THE EFFECTIVENESS OF THE FISHBOWL STRATEGY IN DEVELOPING THE SECOND-GRADE STUDENTS' SPEAKING SKILL AT MTS MARAQITTALIMAT TEMBENG PUTIK IN THE ACADEMIC YEAR 2023/2024

By:

ELIN AFRIYANTI
NIM: 180107051

STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
2024

THE EFFECTIVENESS OF THE FISHBOWL STRATEGY IN DEVELOPING THE SECOND-GRADE STUDENTS' SPEAKING SKILL AT MTS MARAQITTALIMAT TEMBENG PUTIK IN THE ACADEMIC YEAR 2023/2024

Submitted as the Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan at the Faculty of education
teacher training State Islamic University of Mataram

By:

ELIN AFRIYANTI
NIM: 180107051

STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
2024

ADVISORS' APPROVAL

Thesis by Elin Afriyanti, student's number (NIM) 180107051 entitled "The Effectiveness of The Fishbowl Strategy on Developing The Second Grade Students' Speaking Skill at Mts Maraqittalimat Tembeng Putik in The Academic Year 2023/2024" has fulfilled the requirement and has been approved to be examined.

Approved on: 9 Januari 2024

Advisor I

Dr. Ribahan, M.Pd.
NIP.197907232003121002

Advisor 2

Jumrah, M.Pd.
NIP.1985052420110120008

ADVISORS' OFFICIAL NOTE

Mataram,

5 Januari 2024

Subject: Thesis Examination
The Honorable
The Dean of Faculty of Education and Teacher Training
in Mataram

Assalamualaikum, Wr.Wb,

Respectfully, after doing guidance, direction, and correction, we are of the opinion that a thesis of:

Name : Elin Afriyanti

Reg. Number : 180107051

Study Program: English Language Education

Title : The Effectiveness of The Fishbowl Strategy on Developing The Second-Grade Students' Speaking Skill at Mts Maraqittalimat Tembeng Putik in The Academic Year 2023/2024

has fulfilled the requirement to be submitted in the thesis examination session of the Faculty of Education and Teacher Training, State Islamic University of Mataram. Therefore, we hope this thesis can be examined immediately.

Wassalamualaikum, Wr.wb,

Advisor 1

Dr, Ribahan, M.Pd.
NIP.197907232003121002

Advisor 2

Jumrah, M. Pd.
NIP.198505242011012008

iii

STATEMENT OF THE THESIS AUTHENTICITY

The Undersigned below:

Name   : Elin Afriyanti

Reg. Number : 180107051

Study program: English Education

Faculty   : Education and Teacher Training

States that a thesis entitled "The Effectiveness of The Fishbowl Strategy in Developing The Second-Grade Students' Speaking Skill at Mts Maraqittalimat Tembeng Putik in The Academic Year 2023/2024" are the results of my own research/work, except for the parts where the sources are cited. If I am proven to have plagiarized of someone's writing/work. I am ready to accept the sanctions set by the institution.

Mataram, 5 Januari 2024

I stated

Elin Afriyanti

iv

THESIS RATIFICATION

Thesis by Elin Afriyanti, Reg. Number: 180107051 entitled "The Effectiveness of The Fishbowl Strategy in Developing The Second-Grade Students' Speaking Skill at Mts Maraqittalimat Tembeng Putik in The Academic Year 2023/2024" has been defended in front of the examiners board of study program of English Education, Faculty of Education and Teacher Training, State Islamic University of Mataram on _____
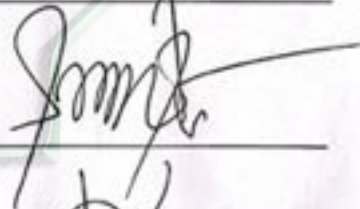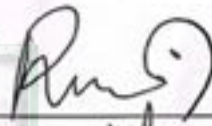
The Board of Examiners

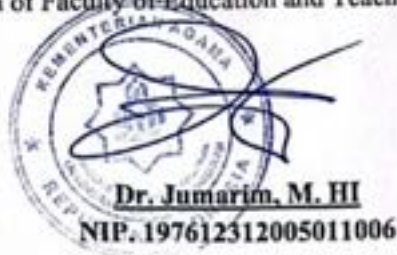Dr. Ribahan, M.Pd.
(Exam Chairman/Advisor I)

Jumrah, M.Pd.
(Exam Secretary/Advisor II)

Dr. Ika Rama Suhandra, M.pd
(Examiner I)

Kasyfur Rahman, M.pd
(Examiner II)

Acknowledge by,
Dean of Faculty of Education and Teacher Training

Dr. Jumarim, M. HI
NIP. 197612312005011006

v

MOTTO

<div dir="rtl">

وَلَا تَا۟يْـَٔسُوا۟ مِن رَّوْحِ ٱللَّهِ ۖ إِنَّهُ لَا يَا۟يْـَٔسُ مِن رَّوْحِ ٱللَّهِ إِلَّا ٱلْقَوْمُ ٱلْكَٰفِرُونَ

</div>

"And do not despair of the mercy of Allah. Verily, those who despair of Allah's mercy are only those who disbelieve."

(QS. Yusuf: 87)
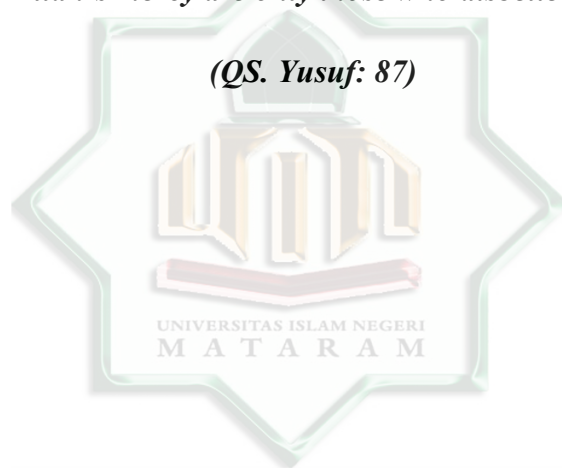
DEDICATION

I dedicate this thesis to myself who has been struggling
with laziness all this time.

ACKNOWLEDGEMENTS

6. H. Suryadi, S.Pd as the Head of SMAN 1 Kediri who has been willing to give permission and provide facilities during the research.

7. Akhmad Abdul Gani as an English teacher at Mts Maraqittalimat Tembeng Putik who always helps, supports, guides, advises during the research process.

8. The second-grade students of language class in Mts Maraqittalimat Tembeng Putik helped me to collect the data conducting the research.

9. My beloved and precious people (my father and all of my big family who always support, help, and pray for me anytime and anywhere.

10. My loyal B 2018 classmates. Thank you for the support, motivation, and every unforgettable moment that we made and will be happen next.

11. Last but not least, for myself. thank you for always being strong, patient and not giving up easily against feeling lazy in any situation and condition. Then, for those who cannot be mentioned one by one that always support, help, gave time, energy, motivation, prayed and everything you gave to me in completing this study, the writer would officially say thank you so much. *Jazaakumullah khoiron.*

In conclusion, we have to admit that no one is perfect, and the author knows that there are still many mistakes. Therefore, the author sincerely welcomes readers' criticisms and suggestions for improving this paper. We hope that the good deeds of these various parties will be rewarded many times by Allah SWT. The author hopes hope this scientific work will benefit for the universe. Amen.

Mataram, ……………….
Writer
Elin Afriyanti

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDIXES

THE EFFECTIVENESS OF THE FISHBOWL STRATEGY IN DEVELOPING THE SECOND-GRADE STUDENTS' SPEAKING SKILL AT MTS MARAQITTALIMAT TEMBENG PUTIK IN THE ACADEMIC YEAR 2023/2024

By:

Ellin Afriyanti
NIM:180107051

ABSTRACT

Fishbowl is a technique that involves groups of people sitting in circles to promote students' engagement and opportunities to closely observe, take notes, and give responses. 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.

This study aims to determine the effectiveness of the fishbowl technique in developing students' speaking skills in presenting opinions and arguments in the second grade of Mts Maraqittalimat Tembing Putik. The method used in this study was quantitative with a quasi-experimental study. The population consisted of second-grade students from SMA Mts Maraqittalimat Tembing Putik.

The sample consisted of 54 students selected using the purposive sampling technique and divided into two classes: experimental class and control class. The method was an experimental study with a quantitative method. Tests were performed at the beginning and end of treatment. Pre-test and post-test data were analyzed using t-tests. The pre-test results for both classes showed that the average score of the experimental class was slightly higher than that of the control class. Meanwhile, the post-test results showed that the scores of the experimental class were significantly higher than those of the control class. The results showed that Sig-2-Tailed was p (0.045). Moreover, alpha (α) was (0.05). Therefore, the effect size was modest at 0. 488. In conclusion, the use of the fishbowl technique had a moderate effect on the development of the speaking skills of Mts Maraqittalimat Tembing Putik. students in the academic year 2023/2024.

Keywords: Fishbowl Technique, Speaking skill

THE EFFECTIVENESS OF THE FISHBOWL STRATEGY IN DEVELOPING THE SECOND-GRADE STUDENTS' SPEAKING SKILL AT MTS MARAQITTALIMAT TEMBENG PUTIK IN THE ACADEMIC YEAR 2023/2024

By:

Ellin Afriyanti
NIM:180107051

ABSTRAK

Fishbowl adalah teknik yang melibatkan sekelompok orang yang duduk melingkar untuk meningkatkan keterlibatan siswa dan kesempatan untuk mengamati secara dekat, mencatat, dan memberikan tanggapan. Fishbowl adalah cara untuk mengatur diskusi kelompok menengah hingga besar yang mendorong keterlibatan siswa dan dapat digunakan untuk mencontohkan kegiatan dan diskusi kelompok kecil.

Penelitian ini bertujuan untuk mengetahui efektivitas teknik fishbowl dalam mengembangkan keterampilan berbicara siswa dalam menyajikan pendapat dan argumen di kelas II Mts Maraqittalimat Tembing Putik. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan jenis penelitian quasi eksperimen. Populasinya adalah siswa kelas II SMA Mts Maraqittalimat Tembing Putik.

Sampelnya berjumlah 54 siswa yang dipilih dengan menggunakan teknik purposive sampling dan dibagi menjadi dua kelas yaitu kelas eksperimen dan kelas kontrol. Metode yang digunakan adalah ujian lisan. Tes dilakukan pada awal dan akhir pengobatan. Data pre-test dan post-test dianalisis menggunakan uji-t. Hasil pretest kedua kelas menunjukkan rata-rata nilai kelas eksperimen sedikit lebih tinggi dibandingkan kelas kontrol. Sedangkan hasil post-test menunjukkan bahwa nilai kelas eksperimen lebih tinggi secara signifikan dibandingkan dengan nilai kelas kontrol. Hasil penelitian menunjukkan Sig-2-Tailed sebesar p (0,045). Selain itu, alpha (α) adalah (0,05). Oleh karena itu, effect size-nya tergolong sedang yaitu 0,488. Kesimpulannya, penggunaan teknik fishbowl mempunyai pengaruh sedang terhadap pengembangan keterampilan berbicara Mts Maraqittalimat Tembing Putik. mahasiswa pada tahun ajaran 2023/2024.

Kata Kunci: Teknik Fishbowl, Kemampuan Berbicara

CHAPTER I
INTRODUCTION

A. Background of the research

Language is one of the communication tools. Language plays an important role in communicating with other people in social life. Language allows people to express what they think and feel through language. Furthermore, even if language means something through symbols, if we can mutually understand the meaning, it will help us to have good interactions with others. Therefore, people need to learn about languages to communicate better, and they not only need to learn linguistic theory but also apply what they have learned to their lives.[1]

Speaking is one of the skills English teachers should teach because it is part of the curriculum and part of learning English, and speaking ability is the most important in English as a foreign language. As Richard pointed out, acquiring English speaking skills is a priority for many second and foreign language learners. Therefore, speaking skills are an important linguistic basis for communication and should be mastered by second or foreign language learners (ESL/EFL). Teachers

---

[1] Ayu wulandari, "the effectiveness of fishbowl method on students' speaking skill at the second-grade students of SMA N 8 Cirebon" (thesis, English language teaching department tarbiyah and techer training faculty syeh nurjati state Islamic institute Cirebon 2015M/1436H), p.1

should help students acquire speaking skill. You need to know the definition of speaking first.[2]

According Thorn Burry (2003), Speaking is part of everyday life and that we take it for granted. Learning speaking skills is not just about theory, but also about application in daily life. Since we know that speaking ability is the ability to speak, it means that speaking is a means of communication with others. Therefore, applying speaking skills to students can establish good interaction with other students.[3]

Based on the above statement, speaking skills are the most important requirement for learning English. It is important to communicate with others not only in English but also in daily life. Then, speaking skills will help students master English and also solve the problems they face in life when they have to communicate with other people. Therefore, learning fluent and correct speaking skills is also one of the main goals for language learners.

Most students find it difficult to speak English for various reasons. According to Pollard (2008) stated that speaking is one of the most difficult aspects for students to master.[4] Speaking among other English

---

[2] Richard, C Jack,"Teaching Listening and Speaking From Theory to Practice", New York: Cambridge University Press, 2008.p.19

[3] Thornbury, Scott *"How to Teach Speaking"*. New York: Longma, 2003.p.1

[4] Pollard, Lucy, "*Teaching English*". London.2008. p. 33.

skills has proven to be the most difficult. According to the results of many studies on speaking skills, many teachers complain that teaching speaking skills in the classroom is more difficult than for students to practice in terms of pronunciation, grammar, vowel mistakes, and even lack of vocabulary skills. This skill is difficult, but it is the most important in learning English. There are many factors to this skill that people have difficulty in learning English. Most of the factors are caused by pronunciation, grammar, vocabulary, comprehension, and fluency.[5]

Based on the initial observations, the researchers found that there were problems with the speaking ability of the second-grade students of Mts Tembeng Putik. Students are known to have many problems with their speaking ability. Although students want to master the English course, they still have weaknesses, especially in speaking skills. They lack confidence in speaking English because their vocabulary is limited, it is difficult to pronounce it and understand its meaning, and they do not have an environment to practice English. It's monotonous. When learning speaking skills, teachers provide students with various

---

[5] Ibid, p. 33.

3

ways to develop their speaking skills. Therefore, the researchers selected Mt. Malakittarimat second grade as the research object.[6]

Using a fishbowl strategy can be an alternative to solving these problems. However, Muchyidin and Fathoni said, that the strategy used by teachers or students properly can affect the effectiveness of teaching and learning processes because the media serves as a tool to encourage and increase the activeness and effectiveness of students learning.[7] English teacher has a facilitator to help students to master all skills. Teachers must try to give good methods. Then, encourage them to practice the language. As the teacher also should give motivation and should to select the method of teaching for learner in order to interest in learning process of English. So, in Mts Tembeng Putik, the student need build good interaction with the other. In this situation the role of teacher is need. Because of they need a helping to interact with the others. As the teacher offer many methods for practice speaking skill in classroom also in the environment. As the researcher has been observed in Mts Maraqittalimat Tembeng Putik, the teacher has taught their students as much as they can try to give the better method to build students" motivation, but the students still have weaknesses in speaking

---

[6] Ayu wulandari, *The Effectiveness of Fishbowl Method on Students'speaking Skill At The Second Grade Students Of Sma N 8 Cirebon* 2015. P.1

[7] T. Muchyidin, A.S. dan Fathoni, "Media Dan Proses Pembelajaran" 2 (2002).

4

skill. Thus, the researcher gives a new method for the teacher's English in the Second grade of Mts Maraqittalimat Tembeng Putik.

One of the methods offered by researcher for speaking skill is the fishbowl method which can create students active in speaking class and they can practice their speaking skill. Hensley and Priles in the article of Taylor believed that fishbowls can be effective teaching tools for modeling group processes. Therefore, the researcher chose this method as the method for speaking skill believed this method can be effect give for speaking skill.[8]

The researcher chose this method because of this method can make students active and practice their speaking skill. This method has many benefits to use in the learning process. The researcher found the benefits of this method from the article of the Annenberg Foundation, as follows:

Teachers create a safe forum where students can observe how tense discussions about cultural issues can become. Fishbowl also allows groups to work together, as discussion is always followed by analysis. Students in the outer circle of the fishbowl can observe how specific people question, respond to, and give meaning to the text, which can

---

[8] Taylor, D Bruce," *Fostering Engaging and Active Discussion in Middle School Classroom",* Middle School Journal. 2007.p.55

5

serve as a model for small group literary discussion. Students can practice their group discussion skills. This also teaches observation, listening, and community skills, and allows students to recognize and improve their small-group discussion habits.

The Fishbowl strategy is the easiest medium to find today. Every student cannot be away from this strategy in their daily lives. So, if the teachers have given examples of how to use this strategy in learning, students may also use it when they are outside school. It is necessary always to develop English in terms of strategy and methods. This is inseparable from speaking skills, the spearhead of communicating in English. Teaching speaking is not as easy as other skills, either. By using fishbowl strategy, it is hoped that it can increase students' motivation and understanding in learning to speak and increase their self-confidence because indirectly, this media can provide a picture of the world where they will practice their English. As fishbowl strategy can display ideas to speak directly, this certainly has a much better impact on the development of the student learning process.

B. The Statement of Problem and Research Limitation
1. Statement of problem

Based on the problems of the study above, the researcher formulates the following research problem: Is there any significant

effect of fishbowl strategy to develop students' speaking skill at MTS Maraqittalimat Tembeng Puntik?

2. Research limitation

Based on the problems were identified above, the problem of the study is limited as follow: This study is limited on applying a rubric taken from the rating scale for five criteria of speaking ability elements and the process of the research' assessment by only the researcher itself

C. Objective and significance of research

1. Objective of the research

The purpose of this research is to know the effectiveness of the fishbowl strategy on developing students' speaking skill MTS Maraqittalimat Tembeng Puntik.

2. Significance of the research

This research consists of two significances, namely theoretical significance and practical significance.

a. Theoretical significance

The results of this research will provide knowledge about the effectiveness of fishbowl strategy on developing students' speaking skills and for future researchers who take the same study, they can use the results as their reference.

b. Practical significance

1) For the students

From the results of this research, the researcher hopes that this research is useful for students in solving problems in speaking skills and also helps students in developing their speaking skills.

2) For the teacher

This research will provide some information to teachers about the benefits of fishbowl strategy so that teachers can improve learning quality by choosing the right strategy to use in English learning.

3) For the researcher

This research is expected to be useful information to the next researcher on developing the speaking skills

D. Definition of key terms

1. Speaking Skill

According to oxford learner's pocket dictionary by Oxford University press that speaking is talk to somebody about something

or use your voice to say something, be able to speech or use a language, make speech to an audience.[9]

Speaking is the process of talk language to represent thoughts and feelings, express their experiences and variety of information.[10] Speaking skill is an activity to produce utterance in oral communication. This activity involves two or more people in which the participant is both listener and speaker have to react, what they hear and make their contribution in high speech. So that, each participant has an attention or a set intention that he wants.[11]

Speaking skill is the ability of saying something orally in which the act is built by short replies or student-initiated questions or comments. This was involved to identified the students" grammar, fluency, vocabulary, comprehension and pronunciation. Fluency refers to rapid, efficient and accurate word recognition that the students used to speak. Grammar is the ability to produce correct sentences using correct vocabulary. So, there were five elements of speaking that used to assess the improvement of students speaking

---

[9] Intan, "*applying fishbowl technique to enhance students' speaking ability at eleventh gradestudent of sma 1 tutar* (doctoral dissertation, iain parepare).". 2009.p.198

[10] Jane Revell, "*Teaching Technique for Communicative English*" (London Macmilan: Pres Ltd). p. 7.

[11] Keith and Marrow. Ibrahim Leman 2010.

skill, they were, grammar, fluency, vocabulary, comprehension and pronunciation.

2. Fishbowl

According to Brozo quoted by Dominicus stating that the fishbowl strategy is a learning strategy that can help students conduct oral debates in small groups in class and debate in English. Each group selects group members and prepares ideas.[12]

In a fishbowl discussion, student sit inside the active participate in a discussion by asking questions and sharing their opinions, while the other students standing outside and listen carefully to the ideas that were presented. Student took turns in these roles, so that they practiced being both contributors and listeners in a group discussion. This strategy is very useful when you want to make sure all students to participate in a discussion, when you want to help students reflect on what a good discussion looks like, and when you need a structure for discussing controversial or difficult topics. A Fishbowl discussion makes for an excellent pre-writing activity, often unearthing questions or ideas that students can explore more deeply in an independent assignment.

---

[12] D. Yabarmase," the fishbowl strategy: an effectiveness ive way to improve students' speaking ability. Indonesian jelt: indonesian journal of english language teaching*"2013. 9*(2).p.137-145.

CHAPTER II
REVIEW OF RELATED LITERATURE AND RESEARCH HYPOTHESIS

A. Review of Related Literature

1. Review of Previous Research

The researcher noted that previous researchers had conducted similar studies on using the fishbowl strategy to develop students' speaking skills. This section discusses some related works by several researchers.

a. The first previous research was conducted by Fahmi Alfian Ibrahim with the title "The Effectiveness of Fishbowl Technique on Students' Speaking Skill in Giving Opinions and Arguments" This research aims to find out the effectiveness of the Fishbowl Technique on Students' Speaking Skill in Giving Opinions and Arguments at eleventh grade of SMA Negeri 10 Kota Tangerang Selatan. The method used in this research was quantitative through quasi-experimental research. The population was the eleventh-grade students of SMA Negeri 10 Kota Tangerang Selatan. The sample was 70 students that were taken by using purposive sampling technique and classified into two classes, experimental class, and controlled class. The instrument was speaking oral tests. The tests were given at the beginning and the

end of the treatments. The data of pre-tests and post-tests were analyzed using the t-test. The pretest results for both classes showed that the average score of the experimental class was higher than that of the control class. Meanwhile, the post-test results showed that the scores of the experimental class were significantly higher than those of the control class. The results showed that Sig-2-Tailed was p (0.045). Moreover, alpha (α) was (0.05). Therefore, the t-test was p <. α. Additionally, the effect size was modest at 0.488. In conclusion, the use of the fishbowl technique was moderately effective in improving the speaking skills of her 11th-grade students in her SMA Negeri 10 Kota Tangerang Selatan in the 2020/2022 academic year.[13]

From the research above, there are similarities and differences with the current research. The difference that the researchers found was the purpose of the study, previous research aimed to determine the effectiveness of the Fishbowl Technique on Students' Speaking Skills in Giving Opinions and Arguments. the current research aims to determine the effectiveness of fishbowl strategy on developing students' speaking skills. As for

---

[13] Fahmi Alfian Ibrahim, "*The Effectiveness of Fishbowl Technique on Students' Speaking Skill in Giving Opinions and Arguments"(*department of English education faculty of educational and sciences syarif hidayatullah state Islamic university Jakarta 2020)

the similarities that researchers can get from previous research and current research, the method used is quantitative research. This study and previous research used Fishbowl as a research medium; however, processing previous research data used a different formula than the current study. This study uses SPSS version 23 to preprocess the data. Current research describes the comparison of data using bar charts; previous studies did not use them.

b. The second previous research conducted by Abu Musa with the title "Teaching and Learning Speaking Through Fishbowl Technique at the First Semester of the tenth grade of SMAN 3 Bandar Lampung in Academic year of 2018/2019" This research was about teaching and learning speaking through Fishbowl Technique at the first semester of the tenth grade of SMAN 3 Bandar Lampung in the academic year of 2018/2019. The objectives of the research were to know the teaching and learning speaking through Fishbowl Technique, to know the teacher's problem in teaching speaking through Fishbowl Technique, and to know the students' problem in learning speaking through Fishbowl Technique.

This study was qualitative in nature. The participants or subjects chosen by the researcher are those who are familiar with the problem's phenomena. The tenth-grade students at SMAN 3 Bandar Lampung were chosen by the researcher to participate in this study, along with the English instructor. Two classes totaling 67 students are present. Purposive sampling was employed by the researcher to choose the sample. Class X IPA 1 was the sample the researcher picked since it had the lowest score. The information was obtained by observation, instructor interview, and questionnaire distribution to the pupils. The three main stages of data analysis that the researcher utilized were data condensing, data displaying, and conclusion drawing verification.

Three results emerged from the analysis of the data. First, the teacher skipped over certain key concepts when teaching speaking using the Fishbowl Technique. It was clear from speaking activities that the teacher did not solicit the students' opinions or take notes on their activity regarding their opinions related to the topic. She also did not pose discussion questions or request that the students provide their thoughts, and she did not permit the students to change their minds. The second set of issues the instructor encountered were the kids who were mute,

those who spoke in their dialect, and those who had trouble understanding.[14]

From the research above, the researchers found differences and similarities between previous research and current research, the difference is in the research objectives, previous research aimed to know the teaching and learning speaking through Fishbowl Technique, to know the teacher's problem in teaching speaking through Fishbowl Technique, and to know the students' problem in learning speaking through Fishbowl Technique. and the current research aims to determine the effectiveness of fishbowl strategy on developing students' speaking skills. As for the differences that were also found by the researcher which was the method used, previous research used a qualitative method, while the current study used a quantitative method. In addition, researchers also found similarities from previous research with current research, namely the sampling technique using purposive sampling

c. The Third previous research conducted by Swamida Mannik Aji with the title "Improving Students' Speaking Ability in a Mixed-

---

[14] Abu Musa, "*Teaching and Learning Speaking Through Fishbowl Technique at The First Semester of The Tenth Grade Sman 3 Bandar Lampung in The Academic Year of 2018/2019",* (doctoral dissertation, Uin Raden Intan Lampung). 2018

ability Class through Fishbowl Technique for 5B Students of SDN Maguhoharjo 1" The purpose of this study is to measure the improvement in speaking skills of students in mixed ability classes through Fishbowl for 5B students of SDN Maguwoharjo. This is an action research study proposed by Stephan Kemmis and Robin McTaggart. This research will be conducted in four phases. It's about asking questions, planning, acting, observing, and reflecting. The study participants were researchers, English teachers, other staff, and 5B students. The study was conducted in two cycles. Research data is available in the form of qualitative and quantitative data. Qualitative data comes from classroom observations and staff discussions. Quantitative data comes from pre-test and post-test results. Data comes from observations during the teaching and learning process, interviews with English teachers and other staff members, rubric conversations, and photographs.

The results of the two cycles showed that the use of the fishbowl technique effectively improved the speaking ability of students in classes with mixed ability levels. It is supported by qualitative data that (1) the fishbowl technique helps teachers provide an equal footing in speaking practice; (2) The rules of the

fishbowl technique require students to compete with each other in alternating positions, which can maintain students' motivation during the learning process. (3) The fishbowl technique helps teachers minimize the differences between low- and high-level students. This finding is also supported by quantitative data. The evaluation of students' speaking performance will be improved in her four aspects. Students' grammatical accuracy improved from 9.5 to 14.7. The students' vocabulary improved from 10.6 to 15. Student pronunciation improved from 10.1 to 14.4, and student language proficiency improved from 10.8 to 15.4.

From the research above, the researchers found differences and similarities between previous research and current research. Previous research aimed at finding out the improvement of students speaking ability in a mixed-ability class through fishbowl for 5B students of SDN Maguwoharjo 1. while the current study aims to determine the effectiveness of fishbowl strategy on developing students' speaking skills, In addition, the difference that researchers get from previous and current research is the method used, previous research used two methods, namely quantitative methods and qualitative methods or R&D, while current research uses quantitative methods and classroom action

research. while the similarity between previous and current research is the data collection technique, namely quasi-experiment.

d. The fourth previous research is "The Effectiveness of Fishbowl Technique Towards Students' Self Efficacy in Speaking at SMP Negeri 1 Sikur in the Academic Year 2017/2018" by Azwan Efendi, Institute of Education Teacher and Training (IKIP) Mataram 2018.[15] The objective of this research was to finding out whether or not of fishbowl technique effective towards students' self-efficacy in speaking for second grade students of SMPN 1 Sikur in the academic year 2017/2018. The method was applied in this research was the experimental research (quantitative approach). The population of this research was of second grade students at SMPN 1 Sikur, which consisted of eight class and the sampled were VIII A as experimental class, and VIII C as control class. The samples were chosen by using cluster random sampling technique with lottery. Experimental class was treated by using fishbowl technique, and control class was treated by using role-play. The technique which was used to analysis the

---

[15] Azwan Effendi, "The Effectiveness of Fishbowl Technique Towards Students' Self Efficacy in Speaking," *Journal of Languages and Language Teaching* 5, no. 2 (February 25, 2018): 46.

data was test formula. The research data found that the students' test scores (1,73) and t-table (1,667) from (df) were 64. Based on the result of the study, the correlation between self-efficacy and speaking was r-test (2,70) > r-table (0,320). It can be concluded that the use of the fishbowl technique has a positive effect on students' self-efficacy in speaking and has a correlation both of them at the second-grade students SMPN 1 Sikur in the academic year 2017/2018.

Based on the research above, the similarities between the research above and the current research are the both of these researches use experimental method with quantitative approach. Both use fishbowl technique as a medium to improve students' speaking skill. Then, both researcher is conducted in the same level of study. However, there are some differences between the above research and the current study. The above research was conducted in Junior high school while the current research is conducted in Islamic boarding school.

Considering some of the studies above, it makes researchers more motivated to research fishbowl techniques. researchers can see the results of several studies that have been successful with different design methods. In this study, there are differences,

especially in certain subjects such as giving opinions and arguments. So, the researcher tried to find a solution related to teaching speaking in class. Using the fishbowl technique can help and develop students' speaking skills in giving opinions and arguments.

2. Theoretical Bases

a. Speaking Ability

1) Definition of speaking

The most popular form of communication is speaking. Have Excellent speaking skills will enable us to communicate with others to make our ideas more understandable. Good communication means speaking produces several benefits for the dialogue organization such as achieving speaking results such as business and other work goals. Osborn stated that speaking is very important because it is an important element of the learning process that students can use to communicate from one person to another.[16] In addition, with monologues and dialogues, students can get ideas and information

---

[16]Eiadeh, A., Al.Sobh, M. Al-Zoubi, & Al-Khasawneh,"*Improving English Language Speaking Skills of Ajloun National University Students"*, International Journal of English and Education ISSN, vol:5, July 2016, p. 2278-4012.

20

explained by the teacher and develop various kinds of knowledge based on their thoughts as stated in the 2006 version of the national school curriculum (KTSP); in high school, students are taught English speaking skills to recognize new environments in order to adapt fluently and confidently. They can apply English in their daily life.

McDaniel stated that several authors have researched that students in Japan find it difficult to speak English. In the four English skills, speaking and speaking skills consist of two important productive skills to improve in developing effectiveness English learning. Listening and reading count in the two language learning skills. Brown also said that the curriculum in any country, including Indonesia, requires students to interact in English.

Although it is not comfortable in this country to apply English as one of the important things in learning, teachers can create new methods, strategies and techniques to understand it. Because these factors challenge them, they tend to be silent when they invite students to engage in English in class. Students are less motivated to speak English. These problems can be related to student factors and teaching strategies used

by teachers in presenting subject matter teacher-centred content.

Tutyandary also added that this technique failed to make students feel low on motivation and made them bored in learning in class. The next cause is the lack of students' desire to try English as a second language in everyday life. This means that several aspects can affect students' speaking skills such as a source of interest in teaching English. According to Suchdeva, teaching English as in the curriculum has referred to several aspects needed to encourage students' abilities.[17] This means students need support to change their thinking and put English as an important thing for practice, usually to deliver speech by word of mouth; therefore, students still face relatively easy to express their ideas orally in English.[18]

Based on the previous research above, the researcher concluded that speaking is very important to communicate with other people. It is used as a medium to show ideas and share information, thoughts, and feelings. Speaking can be

---

[17] S. Hussain, "*Teaching speaking skills in communication classroom",* (Journal of Media, Journalism and Mass Communications, 2017), vol.3, hal.3, p. 14-21.

[18] Fahmi alpian ibrahin *"the effectiveness technique fishbowl on students speaking skill in giving opinion and argument"* (skripsi,department English education and science syarif hidayatullah state Islamic university Jakarta) 2020

referred to as the ability to use language efficiently to convey meaning and obtain information in our daily activities.

2) Purposes of speaking

Speaking has multiple purposes, each requiring different skills.

According to Harmer, there are two main reasons why he encourages students to speak up during class. First, speaking practice allows students to practice speaking in a controlled environment such as a classroom. Second, students try to use some or all of the language they know.[19] Moreover, the language component has been processed in the minds of students. The more they engage in the practice of speaking, the more this element becomes in their nature. That is, they will be able to speak fluently without having to worry.

Moreover, the main purpose of speaking is to inform the ideas of the speaker to the listener. However, the purpose of speaking is not only limited to providing information to other people. Determining the purpose of speaking means that speaking activities must be placed to convey something to others following the intended purpose of the speaker

---

[19] Harmer,. 2007

23

3) Elements of speaking

Speaking has several language elements that speakers need to consider. This is an important way to evaluate language. Harmer said that if learners need to speak English fluently, they need to pronounce phonemes correctly, use unnecessary stress and intonation, and speak consistently. This means that there are several aspects of speaking that each student needs to achieve, such as pronunciation, grammar, vocabulary, fluency, and comprehension. These sections assess the speaking skills of scientists.

a) Pronunciation

In language learning activities, acquiring pronunciation is one of the most common and difficult aspects of teaching and learning to speak, especially for EFL students. This is because each student has a different background. In addition, the things that make pronunciation more problematic are the teachers focus more on developing students' vocabulary and grammatical structures. However, teachers know that the key to learning and teaching pronunciation to students is to distinguish the characteristics of sounds and focus on helping students

24

understand and overcome difficulties in pronouncing each word accurately and systematically.

According to Anne and Christine, pronunciation plays an important role in conveying meaning because it helps generate ideas through the sounds used in communication. This means that pronunciation learning activities help students quickly understand the ideas being said, making communication smoother. Students will understand and know how to respond. Therefore, teachers need to be conscious of pronunciation during class.

b) Grammar

Grammar knowledge is important to enable students to process and produce correct language usage but some people don't care about grammar as long as their intent is conveyed. However, knowledge of grammar is essential to the learning process.

c) Vocabulary

Vocabulary is also important when teaching and learning to speak. If you want to get your message across, you need to speak the necessary vocabulary fluently.

Vocabulary is a collection of words that are commonly used by many people and also have linguistic meaning.

d) Fluency

Speaking is an activity aimed at speaking clearly and simply. With more speaking practice, students will learn to speak more easily and faster. We know that fluency is the key to speaking faster, but correcting the placement of stops and pauses is also important. Brown explained that fluency is the ability to communicate clearly, communicate smoothly, and maintain contact even if your communication skills are insufficient to understand something.[20] Furthermore, he said also that fluency and accuracy are the goals of communication language teaching. Accuracy focuses on articulation, phonology, and syntax right for understudies, while fluency is the fundamental objective in language education. In general, the educator will be pointed in mastering fluency and accuracy to arrive at a reason for curriculum on understudies talking.

---

[20] Hughes, A.," Testing for Language Teachers Second Edition". United Kingdom: Cambridge Language Teaching Library, 2000,p.9

26

e) Comprehension

Hughes Arthur stated that a person understands his language when they understand everything both formal and informal discourse, not unusual from a knowledgeable local speaker. That is, in the context of communication, speech must be conveyed well by speaker A and must be conveyed well by speaker B. it means understanding is one of the important things in teaching speaking to get meaning when someone takes communication. In the classroom, the teacher can be looking for who misunderstood the understanding in the class their previous lessons.[21]

4) Problem in speaking performance

Speaking within the target language is not simple for many foreign language learners, since more than comprehension, learning to speak a foreign language requires grammatical and semantic rules. Language learners often encounter two kinds of difficulties in speaking, namely linguistic and non-linguistic matters.

---

[21] Hughes, A.," Testing for Language Teachers Second Edition". United Kingdom: Cambridge Language Teaching Library, 2000,p.9

a) Linguistic problem

Linguistics is the objective study of language structure (grammar), words, and phonology, among other things. According to Spolsky, linguistics includes vocabulary, grammar, and pronunciation. In addition, linguistic concerns are those that cause students' speaking abilities to deteriorate. Some linguistic concerns, such as a lack of grammar, vocabulary, and pronunciation, influence speaking. Richards stated that a few common difficulties for learners while speaking.[22] Those issues are lack of vocabulary available for, poor grammar to communicate, and poorly in pronunciation.

b) Non-linguistic problem

Non-linguistic problems come from outside the language, but external influences come from outside the language or language. In addition, non-linguistic components, such as gestures and body language/posture, and facial expressions, can be used in combination with speech to convey messages directly. Heriansyah revealed

---

[22] J. C. Richards," *Teaching listening and speaking* ",Cambridge: Cambridge university press, 2008, Vol. 35, No. 4

many non-linguistic problems related to the issue, including not being confident in speaking, not used to speaking in class, afraid of being wrong, and being ridiculed by classmates.

a. Not being confident to speak; when speaking in public, high self-esteem is absolutely important. The high trust will help to master the stage and the material that is going to convey.

b. Unaccustomed to speaking in class; Often, students with high speaking ability can control conversation in class situations than students with low speaking skills. Therefore, students with poor speaking skills will not be used for class interaction.

c. Since EFL students are not native English speakers, they are most likely to make mistakes while speaking English since they are fearful of making mistakes. In reality, afraid is a feeling when we want to say something when talking to someone, but instead, we keep it because we are unsure whether it is right.

5) Teaching Speaking

Speaking is the most important aspect of learning for students. Teaching speaking has become central in the English classroom. The goal of teaching speaking is communicative efficiency. It means the teachers encourage the students to make themselves understood and to avoid confusion in aspect of speaking skill like fluency, pronunciation, vocabulary and grammar. There are many ways to improve their speaking skill such as; teachers give more chance for students to communicate, teachers link the lesson with students' daily problems, teachers give materials relate on how to solve the problems, teachers give the students more opportunity to practice their speaking skill by providing more activity that put them into the real practice of communication.

Brown stated that there are seven principles for designing speaking techniques. Those are as follows:

a) Use techniques that cover the spectrum of learner needs, from language, based focus on accuracy to message-based on interaction, meaning, and fluency.

b) Provide intrinsically motivating techniques.

c) Encourage the use of authentic language in meaningful contexts.

d) Provide appropriate feedback and correction

e) Capitalize on the natural link between speaking and listening.

f) Give students opportunities to initiate oral communication.

g) Encourage the development of speaking strategies.[23]

The researcher concludes that the teacher can see all of principles for designing speaking techniques are very necessary for the students. English is included as students' need in examinations to move to the next level and graduate from the school, and the general requirement is the students can speak English for communicative purpose.

b. The concept of fishbowl strategy

1) Definition of fishbowl strategy

Fishbowl is a technique that involves groups of people sitting in circles to promote students' engagement and opportunities to closely observe, take notes, and give

---

[23] Brown, "*Teaching by Priciples: An Interactive Approach to Language Pedagogy,Second Edition*". New York: A Pearson Education Company 2001,p. 275-276

responses. 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 28 specialists and in counseling. Fishbowl takes its name from the way seats are organized with an inner circle and an outer circle. Typically, there are three or five seats in the inner circle with the remaining seats or desks forming a larger outer circle. Not all classroom arrangements allow for the creation of a distinct inner and outer circle, but seats or tables can be arranged in a similar pattern with a table or small group of chairs more or less in the middle of the room and other students facing this group.[24]

According to the definitions, it can be concluded that Fishbowl is a technique that facilitates the students to talk about a certain topic and allows them to have opportunities to listen and respond by asking and answering questions orally. There are two distinct groups with different activities. The students in the inner circle give their opinions on the story

---

[24] Y. Beguin, "*Prediction of response and other improvements on the limitations of recombinant human erythropoietin therapy in anemic cancer patients. Haematologica"* 2002, *87*(11),p.1209-1221

while the students in the outer circle actively observe them. A creative teacher usually uses a lot of techniques in teaching to help her in delivering a message while teaching. The teacher believes that it is better to use an appropriate technique to attract the students' attention and to make them understand the material easier. One of the kinds of techniques is the fishbowl technique. The fishbowl technique is related to the students' discussion in a circle. This technique can help students in building their confidence to speak more because they will be placed in equal conditions, so there will not be a high-level student or low-level student.

2) Component of fishbowl

The implementation of a fishbowl in the teaching and learning process involves four components. They are deep listening, critical thinking, critical questioning, and thoughtful responses.[25]

a) Deep listening

There are two groups in the fishbowl, the inner circle group and the outer circle group. The students in the outer circle listen deeply to each statement produced by the

---

[25] Ibid,. hlm.68

students in the inner circle. They fully give attention to the inner circle group while they are talking about a certain topic. They highlight the important points that can be used in giving a response. They take notes and write down some points to be asked or suggested. When the students in the outer circle give comments, the students in the inner circle pay attention so that there will be effective communication among the students.

b) Critical thinking

The two students in the inner circle are given time to think before presenting their ideas. The students in the inner circle construct their ideas of good statements. They are not allowed to express their opinions to students in the outer circle. In addition, students in the outer circle consider some of the points they have listened to and note down to make responses. They provide questions, suggestions, or clarifications that can help students in the inner circle when they get into trouble by raising their hands.

c) Critical questioning

Conversation occurs at the critical question stage. After students in the inner circle produce some statements that are

34

listened to and recorded by students in the outer circle, there must be a question, and answer session between them. If a statement is unclear, they can ask for clarification or questions. If there are statements that are not clear, students in the outer circle may ask for clarification or if there are errors, they are allowed to provide corrections. In this section, students also learn turn-talking to have effective communication.

d) Thoughtful response

The concept of thoughtful response is to observe, discover, or analyze the thought processes of other groups. First, students in the outer circle while students in the inner circle think to generate ideas based on pictures. Both students need to find and record some of the points used to respond to each other. In addition, they analyze notes by compiling questions, suggestions, or corrections.

3) The Strength and Weakness of Fishbowl Method

a) The Strength of Fishbowl Method

According to Clifford, fishbowl method will directly engage students to resolve conflicts and problem. When the students sit in a circle, they experience a stronger sense of

community. Every student in the circle share responsibility, build community, respond effectively to challenging behavior and circumstances for its functioning.[26] Moreover, Anderson in Smart said that there are several strengths of the fishbowl method such as; providing an opportunity for the students to participate actively, promoting the students' interpersonal effectively, to pushing students to conduct research from their opinions on topics relevant to the course as well as their professional life. Besides, the structure of the fishbowl method provides a systematic way to identify, examine, and teach the students about their specific interpersonal communication behaviors and social responsibility.[27]

b) The weaknesses of the Fishbowl Method

The teachers need much time to prepare the Fishbowl method including organizing groups (inner and outer circle) and the teacher must keep time to handle it.

---

[26] Clifford, ("*Teaching Restorative Practices with Classroom Circles*", San Fransisco: San fransisco United School District 2010). p. 52

[27]Anderson, *"Business Communication Quarterly: Developing Effectiveness Interpersonal Communication and Discussion Skills. Journal Association for Business Communication, 2006*", Vol. 69 No. 3, p.227

36

Based on the explanation above, the researcher inferred that through the fishbowl method, students gave the motivation to speak actively by sharing their opinions, solving their problems, and participating in communicating with each other. The weakness of the fishbowl method is that to apply the fishbowl method the maximal preparation is provided including management of time and managing the students in their group.

4) Function of fishbowl

Coverdell points out two functions of the fishbowl technique. These functions are:

a) Fishbowl as a structured brainstorming

The fishbowl as a structured brainstorming session occurs when some chairs are placed inside the larger circle. This means that the student who has something to say about the topic under discussion sits in the middle. Anyone sitting in the aquarium can make comments, offer information, respond to others in the middle, or ask questions. When someone from the outer circle had a point to make, he patted the shoulder of someone in the middle and took that person's seat. There are several rules that teachers and

37

students must pay attention to before doing fishbowl techniques such as brainstorming Coverdell.[28]

b) Fishbowl as a group activity

Fishbowl for structured observation of the group process means that students in the fishbowl technique are given specific tasks to work on, while other students outside the fishbowl act as observers of the group process. The inner group does their work together, and the outer group is asked to record important statements made by students in the inner circle.

The teacher's rule in this activity is as a teacher. It means that the teacher gives the group inside and outside the task that needs to be completed. The teacher asks the inner group to work on it first while the outer group observes each point generated. In addition, they also observe the way the group generates their thoughts. At the end of the lesson, the teacher helps a group of students in leadership. Coverdell says that from this technique, they

---

[28] Amelia, "*The Use of Fishbowl Strategy toward the Improvement of Students' Speaking Skill at the Second Grade Students of MA DDI pattojo Soppeng*" (Doctoral dissertation, Universitas Islam Negeri Alauddin Makassar),2017

learn how to respond to and respect someone who is speaking. Students must be able to give appropriate responses and turn to speak.[29]

5) Teaching Speaking Using Fishbowl Method

According to Wood, the steps of the fishbowl method, are as follows:

a) The teacher arranges the room in a fishbowl. The form of the fishbowl method is the inner and outer circle of students. It is often assigned a text (a section of a textbook or book, a poem, an article, or a video) to be read or viewed before the discussion.

b) The teacher can generate a set of questions about the issues or the topic by speaking skills on slips of paper. Before that, the teacher explains the Fishbowl process, the objective and the issue or the topic will be discussed.

c) The students (four or five students) sit in the inner circle and begin a discussion using the question, only these students can talk.

---

[29] Rizki amalia s ("*the use of fishbowl strategy toward the improvement of the second-grade students speaking skill at MA DDI potojo soppeng*").2017

39

d) The outer circle must always be observed silently. The outer circle can prepare questions and comments to the inner circle. If the students in the outer circle want 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

e) Finally, the teacher open the floor for debriefing (review key points, interesting comments, and the groups' feelings. The students are allowed to develop their conclusions freely.[30]

B. Research Hypothesis

The hypothesis is a temporary answer to a research question that is temporary to a research problem whose truth is still weak, so it must be tested empirically. The research hypothesis is a temporary answer to a problem that will be sought for a solution through research. Based on the description above, the hypothesis in the study is as follows:

1. Null hypothesis (H0)

The null hypothesis of this study is: that using visual-picture does not have any significant effect on the second-grade students of Mts Maraqittalimat Tembeng Puntik.

---

[30] Wood, "*Fostering Engaging and Active Discussion in Middle School Classrooms*". Middle School Journal University of North Carolina at Charlotte, September 2007, p. 55.

2. Alternative Hypothesis (Ha)

The alternative hypothesis of this study is that using visual-picture significantly affects second-grade students of Mts Maraqittalimat Tembeng Puntik.

CHAPTER III
RESEARCH METHOD

A. Approach and Type of Research

1. Approach

To collect the data, the researcher employs an experimental study with study a quantitative method. Juliansyah claims that the quantitative approach is a research technique used to examine certain hypotheses by analyzing the correlation between variables.[31] As a result, it also reflected statistical and numerical data to collect and analyze the data methodically, the researcher would also be permitted to test a hypothesis.

2. Type of Research

The researcher adopts a quasi-experimental design with a control group in this investigation. Quasi-experimental testing with a control group time series design is stated by Juliansyah.[32] This study tries to pinpoint the impact of the fishbowl strategy on students' speaking skills. The benefit of this research was more fun for pupils to express themselves in speaking skills.

---

[31] Juliansyah Noor, *"Metodologi Penelitian"* (Jakarta: PT Fajar Interpratama Mandiri, 2012).p.112
[32] Juliansyah Noor, *"Metodologi Penelitian."*

B. Population and Sample

1. Population

The population of individuals to participate in the study. Fraenkel and Wallen state, that the population is the subject matter of the study and the group for which the researcher hopes to generalize the findings.[33] The population for this study consists of two classes of second grades from Mts Maraqittalimat in the academic year 2023/2024.

2. Sample

Fraenkel and Wallen state that, the sample is the population from which data is gathered.[34] Students in the VIII A and VIII B class of the second grade at Mts Maraqittalimat Tembeng Puntik make up the sample population study. 54 students make up the entire sample.

C. Setting and Time of Research

This study was conducted in Mts Maraqittalimat Tembeng Puntik, which is located in Wanasaba, East Lombok, West Nusa Tenggara. This study focused on the second-grade students of Mts Maraqittalimat Tembeng Puntik. Then it contains five meetings; pre-

---

[33] Norman E. Wallen & Hallen H. Hyun Jack R. Fraenkel, *"How to Design and Evaluate Research in Education"*, 8th ed. (McGraw-Hill, 2012).

[34] Jack R. Fraenkel, *"How to Design and Evaluate Research in Education"*.

test in one meeting, treatment in three meetings, and post-test in one meeting.

D. Variables of Research

There were two variables an independent variable and a dependent variable according to the study "The Effectiveness of Fishbowl strategy on The Second Grade Students' Speaking Skill at Mts Maraqittalimat Tembeng Puntik" The dependent variable was expected to have an impact on the dependent variable. The independent variable is Fishbowl strategy, and the dependent variable is speaking skills, as indicated by the title.

E. Design of Research

In this study, the researcher used a quasi-experimental control group time series design to examine hypotheses that had a significant effect on the study.

| Experiment A | O1 | X | O2 |
| Control B | O1 | - | O2 |

Then the researcher used quasi-experimental as a control group by following the diagram of Dawson:

O1= Pre-test

X = Treatment

O2= Post-test.[35]

To acquire the data by using a control group, the researcher uses this design to assess the impact of the pre-test and post-test. Student's performance on the pre-test and post-test determined if the outcome was favorable. In this design two groups of participants (VIII A and VIII B) were used, which were selected without random assignment, or observation over time, and only the experimental group will give treatment.

F. Instrument of Research

Furthermore, the writer gave an interview as secondary data. At the end of the learning activity, this interview was offered only to the experimental class students, who were also treated with the Fishbowl technique. This activity was done to know the response of students about learning, giving opinions and arguments by using the Fishbowl technique.

The research was performed using an oral test as the instrument. There are two aspects of the test: a pre-test and a post-test. The test is the same for both classes, experimental and controlled, but the topics are different.

---

[35] Dawson and Thomas E., *"A Primer Experimental and Quasi-Experimental Design"* (Austin: TX, 1997).

In the pre-test, the researcher made a slide of the presentation consisting of questions about foods. Each student chose one paper on tourism from the fishbowl, and there is writing in the paper, and the researcher asked students' opinions and perceptions about the topic above. For example, *"the most favorite tourism in Indonesia that students have visited." Furthermore, the students prepare to choose the paper in 1-2 minutes. The students must give opinions and arguments based on the topic above. So, the researcher recorded students' opinions and arguments.* Moreover*,* it is rules are also used in the post-test.

During the test, the researcher recorded students' speaking ability. The researcher inputted the students' oral presentation scores based on the student's performance and based on the researcher's rubric. David P. Harris said that to measure the level of progress of students, the researchers used five oral proficiency standards derived from the scoring scale.

G. The Procedure for Collecting the Data

To gather information on how using tests affects students' speaking skills, tests are used during the data collection process. To determine the students' speaking skills scores, the researcher performs a pre-test and post-test. The purpose of the test is to compare students'

skills before and after using the fishbowl strategy. Before treatment at the start of the meeting, a pre-test was administered. After the pre-test, the treatment continued for an additional four meetings. The post-test was administered following the treatment, in the meantime. The pre-test and post-test results will be compared. Finally, the effectiveness of the fishbowl strategy on some data for students speaking skills.

To develop students' speaking skills based on their knowledge and experience, researchers will utilize a description of an object in this study. It could help students develop their capacity to accurately explain something. The following are the tests that were used in data collection:
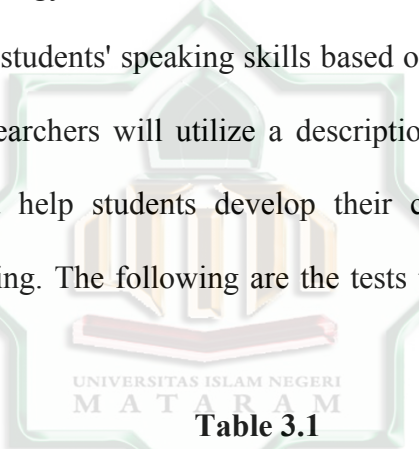
Table 3.1

The Students' Test for Data Collection

1st meeting	The researcher applied a pre-test in the experimental class & control class
2nd meeting	The treatment used Fishbowl in the experimental class
3rd meeting	The treatment used Fishbowl in the experimental class
4th meeting	The treatment used Fishbowl in the experimental class
5th meeting	The researcher applied a post-test in the experimental class &control class

H. Data Analysis Technique

1. Descriptive Statistics

To collect the data for this study, the researcher used a quantitative approach. Numerous factors could be used to describe speaking skills statistics. Jonatan asserts that there were five factors to consider: grammar, fluency, vocabulary, comprehension, and pronunciation. Following the application of the pre-test and the post-test, the table shows students' score consistency with those features. Additionally, it will determine whether or not seeing fishbowl strategy influences pupils' speaking skills.

Table 3.2
Students' Rubric Speaking skills Score[36]

No.	Students	Aspects					Total	Score
		G	F	V	C	P		
1.								
2.								

Note:

G	: Grammar
F	: Fluency
V	: Vocabulary
C	: Comprehension
P	: Pronunciation

[36] Jonathan Trace, Valerie Meier, Garriet Janssen, *"I Can See That", Developing Shared Rubric Category Interpretation Through Score Negotiation.* (Academia: Accelerating the World's Research, 2016).

2. Inferential Statistics

a. Normality Test

A normality test was performed to assess whether or not the data are drawn from a population with a normally distributed population. The normality of the data can be tested using some methods, such as the normal probability paper, the chi-square test, the Liliefors test, the Kolmogorov-Smirnov approach, and SPSS.[37] The steps to normality test are:

1) Open the SPSS file of the entered data.
2) Click **Analyze**>>**Descriptive Statistics**>>**Explore** on the top menu.
3) In the **Explore** dialogue box, fill in the *dependent list* with the variable to be tested for normality test (pre-test score, post-test score) by either drag-and-dropping or using the button.
4) Then, fill in the *factor list* with the sample groups (control, experimental) to see if it is normally distributed in each group or class by either drag-and-dropping or using the button.
5) Click plots, then checklist>*normality plot with test*, *histograms,* and *power estimation*.
6) Click **Continue** and **OK** to see the normality test result

---

[37] Juliansyah Noor, *"Metodologi Penelitian."*

49

b.   Homogeneity Test

Homogeneity tests are performed to determine whether the types of populations are similar. Therefore, the hypothesis can be tested by a t-test. Normality and homogeneity tests were implemented for pre-test and post-test results. The results of data analysis are obtained by Sujana's formula:

$\bar{X} = (\frac{\sum x}{n})$

$\bar{X}$ = (Mean)

x = (Individual Score)

n = (Number of Students).[38]

After receiving pretest results, researchers determine whether students' reading comprehension scores have improved. The researcher applied the following formula:

$P = (\frac{y_1 - y}{y})$ x100%

P: (percentage of students' improvement)

y: (pre-test result)

y_1: (post-test).

Researchers use t-tests to determine whether pretest and posttest results are statistically significant. According to

---

[38]Sudjana, *"Metode Statistika",* (Bandung: PT. Tarsito, 2002'), p.67.

50

Hartono, the T-test is a statistical test used to determine whether there is a significant difference between two samples of the means of two variables.[39]

c. Hypothesis Testing

The process of testing a hypothesis in this subject requires demonstrating the veracity of previously formed hypotheses. Using SPSS version 23 and an independent sample test, the researcher tested the hypothesis. The pre-test and post-test were the two sets of data that the researcher obtained, and the independent sample test will use to compare their averages. The purpose of the test was to determine whether two sets of data are comparable, and the reason why the independent sample test is used is that the variables were collected data under various conditions for each variable while the data were collected for the same correspondence.

A significant difference between the initial and end variables is indicated by a significant value (2-tailed) < 0.05. This has a big impact on how differently each variable is treated. There is no statistically significant difference between the original variable, as indicated by the significance value (2-

---

[39]Hartono, "*Statistik Untuk Penelitian.* Yogyakarta: Pustaka pelajar. 2011.p.178.

51

tailed) > 0.05. This demonstrates that the different treatments given to each variable have no discernible impact.

I. Validity and Reliability

1. Validity

Validity is an instrument to measure the accuracy of the research. The instrument of this study was constructed validity. Construct validity refers to whether you can draw inferences about test scores related to the concept being studied.[40] In addition, the researcher has consulted the English Department lecturers in UIN Mataram to prove that all items was valid.

2. Reliability

Reliability is one of the tests that is used to prevent plagiarism. The meaning of estimating reliability is different. Kimberlin and Winterstein said the test developer has a responsibility to "identify the sources of measurement error that would be most detrimental to useful score interpretation and design a reliability study that permits such error to occur so that their effect can be assessed".[41] This study uses Cronbach's alpha as the instrument test. It is a

---

[40]Roberta Heale and Alison Twycross,*"Validity and Reliability in Quantitative Studies",* Evidence-Based Nursing 18 (3), 66-67, 2015.

[41]Carole L Kimberlin and Almut G Winterstein,*"Validity and Reliability of Measurement Instruments Used in Research",* American Journal of Health-Syistem Pharmacy 65 (23), 2276-2284, 2008.

function of the average intercorrelations of the items and the number of items in the scale.[42]

---

[42]*Ibid*

CHAPTER IV
FINDING AND DISCUSSION

In this chapter, the researcher will discuss the pre-test and post-test data. Data were collected from pre-test and post-test of students in both classes. experimental and control classes. The experimental and control classes were taught differently. In the experimental class, students were taught the fishbowl strategy, whereas in the control class, students were taught without the fishbowl strategy. To examine the impact of the fishbowl strategy on speaking ability, data were collected using tests as the primary means. Data were collected from pretest and post-test results administered at the beginning and end of the meeting.

A. Research Findings

1. Data Descriptions

The test is the main instrument of the research. There were two test results from the experimental class and the control class. As follows:

a. Students' Scores of Experimental Class

The experimental class in this research was students of class VIII A at Mts Maraqittalimat. There are 27 students in this class; 15 of them were female students, and 12 of them are male

students. The pre-test was given to this class was a descriptive essay. The pre-test was done in order to see the students' speaking score before they were taught by Fishbowl Strategy. After the data was obtained from pre-test, the treatments for the experimental class were conducted by using Fishbowl Strategy. Pre-test and post-test in this study can be seen as follows:

Table 4.1
Students' Scores of Experimental Class

No.	Students	Experiment Class		Gained Score
		Pre-Test	Post-Test	
1.	S-1	56	84	28
2.	S-2	52	72	20
3.	S-3	56	76	20
4.	S-4	52	80	28
5.	S-5	48	68	20
6.	S-6	60	92	32
7.	S-7	56	76	20
8.	S-8	64	84	20
9.	S-9	60	72	12
10.	S-10	52	72	20
11.	S-11	44	80	36
12.	S-12	60	80	20
13.	S-13	44	68	24
14.	S-14	48	72	24
15.	S-15	52	80	38
16.	S-16	52	68	14
17.	S-17	48	72	24
18.	S-18	40	56	16
19.	S-19	52	60	8
20.	S-20	44	44	0

21.	S-21	52	52	0
22.	S-22	52	52	0
23.	S-23	48	48	0
24.	S-24	32	56	24
25.	S-25	40	48	8
26.	S-26	48	64	24
27.	S-27	36	64	32
Σ		1.348	1.840	512
Mean		49.93	68.15	18.96
Minimum Score		32	44	0
Maximum Score		64	92	38

Based on the table above, the highest score after the test was 90 points and the lowest score was 60 points. Researchers used short stories to teach students reading comprehension, which was demonstrated by improved post-test section scores. The following formula was used to calculate the mean of the pre-test and post-test

Pre-test:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{1348}{27}$$

$$\bar{X} = 49.93$$

Post-test:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{1840}{27}$$

$$\bar{X} = 68.15$$

The mean pre-test score was 49.93 and the mean post-test score was 68.15. It was clear that the students' performance

56

improved after receiving treatment. Finally, the percentage gain was calculated using the following formula:

$$P = \frac{y1-y}{y} \times 100\%$$

$$P = \frac{68.15-49.93}{49.93} \times 100\%$$

$$P = \frac{18.22}{49.93} \times 100\%$$

$$P = 36.5\%$$

Based on the result above, the student's score in speaking after implementing the Fishbowl Strategy was improved. The pre-test mean score was 49.93 and the post-test mean score was 68.15 The percentage of enhancement was 36.5%.

b. Students' Score of Control Class

In the control class, 27 students of class VIII B from Mt Malakittarimat submitted. Of these, 15 were female students and 12 were male students. The pre-test for this class was to teach discussion and recognition. Before teaching the fishbowl strategy, a pre-test was conducted to see the students' speaking performance. After the data was obtained from the pre-test, the treatments for the experimental class were conducted by using the Fishbowl Strategy. After completing the teaching and

learning process, the management class also had to conduct a

post-test similar to the experimental class. For the detailed score

result, it can be seen bellow:

Table 4.2
Students' Scores of Control Class

No	Students	Control Class		Gained Score
		Pre-Test	Post-Test	
1.	S-1	48	40	-8
2.	S-2	52	52	0
3.	S-3	52	56	4
4.	S-4	48	48	0
5.	S-5	40	44	4
6.	S-6	60	56	-4
7.	S-7	52	52	0
8.	S-8	48	48	0
9.	S-9	28	36	-12
10.	S-10	40	40	0
11.	S-11	48	56	-12
12.	S-12	36	52	-16
13.	S-13	44	40	-4
14.	S-14	56	52	-4
15.	S-15	52	52	0
16.	S-16	64	76	-12
17.	S-17	52	32	-20
18.	S-18	48	48	0
19.	S-19	52	52	0
20.	S-20	44	40	-4
21.	S-21	52	52	0
22.	S-22	48	48	0
23.	S-23	56	64	-12
24.	S-24	52	52	0
25.	S-25	52	60	-8

26.	S-26	44	40	-4
27.	S-27	36	36	0
∑		1.304	1324	-112
Mean		48.30	49.04	4.15
Minimum Score		28	32	-20
Maximum Score		64	64	4

Based on the control class score above, the data was known that the mean data of the pre-test was 48.30 with the highest score was 64 and the lowest score was 28. Meanwhile, the mean of the post-test relatively ascended with a 49.04 mean score which is for the highest score was 64, and 32 as the lowest score, and the gain score was 112 in this class. To calculate the mean score of the pre-test and post-test, the following formula was used:

Pre-test: Post-test:

$$\bar{X} = \frac{\sum x}{n} \qquad \bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{1304}{27} \qquad \bar{X} = \frac{1324}{27}$$

$$\bar{X} = 48.30 \qquad \bar{X} = 49.04$$

59

The mean pretest score was 48.30 and the mean posttest score was 49.04. It was obvious even without treatment. Finally, the percentage gain was calculated using the following formula:

$$P = \frac{y1-y}{y} \text{ x100\%}$$

$$P = \frac{49.04-48.30}{48.30} \text{ X 100\%}$$

$$P = \frac{0,74}{48.30} \text{ X 100\%}$$

$$P = 1.54\%$$

Table 4.3
Percentage of students' score

Activities	Total score	Mean score	Success percentage
Pre-test in experimental class	1.348	49.93	0%
Post-test in Experimental class	1.840	68.15	36.5%
Pre-test in control class	1.304	48.30	0%
Post-test in control class	1.324	49.04	1.54%

In conclusion, the results show that the fishbowl strategy was effective in increasing students' speaking skill before giving treatment in an experimental class show that the mean

score of students' pre-tests was 49.93, and the mean score of students' pre-tests in the control class was 48.30. Then, after giving treatment and applying the fishbowl strategy the students' score of post-test was 68.15 while the mean score of students' post-test in the control class was 49.04. from the result above we can conclude that showed fishbowl strategy was effective in developing the second-grade students' speaking skill at Mts Maraqittalimat Tembeng Putik.

c. Overview of the Data Result

Table 4.1 shows the various results obtained in the pre-test and post-test of the experimental class. On the other hand, the post-test results showed differences from the pre-test results. The range of mean scores from pre-test to post-test was found to be 18.22.

Table 4.2 shows the different results obtained in the pre-test and post-test for the control class. On the other hand, the post-test results showed differences from the pre-test results. The value of the difference between the pre-test and the post-test was 0.74, indicating that the posttest was higher than the pretest.

The data results presented in the descriptive statistics above were compared to find a general explanation of the results between the experimental and control classes and then used to look at the progress of each class. This can be seen from the following diagram:

Figure 4.1
Overview Both of Classes Score Progress
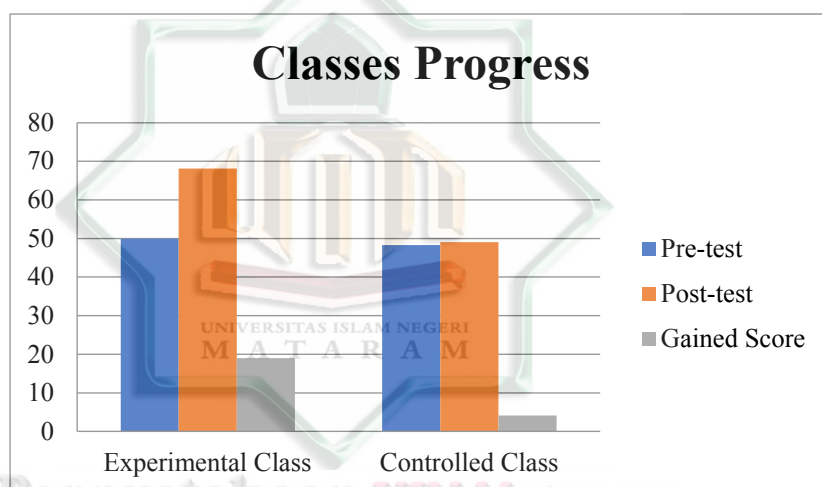
Based on the chart shows the progress from the pre-test to the post-test. It is noted that the post-test results for the experimental class increased significantly to 68.15 points compared to his 49.93 points in the pre-test. Even in the control class, scores increased before and after the test. It was 48.30 to 49.04. The experimental and control classes achieved improvement, but the control class was not as high as the

experimental class. The average results achieved were found to be significantly different (18.96 > 4.15). In the experimental class, the fishbowl technique was used as a treatment, while in the control class, a traditional teaching approach was used. In conclusion, the fishbowl method helps students improve their speaking skills in expressing their opinions and arguments.

2. Data Analysis

a. Normality Test

To calculate the normality of a test, in this case, we check whether the data in the two classes are normally distributed. The author used Komogurov-Smirnov. He used SPSS to analyze the data. The result can be seen as follows:

Table 4.4
Normality Test Result of Pre-Test and Post-Test
in Experimental Class and Control Class
Tests of Normality

Classes	Test	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Experimental	Pre-test	.164	27	.061	.962	27	.402
	Post-test	.138	27	.199	.961	27	.387
Control	Pre-test	.188	27	.015	.941	27	.126
	Post-test	.156	27	.092	.940	27	.122

b. Lilliefors Significance Correction

The result showed that the normality significance of the pre-test in the experimental class was 0.061 and 0.015 in the control class. Both significance results in the pre-test proved that the data were normally distributed because the significance was above α=0.05 (0.061>0.05; 0.015>0.05). Meanwhile, in the post-test, the significance for the experimental class was 0.199, and for the control class was 0.092. The results also proved that the significance results in the pretest proved that the data were normally distributed as the significance exceeded α = 0.05 (0.199 > 0.05; 0.092 > 0.05).

c. Homogeneity Test

After the normality test, the researcher performed a homogeneity test to test the similarity of the samples in both classes. The authors calculated the homogeneity test using the Levene statistic. The result was:

Table 4.5
Homogeneity Test
Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pre-test	.027	1	52	.869
Post-test	3.854	1	52	.055

The result of the homogeneity test was 0.869 for both classes, indicating that the significance of the data was higher than $\alpha = 0.05$ (0.869 > 0.05). Furthermore, the significance of the data is also higher than $\alpha = 0.05$ (0.055>0.05), so the result of the post hoc test for both classes was 0.055. The results of the data allowed the authors to conclude that both classes are homogeneous.

After finishing the normality and homogeneity test, the data was calculated by using a t-test to figure out the effect of the Fishbowl Strategy on students' speaking skill in the experimental class and students' speaking skill in the control class in this case without given treatment. The data was from the mean score of the post-test experimental and control class. The standard significance was 0.05, the result of the hypothesis test using SPSS 23 could be presented as follows:

Table 4.6

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test	Equal variances assumed	1.081	0.303	-0.315	52	0.754	-0.74	2.354	-5.464	3.982
	Equal variances not assumed			-0.315	49.78	0.754	-0.74	2.354	-5.469	3.987
Post-test	Equal variances assumed	3,854	,055	6,484	52	000	19,407	2,993	13,401	25,413
	Equal variances not assumed			6,484	47,231	000	19,407	2,993	13,387	25,428

66

In table 4.5, Shows the results of a T-test analysis of the pre- and post-test results for the experimental and control classes. It can be seen that this table represents the results of an independent sample test, T-test data analysis.

The Independent Sample Test was used to read the result. In analyzing the data, the *equal variances assumed* were used to read the result because the data is homogeneous as previously recognized. From the table in the pre-test, the independent sample test shows a result of p-value or *sig* (2-tailed) =0.754As this research refers to a significance level of *sig*α= 0.05 (5%), therefore, the p-value is higher than the significance value.

In other words, when p-value = 0.754 ≥ *sig* α= 0.05, so the null hypothesis is accepted while the alternative hypothesis is rejected. This proves that there is no statistical significance of the pre-test result between the two classes.

The post-test score in the experimental class and control class after the experimental group was given a treatment with the Fishbowl Strategy and the control class without be given a treatment. In similar to the t-test result of the pre-test, the independent sample test resulted p-value or *sig* (2-tailed) = 0.000.

From the result, it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted because the p-value (0.000) is lower than *sig* α= 0.05 (5%).

a. Gained Score Result

In addition to the t-test analysis of pre-test and post-test scores, the gained score of pre-test and post-test results is also analyzed as shown in Table 4.7.

Table 4.7
T-test Results of Gained Score

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Results	Equal variances assumed	5.34	0.025	9.61	52	0	23.1	2.404	18	28
	Equal variances not assumed			9.61	41.48	0	23.1	2.404	18	28

Based on table 4.6 above shows that the researcher used equal variances believed to be on the table to read the gained results on the data above and referred in the significant value of p-value or *sig* α= 0.05 (2-tailed) = 0.000. From the result, it can be

concluded that the null hypothesis is rejected and the alternative hypothesis is accepted because the p-value (0.000) is less than *sig* α= 0.05 (5%).

b. Research Hypothesis

The next computational step was to test the hypothesis after performing several data analysis steps in which normality and homogeneity tests were performed and the data were normally and uniformly distributed. The researcher measured the data using t-test to test the hypothesis. The purpose of the T-test was to confirm that there was a significant difference between verbal expression and the ability of students in the experimental and control classes to express their opinions and arguments. Therefore, to test the hypothesis of this study, the researchers used SPSS 20 and formulated it based on the mean scores of the experimental and control groups. The significance value or alpha (α) was determined using the 0.05 or 5% formula. The test results are displayed in the following table:

Table 4.8
The result of T-Test Calculation
Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
The Result of the Study	Post-Test Experimental (Fishbowl Technique	27	68.15	12,62	2,429
	Post-Test Controlled	27	49.04	9,517	1,798

Based on the table above, the post-test results for both the experimental class and the control class were presented. The number of students in each class was the same, 27. Additionally, the mean column indicated that the post-test average scores were obtained from the experimental and control classes. The mean score of the experimental class was 68.15, while the mean score of the control class was 49. 04. Therefore, the average score of the experimental class is, which is higher than the control class. Then, we can conclude that the fishbowl strategy on developing the second-grade students' speaking skill at mts maraqittalimat tembeng putik in the academic year 2023/2024.

B. Discussion

In the description of the data which was taken from 27 students of the experimental class, Table 4.1 shows the description of the

experimental class score which has the mean score of students' pre-test 49.93 before using the Fishbowl Strategy treatment. After treating the fishbowl strategy as the medium of the learning process, the average score of the experimental class increased to 68.15. On the other hand, Table 4.2 shows that the average score of the control class in the pre-test was 48.30, which was slightly higher than the average score of the experimental class, and the average score of the post-test was 49.04, which was lower than the score achieved by the experimental class. Both classes performed well on the posttest. Based on the statistical analysis, the gain in the experimental class was 18.22 points. From 49.93 to 68.15. In the control class, it increases by 0.79 points. From 48:30 to 49:09. From the above statistical hypothesis, the authors conclude that there was a greater increase in the experimental class than in the control class.

Based on the results of both classes, differences were found between the scores achieved by students in the pretest (experimental and control classes), with the average score of the control class being lower than that of the experimental class. In the posttest, the experimental and control classes outperformed the pretest. However, in this part, the average score of the experimental class was higher than that of the control class. This means that there is a significant

value of approximately 14.81 points. The fishbowl strategy as an approved medium can have a significant impact on students' speaking skills, as students' ratings of their speaking skills after teaching the fishbowl strategy as a medium are higher than before the post-test was distributed to students.

Based on Table 4.5, it was also shown that the mean of the experimental class = 68. 15 and the mean of the control class = 49.09. Additionally, in Table 4.6 we see that the results are followed by sig. (2-tailed) 0.000. Compare this value with the table to determine whether using the fishbowl strategy as a medium has an impact on improving students' speaking skills.

In addition, based on the calculation of the t-test that H_0 was rejected and H_a was accepted if $p < \alpha$. However, if $p > \alpha$, H_0 was accepted and H_a was rejected. Based on the calculation, the result of p was lower than α, which was $0.000 < 0.05$. Therefore, H_a was accepted and H_0 was rejected. Thus, there is a significant difference between the students' score in speaking test using Fishbowl Strategy as a media and the students' score in speaking test without using Fishbowl Strategy as a media at second-grade students of Mts Maraqittalimat.

The result of the conclusion above is in line with previous research conducted by Fahmi Alfian Ibrahim (2020) who found The Effectiveness of the Fishbowl Technique on Students' Speaking Skill in Giving Opinions and Arguments.[43] In her research, the treatment she did in the experimental class showed higher score post-test results compared to the control class. It can be seen from both pre-test and post-test in the experimental class and control class. The results for both classes showed that the mean pre-test scores were higher in the experimental class than in the control class. Meanwhile, the post-test results showed that the performance of the experimental class was significantly higher than that of the control class.

Inspection of the results revealed that the two-sided Sig was p (0. 045), whereas the Sig (α) was 0.05. Therefore, the calculated result of the t-test was p <. α. In addition, the calculated effect size was 0. 488, which is at a reasonable level. The conclusion is that the use of the fishbowl technique is effective in influencing the English skills of expressing opinions and arguments.

It is also in line with previous research conducted by Abu Musa (2019) regarding Teaching and Learning Speaking Through the Fishbowl Technique also presented researcher results that support

---

[43] Fahmi Alfian Ibrahim et al., "The Effectiveness…, p. 49.

73

other with the results of this study.[44] Although, the qualitative method, the results illustrated that using fishbowl technique press has a more significant impact than traditional media. Furthermore, this research supports the previous studies that cooperative learning methods such as fishbowl strategy or kind of visualization are found very helpful and effective in teaching speaking because by using visualization, the students could keep more attention and increase their motivation in learning by presenting them facility aids in the class. In addition, this method can also be implemented in all subjects but it depends on students' level and needs. Based on the implementation, it can be summed up that using Fishbowl Strategy as media is effective in improving speaking skill for the students.

Furthermore, it is also in line with previous research conducted by Azwan Efendi who found the effectiveness of the fishbowl technique towards students' self-efficacy in speaking.[45] It can be seen from the results of the research data found that the student's test scores (1,73) and t-table (1,667) from (df) were 64. Based on the result of the study, the correlation between self-efficacy and speaking was r-test (2,70) > r-table (0,320). It can be concluded that the use of the fishbowl

---

[44] Abu Musa, "Teaching…, p. 60.
[45] Azwan Effendi, "The Effectiveness…, p. 46.

74

technique has a positive effect on students' self-efficacy in speaking and has a correlation between both of them at the second-grade students SMPN 1 Sikur in the academic year 2017/2018.

Based on the final results after applying the fishbowl strategy as a learning medium in experimental research during the study can be concluded that the fishbowl strategy is effective in developing second-grade students' speaking skill at Mts Maraqittalimat Tembeng Putik in the academic year 2023/2024.

CHAPTER V
CONCLUSION AND SUGESTION

A. Conclusion

Based on the research, it proved that the Fishbowl Strategy as a media has a significant effect on students in developing speaking skill for second-grade students of Mts Maraqittalimat. It was explained that the using of the Fishbowl Strategy is more effective than regular teaching and learning. The statistical hypothesis is that if $\alpha = 0.05 <$ Ha is accepted and Ho is rejected. Signature 2 tails. Independent samples t-test results are presented with p-value (two-tailed) $= 0.000$ for post hoc tests and 0.000 for acquired values. Since the p-value obtained is less than $sig\alpha = 0.05$ (5%), the null hypothesis (Ho) of the study is rejected and the alternative hypothesis (Ha) is accepted. Moreover, the mean score of the experimental class is higher than the mean of the control class. It indirectly explained that the effect of the Fishbowl Strategy as a media is significant and positive to the learning process in the class, especially speaking skill.

In summary, the study showed that the effect of the fishbowl strategy as a medium in the 2022/2023 academic year was significantly positive on the learning process of speaking skills of second graders in Mount Malakittalimat.

B. Suggestion

The research found that the using of Fishbowl Strategy is effective on students' speaking skill with the strengths and weaknesses. Therefore, the researcher would like to give the suggestions that hopefully useful for students, teachers and other researchers who are dedicated their research in speaking skill by using Fishbowl Strategy as media. Some suggestions that may be important to beconsidered are:

1. For English Teachers

As teachers, we wanted to be more creative and engaging in order to stimulate our students' interest in learning English, especially speaking skills.Using visual aids like the fishbowl strategy can help you capture your students' attention and make the learning process more engaging and fun. In addition to using fishbowl strategies, using fishbowl strategies will help your student learn his speaking skills. Using the fishbowl strategy will enhance your strategy when teaching English. A variety of learning strategies can help prevent student boredom. Teachers can also modify the same method when learning other skills based on their learning goals and needs.

2. For Students

    Students can use posters as a tool to practice and deepen their speaking skills. For students who are struggling, this method can help by making it easier to explain what you want to explain. I hope that by continuously practicing this method, students' speaking skills will eventually improve.

3. For Other Researcher

    The results of this study may be used as information and reference for other researchers to conduct similar studies, or in some cases, regarding the use of the fishbowl strategy as a medium for speaking skills in learning activities can be used to develop media usage that allows use with additional.

REFERENCE

Aji, s. M. (2013). Improving students'speaking ability in a mixed-ability class through fishbowl technique for 5b students of sdn maguwoharjo.

Amelia s, r. (2017). *The use of fishbowl s trategy toward the i mprovement of students' speaking skill at t he second grade students of ma ddi pattojo soppeng* (doctoral dissertation, universitas islam negeri alauddin makassar).

Basher, mariam, muhammad azeem, & ashiq huasain dogar. 2011. Factor effectiveness students' english speaking skills. Vol. 2 no.1. Januari 2011. Usa.

Beguin, y. (2002). Prediction of response and other improvements on the limitations of recombinant human erythropoietin therapy in anemic cancer patients. *Haematologica*, *87*(11).

Brown, h.d. 2000. Teaching by priciples: an interactive approach to language pedagogy,second edition. New york: a pearson education company.

Chaer, a. (2009). Psikolinguistik kajian. *Rineka cipta, jakarta*.

Clifford, a. 2010. Teaching restorative practices with classroom circles. San fransisco: san fransisco united school district.

Ermiwin, i. Applying fishbowl technique to improve students'speaking skill. *E-journal of elts (english language teaching society)*, *7*(3).

Euscher, u. (2009). Subjective age bias: a motivational and information processing approach. *International journal of behavioral development*, *33*(1).

Frankel, j. R., & wallen, n. E. (2009). Single-subject research. *How to design and evaluate research in education*.

Harmer, jeremy. 2001. The practice of english language teaching (third edition). New york. Longman elt.

Horwitz, e. K., horwitz, m. B., & cope, j. (1986). Foreign language classroom anxiety. *The modern language journal*, *70*(2).

Hussain, s. (2017). Teaching speaking skills in communication classroom. *International journal of media, journalism and mass communications*, *3*(3).

Intan, i. (2019). *Applying fishbowl technique to enhance students' speaking ability at eleventh gradestudent of sma 1 tutar* (doctoral dissertation, iain parepare).

Kotcherlakota, s., zimmerman, l., & berger, a. M. (2013). Developing scholarly thinking using mind maps in graduate nursing education. *Nurse educator*, *27*(6).

Musa, a. (2018). *Teaching and learning speaking through fishbowl technique at the first semester of the tenth grade sman 3 bandar lampung in the academic year of 2018/2019* (doctoral dissertation, uin raden intan lampung).

Nuryanti, p. (2020). *Teaching speaking through fishbowl strategy to the eleventh grade students of man 1 palu* (doctoral dissertation, iain palu).

Oradee, t. (2012). Developing speaking skills using three communicative activities (discussion, problem-solving, and role-playing). *International journal of social science and humanity*, *2*(6).

Patel, m. F., & jain, p. M. (2008). *English language teaching*. Sunrise publishers and distributors.

Pollard, b. A. (2008). New model for learning ultrasound-guided needle to target localization. *Regional anesthesia & pain medicine*, *33*(4).

Pollard, lucy. 2008. Teaching english. London.

Richard, c jack. 2008. Teaching listening and speaking from theory to practice. New york: cambridge university press

Richards, j. C. (2008). *Teaching listening and speaking* (vol. 35, no. 4). Cambridge: cambridge university press.

Ridwan, r., & hasanah, n. (2021). The study of teaching speaking by retelling story. *Darussalam english journal*, *1*(2).

Scarino, angela & anthony j liddicoat. 2009. Teaching and learning language a guide. Australia: curriculum corporation.

Smart, k.l. 2006. Business communication quarterly: developing effectiveness ive interpersonal communication and discussion skills. Journal association for business communication, vol. 69 no. 3, september 2006,

Thornbury, scott. 2003. How to teach speaking. New york: longma

Wood, karen. 2007. Article: fostering engaging and active discussion in middle school classrooms. Middle school journal university of north carolina at charlotte, september 2007

Wulandari, a. (2015). *The effectiveness iveness of fishbowl method on students'speaking skill at the second grade students of sma n 8 cirebon* (doctoral dissertation, iain syekh nurjati cirebon).

Wulandari, a. (2015). *The effectiveness of fishbowl method on students'speaking skill at the second grade students of sma n 8 cirebon* (doctoral dissertation, iain syekh nurjati cirebon).

Yabarmase, d. (2013). The fishbowl strategy: an effectiveness way to improve students' speaking ability. *Indonesian jelt: indonesian journal of english language teaching*, *9*(2).

APPENDIXES

Appendix 1

Research Instrument

In the pre-test, the writer made a slide of the presentation consisting of questions about tourism. Each student chose one paper of tourism and animal from fishbowl, and there was text in the paper, The researcher asked students' opinions and arguments about the topic above. For example, *"the most favorite tourism in Indonesia that students have visited."* Furthermore, the students prepare to choose the topic in 1-2 minutes. The students must give opinions and arguments based on the topic above. So, the researcher recorded students' opinions and arguments.

1. Pre-test

   The researcher asks students to make dialogues about the tourism for students in pairs with their classmates by using expressions of asking and giving opinions!

2. Post-test

   The researcher asks students to make dialogues about the animal for students in pairs with their classmates by using expressions of asking and giving opinions!

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : MTS Maraqittalimat Tembeng Puntik
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VIII A (Experimental Class)
Standar Kompetensi :Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari.
Kompetensi Dasar   :Merespon makna dalam percakapan transaksional dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat.
Alokasi Waktu   : 2 x 30 menit pertemuan (5 pertemuan)

A. Indikator

1. Kognitif

   a. Kognitif Proses

   - Mengidentifikasi makna kata
   - Mengidentifikasi makna tindak tutur menyampaikan pendapat
   - Merespon tindak tutur menyampaikan pendapat
   - Mengidentifikasi makna tindak tutur meminta pendapat
   - Merespon tindak tutur meminta pendapat
   - Menanggapi pendapat dengan menggunakan argumen
   - Mengidentifikasi makna dan tindak tutur menyampaikan pendapat

   b. Kognitif Produk

   - Memahami cara menyampaikan pendapat yang benar
   - Memahami cara mengungkapkan argumen yang benar
   - Memahami cara respon dengan argumen yang tepat

2. Afektif

Karakter : jujur, kreatif, bertanggung jawab

3. Psikomotorik

Siswa membuat dan mempraktekkan dialog

B. Tujuan Pembelajaran :

Setelah selesai pembelajaran siswa diharapkan mampu :

1. Kognitif

a. Kognitif Proses

- Siswa membaca dialog "Asking and Giving Opinions and Arguments" secara berpasangan.
- Siswa mempraktekkan dialog "Asking and Giving Opinions and Arguments" secara berpasangan di depan kelas.
- Siswa mengidentifikasi materi "Asking and Giving Opinions and Arguments"

b. Kognitif Produk

- Memahami cara menyampaikan pendapat yang benar
- Memahami cara mengungkapkan argumen yang benar
- Memahami cara respon dengan argumen yang tepat

c. Afektif

Karakter   : jujur, kreatif, bertanggung jawab

Social   : bertanya, memberikan ide, pendapat dan argumen.

d. Psikomotorik

Siswa membuat dan mempraktekkan dialog memberi peringatan

C. Materi Pembelajaran:

Asking for Opinions

☐ What do you think of …?

☐ What are your views?

☐ What is your opinions?

☐ Is it right what I've done?

☐ What about …?

☐ How about …?

Giving Opinions

☐ I'm convinced that ….

☐ I reckon ….

☐ I consider that ....

85

- According to the expert, I ….
- In my opinions, ….
- I think ….

Giving Arguments
- Let's just move on, shall we?
- Let's drop it.
- I think we're going to have to agree to disagree
- (sarcastic) Whatever you say / if you say so.

a. **Metode Pembelajaran :**ceramah, role-playing
b. **Langkah-langkah Kegiatan:**

Kegiatan Awal

- Guru mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)

- Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)

- Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran.

- Guru mengingatkan kembali pelajaran minggu lalu

- Guru memberi gambaran tentang pelajaran yang akan berlangsung.

- Guru menggali pengetahuan awal siswa serta memberi pertanyaan tentang pelajaran yang akan berlangsung dengan Tanya jawab mengenai hal-hal dan kejadianyang mereka temui dalam kehidupan sehari-hari.

Kegiatan Inti

- Guru menjelaskan tentang materi asking and giving opinions and arguments.

- Guru memperlihatkan sebuah gambar kepada siswa, kemudian membuat pertanyaan pancingan tentang apa yang mereka ketahui tentang materi yang akan dipelajari.

- Siswa diberikan contoh dialog tentang asking and giving opinions and arguments.

- Siswa mengidentifikasi asking and giving opinions yang ada dalam dialog.

- Siswa mempraktekkan dialog secara berpasangan.

Kegiatan Akhir

- Guru memberikan ulasan dan penjelasan tentang apa yang telah dilakukan
- Siswa diberi tugas rumah sebagai salah satu tindak lanjut pembelajaran yang telah berlangsung.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi yang telah dipelajari.

c. Sumber Belajar : Buku Developing English Competencies

d. Penilaian : Rubrik Penilaian

No	Criteria		Description
1.	Pronunciation	5	Has few traces of foreign language.
		4	Though there is a distinct accent, it is still understandable
		3	The need for pronunciation problems is focused on listening and occasionally causes misunderstandings.
		2	Because pronunciation problems are difficult to understand, most often asked to repeat.
		1	Speech is practically unintelligible due to a pronunciation problem.
2.	Grammar	5	Making few (if any) grammatical and word-order mistakes.
		4	Makes grammatical and/or word order mistakes from time to time that do not obscure context.
		3	Make regular grammatical and word-order mistakes, which can also confuse

			context.
		2	Incorrect grammar and word order make comprehension difficult, and sentences must be rewritten frequently.
		1	Grammar and word order mistakes that are so serious that speech is practically unintelligible
3.	Vocabulary	5	The vocabulary and idioms are almost similar to those of a native speaker.
		4	Because of lexical and equities questions, he often uses the wrong word and must rephrase his thoughts.
		3	Due to the lack of vocabulary, some wrong words are often used, which limits the conversation to a certain extent.
		2	Comprehension is difficult due to poor word use and a restricted vocabulary.
		1	The lack of vocabulary was so severe that conversing was nearly impossible.
4.	Fluency	5	Spoken fluently, not as laborious as native speakers.
		4	Language problems appear to have a minor impact on speech speed.
		3	Language issues have a significant impact on speed and fluency
		2	Usually hesitant, and frequently silenced due to a lack of language

		1	The speech was so paused and fragmented that it was almost impossible to have a conversation.
5.	Comprehension	5	Seems to understand everything effortlessly
		4	Understand almost everything at an average speed, although sometimes it may need to be repeated
		3	Understand most of the content at a slower than normal speed without repeating it
		2	Has a lot of trouble following conversation that are spoken slowly and with a lot of repetition.
		1	Not even a simple conversation can be said to be understood.

Tembeng Puntik, 01 September 2023

Mengetahui,

Guru Bahasa Inggris   Pengajar

Mahwiyah, S.Ag.   Elin Afriyanti
NIP. 197008062008012011   NIM.180107051

Students' Rubric Score in Experimental Class (VIII A)

1. Students' Pre-test Score

No.	Students	Aspects					Total	Score
		G	F	V	C	P		
1.	S-1	3	4	3	2	2	14	56
2.	S-2	2	3	2	3	3	13	52
3.	S-3	1	4	2	4	3	14	56
4.	S-4	3	3	4	2	1	13	52
5.	S-5	4	2	2	2	2	12	48
6.	S-6	4	3	3	4	1	15	60
7.	S-7	1	4	2	3	4	14	56
8.	S-8	4	3	3	3	3	16	64
9.	S-9	4	4	3	2	2	15	60
10.	S-10	2	4	3	2	2	13	52
11.	S-11	1	2	3	3	2	11	44
12.	S-12	3	2	2	4	4	15	60
13.	S-13	2	2	2	3	2	11	44
14.	S-14	2	3	3	3	1	12	48
15.	S-15	3	2	3	3	2	13	52
16.	S-16	2	4	3	2	2	13	52
17.	S-17	2	3	2	3	2	12	48
18.	S-18	1	2	2	3	2	10	40
19.	S-19	3	3	2	3	2	13	52
20.	S-20	4	2	2	1	2	11	44
21.	S-21	3	3	2	2	3	13	52
22.	S-22	2	2	3	3	3	13	52
23.	S-23	2	2	4	2	2	12	48
24.	S-24	2	2	2	1	1	8	32
25.	S-25	1	1	2	3	3	10	40
26.	S-26	1	2	2	4	3	12	48
27.	S-27	2	2	2	2	1	9	36

2. Students' Score of Post-test

No.	Students	G	F	V	C	P	Total	Score
		Aspects						
1.	S-1	4	5	4	5	3	21	84
2.	S-2	3	4	3	4	4	18	72
3.	S-3	2	5	3	5	4	19	76
4.	S-4	4	4	5	3	4	20	80
5.	S-5	5	3	3	3	3	17	68
6.	S-6	4	5	5	5	4	23	92
7.	S-7	3	5	3	4	4	19	76
8.	S-8	4	3	4	5	5	21	84
9.	S-9	4	4	3	3	4	18	72
10.	S-10	2	5	3	5	3	18	72
11.	S-11	3	4	5	5	3	20	80
12.	S-12	3	4	4	5	4	20	80
13.	S-13	4	3	2	5	3	17	68
14.	S-14	2	3	4	5	4	18	72
15.	S-15	4	3	5	5	3	20	80
16.	S-16	3	4	2	4	4	17	68
17.	S-17	4	3	5	3	2	17	72
18.	S-18	3	2	2	5	2	14	56
19.	S-19	3	3	2	3	4	15	60
20.	S-20	4	2	2	1	2	11	44
21.	S-21	3	3	2	2	3	13	52
22.	S-22	2	2	3	3	3	13	52
23.	S-23	2	2	4	2	2	12	48
24.	S-24	3	3	3	3	2	14	56
25.	S-25	1	1	2	5	3	12	48
26.	S-26	2	2	4	5	3	15	64
27.	S-27	3	2	3	4	3	15	64

91

Students' Rubric Score in Control Class (VIII B)

1. Students' Score of Pre-test

No.	Students	Aspects					Total	Score
		G	F	V	C	P		
1.	S-1	2	3	3	3	1	12	48
2.	S-2	3	2	3	3	2	13	52
3.	S-3	2	4	3	2	2	13	52
4.	S-4	2	3	2	3	2	12	48
5.	S-5	1	2	2	3	2	10	40
6.	S-6	4	3	3	4	1	15	60
7.	S-7	2	2	3	3	3	13	52
8.	S-8	2	2	4	2	2	12	48
9.	S-9	1	2	2	1	1	7	28
10.	S-10	1	1	2	3	3	10	40
11.	S-11	1	2	2	4	3	12	48
12.	S-12	2	2	2	2	1	9	36
13.	S-13	2	2	2	3	2	11	44
14.	S-14	3	4	3	2	2	14	56
15.	S-15	2	3	2	3	3	13	52
16.	S-16	3	4	2	4	3	16	64
17.	S-17	3	3	4	2	1	13	52
18.	S-18	4	2	2	2	2	12	48
19.	S-19	3	3	2	3	2	13	52
20.	S-20	4	2	2	1	2	11	44
21.	S-21	3	3	2	2	3	13	52
22.	S-22	1	2	2	3	4	12	48
23.	S-23	3	3	2	3	3	14	56
24.	S-24	3	3	3	2	2	13	52
25.	S-25	2	4	3	2	2	13	52
26.	S-26	1	2	3	3	2	11	44
27.	S-27	1	2	2	2	2	9	36

2. Students' Score of Post-test

No.	Students	G	F	V	C	P	Total	Score
		Aspects					Total	Score
1.	S-1	2	3	1	3	1	10	40
2.	S-2	3	2	3	3	2	13	52
3.	S-3	2	4	3	3	2	14	56
4.	S-4	2	3	2	3	2	12	48
5.	S-5	2	2	2	3	2	11	44
6.	S-6	3	3	3	4	1	14	56
7.	S-7	2	2	3	3	3	13	52
8.	S-8	2	2	4	2	2	12	48
9.	S-9	1	2	2	3	1	9	36
10.	S-10	1	1	2	3	3	10	40
11.	S-11	2	3	2	4	3	14	56
12.	S-12	2	2	2	2	3	11	44
13.	S-13	2	2	2	3	2	11	44
14.	S-14	2	4	3	2	2	13	52
15.	S-15	2	3	2	3	3	13	52
16.	S-16	4	4	3	5	3	19	76
17.	S-17	1	2	1	2	2	8	32
18.	S-18	4	2	2	2	2	12	48
19.	S-19	3	3	2	3	2	13	52
20.	S-20	3	2	2	2	1	10	40
21.	S-21	3	3	2	2	3	13	52
22.	S-22	1	2	2	3	4	12	48
23.	S-23	3	3	4	3	3	16	64
24.	S-24	3	3	3	2	2	13	52
25.	S-25	2	4	3	2	2	13	52
26.	S-26	1	2	3	3	2	11	44
27.	S-27	1	2	2	2	2	9	36

KARTU KONSULTASI SKRIPSI

Nama	: Elin Afriyanti
NIM	: 180107051
Pembimbing I	: Dr. Ribahan, M.Pd.
Pembimbing II	: Jumrah, M.Pd.
Judul Skripsi	: The Effectiveness of The Fishbowl Strategy on Developing The Second-Grade Students' Speaking Skill at Mts Maraqittalimat Tembeng Putik in The Academic Year 2023/2024

NO	TANGGAL	MATERI KONSULTASI	PARAF
1.	27/12/23	Chapter IV & V	R
2.	29/12/23	Chapter IV & Discussion	R
3.	2/01/24	Chapter V & References	R
4.	5/01/24	Acc	R
5.			
6.			
7.			
8.			

Mataram, 9 - 12 2023
Pembimbing I

Dr. Ribahan, M.Pd.
NIP.197907232003121002

KARTU KONSULTASI SKRIPSI

Nama : Elin Afriyanti

NIM : 180107051

Pembimbing I : Dr. Ribahan, M.Pd.

Pembimbing II : Jumrah, M.Pd.

Judul Skripsi : The Effectiveness of The Fishbowl Strategy on Developing The Second-Grade Students' Speaking Skill at Mts Maraqittalimat Tembeng Putik in The Academic Year 2023/2024

NO	TANGGAL	MATERI KONSULTASI	PARAF
1.	7/12/23	Background of research, teline pen -	
2.		lesew Finding	
3.	14/12/23	Finding & discussion.	
4.			
5.	2/01/24	Appendices, the way in	
6.		exprong the data of research	
7.		Strengthen the discussion	
8.	4/01/24	ACC	

Mataram,   2023
Pembimbing II

Jumrah, M.Pd.
NIP.198505242011012008

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN (FTK)
Jln. Gajah Mada No.100, Jempong Baru, Mataram, 83116
Website: ftk.uinmataram.ac.id   email: ftk@uinmataram.ac.id

Nomor   : 904/Un.12/FTK/SRIP/PP.00.9/10/2023   Mataram, 12 Oktober 2023
Lampiran : 1 (Satu) Berkas Proposal
Perihal   : **Permohonan Rekomendasi Penelitian**

Kepada:
Yth.
    Kepala Bakesbangpoldagri Provinsi NTB

di-
    Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan
rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama   : Elin Afriyanti
NIM   : 160107051
Fakultas   : Tarbiyah dan Keguruan
Jurusan   : Tadris Bahasa Inggris
Tujuan   : Penelitian
Lokasi Penelitian : MTs. Mt. Tembeng Putik, Wanasaba, Lombok Timur

Judul Skripsi   : THE EFFECTIVENESS OF THE FISHBOWL
STRATEGY ON DEVELOPING THE SECOND-
GRADE STUDENTS SPEAKING SKILL AT MTs
MARAQITTA'LIMAT TEMBENG PUTIK IN THE
ACADEMIC YEAR 2023/2024

Waktu Penelitian : 23 Oktober 2023-30 November 2023
Rekomendasi tersebut akan digunakan untuk mendapatkan data yang
diperlukan dalam penyusunan skripsi.
Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami
sampaikan terimakasih.
Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Dr. Saparudin, M.Ag
NIP.197810152007011022

97

REKOMENDASI PENELITIAN
NOMOR : 070 / 3210 / X / R / BKBPDN / 2023

1. **Dasar :**
   a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian
   b. Surat Dari Dekan Fakultas Tarbiyah Dan Keguruan (FTK) Universitas Islam Negeri Mataram

   Nomor   : 904/Un.12/FTK/SRI/PP.00.9/10/2023

   Tanggal : 12 Oktober 2023

   Perihal : Permohonan Rekomendasi Penelitian

2. **Menimbang :**

   Setelah mempelajari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan   Rekomendasi Penelitian Kepada :

Nama	:	ELIN AFRIYANTI
Alamat	:	Tembeng Putik RT/RW 000/000 Kel./Desa. Tembeng Putik Kec. Wanasaba Kab. Lombok Timur No Identitas 5203147112980018 No Tlps. 081949189896
Pekerjaan	:	Mahasiswa Jurusan TBI
Bidang/Judul	:	THE EFFECTIVENESS OF THE FISBOWL STRATEGY ON DEVELOPING THE SECOND - GRADE STUDENTS' SPEAKING SKILL AT MTS MARAQITTALIMAT TEMBENG PUTIK IN THE ACADEMIC YEAR 2023/2024
Lokasi	:	MTS Maraqittalimat Tembeng Putik Wanasaba Lombok Timur
Jumlah Peserta	:	1 (Satu) Orang
Lamanya	:	Oktober - November 2023
Status Penelitian	:	Baru

3. **Hal-hal yang harus ditaati oleh Peneliti :**

   Sebelum melakukan Kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;

   a. Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian;

   b. Peneliti harus mentaati ketentuan Perundang-Undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai maka Peneliti harus mengajukan perpanjangan Rekomendasi Penelitian;

   c. **Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpoldagri Provinsi Nusa Tenggara Barat.**

   Demikian Surat Rekomendasi Penelitian ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 16 Oktober 2023

An. KEPALA BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI PROVINSI NTB

SEKRETARIS

ZULKARNAIN, S.Pd

NIP. 19650104 199412 1 004

Tembusan disampaikan Kepada Yth:
1. Kepala Badan Riset dan Inovasi Daerah Provinsi NTB di Tempat;
2. Bupati Lombok Timur Cq. Ka. Kesbangpol Kab. Lombok Timur di Tempat;
3. Kepala Kantor Kementerian Agama Kab. Lombok Timur di Tempat;
4. Kepala Sekolah MTS. Maraqittalimat Tembeng Putik Wanasaba Lombok Timur di Tempat;
5. Yang Bersangkutan;
6. Arsip.

98

MADRASAH TSANAWIYAH

MARAQITTA'LIMAT TEMBENG PUTIK KEC.WANASABA

KABUPATEN LOMBOK TIMUR PROVINSI NTB 83653

STATUS TERAKREDITASI NOMOR : 183a/BAP-SM/KP/X/2015

SURAT KETERANGAN PENELITIAN
Nomor: 085/MTs.MT/C-3/I/2024

Yang bertanda tangan di bawah ini, kepala MTs. Maraqitta'limat Tembeng putik Desa Tembeng

Putik Kecamatan Wanasaba kabupaten Lombok Timur, menerangkan Kepada :

Nama Lengkap	: ELIN AFRIYANTI
NIM	: 180107051
Fakultas	: Tarbiyah
Jurusan	: Tadris Bahasa Inggris (TBI)
Alamat	: Tembeng Putik Timuk I Desa Tembeng Putik
Judul skripsi	: " THE EFFECTIVENES OF THE FISBOWL STATEGY ON
	DEVELOVING THE SECOND – GRADE STUDENT' SPEAKING
	SKILL AT MTS MARAQITTA'LIMAT TEMBENG PUTIK IN THE
	ACADEMIC YEAR 2023/2024"

Yang bersangkutan tersebut diatas, memang benar sudah melakukan survey/penelitian pada

Madrasah Tsanawiyah Maraqitta'limat Tembeng Putik, sejak tanggal 17 Oktober 2023 s/d 16

November 2023.

Demikian surat keterangan ini kami buat dengan sebenarna, unutk dapat dipergunakan

sebagaimana mestinya.

Tembeng Putik, 06 Januari 2024

Kepala Madrasah

Drs. F A H M I

NIY: 030060

99

UPT PERPUSTAKAAN UIN MATARAM
Plagiarism Checker Certificate

No:3634/Un.12/Perpus/sertifikat/PC/01/2024

Sertifikat Ini Diberikan Kepada :

ELIN AFRIYANTI
180107051
FTK/TBI
Dengan Judul SKRIPSI

THE EFFECTIVENESS OF THE FISHBOWL STRATEGY IN DEVELOPING THE

SECOND-GRADE STUDENTS' SPEAKING SKILL AT MTS MARAQITTALIMAT TEMBENG

PUTIK IN THE ACADEMIC YEAR 2023/2024

SKRIPSI Tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin
Similarity Found : 19 %
Submission Date : 19/01/2024

UPT Perpustakaan

...niewaty, M.Hum
NIP 197608282006042001

UPT PERPUSTAKAAN UIN MATARAM
Sertifikat Bebas Pinjam

No:3258/Un.12/Perpus/sertifikat/BP/01/2024

Sertifikat Ini Diberikan Kepada :

ELIN AFRIYANTI
180107051

FTK/TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini
dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun
masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram.
Sertifikat ini diberikan sebagai syarat UJIAN SKRIPSI.

UPT Perpustakaan

...waty, M.Hum
NIP 197808282006042001

DAFTAR RIWAYAT HIDUP

A. Identitas Diri

    Nama   : Elin Afriyanti

    Tempat, Tanggal Lahir : Tembeng Putik, 12 April 2000

    Alamat Rumah   : Dasan Baru, Tembeng Putik, Kecamatan
                                 Wanasaba, Kabupaten Lombok Timur

    Nama Ayah   : Musipudin

    Nama Ibu   : Nur'aini

B. Riwayat Pendidikan :

    Pendidikan Formal

    SDN 1 Tembeng Putik   (2006-2012)

    MTS MT Tembeng Putik (2012-2015)

    SMAN 1 Wanasaba   (2015-2018)