THE EFFECTIVENESS OF FISHBOWL TECHNIQUE TOWARDS STUDENTS' SELF EFFICACY IN SPEAKING

Azwan Effendi

SMP Negeri 1 Sikur, Lombok Timur, NTB

Azwaneff2@gmail.com

Abstract

This study is generally attempted to find out whether or not of Fishbowl technique effective towards students' self efficacy in speaking for second grade students of SMPN 1 Sikur academic year 2017/2018. method of this research was applied is experimental research (quantitative approach). The population of this research was of second grade students at SMPN 1 Sikur. which consistes of eight classes. the samples, were VIII A as experimental class, and VIII C as control class. They were chosen by using cluster random sampling technique with lottery. Experimental class was treated by using fishbowl technique, and control class was treated by using role play. The technique which was used to analysis the data was test formula. From the research data found out that the students' t-test score (1,73) and t-table (1,667) from (df) was 64. Based on the result of the study, and the correlation between self-efficacy and speaking was r-test (2,70) > r-table (0,320). It can be concluded that the use of fishbowl technique has positive effect toward students' self-efficacy in speaking and has correlation both of them at the second grade students SMPN 1 Sikur academic year 2017/2018.

Key Words: Fishbowl Technique, Self-Efficacy and Speaking

Abstrak

Penelitian ini pada umumnya bertujuan untuk mengetahui apakah teknik Fishbowl efektif terhadap self-efficacy diri siswa dalam berbicara untuk siswa kelas II SMPN 1 Sikur tahun ajaran 2017/2018. Metode penelitian yang digunakan adalah penelitian eksperimental (pendekatan kuantitatif). Populasi penelitian ini adalah siswa kelas II SMPN 1 Sikur. yang terdiri dari delapan kelas. Sampelnya adalah VIII A sebagai kelas eksperimen, dan VIII C sebagai kelas kontrol. Mereka dipilih dengan teknik pruposive sampling. Kelas eksperimen di lakukan dengan teknik fishbowl, dan kelas kontrol dilakukan dengan menggunakan role play. Teknik yang digunakan untuk analisis data adalah rumus uji. Dari data penelitian diketahui bahwa nilai t-test siswa (1,73) dan t tabel (1,667) dari (df) adalah 64. Berdasarkan hasil penelitian, dan korelasi antara self-efficacy dan speaking adalah r-test (2,70)> r-table (0,320). Dapat disimpulkan bahwa penggunaan teknik fishbowl berpengaruh positif terhadap self efficacy siswa dalam berbicara dan memiliki hubungan di antara keduanya pada siswa kelas II SMPN 1 Sikur tahun ajaran 2017/2018.

Kata Kunci: *Tekhnik Fishbowl, Self-Efficacy dan Berbicara*

INTRODUCTION

Speaking is the way to communicate with others, it helps human being to convey the message. Moreover, speaking is one of the most important skills to be mastered by all English learners, without speaking skill they do not know how to convey the information, to share their opinion or ideas with others. In short speaking skill is the way the people can to interact with people. Chaney (1998: 13) stated that speaking is a process of building and sharing meaning using verbal and non-verbal symbols in a variety of contexts. One of the support when the students speak English is self efficacy.

Bandura (1997: 307) stated that self-efficacy is concerned with people's beliefs in their capabilities to produce given attainments. One cannot be all things, which would require mastery of every realm of human life. People differ in the areas in which they cultivate their efficacy and in the levels to which they develop it even within their given pursuits.

Based on the observation at SMPN 1 Sikur in the academic year 2017/2018, Researcher found that the students tend to have low self-efficacy, According to (Barnhardt, 1997) people with low self-efficacy feel that they do not have the power and abilities to learn a language, thus admitting failure from the start.

Most of the students are lazy to do their assignment given by the teacher, when they still study in class room, shy and afraid to give their opinion in the class room, when the teacher ask the students to describe something based on the material. Not confident about their ability it maked them confuse to speak English in the class, sometimes when the teacher ask them to practice to speak English in front of the class, many students get nervous and just see their friends. It makes the students not fast to speak, therefore the students often to forget about their vocabulary, and makes the students changes to Indonesia language. The problems above may be caused by the use of teacher teaching techniques. The teacher dominate in the class by giving less chance to the students to practice their speaking in the class rooms.

Based on the explanation above, the researchers was conducting the research entitled the effectiveness of Fishbowl Technique towards students' self-efficacy in speaking at SMPN 1 Sikur. The purpose of this technique is was stimulate the students' to be more active, the students' not be afraid, nervous and not confident to give their opinion or to speak in class rooms. Therefore, using Fishbowl Technique, it is expected that the students may have high self efficacy to use and communicate orally in English. The purposes of this technique can stimulate the students' to have high self efficacy, the students not be afraid and was confident to expressing their opinion, and also make students feel comfort able in learning and enjoy with the material because the teacher not only teach, but also as facilitator and mediator in the class rooms.

Review of Related Literature
Speaking

Brown (2004: 140) states that speaking is a productive skill that can be directly and empirically observed; those observations are invariably collared by the accuracy and fluency. Richard (2008: 19) states that the mastery of speaking skill in English is a priority for many second- language or foreign- language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved their spoken language proficiency. Thornbury (2002: 1) state that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that. Based on the definitions above, it can be inferred that speaking is a basic of person skill to produce language that has meaning and be understood by other people about what the speaker says.

Self-efficacy

According to (Bandura, 1997: 307). self-efficacy is concerned with people's beliefs in their capabilities to produce given attainments. One cannot be all things, which would require mastery of every realm of human life. People differ in the areas in which they cultivate their efficacy and in the levels to which they develop it even within their given pursuits. For example, a business

executive may have a high sense of organizational efficacy but low parenting efficacy. Thus, the efficacy belief system is not a global trait but a differentiated set of self-beliefs linked to distinct realms of functioning. Multi domain measures reveal the patterning and degree of generality of people's sense of personal efficacy. we tend to avoid threatening situations that we believe exceed our coping skills. Perceived self-efficacy also affects how successfully goals are accomplished by influencing the level of effort and persistence a person will demonstrate in the face of obstacles. That is, the stronger the perceived self-efficacy, the more active our efforts. Higher self-efficacy is also associated with more persistence, a trait that allows us to gain corrective experiences that reinforce our sense of self-efficacy. Based on the explanation above it can be concluded that self-efficacy is an perception in own self about how well own self can befunctionin certain situation. Own Efficacy relates to belief own self to have an ability and do an action which is hoped .

Indicator of Self-Efficacy

Indicator of Self-efficacy refers to the self-efficacy dimensions of levels, dimensions and dimension generality of strength. Bandura, A. 1994. *Self-Efficacy*. In V. S. Ramachaudran (Ed.). formulates some self-efficacy indicators: (1) The individual sure that their self can be finished a certain task, which is the individual who decide the task have to finished; (2) Confident to motivate own self to take the necessary steps in completing the task; Confident that we are able to try hard, persistent and diligent; (3) The existence of a hardly effort from the individual to finish the task that is dicided by using all of thing; (4) Confident that we survive to face obstacles and difficulties; (5) Confident that we are able to do the task which has general range or specific.

Fishbowl technique

Silberman (2002: 132) stated fishbowl is a discussion format in which most of the class form a circle discussion, group discussion around it. There two group in fishbowl technique, inner group and outer group. The inner group is a fishbowl group and the outer group is an observer. Teacher gives the inner group some topic to be discussed then the outer group is observe them. The fishbowl process engages participants in active listening, active communicating and increased understanding of a variety of viewpoints. It is a method for respectful and equal communication.

RESEARCH METHOD

Research Design

The approach that was used by the researcher in this study is quantitative approach. Quantitative approach is the presentation of data in form of numeric data and analyze the data by using statistical analysis. According to Miller (2005: 4) informal terms an experimental is a means of collecting evidence to show the effect of on variable upon another. Where, in this design there was two groups experimental group and control group. For that reason, the researcher used pre-test post-test design. The research design that was used in this study is experimental design in the form of quasi experimental design, control group pre-test post-test design. The test was given to both of classes; for experimental group was treated by using Fishbowl Technique and control group was treated by using role play.

Population and Sample

The population of this research was the second grade student of SMPN 1 Siku in academic year 2017/2018 are 253 students which were divided into eight classes (VIII A are 32 students, VIII B are 32 students, VIII C are 32 students, VIII D are 32 students, VIII E are 32 students, VIII F are 32 students, VIII G are 31 students and VIII

H are 30 students). The researcher in this case used purposive sampling and those two classes that popped out where VIII A and VIII B. VIII A class consist of 32 students as experimental group and VIII B consist of 32 students as control group. So, total numbers of sample were 64 students.

Research Instrument

Instrument here is a thing or a tool that the researcher was used in testing students' self-efficacy, researcher was use two instruments, first is questioner and second is oral test. There are questionnaire sheet for testing students' self-efficacy. The students was given a paper sheet by the researcher the researcher provides 25 items and the scale of self-efficacy. One of instrument was using by researcher in teaching speaking to value the ability each of students by using oral questions. Based on this study, the scoring system also was apply audio recorder when the researcher gave the pre-test and post-test. It was continued when the researcher did the interview to know how far the students' Self-efficacy in speaking ability.

Technique of Data Analysis

In this research, the technique of data analysis divided into two general type methodologies, namely; descriptive analysis included (mean, median, mode, and standard deviation) and inferential analysis(the branch of statistics analyzed sample data to draw conclusions about a population).

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This chapter leads to discuss the findings of the research and the discussion of the findings. In finding the data, the researcher designed the study base on the test, which was pre- test and post- test of both of group. It was conducted to knows the students' self-efficacy in speaking at second grade students of SMPN 1 Sikur in academic year 2017/2018. The researcher gave students' questionnaire both of group, and the researcher was treated the students by using Fishbowl Technique in experimental group and in control group was treated by using Role play. Here the researcher got the finally of the data from t-test t-test $(t_o)1{,}170 > $t-table $(t_t)1{,}667(0{,}05/95\%)$ So from this result we can concluded that (Ha) the alternative hypothesis was accepted and (Ho) the null hypothesis was rejected because t_o was higher than t test. Finally the researcher got the data of the correlation between self efficacy and speaking ro= 2.70 rt=0,224 r-test was highest than r-table at level of significance 5% and n= 64 students means that, there any positive correlation between students self-efficacy and speaking at second grade of Smpn 1 Sikur in academic year 2017/2018.

Discussion
Fishbowl Effective for Students' Self-Efficacy in Speaking

Fishbowl Technique was effective towards students self-efficacy in speaking support by ayu wulandari (2015) say that fishbowl method which can be effective teaching tools for modeling group processes that can improve the students' speaking skill and more active in classroom to practice speaking English. Fishbowl Technique in teaching speaking gave many advantaged for students to increase their ability in improving students self-efficacy, and the students confidence when speak English .Carol Craig, (2007) says that Confidence is thus not simply a feeling that things will go well but also a judgment on our own or others' abilities. In addition, the students' participation in their motivation can be increased by using this technique is also an appropriate technique can be used to make students feel comfortable to learn in group. Harmer (2001) states that motivation is some kind of internal drive which phuses someone to do thing in order to achieve something.

Generally, students give many reasons to avoid their chance in learning if teacher asks them to give their idea orally. But, through Fishbowl Technique students can work cooperatively and decrease their shy which makes them become afraid in giving and responding the idea.

So the resulted of my research that the Fishbowl Technique was an effective towards students self-efficacy in speaking, because from my research that used Fishbowl Technique devastated for self-efficacy students, Bandura (1997: 307) stated that self-efficacy is concerned with people's beliefs in their capabilities to produce given attainments. One cannot be all things, which would require mastery of every realm of human life.. It raised after the teacher applied Fishbowl Technique than applied role play. It's because Fishbowl Technique is one of cooperative learning that focus on the students to establish the students 'belief and motivate their self in learning, This proves that the theory is the same as the characteristics of high self-efficacy.

There is Positive Correlation Between Self-efficacy and Speaking

The support of students self efficacy in speaking is they are confidence when speak English in front of their friends. Carol craig, (2007) Confidence is thus not simply a feeling that things will go well but also a judgment on our own or others' abilities. When the students learn in the class, the students not just learn by them self but the students study with the discussion with their friends in the class room. William E(1889) Discussion is an effective way to facilitate learning. As we know that Discussion can provide the instructor with an opportunity to assess student understanding of course material. With the discussion the students can change their opinion before speak in front of their friends, It maked the students have self efficacy and confidence when the

students speak English of students Smpn 1 Sikur in academic year 2017/2018.

CONCLUSION AND SUGGESTION

Based on the statistical analysis, the value of t test was 1,73 and the value of t-table was 1,667 from (df) 32 + 32 – 2 = 62, it was clear that the t-test was higher than t-table. It means that the alternative hypothesis was accepted meaning that Fishbowl Technique has effective in towards students' self-efficacy of English speaking at the second grade students of SMPN 1 Sikur in academic 2017/2018. There is positive correlation between self-efficacy and Fishbowl Technique" are accepted. Meanwhile the null hypothesis (Ho) which, states "There is no positive effect of using Fishbowl Technique in students' self-efficacy in speaking for the second grade students of SMPN 1 Sikur and there is no positive correlation between self-efficacy and Fishbowl Technique" are rejected.

The researcher should give some suggestion related to the finding of the study. The researcher expects that there search was beings useful for English teacher, the students and the researcher. The teacher should be more creative to make students Self-Efficacy increased in using media or strategy that students do not feel bored in the class. The students were become more confident in their own abilities, and they can motivate themselves to resolve the difficult situation, because they have high self-efficacy. The researcher hoped that other researchers had to find a more effective strategy for making self-efficacy of students increased, because Fishbowl Technique that teachers was used only able to control the students only in the class.

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