

**THE INFLUENCE OF FISHBOWL TECHNIQUE ON  
SPEAKING ACHIEVEMENT OF THE EIGHTH GRADE  
STUDENTS OF SMP UTAMA BAKTI PALEMBANG**

**A Thesis by**

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**UNIVERSITY OF TRIDINANTI PALEMBANG**

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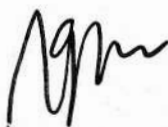
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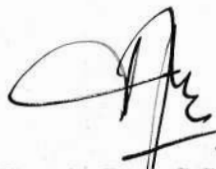
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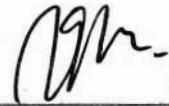
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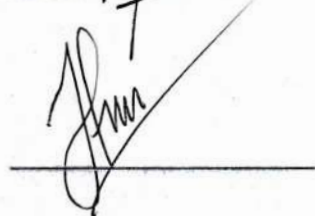
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## **DEDICATION**

For the spirit and Pray that I Got, I Dedicated My Thesis to :

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**Motto:**

**“ Always believe if Allah will give our best at right time and place”**

**“ Life is struggle, struggle is successful”**

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Palembang, September 2021

Sara Wati

## SURAT PERNYATAAN

Dengan ini menyatakan bahwa skripsi saya yang berjudul “ The influence of fishbowl technique on speaking achievement of the Eighth Grade Students of SMP Utama Bakti Palembang” adalah hasil saya sendiri. Apabila di kemudian hari terbukti secara jelas dan nyata bahwa skripsi saya bukan hasil kerja saya, saya siap menerima sanksi sesuai pasal 70 UU No. 20 tahun 2003 tentang system Pendidikan nasional yang berbunyi : lulusan yang karya ilmiah yang digunakan untuk mendapatkan gelar akademik, profesi, atau vokasi sebagaimana di maksud dalam pasal 25 ayat (2) terbukti merupakan juplakan dipidana denda sebanyak Rp.200.000.000.- (Dua Ratus Juta Rupiah). Demikian surat pernyataan ini saya buat untuk digunakan sebagaimana mestinya.

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## ABSTRACT

This thesis is concerned with the influence of fishbowl on speaking achievement of the eighth of SMP Utama Bakti Palembang. The objectives of this study were to find out: a) whether or not there was a significant influence of speaking achievement of the eighth-grade students of SMP Utama Bakti Palembang who were taught by using fishbowl technique and those who were not, and b) whether or not there was a significant difference of speaking achievement between the eighth-grade students of SMP Utama Bakti Palembang who were taught by using fishbowl technique. The population was the eighth grade students of SMP Utama Bakti in academic year of 2021/2022. Purposive Sampling technique used to take a sample of this study which consisted of 46 students. In this study used a quasi-experimental design, there were experimental group and control group. Both of them were given a pre-test and post-test (before and after treatment). In analyzing the data, paired sample t-test and independent sample t-test would be applied. Based on statistical analysis, the result of paired sample t-test showed that  $t$ -obtained (14.835) >  $t$ -table (2.079) it means that the students' speaking achievement was significantly influenced. Then the result independent sample t-test, the value of  $t$ -obtained (3.592) was higher than the critical value of  $t$ -table (2.079). It means that there was significant difference of SMP Utama Bakti Palembang who were taught by using fishbowl and those who were not.

**Keyword:** *Fishbowl Technique, Speaking achievement, giving opinion.*



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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents: (1) background of the study, (2) the problems of the study, (3) the objectives of the study, (4) Significances of the study

### **1.1 Background of the study**

Students need speaking English in education or their life. According to Luis (2004, p.1), the students need to be taught and mastered a foreign language as an essential tool for establishing meaningful communication and working in today's global context, because the effects of economic and political demands in almost all trades and professions around the world require the students to have a good command of a foreign language, especially English. To master language skills, the students should increase their ability in writing, listening, reading, and speaking.

Speaking is a human skill to communicate with other human. Many things must be considered in speaking, namely how to deliver and expertise in speaking. Cameron (2001, p. 40) states that speaking is the active use of language to express meaning so that others can understand them. This is a process of interaction where speakers intend to build meaning through producing, receiving and processing information (Bailey, 2005, p. 25). Speaking is very important ability in doing daily activities because people can react to other persons and situation and express their students, thought, and feeling through spoken language.

According to Pollard (2008, p. 34) speaking is one of the most difficult aspects for students to master. Generally, when students speak English, they only listen what the teachers' material and then the students did assignment without giving feedback and discussing about the speaking material. However, teachers might to stimulate students to speak English. Students were bored when they did assignment in groups. Most of students rely solely on smart students to do the speaking assignments because of that some of students were inactive to involve speaking activities. Thus, learning process becomes ineffective and students' competences were still low. Therefore, many things must be considered in the use of good teaching techniques. It must also pay attention to the potential of students to be taught. The goal is that students can easily provide material. In addition, other teaching materials can be easily taught and shorten the time to teach one teaching material.

To overcome the obstacles, a teacher needs a dozen different method and various kinds of techniques and select a good strategy and technique for students' particular purposes. The selection of the strategy and a technique should depend on the student's needs. One of the techniques to teach speaking achievement is a fishbowl technique.

Based on Yee (Fishbowl 2001, p. 11) fishbowl is a technique which involved groups of people seating in circles in order to promote student's engagement and opportunities to closely observe, take notes, and give responses orally. In addition, a fishbowl technique is used to encourage verbal communication among class members to deliver important information, issues and



share opinions. It was also technique that can be used for many things, such as modelling group discussions or any other classroom instructional method. Related to Khadijah (2017, p. 214) fishbowl technique is used to promote students' engagement in a group activity It can also be used to help the students think critically about a topic.

Kindzt (2011, p. 7) proposes two reasons for implementing fishbowl in teaching speaking. First, fishbowl technique has simple rules that generate a wide range of complex interaction. It means that fishbowl will build classroom interaction among students. It makes a good condition where the interaction among the students more dominant than interaction between the teacher and the students. Second, fishbowl technique students identify and deal with inhibitions about speaking. It means each student shows their understanding by producing their opinions orally. The students think and find some reasons as the background of what they are going to say. The other students will actively listen and observe to one student who is talking. They have to give responses, comments, idea, or correct the mistakes. It obviously shows that the students interact with each other. This technique involves ways taught to the students how to be a good listener or a speaker.

In a classroom, there are some students who have different abilities and characteristics which influence to their engagement during the learning processes. In some cases, not all students focus on the lesson. Some of them make noise or tend to be reluctant to show their thoughts or ideas in front of the others. Furthermore, in fishbowl activity, the students have an equal position to say and

give idea to the other students. Therefore, they have to fully concentrate and give attention to students' talk. It means that all of the students give response and none of them are passive. It provokes the students to be active and sustain their motivation and attention.

Based on the writer's observation at SMP Utama Bakti Palembang, the eighth-grade students' speaking achievement scores were varied and they could be categorized middle. It can be seen from the students' score, the average score of students only got 65. Even though the teacher taught speaking for a long time, the result was considered unsatisfactory because of lack of vocabulary mastery, pronunciation and motivation.

Therefore, it is necessary to improve the quality of teaching and learning speaking achievement by applying an appropriate technique to develop the students' speaking achievement. The writer would like to use fishbowl to overcome the students' speaking problems.

Taylor (2003, p.55) believed that fishbowl can be effective teaching tools for group discussion. Fishbowl technique has intrinsic value in helping certain students identify and deal with obstacle about speaking. Fishbowl concerns on students' speaking ability. The students have freedom to share their thoughts orally. They have autonomy to show their input in front of the other students through spoken language. When the students were talking, the teacher noted some mistakes which often appear. The correction was given in the end of the lesson, so that the students can identify the difficulties faced by the students during speaking activities. Besides, fishbowl is also used to give condition interaction among the

students in the class. The more the students interact, the more practices in speak English.

Due to the effectiveness of fishbowl technique, the writer was interested in conducting a research entitles “The Influence of Fishbowl Technique on Speaking Achievement of the Eighth Grade Students of SMP Utama Bakti Palembang”. This research is to find out whether or not there was a significant influence of the eighth-grade students of SMP Utama Bakti Palembang who were taught by using fishbowl technique and those who were not and to find out whether or not there was a significant difference between the eighth-grade students of SMP Utama Bakti Palembang who were taught by using fishbowl technique.

## **1.2 The Problem of the Study**

### **1.2.1 Limitation of the Problems**

The problem of this study was limited to explore the influence of fishbowl technique on speaking achievement in the form of monologue test at Eighth grade students of SMP Utama Bakti Palembang.

### **1.2.2 The Formulation of the Problem**

In relation to the above limitation, the problems of this study were formulated in the following questions:

1. Was there any significant influence of speaking achievement of the eighth-grade students of SMP Utama Bakti Palembang who were taught by using fishbowl technique and those who were not?

2. Was there any significant difference of speaking achievement between the eighth-grade students of SMP Utama Bakti Palembang who were taught by using fishbowl technique and those who were not?

### **1.3 The Objectives of the Study**

Based on the research question above, the objectives were:

1. To find out whether or not there was a significant influence of speaking achievement of the eighth-grade students of SMP Utama Bakti Palembang who were taught by using fishbowl technique and those who were not.
2. To find out whether or not there was a significant difference of speaking achievement between the eighth-grade students of SMP Utama Bakti Palembang who were taught by using fishbowl technique and those who were not.

### **1.4 Significances of the Study**

The significances of this study are expected to give contribution as follows:

1. The students

The result of this research help students decreases their problem in learning speaking and also help the students to be interested and motivated in learning process, so they can improve their speaking achievement. By implementing this technique, the students could increase their critical thinking speak because of interesting speaking class interaction.

2. The Teachers

Hopefully, the results of this study can contribute positive value toward teacher's knowledge dealing with the use of fishbowl technique to enhance student's speaking achievement. Therefore, the teacher can apply this alternative way to improve student's speaking skill.

3. The writer herself and other researchers

Hopefully, the writer can enlarge her knowledge and experience in conducting an educational research, especially about teaching speaking achievement by using fishbowl technique. Besides, results of this study can also help the other writers conduct a further research about speaking achievement by using fishbowl technique and as their references for their research.

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