

**THE USE OF *FISHBOWL TECHNIQUE* IN TEACHING SPEAKING
TO THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 2
SUNGAI LILIN**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

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BY

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Menyatakan bahwa skripsi berjudul:

The Use of *Fishbowl Technique* in Teaching Speaking to The Eleventh Grade Students of SMA Negeri 2 Sungai Lilin

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri, dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila di kemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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MOTOO AND DEDICATION

Motto:

I learned that rain is not a sign of the end, but rather the sky's way of growing a rainbow. Likewise, for me, wounds are not my end, but my way of growing more beautifully.

Dedication:

I would like to dedicate this thesis for people be special in my heart and who always there for me, they are:

- 1. For the most precious people in my life because without them I would not be able to be at this stage of my life, namely, my late father Adi Sukarto (Alm) and mother Ngatini. Papa, thank you for all your love and affection, even though you are not by my side anymore, but you always in my heart, and you always come in my dreams when I miss you or in my weakest times. Thank you also for being my father, may you rest in peace there; I love you for eternity, Papa. For Mama, thank you so much for being my mother, who always prays for me and always gives endless support and also never forces me to do anything, Thank you for your trust please accompany me forever, Mom. Thank you for being my parents, Mama and Papa, even though you are not perfect, but in my eyes you are the best parents I could ever ask for with all your shortcomings and advantages.**
- 2. To my beloved siblings, AP and SF, thank you for your support and always given me the spirit to continue my struggle even though it was difficult.**
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ABSTRACT

Safitri, V.A 2025. *The Use of Fishbowl in Teaching Speaking to the Eleventh Grade Students of SMA Negeri 2 Sungai Lilin*. This thesis was completed by English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Advisor (I) Dr. Tri Rositasari, M. Pd (II) Hj. Asti Gumartifa, S. Pd., M. Pd.

This research was entitled “The Use of Fishbowl Technique in Teaching Speaking to the Eleventh Grade Students of SMA Negeri 2 Sungai Lilin.” The research problem was whether the fishbowl technique was effective in teaching speaking to the students. The objective of the study was to examine is it effective to use *fishbowl technique* in teaching speaking to the Eleventh Grade Students SMA Negeri 2 Sungai Lilin. A total of 60 students were chosen as the sample through purposive sampling and were divided into an experimental group and a control group. The data were analyzed using SPSS version 25.0. The post-test results showed that the mean score of the experimental group was 82.33, while the control group gained a mean score of 71.67. The independent sample t-test revealed a t-value of 5.648 with a significance level of 0.000 (<0.05). These findings indicated that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. Therefore, it was concluded that the fishbowl technique was effective in improving students’ speaking skill compared to the conventional method.

Keywords: Fishbowl Technique, teaching, speaking.

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The researcher is aware that this thesis is not free from limitations and shortcomings. Therefore, constructive criticism, suggestions, and comments are kindly welcomed for future improvement. It is expected that this thesis may provide useful insights for readers and contribute to the development of English teaching and learning.

Palembang, September 2025

The Reseacher

VAS

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CHAPTER I

INTRODUCTION

This chapter presents: (A) background of the study, (B) formulation of the problem, (C) objective of the study, (D) significances of the study, (E) hypotheses of the study, (F) criteria for testing the hypotheses

A. Background of the Study

Speaking is an interactive activity that involves creating, receiving, and comprehending information in order to create meaning. According to Ramlannarie, in Arismunandar et al., (2024) speaking involves logic and thinking in order for the other person or listener to accept and understand what you're saying. Speaking and listening are strongly related skill (p. 766). Guebba (2021) states that speaking is an essential part of teaching and learning a language (p. 37). Speaking usually utilized by a instructor to clarify learning content for pupils using language that is easy to understand. Those students have good speaking and communication skill will get positive assessments from other people.

Speaking according to Yadav et al., (2023) speaking means saying complex sentences that can be easily understood by the listener (p. 1945). It is mean that Speaking is an important tool for conveying thoughts, emotions, and information in a way that others can understand. Speaking requires clarity, awareness of the audience, and the ability to adapt to various situations. Whether in everyday conversation or formal presentations, the ability to speak effectively plays an important role in fostering more meaningful and understandable communication and building relationships with each other.

On the other hand according to Rao (2019) speaking skill is the most fundamental ability to acquire foreign or second language learning. Speaking is said to be the most fundamental of the four essential language skill for learning a foreign or second language (p. 8). Brown and Yuke in Rao (2019) state that in real- world scenarios, speaking is the ability that learners will be assessed on the most (p. 8).

Based on Wahyuningsih and Afandi (2020) there are two issues that frequently occur in students' learning to speak are as follows: 1) the learners' inadequate vocabulary, poor command of grammar, incorrect pronunciation, and lack of confidence; 2) the lack of creativity of teachers in delivering material and using technology in learning makes students not very interested, especially in speaking. (p. 969). From these problems, it can be finalized that students' issues in speaking are as mentioned above and the fishbowl technique able to help learners increase their communication or speaking skill. According to the interview between the researcher and students at SMA Negeri 2 Sungai Lilin, the researcher got some information related to students' problem in speaking, as follows: 1) absence of student grammar's understanding, vocabulary, grammar and correct pronunciation and students are also Lack of confidence and fear of making mistakes when speaking; 2) the techniques used by teachers in teaching in class do not increase students' learning motivation and teacher do not explore enough existing learning methods to increase students' interest in learning English, especially speaking. Liu and McFarland (2021) said that one method can help teachers in teaching speaking is Fishbowl. From the outcomes of the study it is explained that the fishbowl method can increase students' self-confidence in speaking and their critical thinking. (p.132). According to Ameen and Ahmed (2023) said that the fishbowl technique is useful for students in improving their English skills because it can help students improve their speaking skills during class. This technique helps teachers to control students' activities more easily. Students in the circle must focus fully on the teacher's explanation. They can also use the Fishbowl technique with supporting actions for any language function (p. 243). The *fishbowl* discussion format involves the majority of the class engaging in a circle or group debate around a topic. The inner group and the outer group are the two groups in the *fishbowl* method. An observer is the outside group, while the inner group is a *fishbowl* group. The teacher assigns a topic for discussion to the inner group, while the outside group observes.

Through the *fishbowl* method, participants are forced to communicate actively, listen intently, and gain a deeper grasp of a range of opinions. It is a way to communicate in an equitable and courteous manner.

Based on the previous study by Effendi (2017), in titled fishbowl technique to improve student's self efficacy in speaking at SMP Negeri 1 Sikur, NTB. The result showed that there was a significant effect after applying *fishbowl method* to improve student's speaking skill. The results indicates there was significant difference between teaching speaking using *fishbowl technique* and the one using conventional method. It is anticipated that the learners will be more active and their speaking skill will be increased (p. 50).

According to Sitilonga (2023) in titled The Fishbowl Strategy: An Effective Way to Improve Students' Speaking Ability at SMA Negeri 12 Medan. From the outcomes of the study, it is explained that there was a significant increase in students' ability to speak English where students are able to convey ideas and all students also have the opportunity to speak and express their opinions when using fishbowl technique compared to the usual learning techniques (p. 37).

More over study from Andika (2019) in titled The Effect of Fishbowl Technique and Students' Interest Toward the Eight Grade Students' Speaking Ability of SMP Xaverius 1 Palembang. The results of the study explained that there was no significant increase in pupils' English speaking ability. There was no interaction between the fishbowl method and interest in pupils' speaking ability. Even so, this study was still successful even though the results were not significant (p. 240) So that from the existing studies, the researcher want to research whether it is true that the *fishbowl technique* has significant improvement.

According to the explanation of the problem above, the researcher carried out a study under the title "**The Use of Fishbowl Technique in Teaching Speaking to the Eleventh Grade Students SMA Negeri 2 Sungai Lilin**".

B. Formulation of the Problem

According to the background of the study above, the researcher established the research issue as follows: Is it effective to use *fishbowl technique* in teaching speaking to the Eleventh Grade Students SMA Negeri 2 Sungai Lilin?

C. Objectives of the Study

According to the formulation of the problem stated, the objectives of the research was to looked out "Whether or not it is effective to use *fishbowl* in Teaching Speaking to the Eleventh Grade Students SMA Negeri 2 Sungai Lilin".

D. Significances of the Study

The outcomes of this study are anticipated to be advantageous in both theory and practice:

1. For the Researcher Herself

The study can broaden understanding of the *fishbowl technique* and impart knowledge to those who wish to conduct study in this subject.

2. For the Teachers

The study hopes to be able to help teachers improve students' speaking by knowing the results of this research.

3. For the Students

The study is anticipated to give contribution to the readers, particularly in understanding how to master speaking and can comprehend the information by using *Fishbowl Technique*.

4. For the Readers

The study hopes to know *fishbowl technique* which applied in reading comprehension and it can also provide motivation and an overview to readers in determining research topics.

5. For Other Researchers

The study it can help them to further study as reference in it. The study hopefully can be beneficial for the other researcher to complete additional literature review and also to support finding of the research study that has the same title as the researcher study.

E. Hypotheses of the Study

The hypotheses of this study are in form alternative hypotheses (H_a) and null hypotheses (H_0)

1. H_a : It was effective using *fishbowl technique* in teaching speaking at eleventh grade students SMA Negeri 2 Sungai Lilin.
2. H_0 : It was no effective using *fishbowl technique* in teaching speaking at the eleventh grade students SMA Negeri 2 Sungai Lilin.

F. Criteria for Testing the Hypotheses

In this study to test hypotheses means to admit or decline the hypothesis. The researcher applied a t-test to analyze the data. When the calculated t-value is equal to or exceeds the critical value from the table, the alternative hypothesis (H_a) is admitted, while the null hypothesis (H_0) is declined. Conversely, if the critical value is greater than the calculated t-value, the null hypothesis is admitted and the alternative hypothesis is declined.

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