IMPROVING STUDENTS' SPEAKING AND WRITING SKILLS BY USING FISHBOWL TECHNIQUE FOR THE TWELFTH GRADE OF SMK TELKOM SANDHY PUTRA BANJARBARU

Isma Rachmadani Siregar[1], Maria Arina Luardini[2], Natalina Asi[3]
Magister of English Education, Universitas Palangka Raya
[2]maria_luardini@edu.upr.ac.id

Abstract

This research purposes to improve student's speaking and writing skills for the Twelfth Grade students of SMK Telkom Sandhy Putra Banjarbaru by using Fishbowl Technique. The number of subjects were 13 students who had been taught English Speaking and Writing based on the curriculum in academic year 2015/2016. The research was carried out by using Classroom Action Research (CAR) implemented by the English teacher is the researcher itself. The action was implemented into two cycles. The data were collected from the scores of pre-test, cycle one and cycle two. The result of observations and questionnaire were also calculated to give additional informations. The implementation uses Fishbowl Technique focused on : (1) the benefit of using Fishbowl as the way of technique (2) to improve the ability of the students in speaking and writing skills. A setting room is used to support implementation of modeling in this research. The results showed that students' speaking and writing skills by using Fishbowl technique could improve the students' ability in speaking and writing. The significant improvement of students' achievement in speaking and writing could be seen from the increasing average score for speaking achievement from Cycle 1 to Cycle 2 that was from 67,84 to 78,00 and for writing achievement that was 70,30 to 80,61.

Keywords: Fishbowl, technique, speaking, writing

INTRODUCTION

English as a third language in Indonesia besides Indonesia and local language. It is very important as one of schools' curriculum that has been taught since Elementary school for third grade. English is divided into two skills, written and spoken. Based on the necessary of job world, every person needs to understand speaking and writing. Moreover, they need to be able to speak and write actively and passively. In fact, sometimes, people could speak but could not write or speak. It could happen because they do it only at school or seldom.

The problem in speaking is people usually speak when they meet with native speakers, when they are interviewed, or only at school. On the other hand, the problem in writing is people write something when they are asked to write information, short story and status on social media. According to Herrel and Jordan (2004:85), speaking gives students' confidence to interact and collaborate with other students. They communicate each other by using English verbally. The communication is building their ability in collaborating and sharing their ideas, responses, and solutions. In the speaking activities, students are given opportunities to have verbal communication practice among them. Students have the opportunity to discuss together, work together, and communicate together. In order to make an optimal interaction depends on how the teacher leads the students in the classroom activities,

and it also much depends on the kinds of strategies he uses.

Writing is further shaped by the community of the writer. For example, written discourse differs considerably amongst a community of friends sharing ideas via email and texts written by biologists (Nystrand, 2006). Moreover, writing competence in one social community does not ensure competence in another. For instance, a good technical writer may not be a good novelist. What and how people write is also influenced by the cultural, societal, institutional, political, and historical background in which they are situated (Schultz & Fecho, 2000). To illustrate, students' concepts about writing are shaped, at least in part, by institutional decisions about pedagogy and curriculum. If a school's writing program places a heavy emphasis on correct form, students' revising efforts will most likely involve editing. A different approach to revising is likely, though, if form is deemphasized and meaning and process are stressed.

Students at school usually found their way how to practice English. However, it is only in particular time like English lesson. Outside the class, they speak Indonesia as local language. So, they do not get sufficient time to practice it. Students are going to write only if their teacher asks them to do the exercises on book. Although they can read the words, they do not want to write it.

The students in Senior High School have the different aim with Vocational School. Vocational school is prepared to get a job after graduating, but students of Senior High School needs to continue their study to the university or college. Vocational school provides a basic skill for the students to be applied in the job or to improve their skill in job world. In this case, students of Vocational School should have ability not only in their skills based on their department but also in their skills in English. Speaking and writing in English are important as one of the requirements which the job world need.

To stimulate and improve the skill of speaking and writing, the teacher needs many ways and methods in teaching. Because not many students like English. It is important for the teacher to apply different methods in the class. It must be fun because students will get different way to attract them to participate in every section of the lesson.

SMK Telkom Sandhy Putra Banjarbaru is a Vocational School that has vision and mission to be Telecommunication School. The school has an expectation that every staff, teacher and student could understand in listening, reading, writing and speaking in English. But it is imposibble if they do not try and practice, just in an easy way. Without suggestion, they never know that learning English can be easy and fun. So, this school is chosen as the research setting to know the problems faced by the students in improving students' speaking and writing skills.

Fishbowl is one of technique in teaching method. The researcher uses this technique to improve students' skills in speaking and writing. Fishbowl contains five or more students. The location is at the classroom. When the researcher gives a question, the students are asked to give their opinion alternately.

In reference to the background of the research explained previously, the problems of the study are formulated as follows :
1. How Fishbowl technique can improve students' skill in speaking ?

2. How Fishbowl technique can improve students' skill in writing ?
3. How is the improvement of students' skill in speaking and writing by using Fishbowl Technique ?

RESEARCH METHODS

"Action research is the process through which teachers collaborate in evaluating their practice jointly ; raise awareness of their personal theory ; articulate a shared conception of values ; try out new strategies to render the values expressed in their practice more consistent with the educational values they espouse ; record their work in a form which is readily available to and understandable by other teachers ; and thus develop a shared theory of teaching by researching practice." - John Elliott.

Improving Student Learning through Classroom Action Research is an interactive, practical guide to conducting action research in the classroom and school with the goal of improving student learning. This guide provides teachers with a scaffolded approach to conducting action research, including descriptions of each phase, reflection activities, planning forms to focus the action research, and concrete, real-life examples of the process. Action research is a cyclical and continuous process. However, for the purpose of describing and modeling the process in this guide, the phases of action research will be introduced in a linear fashion.

This guide can be used in many different contexts. Improving Student Learning through Classroom Action Research was originally designed as a companion guide for Project CENTRAL's (Coordinating Existing Networks To Reach All Learners) professional development in action research. This guide may also be used as a teaching tool for educators interested in learning about action research and conducting action research studies, a learning guide for students in college courses, or as a resource for educators working towards National Board Certification or development of individual professional development plans (Florida Department of Education Bureau of Exceptional Education and Student Services 2004).

To collect the data, the writer used the following steps (adapted from Carr and Kemmis in Suwito, 2012 : 48).

Cycle I
a. **Planning**
1. Planning a lesson plan for the scenario.
2. Preparing for position of the seats. Fishbowl technique has different seats position, so teacher arranges it into round. The middle position is for the main participants and others are viewer.
3. Preparing observation sheet for students.
4. Preparing questionnaire for students.
5. Asking someone to be supervisor.
6. Preparing observation sheet for teacher

b. **Implementing The Action**
1. Teacher stated the competency expected to be achieved at the beginning of teaching and learning process.
2. Teacher created the schemata or background knowledge for the students.
3. Teacher showed the steps and asks the students to understand it.
4. Teacher asked the students about who wants to be the first

participants for the first section. There would be three students and the fourth student would join in the middle of the action.

5. Teacher asked the first participants to sit in their seats.
6. Teacher would give the question to the participants and the question is about one problem.Then, they have to discuss it.
7. And for the fourth student would join after the participants have given their opinion alternately.
8. For other students who did not join the discussion, teacher asked them to write their opinion on a paper.
9. If one of the participants found the difficulty in action, another member in the main of Fishbowl circle must give the chance to let she or he though about the next opinion.
10. After the class, the teacher gave questionnaire to the students to get their feedback of the teaching and learning process.

c. **Observation**

The collaborator who acted as the observer observed the teaching and learning process by completing the observation sheet.

d. **Reflection**
1. The teacher and the collaborator evaluated the action results by analyzing the observation result, the questionnaire, the students' speaking and writing.
2. The teacher also evaluated the actions that is conducted, including the evaluation of the quality, amount, and timing of any kind of action.
3. The teacher used the implementation of the action based

on the results of evaluation, to be used in the following cycle.

The procedures of the processing data of the research are as follows :

1. Planning

Before fishbowl technique was successfully undertaken, the researcher has to make instructional lesson plan for the whole session of Fishbowl technique. As mentioned previously, the subject of classroom action research is class XII of SMK Telkom Sandhy Putra Banjarbaru. The subject under study is still low ability and comprehension in speaking and writing especially in expessing or delivering something such as politeness correctly.

2. Action

The researcher must be prepared for the activity such as preparing for the opening in the class, giving the instructions about the communicative activities or Fishbowl technique and making the result after that. The communicative activities is classified into main parts. There are : pre-activities, while-activities, and post-activities.

3. Observation

The observation was conducted by the researcher to establish whether the teaching and learning process through CAR in improving students' speaking and writing ability is doing well. It is also meant to perceive, whether the subject has any positive changing behavior, motivation and attitude on the part of the subjects. The researcher needed someone as a collaborator to observe the researcher in the class. And to keep the result, the researcher would make an observation sheets as a documentation.

4. Reflection

The reflection was intended the measure the real pre-existing speaking and writing ability of subjects in English. In the initial reflection the subjects would request to make a

conversation based on the technique of the test. The researcher told to the students of roles in making conversation. The students would be given 15 minutes to prepare the material based on the technique and then wait for the turning to practice it in a group.

In the reflection, the researcher and observer would analyze all the data and determined the success of the teaching program. The researcher analyzed the data and determined the success of the teaching activity. If the result of the teaching is unsuccessful, the researcher would continue the action to the next cycle.

Scoring Rubric for Speaking Skill

Category	Scoring Criteria	Total Points	Score
Organization (15 points)	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Maximum Score		**100**	

Scoring Rubric for Writing Skill

Content
30-27 Excellent to very good: knowledgeable – substantive
26-22 Good to average: some knowledge of subject – adequate range
21-17 Fair to poor: limited knowledge of subject – little substance
16-13 Very poor: does not show knowledge of subject – non substantive

Organization
20-18 Excellent to very good : fluent expression – ideas clearly stated
17-14 Good to average : somewhat choppy – loosely organized but main ideas stand out
13-10 Fair to poor : non-fluent – ideas confused or disconnected
9-7 Very poor : does not communicate – no organization

Vocabulary
20-18 Excellent to very good : sophisticated range – effective word / idiom choice and usage
17-14 Good to average : adequate range – occasional errors of word / idiom form, choice, usage but meaning not obscured
13-10 Fair to poor : limited range – frequent errors of word / idiom form, choice, usage
9-7 Very poor : essentially translation – little knowledge of English vocabulary

Language Use
25-22 Excellent to very good : effective complex constructions
21-18 Good to average : effective but simple constructions
17-11 Fair to poor : major problems in simple / complex constructions
10-5 Very poor : virtually no mastery of sentence constructions rules

Mechanics
5 Excellent to very good : demonstrates mastery of conventions
4 Good to average : occasional errors of spelling, punctuation
3 Fair to poor : frequent errors of spelling, punctuation, capitalization
2 Very poor : no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing

Maximum score = 100

The data from the students' writing test in each cycle is calculated by using a scoring guide as shown in table below.

$$Students'Score = \frac{Obtained\ Score}{Maximum\ Score}$$

The students were considered classically success in the learning process if 75% of the students reach the passing score standard (KKM), namely 70. (Kunandar, 2013) If the result of the speaking and writing skills in composing Fishbowl technique did not reach the classical success that is 75% students reach the passing score standard or KKM, the cycle would be continued to the next cycle.

The speaking and writing assessment or scoring rubric is important to see in order to figure out whether the students has any improvement in their speaking and writing

skills when the researcher used Fishbowl technique.

RESULT AND DISCUSSION
Results
Writing Test Result in the Pre-Test

No	Students' Code	Achievement Score
1	A	79
2	B	67
3	C	80
4	D	83
5	E	80
6	F	84
7	G	74
8	H	73
9	I	60
10	J	62
11	K	67
12	L	80
13	M	58
Total Students' Score		947
Mean		72,84
Students who are able to achieve the targeted score of KKM (70)		8
Percentage		61,53 %
Students who are not able to achieve the targeted score of KKM (70)		5
Percentage		38,46 %
The Highest Score		84
The Lowest Score		58

The data in table 3 show that the students' speaking score in the Pre-Test was only 58,07 in average. Only 30,76 % of the students or 4 students from 13 students were able to achieve the targeted score of KKM that is 70. It means that the students of XII TJA, TKJ and MM SMK Telkom Sandhy Putra Banjarbaru were classically unsuccessful in achieving 75% of reaching KKM for Speaking Achievement. While table 4 shows the data about the students' writing ability. It shows that the students' score in average was 72,84. The students who were able to reach the KKM of 70 were only 8 from 13 students or 61,53 % of all students. This was still far from expectation of classically success learning that is 75 % students are able to reach the KKM of 70.

Based on these data, the research which is in the form of Classroom Action Research is started to use " Fishbowl Technique" in the learning process in its first cycle.

Students' Achievement in Speaking Test of Cycle 1

Number	Students' Code	Achievement Score
1	A	77
2	B	75
3	C	58
4	D	75
5	E	76
6	F	82
7	G	50
8	H	66
9	I	59
10	J	60
11	K	61
12	L	71
13	M	72
Total Students' Score		882
Mean		67,84
Students who are able to achieve the targeted score of KKM (70)		7
Percentage		53,84%
Students who are not able to achieve the targeted score of KKM (70)		6
Percentage		46,15%
The Highest Score		82
The Lowest Score		50

The data in table 6 show that the average score of the students' result from the speaking test was 882. The number of the students who were able to reach the KKM of 70 was 7 Students or 53,84 % of all students. The percentage of students who were able to reach the KKM increased 23 % from the pre-test, however the students were still considered classically unsuccessful to prove the action hypothesis that the action is successful if 75% of the students reached the KKM of 70.

1. The teacher and the students discussed together about their speaking test to ensure whether their answers were correct answers or not.

The result of the writing test is shown in the table below :

Students' Achievement in Writing Test of Cycle 1

No	Students' Code	Achievement Score
1	A	73
2	B	64
3	C	68
4	D	76
5	E	72
6	F	76
7	G	71
8	H	70
9	I	73
10	J	69
11	K	73
12	L	71
13	M	58
Total Students' Score		914
Mean		70.30
Students who are able to achieve the targeted score of KKM (70)		9
Percentage		69,23 %
Students who are not able to achieve the targeted score of KKM (70)		4
Percentage		30.76 %
The Highest Score		76
The Lowest Score		58

The data in table 7 show that the students' average score in the writing test wass 914 .The number of students who were able to reach the KKM of 70 was 9 From 13 Students or 69.23 % from all of the students. It means that it increased 7.7 % from the Pre-Test. However, the percentage of classical achievement in the writing test of Cycle 1 was still below the criteria of classical success for writing achievement that is 75% of the students who are able to reach KKM of 70. Thus, the action should be continued into the next cycle.

2. After the class, the teacher gave questionnaire to the students to see their feedback of the teaching and learning process. The description of the recapitulation of the students' response to the questionnaire is as following :

Most of the students (92.3 %) agreed that Fishbowl Technique used by the teacher in the teaching and learning process was interesting big enough to be observable for all the students. Thus, most students (92.3%) stated that Fishbowl Technique could help them to think, speak and feel confident. 84.6% of the students also mentioned that Fishbowl Technique also helped them in understanding how to speak well about one case. Somehow, some of the students (1%) thought that the teacher was not awkward in implementing Fishbowl Technique. Even so, 92.3% of the students said that the teacher could explain the concept of writing to the student well, gave opportunity to the students to ask question for something unclear.

The description of the students' response in the questionnaire recap above is given for the action of using "Fishbowl" Technique in the teaching and learning process conducted in Cycle 1.

The Students' Achievement in Speaking Test of Cycle 2

Number	Students' Code	Achievement Score
1	A	80
2	B	86
3	C	71
4	D	77
5	E	85
6	F	85
7	G	71
8	H	71
9	I	72
10	J	78
11	K	79
12	L	81
13	M	78
Total Students' Score		1014
Mean		78
Students who are able to achieve the targeted score of KKM (70)		13
Percentage		100 %
Students who are not able to achieve the targeted score of KKM (70)		0
Percentage		0 %
The Highest Score		86
The Lowest Score		71

The data in table 8 show that the average score of the students' result from the speaking test was 1014 . The number of the students who were able to reach the KKM of 70 was 13 students or 100% of all students. The percentage of students who were able to reach the KKM was increased for 46.15% from Cycle 1. The result also showed that the students were considered classically to prove the action hypothesis that the action is successful if 75%

of the students reach the KKM of 70, because the percentage of the students who were able to reach the KKM of 70 was 100%. Thus, the action of implementing "Fishbowl" technique in the teaching and learning process in Cycle 2 in order to improve students' speaking and writing skills was considered to be success.

1. The teacher and the students discussed together about their speaking test to ensure whether their statement were correct answer or not.
2. The result of writing test is shown in the table below:

Students' Achievement in Writing Test of Cycle 2

No	Students' Code	Achievement Score
1	A	86
2	B	80
3	C	76
4	D	87
5	E	92
6	F	94
7	G	74
8	H	79
9	I	73
10	J	73
11	K	75
12	L	88
13	M	71
Total Students' Score		1048
Mean		80.61
Students who are able to achieve the targeted score of KKM (70)		13
Percentage		100 %
Students who are not able to achieve the targeted score of KKM (70)		0
Percentage		0 %
The Highest Score		94
The Lowest Score		71

The data in table 9 show that the students' average score in the writing test was 1048 . The number of students who were able to reach the KKM of 70 was 13 from 13 students or 100% from all of the students. It mseans that it increased 30.76% from the result of the writing test in Cycle 1. The percentage classical achievement in the writing test of Cycle 2 had reached the criteria of classical success for writing achievement that was more than 75% namely 100% of the students reached KKM of 70. Thus, the action of implementing "Fishbowl" technique in the teaching and

learning process to improve the ability to write well in Cycle 2 was considered to be successful.

Discussion

This research was based on the students' difficulties in speaking and writing. They could speak when the English lesson was running. Because of the necessary in the job world, the students are needed to show their ability both spoken and written. Due to these difficulties, through this research, the researcher described the use of "Fishbowl" technique in teaching and learning process and the improvement of the students' speaking and writing by using the technique. The description on the process of using "Fishbowl" technique in the teaching and learning process in the class is as follow :

It was started when the teacher stated the competency expected to be achieved at the beginning of teaching and learning process. After that the teacher gave an introduction technique related to improve their skill, to create the schemata or background for the students. Then, the teacher showed the way to express their ideas. By giving a question, the students were asked to think and express. Afterwards, the teacher asked the students to tell their description, example and opinion related to the question. Other students could write their opinion on a paper. Then, after the class, the teacher gave questionnaire to the students to see their feedback of the teaching and learning process.

On the matter of students' improvement in speaking and writing test after conducting the implementation of the technique as well as the improvement on the process of teaching and learning in the classroom. It is very important to have discussion on the result of speaking and writing, observation and questionnaire.

Based on the result of the students' scores in speaking and writing test in the Pre-Test, Cycle 1 and Cycle 2, it showed the

significant improvement in the students' speaking and writing at SMK Telkom Sandhy Putra Banjarbaru. This findings was also supported by the result of the observation along the process of teaching and learning toward the students' activeness in the learning process and the teaching process conducted by the teacher. Further supported data were gained through the questionnaire given after the teaching and learning process to figure out the students' feedback of the teaching and learning process using "Fishbowl" technique.

The result of the speaking test in Cycle 1 showed that the students' average score was 882. The number of the students' who were able to reach the KKM of 70 was 7 students or 53.84% of all students. Although the percentage of students who were able to reach the KKM was increased for 23.08% from the Pre-Test, however the students were still considered classically unsuccessful to prove the action hypothesis that the action is successful if 75% of the students reach the KKM of 70. In the other side, the result of the writing test showed that the students' average score in writing test was 914. The number of the students who were able to reach the KKM of 70 is 9 from 13 students or 69.23% from all of the students. It means that it increased 7.7% from the Pre-Test. However, the percentage of classical achievement in writing test of Cycle 1 was still below the criteria of classical success for writing achievement that is 75% of the students who were able to reach KKM of 70. Thus, the action should be continued into the next Cycle.

The description on whether it was success or not in using "Fishbowl" technique to improve the students' speaking and writing skills in Cycle 1 was not merely given by having the students' achievement in speaking and writing test, but it is elaborated more by having the result of the observation for students' activeness in the learning process and the teachers' teaching process by using "Fishbowl" technique and the questionnaire given to the students after the teaching and learning process to see their feedback of the learning process.

From the observation of the teaching and learning activities in the classroom for Cycle 1, the percentage of the students for being active in the class was 53.84% with the percentage of quality of students' activeness in the learning process namely 75%.

The questionnaire gave additional data in enriching the description of the action on using "Fishbowl" technique in the teaching and learning process in the class. The description of the questionnaire was that most of the students (92.3%) agreed that the technique used by the teacher in the teaching and learning process was interesting and big enough to be observable for all the students. Thus, most students (92.3) stated that the technique could help them to speak and write 92.3% of the students also mentioned that the technique also helped them in improving the ability. Somehow, some of the students (100%) thought that the teacher was not awkward in using the technique. Even so, 92.3% of the students said that the teacher could explain the way of speaking and writing to the students well, gave opportunity to the students to ask question for something unclear. In the matter of the increasing number of speaking, 92.3% of the students stated the technique gave good effect in improving their speaking, 7.6% stated that they just sometimes felt the improvement, and 7.6% stated that they did not feel any improvement in their speaking by the use of Fishbowl in the learning process. In the case of the ability in writing, 92.3% of the students stated that Fishbowl eased them in writing the idea, while the other 7.6% of the students did not have the same point of view,

and the rest felt that Fishbowl only sometimes helped them in writing it easier to write the idea.

Compared to Cycle 1, the result of the action on using"Fishbowl" technique in the teaching and learning process in the class to improve students' speaking and writing achievement showed a significant improvement. The result of the speaking test showed that the students' average score was 882. The number of the students who were able to reach the KKM of 70 was 7 Students or 53.84% of all students. The percentage of students who were able to reach the KKM was increased for 23.08% from Pre-Test. The result also showed that the students were considered classically successful to prove the action hypothesis that the action is successful if 75% of the students reach the KKM of 70. It was seen from the percentage of the students who were able to reach the KKM of 70 that was 53%. Thus, the action of implementing "Fishbowl" technique in the teaching and learning process in Cycle 2 in order to improve students' speaking achievement was considered to be success.

The result of writing test in Cycle 2 showed that the students' average score in writing test was 1014. The number of students who were able to reach the KKM of 70 was 13 from 13 students or 100% from all of the students. It means that it increased 46.15% from the result of writing test in Cycle 1. The percentage of classical achievement in writing test of Cycle 2 had reached the criteria of classical success for writing achievement that is more than 75% namely 100% of the students reach KKM of 70. Thus, the action of implementing "Fishbowl" technique in the teaching and learning process to improve the ability to write opinion in Cycle 2 was considered to be success.

The success of reaching classical success in gaining more than 75% students

were able to reach KKM of 70 was also supported by the positive result of the observation and questionnaire. From the observation of the teaching and learning activities in the classroom for Cycle 2, the percentage of the students for being active in the class is 87.6%. It increased 6.1% from the students' activeness in Cycle 1. The increasing percentage also happened in the percentage of quality of students' activeness in the learning process namely 98.4%. It significantly increased 3.1% from the quality of students' activeness in Cycle 1.

The questionnaire given to the students mentioned that all of the students (100%) agreed that the technique used by the teacher in the teaching and learning process is interesting and big enough to be observable for all the students. Thus, most students (92.3%) stated that Fishbowl could help them to speak and write 84.6% of the students also mentioned that Fishbowl also helped them in expressing opinion. The percentage was increased from the previous response of the students in the questionnaire given in Cycle 1. The students (92.3%) also agreed that the teacher had been skillful in using the technique. All of the students or 100% of the students said that the teacher could explain the technique of speaking and writing to students well, gave opportunity to the students to ask question for something unclear. In matter of the increasing number of speaking, 92.3% of the students stated that Fishbowl gave good effect in improving their speaking. Only 7.6% of the students stated that they just sometimes felt the improvement in their speaking by the use of Fishbowl in the learning process. In the case of the ability in writing, 92.3% of the students stated that Fishbowl eased them in writing their opinion, while the other 7.6% of the students did not have the same point of view, and the rest felt that Fishbowl only sometimes helped them in

writing opinion easier to write it. The increasing percentage of the students' response in considering the positive impact on the use of Fishbowl technique to improve their ability in writing is in a line with the result and writing test result which is improved from Cycle 1 to Cycle 2.

The result of the classroom action research on using "Fishbowl" technique to improve students' speaking and writing skills at SMK Telkom Sandhy Putra Banjarbaru is concluded in the following table :

Recapitulation of Students' Achievement in Speaking and Writing Test in Pre-Test, Cycle 1 and Cycle 2

The recapitulation of the students' achievement in speaking and writing test from Pre-Test, Cycle 1 and Cycle 2 can be drawn in the following graphic:

Graphic of Students' Achievement in Speaking and Writing Test in Percentage
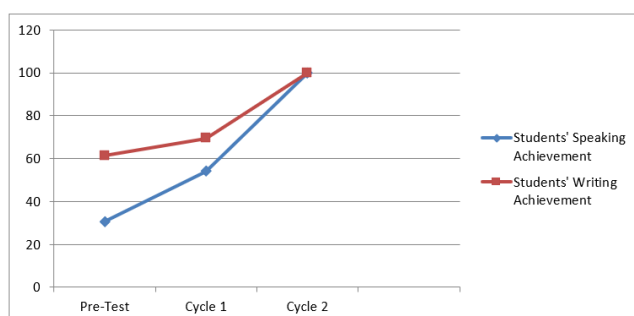
CONCLUSION

Based on the findings of the study and the discussion of the result from this classroom action research, there are some points can be concluded for the research, namely: 1) The use of "Fishbowl" technique in the teaching and learning process requires the students and the teacher to undergo the steps of teaching and learning process. The step starts from preparing the lesson plan and room setting. After that figure out some questions to the students, 2) Discussion along the process of learning

individual by using Fishbowl. The discussion whether with the teacher or the other students will be beneficial to understand the way of writing opinion. Finally the students have to tell their opinion by using the technique. 3) The use "Fishbowl" technique to improve students' speaking and writing skills at SMK Telkom Sandhy Putra Banjarbaru has been proven in this research which is in the form of classroom action research.

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