THE EFFECT OF FISHBOWL STRATEGY IN SPEAKING ABILITY FOR THE SECOND YEAR STUDENTS OF SMPN 1 TERARA IN THE SCHOOL YEAR 2022-2023

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ABSTRACT

Fishbowl strategy is extremely significant strategy in teaching speaking skill especially English for the language learners. This study focus on finding the effect of fishbowl strategy in teaching speaking ability for the eighth grade students of SMPN 1 Terara in the school year 2023. This study was an experimental research. The population of this study was all the eighth grade students of SMPN 1 Terara in the school year 2020. The sample of this study was 32 students. In collecting the data, this study used speaking test instrument. Then, to analyze the data this study used descriptive statistic and testing hypothesis. The result of this study found that the mean score of experimental group was 41.2 and for the control group was 40.5. In testing the hypothesis was found that t-test was 2.948 and t-table in significant rank 5% was 2.10 (2.948 > 2.10), those founding means that the hypothesis was accepted. It means that there is an effect of fishbowl strategy toward speaking ability and the students.

INTRODUCTION

English is one of the language that the mostly used by people around the world in their social life (Rohmah 2005). This language is also often used when two or more people from different countries are involved in formal communication like international meetings, seminars, conferences, workshops, etc. Therefore, teaching English must be taught from an early age starting from elementary school up to university level as a compulsory subject to support students' language skills in a country.

In gaining knowledge of English there are four skills that need to be mastered by the students, those are listening, speaking, reading, and writing (Rosyid 2022). Those four skills are appeared as the serious problem for them. They normally feel hectic when they may be
assigned to do the task, especially while they are requested to apprehend spoken language. Speaking skills in English is a priority for many second-language or foreign-language learners (Richard.2008). It means that speaking is the most important skill in learning.

Fanshuri & Andriyani (2019) said that Speaking is activities that use language to communicate ideas in interactive situation, in doing the activity of communicating the speakers need to show their attitude, and taking turns which us said as having discourse management. Tarigan (1990), says that speaking the capability in pronouncing sound or word to express or convey though, idea or feeling” opinion and wish. Chaney (1998) stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Based on some opinion above we can said that Speaking skills are communication activities to convey information in the form of ideas, information, and opinions to others. So that speaking skills must be trained in order to speak well. Many people can speak, but not all of them dare to speak in public and can communicate or convey ideas, ideas or opinions well. Many people are not confident in public speaking. The problem is not only in vocabulary, but maybe because of our lack of confidence.

The problem of speaking in junior high school is often something that is often found by teachers. Errors in composing sentences are one of the problems faced by students. In addition, the lack of practice and mastery of students’ vocabulary is also the biggest problem for students in speaking. Therefore we need a good method that can help students practice their English. In teaching speaking, teachers are required to improve, especially in the methods used in teaching speaking in the classroom. This aims so that the material being taught can stimulate students to speak English independently or in groups. One of the good methods in teaching speaking is the fish bowl method.

Taylor (2007) said 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. In other definition Wulandari (2015) said the fishbowl technique could be an efficacious teaching method such as a grouping process that can impact students’ speaking skills in classroom activity. Fishbowl can be used to model discussions of challenging or controversial material in any subject area (Wood & Taylor, 2007). In fishbowl, teacher has an opportunity to hear the experiences, ideas, and feedback from students, while students get an opportunity to be active in the dialogue on educational equity and also hear the ideas of the other students.

Andreas et al (2010) argue that Fishbowl method is effective in enhancing interactivity within the class because the students can undertake social roles based on human relationships and through them exchange experiences, ideas and reasoning. The Fishbowl Technique has become a learning strategy that involves many students in a small group with varying skill levels (Zhang, 2010). Every student of the task group should work together to complete the task and encourage each other in understanding the topic that the teacher has assigned.

According to Brozo (2007) there are some steps In implementing the Fishbowl strategy as follow:

1. Identify a focus for class discussion. Typically, the more controversial and charged the issue, the greater level of engagement on the part of students.

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2. Ask students to turn to a neighbor and talk about their ideas and opinions related to the issue. Tell students to take notes on their discussion.
3. Demonstrate the format and expectations of fishbowl discussion.
4. Get the discussion started by telling the discussants sitting in a cluster to talk among themselves about the ideas and opinions they raised when conversing with a partner.
5. Tell the other students to listen carefully to their classmates while they engage in a small group discussion and take notes or jot down questions share afterward.
6. Allow the discussants to talk for 5 minutes or so, getting involved only if the discussion dies or to ensure everyone is contributing and taking turns.
7. When the small group finishes or is stopped, ask the other students to make comments on the discussion they observed and/or ask questions of the discussants. This is an ideal time to model appropriate comments and questions.
8. Gather small group of volunteer discussants, and continue to the fishbowl process until all students have had the opportunity to be inside the fishbowl and they are clear about their roles and expectations.

METHOD
This research is an experimental research. Arikunto in his book (2006) stated that Experimental research is one of the precise methods to examine the cause and effect, by using an experimental research the present researcher intentionally caused appearance of the differences and then it has been examined how the result was.

The population of this research was all the the eighth grade students of SMPN 1 Terara in the school year 2020. The population consisted of five classes which consist of 168 students. The following table described the number of population in this research. Anggoro, (2007) explain that sample is partial member of population who give the needed information or data in a research. Moreover, Arikunto (2006) explains that if the number of population is more than 100, it is supposed to take 10-20% or 25-50% or more as the sample, but if the number of population is less than 100, it is not supposed to take sample. Because the number of population of this study was more than 100, the present researcher took 25% of members of the population as the samples of the research that was 40 students. They divided into two groups; each group consisted of 20 students.

In this research speaking test were used in order to obtain the research data. The subjects were asked to make the conversation and asked them to talk with their partner in front of the class, by involving greeting, asking condition, asking name, asking address, and saying good bye. The time prepared for speaking test was about five minutes in pairs. The result of the test marked according to the weighting table through FSI. In doing the test, the present researcher applied some steps were as follows:
1. Pre-test
   The pre-test applied before teaching the students by using Fish bowl strategy. This test intends to determine the prior knowledge of the student.
2. Treatment
   The treatment that is meant in this case is the application of the fishbowl strategy in learning. in this case students are taught to use the fishbowl strategy in several meetings.
3. Post-test

Post-test is a test conducted by the teacher to determine the extent of the child's development after receiving treatment using the fish bowl strategy. This test is usually done at the last meeting.

In analyzing the data, present researcher used descriptive statistic, and t test to know the result of the study.

1. Descriptive statistic

Statistical description is a transformation process in tabulated form (summary, arrangement, or data compilation in the form of numerical tables and graphs) so that it is easy to understand and interpret. Statistics are used to provide information about the main research characteristics and provide a description or description of data whose benchmarks are seen from the mean, standard deviation, maximum value, and minimum value.

2. Uji hypothesis

After performing a statistical descriptive test, the next step is to test the hypothesis by conducting a normality test, reliability test and t test.

a. Uji normalitas

This analysis was conducted to determine whether the sample was normally distributed or not. The normality test was carried out with the SPSS 26 for windows software computer program using Kolmogorov Smirnov analysis because the sample used was small or the number was <50.

b. Uji Reliabilitas

Reliability is to determine the extent to which the measurement results remain consistent, if the measurement is carried out twice or more for the same symptoms using the same measuring instrument. To determine the reliability of the instrument using the Cronbach alpha technique with SPSS 26 software for windows.

c. Uji -t

The t-test is a test used to determine the effect of each independent variable on the dependent variable (Ghozali. 2016). This test is done by t-test, which compares the t-count with the t-table.

RESULT AND DISCUSSION

1. Descriptive statistic

Descriptive statistics is a statistical analysis used in analyzing data by describing or describing the data that has been collected. This analysis aims to provide an overview or describe the data in the variables seen from the average (mean), minimum, maximum and standard deviation values. The results of descriptive statistical analysis research can be seen in table 1.1 below:

<table>
<thead>
<tr>
<th>Descriptive Statistics</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE- TEST</td>
<td>32</td>
<td>35.00</td>
<td>75.00</td>
<td>58.2812</td>
<td>8.68350</td>
</tr>
<tr>
<td>POST- TEST</td>
<td>32</td>
<td>50.00</td>
<td>85.00</td>
<td>65.6250</td>
<td>10.44258</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From table 1.1 it can be seen that there are differences in the maximum and minimum values in the test results. The minimum score on the pre-test is 35.00 and the maximum result on the pre-test is 75.00. while the minimum result of the post test is 50.00 and the maximum result of the post test is 85.00. then seen from the average value of the test results there is a significant difference where the post-test mean is greater than the pre-test results. This shows that learning with the fish bowl method can be said to be successful.

2. Hypothesis testing
   a. Normality Test

   Normality test is used to determine whether the data is normally distributed or not. Normality test using analysis test tool Kolmogorov Smirnov method. The following table shows the results of the Kolmogorov Smirnov method. The results of the normality test can be seen in table 1.2 below:

<table>
<thead>
<tr>
<th>NILAI</th>
<th>KELAS</th>
<th>Kolmogorov-Smirnova</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE TEST</td>
<td>Statistic</td>
<td>.159</td>
<td>Df</td>
</tr>
<tr>
<td>POST TEST</td>
<td>Statistic</td>
<td>.185</td>
<td>Df</td>
</tr>
</tbody>
</table>

   a. Lilliefors Significance Correction

   From the results of the calculation of the normality test that has been carried out for the pre-test value, the Sign value is obtained. ie 0.47. Because the value of Sign 0.05, it can be concluded that the average data value of the pre-test is normally distributed. While the normality test in the post test obtained a significance value of 0.095. Because the significance is more than 0.05, it can be concluded that the average post-test data is also normally distributed. So, it can be concluded from the calculation of the normality test that has been carried out that the distribution of data in the pre-test and post-test classes is normally distributed.

   b. Homogeneity Test

   The homogeneity test was used to determine whether the data from the research results in the experimental class and control class had the same variance value or not. It is said to have the same/no different (homogeneous) variance value if the significance level is 0.05 and if the significance level is <0.05 then the data is concluded not to have the same/different variance value (not homogeneous).

   From the results of the calculation of the homogeneity test, it is known that the significance value is 0.825. Because the value obtained from the homogeneity test with a significance level of 0.05, the data has the same/no different (homogeneous) variance value. Furthermore, data analysis will be carried out using the Independent Sample T-test.
### Test of Homogeneity of Variances

<table>
<thead>
<tr>
<th>NILAI SISWA</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on Mean</td>
<td>1.544</td>
<td>1</td>
<td>62</td>
<td>.219</td>
</tr>
<tr>
<td>Based on Median</td>
<td>1.152</td>
<td>1</td>
<td>62</td>
<td>.287</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>1.152</td>
<td>1</td>
<td>60.892</td>
<td>.287</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>1.488</td>
<td>1</td>
<td>62</td>
<td>.227</td>
</tr>
</tbody>
</table>

From the results of the calculation of the homogeneity test, it is known that the significance value is 0.219. Because the value obtained from the homogeneity test with a significance level of 0.05, the data has the same/no different (homogeneous) variance value. Furthermore, data analysis will be carried out using the Independent Sample T-test.

### c. T-test

Test the hypothesis in this research using t-test. The t-test aims to see how far the influence of the independent variables individually explains the variation of the dependent variable. If the value of sig < 0.05 then the independent variable has an effect on the dependent variable. If the value of sig > 0.05 then the independent variable has no effect on the dependent variable. The results of statistical tests can be seen in table 4.7 below:

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pair 1</strong></td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>7.1875</td>
</tr>
</tbody>
</table>

From the table of calculation results above, it can be seen that the t-count value of student learning outcomes from the results of the pre-test and post-test is 2.086 with probability (Sig.) 0.000. Because the probability (Sig.) is 0.000 < 0.05, then H0 is rejected. This means that there is a significant difference between the learning outcomes before applying the fish bowl method and after receiving the fish bowl method. Based on these results, it can be concluded that student learning outcomes using the fish bowl method have significant differences. In this study the fish bowl method has a major influence on the success of student learning. This is evidenced by the increase in the average student learning outcomes with the fish bowl method which has increased significantly.
CONCLUSION

Based to the obtained result in this research, it could be concluded that the students’ scores and mean scores gained in post-test were higher than pre-test. The students’ ability in speaking before being treated by using fishbowl strategy was classified into low category rank with the minimum score on the pre-test is 35.00 and the maximum result on the pre-test is 75.00. While the minimum result of the post test is 50.00 and the maximum result of the post test is 85.00. The students’ ability in speaking after being treated by using fishbowl strategy there was a little improvement. The result of t-test value of significancy was 0.00 is less than 0.05. It means that fishbowl strategy was effective on students speaking ability for the eighth grade students of SMPN 1 Terara in the school year 2020.

REFERENCES

Andreas et al. 2010. Fostering collaborative learning in Second Life: Metaphors and affordances. Elsevier Ltd. All rights reserved.
Taylor. 2007. Fostering Engaging and Active Discussion. Middle School Classroom.