

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

In Vocational High School, there are four basic skills of English (listening, reading, writing, and speaking); all those include some components such as vocabulary, grammar, pronunciation, spelling, etc. The one about speaking was assumed that the ability to speak fluently followed naturally from some aspects of the teaching of grammar, vocabulary, and also pronunciation. English is general knowledge widely used in the world. Realizing the importance of English mastery in improving the quality of human resources, the governments of Indonesia have decided that English is one of the compulsory subjects to be taught especially for junior, senior high school and vocational high school.

Nowadays, speaking is more complex than this and it involves both a command of certain skills and several different types of knowledge. It means that the important thing to accomplish the objective of communication as being taught through grammar and vocabulary is to produce high quality understanding of communication in which each of the communicating agents understands each other and be understood by others. All skills in English are equally important to be learn, these skills should be learned and mastered to an equal degree. It means that the student should not learn and master a skill only and ignore the other skills. One of the objectives of learning a language is to use the language in communication so one form of communication is any interaction between speaker and listener. The interaction is facilitated by the communication function of language.

Nunan (2003) stated, speaking is a productive oral skill that consists of producing systematic verbal utterance to make ideas, feelings, etc. It means that speaking skill is the one important thing that should be mastered by students, because speaking is a productive skill that can highly influence communication. Speaking is the ability to work collaboratively in speech turn management as interactive and needs. Therefore speaking is needed, in a way that cannot be avoided in certain situations to be able to communicate. The speaker delivers ideas or opinions about a topic to the listener, which the listener understands and responds to. It means to create sounds using many parts of the body; that involves the lungs, vocal chords, tongue, teeth, and lips. An understanding of the nature of speaking has undergone considerable change in recent years. It means that speaking is difficult enough to master. Most students find it difficult to speak because they rarely practice. Maybe practicing the language is the one way to improve the students' speaking ability.

According to Nunan (2003), There are some factors that make students feel difficult to speak English such as: they are lack of motivation, shyness, anxiety, lack of confidence, and fear or mistake. Speaking is the utterance of intelligible speech. To make the students understand about English text but they have limited skill to be able to communicate fluently. Some factors such as reading, writing, and listening activities because students worry about making mistakes, fearful of criticism or shame of the attention that speech attracts. Some of students have difficulties in learning speaking are influenced by their limited of vocabulary

used, grammar and do not understand how to pronounce words correctly and almost all of students are lazy to do their assignment given by teacher, when they to learn a language in classroom, nervous or embarrassed about speaking to other people and when the teacher asks the students to describe something based on material, they're not confident about their ability so it makes them confuse to speak English in the class. In this case teachers should pay more attention to the English material method that could be taught for students.

According to the Education (2003), English is a category of compulsory subjects given at the national exam on the educational stage, even junior and senior high school. Indonesians use English as a foreign language. Nowadays, many schools in this country learn English because it is a compulsory subject in Indonesian Schools. Besides this, if they need more English learning, they can get more lessons through English courses. Learning the English language has become a major factor in the interconnected and globalized world of today. It is one of the languages often used generally. When it comes to education, industry, exchange, and commerce, it is considered a popular foreign language. Beginning at the elementary school level, English language proficiency should be instilled. Because English has been accepted all over the world, the students must master this particular language. However, According to Data from the English Proficiency Index (EPI), which is cited by Jaya, shown in 2018, out of 60 countries in the world, Indonesia sits on rank 25th. This score shows that

Indonesia's English ability is still below average according to Jaya & Habibi (2016).

According to Usman (2015), Speaking is one of process communication that consists of producing, receiving, and transferring an idea. It means that other people should understand a message or idea. The researcher found speaking ability problems. There are three problems in speaking faced by students, the first is that in general for students of vocational high school their lack of spirit to explore the lessons that their non-vocational lesson of course. Therefore I am still so far in able to speak. In general they only know a common sentence such as good morning and introducing you, etc. The second one is that students are having very low English ability and the last one they have limited vocabulary therefore they often stammer. These issues can be due to the characteristics of the students and the styles of teaching approaches used by the teacher to provide the materials, which are nevertheless teacher-centered. This strategy is unsuccessful in inspiring students to feel highly motivated and making students bored in the learning classroom because the English teacher only used LKS, Text Book, and whiteboard as teaching media in the learning process. To resolve this problem, all teachers must find a suitable method to ease the learning process, especially in speaking ability.

According to Zhang (2010), The fishbowl Technique is one of the techniques that can solve this problem. The Fishbowl Technique has become a learning strategy

that involves many students in a small group with varying skill levels. By applying fishbowl technique it can increase motivation, enhance research skills and develop communication proficiency. Any student or member of the task group should work together to complete the task and encourage each other in understanding the topic that the teacher has assigned. The fishbowl Technique has the added dimension of requiring students to assume a position opposite to their own, encouraging students to challenge their existing assumptions. This can move students beyond simple dualistic thinking, deepen their understanding of an issue and help students to recognize the range of perspectives inherent in complex topics. In this case, fishbowl may also build appreciation for diversity and develop for other viewpoints.

Regarding the explanation above, the writer was interested in applying fishbowl technique. According to the previous statements, the researcher wanted to determine the influence of fishbowl strategy in increasing the ability of students to speak and in this study the writer carried out research entitled "The Impact of Fishbowl Strategy Towards Students Speaking Ability at the Eleventh Grade of Vocational High School 2 Bandar Lampung in academic year 2022/2023".

1.2 Research Questions

Based on the previous background that I have stated above. The questions in this study are:

1. Is there any significant effect of the Fishbowl Technique on Students' Speaking Skills in Giving Opinions and Arguments in the Eleventh Grade of SMKN 2 Bandar Lampung in the academic year 2022/2023?
2. How are students' motivation after being taught by fishbowl technique in the Eleventh Grade of SMKN 2 Bandar Lampung?

1.3 Research Objectives

In this research the writer would like to conclude about the objective of research as follows :

1. The aim of this study is to find out whether the fishbowl technique is effective to improve students' speaking skills in giving opinions and arguments in the eleventh grade of SMKN 2 Bandar Lampung and to know and describe the influence of the students' speaking ability through fishbowl technique.
2. The aim of this study is to explore students' motivation in learning English after being taught the fishbowl technique in eleventh grade students of SMK 2 Bandar Lampung.

1.4 The uses of the Study

The results of this study are expected to confirm whether there is a significant impact of speaking after implementing the fishbowl strategy at SMKN 2 Bandar

Lampung. knowing students' responses related to the use of the fishbowl strategy in learning English. Therefore, this research provides practical benefits for students and teachers.

1. Theoretically

The results of this study are expected to confirm the theories developed in previous studies related to fishbowl strategy, especially in speaking. Furthermore, the researcher hopes that the results of this study can be used as a reference for further research in learning English. Fishbowl strategy is an interesting teaching technique and is rarely used by teachers.

2. Practically

a. Students

The results of this research are expected to be able to solve the students' problem in speaking ability and also to help the students to enhance their speaking ability. The findings of this study are designed to provide students with insights about methods of learning English. That English can also be learnt through enjoyable activities that students can perform on a daily basis, such as using fishbowl strategy.

b. Teachers

While for the teacher, the researcher expects that this research will help teachers develop ways to teach English. Researchers hope, by reading this, teachers can provide new innovations in teaching English, especially in

speaking. This research can also provide knowledge about how to use and utilize the fishbowl strategy in teaching and learning activities.

c. Researchers

This researcher is expected to be useful information to the next researcher in enhancing their speaking ability. The researchers can find out whether the Fishbowl technique can affect students.

1.5 Scope of Study

The scope of this study focuses on the implementation of Fishbowl technique to teach English speaking. This study was designed to focus on investigating the advantages and benefits of students in using the fishbowl strategy; appropriate techniques are needed in teaching and learning English. So that this research can be directed, the limitations of the problem are only to improve the speaking of class XI students of SMK N 2 Bandar Lampung. This study is to find out whether the application of the fishbowl technique is able to increase motivation in speaking eleventh grade students of SMK 2 Bandar Lampung. The methodology applied in this study uses a quantitative method by taking 2 classes in class XI SMK N 2 Bandar Lampung for the 2022/2023 academic year.