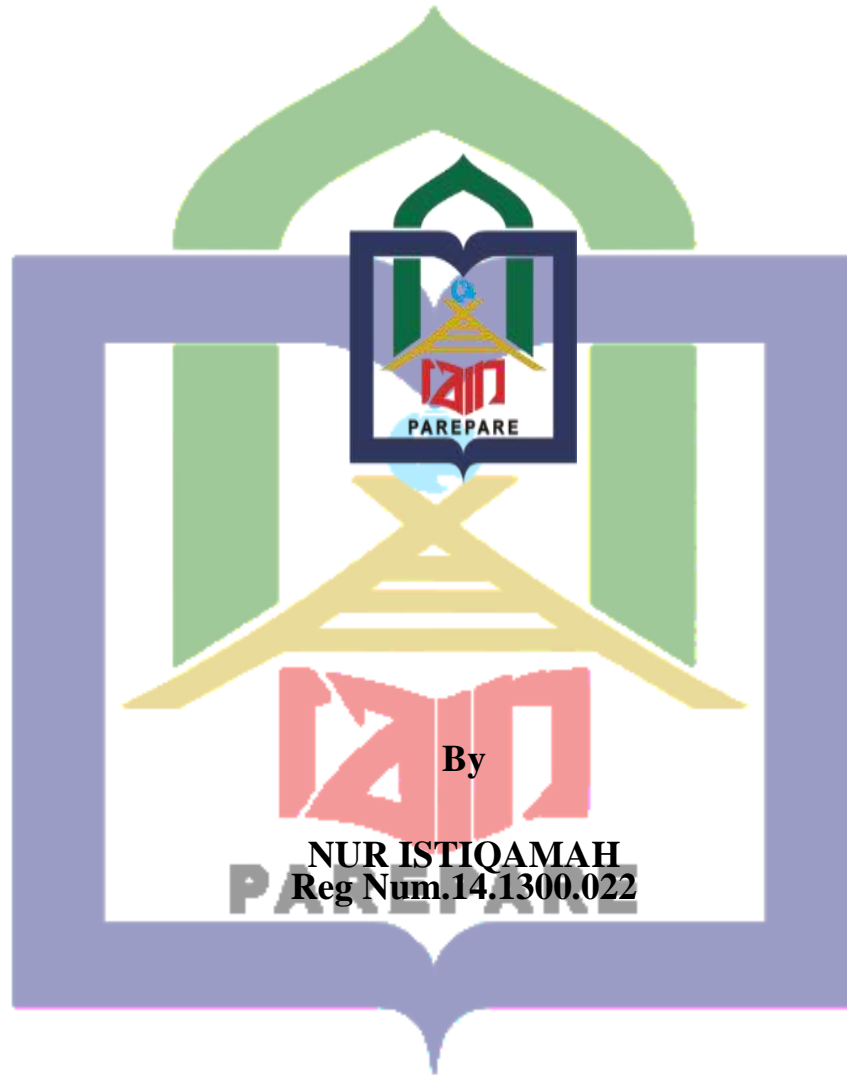


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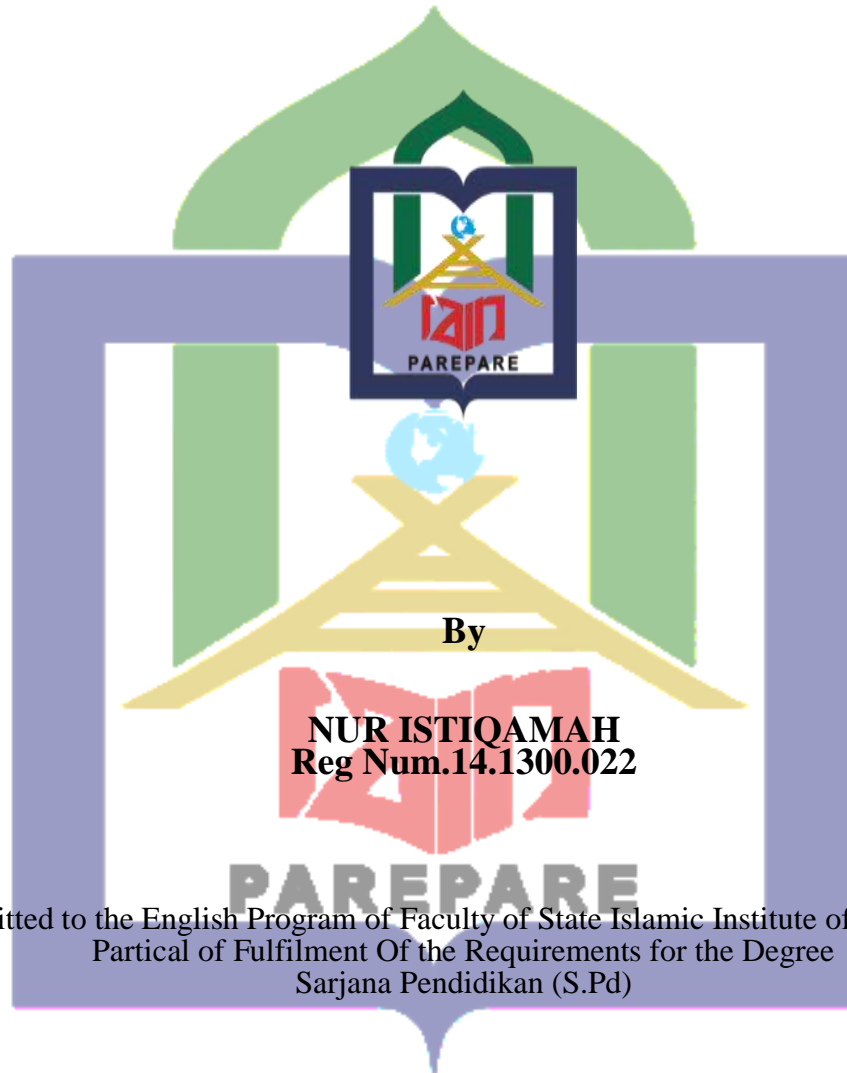
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SKRIPSI
IMPROVING THE STUDENTS' SPEAKING SKILL
THROUGH FISHBOWL STRATEGY AT
THE SECOND GRADE OF
SMAN 3 GOWA



By

NUR ISTIQAMAH
Reg Num.14.1300.022

Submitted to the English Program of Faculty of State Islamic Institute of Parepare in
Partical of Fulfilment Of the Requirements for the Degree
Sarjana Pendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

**IMPROVING THE STUDENTS' SPEAKING SKILL
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THE SECOND GRADE OF
SMAN 3 GOWA**

Skripsi

As Partial Fulfillment of the Requirements for the Degree of Sarjana

Pendidikan (S.Pd)

English Education Program

Submitted By

**NUR ISTIQAMAH
Reg. Num: 14.1300.022**

PAREPARE

to

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

APPROVAL OF CONSULTANT COMMISSIONS

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SKRIPSI

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FISHBOWL STRATEGY AT THE SECOND
GRADE OF SMAN 3 GOWA

Submitted by

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Reg number. 14.1300.022

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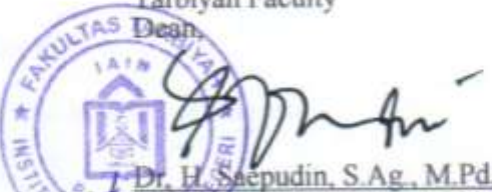
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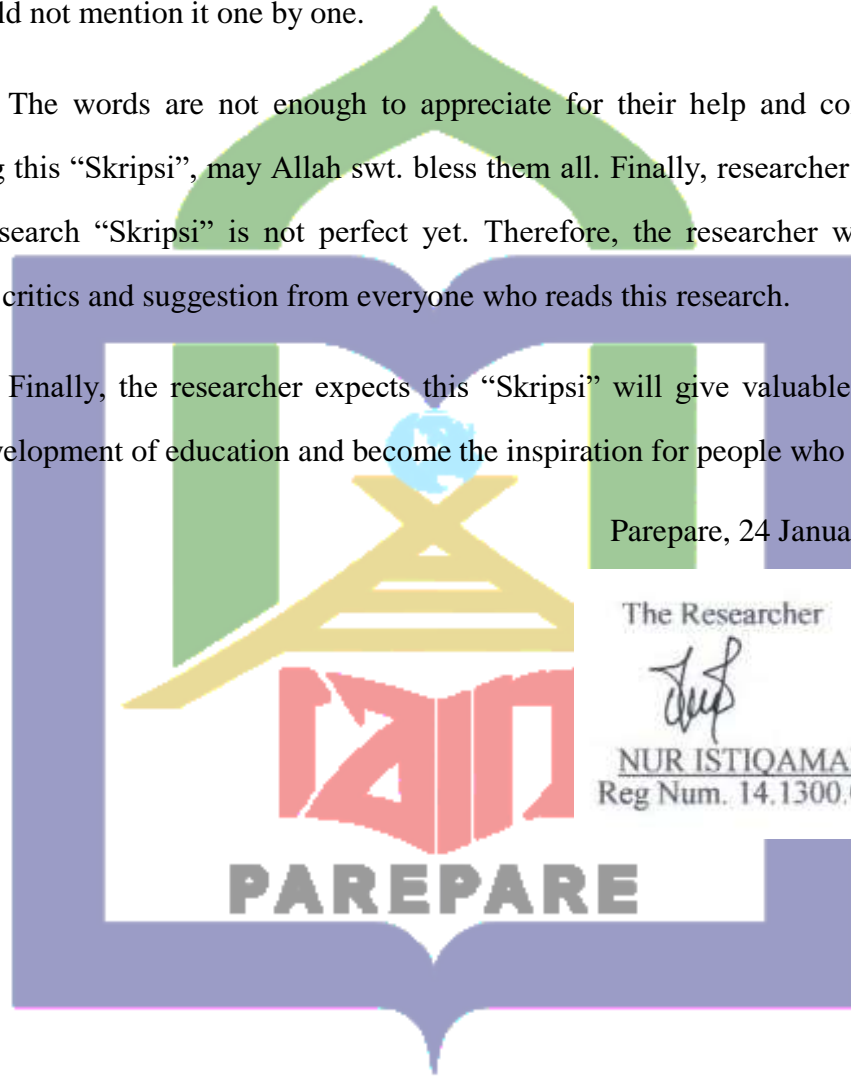
Finally, the researcher expects this “Skripsi” will give valuable information for development of education and become the inspiration for people who read it.

Parepare, 24 January 2020

The Researcher



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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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States that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 24 January 2020

The Researcher



NUR ISTIQAMAH
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ABSTRACT

Nur Istiqamah. *Improving The Students Speaking Skill Through Fishbowl Strategy At The Second Grade Of SMAN 3 Gowa, English Program of Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare* (Supervised by Syarifuddin Djali dan Nurhamdah).

Speaking is one of skills in language, especially in English. There are four skills namely speaking, reading, writing and listening. Speaking is one of the most important skill in language learning, we can convey information and ideas, and maintain social relationship by communicating with others. The objectives of this research are to find out the significant improvement speaking skill of the eleventh year of SMAN 3 Gowa after applying fishbowl strategy. This research was carried out at SMAN 3 Gowa.

The subject of this research consisted of 21 students. There were two variables they were independent variable the fishbowl strategy and dependent variable the students' speaking skill. The sample was taken by using purposive sampling. The design in this research was pre-experimental with pre-test and post-test design. The researcher applied pre-experimental designs that included pre-test, treatment, and post-test. The researcher used test as research instruments.

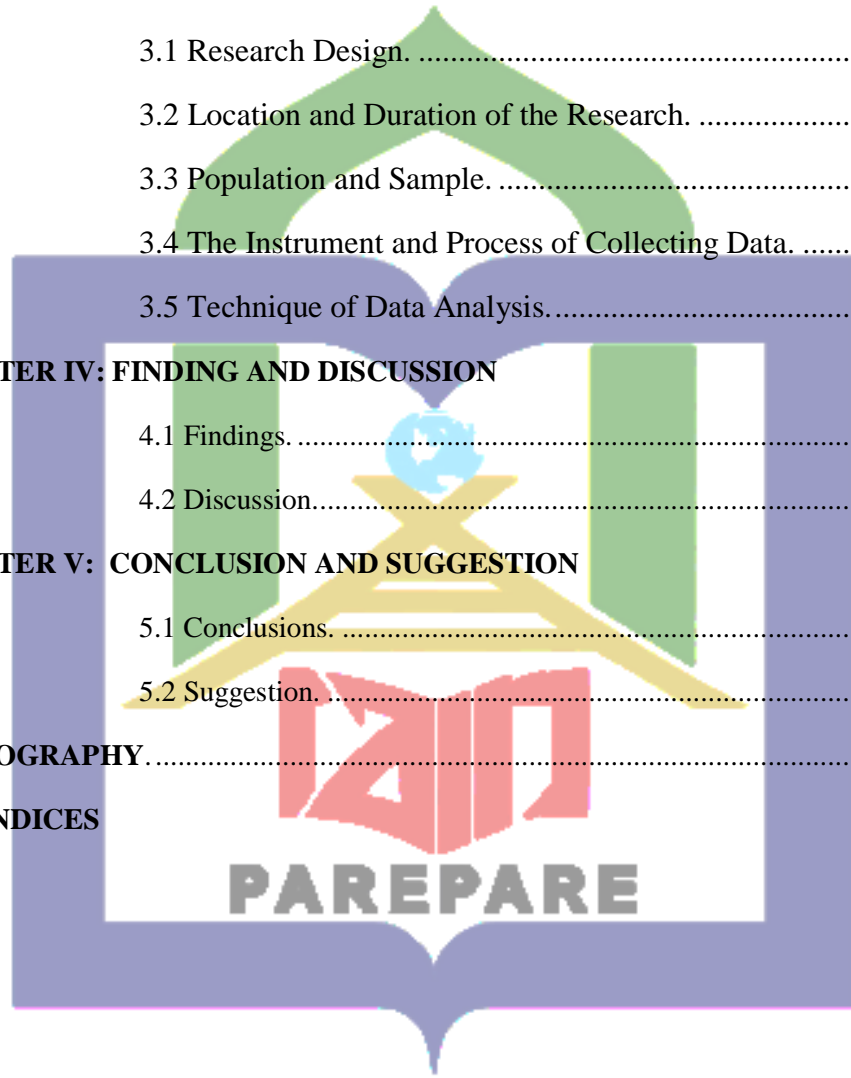
The score of pre-test is 2,1 and after giving treatment the researcher did post-test. And the score of post-test is 2,8. The result in this research was indicated that there is significant improvement the students' speaking skill after applying fishbowl strategy by seen the different between pre-test and post-test result. The students lacked of motivation and interesting in learning English when the researcher did the pre-test, and after treatment the students' speaking improved significant. It can be seen from the post test results that students are active in the class. The researcher used a t-test to calculated data. The result of pre-test and post-test of t-test value (5,54) which the result of t-table value (1,724) with $(df) = N-1 = 21 - 1 = 20$ for level of significance $0,05 = 1,724$. The calculated of the data results from this research is $t_{\alpha} \geq t_{table}$ it means that alternative hypothesis is accepted.

Keywords: Fishbowl Strategy, Speaking Skill.

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CHAPTER I INTRODUCTION

1.1 Background

Basically, there are four skills required in English teaching learning program. They are reading, speaking, listening, and writing. Based on those skill, speaking is one of the most important skill in language learning. By speaking, we can convey information and ideas, and maintain social relationship by communicating with others.

Speaking ability is very important for a student. Without knowing a little English, we will be left the era. It means that we can not participate actively if we meet a person from abroad. It is a pity if we do not say something. Speaking has important role in all aspect of language skills: it is the flesh of language, speaking is a mean of oral activity that plays essential role in human interaction and communication when people express their ideas, mind and feeling to other through the sequence of sound, word and sentence. If someone speaks they need enough vocabulary, grammar, pronunciation, and fluency as rule in informing the speaking.¹

Teaching speaking to the students was not an easy way. Teachers were not only teaching about how to speak but also how to produce the words, phrases, and sentences correctly. Some teachers or instructors commonly found problems when they were teaching and guiding their students in mastering speaking subject. Berutu and Sumarsih stated that a common argument among language teachers who were dealing with conversation courses was that the students did not talk at all because

¹Kaharuddin Bahar, *Lets Speak English Actively A Comprehansive Guiding Book For Speaking* (Yogyakarta:TrustMedia, 2007), h. 1.

there was no enough time to all students to speak. Moreover, some students felt unable to say what they meant and afraid of being wrong if they contribute. Others were intimidated by the dominant participant and so did not speak.²

The students have problems in speaking English appropriately and they should be overcome by a specific way. This study is intended to solve the problems. Actually, in teaching speaking, students are hoped to be able to speak to communicate with the other to share or change information. But, the standard of teaching English speaking can not be reached. This is the case which teachers' English faced today.

Based on the observation to the students at the second year students of SMAN 3 Gowa, the activities done by students were conventional where the use of students' worksheet was still dominant. The students were asked to do exercise from the worksheet and submitted them to get a score. Besides, there were no various activities which offered different challenges for the students to practice. On the other side, many students did not speak in the classroom due to they were afraid of being wrong if they were asked to participate. The use of Indonesian language was also dominant during the English classroom activities. It made the students have little time to communicate orally in English. But the basic problem here that the students were lack of vocabulary, confidents, and practices. Therefore, the first thing that must be overcome is the method that the teachers apply to handle the classroom well. Applying the good method will help the teacher to overcome the student's problem.

Teachers should understand this problem and try to solve this problem by using good solution and guarantee that it will get success and also always motivate

²Berutu and Sumarsih, *Improving the Students' Speaking Achievement by Applying Fishbowl Technique*, Journal of English Language Teaching and Learning. Vol. 3, No. 2 p. 5, 2014.

them to speak in class. Every teacher must be sensitive and responsive to the effective factors that influence the learners' attitude toward schooling. A sensitive teacher can help every learner feel welcome and comfortable in classroom.

Based on the problem, the researcher decided to make a research in strategy for teaching speaking. Because teaching speaking cannot be done only by using theory, speaking requires practice. The teacher's efforts should not be directed at informing his students about a language, but enabling to use it. The researcher choose fishbowl strategy for teaching speaking to bring new strategy of learning activity to improve the frequency of using target language in learning activities. Each student has to practice speaking in front of audience, the audience is their friends. If this strategy continuously used for teaching speaking, students can habitually speak English in a good way.

There are many ways to make fun activity in teaching speaking in the classroom. Using picture, cards, and other visual aids usually add a great joy to the class. Fishbowl is one of the strategy that can be applied in teaching speaking because fishbowl is one of potential activities that students can aim to arrive at a conclusion, share ideas about an event, or find solution in this activity. According to Dominicus Yabarmase, fishbowl is a teaching strategy that helps students practice being contributors and listeners in a discussion. Students ask questions, present opinions, and share information when they sit in the fishbowl cycle, while students on the outside of the cycle listen carefully to the ideas presented and pay attention to the process.³

³Dominicus Yabarmase, *The Fishbowl Strategy: An Effective Way to Improve Students' Speaking Ability*, Indonesian Journal of English Language Teaching, Volume 9/Number 2 October 2013.

The researcher, therefore, offers a strategy which the researcher thinks that may help learners to speak English effectively. The researcher aims to conduct this class to overcome or minimize the problems above by implementing cooperative learning through fishbowl strategy.

1.2 Problem statement

Based on the previous background, the researcher formulated the problem statement as follows:

1. Is the second grade students' speaking skill improved significantly by applying fishbowl strategy at SMAN 3 Gowa?
2. How does fishbowl strategy improve the students speaking skill of the eleventh year of SMAN 3 Gowa?

1.3 Objective of the research

Based on the research problem above, the researcher formulated that the specific objective of the research was "To find out the significant improvement studentsspeaking skill of the eleventh year of SMAN 4 Gowa after applying fishbowl Strategy."

1.4 Significance of the research

The result of this research was expected to be useful theoretically and practically. Theoretically, it was expected to add an empirical evidence to support the learning theory of speaking and the strategy to improve the students speaking skill, especially by using fishbowl strategy. As for the theory of fishbowl, the students were engage to participate in learning activities and to improve the frequency of using target language in learning activities. Practically, it was expected to be valuable

information and give a meaningful contribution for teachers, learners, and school. So the significances of this research are as follows:

1. Teachers

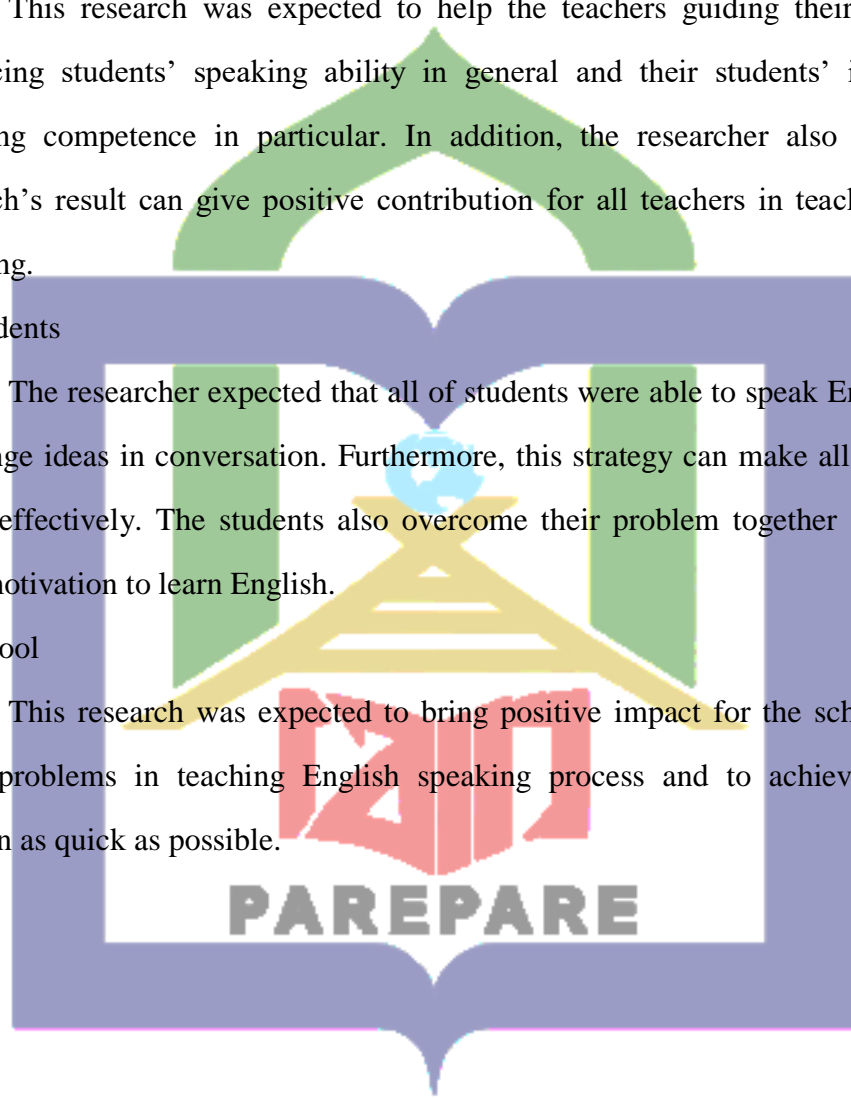
This research was expected to help the teachers guiding their students in enhancing students' speaking ability in general and their students' interpersonal speaking competence in particular. In addition, the researcher also expects this research's result can give positive contribution for all teachers in teaching English speaking.

2. Students

The researcher expected that all of students were able to speak English and to exchange ideas in conversation. Furthermore, this strategy can make all the students speak effectively. The students also overcome their problem together and increase their motivation to learn English.

3. School

This research was expected to bring positive impact for the school to solve some problems in teaching English speaking process and to achieve institution mission as quick as possible.



CHAPTER II

REVIEW OF RELATED LITERATURE

This section presents the theories that are related to the study. This section is divided into four parts, which are some previous related research findings, some pertinent ideas, conceptual framework and action hypothesis.

2.1 Previous Research Findings

There are some previous research findings which related with this research, such as:

Dewanti Mulki Rahma in her research “the fishbowl method to improve the students’ speaking skill (An experimental study in ninth grade of SMPN 2 AMBARAWA in the academic year 2014/2015)”. The result of the study according to performance of the participant on the post-test, she found that there was significant difference between students though by lecturing and students taught by fishbowl method, it could be said that fishbowl method improve students speaking skill.⁴

Swamida Mannik Aji conducted a research about “improving students speaking ability in a mixed ability class through fishbowl technique for 5b students of SDN Maguwoharjo in academic year 2013/2014”. The researcher found that fishbowl method might be applied in mixed-ability class because it might bring the students to the same level and every students might to deliver their idea at the time.⁵

⁴Dewanti Mulki Rahma, *The Fishbowl Method to Improve the Students’ Speaking Skill (An experimental study in ninth grade of SMPN 2 AMBARAWA)* (Unpublished skripsi: STAIN Salatiga, 2014).

⁵Swamida Mannik Aji, *Improving Students Speaking Ability in a Mixed Ability Class through Fishbowl Technique for 5b Students of SDN Maguwoharjo in Academic Year 2013/2014* (Unpublished skripsi: English Education Department Faculty of Languages and Arts State University of Yogyakarta, 2013).

Berutu and Sumarsih in their research entitled: Improving the Students Speaking Achievement by Applying Fishbowl Technique. The subject of this research was the second year students of SMAN 1 STTU Julu in academic year 2014/2015. In the end of the research the researchers found that the students got improvement for every meeting after the researcher applied fishbowl technique.⁶

Based on the research about, some of the researchers focused on using fishbowl strategy in conducting speaking English in mixed-ability class, interpersonal conversation competence, difference between taught by lecturing and students taught by fishbowl method and also focused on speaking skill in recount text through fishbowl technique. In this research, the researcher will focused on conducting the students self confidents and speaking in delivering their idea by using fishbowl strategy.

2.2 Some Pertinent Ideas

2.2.1 The Concept of Speaking

There are some concept of speaking, they are; definition of speaking, the component of speaking, the purpose of learning speaking, the types of speaking, the difficulties of speaking and the successful of speaking.

2.2.1.1 The Definition of Speaking

Some researcher have observed and found the result related to reference especially in speaking skill that has been carried. Some of their finding are as follow:

⁶Berutu and Sumarsih, *Improving the Students' Speaking Achievement by Applying Fishbowl Technique* Journal of English Language Teaching and Learning. Vol. 3, No. 2 p. 5, 2014.

Speaking is talk to someone about something by using your voice to express your opinion openly.⁷ In other word, speaking in term of usage is oral communication in expressing ideas to the people as partner of conversation, it mean the speaker can express his idea through language.

According to Webster, speaking is the action of conveying information or expressing one's through and feeling in spoken language, to utter words or articulate sounds, as human beings, to express thoughts and express opinions by words.⁸

According to Brown inKaharuddin, Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information when people learn a second or a foreign language. In English, we will involve in the process of learning four kinds of skill namely listening, reading, speaking, and writing. These skills are required to master to be able to communicate both in spoken and written discourses.⁹

Based on several definitions above, the writer concluded that speaking is an action to transfer idea, feeling, and information from a person to another in oral communication through the sequence of sound, vocabularies, phrase, and sentences that contain meaning.

2.2.1.2 The component of speaking

There are some components in speaking that had to be considered by the speakers as follow:

⁷*Oxford Learners' Pocket Dictionary* (New York: New Edition Oxford University Press, 2003), p. 414.

⁸Webster, *Third New International Dictionary* (1982), p. 58.

⁹Kaharuddin Bahar, *The Communicative Competence-Based English Language Teaching*, (Yogyakarta: Trustmedia, 2013), p. 13.

1. Grammar

Grammar is one of the speaking components that should be known by the learners to help them easy to get the message of the written language. Besides that, the students are not afraid practicing their English with a good grammar they have.

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation that students' ability is to manipulate structure and distinguish appropriate grammatical from in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in language in oral and written form.¹⁰

2. Vocabulary

Vocabulary means the appropriate diction which use in communication. Without having a sufficient vocabulary we cannot communicate effectively and cannot express our ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning language. It means that vocabulary is the most important thing to be mastered for the students to help them easily to speak.

3. Pronunciation

Pronunciation is the way to produce the word clearly when they are speaking. It deals with phonological process that refers to the component of grammar made up of the elements and principle that determine how sound vary and pattern in language. There are two feature of pronunciation; segmental and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand what the

¹⁰J.B Heaton, *Writing English Language Test* (London and New York, 1987), p. 5.

speaker said.¹¹

4. Fluency

The fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonable fast speed of speaking and only a small number of paused and ‘ums...’ or ‘errs’ These signs indicated that the speaker does not have spend a lot of time searching for language items needed to express the message.¹²

2.2.1.3 The purpose of learning speaking

People have different purpose at different times, according to Aan Cole Brown, there are three main purposes of speaking to a group are to inform, to persuade and to entertain.

1. Speaking to inform

When your purpose to inform, you want to increase your listener’ knowledge about your subject in this cases. For example, the teacher explain about ecosystem to his/her science class. He/she announce the day’s activities over his/her school’s public address system.

2. Speaking to persuade

When your purpose is to persuade, you want to change your listeners’ minds or causes them to take some action. Consider these examples:

We explain to a student assembly why our school should help to support the local shelter. We encourage members of the basketball team to contribute a gift for the coach.

¹¹Gerald, *How to Teach Pronunciation* (New York: Longman, 2000), p. 11.

¹²Doughlas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (New York, Longman, Second Edition: 2001), p. 267-269.

3. Speaking to entertain

When your purpose to entertain, you simply want your listeners' to enjoy hearing what you say. Some speeches to inform or to persuade also include entertaining moments. Other speeches, such as the following, are designed only to entertain.¹³

In thinking about purpose, it need to think about listeners all the decisions that make in planning speech should be made with the audience in mind.

Based on the explanation above, the researcher concludes that speaking is means of oral communication that gives information communities involves two elements, namely the speakers who gives the message and the listener who receive the message.

2.2.1.4 The types of speaking

Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple conversation on some subject. Among the four skills, peaking is a difficult one to assess with precision, because speaking is a complex skill to acquire.

Douglas Brown in his book divided speaking performance into five types, they are:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour out not for the purpose of meaningful interaction, but focusing on

¹³Ann Cole Brown, Jeffrey Nilson, *et.al*, *Grammar and Composition* (Boston: Houghton Mufflin Company, 1984), p. 518.

some particular element of language form.

2. Intensive

Intensive speaking goes one step imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learner are “going over” certain forms of language.

3. Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

4. Interpersonal (dialogue)

Interpersonal dialogue is communication that takes place between two or more individuals on a personal, face-to-face level. Some of the types of interpersonal communication that are commonly used within a business organization include staff meetings, formal project discussions, employee performance reviews, and informal chats.

5. Extensive (Monologue)

Finally, the students at intermediate to advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologue can be planned or impromptu.¹⁴

Based on the explanation above, the researcher concluded that there are five types of speaking they are: imitative for focusing on some particular element of

¹⁴Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition (San Francisco: Longman, Inc, 2001), p. 273.

language form, intensive to practice some phonological or grammatical aspect of language, transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches. But the researcher only focused on extensive of types of speaking, because in this type of speaking, students have been stimulated to speak and express opinions directly whether planned or impromptu.

2.2.1.5 The difficulties of speaking

Mostly people realized that speaking is the most difficult part after listening in learning English. There are many reason why students cannot speak well. Some of them stated that pronunciation, confidence, grammar and vocabulary are the big problem in speaking. When the one want to speak English, sometimes they combine with English and Indonesian when the students cannot find the vocabulary in English to convey their mind. The other, their friends laughing them in produce some words. They said that their pronunciation and grammar was wrong. All them has killed their confidence introduce speaking.

Instead of explanation above, Jodih Rusmadaji in his book states that in speaking the students should not imitate the native speaker's voice in produce speaking if we have not a good talent but more important if we speak with grammar and pronunciation truly and the audience can catch our mind.¹⁵

Based on the statement above, the writer saw that suggestion above interesting to apply in teaching speaking for the students in senior high school, which they are

¹⁵Jodih Rusmadaji, *Terampil Berbahasa Inggris, Beberapa Tips Mengajar Bahasa Inggris* (Jakarta: PT. Indeks, 2010).

intermediate in learning English. The best way in teaching speaking is motivate the students to speak English. In this case, the English teacher should building up their confidence and realized them that they should not afraid to produce any mistakes. If they never stop try, one day they will familiar to speak English.

2.2.1.6 The successful of speaking

There were several things that to be master by the spekers if they want to reach on successful in speaking which involved developing:

According to David Nunan in his book stated that the successful oral communication involves developing

1. The ability to particulate phonological features of the language comprehensibly.
2. Mastery of stress, rhythm, intonation patterns, an acceptable degree of fluency.
3. Transactional and interpersonal skills, skill in taking short and long speaking turns.
4. Skills in the management of interaction; skills in negotiation meaning.
5. Conversational listening skill (successful conversations require good listeners as well as good speakers).
6. Skills in knowing about and negotiating purposes for conversations.
7. Using appropriate conversational formulate and fillers.¹⁶

The statements above showed that to be success in oral communication, we should be a good listener besides to be a good speaker. To be a good speaker will not be free in mastery of stress, rhythm, intonation patterns as a basic skill to be able to speak well. When the pronunciation is bad, the writer believe that our listener will not understand what our mind (miscommunication).

¹⁶David Nunan, *Designing Task for the Communicative Classroom* (New York: Cambridge University Press, 1989), p. 32.

2.2.2 The concept of Fishbowl strategy

There are some concept of fishbowl, they are: definition of Fishbowl strategy, Components of Fishbowl, Advantage of Fishbowl, Function of fishbowl and Procedure of Fishbowl Strategy.

2.2.2.1 The definition of Fishbowl strategy

A fishbowl strategy is an arrangement of students with the purpose of discussing literature. Participants sitting in an inner circle actively discuss the literature; they ask question they have prepared, answer other students' questions, and debate issues. Students in another circle watch, listen, and evaluate the process.¹⁷

A fishbowl strategy is a particular useful as a means of explicating the processes required for effective group work. It allows students to observe group interaction and reflect on what they see.¹⁸ In addition Silberman defines that Fishbowl is a discussion format that some students make discussion circle and other students make listener circle in around of discussion group. Fishbowl is the growing structure discussion method that is very useful for the speaking class.

Based on the above explanations the writer concludes that Fishbowl strategy is a teaching strategy that helps students practice being contributors and listeners in a discussion. Students ask questions, present opinions, and share information when they sit in the "fishbowl" circle, while students on the outside of the circle listen carefully to the ideas presented and pay attention to the process. Then the roles reverse. This strategy is especially useful when the teacher wants to make sure all

¹⁷Kathleen feeney Jonson, *60 Strategies For Improving Reading Comprehension in Grade K-8* (California: Corwin Press, 2006), p. 52.

¹⁸Kath Murdoch and Jeni Wilson, *Creating a Learner-Centred-Primary Classroom* (London and New york: Routledge Taylor & Francis e-Library, 2008), p. 28.

students participate in the discussion, when the teacher wants to help students reflect on what a “good discussion” looks like, and when the teacher needs a structure for discussing controversial or difficult topics. In fishbowl, the teacher has the role to control, such as when a student speaks more than one minute, the teacher will limit the time or stop that student and invite the next student to speak. Fishbowl strategy can create productive environments for initiating important, yet potentially charged, conversations, and we can imagine a number of topics that would work well within the fishbowl format.

This strategy has many variants but the underlying idea is to facilitate learning via discussion.

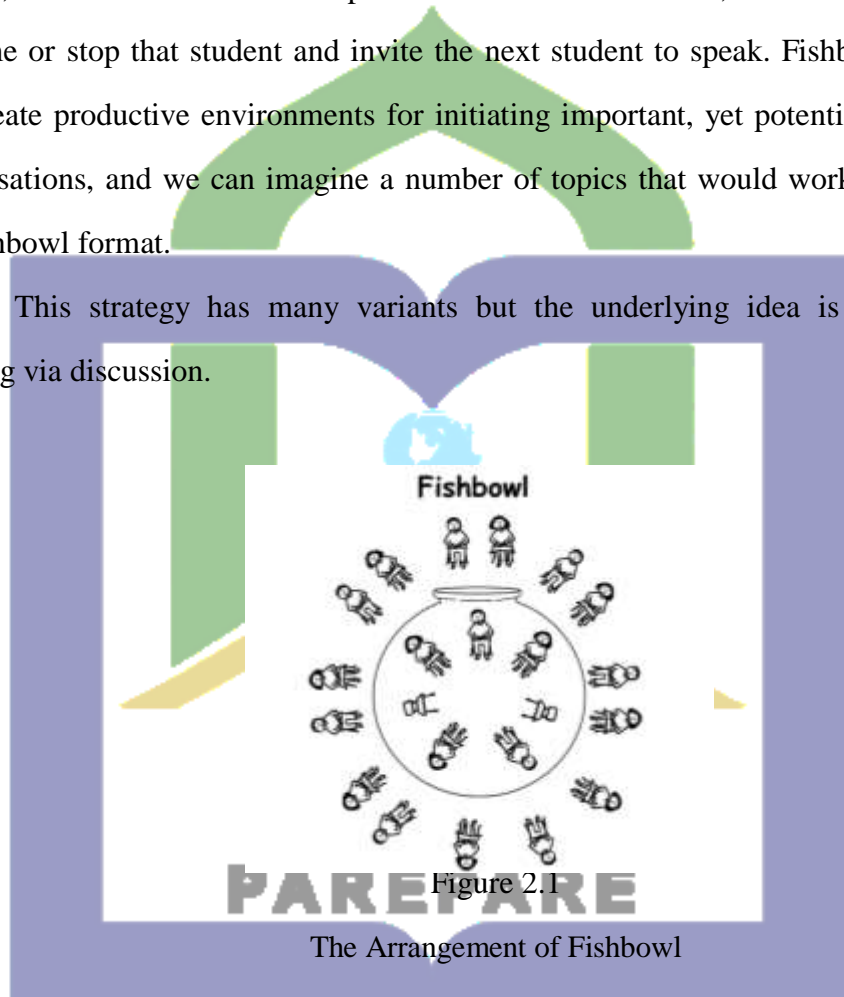


Figure 2.1

The Arrangement of Fishbowl

The inner circle is given a situation where in 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:

1. 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 2W the discussion have to be set by the facilitator or by the group themselves.

2. Closed Format Fishbowl

This strategy works well with larger groups. The facilitator can give their circle time to discuss an issue. When their time is up the outer 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.¹⁹

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.

2.2.2.2 The Advantage of Fishbowlstrategy

According to Patrick Lambe and Edgar Tan on their book with the title KM Approaches Method and tools a guidebook states that the advantages of strategy are:

1. The fishbowl strategy is good for sharing on specialist, technical, or complex topics.
2. It is a format that could be used in communities of practice meetings when you

¹⁹Dewanti Mulki Rahma, *The Fishbowl Method to Improve the Students' Speaking Skill (An Experimental Study in Ninth Grade of SMPN 2 AMBARAWA)* (Unpublished Skripsi: STAIN Salatiga, 2014).

have a demand from the community to hear from experts on a particular topic. It is especially relevant where the expertise or experience being shared is very tacit knowledge based, and where there is no single authoritative view.

3. The fishbowl gives the opportunity experts to bring together their varying perspectives on an issue or topic, so that the audience can get a sense of the core issues, and the areas where there is still room for debate.²⁰

In addition, Bowman (2008) the advantages of strategy are: (a) discussion; (b) Provides class interaction; (c) Allow student to learn from peers; (d) Involves student critical thinking; (e) Provides break from routine.²¹

2.2.2.3 The Function of Fishbowl strategy

Coverdell points out two functions of the fishbowl technique. Those functions are:

1. Fishbowl as a structured brainstorming

Fishbowl as a structured brainstorming session takes place when a handful of seats are placed inside a larger circle. It means that the students who have something to say about the topic at hand sit in the center. Anyone sitting inside the fishbowl can make a comment, offer information, respond to someone else in the center, or ask a question. When someone from the outside circle has a point to make, he or she taps the shoulder of someone in the center and takes that person's seat. There are some rules that the teacher and the students consider before conducting fishbowl technique as brainstorming Coverdell.

²⁰Patrick lambe and Edgar Tan, *KM Approaches Methods and Tools –A Guidebook* (Straits knowledge, 2008), p. 55.

²¹ Brown, *Characteristic of Successful Speaking Activities* (NewYork: Cambridge University Press, 2007), p. 85.

2. Fishbowl as a group activity

Fishbowl for structured observation of a group process means that the students in the fishbowl technique are given a specific task to do, while the other students outside the fishbowl act as observers of the group process. The inner group works on its task together, and the outer group is asked to note important statements stated by the students in the inner circle.

The role of the teacher in this activity is as an instructor. It means that the teacher give the inner and outer group a task that needs to be accomplished. The teacher asks the inner group to works first while the outer group watches each point which is produced. Besides, they also observe the ways in which the inner group produce their thoughts. In the end of the lesson, the teacher helps a group of the students upon leadership. Coverdell said that from this technique, they learn how to respond and respect someone who is talking. The students should be able to give appropriate responses and turn to talk.²²

Furthermore, Taylor and Bruce adds two functions of conducting fishbowl technique in teaching speaking. Those are as follows:

1) Fishbowl as a student-centered activity

Fishbowl as a student-centered activity means that the teacher places the student at the center of teacher's thinking. The student's position is an active learner during classroom activities.

2) Fishbowl as a tool for modeling a discussion

Fishbowl can be a vehicle for modeling a discussion. The teacher and the students arrange the room with an inner and outer circle. The teacher selects an

²²Coverdell, *Nonformal Education Manual* (Washington DC: Peace Corps, 2004), p. 92-93.

appropriate text and assigns them to read the selection in class or for homework. After all students have read the text, the teacher selects some students for the fishbowl group to discuss the text. They can say or ask anything they want. The outer circle must remain quiet but can write down their observations about the discussion.²³

2.2.2.4 The Procedure of Fishbowl strategy

In implementing the strategy, Brozo used some steps as follows:

1. Identify a focus for class discussion. Typically, the more controversial and charged the issue, the greater level of engagement on the part of students.
2. Ask students to turn to a neighbor and talk about their ideas and opinions related to the issue. Tell students to take notes on their discussion.
3. Demonstrate the format and expectations of fishbowl discussion.
4. Get the discussion started by telling the discussants sitting in a cluster to talk among themselves about the ideas and opinions they raised when conversing with a partner.
5. Tell the other students to listen carefully to their classmates while they engage in a small group discussion and take notes or jot down questions share afterward.
6. Allow the discussants to talk for 5 minutes or so, getting involved only if the discussion dies or to ensure everyone is contributing and taking turns.
7. When the small group finishes or is stopped, ask the other students to make comments on the discussion they observed and/or ask questions of the discussants. This is an ideal time to model appropriate comments and questions.

²³Taylor, D. Bruce, *Fostering Engaging and Active Discussion in Middle School Classrooms* (New York: Allyn & Bacon. 2007), p. 135.

8. Gather small group of volunteer discussants, and continue to the fishbowl process until all students have had the opportunity to be inside the fishbowl and they are clear about their roles and expectations.²⁴

Based on the procedures above, it is expected that both researcher and the students can easily do or demonstrate the fishbowl strategy properly. Fishbowl is a discussion strategy that can help students in conducting discussion. With the fishbowl strategy all members of the discussion got a same opportunity as others to express their opinion because all students directed to discuss according to the procedures listed in the fishbowl strategy. So, both students and researcher not awkwarded about what the next during the discussion.

2.3 Conceptual framework

The conceptual framework of this research is pretended as following diagram:

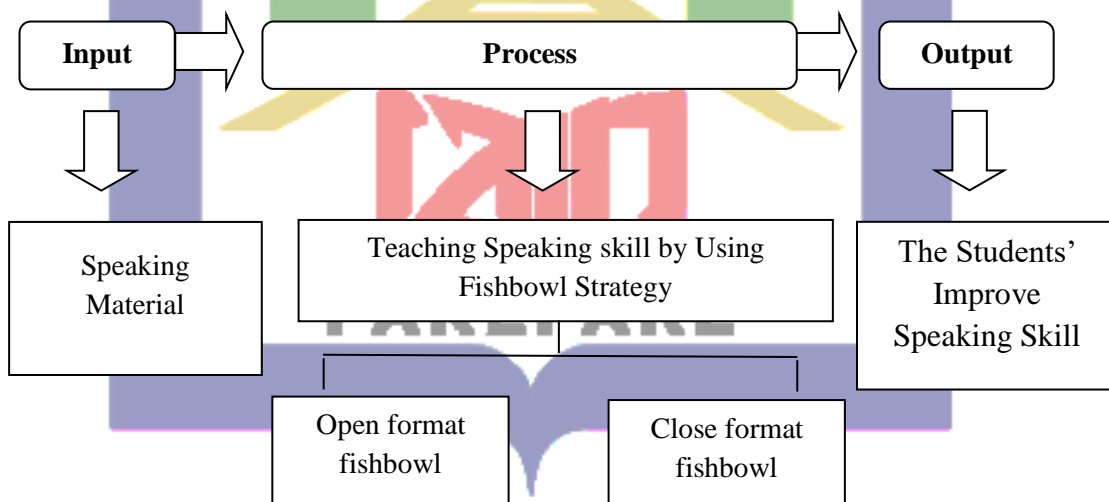


Figure 2.2

²⁴Indonesian Journal of English Language Teaching (Volume 9/Number 2 October 2013).

In the diagram above, there are three elements, namely:

- 1) Input refers to the material that is applied.
- 2) Process refers to the teaching and learning speaking through concept fishbowl strategy, include researcher will give Pre-Test after that give treatment and the last give Post-test.
- 3) Output refers to the students' speaking skill master.

2.4 Hypothesis

The research formulates the hypothesis as follow:

H_0 = The use of fishbowl strategy is not able to improve the students' speaking skill at the second grade of SMAN 3 Gowa

H_1 = The use of fishbowl strategy able to improve the students' speaking skill at the second grade of SMAN 3 Gowa

2.5 Variable of The Research and Operational Definition of Variable

2.5.1 Variable of Research

There are two variables involves in this research, dependent variable and independent variable, which are dependent variable is the fishbowl strategy and the independent variable is the student's speaking skill

i. Operational Definition of Variable

Definition of variable are the things that become the object of the variable of the research, which, shows the variation, both quantitatively of the term "variable" that contained the meaning of "variation". Variable are also referred to by the term "custom" because it can be vary and capricious.²⁵

²⁵Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Edisi Revisi (Jakarta: Bumi Aksara, 2009), p. 12.

1. Fishbowl strategy is a discussion format that some students make discussion cycle and other students make listener circle in around of discussion group.
2. The students' mastery in speaking skill is the result and successfulness as well as progress of students' skill in English in SMAN 3 Gowa. Students' master in speaking when the students' have been to hold the communicating ability, they are: accuracy, fluency, and comprehensibility.



CHAPTER III

RESEARCH METHOD

This chapter presents about the research design, research variable, population and sample, research instrument, procedure of collecting data and technique of data analysis.

3.1 Research Design

This research used pre-experimental design with pre-test and post-test design. The students were given pre-test, treatment and post-test. Its purpose to know whether using fishbowl strategy can improve the students' speaking skill. The design of this study can be illustrated as follow:

Pre-test O1	Treatment X	Post-Test O2
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Where: O1: Pre-test

X : Treatment

O2 : Post-test²⁶

3.2 Location and Duration of The Research

The location of the research takes a places at SMA 3 Gowa Kabupaten Gowa. The researcher used the quantitative research that have several times to collect and analyzed data. So, the researcher used more than one month for collecting the data.

3.3 Population and Sample

3.3.1 Population

According to L.R.Gay the population is the group of interest to the researcher, to the group to which she or he would like result of the study to generalizable.²⁷

²⁶Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2015), p. 111.

²⁷L.R Gay, *Educational Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif and R & D* (Bandung: Alfabeta, n.d), p. 81.

Population is a group object, events that become targets the researcher. The population of the research is the second year students of SMAN 3 Gowa academic year 2018/2019 to make clear, it can be seen in the table.

Table 3.1 The total students of SMAN 3 Gowa

No.	Class	Sex		Total
		Male	Female	
1	XI MIA 1	10	18	28
2	XI MIA 2	5	16	21
3	XI MIA 3	7	19	26
4	XI MIA 4	8	20	28
5	XI MIA 5	10	20	30
6	XI MIA 6	9	20	29
7	XI MIA 7	10	20	30
8	XI IPS 1	11	14	25
9	XI IPS 2	14	12	26
	Total	84	160	244

Source: Administration of SMAN 3Gowa

3.3.2 Sample

The sample is the partial or representative of the population studied.²⁸ The sampling technique in this research is Cluster sampling. The researcher took class XI MIA 2 which consist of 21 students as the sample of this research.

²⁸Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2010), p. 174.

3.4 The Instrument and Process of Collecting Data

3.4.1 The Instrument

The collect of the data, the researcher used a topic for discussing as the instrument. The test applied for pre-test and post-test. The pre-test intended to know the student's prior of speaking before giving the treatment, while the post-test intended to know the students' speaking skill after giving the treatment.

3.4.2 Procedure of Collecting Data

The procedure of collecting data as follows:

3.4.2.1 Pre-Test

Before giving the treatment, pre-test administrated the students by giving them some speaking test. After giving the pre-test the next time the researcher gave the students treatment. After that the researcher gave treatment to the students in the classroom .after that the researcher can be designed to estate how many high fluently the learners in speaking.

3.4.2.2 Treatment

The procedure of treatment that researcher presented and introduce the materials to the class and explain what the students have to do. After that the researcher gave the student and activity through oral test.

In this treatment process, students chose to look for the topic being discussed. Then they discussed the topic with their colleagues and wrote notes. Then, students practice the fishbowl learning model. Sstudents start discussions with group friends to convey their ideas and opinions. Most students discuss listening to what is being discussed while noting important things. The discussion continued until all students begin to switch. After the discussion group is complete, students are asked to provide opinions or questions from the results of the discussion.

1. The first meeting

At this meeting, the researcher opened learning first by checking the attendance of students. The researcher motivates students about the importance of learning English. After that, the researcher gave a brief explanation of the strategy that were used in the learning process. If the researcher has explain the srtategy, the researcher gave the first topic "Elections. Cost effective, wasteful of live"then

students will start the discussion. In this discussion, the students' discuss with their partner first. After that, the researcher asked to the students to take a seat with their group to discuss the topic. Then, all of the students' made a cycle, one group inside the cycle and the other group outside of the cycle. If the students' have to take a seat with their group and make 2 cycle, they discussed about the topic with the fishbowl strategy. The researcher gave the students' 10 minutes to discuss the topic. Inside the cycle have a duty to describe and give their opinion about the topic and inside the cycle have to listen carefully what their classmates present. Next, the researcher pointed one of the students' to present the result of the opinion in this topic. The last, researcher will close the meeting.

2. The second meeting

At this meeting, researchers provided a topic on "Game online, especially PUBG among teenagers". Students along with their partner are asked to discuss the topic first and record things that are considered important. Then before the researcher closes the meeting, one of the students is asked to present the results of the opinion on the topic.

3. The third meeting

In this meeting, students were given topics on "Audrey case and routing system in the school". Student bench will be arranged in accordance with the learning model in the fishbowl strategy. Students will be divided into 3 groups, namely, fishbowl groups and observer groups. Fishbowl groups (inside and outside groups) are tasked to discuss the topics to be discussed and the observer group is tasked to observe the process of discussion from the fishbowl group. If the discussion is complete, the observer group expressed their opinion about the discussion that has been carried out and the researcher will close the meeting.

4. The fourth meeting

The topic that discussed at this meeting is "The dangers of smoking at an early age". Similar to the previous meeting, the bench was arranged according to the fishbowl strategy model. The group acting as the previous observer exchanged positions with the fishbowl group. This group discussed the topic given. If the discussion is complete, the observer group expressed their opinions on the topic discussed by the fishbowl group.

5. The fifth meeting

Before entering learning, the bench is arranged like the previous meeting. The topic that discussed at this meeting is "The influence of K-POP style" groups that have not served as observers given the task of observers, while others discuss. Not much different from the previous activity, if the group has finished discussing the topic that has been given, then the task of the observer group gave their opinion about the results of the discussion that has been conducted. After that the researcher will close the meeting.

6. The sixth meeting

In this meeting, researchers provided the topic "Full day school". The student bench will still be compiled with the previous bench arrangement model, then students began discussions with the topics given. After the discussion has been completed, the researcher asked one of the students to submit a conclusion from the discussion that has been held and the meeting closed.

3.4.2.3 Post-Test

After giving the treatment, the researcher gave the students post-test to find the result of the treatment to measure students' speaking skill through concept fishbowl strategy, the researcher gave some topic for student. Than students spoke about the topic.

3.5 Technique of Data Analysis

The data will be collected through the test have been analyzed by using quantitative analysis. The steps will be undertaken in quantitative analyze are following:

3.5.1 Scoring classification

To find out the students' speaking skill, it was viewed from the four components, and they were: fluency, accuracy, content and pronunciation.

Table 3.2 Scoring formulation for students' communicating ability²⁹

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error	Speaks without too great and effort with a fairly wide range of expression. Searches for occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
5.	Pronunciation is only very slightly influenced by the mother tongue. A few minor grammatical lexical errors bur must utterance are correct.	Has to make an effort at time to search for wards. Nevertheless, smooth deliver on the whole and you a few unnatural pause.	The speaker's intention and general meeting are fairly clear. A few interruption by the listener for clarifications are necessary.
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A	Although he has to make an effort and search for a words, there are not too many unnatural pauses. Fairly	Most of that the speaker says is easy to follow. Their attention is always clear but several

²⁹Dirja wiharja, *The Influence Of Reading Illustrated Story To Improve Speaking Ability At Second Year Students' Of PPM Rahmatul Asri* (Unpublish Script: English Department: STAIN Parepare, 2009), p. 32.

	few grammatical and lexical errors but only one or two major errors causing confusing.	smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning fair range of expression.	interruptions are necessary to help them to convey the meaning or to seek clarification.
3	Pronunciation is influenced by the mother tongue but only A few serious phonological errors. Several grammatical and lexical errors some of which is confusion	Has to make an effort for much of the time often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said. But must constantly seek clarification. Cannot understand many of the speaker`s more complex or longer sentences.
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors.	Long pauses while they search for the desire meaning. Frequently fragmentally and halting delivery. Almost give up making the effort at times. Limited range of expression	Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is used to listen to the speaker.

1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practice in the course. ³⁰	Full of long unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of Expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speakers is unable to clarify anything be seems to have said.
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3.5.2 The classification of the students score

Table 3.3 The classification score

Affective		Coognitive		Psycomotor	
Mode	Predicate	Average	Letter	Optimum achievements	Letter
4,00	Excellent	3,85-4,00	A	3,85-4,00	A
		3,51-3,83	A-	3,51-3,83	A-
3,00	Good	3,18-3,50	B+	3,18-3,50	B+
		2,85-3,17	B	2,85-3,17	B
		2,51-2,84	B-	2,51-2,84	B-
2,00	Enough	2,18-2,50	C+	2,18-2,50	C+
		1,58-2,17	C	1,58-2,17	C

³⁰J.B.Heaton, *Writing English Language Test* (Newyork: New Edition Longman Group 1975), p. 100.

		1,51-1,84	C-	1,51-1,84	C-
1,00	Poor	1,18-1,50	D+	1,18-1,50	D+
		1,00-1,17	D	1,00-1,17	D

The assessment of the 2013 curriculum based on the rule of education and culture minister 104 in 2014 scale assessment for knowledge competence and skills competence using the range of number and letters 4,00 (A) – 1,00 (D) with the details as following:

1.00 (A) – 1.00 (D) with the following details:
3,85 - 4.00 with the letter A
3,51 – 3,83 with the letter A-
3.18 – 3,50 with the letter B+
2,85 – 3,17 with the letter B
2,51 – 2,84 with the letter B-
2,18 – 2,50 with the letter C+
1,85 – 2,17 with the letter C
1,51 – 1,84 with the letter C-
1,18 – 1,50 with the letter D+, and
1,0 – 1,1,17 with letter D

3.5.3 Scoring the students' speaking of pre-test and post-test

Score =	Students' correct	X 100
	The total item	

3.5.4 Find out the mean score by using the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

In which:

\bar{x} = Mean score

\sum = Total score

N = The total number of students

3.5.5 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(n-1)}}$$

t = Test of significance

D = The mean score of difference (X1-X2)

$\sum D$ = The sum of the total score

$\sum D^2$ = The square of the sum score of difference

N = The total sample

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of the finding in this research and its discussion. It provides information about the result of the data collected through test that can be discussed in this section.

4.1 Finding

The finding of this the research consists of the classification students' pre-test and post-test. It aimed to find out the answer of research question. The researcher gave two test which are pre-test and post test. Pre-test was given before treatment to improve the students' speaking skill then post-test was given to improve students' speaking skill after doing the treatment. From the result of the post-test, it aimed to find out that improvement fishbowl strategy to stimulate students' speaking skill at the second grade of SMAN 3 Gowa.

4.1.1 Students' Speaking Skill by Applying Fishbowl Strategy

This section described the result of data analysis in applying fishbowl strategy to improve students' speaking skill at the second grade of SMAN 3 Gowa.

4.1.1.1 The students' score in Pre-test

The researcher gave speaking test to students as the pre-test then recorded to know the students' speaking skill. Every students had to summarize the test by their own word. After giving the pre-test to the students, the researcher prepared to give treatment to the students. The result was shown in the following table:

Table 4.1 The Students Pretest Score based on speaking skill

No	Student	Classification			Total	score
		Fluency	accuracy	Comprehensibility		
1	Alda risma	3	3	4	10	55.6
2	Alvina Damayanti	3	4	4	11	61.1
3	Fitria Wahyu M.	4	4	4	12	66.7
4	Friska Aulia Kadir	4	4	3	11	61.1
5	Ince Musdalifah M.	2	3	3	8	44.4
6	Islamiah Ramadhani	2	3	2	7	38.9
7	Muh Alief ardani	2	2	2	6	33.3
8	Muh Indra Jaya	2	2	3	7	38.9
9	Nur Afni Andriani	3	3	3	9	50.0
10	Nur Rahma Nita	5	5	4	14	77.8
11	Nur Salam	3	4	4	11	61.1
12	Nur Hikmah S.	3	3	4	10	55.6
13	Nur Linda	3	3	3	9	50.0
14	Nur Mila	3	4	4	11	61.1
15	Nurul Fitria R.	3	3	3	9	50.0
16	Nurul Hasanah	3	4	4	11	61.1
17	Risqaldli Bahar	2	2	3	7	38.9
18	Sri Novita R	3	3	4	10	55.6
19	Sumarni	2	3	3	8	44.4
20	Surbianai	3	3	3	9	50.0
21	Syamsu Rijal	4	4	4	12	66.7
	Total	62	69	71	202	

Table 4.2 The Students' Score in Pretest

No	Student	Pretest Of Students (X1)		X1 ²
		Max Score X	Score X1	
1	Alda risma	4	2,2	4,9
2	Alvina Damayanti	4	2,4	6,0
3	Fitria Wahyu M.	4	2,7	7,1
4	Friska Aulia Kadir	4	2,4	6,0
5	Ince Musdalifah M.	4	1,8	3,2
6	Islamiah Ramadhani	4	1,6	2,4
7	Muh Alief ardani	4	1,3	1,8
8	Muh Indra Jaya	4	1,6	2,4
9	Nur Afni Andriani	4	2,0	4,0
10	Nur Rahma Nita	4	3,1	9,7
11	Nur Salam	4	2,4	6,0
12	Nur Hikmah S.	4	2,2	4,9
13	Nur Linda	4	2,0	4,0
14	Nur Mila	4	2,4	6,0
15	Nurul Fitria R.	4	2,0	4,0
16	Nurul Hasanah	4	2,4	6,0
17	Risqaldli Bahar	4	1,6	2,4
18	Sri Novita R	4	2,2	4,9
19	Sumarni	4	1,8	3,2
20	Surbianai	4	2,0	4,0
21	Syamsu Rijal	4	2,7	7,1
	Total		44,9	100,0

Table 4.3 Students' Classification Score in Pretest

No	Classification	Score	Frecuency
1	Excellent	3,85- 4 ,00	0
		3,51- 3,83	

2	Good	3,18- 3,50	3
		2,85- 3,17	
		2,51- 2,84	
3	Enough	2,18- 2,50	17
		1,85- 2,17	
		1,51-1,84	
4	Poor	1, 18-1,50	0
		1,00- 1,17	

The data in the table above showed that in pretest none of the students got excellent score, eighteen students got good score, ten students got enough score, and none students got poor.

4.1.1.2 The students' score in Post-test

Meanwhile, the students score in post-test would be presented in the following table:

Table 4.4 Student's Posttest Score based on speaking skill

No	Student	Classification			Total	score
		fluency	accuracy	comprehensibility		
1	Alda risma	4	4	5	13	72.2
2	Alvina Damayanti	3	5	5	13	72.2
3	Fitria Wahyu M.	5	5	5	15	83.3
4	Friska Aulia Kadir	4	4	5	13	72.2
5	Ince Musdalifah M.	4	4	4	12	66.7
6	Islamiah Ramadhani	3	4	3	10	55.6
7	Muh Alief ardani	3	3	4	10	55.6
8	Muh Indra Jaya	3	3	4	10	55.6

9	Nur Afni Andriani	4	5	4	13	72.2
10	Nur Rahma Nita	5	5	5	15	83.3
11	Nur Salam	4	5	5	14	77.8
12	Nur Hikmah S.	4	4	4	12	66.7
13	Nur Linda	4	4	4	12	66.7
14	Nur Mila	4	5	5	14	77.8
15	Nurul Fitria R.	4	4	4	12	66.7
16	Nurul Hasanah	4	5	5	14	77.8
17	Risqaldli Bahar	3	3	4	10	55.6
18	Sri Novita R	4	5	5	14	77.8
19	Sumarni	4	4	4	12	66.7
20	Surbianai	4	5	4	13	72.2
21	Syamsu Rijal	5	5	5	15	83.3
	Total	82	91	93	266	

Table 4.5 The Students' Score in Post-test

No	Student	Pretest Of Students (X2)		X2 ²
		Max Score X	Score X2	
1	Alda risma	4	2,9	8,3
2	Alvina Damayanti	4	2,9	8,3
3	Fitria Wahyu M.	4	3,3	11,1
4	Friska Aulia Kadir	4	2,9	8,3
5	Ince Musdalifah M.	4	2,7	7,1
6	Islamiah Ramadhani	4	2,2	4,9
7	Muh Alief ardani	4	2,2	4,9
8	Muh Indra Jaya	4	2,2	4,9
9	Nur Afni Andriani	4	2,9	8,3
10	Nur Rahma Nita	4	3,3	11,1
11	Nur Salam	4	3,1	9,7
12	Nur Hikmah S.	4	2,7	7,1
13	Nur Linda	4	2,7	7,1

14	Nur Mila	4	3,1	9,7
15	Nurul Fitria R.	4	2,7	7,1
16	Nurul Hasanah	4	3,1	9,7
17	Risqaldli Bahar	4	2,2	4,9
18	Sri Novita R	4	3,1	9,7
19	Sumarni	4	2,7	7,1
20	Surbianai	4	2,9	8,3
21	Syamsu Rijal	4	3,3	11,1
	Total		59,1	169,1

Table 4.6 Students' Classification Score in Post-test

No	Classification	Score	Frecuency
1	Excellent	3,85- 4 ,00	0
		3,51- 3,83	
2	Good	3,18- 3,50	17
		2,85- 3,17	
		2,51- 2,84	
3	Enough	2,18- 2,50	4
		1,85- 2,17	
		1,51-1,84	
4	Poor	1, 18-1,50	0
		1,00- 1,17	

The data in the table above showed that in Post-test there were none students got excellent score, seventeen students got good score, four students got enough score, and none of students got poor.

4.1.1.3 The Overall Result of the Pre-test and Post-test

The result explained that the pre-test and post-test were used to mesuare the students knowledge gained after the treatment which implemented by applying

fishbowl strategy through speaking test. In other word, to determine the students' knowledge level of their oral communicative skill, the pre-test was given to students by oral test before doing the treatment and post-test was given to the students by oral test too after doing the treatment with the same test.

And comparison of aimed score between pre-test and post-test can be illustrated as follow:

Table 4.7 The Comparison between Pre-test and Post-test Score

No	Student	The Students Score		Gained Score
		Pre-test	Post-Test	
1	Alda risma	2,2	2,9	0,7
2	Alvina Damayanti	2,4	2,9	0,5
3	Fitria Wahyu M.	2,7	3,3	0,6
4	Friska Aulia Kadir	2,4	2,9	0,5
5	Ince Musdalifah M.	1,8	2,7	0,9
6	Islamiah Ramadhani	1,6	2,2	0,6
7	Muh Alief ardani	1,3	2,2	0,9
8	Muh Indra Jaya	1,6	2,2	0,6
9	Nur Afni Andriani	2	2,9	0,9
10	Nur Rahma Nita	3,1	3,3	0,2
11	Nur Salam	2,4	3,1	0,7
12	Nur Hikmah S.	2,2	2,7	0,5
13	Nur Linda	2	2,7	0,7
14	Nur Mila	2,4	3,1	0,7
15	Nurul Fitria R.	2	2,7	0,7
16	Nurul Hasanah	2,4	3,1	0,7
17	Risqaldli Bahar	1,6	2,2	0,6

18	Sri Novita R	2,2	3,1	0,9
19	Sumarni	1,8	2,7	0,9
20	Surbianai	2	2,9	0,9
21	Syamsu Rijal	2,7	3,3	0,6
Total		44,9	59,1	14,2
Mean Score		2,1	2,8	0,7
Max Score		3,1	3,3	
Min Score		1,3	2,2	

The table above showed that the students got the significant improvement by gaining the score before and after the treatment. It proved that the students got improvement in their speaking skill by fishbowl strategy through speaking test in the classroom activities.

The significant improvement can be measured by presented the minimum and maximum score of the pre-test and post-test. The minimum score in pre-test was 1,3 and the maximum score was 3,1 , beside that, the minimum score in the post-test was 2,2 and the maximum score was 3,3.

The mean score of the pre-test was 2,1 and the mean score of post-test was 2,8. Before got the treatment, the studennts got “enough” classification. But, after doing the treatment, the students got “good” classification.

Table 4.8 The Worksheet of Calculating Score of the Pre-test and Post-test

No	X_1	X_2	X_1^2	X_2^2	$D(X_2-X_1)$	$D^2(X_2-X_1)^2$
1	10	13	100	169	3	9
2	11	13	121	169	2	4
3	12	15	144	225	3	9
4	11	13	121	169	2	4
5	8	12	64	144	4	16

6	7	10	49	100	3	9
7	6	10	36	100	4	16
8	7	10	49	100	3	9
9	9	13	81	169	4	16
10	14	15	196	225	1	1
11	11	14	121	196	3	9
12	10	12	100	144	2	4
13	9	12	81	144	3	9
14	11	14	121	196	3	9
15	9	12	81	144	3	9
16	11	14	121	196	3	9
17	7	10	49	100	3	9
18	10	14	100	196	4	16
19	8	12	64	144	4	16
20	9	13	81	169	4	16
21	12	15	144	225	3	9
N	202	266	2024	3424	64	208

4.1.1.4 The Standard Deviation of Pre-test and Post-test

1. Standard deviation of pre-test

$$\begin{aligned}
 SS &= \sum X^2 - \frac{(\sum x)^2}{Nx} \\
 &= 2024 - \frac{(202)^2}{21} \\
 &= 2024 - \frac{40804}{21} \\
 &= 2024 - 1943.04 \\
 &= 80.96
 \end{aligned}$$

$$SD = \sqrt{(SS/(N - 1))} = \sqrt{\frac{80.96}{21-1}} = \sqrt{4.04} = 2.01$$

So, the standard deviation score of pre-test was 2.01

2. Standard deviation of post-test

$$\begin{aligned} SS &= \sum X^2 - (\sum x)^2/Nx \\ &= 3424 - \frac{(266)^2}{21} \\ &= 3424 - \frac{70756}{21} \\ &= 3424 - 3369.3 \\ &= 54.7 \\ SD &= \sqrt{(SS/(N - 1))} = \sqrt{\frac{54.7}{21-1}} = \sqrt{2.73} = 1.65 \end{aligned}$$

So, the standard deviation score of post-test was 1,65.

Table 4.9 Standar deviation

No	Test	Standard Deviation
1	Pre-test	2.01
2	Post-test	1.65

The table above showed that standard deviation of the students on pre-test was 2.01 and standard deviation of the students on post-test was 1.65. from the explanation, it can be inferred that there was significant difference between the students speaking skill before and after giving treatment by hunting information. It shows that the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) was rejected. It can be concluded that by using fishbowl strategy is able to improve the students speaking skill at the second grade of SMAN 3 GOWA.

4.1.1.5 The result of compilation of T-test and T-table value was tabulated as follows:

Find out D^-

$$\begin{aligned} D^- &= (\sum D) / N \\ &= \frac{64}{21} \\ &= 3.05 \end{aligned}$$

4.1.1.6 The calculating of T-Test Value

$$t = D / \sqrt{\left(\frac{[\sum D]^2}{N} - \frac{(\sum D)^2}{N} \right) / (N(n-1))}$$

$$t = \frac{3.05}{\sqrt{\frac{208 - \frac{(64)^2}{21}}{21(21-1)}}$$

$$= \frac{3.05}{\sqrt{\frac{208 - \frac{4096}{21}}{21(20)}}$$

$$= \frac{3.05}{\sqrt{\frac{208 - 195.05}{420}}} = \frac{3.05}{\sqrt{\frac{12.95}{420}}}$$

$$= \frac{3.05}{\sqrt{0.31}}$$

$$= \frac{3.05}{0.55}$$

$$t = 5.54$$

4.1.1.7 To find out (df) dependent sample:

$$\begin{aligned} Df &= N - 1 \\ &= 21 - 1 \end{aligned}$$

$$Df = 20$$

After obtaining the degrees of freedom, looking at t-table at the degree of freedom 20 in significant degrees of 0,05 (5%), the table is 1,724. This research used pre-experimental design with pre-test and post-test design. The data below showed that the value was higher than t-table value. It indicated that there was significant difference between the result students' pre-test and post-test.

Table 4.10 The test of significant

Variable	T-test	T-table value
Pre-test – post-test	5,54	1,724

4.1.1.8 Hypothesis Testing

For the level significant (α) 5% and $df= 20$, and the value of the table is 1,724 while the value of t-test 5,54. it means that the t-test is higher than t-table ($5,54 > 1,724$). Thus, it can said applying fishbowl strategy is effective to improve students' speaking skill at the second grade of SMAN 3 Gowa.

4. 1. 2 Students speaking skill through fishbowl strategy

In the treatment process, the researcher took eight meetings include pre-test and post-test in teaching speaking skill by fishbowl strategy at the students in XI MIA II. As the theory in chapter II, the researcher did the treatment by following the step in teaching speaking skill by using fishbowl strategy. The researcher taught the

students from presenting the examples not directly presenting the technique of fishbowl strategy.

At the first meeting before the researcher gave treatment to students conducted on May 15, 2019 in class 2 MIA 2, the researcher gave a pre-test to students to measure students' speaking abilities. When the researcher came and filled in English subjects, all students felt embarrassed, shocked and lacked confidence because it was the first day the researcher filled out the learning in that class. Before the researcher opens learning, the researcher first asks students to pray and check the presence of students in the class. Next, the researcher shared the text with students to be summarized based on their own sentences and the writer recorded what the student has summarized with the researcher cellphone. When recording takes place, some students nicely summarize the text that has been given but some of them are also still confused in doing the assignments given by the researcher. After the researcher records the sound of each student and all the data has been collected, the researcher then closes the meeting.

At the second meeting located in class 2 mia 2 of SMAN 3 Gowa. It was held on Thursday May 16th, 2019. This meeting was the first meeting to give treatment to students after pre-test. That morning, the researcher began the class by giving greetings and checking the attendance of students enrolled in the class. Before the researcher explains the strategy that used in the class, the researcher Before researchers provide material, researchers divided students into six group groups consist of three or four students. Furthermore, researchers appoint leader in each group. Then, the researchers called them "leader" of the group so that the members felt free to communicate and collaborate seriously with their friends who were chosen

to be the leaders. After that the researcher provided introductory material on how to submit approval, submit suggestions and input, and convey rejection of opinion in the discussion. Example:

1) Delivering approval in discussion:

- I agree with you ... because basically ...
- I agree with your opinion ... because ...
- I think your opinion is correct because ... and so on.

2) Delivering suggestions and input in the discussion:

- In my opinion, you should ...
- If I were you, I would ...
- You better ... and so on.

3) Conveying rejections of opinion in discussions.

After the introductory material has been delivered by the researcher, then the researcher explains the material and the stages that carried out using the strategy. The steps are as follows: 1. Identify a focus for class discussion. In this first step, the researcher gives a topic that is hotly discussed with students. 2. Ask students to turn to neighbors and talk about their ideas and opinions related to the issue. Tell the students to take notes on their discussion, at this stage the researcher asks students to hold small discussions with their peers and take an important point they have discussed. 3. Demonstrating the format and expectation of fishbowl strategy, the researcher then asks students to demonstrate the model from the strategy described earlier. After that, students are given time to hold the discussion for up to 15 minutes. If the given time is complete, students will be asked to draw conclusions from what

they have discussed. Before the learning time is complete, the researcher first gives motivation to students then closed the meeting.

All students are still shy and awkward to implement this strategy because they have not prepared themselves especially for the leader so the researcher guides the leaders in each group what need to their members. The researcher comes closer to each group because the leader and also the members become confused but the researcher gives the leader more explanation that they might use their own style to explain the text to their friends.

The third meeting is the second meeting for giving treatment. It was held on Thursday May 20th, 2019. Here researcher conducted the same activity with the first meeting but with different topics. The topic is "Online Games especially PUBG among teenagers". On this occasion, researchers divided students into six groups. In this meeting, there was an increase in students' speaking skills especially for leaders. The fishbowl strategy process went well because the leader had prepared themselves by mastering the text before they explained it to their friends. Researchers do not need to guide the leaders all the time because they have understood their role. However, some members in each group were not fully involved in the guidance process because they were still ashamed to express their arguments. Some group members are good listeners while others are good speakers. After time runs out, the researcher asks one of the discussion members to give conclusions about the topic discussed and the researcher gives the topic to be discussed at the next meeting.

The fourth meeting is the third meeting to administer treatments. It was held on Thursday May 22th, 2019. The researcher asks students to hold discussions based on the topics previously given. Some students were enthusiastic and participated in

the discussion. Each group leader has the opportunity to explain the text in their own way and communicatively. It's the same as before but in a different way. What is different is the concept of the material provided.

The researcher simply gives the topic and lets the members conceptualize the topic in their own way in their group and handled by the leader. So they drafted the theme "Audrey case and routing system in the school" as a topic. The researcher allows students to write concepts and she advises them to make small notes in their minds. First, some students or leaders are not sure to do it but after they share in teaching, they feel enjoy and finish it well. The group leaders were seen actively explaining and the members liked it. After discussion and conclusions are conveyed, the researcher returns to provide a topic that will be discussed by students in the next meeting. In addition to providing topics, researchers also provide motivation to all students before leaving class.

All students get improvement in speaking especially with their vocabulary because for members who have not become group leaders they must take turns so as to make the learning process more effective, so that all students can prepare themselves to explain the text to their peers. In this meeting, almost all group leaders in each group were active because they began to make arguments based on the topic. If members of the group don't know English from a few words, they asked their leader and the leader translated it. Then, we call it human translator.

The fifth meeting was the meeting of four treatments. It was held on Thursday May 24th, 2019. Researchers provide topics about "The danger of smoking at an early age". As usual, the researcher divides the class into groups and chooses the group leader. First, the leader explains the topic to their members. Then, after fifteen

minutes, the leader becomes the moderator to start the discussion session. The class is very crowded because the topic is very familiar so they can discuss many things about the topic but the class is still controlled. The process of discussion is more active in each group. Researcher do not allow students to be quiet in groups. At first some students are not sure to speak but after they share in teaching, they feel happy and explain their arguments well. The leaders actively explained and the members liked it.

The students comprehension improved in this meeting. Their comprehension of the topic increases because they are accustomed to discussing certain topics with their friends. In this meeting all members were fully involved in the discussion process. They explained the topic by using expressions commonly used to express arguments and conclusions as given in the previous meeting. The contents of their arguments also get better because at first they can only express one sentence but in this meeting they can make good arguments up to one paragraph, such as "First, smoking will only wasting money because some addicted smokers can't hold a cigarette for even a minute. Besides, smoking can cause various diseases such as cancer and bronchitis. "

The sixth meeting is the fifth meeting of treatment. It was held on Thursday June 11th, 2019. The students were divided into six groups. Each group consisted of three or four students. Same as the previous meeting, the researcher gave a topic and the topic in this meeting was about "The influence of K-POP style". Each leader had a chance to explain the text with their own way and communicatively.

Students speaking skills are better than before, especially about their fluency. Students understand their role very well. After explaining the text to members with a

clear explanation, students as the moderators start the discussion session and soon all members of the discussion are so enthusiastic to express their arguments. Students do not think to be ashamed because they enjoy the atmosphere in the group so they can express their arguments naturally and smoothly. When one of them expresses their argument, the other will comment on it so that the discussion goes with enthusiasm and fun. After the discussion ends, as usual the researcher asked one of the students to convey the conclusions from the discussion that has been held. The researcher then gives the next topic and closed the meeting.

The seventh meeting was the meeting of the six treatments. It was held on Thursday June 13th, 2019. Researchers provide topics about "Full day school" to students. Students then discuss the topic with their peers. Then, they form the strategy model and start the discussion. All students enthusiastically discussed the topic given by the researcher. At this meeting, students are no longer awkward in expressing their opinions. They confidently express their opinions without having to appoint their friends first. Students who also used Indonesian have ventured to express their opinions in English even though they are still combined.

The fishbowl process went very well as researchers had hoped. There have been so many improvements in this last treatment, improvements have been seen in all aspects of speech. Student vocabulary increases as the topic of full day school they live in so that they can express their arguments without asking their group leader again because they can make their own. Furthermore, their understanding also improved, because their previous meeting could only express one argument, but in this meeting they could express two or three arguments about full day school for each student with a good arrangement. Not only are their vocabulary and comprehension,

their fluency and pronunciation also improved. Compared to the first meeting most students are embarrassed to speak because they are afraid if they lose their pronunciation and are awkward to implement the guidance process, but in this meeting all students are so confident to express their arguments on the topic because they have prepared themselves well.

After the discussion process is complete and runs smoothly. The researcher re-evaluates students by asking one of the discussion members to draw conclusions from the results of their discussion. Some students volunteered to present the results of their discussion, however, there were some students who just watched their friends who scrambled to appear to convey arguments from the results of the discussion they had held.

The researcher was very happy about it and he was proud of the improvement in students' ability to speak at the time. All students are fully involved in the fish bowl strategy process. Some of them are very active than before. They always want to talk and express their ideas because they feel very pleasant and like to discuss topics that are familiar with a friendly atmosphere in class. Then, the fishbowl strategy runs smoothly without obstacles.

After doing six times of treatment, was on 14th june, 2019, the researcher gave a post-test to know any influence of find the fishbowl strategy in teaching speaking skill to improve the students' speaking skill. The reseracher gave a paper to the students. After that, asked to students to summarize the paper and make a conclusion relating to the text by using their own word. While they were speaking, the researcher records their voice. The post-test ran fluently eventhough the class was noisy. At the time, no more students said “ I don't know” or point the other friend when the

researcher asked them to speak up. Eventhough still there students speak not fluently, but they feel confident and brave to speak in front of the class then before in the pre-test. The post-test ran faster than the pre-test before.

4.2 Discussion

The use of fishbowl strategy in improving the students speaking skill of the second grade of SMAN 3 Gowa, the researcher got result from the research that through fishbowl strategy gave influence for the students in learning English especially in speaking. The students can improving their speaking skill because it is also helped by learning speaking based on their opinion.

It is related with the theory about fishbowl strategy which has mention in second chapter in fishbowl strategy is activity to held by deviding students into pairs. A students given a topic to discuss with their classmate. Before beginning the discuss with the classmate, they discuss with their partner first. Example, a students given topic about “fullday school”. Then they discuss about the topic with their partner before doing the discuss with their classmate orally.

Before applying fishbowl strategy, students most got enough value because students faced some problem in speaking, it had happened because some factors, they were:

The first students afraid to speak because they did not make any mistake and they never did activities like speaking, so it was made the students difficult to speak. Beside that some of the students did not like learning English, they thought English was difficult and they felt bored when study English. In addition some of them did not know to arrange a word because bad grammar, sometimes they did not know to

use tenses well, when they want to say “there are some reason” they said “there is some reason”. That’s was made them afraid and difficult to used target language.

The second, students has less vocabulary, sometimes they want to say something in English but they forgot the name of it so they purpose to be quiet. Beside that when they spoke, sometimes they said “e...e...e...” or quiet. Because they never memorize vocabularies and when they used the target language, they did not know said a word sentence well.

The third, the students not have a good confidence, because they afraid to make mistake when speak in front of their friends, some if the students did not want to speak because they felt shy to their friends. Some of them felt shuddered when used target language. Because their daily activities in the classroom never used target language to communicate with their friends.

The fourth, students lack of motivation and interesting in learning English. Because they always study English just wrote the material and never speak or used picture learned in the classroom activity so the students felt bored when learned English. Beside that it was hard for students because most of them were in beginner even starter English learner. That’s way the students had lack motivation and interest in learn English.

The fifth, students lack of practice. Therefore, some of students knew about English but they lack of practice. So, the students felt difficult when they used target language. Because in their classroom never practice their knowledge when learn English. Because they thought when they spoke could make mistake.

After appplying the fishbowl strategyin teaching speaking, the students most got good value. The improvement that students got such as:

1. The students spoke more fluently than before and more confident to face the material. They are not afraid to say something in English even though sometimes they make mistakes. That really different with the students skill before giving treatment some of them less confident and felt shy when they learn English.
2. The students easily explained the material and the students got a good confidence to practice their English language during the teaching and learning activity from strategy implementation.
3. The students more confident to speak even they make some mistake because the researcher give them an interesting way and some motivation.
4. The students easy to understand the material because it used an interesting material and strategy.

If it is related to the second chapter some influence speaking ability that are self confidence and situation. It can be said that the students were influenced because they more confident to speak in some situation. In addition the students more had big improvement after applying the strategy, the students could speak fluent more than before because they had already memorize some new vocabulary to related the material.

During the lesson the students never got bored in the classroom because they should do some activities. The students were able to improve their speaking because the students enjoy to study and the researcher gave them interesting material and before the researcher gave the material, the researcher gave the students vocabulary about the material then the researcher ask the students to memorize the vocabularies, that could help the students when they speak.

According to Aykac in Celal Akdeniz book about “Instructional Process and Concepts in theory and Practice Improving the Teaching process” said that Fishbowl strategy force students to listen actively to the experiences and perspective of a specific group of them. While the students in the “fishbowl” are thinking through and talking about their idea, the other students are mentally comparing their ideas to what they hear in the fishbowl. It also provides the interaction between students by using question-answer reciprocally. It helps students think about their own ideas, strive to put them together in a coherent way and compare their thinking with that of ideas of others students.³¹

In addition, when the researcher gave material to the students, they felt happy because it was first time study English used discuss with model fishbowl strategy and the students interesting with the strategy. When study begun the students enthusiasm in learning, they explained the topic with enjoyable and fluent, they did not shy to speak because the researcher always give them interesting topic.

In the other side, applying fishbowl strategy made the students interest in learning English especially speaking because the strategy use unique model discuss and made students easy to learn. Beside that, the students did not felt bored because they could discuss with their partner and their group about the topic. The students could use the strategy to help them learning English especially Speaking ability.

Related to the theory about speaking in the second chapter. It was explained that speaking is an oral communication in giving ideas, information to the other one,

³¹Celal Akdeniz, *Instructional Process an Concepts in Theory and Practice Improving the Teaching process* (Springer Science+Business Media Singapore, 2016), p. 211.

which involves the production of the sound and the gesture, the movement of the muscles of the face and indeed and whole body.

Before giving the treatment, the mean score of the students' pretest was 2,1 and after giving treatment the mean score of the students' post-test was 2,8. The comparison between the mean score in pre-test and post-test showed a difference and increased then before. According to the data analyzing above, it showed that the score in post-test was higher than the score in pre-test. It was proved that through fishbowl strategy is able to improve the students speaking skill.

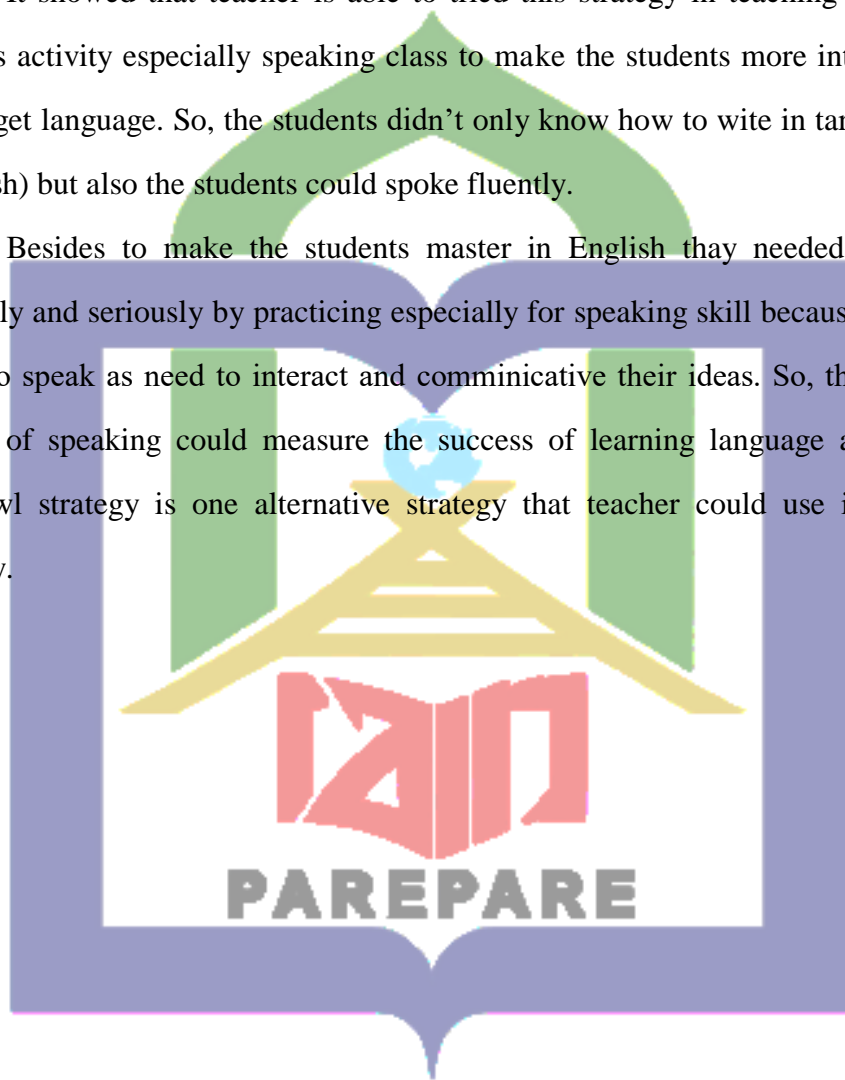
The data provided in a classification table based on the aspects of speaking from the test finding. There was an improvement skill after giving the treatment because the students score in the pre-test was 44.9 and it was very low score then the score of the post-test was 59.1 and it was very high score. In the pre-test, three (14.29%) students got the good score, and eighteen (85.71%) students got the enough score. While seventeen (80.95%) students got the good score, and four (19.25%) students got the enough score in the post-test. From the result, the researcher concluded that the students speaking skill from enough to good score.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and the alternative hypothesis (H_a), the researcher use t-test to calculating result showed that on the t-test value 5.54 was greater than t-table value 1.724 table ($5.54 \geq 1.724$) with a degree of freedom (df) 20. It means the alternative hypothesis (H_a) was concluded that by applying fishbowl strategy was able to improve the students' speaking skill at the second grade of SMAN 3 Gowa. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

Based on the finding above the researcher conclude that there was an improvement of applying Fishbowl strategy in teaching speaking at the second grade of SMAN 3 Gowa.

It showed that teacher is able to tried this strategy in teaching and learning process activity especially speaking class to make the students more intensive using the target language. So, the students didn't only know how to wite in target language (English) but also the students could spoke fluently.

Besides to make the students master in English thay needed study more perfectly and seriously by practicing especially for speaking skill because all humans learn to speak as need to interact and comminicative their ideas. So, that's way the ability of speaking could measure the success of learning language and applying fishbowl strategy is one alternative strategy that teacher could use in classroom activity.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented of two parts namely conclusion and suggestion. The conclusion was based on the research finding and discussion. The suggestion was based on the conclusion.

5.1 Conclusion

Based of the description on the previous chapter, the researcher could conclude as follow:

1. The research of data analysis test showed that there is significant difference between the students' speaking skill before and after taught through "fishbowl strategy", it was proved by the development of mean score from 2,1 on pre-test to 2,8 post-test, while the T-test value 1,724. therefore "fishbowl strategy was able to improve speaking skill at the second grade of SMAN 3 Gowa.
2. The research of data analysis showed that the students of SMAN 3 gowa were very interested and motivated in learning speaking skill through "fishbowl strategy". It was proved by the cumulative score 2,8 with good. Those proved that the students interested and better after being treated by this strategy.

5.2 Suggestion

Based on the result of the research, the researcher would like to offer some suggestions to increase the students' speaking skill. The suggestion are:

1. For the English teacher
 - a. The teacher have to be more creative and innovative to manage the method, technique and strategy in teaching english.

- b. The English teacher should be able to apply some strategy which was suitable with the students' condition. In other words the teacher should build a favorable atmosphere in teaching-learning process because a conducive condition in teaching would become an access to carry success of material to be taught.
 - c. The English teacher should teach the students' how to explain something in good explanation or description so the students can practice or use English in daily life as well.
2. For the students
 - a. The students should express their selves in improving their speaking skill and does not less motivation in learning speaking wherever and whenever.
 - b. The students should be confidence to practice speaking english in daily life because practice makes perfect
 3. For the next researcher
 - a. There were still much strategy in teaching English and "fishbowl strategy" one of the teaching strategy. So, the next researcher should be more creative to find another teaching strategy.
 - b. It is necessary to another researcher conduct further research, in order to validate the result of this study.

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PAREPARE

Appendix 1 Lesson Plan**RENCANA PELAKSANAAN PEMBELAJARAN**

Sekolah : SMAN 3 GOWA
 Mata Pelajaran : Bahasa Inggris
 Kelas : XI
 Alokasi Waktu : 12 x 45 menit (6 pertemuan)

A. Kompetensi Inti

- KI. 1 Menghargai dan menghayati ajaran agama yang dianutnya.
 KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 KI. 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI. 4 Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa Internasional yang diwujudkan dalam semangat belajar	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dalam memberikan saran dan menyatakan tentang kebiasaan dan kewajiban, sesuai dengan konteks penggunaannya
2.	menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman	Menyusun teks lisan dan tulis untuk memberikan saran dan menyatakan tentang kebiasaan dan kewajiban, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian pembelajaran, peserta didik dapat:

1. Siswa mampu menentukan pokok-pokok permasalahan dalam artikel dari media cetak atau elektronik.
2. Siswa mampu menyampaikan persetujuan, sanggahan, dan penolakan pendapat dalam diskusi dengan sebuah alasan dan bukti.

D. Materi Pembelajaran

- a. Artikel dari media cetak atau elektronik.
- b. Tata cara menyampaikan persetujuan, sanggahan, dan penolakan.

- 1) Menyampaikan persetujuan dalam Diskusi.

Dalam berdiskusi, sering terjadi silang pendapat antar peserta diskusi. Namun, tidak jarang juga antara peserta yang memiki pendapat yang sama dengan peserta yang lain. Persetujuan terhadap pendapat peserta lain tentu saja harus diikuti dengan argumentasi sehingga meyakinkan peserta diskusi. Persetujuan terhadap pendapat orang lain misalnya dapat dikemukakan dengan cara sebagai berikut.

- Saya sependapat dengan saudara karena pada dasarnya
- Saya setuju dengan pendapat sebab
- Menurut saya pendapat saudara benar sebab

- 2) Menyampaikan sanggahan dalam diskusi

Apabila ada peserta diskusi yang menyampaikan pendapat dan pendapatnya berbeda dengan pendapat kita, kita tidak perlu marah-marah. Kita dapat menyampaikan sanggahan terhadap pendapat orang lain yang berbeda pendapat dengan kita. Sanggahan harus disampaikan dengan cara yang baik dan bahasa yang santun agar sanggahan yang kita sampaikan dapat diterima oleh orang lain, sanggahan harus diikuti dengan bukti-bukti atau alasan yang logis.

- 3) Menyampaikan penolakan pendapat dalam Diskusi.

Menolak pendapat dalam diskusi boleh dilakukan sepanjang pendapat yang diajukan orang lain itu memang dirasakan tidak rasional dan sukar diterima oleh akal. Penolakan terhadap pendapat orang lain harus mempertimbangkan perasaan orang yang mengajukan pendapat. Penolakan pendapat juga harus disertai dengan alasan yang masuk akal.

E. Metode Pembelajaran

Fishbowl strategy

F. Alat dan Sumber Belajar

1. Alat/Bahan : Spidol, Laptop dan LCD
2. Sumber belajar :
 - Keteladan, ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat.
 - Contoh peragaan dalam bentuk teks
 - Google/internet

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan ke-1

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Salam dan tegur sapa Guru membuka pembelajaran Guru menyampaikan tujuan pembelajaran yaitu menyampaikan persetujuan, sanggahan, dan penolakan pendapat dalam diskusi disertai dengan bukti atau alasan.	10 Menit
Kegiatan Inti	Guru dan siswa bersama-sama melakukan tanya jawab mengenai diskusi Guru menyampaikan kegiatan diskusi yang akan dilaksanakan Siswa dibagi menjadi tiga kelompok diskusi kecil Siswa membentuk 2 lingkaran yaitu lingkaran besar yang terdiri dari 2 kelompok, dan lingkaran kecil yang terdiri dari 1 kelompok yang menempati posisi di dalam lingkaran besar	70 Menit

	<p>Guru memberikan artikel kepada masing-masing kelompok</p> <p>Guru memnerikan pertanyaan terkait dengan artikan yang telah diberikan</p> <p>Kelompok pertama melakukan diskusi terlebih dahulu terkait pertanyaan yang diberikan oleh guru berdasarkan artikel yang diberikan selama 20 menit</p> <p>Kelompok kedua bergantian dengan kelompok pertama yang telah melakukan diskusi sebelumnya dan menempati posisi lingkaran kecil serta memberi tanggapan terhadap kegiatan diskusi yang telah dilakukan oleh kelompok sebelumnya.</p> <p>Kelompok kedua melakukan kegiatan diskusi dengan pernyataan yang berbeda dengan kelompok pertama selama 20 menit</p> <p>Kelompok ketiga melakukan kegiatan yang sama seperti kelompok kedua</p> <p>Kelompok pertama menanggapi kegiatan diskusi kelompok ketiga</p> <p>Semua kelompok kecil me,mbentuk lingkaran besar</p> <p>Guru dan siswa melakukan kesimpulan dari hasil kegiatan diskusi</p>	
Kegiatan Penutup	<p>Guru dan siswa melakukan refleksi terkait pembelajaran diskusi yang telah dilaksanakan</p> <p>Guru menutup kegiatan pembelajarandan menyerahkan bahan artikel diskusi kepada masing-masing kelompok yang akan didiskusikan pada pertemuan selanjutnya.</p>	10 Menit

Pertemuan ke-2

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Salam dan tegur sapa</p> <p>Guru membuka pembelajaran</p> <p>Guru menyampaikan tujuan pembelajaran yaitu menyampaikan persetujuan, sanggahan, dan penolakan pendapat dalam diskusi disertai dengan bukti atau alasan.</p>	10 Menit

<p>Kegiatan Inti</p>	<p>Guru dan siswa bersama-sama melakukan tanya jawab mengenai diskusi Guru menyampaikan kegiatan diskusi yang akan dilaksanakan Siswa dibagi menjadi tiga kelompok diskusi kecil Siswa membentuk 2 lingkaran yaitu lingkaran besar yang terdiri dari 2 kelompok, dan lingkaran kecil yang terdiri dari 1 kelompok yang menempati posisi di dalam lingkaran besar Guru memberikan artikel kepada masing-masing kelompok Guru memberikan pertanyaan terkait dengan artikel yang telah diberikan Kelompok pertama melakukan diskusi terlebih dahulu terkait pertanyaan yang diberikan oleh guru berdasarkan artikel yang diberikan selama 20 menit Kelompok kedua bergantian dengan kelompok pertama yang telah melakukan diskusi sebelumnya dan menempati posisi lingkaran kecil serta memberi tanggapan terhadap kegiatan diskusi yang telah dilakukan oleh kelompok sebelumnya. Kelompok kedua melakukan kegiatan diskusi dengan pernyataan yang berbeda dengan kelompok pertama selama 20 menit Kelompok ketiga melakukan kegiatan yang sama seperti kelompok kedua Kelompok pertama menanggapi kegiatan diskusi kelompok ketiga Semua kelompok kecil membentuk lingkaran besar Guru dan siswa melakukan kesimpulan dari hasil kegiatan diskusi</p>	<p>60 Menit</p>
<p>Kegiatan Penutup</p>	<p>Guru dan siswa melakukan refleksi terkait pembelajaran diskusi yang telah dilaksanakan Guru menutup kegiatan pembelajaran dan menyerahkan bahan artikel diskusi kepada masing-masing kelompok yang akan didiskusikan pada pertemuan selanjutnya.</p>	<p>10 Menit</p>

Pertemuan ke-3

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Salam dan tegur sapa</p> <p>Guru membuka pembelajaran</p> <p>Guru menyampaikan tujuan pembelajaran yaitu menyampaikan persetujuan, sanggahan, dan penolakan pendapat dalam diskusi disertai dengan bukti atau alasan.</p>	10 Menit
Kegiatan Inti	<p>Guru dan siswa bersama-sama melakukan tanya jawab mengenai diskusi</p> <p>Guru menyampaikan kegiatan diskusi yang akan dilaksanakan</p> <p>Siswa dibagi menjadi tiga kelompok diskusi kecil</p> <p>Siswa membentuk 2 lingkaran yaitu lingkaran besar yang terdiri dari 2 kelompok, dan lingkaran kecil yang terdiri dari 1 kelompok yang menempati posisi di dalam lingkaran besar</p> <p>Guru memberikan artikel kepada masing-masing kelompok</p> <p>Guru memnerikan pertanyaan terkait dengan artikan yang telah diberikan</p> <p>Kelompok pertama melakukan diskusi terlebih dahulu terkait pertanyaan yang diberikan oleh guru berdasarkan artikel yang diberikan selama 20 menit</p> <p>Kelompok kedua bergantian dengan kelompok pertama yang telah melakukan diskusi sebelumnya dan menempati posisi lingkaran kecil serta memberi tanggapan terhadap kegiatan diskusi yang telah dilakukan oleh kelompok sebelumnya.</p> <p>Kelompok kedua melakukan kegiatan diskusi dengan pernyataan yang berbeda dengan kelompok pertama selama 20 menit</p> <p>Kelompok ketiga melakukan kegiatan yang sama seperti kelompok kedua</p> <p>Kelompok pertama menanggapi kegiatan diskusi kelompok ketiga</p>	60 Menit

	Semua kelompok kecil membentuk lingkaran besar Guru dan siswa melakukan kesimpulan dari hasil kegiatan diskusi	
Kegiatan Penutup	Guru dan siswa melakukan refleksi terkait pembelajaran diskusi yang telah dilaksanakan Guru menutup kegiatan pembelajaran dan menyerahkan bahan artikel diskusi kepada masing-masing kelompok yang akan didiskusikan pada pertemuan selanjutnya.	10 Menit

Pertemuan ke- 4

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Salam dan tegur sapa Guru membuka pembelajaran Guru menyampaikan tujuan pembelajaran yaitu menyampaikan persetujuan, sanggahan, dan penolakan pendapat dalam diskusi disertai dengan bukti atau alasan.	10 Menit
Kegiatan Inti	Guru dan siswa bersama-sama melakukan tanya jawab mengenai diskusi Guru menyampaikan kegiatan diskusi yang akan dilaksanakan Siswa dibagi menjadi tiga kelompok diskusi kecil Siswa membentuk 2 lingkaran yaitu lingkaran besar yang terdiri dari 2 kelompok, dan lingkaran kecil yang terdiri dari 1 kelompok yang menempati posisi di dalam lingkaran besar Guru memberikan artikel kepada masing-masing kelompok Guru memberikan pertanyaan terkait dengan artikel yang telah diberikan Kelompok pertama melakukan diskusi terlebih dahulu terkait pertanyaan yang diberikan oleh guru berdasarkan artikel yang diberikan selama 20 menit Kelompok kedua bergantian dengan kelompok pertama yang telah melakukan diskusi sebelumnya dan menempati posisi lingkaran	60 Menit

	<p>kecil serta memberi tanggapan terhadap kegiatan diskusi yang telah dilakukan oleh kelompok sebelumnya.</p> <p>Kelompok kedua melakukan kegiatan diskusi dengan pernyataan yang berbeda dengan kelompok pertama selama 20 menit</p> <p>Kelompok ketiga melakukan kegiatan yang sama seperti kelompok kedua</p> <p>Kelompok pertama menanggapi kegiatan diskusi kelompok ketiga</p> <p>Semua kelompok kecil membentuk lingkaran besar</p> <p>Guru dan siswa melakukan kesimpulan dari hasil kegiatan diskusi</p>	
Kegiatan Penutup	<p>Guru dan siswa melakukan refleksi terkait pembelajaran diskusi yang telah dilaksanakan</p> <p>Guru menutup kegiatan pembelajarandan menyerahkan bahan artikel diskusi kepada masing-masing kelompok yang akan didiskusikan pada pertemuan selanjutnya.</p>	10 Menit

Pertemuan ke-5

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Salam dan tegur sapa</p> <p>Guru membuka pembelajaran</p> <p>Guru menyampaikan tujuan pembelajaran yaitu menyampaikan persetujuan, sanggahan, dan penolakan pendapat dalam diskusi disertai dengan bukti atau alasan.</p>	10 Menit
	<p>Guru dan siswa bersama-sama melakukan tanya jawab mengenai diskusi</p> <p>Guru menyampaikan kegiatan diskusi yang akan dilaksanakan</p> <p>Siswa dibagi menjadi tiga kelompok diskusi kecil</p> <p>Siswa membentuk 2 lingkaran yaitu lingkaran besar yang terdiri dari 2 kelompok, dan lingkaran kecil yang terdiri dari 1 kelompok yang menempati posisi di dalam lingkaran besar</p> <p>Guru memberikan artikel kepada masing-</p>	

Kegiatan Inti	<p>masing kelompok</p> <p>Guru memnerikan pertanyaan terkait dengan artikan yang telah diberikan</p> <p>Kelompok pertama melakukan diskusi terlebih dahulu terkait pertanyaan yang diberikan oleh guru berdasarkan artikel yang diberikan selama 20 menit</p> <p>Kelompok kedua bergantian dengan kelompok pertama yang telah melakukan diskusi sebelumnya dan menempati posisi lingkaran kecil serta memberi tanggapan terhadap kegiatan diskusi yang telah dilakukan oleh kelompok sebelumnya.</p> <p>Kelompok kedua melakukan kegiatan diskusi dengan pernyataan yang berbeda dengan kelompok pertama selama 20 menit</p> <p>Kelompok ketiga melakukan kegiatan yang sama seperti kelompok kedua</p> <p>Kelompok pertama menanggapi kegiatan diskusi kelompok ketiga</p> <p>Semua kelompok kecil me,mbentuk lingkaran besar</p> <p>Guru dan siswa melakukan kesimpulan dari hasil kegiatan diskusi</p>	60 Menit
Kegiatan Penutup	<p>Guru dan siswa melakukan refleksi terkait pembelajaran diskusi yang telah dilaksanakan</p> <p>Guru menutup kegiatan pembelajarandan menyerahkan bahan artikel diskusi kepada masing-masing kelompok yang akan didiskusikan pada pertemuan selanjutnya.</p>	10 Menit

Pertemuan ke-6

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Salam dan tegur sapa</p> <p>Guru membuka pembelajaran</p> <p>Guru menyampaikan tujuan pembelajaran yaitu menyampaikan persetujuan, sanggahan, dan penolakan pendapat dalam diskusi disertai dengan bukti atau alasan.</p>	10 Menit
	Guru dan siswa bersama-sama melakukan tanya jawab mengenai diskusi	

<p>Kegiatan Inti</p>	<p>Guru menyampaikan kegiatan diskusi yang akan dilaksanakan Siswa dibagi menjadi tiga kelompok diskusi kecil Siswa membentuk 2 lingkaran yaitu lingkaran besar yang terdiri dari 2 kelompok, dan lingkaran kecil yang terdiri dari 1 kelompok yang menempati posisi di dalam lingkaran besar Guru memberikan artikel kepada masing-masing kelompok Guru memberikan pertanyaan terkait dengan artikel yang telah diberikan Kelompok pertama melakukan diskusi terlebih dahulu terkait pertanyaan yang diberikan oleh guru berdasarkan artikel yang diberikan selama 20 menit Kelompok kedua bergantian dengan kelompok pertama yang telah melakukan diskusi sebelumnya dan menempati posisi lingkaran kecil serta memberi tanggapan terhadap kegiatan diskusi yang telah dilakukan oleh kelompok sebelumnya. Kelompok kedua melakukan kegiatan diskusi dengan pernyataan yang berbeda dengan kelompok pertama selama 20 menit Kelompok ketiga melakukan kegiatan yang sama seperti kelompok kedua Kelompok pertama menanggapi kegiatan diskusi kelompok ketiga Semua kelompok kecil membentuk lingkaran besar Guru dan siswa melakukan kesimpulan dari hasil kegiatan diskusi</p>	<p>60 Menit</p>
<p>Kegiatan Penutup</p>	<p>Guru dan siswa melakukan refleksi terkait pembelajaran diskusi yang telah dilaksanakan Guru menutup kegiatan pembelajaran dan menyerahkan bahan artikel diskusi kepada masing-masing kelompok yang akan didiskusikan pada pertemuan selanjutnya.</p>	<p>10 Menit</p>

H. Penilaian Hasil Belajar

- a. Sikap : Observasi
- b. Pengetahuan : Diskusi dan Penugasan
- c. Keterampilan : unjuk kerja, kinerja

Rubrik Penilaian :

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error	Speaks without too great and effort with a fairly wide range of expression. Searches for occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker`s intention and general meaning. Very few interruption or clarification required.
5.	Pronunciation is only very slightly influenced by the mother tongue. A few minor grammatical lexical errors bur must utterance are correct.	Has to make an effort at time to search for wards. Nevertheless, smooth deliver on the whole and you a few unnatural pause.	The speaker`s intention and general meeting are fairly clear. A few interruption by the listener for clarifications are necessary.
4	Pronunciation is still moderately influenced by the mother tongue	Although he has to make an effort and search for a words, there	Most of that the speaker says is easy to follow. Their attention

	<p>but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusing.</p>	<p>are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning fair range of expression.</p>	<p>is always clear but several interruptions are necessary to help them to convey the meaning or to seek clarification.</p>
3	<p>Pronunciation is influenced by the mother tongue but only A few serious phonological errors. Several grammatical and lexical errors some of which is confusion</p>	<p>Has to make an effort for much of the time often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.</p>	<p>The listener can understand a lot of what is said. But must constantly seek clarification. Cannot understand many of the speaker`s more complex or longer sentences.</p>
2	<p>Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical</p>	<p>Long pauses while they search for the desire meaning. Frequently fragmentally and halting delivery. Almost give up making the effort at times. Limited range of</p>	<p>Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is used to listen to</p>

	errors.	expression	the speaker.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practice in the course.	Full of long unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of Expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speakers is unable to clarify anything be seems to have said.



Affective		Coognitive		Psycomotor	
Mode	Predicate	Average	Letter	Optimum achievements	Letter
4,00	Excellent	3,85-4,00	A	3,85-4,00	A
		3,51-3,83	A-	3,51-3,83	A-
3,00	Good	3,18-3,50	B+	3,18-3,50	B+
		2,85-3,17	B	2,85-3,17	B
		2,51-2,84	B-	2,51-2,84	B-
2,00	Enough	2,18-2,50	C+	2,18-2,50	C+
		1,58-2,17	C	1,58-2,17	C
		1,51-1,84	C-	1,51-1,84	C-
1,00	Poor	1,18-1,50	D+	1,18-1,50	D+
		1,00-1,17	D	1,00-1,17	D

Parepare, 17 Februari 2019

Peneliti

NUR ISTIQAMAH
NIM. 14.1300.022

Appendix 2 Instrument of Pre-test & Post-test

Pre-test & Post-test

Instruction :

Read the following text, find the meaning of the following words. Then, summarize the text, but be sure to include the suggestion, reason behind the suggestion, and the conclusion. Create minimal two paragraph relating to the text below !

A needle exchange program would only encourage more people to use drugs, in my opinion, and many would still share needles or reuse needles even if there was a program.

Giving needles out for addicts to prevent the spread of disease, will only encourage them and others to do drugs more often. Furthermore, it may even encourage people who have never tried certain types of drugs, to try them because now they will get their needles for free. Do we really want to encourage this type of behavior? I wouldn't think so.

Moreover, by giving needles to addicts, we are also taking away from other programs that are already low on funding. The money for needle exchange would take away from Medicare programs that are there to help the elderly and disabled. There have already been enough Medicare cuts without the extra cuts this would bring about.

Then you also have the problem of some who will not use the needles and will keep reusing the needles they already have. Most addicts are too far gone to worry about whether they reuse a needle or not, and many do not care about their chances of catching an infectious disease.

In the early 1980's, insulin and allergy syringes could be bought in any drug store without a prescription, so addicts had no problem obtaining needles if they had the money. Even though they did not need a prescription, they still continued to reuse needles and share with others. Consequently, it is still helping lead to the AIDS epidemic. In the early 1990's, states started requiring that syringes be kept behind the counter in drugstores and requiring prescriptions for syringes were needed. This was a way to cut down on illegal drug use and reusing of needles. This was also an effort to stop the further epidemic of aids. It has not worked either, but the answer to the drug problem and the spread of diseases through used needles is not to equip addicts tools with which to continue their illegal activities.

We must spend the money that the needle exchange program would cost in other areas to help stop the use of drugs altogether.

Sumber : Interlanguage: English for Senior High School Students XI
Written by Martie Pistol.



Apendix 3 students' speaking in pre-test

Name : Nur Salam

Class : XI MIA 2

Researcher : What is your name ?

Student : My name is Nur Salam.

Resercher : Ok Salam, could you tell me your conclution about the text ?

Student : Talkin about drugs divers the about is addink in my opinion is a drug had a shut a bait and even if there is a proved even I need to addict you the only enrich.

Researcher : ok. Thanks.

Name : Syamsu Rijal

Class : XI MIA 2

Researcher : What is your name ?

Student : My name is Syamsu Rijal.

Resercher : Ok Rijal, could you tell me your conclution about the text ?

Student : Drugs in early 1980's, insulin and allergy can be bought in any drugs store without prscription, so addict had no problem obtaining needles if they had a money. Eventhough they don't need them continue and share with other.

Researcher : ok. Thanks

Name : Islamiyah Ramadhani

Class : Xi MIA 2

Researcher : What is your name ?

Student : My name is Islamiyah Ramadhani.

Resercher : Ok Mia, could you tell me your conclusion about the text ?

Student : Giving needles out for addict to prevent the spread of disease, will encourage them and others to do drugs. Eventhough they don't need but they still use it and share with the others. In my opinion, this program can encourage it.

Researcher : ok. Thanks.

Name : Fitria Wahyu Makkarang

Class : XI MIA 2

Researcher : What is your name ?

Student : My name is Fitria Wahyu Makkarang.

Resercher : Ok Fitria, could you tell me your conclusion about the text ?

Student : A needles exchange program will have a negative consequence for drugs addict because it will gives during for free to someone who is not addicted to drugs will be addicted an at this time addicted has used it the function of the drugs that was used drugs right now.

Researcher : Ok. Thanks.

Name : Nur Rahma Nita

Class : XI MIA 2

Researcher : What is your name ?

Student : My name is Nur Rahma Nita.

Resercher : Ok Nita, could you tell me your conclusion about the text ?

Student : There is one needles program but the aim addict to prevent the spread. But only encourage the other to use the forbidden drugs and the money for needles. In my opinion this program is dangerous, because the most drugs addict, expecially the needle has used it with the different people and share and share with everyone will give a big consequently to the other people who use it too.

Researcher : Ok. Thanks.

Appendices 3 Students' Speaking Skill in Post-test

Name : Nur Salam

Class : XI MIA 2

Researcher : What is your name ?

Student : My name is Nur Salam.

Resercher : Ok Salam, could you tell me your conclusion about the text ?

Student : In everyday life, the use of needles in drug users is usually carried out alternately. In my opinion, this behaviour is very dangerous because it will be fasilitate the spread of disease. So my suggestion is that the government should not legalize needle sales.

Researcher : ok. Thanks.

Name : Syamsu Rijal

Class : XI MIA 2

Researcher : What is your name ?

Student : My name is Syamsu Rijal.

Resercher : Ok Rijal, could you tell me your conclusion about the text ?

Student : The use of reused needle is a dangerous action. Why not ? needles that have been used are likely to be a conduit of desease transmissin. In my opinion, although this program is effective in preventing the spread of disease, it will encourage addicts to continue using drugs. So my suggest is to the goverment and the community is to stop using reused needles, so that we can prevent the spread of disease together.

Researcher : ok. Thanks.

Name : Islamiah Ramadhani

Class : Xi MIA 2

Researcher : What is your name ?

Student : My name is Islamiah Ramadhani.

Resercher : Ok Mia, could you tell me your conclusion about the text ?

Student : Needle exchange either for drug users or medical needs to be done. Why ? because the needle is a small, sharp object that when injected into our body it will directly come in contact with our cells or blood. The use of used needles is very dangerous. Especially for drug users, this can lead to the easy spread

of the disease. My suggestion is, never use a needle that has been used and make sure that the needle is used a new needle or sterile.

Researcher : ok. Thanks.

Name : Fitria Wahyu Makkarang

Class : XI MIA 2

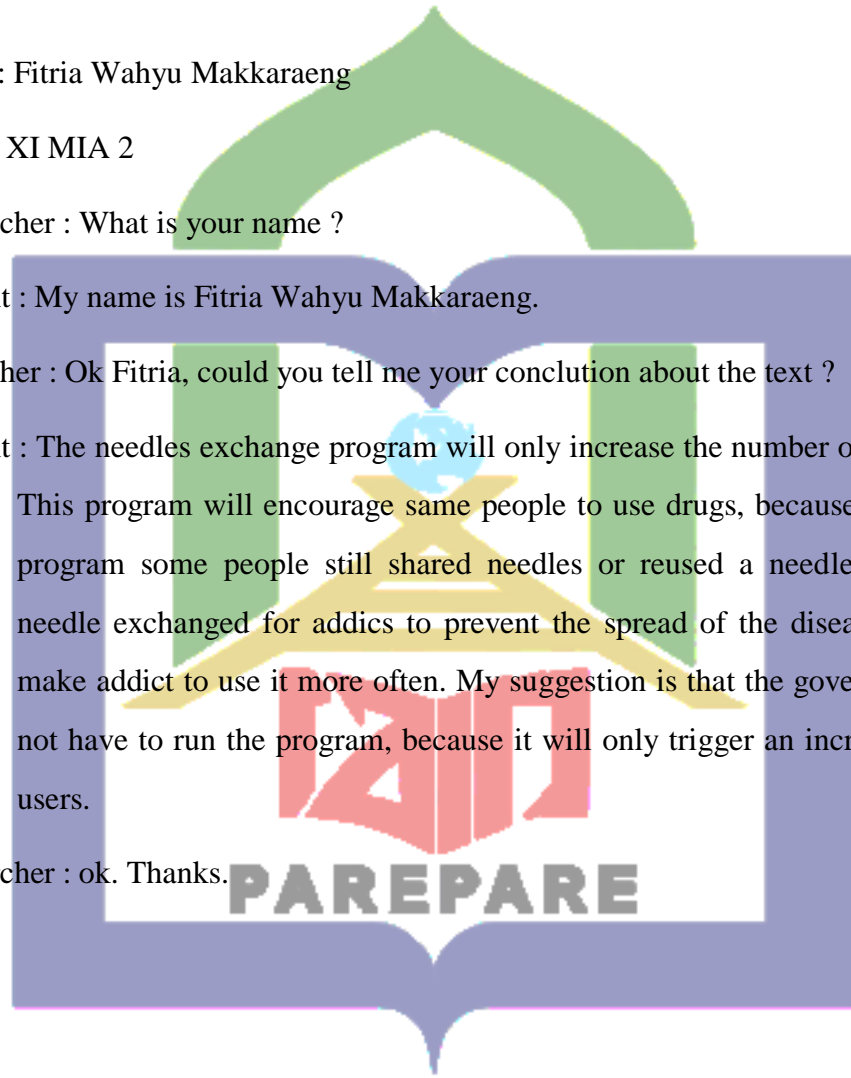
Researcher : What is your name ?

Student : My name is Fitria Wahyu Makkarang.

Resercher : Ok Fitria, could you tell me your conclusion about the text ?

Student : The needles exchange program will only increase the number of drugs user. This program will encourage same people to use drugs, because prior to the program some people still shared needles or reused a needles. Providing needle exchanged for addics to prevent the spread of the disease will only make addict to use it more often. My suggestion is that the government does not have to run the program, because it will only trigger an increase in drug users.

Researcher : ok. Thanks.



Name : Nur Rahma Nita

Class : XI MIA 2

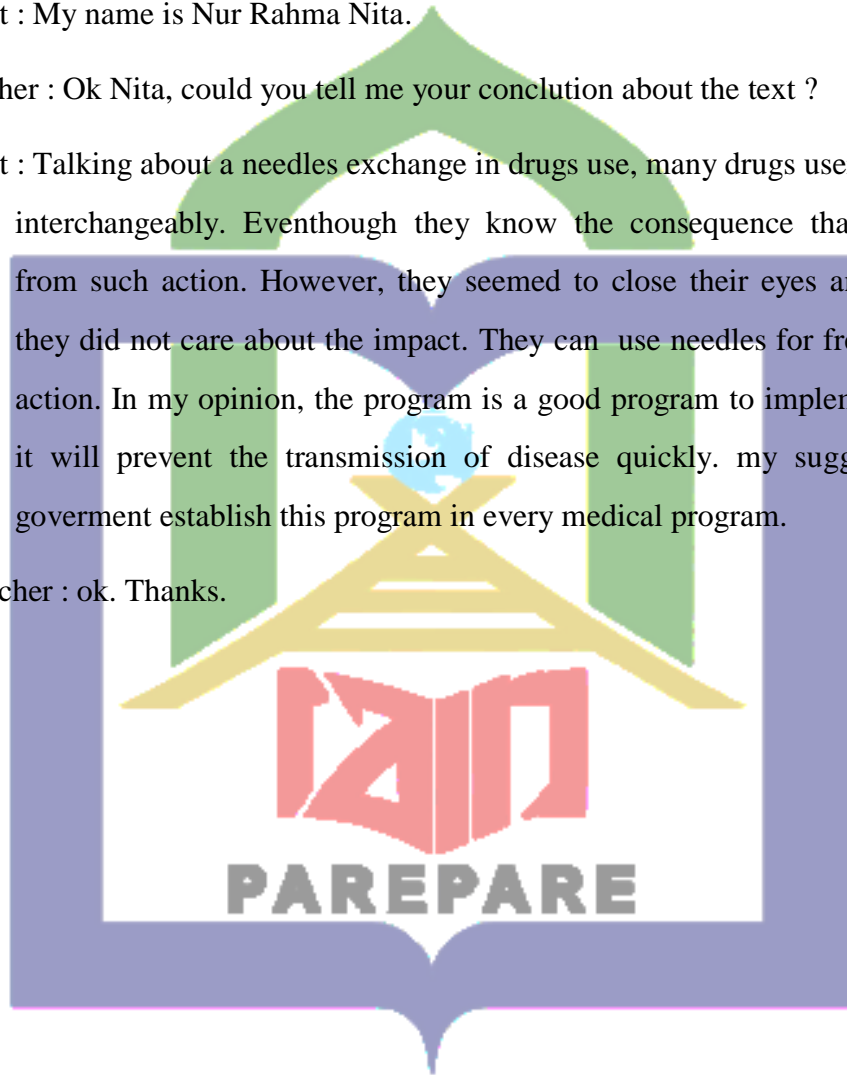
Researcher : What is your name ?

Student : My name is Nur Rahma Nita.

Resercher : Ok Nita, could you tell me your conclusion about the text ?

Student : Talking about a needles exchange in drugs use, many drugs user use needles interchangeably. Eventhough they know the consequence that will result from such action. However, they seemed to close their eyes and ears as if they did not care about the impact. They can use needles for free from their action. In my opinion, the program is a good program to implement because it will prevent the transmission of disease quickly. my suggest that the goverment establish this program in every medical program.

Researcher : ok. Thanks.



Appendix 4 Distribution of T-Table

Df	α (level of significance) (<i>one-tailed test</i>)					
	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	4,541	5.841
4	0,741	1,533	2.132	2.776	3,747	4.604
5	0,727	1,476	2.015	2.571	3,365	4.032
6	0,718	1,440	1.943	2.447	3,143	3.707
7	0,711	1,415	1.895	2.365	2,998	3.499
8	0,706	1,397	1.860	2.306	2,896	3.355
9	0,703	1,383	1.833	2.262	2,821	3.250
10	0,700	1,372	1.812	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	2,681	3.055
13	0,692	1,350	1.771	2.160	2,650	3.012
14	0,691	1,345	1.761	2.145	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	1,328	1.729	2.093	2,539	2.861
20	0,687	1,325	1.725	2.086	2,528	2.845
21	0,686	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.829
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	2,492	2.797
25	0,684	1,316	1.708	2.060	2,485	2.787
26	0,684	1,315	1.706	2.056	2,479	2.7798
27	0,684	1,314	1.703	2.052	2,473	2.771
28	0,683	1,313	1.701	2.048	2,467	2.763
29	0,683	1,311	1.699	2.045	2,462	2.756
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	2.000	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617

CURRICULUM VITAE



NUR ISTIQAMAH. The writer was born on September 5th. 1996 Panggentungang, Gowa Regency. She is the first child from four children in her family. From the couple, Saharuddin and Nelliati. She has two brothers and one sister. She began her study in Elementary School at SDN Rappokkaleleng and graduated on 2008. In same year, she continued her study to SMPN 1 Bontonompo and graduated on 2011. She continued her study in SMAN 1 Bajeng and graduated on 2014, and at the same year on 2014 she registered on State Islamic Institute (IAIN) Parepare at English Program and finished her study with title skripsi “ Improving speaking skill of the eleventh year students of SMAN 3 Gowa through Fishbowl Strategy”.

