

CHAPTER I

INTRODUCTION

This chapter discusses background of the research, statement of the problem, hypotheses of the research, objective of the research, scope, significance of the research and terms clarification

1.1. Background of the research

Language is a system of communication consisting of sound, words, and grammar. According to Schieffelin, Bambi and Ochs, Elinor (1986), language is viewed as the symbolic means by which appropriate knowledge of norms and rules of verbal and nonverbal behavior in particular speech communities are used by people in our life. Language also functions as a communications tool. In terms of physical media, language is discipline which studies voices called phonetics. When persons want to say something or they want to speak up the first that be the sign in their voices.

It is important to note that there are many countries learned English a foreign language, such as Indonesia. Therefore, the students learn English from elementary school until university. English as an international language used to communicate among people in the world to get relation such as work and science from another country.

There are four skills of English which are necessary of students to master. Those skills are listening, speaking, reading, and writing.

In learning English, a learner should have vocabulary grammar and others components .those problem happen in the second semester of SMA Islam Ternate. This problem are known by the researcher when the researcher conduct an observation.

In the observation the researcher enter the class when the english teacher teach in the class. The researcher also asks some students' to speak, but they are not able. From the statements above, it can be concluded that students' speaking skill can be improved by giving many chance to students' in practice to students' in prectice English either in the classroom or out of the class room. Precticing speaking English in the classroom should use appropriate strategy in order to facelitate students speaking skill developed and the process of strategy. The researcher would like to conduct research with the title “Using the fishbowl method to improving students' speaking skill at SMA Islam Ternate.

1.2. Scope and delimitation of the research

This researcher focuses on the use of fishbowl method to improve students' speaking skill expecially grammar, vocabulary, fluency, pronunciation and comprehension at second year of SMA Islam Ternate.

1.3. Statement of the problem

Based on the background of the study, the problem of this research can be formulated as follows: does fishbowl method improve students' speaking skill at the second years students' of SMA Islam Ternate?

1.4. Hypothesis of the research

The hypothesis of this research are:

1. The use of Fishbowl method does not significantly improve students' speaking skill at SMA Islam Ternate.
2. The use of Fishbowl method significantly improve students' speaking skill at SMA Islam Ternate.

1.5. Objective of the research

The objective of the research to find out whether the fishbowl method improve students' speaking skill at SMA Islam Ternate.

1.6. Significance of the research

1. Theoretically

The results of the research are expected to add the existing knowledge including speaking skill using fishbowl method .

2. Practically

The results of the research are expected to give contributions to:

1. The teachers, to give the reset of the study issud information on how the student'competence can be developed through fishbowl method
2. For the students', this research gives an experience about the effectiveness fishbowl method in studying speaking.

1.7. Terms Clarification

1. Speaking

According to Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

2. Method

According to Brown (2000:16) defines that method is a generalized set of classroom specifications of accomplishing linguistic objectives. Method tends to be concerned primary with teacher and students' roles and behaviors and secondarily with such features as linguistics and subject matter objectives, sequencing, and materials.

3. Fishbowl

According to Bisno, Herbert (1969) what is meant by methods are techniques that are generalized well so that they can be accepted or can be applied equally in a practice, or in the field of discipline and practice.