USING THE FISHBOWL METHOD
TO IMPROVE STUDENTS' SPEAKING ABILITY
(An Experimental Research at the Ninth Grade Students in MTs. Negeri Gowa)

A THESIS

Submitted to the Faculty of Teachers Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for Degree of Education in English Department

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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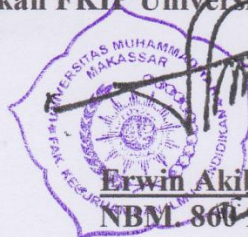
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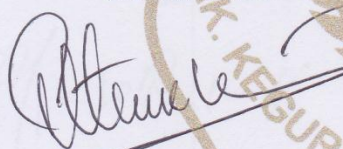Department : English Education Department Strata 1 (S1)

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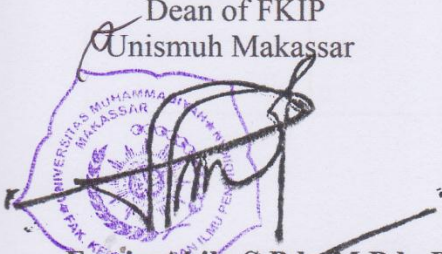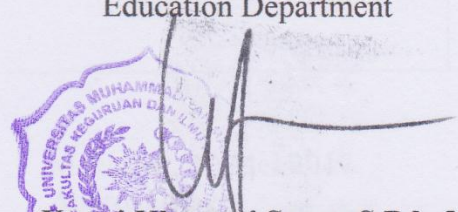**Dr. Hj. Andi Tenri Ampa, M.Hum**

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Demikian perjanjian ini saya buat dengan penuh kesadaran.

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Nurwandi

MOTTO

"All Will Be Beautiful In the Right Time

Don't Asked When, Just Be Patient and Sincere

Enjoy the Process and Fell It

Provision of God Really No Doubt"

I DEDICATED THIS THESIS

FOR MY BELOVED FAMILY AND MY FRIENDS

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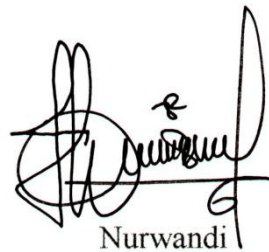
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Makassar,   January 2018

The Researcher

Nurwandi

ABSTRACT

Nurwandi. 2018. Using The Fishbowl Method To Improve Students' Speaking Ability *(An Experimental Research at The Ninth Grade Students in MTs. Negeri Gowa)*, under the thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, guided by Hj. Andi Tenri Ampa and Yassir Mallapiang.

This research aimed at improving the students' Speaking ability, particularly accuracy and fluency in speaking by using *The Fishbowl Method.* The research design was quasi experimental. It was employed with two classess of the second year students at MTs. Negeri Gowa. Purposive sampling was applied to selected the sample of group pre-test and post-test design. The number of sample selected was 64 students. The data were obtained through speaking test.

The findings showed that there were significance difference on the students' accuracy and fluency in Experimental Class and Control Class taught with The Fishbowl Method and Discussion Method. The significant difference of students' post-test speaking *accuracy* was (75 in Control Class to be 88 in Experimental Class) and *fluency* was (85 in Control Class to be 94 in Experimental Class). Then, the result of the test showed that there was a significant difference between the score of t-test and t-table for *accuracy* was (4.779>2.000) and *fluency* was (3.846>2.000). It means that t-table was higher than t-test at the level of significance 0.05 and the degree of freedom (n-k = 64-2 = 62). Therefore, the statistical computation described that *The Fishbowl Method* was effective in improving the students' speaking.

It can be concluded that designing the learning purpose appropriately which considered students' needs and language level might ease teacher to use *The Fishbowl Method* in improving students' speaking ability. The teacher might try to apply *The Fishbowl Method* in the classroom activities in order to helped the students organized their English ability especially in speaking, and in the other hand it could create an effective and interesting learning atmosphere in the classroom.

Keywords: The Fishbowl Method, Discussion Method, Speaking, Accuracy and Fluency.

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CHAPTER I

INTRODUCTION

A. Background

There are four skills that must be mastered in teaching learning English, there are listening, writing, reading, and speaking. Speaking is one of the ability is very important and very necessary in the master in English. People can interact between each other by speaking, so that other people can understand what the people talking about. Speaking is support by some components such as vocabulary, grammar, pronunciation, fluency, and comprehension. Qureshi (2006: 3) defines that speaking are important for career success, but certainly not limited to one's professional aspirations. Speaking can also enhance one's personal life.

Speaking is the way to express our thoughts, feelings, and opinions to someone. Based on Alonso (2013: 147) in the field of teaching second languages, speaking is a demanding skill, with phenomena such as vowel reduction and elision making the production of good spoken language is difficult. The elements such as slang and idioms render speaking a difficult skill to acquire, not to mention stress, rhythm and intonation. In further difficulty the teacher may explain a rule in the second language so the learners will often not actually put it into practice to any great extent. Speaking has been extensively studied in recent years and there is a relate literature of this research.

The researcher takes review of related literature from the other research as comparison. The researcher conducted by Rahma (2014), and the result of her

research applied the fishbowl to the students in SMP Negeri 2 Ambarawa in the academic year of 2014/2015 as the object. The numbers of sample were 50 students that were divided into two groups. The first group was experimental group and the second group was control group. The data tested using t-test formula by comparing the mean score of pre-test and post-test from both classes. The level of significance was set equal or less than 5%. The result of this study showed that t-value 8, 511 was higher than t-table 2, 064 with the degree of freedom (df) of 24. Therefore, it could be concluded that there was significant difference of T-test between students taught by teaching and students taught by Fishbowl method.

In other hand, according to Peny Ur in Hidayat (2012), there are several problems encountered when teaching speaking to the students. The problems are inhibition, nothing to say, low or uneven participation, and the use of mother tongue. The first inhibition, it means that the students often find it difficult to say something in English in the class because of excessive embarrassment, fear of making mistakes or fear of being criticized. The second is nothing to say, it means that the students have a feeling of guilt about saying something in English so that no idea can be expressed. The third is low or uneven participation, it means that only some of the students who have an interest in learning English, it is an overview of all schools in Indonesia, which means that only a few students have an active role in English language learning, most of them less or none at all. The last is the use of mother tongue, it means that the tendency to use the mother tongue still dominates the students during the learning process is further exacerbated by the teacher as well, in

general the teacher prefers to teach the grammar rather than speaking because it teaches the grammar easier and always uses the Indonesian language.

To overcome the problem of learning, the teachers shall motivate the students and create the most effective way to stimulate them, so they will interest in practicing their speaking. On other hand, the teacher shall use certain technique to stimulate students to practice their speaking, because good strategy will support them in achieving skill including English skill. Teacher have to teach the material by using good method, good technique and organize teaching-learning process as good as possible, so teaching-learning process can run well.

Teaching speaking is difficult thing, so the teachers have to make a fun activity in teaching speaking in the classroom. Using pictures, cards, and other visual aids usually add a great joy to the class. Fishbowl is one of the methods that can apply in teaching speaking. Taylor (2007: 54) defines that fishbowl is a way to organize a medium-to large-group discussion that promotes student engagement and can be used to model small-group activities and discussions. Fishbowl is the one of potential activities that students can aim to arrive at a conclusion, share ideas about an event, or find solution in this activity. Another methodthat using by the teacher is Discussion Method. Muheirwe et. al (2011: 7) This is a method of interaction in which young children converse with each other on a specific topic of interest.Discussion is a type of activity, which involves breaking the class into small groups for effective talking on a topic, a problem or issue.

Witherspoon, Sykes & Bell (2016: 6) defines that a classroom discussion is a sustain exchange between and among teachers and their students with the purpose of developing students' capabilities or skills and expanding students' understanding both shared and individual of a specific concept or instructional goal. The "fishbowl" is a teaching method 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 process. Based on the problem above, the researcher conducted an experimental research entitled "Using the Fishbowl Method to Improve Students' Speaking Ability (An Experimental Research at the Ninth Grade Students in MTs. Negeri Gowa)".

B. Research Problem

Based on the backgrounds above, the researcher underlined the problems as follow:

1. Is there any significant difference of the accuracy of speaking skill between the students who are taught by using the Fishbowl Method and those students who are taught by using Discussion Method?

2. Is there any significant difference of the fluency of speaking skill between the students who are taught by using the Fishbowl Method and those students who are taught by using Discussion Method?

C. Research Objective

The objectives of the research can be state as relate with the research problems. Therefore the objectives of the research are as follows:

1. To know the significant difference of the accuracy of speaking skill between the students who are taught by using the Fishbowl Method and those students who are taught by using Discussion Method.

2. To know the significant difference of the fluency of speaking skill between the students who are taught by using the Fishbowl Method and those students who are taught by using Discussion Method.

D. Significance of the Research

This research was formulated as an effort of finding some used. The used of this research are:

1. For the other researcher, the result of the research can contribute useful information for the future classroom research with the similar problem of speaking ability improvement.

2. For the students, it was expected that the result of this research could add the students' interest in English learning, so it could help them to speak and learn English.

3. For the teachers, it was expected that the result of this research would gave them a reference in their teaching.

4. For the researcher, it was expected that the result of this research could contribute the researcher to help to find out the best method for teaching speaking.

E. Scope of the Research

This research covered the improvement of the students' speaking ability by using the fishbowl method. It focused on speaking accuracy skill dealing with pronunciation and speaking fluency skill dealing with smoothness at the ninth grade students in MTs. Negeri Gowa. Accuracy is the ability to speak correctly without making serious mistakes and therefore a greater use of instant teacher's correction within a speaking activity was appropriate. Pronunciation refers to how we produce the sounds that we use to make meaning when we speak. Then Fluency as natural language use likes the native speakers. That the ability one speaks fluently can sustain the speaker to produce continuous speech and meaning without comprehension difficulties for the listener. Fluency refers to speech that is smooth or flowing. Smoothness as a linguistically unspecific term, and estimate that raters would have difficulties determining what is halting or fragmentary speech, in contrast to so called smooth speech.

CHAPTER II

LITERATURE REVIEW

A. Concept of Fishbowl Method

1. Definition of Fishbowl Method

According to Taylor (2007: 54) fishbowl is a way to organize a medium to large-group discussion that promotes student engagement and can be used to model small-group activities and discussions. Fishbowls have been used by group work specialists and in counseling.

Otim (2013: 27) this technique provides a physical structure that allows participants on the 'outside' to see something being done on the 'inside'. Participants may observe a role play of an actual situation, such as a discussion or a planning meeting.

Based on Barkley, Cross, & Major (2005) Fishbowl is a technique used in classrooms where group dynamics are important. This technique allows for a deeper discussion of any given topic. It helps build a sense of community and focuses the attention on the ways that a group might work together more productively. In a language arts classroom, it can demonstrate how groups can collaborate to construct meaning from a text. They model peer literature circle discussions as students analyze a text and connect their responses with others.

In Fishbowl, an outer circle of students sits around a smaller, inner circle of students. Students in the inner circle engage in a depth discussion, while students in the outer circle consider what will say and how to say. This

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

Based on the above definitions, it can conclude that the fishbowl method is a medium to large-group discussion that promotes the students engagement. This technique provides a physical structure that allows the students in the 'outside' to see something being done in the 'inside'. It helps the students to build a sense of community and focuses the attention on the ways that a group may be work together more productively. Fishbowl method has an outer circle of the students sits around a smaller, inner circle of the students. The students in the inner circle do a depth discussion, while students in the outer circle consider what will say and how to say.

2. Fishbowl as a tool for modeling discussion

Hyppönen & Lindén (2009: 49) a part of the group is chosen as a discussion group or groups for fishbowl method. The other students in the teaching group form the audience for the discussion. After the topics are discussed in the small group or groups, it will be discussed together to allow the participation of the audience.

Taylor (2007: 54-55) Fishbowl is a way to organize a medium to large group discussion that promotes student engagement and can be used to model small-group activities and discussions. Fishbowls have been used by group work specialists and in counseling. Fishbowl discussions have multiple purposes. Fishbowls can be effective teaching tools for modeling group processes, for engaging students or other groups in discussions of cross-cultural or challenging topics, or for giving students greater autonomy in classroom discussions.

3. The Procedure of Fishbowl method

Andreas et al (2010: 3) the Fishbowl method is effective in enhancing interactivity within the class. Students can undertake social roles based on human relationships and through them exchange experiences, ideas and reasoning. Furthermore, through this process students identify the multiple dimensions of the debated issues, and ponder over the differing opinions, enhancing their critical thinking skills.

Taylor (2007: 55) explain the Fishbowl as a student-centered discussion activity as follows:

1) The teacher arranges the room in a fishbowl, with inner and outer circles of students, and often assigns a text (section of a textbook or book, a poem, an article, or a video) to be read or viewed prior to the discussion.

2) The teacher can generate a set of questions by writing them on slips of paper or index cards, or students can write questions or comments on cards.

3) Four or five students sit in the inner fishbowl and begin a discussion using the questions; only these students can talk. If a student in the outer circle wants to say something, he or she must get up, tap one of the students in the inner circle on the shoulder, and take his or her place.

4) Whenever a student is "tapped out" of the fishbowl, he or she takes a seat in the outer circle and cannot speak unless he or she returns to the inner fishbowl by tapping another student out.

5) If students are reluctant to enter the fishbowl, the teacher can change the rules so that, after a few minutes, the inner group can tap others into the fishbowl.

If students are too quick to jump into the fishbowl (that is, they do not give their peers a fair amount of time to talk before tapping them out), the teacher can set a time limit of one, two, or three minutes during which students cannot be tapped out. According to Silberman (2014: 246) this is a standard role play in which some individuals engage in role playing and others watch. Although it is time consuming, this is the best method for combining the virtues of large-and small-group discussion. Bring new groups into the inner circle to continue the discussion. You can do this by obtaining new volunteers or assigning participants to be discussants. As a variation of concentric circles, you can have participants remain seated at a table and invite different groups or parts of a group to be the discussants as the others listen.

The Fishbowl method allows you to explicitly teach a variety of social skills. It is one way to shine a light on the specific social skills that can either move a discussion forward or shut it down. The Fishbowl offers the class an opportunity to closely observe and learn about social interaction. You can use it in any content area (Chris Opitz, 2008:102). Other variations and extensions to implement Fishbowl are as follows:

1) Instead of one large Fishbowl, consider multiple small Fishbowls of four to six students with two or three students in each of the inner or outer circles.

2) After the initial Fishbowl discussion, ask students to switch places, with the outer circle assuming the inner circle role, and vice versa.

3) Allow students from the outer circle to join the inner circle by tapping a student on the shoulder and exchanging places with him or her. This is a fun strategy for creating enthusiasm, and it keeps more students active and engaged. Be aware, though, that some students, some culture and religious are not comfortable with being touched, so consider as an alternative telling students who wish to join or exit a group to simply raise their hands, or give an entry/exit token such as a slip of paper.

4) Have students perform a task, such as solving a problem or learning a new skill, instead of discussing an issue. (Elizabeth, et al.,2005:149)

In addition Vagle (2014: 9) the procedure of Fishbowl method in nine steps there are:

1) Eight seats are placed, in a circle, in the center of the room.

2) All other seats a pushed to form an outer circle for seating for non-participants.

3) The eight students in the circle, the fishbowl, are the only ones allowed to speak in the room. There is to be no conversation outside of the circle. The teacher chooses the first students in the circle, at random.

4) The students engage in debate on an issue presented, as an open-ended question, by the teacher.

5) All participants must abide by the rules of civic discussion. These rules are provided in the discussion rubric.

6) The participants must also operate under the standards of common courtesy. (No yelling, no interrupting, no name-calling, etc.)

7) Once a student in the circle has spoken, a student from outside the circle may come and tap that student. The student in the circle must then give the one who tapped them their seat and return to the outside observation seats. The new entrant may not be tapped until he or she has spoken at least once.

8) Students, once removed from the circle, may return at any time. (They may not be tapped until they have spoken again) The teacher may grant preferential seating to students who have not yet participated in the debate.

9) The teacher does not participate in the discussion except to provide a new question or to terminate an irrelevant, or inappropriate, line of discussion.

4. Advantages and Disadvantages of Fishbowl Method

Rahma (2014: 18) points out the advantages and disadvantages of using fishbowl. An advantage of a Fishbowl method is it is stimulates discussion in the class, provides class interaction, allows students to learn from peers, involves critical thinking, improves oral and listening skills and provides break from routines. These reasons have made Fishbowl popular in participatory group meetings and conference and also we can use it in any content area.

Fishbowl has many advantages but it also has some disadvantages like; it can be a possible conflict among students, it also can false information may be presented, it may be hard from some to express themselves, it focus and relevancy of the topic may be altered, it make some may feel uncomfortable being observed, it makes strong emotions high and also its observers cannot immediately respond.

B. Concept of Discussion Method

1. Definition of Discussion Method

Muheirwe et. al (2011: 7) This is a method of interaction in which young children converse with each other on a specific topic of interest. Children will be exchanging their views and making contributions towards the idea brings forward in small groups. Discussion promotes socialization, knowledge sharing, languages development, character building and inculcate leadership skills in children. Discussion is mainly used teaching large classes, when you have much content

you like to pass over to children in a limited time and also when you have limited learning materials. Discussion promotes peer learning.

Discussion is a type of activity, which involves breaking the class into small groups for effective talking on a topic, a problem or issue. It is thinking together process in which pupils talk freely to the teacher it is to one another a student-centered method since students participate actively. The role of the teacher is that of a moderator. There is flow of information from teacher to student, from student to student. The teacher should not allow individuals to dominate the discussion (Yusuf, 2012: 2).

Witherspoon, Sykes & Bell (2016: 6) defines that a classroom discussion is a sustain exchange between and among teachers and their students with the purpose of developing students' capabilities or skills and expanding students' understanding both shared and individual of a specific concept or instructional goal. Classroom discussions are characterized by high quality and high quantities of student talk. Teachers must ensure that discussions are built upon and revolve around both students' contributions and the content at hand. In a discussion, the teacher's role is to question students, take up, revoice, and press students' ideas, structure and steer the conversation toward the learning goals, enable students to respond to one another's ideas by stepping back to listen, moderate and facilitate students' interactions, ensure that the content under discussion is represented accurately, and bring the discussion to a meaningful close.

2. Procedure of Discussion Method

According to Larson (2000: 662) Discussion is thought to be a useful teaching technique for developing higher-order thinking skills, skills that enable students to interpret, analyze, and manipulate information. Students explain their ideas and thoughts, rather than merely re-count or recite memorized facts and details. During discussion learners are not passive recipients ofinformation that is transmitted from a teacher.Rather, learners are active participants. As theyinteract during the discussion, students constructan understanding about the topic.

Illinois (2014: 3) the following guidelines will help keep the conversation focused on the text and assure all participants a voice. The procedure of discussion method as follows:

a. Read the selection carefully before participating in the discussion.This ensures that all participants are equally prepare to talk about the ideas in the work.

b. Discuss the ideas in the text and explore them fully.Reflecting on what the text means makes the exploration of both the text and related issues more rewarding.

c. Support interpretations of the text with evidence from the work.This keeps the group focuses on the text and builds a strong foundation for introducing insights and related issues based on personal experience into the discussion.

d. Listen carefully to other participants and respond to them directly. Shared Inquiry is about the give and take of ideas, the willingness to listen to others and converse with them respectfully. Directing comments and questions to other group members, not always to the leader, will make the discussion livelier and more engaging.

e. Expect the leader to mainly ask questions rather than offer his or her own interpretations of the text. The leader of a Shared Inquiry discussion asks an opening question and follow-up questions about participants' comments. This encourages everyone to participate. Group members can enrich discussion by striking a balance between making assertions and questioning others, including the leader, about their ideas.

3. Advantages and Disadvantages of Discussion Method

According to Muflikhah (2013: 9) an advantage of a discussion method is it gives entire class opportunity to deliver their idea, the students can drill the target language, discussion can stimulate critical thinking, discussion involves the whole class, and the students can solve the problem as teamwork.

Discussion method has many advantages but it also has some disadvantages. Muheirwe et. all (2011: 7) defines the disadvantage of using discussion as follows; discussion method can be time consuming if not well planned, discussion method requires a large space, and discussion method dominant participants can overshadow or mislead the rest.

C. Concept of Speaking

1. Speaking Skill

According to Zohra & Mostefa (2013: 8) Speaking skill is one of the basic components of foreign language teaching and learning in addition to listening, reading and writing since it provides learners with the opportunity to hold successful conversation as well as manage interaction. It has been extensively defined by many authors in the literature from different perspectives. Speaking skill is the person ability to product of creative construction of linguistic strings. In other words, for him speaking is a productive skill in which the speaker makes choices of lexicon, structure and discourse that are observed and interpreted by the listener.

Kadri & Sahraoui (2015: 6) speaking skill is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts. For this reason, in the act of communication, the speaker has to explicit as much as possible, when talking he has to select suitable expressions in order to be more fluent and which enable the receiver to form an interpretation of the intention of our message i.e., good speaking skill is the act of generating words that can be understood by listeners and the good speaker is clear and informative.

Lejla (2011: 7) Speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of a language. Therefore, activities that develop learners' speaking skills are an

important part of a language course. There are four characteristics for a successful speaking activity:

a. Learners talk a lot.

b. Participation is even.

c. Motivation is high.

d. Language is of an acceptable level.

Based on the above definitions, it can conclude that speaking skill is the one of basic components of foreign language teaching and learning in addition to listening, reading and writing to hold successful conversation as well as manage interaction. A good speaking skill is a generating the words that can be understand by listeners and the good speaker is clear and informative. There are four characteristics for a successful speaking activity, those are learners talk a lot, participation is even, motivation is high, and language is of an acceptable level.

2. Speaking Ability

The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Based on Alonso (2014: 48) speaking as ability in the second language to produce or comprehend utterances smoothly, rapidly, and accurately, the rate of delivery is associated with the ability to produce linguistic structures and distinguishes here between speed and regularity, which refers to the quantity and organization of pausing.

In addition Kadri and Sahraoui (2015: 6) speaking ability is theability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on spot. In this respect, speaker's mastery of the target language is ultimately measured by how well he can use it, not only by how much he knows about i.e., to enable the speaker to be a good performer. In other words, speech should be appropriate to the situation and purposeful; spoken language allows us to produce a sequence of vocal sounds; in such a way another person can reconstruct from those sounds a useful approximation to one original meaning.

Based on the explanation above about the speaking skill and speaking ability, the researcher concludes that the speaking skill and speaking abilityhave many similarity that they are the competence to produce the speaking but although speaking ability and skill also have a different, speaking skill is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts while speaking ability is more complex, speaking ability is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.

3. Teaching Speaking Skill

Teaching speaking ability is very important part in second language learning. The ability is to communicate in second language clearly and efficiently contribute to the success of the learner in the school and success later in every

phase of life. Therefore it is essential that language teacher pay great attention in teaching speaking ability so that the teacher should make various activities to promote speaking to students, the teacher should motivate students to learn more about speaking.

Dogar (2011: 38-39) many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the

criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

4. Elements of Speaking

a. Accuracy

Accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication breakdowns. Accuracy concerns "the ability to produce grammatically correct sentence". Nevertheless, the terms accuracy seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well.

Shen (2013) defined that accuracy as the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language. Accuracy refers to the ability to produce grammatically correct sentences. Accuracy is the ability to speak correctly without making serious mistakes and therefore a greater use of instant teacher's correction within a speaking activity is appropriate.

1. Pronunciation

Pronunciation is very important in speaking if we do not appropriate pronunciation it can influence meaning of word. According to Laurea (2015: 8) point out the pronunciation refers to how we produce the

sounds that we use to make meaning when we speak. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of the individual segments, such as stress, timing, rhythm, intonation, phrasing, (supra segmental aspects), and how the voice is projected (voice quality). Although we often talk about these as if they were separate, they all work together in combination when we speak, so that difficulties in one area may impact on another, and it is the combined result that makes someone's pronunciation easy or difficult to understand.

In explanation of Shooshtari, Mehrabi & Mousavinia (2013: 455) when talking about pronunciation in language learning we mean the production and perception of significant sounds of the language in order to achieve meaning in contexts of language use, this comprises the production and perception of segmental sounds, of stressed and unstressed syllables, and of 'speech melody', or intonation.

Yates (2002: 1) point out the broad definition of pronunciation includes both supra segmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language.

2. Grammar

Based on Mart (2013: 124) Grammar is rules of a language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraint, grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey. In foreign language acquisition accurate understanding of the language structures is the key part so teaching grammar is an essential aspect of foreign language instruction.

In addition Fengjie, Jia and Hongyi (2016: 24) Grammar means laws in one language, and it gives the language an organized system, while the vocabulary is the material of language. Vocabulary gives language the specific content by grammar. So grammar is the centre of language.

3. Vocabulary

Mastering vocabulary is first step to speaking English if we do not master vocabulary we cannot utterance what is our purpose. Vocabulary plays an important role in mastering the English language because without knowing a lot if vocabularies we will not be able to express ideas to other. Vocabulary is usually distinguished in two kinds namely recognition vocabulary passive vocabulary and active vocabulary.

Ferreira (2007: 11) stated that points out many authors have similar definitions about vocabulary. Vocabulary can be defined as a

powerful carrier of meaning and the knowledge of word sand their meanings. This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved. In addition, the student should be able to recognize words, and know their meanings as well. Thus, when a student is effectively able to recognize and use a word in different contexts, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word.

b. Fluency

Fluency as natural language use like the native speakers. That the ability one speaks fluently can sustain the speaker to produce continuous speech and meaning without comprehension difficulties for the listener. Eventually put the fluency development into the criteria list of communicative competence for being a successful English speaker. Fluency is also used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying.

Shen (2013) defined that fluency as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication. Fluency refers to the quality or condition of being able to speak or write a language or perform an action smoothly, accurately and easily, which includes the ability to produce written and/or spoken language with ease, the ability to speak with

a good but not necessarily perfect command of intonation, vocabulary, and grammar, the ability to communicate ideas effectively, and the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

1. Smoothness

In the explanation of the last part of this chapter Fluency refers to speech that is smooth or flowing. Fluent speech means that words and sounds are connected in a way that sounds natural and un-interrupted. The absence of this smooth connectedness is termed disfluency. All of us experience disfluency from time to time as we hesitate, get tongue tied, or mispronounce a sound and repeat ourselves to correct it. Disfluency becomes a disorder when it happens frequently enough to interfere with communication. Stuttering and cluttering are both fluency disorders. Itkonen (2010: 16) smoothness as a linguistically unspecific term, and estimate that raters would have difficulties determining what is halting or fragmentary speech, in contrast to so called smooth speech.

Fluent speech is characterized by smoothness (lack of interruptions) which sounds, syllables, words and phrases are joined together when speaking quickly, without fluency disorders like cluttering and stuttering. Both disorders have breaks in the fluidity of speech, and both have the fluency breakdown of repetition of parts of speech.

2. Hesitation

Rahmatian et. al (2014: 107) The concept of fluency as opposed to the concept of hesitation is centered over the temporal aspects of speech: as the number and duration of hesitation goes up, the speech is considered as less fluent. On a general basis, hesitation in mother tongue allows the speaker to plan his/her speech, to select words, and to articulate. The same is true for a foreign language. However, hesitation in a foreign language is interpreted as a sign of disfluency. Disfluent speech is a speech marked with long pauses which cut off the discourse into less well-defined blocks from a syntactic or conceptual point of view. Hesitation that extends beyond three seconds is the sign of a major breakdown, or even premature end to the speech. Hesitation comprises three components : beginnings, pauses, and repetitions.

3. Self-confidence

According Songsiri (2007: 27) self-confident learners as likely to rely on selective monitoring or none whereas others tend to rely on use of the monitor. It means students who are self-confident learners tend to choose ways to self-check their learning whereas others require someone to check their understanding of language learning. Less confident learners, or shy members may initially be gently encouraged to participate by the facilitator and introduced to a few of the other more confident members.

In addition Gürler (2015: 15) Self-confidence significantly contributes to the learner's willingness to communicate in a foreign language. Speaking requires a high level of self-confidence that means the state of being sure of doing something, and not being shy and aggressive in social situations.

D. Conceptual Framework

In this case the researcher applied Fishbowl Method which expected to improve speaking ability to the first year students of Junior High School. The researcher showed the conceptual framework as follows:

Figure 2.1
The Conceptual Framework

```
                    ┌─────────────┐
                    │   INPUT     │
                 ┌──┴─────────────┴──┐
                 │  SPEAKING TEST    │
                 └─────────┬─────────┘
                           │
                           ▼
                    ┌─────────────┐
                    │   PROCES    │
      ┌─────────────┴─────────────┴─────────────────────────┐
      │ Fishbowl Method: Grouping, Discussion, Join Circle   │
      │              and Performance                          │
      └──────────────────────┬───────────────────────────────┘
                             │
                             ▼
                    ┌─────────────┐
                    │   OUTPUT    │
                 ┌──┴─────────────┴──┐
                 │  Speaking skill   │
                 └──┬─────────────┬──┘
              ┌─────┘             └─────┐
              ▼                         ▼
        ┌───────────┐             ┌───────────┐
        │ Accuracy  │             │  Fluency  │
        └─────┬─────┘             └─────┬─────┘
              ▼                         ▼
      ┌───────────────┐         ┌───────────────┐
      │ Pronunciation │         │  Smoothness   │
    ┌─┴───────┬───────┴─┐     ┌─┴──────────────┬┴──────────┐
    │ Grammar │Vocabulary│     │Self-confidence │ Hesitation│
    └─────────┴─────────┘     └────────────────┴───────────┘
```
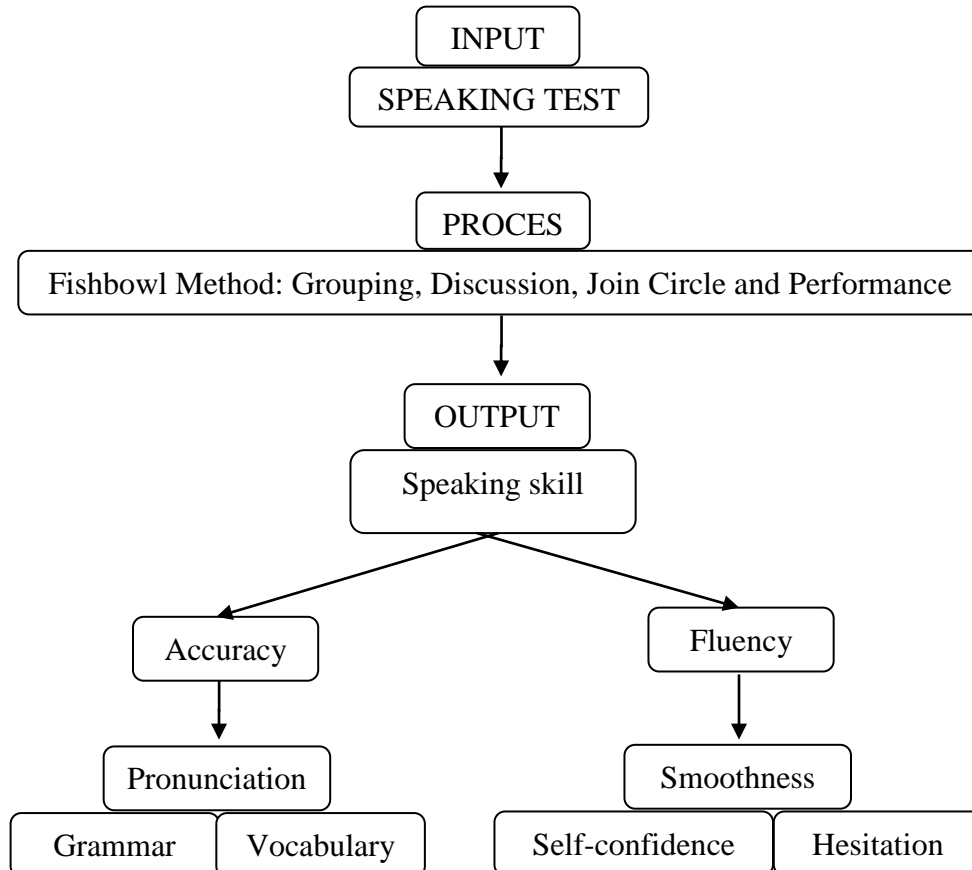
1. Input referred to an speaking test that gave to the students.

2. Process referred to teaching process through Fishbowl Method for experimental class by using grouping, discussion; join circle and the student performance.

3. Output referred to the students' speaking skill and it focused in accuracy and fluency of the students itself. After analyzing the pre-test and post-test of the two classes. The researcher knew the improvement of students' speaking ability through Fishbowl Method.

E. Hypothesis

The hypothesis of this research was formulated as follows:

1. Alternative Hypothesis (H_1)

   Teaching speaking through Fishbowl method can improve the students' speaking at the Ninth Grade Students in MTs. Negeri Gowa.

2. Null Hypothesis (H_0)

   Teaching speaking through Fishbowl method can not improve the students' speaking at the Ninth Grade Students in MTs. Negeri Gowa.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a quasi-experimental design did not need to select sample from population randomly but using sample (classes) which was already organize base on instructional purposes. In this research, the sample divided into two classes. They were control class and experimental class. Pre-test and post-test are aimed to observe the improving students' speaking ability by using the fishbowl method. Pre-test was used to get the beginning score of students' speaking ability before treatment was given and it was given in both the control and the experimental class. However, post-test was also being given in both the control and the experimental class to measure the score after treatment. Then the researcher compared the result of post-test between the two groups to get the overall using the fishbowl method.

The researcher did experimental research by teaching two classes using two different methods. The experimental class taught using the fishbowl method, and the control class taught using the Discussion method. The formula of this design is show in table as follows:

Table 3.1
The Experimental Design

Groups	Pretest	Treatment	Postest
Experimental	O1E	X1	O2E
Control	O1C	X2	O2C

O1E = Pretest for experimental class

O2E = Posttest for experimental class

X1   = Experimental class (Fishbowl Method)

X2   = Control class (Discussion Method)

O1C = Pretest for control class

O2C = Posttest for control class

In this research namely quasi-experimental design that using experimental class and control class. This design involved two classes, experimental class and control class. There were three main process there are pre-test, treatment and post-test. The pre-test and post-test were aimed to know whether the fishbowl method could improve students' speaking ability (accuracy and fluency) or not.

1. Pre-Test

The procedure of the pre-test for the experimental class was same as the control class. The pre-test conducted to measure the speaking ability of the sample. The test consisted of speaking test. First, the teacher came to the class and explained what they were going to do. Then, the teacher gave the topic to the students about procedure text. Each student got a different topic about procedure text. The teacher gave the students some minutes to prepare. After the students were ready, the teacher asked the students to present in front of the class about the text chose by the teacher during five minutes (speaking). After that, the teacher measured their accuracy and fluency as their speaking achievements.

2. Giving Treatment

After the pre-test, the researcher treated the students for six meetings. In experimental class, The Fishbowl Method was used in teaching speaking. There were many kinds of procedures of The Fishbowl Method suggested by the experts, such as, Taylor, Silberman, Chris Opitz, and Vagle. In this research, The Fishbowl Method by Taylor (2007:55) is used in teaching speaking. In control class, Discussion Method was used in teaching speaking. Generally, the teaching and learning processes were same in the first meeting until the last meeting. Teaching and learning processes were follows:

1. **Preliminary activities (10 minutes)**

   a. Greeting.

   b. Preparing the students psychologically and physically to follow the learning process.

   c. Giving apperception and motivation to learn.

   d. Asking questions prior knowledge linking with the material to be studied.

   e. The teacher delivered the learning objectives.

   f. The teacher delivered the material scope and description of the activities.

2. **Core activities (60 minutes)**

   Experimental Class *(The Fishbowl Method)*

a. The teacher arranged the room in a fishbowl, with inner and outer circles of students, and often assigns a text (section of a textbook or book, a poem, an article, or a video) to be read or viewed prior to the discussion.

b. The teacher could choose the topic about procedure text by writing them on slips of paper or index cards, or students could write questions or comments on cards.

c. Four or five students sat in the inner fishbowl and begin a discussion; only these students could talk.

d. Every time the students in the inner fishbowl (four or five students) already answer the question from teacher, the topic of a procedure text changes.

e. If a student in the outer circle wanted to say something, he or she might get up, tap one of the students in the inner circle on the shoulder, and toke his or her place.

f. Whenever a student was "tapped out" of the fishbowl, he or she toke a seat in the outer circle and cannot spoke unless he or she returned to the inner fishbowl by tapping another student out.

g. If students were reluctant to enter the fishbowl, the teacher could change the rules so that, after a few minutes, the inner group could tap others into the fishbowl.

h. If students were too quick to jump into the fishbowl (that is, they did not gave their peers a fair amount of time to talk before tapping them out), the teacher could set a time limit of one, two, or three minutes during which students cannot be tapped out.

i. Teachers could extend students' participation by allowing them to generate questions for the discussion.

Control Class *(Discussion Method)*

a. Prepare the material, choose and define topics about procedure text with themes already provide by the teacher.

b. The students read the topic about procedure text.

c. By the consulting of the teacher, the students asked about structure and grammar about procedure text.

d. Choosing a discussion leader (chairperson, secretary, rapporteurs). Arranging seats, rooms, and so on with teacher guidance.

e. Students discuss in their respective groups, while teachers went from one group to another, maintain order, and provide encouragement and assistance to enable group members to participate actively and discussions run smoothly. Each student might know about the material of procedure text, knowing exactly what would be discussed and how to discuss.

f. Each group shall report the results of its discussion. The students

present by individual what they already learn in a group. The teacher
gives a review.

3. Closing activities (10 minutes)

a. The teacher and the students conclude together the lesson of the day.

b. The teacher provided feedback on the process and learning outcomes.

   Thank you very much for your participation.

   You do a good job today, I'm very happy with your activity in the
   class.

   How about you, do you enjoy my class?

c. The teacher conducts to follow-up activities in the form of individuals
   tasks.

d. The teacher informs the lesson plan activities for the next meeting.

3. Post-Test

   The procedure of the post-test for the experimental class was same as the
control class. The post-test uses to know the result after gives the students
treatment in the speaking ability. The test consists of speaking test. First, the
teacher came to the class and explained what they were going to do. Then, the
teacher gave the topic to the students about procedure text. Each student got a
different topic about procedure text. The teacher gave the students some minutes
to prepare. After the students are ready, the teacher asked the students to present
in front of the class about the text chose by the teacher during five minutes
(speaking). After that, the teacher measures their accuracy and fluency as their

speaking achievements. Finally, the teacher knew the ability of the students in speaking, especially in accuracy and fluency speaking.

B. Population and Sample

1. Population

The population of this research was the ninth grade students in MTs. Negeri Gowa. The ninth grade students consist of six classes (32 students in class IX.1, 33 students in class IX.2, 32 students in class IX.3, 30 students in class IX.4, 27 students in class IX.5, and 33 students in class IX.6). Total of the population was 187 students.The classes were IX.1 and IX.3, which were the superior class in ability and facility among another class in MTs. Negeri Gowa.

2. Sample

In this research, the researcher used purposive sampling in selecting two classes from the population to become experimental and control class. The researcher used purposive sampling because this sampling method was one of the most cost-effective and time-effective sampling methods available. Purposive sampling may be the only appropriate method available if there were only limited numbers of primary data sources who could contribute to the study.

The researcher took two classes for the sample. The first class is IX.1 which has 32 students as a control class. The second class was IX.3 which has 32 students as an experimental class. Total of the sample was 64 students. Control class would taught by using Discussion method and an experimental class would taught by using fishbowl method about procedure text. The researcher select

classes are IX.1 and IX.3, which were the superior class in ability and facility among another class in MTs. Negeri Gowa.

C. **Research Variables and Indicators**

1. Research Variables

This research had two variables; they were independent variable and dependent variable:

a. Independent Variable

The independent variable was the fishbowl method. It was used by the researcher when teaching the material.

b. Dependent Variable

The dependent variable was the students speaking ability, especially in accuracy and fluency problem of speaking ability.

2. Indicators

The indicators of the research were accuracy and fluency. Accuracy focused in pronunciation and fluency focused in smoothness.

a. The indicator of accuracy was pronunciation.

1) They speak effectively and excellent of pronunciation.

2) Accuracy is one of criteria to measure one's linguistic ability and to shelter language users from communication and pronunciation.

b. The indicator of fluency was smoothness.

1) Their speaking is very understandable and high of smoothness. Their speaking is very understandable and very good of smoothness.

2) Fluency is the ability one speaks fluently can sustain the speaker to produce continuous speech and meaning without comprehension difficulties for the listener.

D. Research Instrument

This research used speaking test. The function of the research instrument was to know the ability of students' speaking accuracy dealing with pronunciation and the ability of students' speaking fluency dealing with smoothness by using method.

E. Procedure of Collecting Data

In collecting data in this research, there were some steps as follows:

1. Pre-test used in the first meeting to measure the ability of the students before giving a treatment.

2. The researcher entered the classroom then gave the students a paper about procedure text. The researcher gave 10 minutes to read first the text before scored and took recording from the students.

3. Post-test used after treatment to measure the students' understanding and comprehension about the material through The Fishbowl Method.

F. Technique of Data Analysis

To analyze the data, the researcher gave test to the students to know their score. The researcher employed the formula as follows:

1. Classifying the students' scores into six levels.

   To measure the speaking progress of the students in the component observed, the students' scoring result would be evaluate base on the speaking aspect below:

   a. Accuracy

Table 3.2
Scores and criteria of Accuracy (Pronunciation)

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influence by the mother tongue two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by mother tongue. A few minor grammatical and lexical errors but many utterances are correct.
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two mayor errors cause confusing.
Average	3	Pronunciation seriously influenced by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, two or more errors cause confusing.
Poor	2	Pronunciation seriously influenced by mother tongue with the errors causing a breakdown in communication. Many grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of language skills and areas practiced in the course.

(Heaton, 1989:100)

b. Fluency

Table 3.3
Scores and Criteria of Fluency (Smoothness)

Classification	Score	Criteria
Excellent	6	Their speaking is very understandable and high of smoothness. Their speaking is very understandable and very good of smoothness.
Very good	5	They speak effectively and good of smoothness.
Good	4	They speak sometimes hasty but fairly good of smoothness.
Average	3	They speak sometimes hasty, fair of smoothness.
Poor	2	They speak hasty and more sentences are not appropriate in smoothness.
Very poor	1	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication.

(Heaton, 1989:100)

2. Scoring the students' correct answer of pretest and posttest.

$$Score = \frac{Student's\ Answer}{Total\ Number\ of\ Item} \times 100$$

(Gay 1981:298)

3. Classifying the score of the students pretest and posttest

Table 3.4
Students' Score Classification

Score	Classification
90-100	Excellent
75-90	Good
61-74	Fair
51-60	Less
X<50	Poor

(Depdiknas 2015: 214)

4. Calculating the mean score or the students' answer by using formula :

$$\overline{X} = \frac{\Sigma X}{N}$$

Where: $\overline{X}$ = Mean Score

ΣX = Total Score

N = Total Respondent

(Gay, 1981: 298)

5. To find out whether the differences between pre-test and post-test value is significant, the following t-test formula is used:

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Note: t = Test of significance

$\bar{x}_1$ = Mean score of experimental group

$\bar{x}_2$ = Mean score of control group

SS_1 = Sum square of experimental group

SS_2 = Sum square of control group

n_1 = Number of students of experimental group

n_2 = Number of students of control group

Where: $SS1 = \Sigma X1^2 - \frac{(\Sigma X1)^2}{n1}$

$$SS2 = \Sigma X2^2 - \frac{(\Sigma X2)^2}{n2}$$

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter deals with the findings of the research and the discussion of the findings. The findings are presented data description, and the discussion deals with description and interpretation of the findings. The findings of research is the students' speaking performance in term of speaking accuracy dealing with Pronunciation and fluency dealing with Smoothness toward the use of Fishbowl Method and Discussion Method.

After the test was given to the Ninth Grade Students in MTs. Negeri Gowa, the researcher calculated the score of pre test and post test. The pre test was conducted to the students before giving treatments and post test was given after the treatments. The function of pre test was to know the students speaking achievement before giving the Fishbowl Method and Discussion Method. While, the post test was to know the students speaking achievement after gave the Fishbowl Method and Discussion Method.

1. **The Significant Difference of Students' Speaking Accuracy in Experimental and Control Class.**

The findings of the research presented by the result description of the research through the distribution score of pre-test and post-test in terms of students' speaking accuracy dealing with pronunciation achievement by using Fishbowl Method and

Discussion Method (DM) in Experimental and Control Class. It showed from mean score of the students in pre-test and post-test. The students' pronunciation achievement as indicator in speaking accuracy result of the students' of pre-test and post-test in Experimental and Control Class could be seen in the following table:

Table 4.1
The Students' Speaking Accuracy in Experimental and Control Class

Accuracy's Variables for Class	Mean Score	
	Pre-Test	Post-Test
Experimental Class	68	88
Control Class	65	75

Table 4.1 showed that the students' score of speaking ability in accuracy dealing with pronunciation, the mean score of post-test were higher than the mean score of pre-test in *Experimental Class*. The students' mean score in pre-test was 68 and the mean score of the students in post-test was 88. It also showed in the mean score of post-test were higher than the mean score of pre-test in *Control Class*, the mean score of the students in pre-test was 65 and the mean score of the students in post-test was 75. The students' speaking accuracy result of the pre-test and post-test in Experimental and Control Class could be seen clearly in the following graphic:

Graphic 4.1
The Students' Speaking Accuracy in Experimental and Control Class
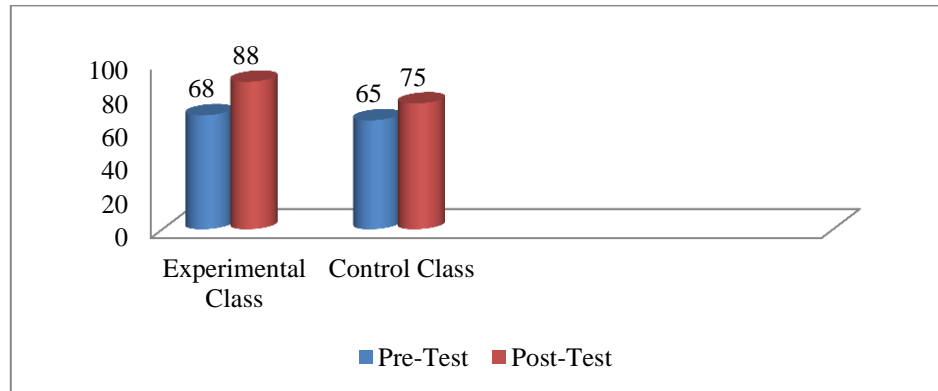
Graphic 4.1 showed that the students' score of speaking ability in accuracy dealing with pronunciation, the mean score of post-test were higher than the mean score of pre-test in *Experimental Class*. The students' mean score in pre-test was 68 and the mean score of the students in post-test was 88. It also showed in the mean score of post-test were higher than the mean score of pre-test in *Control Class*, the mean score of the students in pre-test was 65 and the mean score of the students in post-test was 75.

2. **The Significant Difference of Students' Speaking Fluency in Experimental and Control Class.**

The findings of the research presented by the result description of the research through the distribution score of pre-test and post-test in terms of students' speaking fluency dealing with smoothness achievement by using Fishbowl Method and Discussion Method (DM) in Experimental and Control Class. It showed from mean score of the students in pre-test and post-test. The students' smoothness achievement as indicator in speaking fluency result of the students' of pre-test and post-test in Experimental and Control Class could be seen in the following table:

Table 4.2
The Students' Speaking Fluency in Experimental and Control Class

Fluency's Variables for Class	Mean Score	
	Pre-Test	Post-Test
Experimental Class	72	94
Control Class	68	85

Table 4.2 showed that the students' score of speaking ability in fluency dealing with smoothness, the mean score of post-test were higher than the mean score of pre-test in *Experimental Class*. The students' mean score in pre-test was 72 and the mean score of the students in post-test was 94. It also showed in the mean score of post-test were higher than the mean score of pre-test in *Control Class*, the mean score of the students in pre-test was 68 and the mean score of the students in post-test was 85. The students' speaking fluency result of the pre-test and post-test in Experimental and Control Class could be seen clearly in the following graphic:

Graphic 4.2
The Students' Speaking Accuracy in Experimental Class
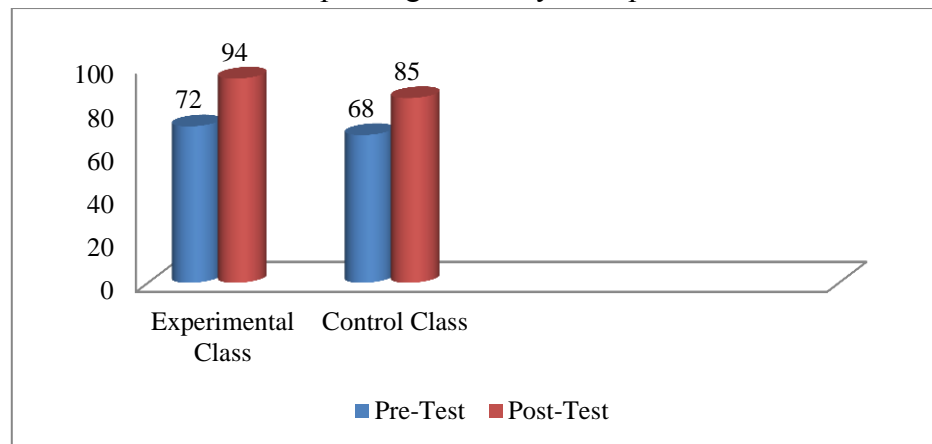
Graphic 4.2 showed that the students' score of speaking ability in fluency dealing with smoothness, the mean score of post-test were higher than the mean score

of pre-test in *Experimental Class*. The students' mean score in pre-test was 72 and the mean score of the students in post-test was 94. It also showed in the mean score of post-test were higher than the mean score of pre-test in *Control Class*, the mean score of the students in pre-test was 68 and the mean score of the students in post-test was 85.

3. Significant Testing

The significant difference was tested by using t-test in order to verify the the students' speaking accuracy and fluency. The result of T-test students' speaking accuracy and fluency in post-test of experimental class and control class were presented in the following table:

Table 4.3
The Result of Significant Testing in Post-Test
for Accuracy and Fluency

Variables	T-Test Value	T-Table Value	Remark
Accuracy	4.779	2.000	Significant Difference
Fluency	3.846	2.000	Significant Difference

Table 4.3 showed that t-test value was higher than t-table value. The result of the test showed that there was a significant difference between the score of   t-test and t-table for *accuracy* was (4.779>2.000) and the score of t-test and t-table for *fluency* was (3.846>2.000), it means that t-table was lower than   t-test at the level of significance (0.05) and the degree of freedom (n-k = 64-2 = 62). It indicated that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

Based on the result above, it concluded that teaching speaking by using The Fishbowl Method improved the students' accuracy and fluency of speaking skill at the ninth grade students in MTs. Negeri Gowa.

B. Discussion

The research findings indicate that the students' speaking achievement by using Fishbowl Method shown the improvement of the students' speaking ability in terms of accuracy and fluency. Based on the problem, the researcher gave the treatment by using the Fishbowl Method, so that in learning process, students seem very active to learn English. It indicated that by using the Fishbowl Method to be effective in learning English. During the use of the Fishbowl Method in the treatment, the students can improve their speaking ability specially in accuracy dealing with pronunciation and fluency dealing with smoothness.

The result on pretest and posttest indicated that there was significant different. It was supported by mean score and percentage of the students' pre-test and post-test result in Experimental and Control Class. Based on the finding above, the used of Fishbowl Method made mean score of the students' higher in accuracy and fluency of speaking ability than before.

1. The Significant Difference of Students' Speaking Accuracy in Experimental and Control Class.

The students mean score of speaking ability in accuracy dealing with pronunciation of post test are greater than in pre-test of *experimental class*. The score of post test was 88 then in pretest was 68, the improvement was 29.41%. Then, the

students mean score of speaking ability in accuracy dealing with pronunciation, the post test are greater than in pre-test of *control class*. The score in post test was 75 then in pretest 65, the improvement in speaking accuracy dealing with pronunciation was 15.38%. Based on the mean score, the students' accuracy achievement in experimental class (29.41%) is higher than achievement in control class (15.38%).

Then, Shen (2013) defined that accuracy as the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language. accuracy refers to the ability to produce grammatically correct sentences. Accuracy is the ability to speak correctly without making serious mistakes and therefore a greater use of instant teacher's correction within a speaking activity is appropriate.

In addition, Shooshtari, Mehrabi & Mousavinia (2013: 455) when talking about pronunciation in language learning we mean the production and perception of significant sounds of the language in order to achieve meaning in contexts of language use, this comprises the production and perception of segmental sounds, of stressed and unstressed syllables, and of 'speech melody', or intonation.

It also supported by Yates (2002: 1) that pointed out the broad definition of pronunciation includes both supra segmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language.

This research is same with the result indicated from Hyppönen & Lindén (2009: 49) a part of the group is chosen as a discussion group or groups for fishbowl method. The other students in the teaching group form the audience for the discussion. After the topics are discussed in the small group or groups, it will be discussed together to allow the participation of the audience.

Meanwhile, Taylor (2007: 55) explain the Fishbowl as a student-centered discussion activity as follows: The teacher arranges the room in a fishbowl, with inner and outer circles of students, and often assigns a text (section of a textbook or book, a poem, an article, or a video) to be read or viewed prior to the discussion; The teacher can generate a set of questions by writing them on slips of paper or index cards, or students can write questions or comments on cards; Four or five students sit in the inner fishbowl and begin a discussion using the questions; only these students can talk. If a student in the outer circle wants to say something, he or she must get up, tap one of the students in the inner circle on the shoulder, and take his or her place; Whenever a student is "tapped out" of the fishbowl, he or she takes a seat in the outer circle and cannot speak unless he or she returns to the inner fishbowl by tapping another student out; If students are reluctant to enter the fishbowl, the teacher can change the rules so that, after a few minutes, the inner group can tap others into the fishbowl.

The other hand Barkley, Cross, & Major (2005) defined that Fishbowl is a technique used in classrooms where group dynamics are important. This technique allows for a deeper discussion of any given topic. It helps build a sense of community

and focuses the attention on the ways that a group might work together more productively. In a language arts classroom, it can demonstrate how groups can collaborate to construct meaning from a text. They model peer literature circle discussions as students analyze a text and connect their responses with others.

Based on the findings result in mean score of post-test the the significant difference of students' post-test speaking accuracy in Control Class was 75 and the significant difference of students' post-test speaking accuracy in Experimental Class was 88. Then, the t-test value was higher than the t-table value. The result of the test showed that there was a significant difference between the score of t-test and t-table for *accuracy* was (4.779>2.000). It means that t-table was higher than t-test at the level of significance 0.05 and the degree of freedom (n-k = 64-2 = 62).

Based on the explanation above, the researcher concluded that, The Fishbowl Method was effective to use in teaching speaking to improve the students' accuracy of speaking ability dealing pronunciation.

2. The Significant Difference of Students' Speaking Fluency in Experimental and Control Class.

The students mean score of speaking ability in fluency dealing with smoothness of post test are greater than in pre-test of *experimental class*. The score of post test was 94 then in pretest 72, the improvement in fluency was 30.56%. Then, the students mean score of speaking ability in fluency dealing with smoothness, the post test are greater than in pre-test of *control class*. The score of post test was 85 then in pretest 68, the improvement in fluency was 25%. Based on the mean score,

the students' fluency achievement in experimental class (30.56%) is higher than achievement in control class (25%).

Then, Shen (2013) defined that fluency as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication. Fluency refers to the quality or condition of being able to speak or write a language or perform an action smoothly, accurately and easily, which includes the ability to produce written and/or spoken language with ease, the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar, the ability to communicate ideas effectively, and the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

This research is same with the result indicated from Hyppönen & Lindén (2009: 49) a part of the group is chosen as a discussion group or groups for fishbowl method. The other students in the teaching group form the audience for the discussion. After the topics are discussed in the small group or groups, it will be discussed together to allow the participation of the audience.

In addition, Itkonen (2010: 16) smoothness as a linguistically unspecific term, and estimate that raters would have difficulties determining what is halting or fragmentary speech, in contrast to so called smooth speech. Fluent speech is characterized by smoothness (lack of interruptions) which sounds, syllables, words and phrases are joined together when speaking quickly, without fluency disorders like

cluttering and stuttering. Both disorders have breaks in the fluidity of speech, and both have the fluency breakdown of repetition of parts of speech.

Meanwhile, Taylor (2007: 55) explain the Fishbowl as a student-centered discussion activity as follows: The teacher arranges the room in a fishbowl, with inner and outer circles of students, and often assigns a text (section of a textbook or book, a poem, an article, or a video) to be read or viewed prior to the discussion; The teacher can generate a set of questions by writing them on slips of paper or index cards, or students can write questions or comments on cards; Four or five students sit in the inner fishbowl and begin a discussion using the questions; only these students can talk. If a student in the outer circle wants to say something, he or she must get up, tap one of the students in the inner circle on the shoulder, and take his or her place; Whenever a student is "tapped out" of the fishbowl, he or she takes a seat in the outer circle and cannot speak unless he or she returns to the inner fishbowl by tapping another student out; If students are reluctant to enter the fishbowl, the teacher can change the rules so that, after a few minutes, the inner group can tap others into the fishbowl.

The other hand Barkley, Cross, & Major (2005) defined that Fishbowl is a technique used in classrooms where group dynamics are important. This technique allows for a deeper discussion of any given topic. It helps build a sense of community and focuses the attention on the ways that a group might work together more productively. In a language arts classroom, it can demonstrate how groups can

collaborate to construct meaning from a text. They model peer literature circle discussions as students analyze a text and connect their responses with others.

Based on the findings result in mean score of post-test the significant difference of students' post-test speaking fluency in Control Class was 85 and the significant difference of students' post-test speaking fluency in Experimental Class was 94. Then, the t-test value was higher than t-table value. The result of the test showed that there was a significant difference between the score of t-test and t-table for *fluency* was (3.846 > 2.000). It means that t-table was higher than t-test at the level of significance 0.05 and the degree of freedom (n-k = 64-2 = 62).

Based on the explanation above, the researcher concluded that, The Fishbowl Method was effective to use in teaching speaking to improve the students' fluency of speaking ability dealing smoothness.

3. **Significance Testing**

The result of the t-test statistical analysis showed that there were significant different between the Experimental Class which got treatment by using the Fishbowl Method and Control Class which got treatment by using Discussion Method. The statement was proved in post-test by the t-test value (4.779) on the students' *accuracy* achievement in post-test which higher than t-table value (2.000) at the level of significance (0.05), the statement was proved in post-test by the t-test value (3.846) on the students' *fluency* achievement in the post-test which higher than t-table value (2.000) at the level of significance (0.05) and the degree of freedom (n-k) = 64-2 =

62. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

After comparing the result of this research and previews research findings, the researcher concludes that the use of Fishbowl Method is effective to be applied in teaching and learning speaking ability and also indicated that the use of the Fishbowl Method gives significance contribution in improving the students' speaking a   t the Ninth Grade Students in MTs. Negeri Gowa.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts there are conclusion and suggestion. The first part presents some conclusion based on the data analysis and findings in the previous chapter. Then, the second part presents some suggestions based on the findings and conclusions of this research.

A. **Conclusions**

Based on the result of data analysis of findings and conclusions in chapter, the researcher concludes that:

1. Using the Fishbowl Method was effective in teaching speaking ability in terms of accuracy dealing with pronunciation at the Ninth Grade Students in MTs. Negeri Gowa.

2. Using the Fishbowl Method was effective in teaching speaking ability in terms of fluency dealing with smoothness at the Ninth Grade Students in MTs. Negeri Gowa.

It is proved by the result of data analysis that the statement in post-test by the t-test value (4.779) on the students' *accuracy* achievement in post-test which higher than t-table value (2.000) at the level of significance (0.05), the statement was proved in post-test by the t-test value (3.846) on the students' *fluency* achievement in the post-test which higher than t-table value (2.000) at the level of significance (0.05) and the degree freedom (n-k) = 64-2 = 62. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It was happened because Fishbowl method provided fun activity, interesting and enjoyable was in learning speaking ability that made students active in the classroom.

B. Suggestions

From the conclusions above, the researcher would like to give some suggestions concerning with the findings of the study, as follows:

1. For the teachers

Concerning with the findings of the study that Fishbowl Method can improve the students speaking achievement, the researcher suggest to the English teacher to use Fishbowl Method as the tool of teaching speaking ability to the students. English teacher should be more active in presenting Fishbowl Method.

2. For the students

Students are expected to be more active in learning process. The students should be active and serious in studying English, especially in pronunciation ability because it was very important to improve the English subject in speaking. The students can be more relaxed in learning process and the Fishbowl Method enables the students to study the lesson more easily. In this case, using the Fishbowl Method in learning English is proved to be useful.

3. For other researcher

This study only focuses to see the effect of Fishbowl Method on speaking achievement of the students. Thus, the researcher suggest for other researchers to see the effect of Fishbowl Method on other skills of English such as grammar, listening, reading, and writing.

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APPENDIX A

Lesson Plans

A.1 Experimental Class

A.2 Control Class

APPENDIX A.1 (*Lesson Plan for Experimental Class)*

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : **MTs. Negeri Gowa**

Mata Pelajaran   : **Bahasa Inggris**

Kelas   : **IX (Sembilan)**

Materi Pokok   : *Procedure Text*

Pertemuan   : **1-6**

Alokasi Waktu   : **(6 kali pertemuan) = 12 Jam**

A. Standar Kompetensi

8. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *Procedure* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

8.1 Menyusun teks dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *Procedure.*

8.2 Mengungkapkan dan menerapkan makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *Procedure.*

C. Indikator

1. Menyusun teks monolog pendek sederhana dalam bentuk *Procedure.*
2. Mengungkapkan secara lisan teks fungsional berbentuk *Procedure.*
3. Menggunkan struktur teks dan unsur kebahasaan yang tepat dan benar dalam teks monolog pendek sederhana berbentuk *Procedure.*

D. Tujuan Pembelajaran

Pada akhir pembelajaran:

1. Siswa dapat menyusun teks monolog pendek sederhana dalam bentuk *Procedure.*
2. Siswa mengungkapkan secara lisan teks fungsional berbentuk *Procedure.*
3. Siswa dapat menggunakan struktur teks, tata bahasa, dan unsur kebahasaan dengan tepat dalam teks monolog pendek sederhana berbentuk *Procedure.*

E. Materi Pembelajaran

Procedure Text

Pertemuan 1-2

Tema: *Making*

How to Make a Cup of Coffee

Materials and Ingredients:

1. 2 spoons of sugar.
2. One spoon of coffee powder.
3. Hot water.
4. A cup of coffee.
5. A spoon.

Procedure:

1. Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.
2. Put one spoon of coffee powder into the cup.
3. Pour some hot water into the cup.
4. Add 2 spoons of sugar into a cup of coffee.
5. Stir it well and the hot coffee is ready to drink.

Pertemuan 3-4

Tema: *Operating*

How to Operate Television

Materials:

1. Television.
2. Remote control of the television.

Steps:

1. Plug the cable television into electricity.
2. After that, press the power button to turn on the television.
3. Wait until the television show the picture.
4. Choose the channel that you want to watch use the button or the remote.
5. Set the volume use the remote or button volume.
6. Last, if you want to turn off the television you can use the power button.

Pertemuan 5-6

Tema: *Using*

How to Use Camera

Materials:

1. A digital camera (DSLR camera or pocket camera or the others camera that you have).

2. The object (find something that interesting to you like animals, buildings or the others)

Steps:

1. Handle the camera and turn on it.

2. Center the object in the LCD and manage the zoom control until you get the best view.

3. When you are ready to take the picture, hold the shutter speed, and various other calculations.

4. Then, a light should appear that let you know the camera is set to go. After that, press shutter all the way down.

F. Metode Pembelajaran

Metode: *Fishbowl Method*

G. Langkah-langkah Pembelajaran

Kegiatan Pembelajaran	Alokasi Waktu	Nilai Karakter
Kegiatan Awal a. Mengecek kesiapan dan kehadiran siswa b. Memberi salam dan berdoa c. Warming up dengan memberikan games atau menanyakan pengalaman siswa dalam bahasa inggris d. Apersepsi dengan menanyakan pembelajaran yang dilakukan sebelumnya e. Motivasi (Menjelaskan SK, KD, dan tujuan pembelajaran, bertanya pada siswa tentang materi yang akan dibahas dan pentingnya mempelajari materi ini	10 menit	Religius, Rasa Hormat dan Perhatian
Kegiatan Inti 1. Eksplorasi a. Guru menjelaskan garis besar cakupan materi yang akan dibahas		

b. Guru memberikan beberapa contoh/topik teks *procedure* dengan tema *making* c. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya d. Guru dan siswa secara kolaboratif mengidentifikasi kosa kata, struktur, dan tata bahasa terkait teks *procedure* dari setiap teks tersebut dan menghubungkan dengan pengalaman serta keseharian siswa sendiri e. Dengan bimbingan dan arahan guru, siswa menanyakan tentang struktur dan teks bahasa terkait teks *procedure* 2. Elaborasi a. Guru mengatur ruangan dalam bentuk *Fishbowl* (akuarium), dengan lingkaran dalam dan luar siswa, dan memasukkan *procedure text* (bagian dari buku teks atau buku, puisi, artikel, atau video) untuk dibaca atau dilihat sebelum diskusi b. Dengan arahan guru, siswa secara kolaboratif memilih topik teks *procedure* yang akan dibuat dengan tema *making* c. Dengan arahan guru, guru membuat pertanyaan dengan menuliskannya di selembar kertas atau kartu indeks, atau siswa dapat menulis pertanyaan atau komentar pada kartu d. Dengan arahan guru, siswa membuat teks *procedure* yang terkait topik mengenai kehidupan siswa baik dirumah, sekolah dan kelas dengan benar dan tepat sesuai dengan unsur kebahasaananya seperti *how to make a cup of coffee* e. Empat atau lima siswa duduk di dalam *Fishbowl* dan memulai diskusi; Hanya siswa-siswa ini yang bisa bicara	60 menit	Bertanggung jawab, Berani, Tekun, Dapat dipercaya dan Rasa ingin tahu

f. Setiap kali siswa di *Inner Fishbowl* (empat atau lima siswa) sudah menjawab pertanyaan dari guru, topik *procedure text* akan berubah g. Jika seorang siswa di lingkaran luar ingin mengatakan sesuatu, dia harus bangun, menyentuh salah satu siswa di lingkaran dalam dengan menepuk pada bahu, dan menggantikannya h. Setiap kali seorang siswa "disadap" dari *Fishbowl*, dia dapat mengambil tempat duduk di lingkaran luar dan tidak dapat berbicara kecuali jika dia kembali ke lingkaran dalam *Fishbowl* dengan menepuk murid lain i. Jika siswa tidak mau masuk ke dalam *Fishbowl*, guru bisa mengubah peraturan seketika, setelah beberapa menit, kelompok *Inner Fishbowl* bisa menyentuh siswa lain ke dalam *Fishbowl* j. Jika siswa terlalu cepat untuk melompat ke dalam *Fishbowl* (artinya, mereka tidak memberi teman mereka cukup banyak waktu untuk berbicara sebelum menepuknya), guru dapat menetapkan batas waktu satu, dua, atau tiga menit di mana siswa tidak dapat disadap. k. Guru dapat memperluas partisipasi siswa dengan membiarkan mereka mengajukan pertanyaan untuk diskusi. 3. Konfirmasi a. Guru memberikan siswa kesempatan untuk bertanya jawab tentang hal-hal yang belum dipahami b. Guru memberikan feedback kepada siswa tentang apa yang telah dipelajari dan teks yang mereka telah buat c. Meluruskan kesalahpahaman siswa dalam perform yang telah mereka		

lakukan dan guru membimbing siswa bagaimana speaking yang baik dan benar		

Kegitan Penutup
  a. Guru dan siswa melakukan refleksi
  b. Guru dan siswa membuat kesimpulan materi yang telah dipelajari
  c. Memberikan tugas baik tugas individual, pasangan maupun kelompok sesuai hasil belajar siswa
  d. Menyampaikan rencana pembelajaran dipertemuan selanjutnya
  e. Seswa dan guru menutup pelajaran bersama-sama dengan membaca doa.
	10 menit	Bertanggung jawab, Berani, Tekun, Dapat dipercaya dan rasa inging tahu

H. Sumber Belajar dan alat

1. Buku teks yang relevan

2. Script/Paper teks

3. Kamus

4. Internet

I. Penilaian

1) Speaking

    Teknik penilaian   : Unjuk kerja/test lisan

    Bentuk instrument   : Uji Petik/praktik

    Contoh instrument / soal   : *Perform in a group*

      a. Pedoman Penilaian

         1. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influence by the mother tongue two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by mother tongue. A few minor grammatical and lexical errors but many utterances are correct.

Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two mayor errors cause confusing.
Average	3	Pronunciation seriously influenced by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, two or more errors cause confusing.
Poor	2	Pronunciation seriously influenced by mother tongue with the errors causing a breakdown in communication. Many grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of language skills and areas practiced in the course.

2. Fluency

Classification	Score	Criteria
Excellent	6	Their speaking is very understandable and high of smoothness. Their speaking is very understandable and very good of smoothness.
Very good	5	They speak effectively and good of smoothness.
Good	4	They speak sometimes hasty but fairly good of smoothness.
Average	3	They speak sometimes hasty, fair of smoothness.
Poor	2	They speak hasty and more sentences are not appropriate in smoothness.
Very poor	1	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication.

b. Rubrik Penilaian

Score	Classification

90-100	Excellent
75-90	Good
61-74	Fair
51-60	Less
X<50	Poor

Makassar,   2017

Mahasiswa Peneliti

<u>Nurwandi</u>
NIM: 10535 5446 13

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	**: MTs. Negeri Gowa**
Mata Pelajaran	**: Bahasa Inggris**
Kelas	**: IX (Sembilan)**
Materi Pokok	**: *Procedure Text***
Pertemuan	**: 1-6**
Alokasi Waktu	**: (6 kali pertemuan) = 12 Jam**

A. Standar Kompetensi

8. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *Procedure* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

8.1 Menyusun teks dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *Procedure*.

8.2 Mengungkapkan dan menerapkan makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *Procedure*.

C. Indikator

1. Menyusun teks monolog pendek sederhana dalam bentuk *Procedure*.
2. Mengungkapkan secara lisan teks fungsional berbentuk *Procedure*.
3. Menggunkan struktur teks dan unsur kebahasaan yang tepat dan benar dalam teks monolog pendek sederhana berbentuk *Procedure*.

D. Tujuan Pembelajaran

Pada akhir pembelajaran:

1. Siswa dapat menyusun teks monolog pendek sederhana dalam bentuk *Procedure.*

2. Siswa mengungkapkan secara lisan teks fungsional berbentuk *Procedure.*

3. Siswa dapat menggunakan struktur teks, tata bahasa, dan unsur kebahasaan dengan tepat dalam teks monolog pendek sederhana berbentuk *Procedure.*

E. Materi Pembelajaran

Procedure Text

Pertemuan 1-2

Tema: *Making*

How to Make a Cup of Coffee

Materials and Ingredients:

1. 2 spoons of sugar.
2. One spoon of coffee powder.
3. Hot water.
4. A cup of coffee.
5. A spoon.

Procedure:

1. Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.
2. Put one spoon of coffee powder into the cup.
3. Pour some hot water into the cup.
4. Add 2 spoons of sugar into a cup of coffee.
5. Stir it well and the hot coffee is ready to drink

Pertemuan 3-4

Tema: *Operating*

How to Operate Television

Materials:

1. Television.

2. Remote control of the television.

Steps:

1. Plug the cable television into electricity.
2. After that, press the power button to turn on the television.
3. Wait until the television show the picture.
4. Choose the channel that you want to watch use the button or the remote.
5. Set the volume use the remote or button volume.
6. Last, if you want to turn off the television you can use the power button.

Pertemuan 5-6

Tema: *Using*

How to Use Camera

Materials:

1. A digital camera (DSLR camera or pocket camera or the others camera that you have).
2. The object (find something that interesting to you like animals, buildings or the others)

Steps:

1. Handle the camera and turn on it.
2. Center the object in the LCD and manage the zoom control until you get the best view.
3. When you are ready to take the picture, hold the shutter speed, and various other calculations.
4. Then, a light should appear that let you know the camera is set to go. After that, press shutter all the way down.

F. Metode Pembelajaran

Metode: *Discussion Method*

G. Langkah-langkah Pembelajaran

Kegiatan Pembelajaran	Alokasi Waktu	Nilai Karakter
Kegiatan Awal a. Mengecek kesiapan dan kehadiran siswa b. Memberi salam dan berdoa c. Warming up dengan memberikan games atau menanyakan pengalaman siswa dalam bahasa inggris d. Apersepsi dengan menanyakan pembelajaran yang dilakukan sebelumnya e. Motivasi (Menjelaskan SK, KD, dan tujuan pembelajaran, bertanya pada siswa tentang materi yang akan dibahas dan pentingnya mempelajari materi ini	10 menit	Religius, Rasa Hormat dan Perhatian

Kegiatan Inti
1. Eksplorasi
  a. Guru menjelaskan garis besar cakupan materi yang akan dibahas
  b. Guru memberikan beberapa contoh/topik teks *procedure* dengan tema *making*
  c. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya
  d. Guru dan siswa secara kolaboratif mengidentifikasi kosa kata, struktur, dan tata bahasa terkait teks *procedure* dari setiap teks tersebut dan menghubungkan dengan pengalaman serta keseharian siswa sendiri
  e. Dengan bimbingan dan arahan guru, siswa menanyakan tentang struktur dan teks bahasa terkait teks *procedure*
2. Elaborasi
  a. Dengan arahan guru, siswa dibagi menjadi beberapa kelompok
  b. Dengan arahan guru, siswa secara kolaboratif memilih topic teks *procedure* yang akan dibuat denfgan tema *making*
  c. Dengan arahan guru, siswa secara
		Bertanggung jawab, Berani,

kolaboratif mencari dan mengumpulkan serta berbagi informasi tentang topic yang dipilih	60 menit	Tekun, Dapat dipercaya dan Rasa ingin tahu

d. Siswa membaca beberapa topic tentang teks *procedure* yang dipilih kemudian meniru contoh-contoh yang ada

e. Dengan arahan guru, siswa membuat teks *procedure* yang terkait topik mengenai kehidupan siswa baik dirumah, sekolah dan kelas dengan benar dan tepat sesuai dengan unsur kebahasaananya seperti *how to make a cup of coffee*

f. Guru memilih pimpinan diskusi (ketua, sekretaris, pelapor) dan mengatur tempat duduk, dan ruangan

g. Siswa berdiskusi dalam kelompoknya masing-masng, sedangkan guru berkeliling dari kelompok yang satu ke kelompok yang lain, menjaga ketertiban, serta memberikan dorongan dan bantuan agar anggota kelompok berpartisipasi aktif dan diskusi dapat berjalan lancar. Setiap siswa hendaknya, mengetahui secara persis apa yang akan didiskusikan dan bagaimana caranya berdiskusi.

h. Setiap kelompok harus melaporkan hasil diskusinya. Hasil diskusi dilaporkan ditanggapi oleh semua siswa, terutama dari kelompok lain. Guru memberikan ulasan atau penjelasan terhadap laporan tersebut.

3. Konfirmasi

a. Guru memberikan siswa kesempatan untuk bertanya jawab tentang hal-hal yang belum dipahami

b. Guru memberikan feedback kepada siswa tentang apa yang telah dipelajari dan teks yang mereka telah buat

c. Meluruskan kesalahpahaman siswa dalam perform yang telah mereka

lakukan dan guru membimbing siswa bagaimana speaking yang baik dan benar		
Kegitan Penutup a. Guru dan siswa melakukan refleksi b. Guru dan siswa membuat kesimpulan materi yang telah dipelajari c. Memberikan tugas baik tugas individual, pasangan maupun kelompok sesuai hasil belajar siswa d. Menyampaikan rencana pembelajaran dipertemuan selanjutnya e. Seswa dan guru menutup pelajaran bersama-sama dengan membaca doa.	10 menit	Bertanggung jawab, Berani, Tekun, Dapat dipercaya dan rasa inging tahu

H. Sumber Belajar dan alat

1. Buku teks yang relevan

2. Script/Paper teks

3. Kamus

4. Internet

I. Penilaian

1) Speaking

Teknik penilaian   : Unjuk kerja/test lisan

Bentuk instrument   : Uji Petik/praktik

Contoh instrument / soal   : *Perform in a group*

   a. Pedoman Penilaian

     1. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influence by the mother tongue two or three minor grammatical and lexical errors.
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2. Fluency

Classification	Score	Criteria
Excellent	6	Their speaking is very understandable and high of smoothness. Their speaking is very understandable and very good of smoothness.
Very good	5	They speak effectively and good of smoothness.
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Very poor	1	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication.

b. Rubrik Penilaian

Score	Classification
90-100	Excellent
75-90	Good
61-74	Fair
51-60	Less
X<50	Poor

Makassar,   2017

Mahasiswa Peneliti

<u>Nurwandi</u>
NIM: 10535 5446 13

APPENDIX B

Teaching Materials

B.1 Experimental Class

B.2 Control Class

APPENDIX B.1

TEACHING MATERIAL

(Experimental Class)

1st, 2nd, & 3rd Meetings

Theme   : Accuracy

Subtheme   : Pronunciation

Practice

a. Arranges the room in a fishbowl, with inner and outer circles of students.

b. Once complete, you can choose the topic of procedure text then speak in English.

   <u>Choose one of the title of the procedure text that you want below:</u>

   a. How to Make a Pencil.
   b. How to Make Warm Tea.

How to Make a Pencil

Materials:

1. An empty plastic bottle of mineral water.
2. A sharp cutter.
3. A piece of white or colorful paper.
4. Some points.
5. Some glue.

Steps:

1. Wash the plastic bottle. Make sure it is clean when you use it.
2. Cut the bottle into two halves.
3. Wrap the bottle with a piece of colored paper.
4. If you use plain paper, use the point to make a drawing on it.

How to Make Warm tea

Materials:

1. Warm Water.
2. Tea Bags.

3. Sugar

Steps:

1. Boil a kettle of water.
2. Take the glass and pour warm water into it.
3. Put the tea bags in glass with warm water.
4. Dowse and pull the tea bags.
5. Add the sugar to the glass.
6. Stir the water slowly to make the water, the sugar, and the tea mixed.
7. The hot tea is ready to be enjoyed.

c. Four or five students sit in the inner fishbowl and begin a discussion; only these students can talk.

d. If the outer circle wants to say something, you must get up, tap one of the students in the inner circle on the shoulder, and take their place.

e. The outer circle can give their suggestion or comment while discussion.

Exercise

Practice the following procedure text below!

How to Make a Cup of Coffee

Materials and Ingredients:

6. 2 spoons of sugar.
7. One spoon of coffee powder.
8. Hot water.
9. A cup of coffee.
10. A spoon.

Procedure:

6. Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.
7. Put one spoon of coffee powder into the cup.
8. Pour some hot water into the cup.

9. Add 2 spoons of sugar into a cup of coffee.

10. Stir it well and the hot coffee is ready to drink.

4th, 5th, & 6th Meetings

Theme   : Fluency

Subtheme   : Smoothness

Practice

a. Arranges the room in a fishbowl, with inner and outer circles of students.

b. Once complete, you can choose the topic of procedure text then speak in English.

Choose one of the title of the procedure text that you want below:

    a. How to Make a Pencil.

    b. How to Make Warm Tea.

How to Make a Pencil

Materials:

1. An empty plastic bottle of mineral water.

2. A sharp cutter.

3. A piece of white or colorful paper.

4. Some points.

5. Some glue.

Steps:

1. Wash the plastic bottle. Make sure it is clean when you use it.

2. Cut the bottle into two halves.

3. Wrap the bottle with a piece of colored paper.

4. If you use plain paper, use the point to make a drawing on it.

How to Make Warm tea

Materials:

1. Warm Water.

2. Tea Bags.

3. Sugar

Steps:

1. Boil a kettle of water.
2. Take the glass and pour warm water into it.
3. Put the tea bags in glass with warm water.
4. Dowse and pull the tea bags.
5. Add the sugar to the glass.
6. Stir the water slowly to make the water, the sugar, and the tea mixed.
7. The hot tea is ready to be enjoyed.

c. Four or five students sit in the inner fishbowl and begin a discussion; only these students can talk.

d. If the outer circle wants to say something, you must get up, tap one of the students in the inner circle on the shoulder, and take their place.

e. The outer circle can give their suggestion or comment while discussion.

Exercise

Practice the following text and analyze an Action, Conjunction, Time, Place, and Manner of the procedure text below!

How to Make a Cup of Coffee

Materials and Ingredients:

1. 2 spoons of sugar.
2. One spoon of coffee powder.
3. Hot water.
4. A cup of coffee.
5. A spoon.

Procedure:

1. Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.
2. Put one spoon of coffee powder into the cup.
3. Pour some hot water into the cup.

4. Add 2 spoons of sugar into a cup of coffee.
5. Stir it well and the hot coffee is ready to drink.

B.2

<div align="center">

TEACHING MATERIAL

(Control Class)

</div>

1st, 2nd, & 3rd Meetings

Theme   : Accuracy

Subtheme   : Pronunciation

Practice

<u>**Choose one of the title of the procedure text that you want below:**</u>

a. How to Make a Pencil.

b. How to Make Warm Tea.

<div align="center">

How to Make a Pencil

</div>

Materials:

1. An empty plastic bottle of mineral water.
2. A sharp cutter.
3. A piece of white or colorful paper.
4. Some points.
5. Some glue.

Steps:

1. Wash the plastic bottle. Make sure it is clean when you use it.
2. Cut the bottle into two halves.
3. Wrap the bottle with a piece of colored paper.
4. If you use plain paper, use the point to make a drawing on it.

<div align="center">

How to Make Warm tea

</div>

Materials:

1. Warm Water.
2. Tea Bags.
3. Sugar

Steps:

1. Boil a kettle of water.
2. Take the glass and pour warm water into it.
3. Put the tea bags in glass with warm water.
4. Dowse and pull the tea bags.
5. Add the sugar to the glass.
6. Stir the water slowly to make the water, the sugar, and the tea mixed.
7. The hot tea is ready to be enjoyed.

Exercise

Practice the following procedure text below!

How to Make a Cup of Coffee

Materials and Ingredients:

1. 2 spoons of sugar.
2. One spoon of coffee powder.
3. Hot water.
4. A cup of coffee.
5. A spoon.

Procedure:

1. Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.
2. Put one spoon of coffee powder into the cup.
3. Pour some hot water into the cup.
4. Add 2 spoons of sugar into a cup of coffee.
5. Stir it well and the hot coffee is ready to drink.

4^{th,} 5th, & 6th Meetings

Theme   : Fluency

Subtheme   : Smoothness

Practice

<u>**Choose one of the title of the procedure text that you want below:**</u>

a.   How to Make a Pencil.

b.   How to Make Warm Tea.

How to Make a Pencil

Materials:

1.   An empty plastic bottle of mineral water.
2.   A sharp cutter.
3.   A piece of white or colorful paper.
4.   Some points.
5.   Some glue.

Steps:

1.   Wash the plastic bottle. Make sure it is clean when you use it.
2.   Cut the bottle into two halves.
3.   Wrap the bottle with a piece of colored paper.
4.   If you use plain paper, use the point to make a drawing on it.

How to Make Warm tea

Materials:

1.   Warm Water.
2.   Tea Bags.
3.   Sugar

Steps:

1.   Boil a kettle of water.
2.   Take the glass and pour warm water into it.
3.   Put the tea bags in glass with warm water.

4. Dowse and pull the tea bags.

5. Add the sugar to the glass.

6. Stir the water slowly to make the water, the sugar, and the tea mixed.

7. The hot tea is ready to be enjoyed.

Exercise

Practice the following text and analyze an Action, Conjunction, Time, Place, and Manner of the procedure text below!

How to Make a Cup of Coffee

Materials and Ingredients:

1. 2 spoons of sugar.

2. One spoon of coffee powder.

3. Hot water.

4. A cup of coffee.

5. A spoon.

Procedure:

1. Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.

2. Put one spoon of coffee powder into the cup.

3. Pour some hot water into the cup.

4. Add 2 spoons of sugar into a cup of coffee.

5. Stir it well and the hot coffee is ready to drink.

APPENDIX C

Instruments

INSTRUMENT for EXPERIMENT and CONTROL CLASS

(Evaluation Pre-test)

Direction!

1. Choose one of the title of the procedure text that you want below:
   c. How to Make a Cup of Coffee.

   d. How to Make Indomie Fried Noodle.

   e. How to Make Rujak Buah.

   f. How to Make Semur Ayam.

   g. How to Make Kolak.

2. Present in front of the class about the text that you choose during five minutes (Speaking). For example

How to Make a Cup of Coffee

Materials and Ingredients:

11. 2 spoons of sugar.

12. One spoon of coffee powder.

13. Hot water.

14. A cup of coffee.

15. A spoon.

Procedure:

11. Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.

12. Put one spoon of coffee powder into the cup.

13. Pour some hot water into the cup.

14. Add 2 spoons of sugar into a cup of coffee.

15. Stir it well and the hot coffee is ready to drink.

How to Make Indomie Fried Noodle

Materials:

1. One pack of instant noodle.

2. Water.

Procedure:

- First, boil two glasses of water in a pan.

- Then, open the package of Indomie fried noodles.

- While waiting for the water to boil, pour the seasoning: chili sauce, soya sauce and oil into a bowl.

- After the water is boiled, drain the noodles.

- Next, throw away the water.

- Then, pour the noodles into the bowl.

- After that, mix the noodles with the seasoning, sauce, and the other ingredients.

- Now, your noodles are ready.

How to Make Rujak Buah

Ingredients:

1. 1 papaya, cut into 1/2 inch cubes.
2. 1 cucumber, peeled.
3. 1 mango, peeled cubed.
4. 1 Apple, cut into 1/2 inch cubes.
5. 3 tablespoons peanut, fry.
6. 1 hot chili pepper, seed, sliced.
7. 1/4 cup brown sugar.
8. 1 tablespoon tamarind, dissolved in 1/4 cup water.

Procedure:

- Mix all the fruits together.

- Grind chilies and salt.

- Add brown sugar.

- Add dry roasted peanuts and grind completely.

- Pour some tamarind liquid.

- Mix the sauce and fruits together.
- Serve chilled.

How to Make Semur Ayam

Ingredients:

1. 1 whole chicken cut up.
2. 1 cup sweet soya sauce.
3. 1 teaspoon nutmeg.
4. 2 tablespoon onion (chopped).
5. 2-3 tablespoon margarine or oil.
6. 2 cloves water, as needed.

Materials:

1. Bowl.
2. Pan.
3. Wooden-spoon.

Procedure:

- Put the chicken pieces in a bowl and mix them with salt, pepper, nutmeg and sweet soya sauce.
- Marinate for 10-15 minutes.
- Fry the onion in either margarine or oil until transparent in a pan.
- Put the marinated chicken in the pan and cook until done, stirring occasionally. Add water if it becomes dry.
- While it is cooking add the cloves and continue cooking for about 30-45 minutes.
- Finally, serve it.

How to Make Kolak

Ingredients:

1. 500 gr sweet potatoes.

2. 2 cups thick coconut milk.

3. 90 gr brown sugar.

4. Pinch of salt.

5. 2 cups water.

Materials:

1. Cutting board.

2. Pot.

3. Knife.

Procedures:

- Peel and wash the sweet potatoes and cut them into small squares.

- Boil in 2 cups of water for 10 minutes.

- In other sauce pan, simmer the coconut milk with a pinch of salt and the brown sugar, stirring and being careful that the coconut milk doesn't quite come to the boil.

- When the sugar is dissolved, put in the sweet potatoes and continue to simmer for about 10 to 15 minutes, until potatoes are cooked.

- Serve hot.

<p style="text-align:center">INSTRUMENT for EXPERIMENT and CONTROL CLASS</p>

<p style="text-align:center">(Evaluation Post-test)</p>

Direction!

1. Choose one of the title of the procedure text that you want below:
   a. How to Charge Hand Phone Battery.
   b. How to Use Camera.
   c. How to Operate Television
   d. How to Make Omelet.
   e. How to Make Orange Juice.
2. Present in front of the class about the text that you choose during five minutes (Speaking). For example

<p style="text-align:center">How to Charge Hand Phone Battery</p>

Materials:

1. Hand phone
2. Battery charger

Steps:

- First, connect the charger to your hand phones, the flash symbol on the charger plug must face upward.

- Then, wait until the battery icon appears on the screen.

- After that, charge the battery approximately for five hours.

- Finally, remove the charger by pulling out from your hand phone.

<p style="text-align:center">How to Use Camera</p>

Materials:

1. A digital camera
2. The object

Steps:

- First, handle the camera and turn on it.

- Next, center the object in the LCD and manage the zoom control until you get the best view.

- When you are ready to take the picture, hold the shutter speed, and various other calculations.
- Then, a light should appear that let you know the camera is set to go.
- Finally, press shutter all the way down.

How to Operate Television

Materials:

1. Television.
2. Remote control of the television.

Steps:

- First, plug the cable television into electricity.
- After that, press the power button to turn on the television.
- Then, wait until the television show the picture.
- Next, choose the channel that you want to watch use the button or the remote.
- Set the volume use the remote or button volume.
- Last, if you want to turn off the television you can use the power button.

How to Make Omelet

Ingredients:

1. Eggs.
2. Cheese.
3. 1/2 tablespoon butter.

Procedures:

- First, crack two eggs and whisk together until thoroughly blended.
- Then, Pre-heat a nonstick skillet over medium heat.
- After that, add butter, once melted, add the egg mixture and cook for five minutes.
- Next, continue shaping the omelet with your spatula.
- Finally, add the cheese, then fold gently the empty half over.

How to Make Orange Juice

Ingredients:

1. Oranges.
2. Sugar.
3. Ice cubes.

Procedures:

- First, rinse the oranges.
- Then, peel the oranges and slice them.
- Place the sliced oranges into the blender or grinder.
- After that, add sugar and ice cubes.
- Grind or blend until they become smooth.
- Next, sieve the juice over a mesh strainer. Collect the juice in a vessel.
- Finally, pour the collected orange juice into tall glasses and serve it.

APPENDIX D

APPENDIX D.1
1. The Students' Speaking Pre-Test Result of Experimental Class

No	Sample	The Students' Speaking result		Total	Score	Classification
		English Accuracy	English Fluency			
		PRONUNCIATION	SMOOTHNESS			
1	B-01	3	4	7	58	Less
2	B-02	5	4	9	75	Good
3	B-03	4	4	8	67	Fair
4	B-04	3	4	7	58	Less
5	B-05	4	4	8	67	Fair
6	B-06	5	5	10	83	Good
7	B-07	5	4	9	75	Good
8	B-08	5	5	10	83	Good
9	B-09	4	5	9	75	Good
10	B-10	4	5	9	75	Good
11	B-11	5	5	10	83	Good
12	B-12	3	4	7	58	Less
13	B-13	3	4	7	58	Less
14	B-14	4	4	8	67	Fair
15	B-15	5	5	10	83	Good
16	B-16	3	4	7	58	Less
17	B-17	4	4	8	67	Fair
18	B-18	5	4	9	75	Good
19	B-19	4	4	8	67	Fair
20	B-20	4	5	9	75	Good
21	B-21	5	4	9	75	Good
22	B-22	4	4	8	67	Fair
23	B-23	3	4	7	58	Less
24	B-24	5	4	9	75	Good
25	B-25	4	4	8	67	Fair
26	B-26	5	5	10	83	Good
27	B-27	4	3	7	58	Less
28	B-28	4	5	9	75	Good
29	B-29	4	5	9	75	Good
30	B-30	4	4	8	67	Fair
31	B-31	4	5	9	75	Good

32	B-32	3	4	7	58	Less
	mean	**4**	**4**		**70**	Fair
	total	**131**	**138**		**2242**	

2. The Students' Speaking Pre-Test Result of Control Class

| No | Sample | The Students' Speaking result | | Total | Score | Classification |
| | | English Accuracy | English Fluency | | | |
		PRONUNCIATION	SMOOTHNESS			
1	A-01	4	3	7	58	Less
2	A-02	3	4	7	58	Less
3	A-03	3	3	6	50	Poor
4	A-04	4	3	7	58	Less
5	A-05	4	4	8	67	Fair
6	A-06	4	4	8	67	Fair
7	A-07	4	4	8	67	Fair
8	A-08	4	4	8	67	Fair
9	A-09	4	5	9	75	Good
10	A-10	4	6	10	83	Good
11	A-11	4	4	8	67	Fair
12	A-12	4	5	9	75	Good
13	A-13	4	3	7	58	Less
14	A-14	4	4	8	67	Fair
15	A-15	4	5	9	75	Good
16	A-16	5	4	9	75	Good
17	A-17	4	4	8	67	Fair
18	A-18	4	4	8	67	Fair
19	A-19	4	4	8	67	Fair
20	A-20	4	4	8	67	Fair
21	A-21	4	4	8	67	Fair
22	A-22	4	4	8	67	Fair
23	A-23	4	4	8	67	Fair
24	A-24	3	4	7	58	Less
25	A-25	4	4	8	67	Fair
26	A-26	4	5	9	75	Good
27	A-27	4	4	8	67	Fair
28	A-28	4	5	9	75	Good
29	A-29	4	4	8	67	Fair
30	A-30	3	4	7	58	Less

31	A-31	4	4	8	67	Fair
32	A-32	4	4	8	67	Fair
	mean	**4**	**4**		**67**	Fair
	total	**125**	**131**		**2133**	

3. The Students' Speaking Post-Test Result of Experimental Class

No	Sample	The Students' Speaking result		Total	Score	Classification
		English Accuracy PRONUNCIATION	English Fluency SMOOTHNESS			
1	B-01	5	5	10	83	Good
2	B-02	5	5	10	83	Good
3	B-03	5	6	11	92	Excellent
4	B-04	5	5	10	83	Good
5	B-05	5	5	10	83	Good
6	B-06	5	5	10	83	Good
7	B-07	5	6	11	92	Excellent
8	B-08	6	6	12	100	Excellent
9	B-09	4	5	9	75	Good
10	B-10	5	6	11	92	Excellent
11	B-11	6	6	12	100	Excellent
12	B-12	5	5	10	83	Good
13	B-13	6	5	11	92	Excellent
14	B-14	5	5	10	83	Good
15	B-15	6	6	12	100	Excellent
16	B-16	6	6	12	100	Excellent
17	B-17	6	6	12	100	Excellent
18	B-18	5	6	11	92	Excellent
19	B-19	6	6	12	100	Excellent
20	B-20	6	6	12	100	Excellent
21	B-21	5	6	11	92	Excellent
22	B-22	5	5	10	83	Good
23	B-23	5	6	11	92	Excellent
24	B-24	5	6	11	92	Excellent
25	B-25	5	6	11	92	Excellent
26	B-26	6	6	12	100	Excellent
27	B-27	5	5	10	83	Good
28	B-28	5	6	11	92	Excellent
29	B-29	6	6	12	100	Excellent
30	B-30	5	6	11	92	Excellent
31	B-31	6	6	12	100	Excellent

32	B-32	5	6	11	92	Excellent
	mean	**5**	**6**		**91**	Excellent
	total	**170**	**181**		**2925**	

4. The Students' Speaking Post-Test Result of Control Class

No	Sample	The Students' Speaking result		Total	Score	Classification
		English Accuracy PRONUNCIATION	English Fluency SMOOTHNESS			
1	A-01	4	6	10	83	Good
2	A-02	4	5	9	75	Good
3	A-03	5	5	10	83	Good
4	A-04	5	5	10	83	Good
5	A-05	5	5	10	83	Good
6	A-06	5	6	11	92	Excellent
7	A-07	4	5	9	75	Good
8	A-08	4	5	9	75	Good
9	A-09	5	6	11	92	Excellent
10	A-10	5	5	10	83	Good
11	A-11	4	5	9	75	Good
12	A-12	4	4	8	67	Fair
13	A-13	4	5	9	75	Good
14	A-14	4	5	9	75	Good
15	A-15	4	5	9	75	Good
16	A-16	5	5	10	83	Good
17	A-17	4	5	9	75	Good
18	A-18	4	5	9	75	Good
19	A-19	4	5	9	75	Good
20	A-20	5	5	10	83	Good
21	A-21	5	6	11	92	Excellent
22	A-22	5	5	10	83	Good
23	A-23	4	5	9	75	Good
24	A-24	4	5	9	75	Good
25	A-25	5	5	10	83	Good
26	A-26	5	5	10	83	Good
27	A-27	5	5	10	83	Good
28	A-28	4	5	9	75	Good
29	A-29	5	5	10	83	Good
30	A-30	4	5	9	75	Good
31	A-31	5	5	10	83	Good
32	A-32	5	5	10	83	Good

	mean	**5**	**5**		**80**	Good
	total	**144**	**163**		**2558**	Excellent

D.2 The Students' Accuracy and Fluency Score on Pre-Test

1. **The Students' Accuracy Score on Pre-Test**

Sample	Experimental Class (X_1)	Control Class (X_2)	$(X_1)^2$	$(X_2)^2$
S-01	50	67	2500	4489
S-02	83	50	6889	2500
S-03	67	50	4489	2500
S-04	50	67	2500	4489
S-05	67	67	4489	4489
S-06	83	67	6889	4489
S-07	83	67	6889	4489
S-08	83	67	6889	4489
S-09	67	67	4489	4489
S-10	67	67	4489	4489
S-11	83	67	6889	4489
S-12	50	67	2500	4489
S-13	50	67	2500	4489
S-14	67	67	4489	4489
S-15	83	67	6889	4489
S-16	50	83	2500	6889
S-17	67	67	4489	4489
S-18	83	67	6889	4489
S-19	67	67	4489	4489
S-20	67	67	4489	4489
S-21	83	67	6889	4489
S-22	67	67	4489	4489
S-23	50	67	2500	4489
S-24	83	50	6889	2500
S-25	67	67	4489	4489
S-26	83	67	6889	4489
S-27	67	67	4489	4489
S-28	67	67	4489	4489
S-29	67	67	4489	4489
S-30	67	50	4489	2500
S-31	67	67	4489	4489

S-32	50	67	2500	4489
N= 32	$\sum X_1 = 2185$	$\sum X_2 = 2092$	$\sum X_1 = 153725$	$\sum X_2 = 138092$
	$\overline{x}_1 = 68$	$\overline{x}_2 = 65$	$\overline{x}_1 = 4804$	$\overline{x}_2 = 4315$

CALCULATION OF T – TEST
Pre-test of the students' accuracy

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{SS1+SS2}{n1+n2-2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$SS1 = \sum X1^2 - \frac{(\sum X1)^2}{n1}$$

$$SS1 = 153.725 - \frac{(2.185)2}{32}$$

$$SS1 = 153.725 - \frac{4.774.225}{32}$$

$$SS1 = 153.725 - 149.194$$

$$SS1 = 4.531$$

$$SS2 = \sum X2^2 - \frac{(\sum X2)^2}{n2}$$

$$SS2 = 138.092 - \frac{(2.092)2}{32}$$

$$SS2 = 138.092 - \frac{4.376.464}{32}$$

$$SS2 = 138.092 - 136.764$$

$$SS2 = 1.328$$

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{SS1+SS2}{n1+n2-2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$t = \frac{68-65}{\sqrt{\left(\frac{4.531+1.328}{32+32-2}\right)\left(\frac{1}{32}+\frac{1}{32}\right)}}$$

$$t = \frac{3}{\sqrt{\left(\frac{5.859}{62}\right)\left(\frac{2}{32}\right)}}$$

$$t = \frac{3}{\sqrt{(94.5)(0.1)}}$$

$$t = \frac{3}{\sqrt{(9.45)}}$$

$$t = \frac{3}{3.07}$$

$$t = 0.977$$

The value of t – table:

For level of significance (a)   = 0.05

Degree of freedom (Df)   = $N1 + N2 - 2$

                                   = 32 + 32 − 2

                                   = 62

t-Table= 2.000

2. The Students' Fluency Score on Pre-Test

Sample	Experimental Class (X_1)	Control Class (X_2)	$(X_1)^2$	$(X_2)^2$
S-01	67	50	4489	2500
S-02	67	67	4489	4489
S-03	67	50	4489	2500
S-04	67	50	4489	2500
S-05	67	67	4489	4489
S-06	83	67	6889	4489
S-07	67	67	4489	4489
S-08	83	67	6889	4489
S-09	83	83	6889	6889
S-10	83	100	6889	10000
S-11	83	67	6889	4489
S-12	67	83	4489	6889
S-13	67	50	4489	2500
S-14	67	67	4489	4489
S-15	83	83	6889	6889
S-16	67	67	4489	4489
S-17	67	67	4489	4489
S-18	67	67	4489	4489
S-19	67	67	4489	4489
S-20	83	67	6889	4489
S-21	67	67	4489	4489
S-22	67	67	4489	4489
S-23	67	67	4489	4489
S-24	67	67	4489	4489
S-25	67	67	4489	4489
S-26	83	83	6889	6889
S-27	50	67	2500	4489
S-28	83	83	6889	6889
S-29	83	67	6889	4489
S-30	67	67	4489	4489
S-31	83	67	6889	4489
S-32	67	67	4489	4489
N= 32	$\sum X_1 = 2303$ $\bar{x}_1 = 72$	$\sum X_2 = 2189$ $\bar{x}_2 = 68$	$\sum X_1 = 168059$ $\bar{x}_1 = 5252$	$\sum X_2 = 153203$ $\bar{x}_2 = 4788$

CALCULATION OF T – TEST
Pre-test of the students' fluency

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{SS1+SS2}{n1+n2-2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$SS1 = \sum X1^2 - \frac{(\sum X1)^2}{n1}$$

$$SS1 = 168.059 - \frac{(2.303)2}{32}$$

$$SS1 = 168.059 - \frac{5.303.809}{32}$$

$$SS1 = 168.059 - 165.744$$

$$SS1 = 2.315$$

$$SS2 = \sum X2^2 - \frac{(\sum X2)^2}{n2}$$

$$SS2 = 153.203 - \frac{(2.189)2}{32}$$

$$SS2 = 153.203 - \frac{4.791.721}{32}$$

$$SS2 = 153.203 - 149.741$$

$$SS2 = 3.462$$

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{SS1+SS2}{n1+n2-2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$t = \frac{72 - 68}{\sqrt{\left(\frac{2.315+3.462}{32+32-2}\right)\left(\frac{1}{32}+\frac{1}{32}\right)}}$$

$$t = \frac{4}{\sqrt{\left(\frac{5.777}{62}\right)\left(\frac{2}{32}\right)}}$$

$$t = \frac{4}{\sqrt{(93.17)(0.1)}}$$

$$t = \frac{4}{\sqrt{(9.31)}}$$

$$t = \frac{4}{3.05}$$

$$t = 1.311$$

The value of t – table:

For level of significance (a) = 0.05

Degree of freedom (Df) = N1 + N2 – 2

= 32 + 32 – 2

= 62

t-Table= 2.000

D.3 The Students' Accuracy and Fluency Score on Post-Test

1. **The Students' Accuracy Score on Post-Test**

Sample	Experimental Class (X_1)	Control Class (X_2)	$(X_1)^2$	$(X_2)^2$
S-01	83	67	6889	4489
S-02	83	67	6889	4489
S-03	83	83	6889	6889
S-04	83	83	6889	6889
S-05	83	83	6889	6889
S-06	83	83	6889	6889
S-07	83	67	6889	4489
S-08	100	67	10000	4489
S-09	67	83	4489	6889
S-10	83	83	6889	6889
S-11	100	67	10000	4489
S-12	83	67	6889	4489
S-13	100	67	10000	4489
S-14	83	67	6889	4489
S-15	100	67	10000	4489
S-16	100	83	10000	6889
S-17	100	67	10000	4489
S-18	83	67	6889	4489
S-19	100	67	10000	4489
S-20	100	83	10000	6889
S-21	83	83	6889	6889
S-22	83	83	6889	6889
S-23	83	67	6889	4489
S-24	83	67	6889	4489
S-25	83	83	6889	6889
S-26	100	83	10000	6889
S-27	83	83	6889	6889
S-28	83	67	6889	4489
S-29	100	83	10000	6889
S-30	83	67	6889	4489
S-31	100	83	10000	6889

S-32	83	83	6889	6889
N= 32	$\sum X_1 = 2827$	$\sum X_2 = 2400$	$\sum X_1 = 252269$	$\sum X_2 = 182048$
	$\bar{x}_1 = 88$	$\bar{x}_2 = 75$	$\bar{x}_1 = 7883$	$\bar{x}_2 = 5689$

CALCULATION OF T – TEST
Post-test of the students' accuracy

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{SS1+SS2}{n1+n2-2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$SS1 = \sum X1^2 - \frac{(\sum X1)^2}{n1}$$

$$SS1 = 252.269 - \frac{(2.827)2}{32}$$

$$SS1 = 252.269 - \frac{7.991.929}{32}$$

$$SS1 = 252.269 - 249.747$$

$$SS1 = 2.522$$

$$SS2 = \sum X2^2 - \frac{(\sum X2)^2}{n2}$$

$$SS2 = 182.048 - \frac{(2.400)2}{32}$$

$$SS2 = 182.048 - \frac{5.760.000}{32}$$

$$SS2 = 182.048 - 180.000$$

$$SS2 = 2.048$$

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{SS1+SS2}{n1+n2-2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$t = \frac{88-75}{\sqrt{\left(\frac{2.552+2.048}{32+32-2}\right)\left(\frac{1}{32}+\frac{1}{32}\right)}}$$

$$t = \frac{13}{\sqrt{\left(\frac{4.600}{62}\right)\left(\frac{2}{32}\right)}}$$

$$t = \frac{13}{\sqrt{(74.19)(0.1)}}$$

$$t = \frac{13}{\sqrt{(7.41)}}$$

$$t = \frac{13}{2.72}$$

$$t = 4.779$$

The value of t – table:

For level of significance (a) $= 0.05$

Degree of freedom (Df) $= N1 + N2 - 2$

$= 32 + 32 - 2$

$= 62$

t-Table= 2.000

2. The Students' Fluency Score on Post-Test

Sample	Experimental Class (X_1)	Control Class (X_2)	$(X_1)^2$	$(X_2)^2$
S-01	83	100	6889	10000
S-02	83	83	6889	6889
S-03	100	83	10000	6889
S-04	83	83	6889	6889
S-05	83	83	6889	6889
S-06	83	100	6889	10000
S-07	100	83	10000	6889
S-08	100	83	10000	6889
S-09	83	100	6889	10000
S-10	100	83	10000	6889
S-11	100	83	10000	6889
S-12	83	67	6889	4489
S-13	83	83	6889	6889
S-14	83	83	6889	6889
S-15	100	83	10000	6889
S-16	100	83	10000	6889
S-17	100	83	10000	6889
S-18	100	83	10000	6889
S-19	100	83	10000	6889
S-20	100	83	10000	6889
S-21	100	100	10000	10000
S-22	83	83	6889	6889
S-23	100	83	10000	6889
S-24	100	83	10000	6889
S-25	100	83	10000	6889
S-26	100	83	10000	6889
S-27	83	83	6889	6889
S-28	100	83	10000	6889
S-29	100	83	10000	6889
S-30	100	83	10000	6889
S-31	100	83	10000	6889
S-32	100	83	10000	6889
N= 32	$\sum X_1 = 3013$ $\bar{x}_1 = 94$	$\sum X_2 = 2708$ $\bar{x}_2 = 85$	$\sum X_1 = 285779$ $\bar{x}_1 = 8931$	$\sum X_2 = 230492$ $\bar{x}_2 = 7203$

CALCULATION OF T – TEST
Post-test of the students' fluency

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{SS1+SS2}{n1+n2-2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$SS1 = \sum X1^2 - \frac{(\sum X1)^2}{n1}$$

$$SS1 = 285.779 - \frac{(3.013)2}{32}$$

$$SS1 = 285.779 - \frac{9.078.169}{32}$$

$$SS1 = 285.779 - 283.692$$

$$SS1 = 2.087$$

$$SS2 = \sum X2^2 - \frac{(\sum X2)^2}{n2}$$

$$SS2 = 230.492 - \frac{(2.708)2}{32}$$

$$SS2 = 230.492 - \frac{7.333.264}{32}$$

$$SS2 = 230.492 - 229.164$$

$$SS2 = 1.328$$

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{SS1+SS2}{n1+n2-2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$t = \frac{94-85}{\sqrt{\left(\frac{2.087+1.328}{32+32-2}\right)\left(\frac{1}{32}+\frac{1}{32}\right)}}$$

$$t = \frac{9}{\sqrt{\left(\frac{3.415}{62}\right)\left(\frac{2}{32}\right)}}$$

$$t = \frac{9}{\sqrt{(55.08)(0.1)}}$$

$$t = \frac{9}{\sqrt{(5.50)}}$$

$$t = \frac{9}{2.34}$$

$$t = 3.846$$

The value of t – table:

For level of significance (a)   = 0.05

Degree of freedom (Df)   = N1 + N2 – 2

   = 32 + 32 – 2

   = 62

t-Table= 2.000

D.4

**Calculating the Mean Score of and the Improvement of Students'
Speaking in Experimental Class**

Code of Students	Pre Test		Post Test	
	Accuracy (Pronunciation)	Fluency (Smoothness)	Accuracy (Pronunciation)	Fluency (Smoothness)
B-01	50	67	83	83
B-02	83	67	83	83
B-03	67	67	83	100
B-04	50	67	83	83
B-05	67	67	83	83
B-06	83	83	83	83
B-07	83	67	83	100
B-08	83	83	100	100
B-09	67	83	67	83
B-10	67	83	83	100
B-11	83	83	100	100
B-12	50	67	83	83
B-13	50	67	100	83
B-14	67	67	83	83
B-15	83	83	100	100
B-16	50	67	100	100
B-17	67	67	100	100
B-18	83	67	83	100
B-19	67	67	100	100
B-20	67	83	100	100
B-21	83	67	83	100
B-22	67	67	83	83
B-23	50	67	83	100
B-24	83	67	83	100
B-25	67	67	83	100
B-26	83	83	100	100
B-27	67	50	83	83
B-28	67	83	83	100
B-29	67	83	100	100
B-30	67	67	83	100

B-31	67	83	100	100
B-32	50	67	83	100
Total	2185	2303	2827	3013

1. Accuracy classification

    a. Mean score of Pre Test

    $$\overline{X} = \frac{\Sigma x}{N}$$

    $$\overline{X} = \frac{2185}{32} = 68$$

    b. Mean score of Post Test

    $$\overline{X} = \frac{\Sigma x}{N}$$

    $$\overline{X} = \frac{2827}{32} = 88$$

    c. Improvement percentage

    $$P = \frac{x_2 - x_1}{x_1} \text{ x } 100\%$$

    $$= \frac{88 - 68}{68} \text{ x } 100\%$$

    $$= 29.41\%$$

2. Fluency classification

    a. Mean score of Pre Test

    $$\overline{X} = \frac{\Sigma x}{N}$$

    $$\overline{X} = \frac{2303}{32} = 72$$

    b. Mean score of Post Test

    $$\overline{X} = \frac{\Sigma x}{N}$$

    $$\overline{X} = \frac{3013}{32} = 94$$

    c. Improvement percentage

    $$P = \frac{x_2 - x_1}{x_1} \text{ x } 100\%$$

    $$= \frac{94 - 72}{72} \text{ x } 100\%$$

    $$= 30.56\%$$

Calculating the Mean Score of and the Improvement of Students' Speaking in Control Class

Code of Students	Pre Test		Post Test	
	Accuracy (Pronunciation)	Fluency (Smoothness)	Accuracy (Pronunciation)	Fluency (Smoothness)
B-01	67	50	67	100
B-02	50	67	67	83
B-03	50	50	83	83
B-04	67	50	83	83
B-05	67	67	83	83
B-06	67	67	83	100
B-07	67	67	67	83
B-08	67	67	67	83
B-09	67	83	83	100
B-10	67	100	83	83
B-11	67	67	67	83
B-12	67	83	67	67
B-13	67	50	67	83
B-14	67	67	67	83
B-15	67	83	67	83
B-16	83	67	83	83
B-17	67	67	67	83
B-18	67	67	67	83
B-19	67	67	67	83
B-20	67	67	83	83
B-21	67	67	83	100
B-22	67	67	83	83
B-23	67	67	67	83
B-24	50	67	67	83
B-25	67	67	83	83
B-26	67	83	83	83
B-27	67	67	83	83
B-28	67	83	67	83
B-29	67	67	83	83
B-30	50	67	67	83
B-31	67	67	83	83

B-32	67	67	83	83
Total	2092	2189	2400	2708

1. Accuracy classification

   a. Mean score of Pre Test

   $$\overline{X} = \frac{\Sigma x}{N}$$

   $$\overline{X} = \frac{2090}{32} = 65$$

   b. Mean score of Post Test

   $$\overline{X} = \frac{\Sigma x}{N}$$

   $$\overline{X} = \frac{2400}{32} = 75$$

   c. Improvement percentage

   $$P = \frac{x_2 - x_1}{x_1} \text{ x } 100\%$$

   $$= \frac{75 - 65}{65} \text{ x } 100\%$$

   $$= 15.38\%$$

2. Fluency classification

   a. Mean score of Pre Test

   $$\overline{X} = \frac{\Sigma x}{N}$$

   $$\overline{X} = \frac{2189}{32} = 68$$

   b. Mean score of Post Test

   $$\overline{X} = \frac{\Sigma x}{N}$$

   $$\overline{X} = \frac{2708}{32} = 85$$

   c. Improvement percentage

   $$P = \frac{x_2 - x_1}{x_1} \text{ x } 100\%$$

   $$= \frac{85 - 68}{68} \text{ x } 100\%$$

   $$= 25.00\%$$

D.5 The Students' Classification of the Pre Test and Post Test in Accuracy Category

No	Sample	Experimental Class												Control Class											
		Pre Test			Post Test			Pre Test			Post Test		
		Row Score Pronunciation	Final Score	Classification	Row Score Pronunciation	Final Score	Classification	Row Score Pronunciation	Final Score	Classification	Row Score Pronunciation	Final Score	Classification
1	S-01	3	50	Poor	5	83	Good	4	67	Fair	4	67	Fair
2	S-02	5	83	Good	5	83	Good	3	50	Poor	4	67	Fair
3	S-03	4	67	Fair	5	83	Good	3	50	Poor	5	83	Good
4	S-04	3	50	Poor	5	83	Good	4	67	Fair	5	83	Good
5	S-05	4	67	Fair	5	83	Good	4	67	Fair	5	83	Good
6	S-06	5	83	Good	5	83	Good	4	67	Fair	5	83	Good
7	S-07	5	83	Good	5	83	Good	4	67	Fair	4	67	Fair
8	S-08	5	83	Good	6	100	Excellent	4	67	Fair	4	67	Fair
9	S-09	4	67	Fair	4	67	Fair	4	67	Fair	5	83	Good
10	S-10	4	67	Fair	5	83	Good	4	67	Fair	5	83	Good
11	S-11	5	83	Good	6	100	Excellent	4	67	Fair	4	67	Fair
12	S-12	3	50	Poor	5	83	Good	4	67	Fair	4	67	Fair
13	S-13	3	50	Poor	6	100	Excellent	4	67	Fair	4	67	Fair
14	S-14	4	67	Fair	5	83	Good	4	67	Fair	4	67	Fair
15	S-15	5	83	Good	6	100	Excellent	4	67	Fair	4	67	Fair
16	S-16	3	50	Poor	6	100	Excellent	5	83	Good	5	83	Good
17	S-17	4	67	Fair	6	100	Excellent	4	67	Fair	4	67	Fair

18	S-18	5	83	Good	5	83	Good	4	67	Fair	4	67	Fair
19	S-19	4	67	Fair	6	100	Excellent	4	67	Fair	4	67	Fair
20	S-20	4	67	Fair	6	100	Excellent	4	67	Fair	5	83	Good
21	S-21	5	83	Good	5	83	Good	4	67	Fair	5	83	Good
22	S-22	4	67	Fair	5	83	Good	4	67	Fair	5	83	Good
23	S-23	3	50	Poor	5	83	Good	4	67	Fair	4	67	Fair
24	S-24	5	83	Good	5	83	Good	3	50	Poor	4	67	Fair
25	S-25	4	67	Fair	5	83	Good	4	67	Fair	5	83	Good
26	S-26	5	83	Good	6	100	Excellent	4	67	Fair	5	83	Good
27	S-27	4	67	Fair	5	83	Good	4	67	Fair	5	83	Good
28	S-28	4	67	Fair	5	83	Good	4	67	Fair	4	67	Fair
29	S-29	4	67	Fair	6	100	Excellent	4	67	Fair	5	83	Good
30	S-30	4	67	Fair	5	83	Good	3	50	Poor	4	67	Fair
31	S-31	4	67	Fair	6	100	Excellent	4	67	Fair	5	83	Good
32	S-32	3	50	Poor	5	83	Good	4	67	Fair	5	83	Good

The Students' Classification of the Pre Test and Post Test in Fluency Category

No	Sample	Experimental Class						Control Class					
		Pre Test			Post Test			Pre Test			Post Test		
		Row Score Smoothness	Final Score	Classification	Row Score Smoothness	Final Score	Classification	Row Score Smoothness	Final Score	Classification	Row Score Smoothness	Final Score	Classification
1	S-01	4	67	Fair	5	83	Good	3	50	Poor	6	100	Excellent
2	S-02	4	67	Fair	5	83	Good	4	67	Fair	5	83	Good
3	S-03	4	67	Fair	6	100	Excellent	3	50	Poor	5	83	Good
4	S-04	4	67	Fair	5	83	Good	3	50	Poor	5	83	Good
5	S-05	4	67	Fair	5	83	Good	4	67	Fair	5	83	Good
6	S-06	5	83	Good	5	83	Good	4	67	Fair	6	100	Excellent
7	S-07	4	67	Fair	6	100	Excellent	4	67	Fair	5	83	Good
8	S-08	5	83	Good	6	100	Excellent	4	67	Fair	5	83	Good
9	S-09	5	83	Good	5	83	Good	5	83	Good	6	100	Excellent
10	S-10	5	83	Good	6	100	Excellent	6	100	Excellent	5	83	Good
11	S-11	5	83	Good	6	100	Excellent	4	67	Fair	5	83	Good
12	S-12	4	67	Fair	5	83	Good	5	83	Good	4	67	Fair
13	S-13	4	67	Fair	5	83	Good	3	50	Poor	5	83	Good
14	S-14	4	67	Fair	5	83	Good	4	67	Fair	5	83	Good
15	S-15	5	83	Good	6	100	Excellent	5	83	Good	5	83	Good
16	S-16	4	67	Fair	6	100	Excellent	4	67	Fair	5	83	Good
17	S-17	4	67	Fair	6	100	Excellent	4	67	Fair	5	83	Good

18	S-18	4	67	Fair	6	100	Excellent	4	67	Fair	5	83	Good
19	S-19	4	67	Fair	6	100	Excellent	4	67	Fair	5	83	Good
20	S-20	5	83	Good	6	100	Excellent	4	67	Fair	5	83	Good
21	S-21	4	67	Fair	6	100	Excellent	4	67	Fair	6	100	Excellent
22	S-22	4	67	Fair	5	83	Good	4	67	Fair	5	83	Good
23	S-23	4	67	Fair	6	100	Excellent	4	67	Fair	5	83	Good
24	S-24	4	67	Fair	6	100	Excellent	4	67	Fair	5	83	Good
25	S-25	4	67	Fair	6	100	Excellent	4	67	Fair	5	83	Good
26	S-26	5	83	Good	6	100	Excellent	5	83	Good	5	83	Good
27	S-27	3	50	Poor	5	83	Good	4	67	Fair	5	83	Good
28	S-28	5	83	Good	6	100	Excellent	5	83	Good	5	83	Good
29	S-29	5	83	Good	6	100	Excellent	4	67	Fair	5	83	Good
30	S-30	4	67	Fair	6	100	Excellent	4	67	Fair	5	83	Good
31	S-31	5	83	Good	6	100	Excellent	4	67	Fair	5	83	Good
32	S-32	4	67	Fair	6	100	Excellent	4	67	Fair	5	83	Good

D. 6 TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = $N_1 + N_2 - 2$. $32 + 32 - 2 = 62$, T- table= 2.000

df	0.20	0.10	0.05	0.02	0.01	0.001
			PROBABILITY			
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.3645	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.401
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
∞	1.282	1.645	1.960	2.326	2.576	3.291

APPENDIX E

Documentations

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْــــمِ اللـه الرحمن الرحيـــم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Nurwandi**

NIM : **10535 5446 13**

Judul Penelitian : *"Using the Fishbowl Method to Improve Students' Speaking Ability (An Experimental Research at the Ninth Grade Students in MTs. Negeri Gowa)"*

Tanggal Ujian Proposal : **16 September 2017**

Tempat/Lokasi Penelitian : **MTs. Negeri Gowa**

| No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Sabtu 14/10/2017	Mengantar Surat Penelitian	Nurbaeti Halik, S.Pd., M.Pd	
2	Selasa - Rabu 17-18/10/2017	PRE - TEST	Nurbaeti Halik, S.Pd., M.Pd	
3	Kamis - Jumat 19-20/10/2017	Treatment	Nurbaeti Halik, S.Pd., M.Pd	
4	Selasa - Rabu 24-25/10/2017	Treatment	Nurbaeti Halik, S.Pd., M.Pd	
5	Kamis - Jumat 26-27/10/2017	Treatment	Nurbaeti Halik, S.Pd., M.Pd	
6	Selasa - Rabu 31/10/2017 - 01/11/2017	Treatment	Nurbaeti Halik, S.Pd., M.Pd	
7	Kamis - Jumat 02-03/11/2017	Treatment	Nurbaeti Halik, S.Pd., M.Pd	
8	Selasa - Rabu 07-08/11/2017	Treatment	Nurbaeti Halik, S.Pd., M.Pd	
9	Kamis - Jumat 09-10/11/2017	POST - TEST	Nurbaeti Halik, S.Pd., M.Pd	
10				

Balang-Balang, 13 November 2017

Mengetahui,

Ketua Jurusan,

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah,

H. Abd. Latif R, S.Ag. M.Pd.I
NIP 19591231 198603 1 039
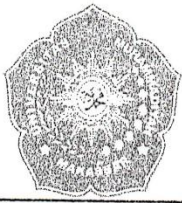
بسم الله الرحمن الرحيم

Nomor : 2157/Izn-5/C.4-VIII/IX/37/2017

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

06 Muharram 1439 H

26 September 2017 M

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel

di –

Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1449/FKIP/A.1-II/IX/1439/2017 tanggal 26 September 2017, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **NURWANDI**

No. Stambuk : **10535 5446 13**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Using the Fishbowl Method to Improve Students' Speaking Ability (An Experimental Rresearch at the Ninth Grade Students in MTs. Negeri Gowa"

Yang akan dilaksanakan dari tanggal 30 September 2017 s/d 30 Nopember 2017.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr.Ir. Abubakar Idhan,MP.

NBM 101 7716

09-17

PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor   : **14270/S.01P/P2T/09/2017**
Lampiran :
Perihal : **Izin Penelitian**

KepadaYth.
Bupati Gowa

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2157/Izn-05/C.4-VIII/IX/37/2017 tanggal 26 September 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a   : **NURWANDI**
Nomor Pokok   : 10535544613
Program Studi   : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat   : Jl. Sultan Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" USING THE FISHBOWL METHOD TO IMPROVE STUDENTS SPEAKING ABILITY (AN EXPERIMENTAL RESEARCH AT THE NINTH GRADE STUDENTS IN MTS NEGERI GOWA) "

Yang akan dilaksanakan dari : Tgl. *30 September s/d 30 November 2017*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 27 September 2017

**A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI SULAWESI SELATAN**
Selaku Administrator Pelayanan Perizinan Terpadu

A. M. YAMIN, SE., MS.
Pangkat : Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*

SIMAP PTSP 27-09-2017

Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://p2tbkpmd.sulselprov.go.id Email : p2t_provsulsel@yahoo.com
Makassar 90222

Sungguminasa, 2 Oktober 2017

K e p a d a

Nomor : 070/ 1451 /BKB.P/2017

Lamp : -

Perihal : ***Rekomendasi Penelitian***

Yth. Ka. UPT Pendidikan Wilayah Gowa

Di-

T e m p a t

Berdasarkan Surat Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sul-Sel Nomor: 14270/S.01.P/P2T/09/2017 tanggal 27 September 2017 tentang Rekomendasi Penelitian.

Dengan ini disampaikan kepada saudara bahwa yang tersebut di bawah ini:

Nama	:	**Nurwandi**
Tempat/Tanggal Lahir	:	Sungguminasa, 2 September 1996
Jenis kelamin	:	Laki-laki
Pekerjaan	:	Mahasiswa
Alamat	:	Jl. Poros Malino Pakkatto Caddi

Bermaksud akan mengadakan Penelitian/Pengumpulan Data di wilayah/tempat saudara yang berjudul *"USING THE FISHBOWL METHOD TO IMPROVE STUDENTS SPEAKING ABILITY (AN EXPERIMENTAL RESEARCH AT THE NINTH GRADE STUDENTS IN MTs NEGERI GOWA)"*

Selama	:	30 September s/d 30 November 2017
Pengikut	:	Tidak Ada

Sehubungan dengan hal tersebut di atas, maka pada prinsipnya kami dapat menyetujui kegiatan tersebut dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan kepada yang bersangkutan harus melapor kepada Bupati Cq. Badan Kesatuan Bangsa dan Politik Kab.Gowa;
2. Penelitian/Pengambilan Data tidak menyimpang dari izin yang diberikan.;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) Eksemplar copy hasil penelitian kepada Bupati Gowa Cq. Kepala Badan Kesatuan Bangsa dan Politik Kab.Gowa.

Demikian disampaikan dan untuk lancarnya pelaksanaan dimaksud diharapkan bantuan seperlunya.

An. BUPATI GOWA
KEPALA BADAN,

Drs. BAHARUDDIN. T
Pangkat : Pembina Utama Madya
N I P : 19600124 197911 1 001

Tembusan :
1. Bupati Gowa (sebagai laporan);
2. Ketua LP3M UNISMUH Makassar;
3. Ka. MTs Negeri Gowa;
4. Yang Bersangkutan ;
5. Pertinggal

SURAT KETERANGAN HASIL PENELITIAN
Nomor : 358 /MTs.21.06.01/PP.005/ II /2017

Yang bertanda tangan d ibawah ini, menerangkan bahwa :

N a m a   : **Nurwandi**

Tempat / Tgl lahir   : **Sungguminasa, 02 September 1996**

Jenis Kelamin   : **Laki-Laki**

Pekerjaan   : **Mahasiswa**

Alamat   : **Jl. Poros Malino, Pakatto-Gowa**

Telah melakukan penelitian dengan judul :

"USING THE FISHBOWL METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY (An Experimental Researchat the Ninth Grade Students in MTs. Negeri Gowa)"

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Balang-Balang, 13 November 2017

Kepala Madrasah,

H. ABD. LATIF. R, S.Ag. M.Pd. I.
NIP. 195912311986031003939

CURRICULUM VITAE

Nurwandi was born on September 02nd, 1996 in Sungguminasa Kabupaten Gowa. He is a child from the couple of Molle and Salma. He does not have sibling. He started his education, first was in elementary school at SD Negeri Borong Kaluku and graduated in 2007. Then, he continued his junior high school MTs. Negeri Balang-Balang and graduated in 2010 and senior high school SMA Negeri 1 Bontomarannu and graduated in 2013. Then he entered to the English Education Department at Muhammadiyah University of Makassar.

At the end of his study, he could finish his thesis with title **Using the Fishbowl Method to Improve Students' Speaking Ability (*An Experimental Research at the Ninth Grade Students in MTs. Negeri Gowa*).**