu dalam belajar bahasa Inggris?	9	15	0
3. Apakah kamu senang belajar bahasa Inggris dengan fishbowl ?	12	12	0
4. Apakah belajar bahasa Inggris dengan menggunakan fishbowl sangat menarik?	15	9	0
5. Apakah kamu menyukai cara yang digunakan untuk belajar bahasa Inggris?	8	16	0
6. Apakah cara guru mengajar kosa kata dengan fishbowl sangat mudah	3	21	0
7. Apakah belajar bahasa Inggris	13	7	4

dengan menggunakan fishbowl dapat membuat kamu mudah mengingat kosa kata baru?			
8. Apakah kamu lebih aktif dalam mengikuti pelajaran bahasa Inggris?	3	18	3
9. Apakah kamu sering mengulang pelajaran bahasa Inggris di rumah?	2	15	7
10. Apakah belajar bahasa Inggris menggunakan fishbowl meningkatkan minat belajar kamu?	12	12	0

**Table 4.1** The students' response

In the table 4.1 the first statement presents that the majority of the students agree to learn English. There are 2 students answered strongly agree and 22 students answer agree and 0 student answer disagree. For the second statement there are 9 students also strongly agree, 15 students who answer agree and 0 students who answer disagree about implementation of fishbowl. For the third statement of the students' response is there are 12 students strongly agree and 12 students answer agree and 0 student answer disagree about collaboration learning between English vocabulary and fishbowl technique. For the fourth statement 15 students answer strongly agree, 9 students answer agree and 0 student answer disagree about students' motivation in the implementation of fishbowl technique. For the fifth statement 8 students answer strongly agree, 16 students answer agree and 0 student answer disagree about the way in learning English.

For the sixth statement 3 students answer strongly agree, 21 students answer agree and 0 student answer disagree about the way in learning English. For the seventh statement 17 students answer strongly agree, 3 students answer agree and 4 students answer disagree about remembering new vocabulary by using fishbowl technique. For the eighth statement 3 students answer strongly agree, 18 students answer agree and 3 students answer disagree about students' participation in learning English actively. For the ninth statement 2 students answer strongly agree, 15 students answer agree and 7 student answer disagree about student's learning schedule in their home. For the last statement 12 students answer strongly agree, 12 students answer agree and 0 student answer disagree about fishbowl technique in learning vocabulary.

## **2. Result of Observation**

The observation was conducted on Monday 26th Mey 2018. It started at 08.00-09.00 a.m. The teacher taught material about "fruit and vegetable". Class that was observed is fifth graders which is consisted of 24 students. During the observation of the implementation fishbowl technique in English vocabulary class, the teacher controlled the class and the researcher gained the information occurred in the class based on observation sheet. The researcher presents the activities as follows:

No	Aspect of Observation	Check Mark	Comment
1	Opening the lesson by greeting and praying	√	
2	The teacher is explaining about the vocabulary material	√	
3	The teacher is implementing fishbowl technique in teaching learning process	√	
4	The teacher asks the students' attention	√	
5	The students pay attention to the teacher	√	
6	The teacher asks the students to follow the instruction	√	
7	The students follow the teacher's instruction	√	
8	The teacher asks about the vocabulary material	√	
9	The students response the teacher's question	√	
10	The teacher gives the task for student	√	

11	The students accomplish the tasks	√	
12	The teacher asks the students' difficulties during the teaching learning process	√	
13	The students response the teacher's question	√	
14	The teacher review the material	√	
15	The teacher closes the lesson	√	

The researcher explained the activities of observation in three (3) stages, those are:

a) Opening

In the opening section, at the beginning of the class the teacher begun the lesson by greeting to the students then the teacher asked one of the students to lead to pray. After praying the teacher checked attendance list by calling the name of the students. The teacher told students about how the importance to keep healthy then reviewed previous lesson. Before the lessons started, the teacher asked the students by giving some questions (brainstorming/refreshing) related to todays' lesson. The teacher gives the brainstorming about students

by showing the orange fruit which becomes the topic of fruits and vegetable by using Fishbowl technique. Then the teacher introduced the researcher in front of the class.

b) Main activity

After doing the opening section, the teacher explained about the topic on that day which is about “fruits and vegetables”. Then the teacher gives stimulus and motivate to the students in order to they can explore their opinions and ideas related to the issue or topic which are dominated of the students’ interest and know about topic. Before the teacher started the Fishbowl technique she told them about the aims or purpose of the study then the procedures of Fishbowl technique to make the students more understand.

The teacher asked the students to make a grup of the students in English vocabulary class based on the procedures of fishbowl technique. Then the teacher arranged the chair into 2 circles and explained the rule of the discussion. The teacher asked the students to choose one volunteer in every group to be leader. There are 4 groups with different theme. Then the teacher gave 5 minutes to the students in preparing their own theme. After students finished their discussion with their small groups, the teacher invited one of groups to present their theme in inner circle. Then asked the other group to listen carefully and take note to make question afterward. The teacher said

all of the students have opportunity to mention about “fruits and vegetables”.

While the students presents the theme, the other students have to take a note and give opinions or comments to the presenter. After the first group finishing their discussion, the teacher used good example to clarify the points. But in this section she used Indonesian language to make the students more understand. The teacher and the researcher controlled the groups and situation in the class until finished of the discussion.

c) Closing

At the end of the lesson, the teacher did not give feedback by asking about the topic ” fruits and vegetables” which has been learned. The teacher just gives homework to the students connecting with the materials. Before the teacher left the class, the teacher makes a good greeting.

Based on the observation section above, some conclusions can be drawn, they are:

1. The teacher did the teaching learning process correctly
2. The students also had good response to the teacher
3. Students found some difficulties during learning vocabulary such as: remember some words and pronounce the word, but the teacher covered it well.

4. The teacher implemented Fishbowl technique by using funny method
5. The teacher gave feedback to the students, this can make students participate more in the class.

**B. How does the teacher implement the fishbowl technique in teaching vocabulary**

To gain the data of question “how does the teacher implement the fishbowl technique in teaching vocabulary” the researcher get interview of one English teacher during her free time at MI Tsamrotul Huda Kecapi. There are 10 questions for the interview. This interview was done after doing the observation and questionnaire on Mey 26th 2018.

Question	Teacher’s response
1. How long do you implement the fishbowl technique for teaching vocabulary?	I have been implementing fishbowl technique for about five years
2. What is advantages and disadvantages of using the fishbowl for teaching vocabulary?	a. The advantages of using this technique are making teaching vocabulary more creative and also make students’ more enthusiastic. Then the

	<p>students will remember the vocabulary quickly. Moreover, the students learn about the collaboration in the class.</p> <p>b. The disadvantages of Fishbowl technique are: the students feel confused because this is the first time for them, the silent student will not get anything of vocabulary</p>
<p>3. What steps do you use the fishbowl for teaching vocabulary?</p>	<p>Students make big and small group in one circle. The circle is consist of two circles that are big circle is placed by big group and small circle is placed by small group. Then the teacher gives the topic to all group. Both group must ready during listening and throwing the question from one group to another group.</p>

	<p>This is called discussion session. After the process finished, the teacher gives feedback to all groups.</p>
<p>4. Why do you use the fishbowl technique for teaching vocabulary?</p>	<p>I used fishbowl to make my class attractive than others.</p>
<p>5. What the difficulties are faced by students for during learning vocabulary by using fishbowl technique?</p>	<p>At first time, they are confused to apply Fishbowl technique, but after several minutes they understand it. They do some mistakes like pronounce the words and remember them.</p>
<p>6. Is there any students' difficulty after you implementing the fishbowl for teaching vocabulary?</p>	<p>No, there is not. Indeed they are enjoy to participate in this process.</p>
<p>7. Why are students more enthusiastic after you implementing the fishbowl in teaching vocabulary?</p>	<p>This phenomena can occur because fishbowl technique is the appropriate method for them in learning vocabulary</p>

Based on the process of interview above, some informations can be concluded, they are:

- a. The teacher has been implementing Fishbowl technique for five years
- b. The advantages of using Fishbowl technique are : can make the process of teaching vocabulary more creative and also make students' more enthusiastic, the student will remember the vocabulary quickly, Moreover, the students learn about the collaboration in the class.
- c. The disadvantages of using Fishbowl technique are : the students feel confused because this is the first time for them, the silent student will not get anything of vocabulary
- d. The steps for implementing Fishbowl technique are: Students make big and small group in one circle. The circle is consist of two circles that are big circle is placed by big group and small circle is placed by small group. Then the teacher gives the topic to all group. Both group must ready during listening and throwing the question from one group to another group. This is called discussion session. After the process finished, the teacher gives feedback to all groups.
- e. The teacher used fishbowl to make my class attractive than others.
- f. There are some difficulties faced by students, like: tt first time, they are confused to apply Fishbowl technique, but after several minutes they understand it. They do some mistakes like pronounce the words and remember them.

- g. The students more enthusiastic because fishbowl technique is the appropriate method for them in learning vocabulary

## **2. Discussion**

In this session, the researcher discussed about findings and the relation with the theory by reflecting previous studies according to the two (2) research questions, for each of the following problems:

### **A. How are the student's response toward the implementation of fishbowl technique in teaching vocabulary**

Based on the research findings, the researcher summarizes student's response toward the implementation of Fishbowl technique to teach English vocabulary through observation and questionnaire conducted in the class. The researcher found that the teacher and students had good relation in implementing fishbowl technique in English vocabulary. Here are the detail explanation of students' response toward the implementation of fishbowl technique in teaching English vocabulary:

#### **a. Opening**

In this stage, the teacher focused on the topic "fruits and vegetable" in learning English vocabulary. The teacher applied the theory of brainstorming to warm up students' motivation as stated in observation sheet and questionnaires.

b. Main activity

In this step, the teacher asked for the students to make a group discussion (this is the implementation of fishbowl technique) and started to discuss about fruits and vegetable. At first time, students found some difficulties but the teacher covered them. The process of learning vocabulary was done successfully because there was good collaboration between the teacher and students. The observation sheet showed that students had good response when the fishbowl technique was implemented. The questionnaires also showed that most of the students loved English and they were enthusiastic in learning English vocabulary through fishbowl technique.

c. Closing

Although the students have problems in pronouncing the word but the teacher always help the students. This is became an important part because the teacher as a central of learning English in the class. Before the class was closed the teacher also gave feedback to the students to express their idea during the learning process of English vocabulary. Fishbowl technique made them not only respect to each other group but also classroom's condition was still alive.

## **B. How does the teacher implement the fishbowl technique in teaching vocabulary**

Based on the research findings, the researcher summarizes the implementation of fishbowl technique by the teacher in teaching English vocabulary. Based on the result of interview, the researcher found that the teacher had good ability in using fishbowl technique. Here are the detail explanation of teaching English vocabulary through fishbowl technique:

First, the teacher has good experience in implementing Fishbowl technique for several years as stated by the teacher *“I have been implementing fishbowl technique for about five years”*. This is an important part because it can influence the process of learning vocabulary in the class. Second, the teacher understand about some advantages and disadvantages of implementing fishbowl technique. By knowing them, the teacher implemented fishbowl technique in order to give positive impact to the students.

Third, the teacher said that *“students make big and small group in one circle. The circle is consist of two circles that are big circle is placed by big group and small circle is placed by small group. Then the teacher gives the topic to all group. Both group must ready during listening and throwing the question from one group to another group. This is called discussion session. After the process finished, the teacher gives feedback to all groups”*. It means that the teacher was able to apply some steps in implementing fishbowl technique.

Fourth, the teacher also can make class become attractive as the teacher commented “ *I used fishbowl to make my class attractive than others*”. Fifth, the teacher added “*there are some difficulties faced by students, like: tt first time, they are confused to apply Fishbowl technique, but after several minutes they understand it. They do some mistakes like pronounce the words and remember them*”. Although there are some problems but the teacher is able to solve them. The teacher has good purpose in implementing fishbowl technique that is to make students more enthusiastic in learning English vocabulary as stated in the inerview for the teacher (*the students more enthusiastic because fishbowl tecnique is the appropriate method for them in learning vocabulary.*)

For the additional information, although the teacher leads the discussion group well, but sometimes the researcher helps the students in how to pronounce the word correctly. Because the teacher and researcher are realized that the students are beginner in learning English language. Therefore, the teacher implements fishbowl technique in order to make students more attractive in learning vocabulary in the classroom.

According to the previous study that related to this research. The researcher supports the findings of Kurnia Wulandari (2015) in the thesis “*The Impact of the Fishbowl Technique on the Students’ English Vocabulary*”. The result shows that Fishbowl technique is an effective teaching technique to teach English vocabulary. It is recommended for English teacher to conduct classroom discussion by implementing fishbowl technique.