

**THE USE OF FISHBOWL TECHNIQUE IN IMPROVING
SENIOR HIGH SCHOOL STUDENTS' SPEAKING ABILITY
AND MOTIVATION**

THESIS

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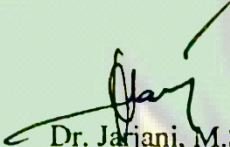
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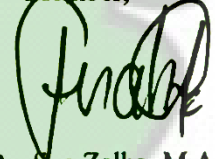
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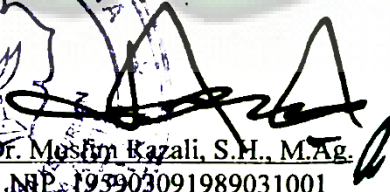

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SURAT PERNYATAAN KEASLIAN
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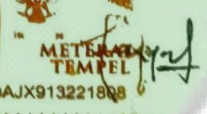
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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In the name of Allah, the Beneficent, the Merciful

All praises be to Allah, the Lord of the Universe, who has bestowed upon the researcher and who has given His mercy, blessing, guidance, and strength in completing this research. Peace and blessing may Allah send to our Prophet Muhammad, who has always been a source of inspiration and the best example for mankind.

I am very grateful that I could accomplish this thesis entitled “The Use of Fishbowl Technique in Improving Students’ Speaking Ability and Motivation”. I would not have been able to accomplish this study without help and guidance from lecturers, institution, family, and friends.

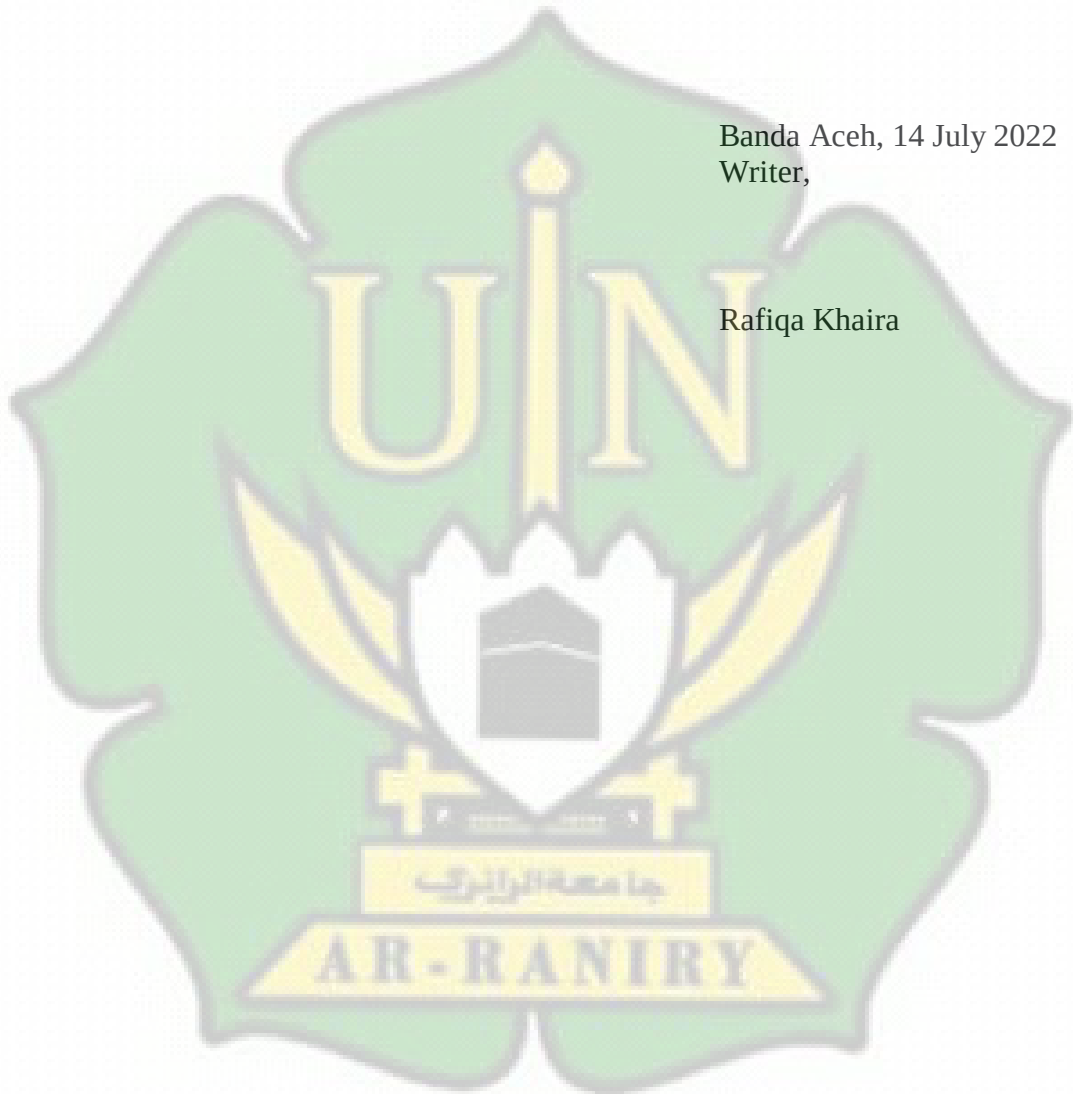
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ABSTRACT

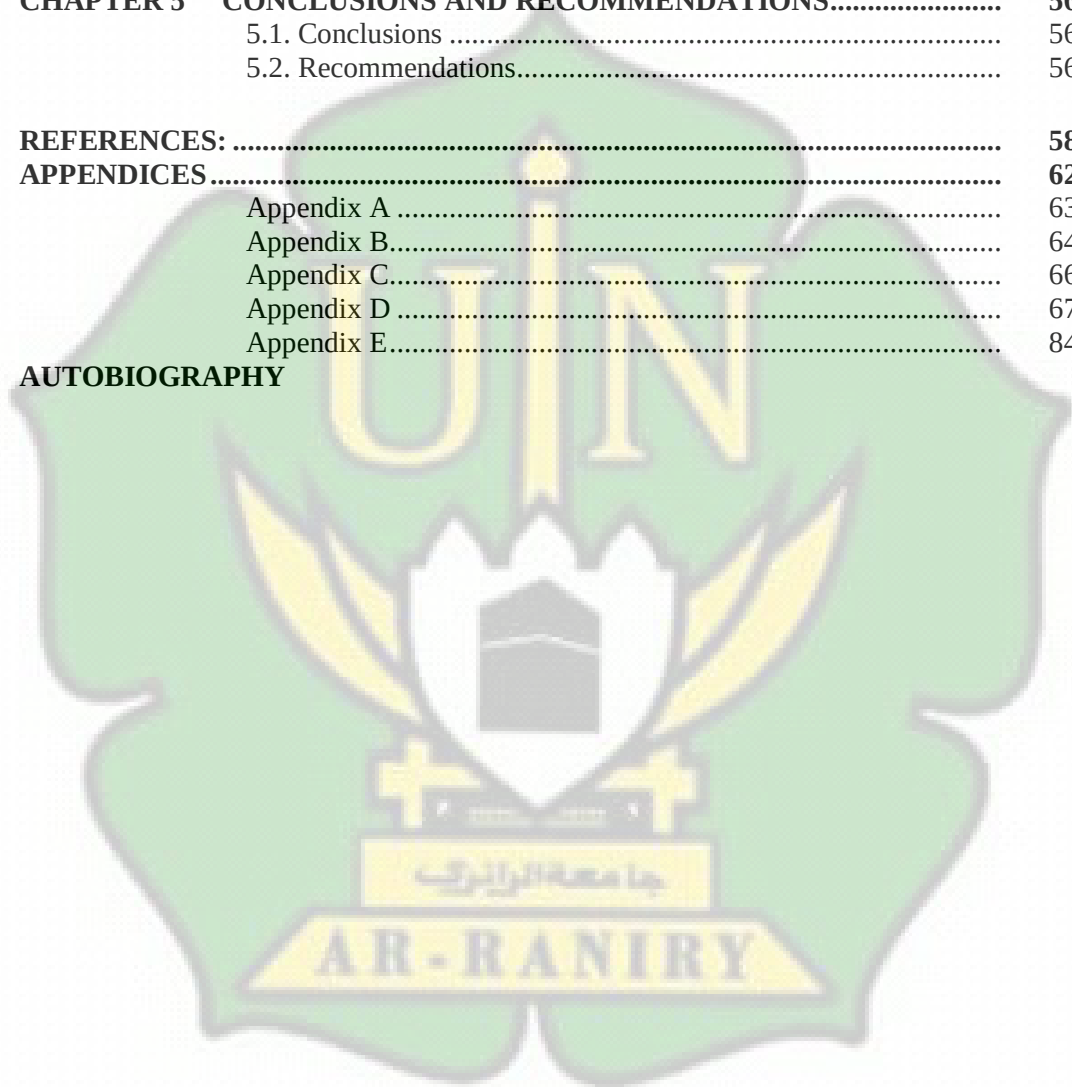
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This study aimed to find out the influence of Fishbowl Technique on students' speaking ability and motivation. It used mixed method to address research questions. A quantitative approach through quasi-experimental design and a qualitative approach through an online structured interview. The population in this study is the whole sophomore in Islamic Senior High School (MAN) 1 Banda Aceh. Convenience sampling was used to select second grade students to identify the experimental and control class. From the experimental class, 10 (ten) students then were purposively sampled to be interviewed since they received treatment. The analysis data shows that the p-value or sig. (2-tailed) in the independent sample t-test is .022, which is lower than the value of sig. α (0.05), indicating that there is a significant difference between students' speaking *mean* scores in the experimental and control groups. As the final step, the output result of Cohen's formula is .70 meaning that Fishbowl Technique has a moderate effect on speaking ability. Moreover, based on the qualitative data, most students agreed that the Fishbowl Technique augmented their motivation to learn English speaking. It can be understood from the influence on three main indicators; task interests, seeking social recognition, and seeking tangible rewards. Therefore, Fishbowl Technique can be one option of English speaking activities and as an effective way for EFL students to increase their speaking ability and augment their motivation in learning speaking.

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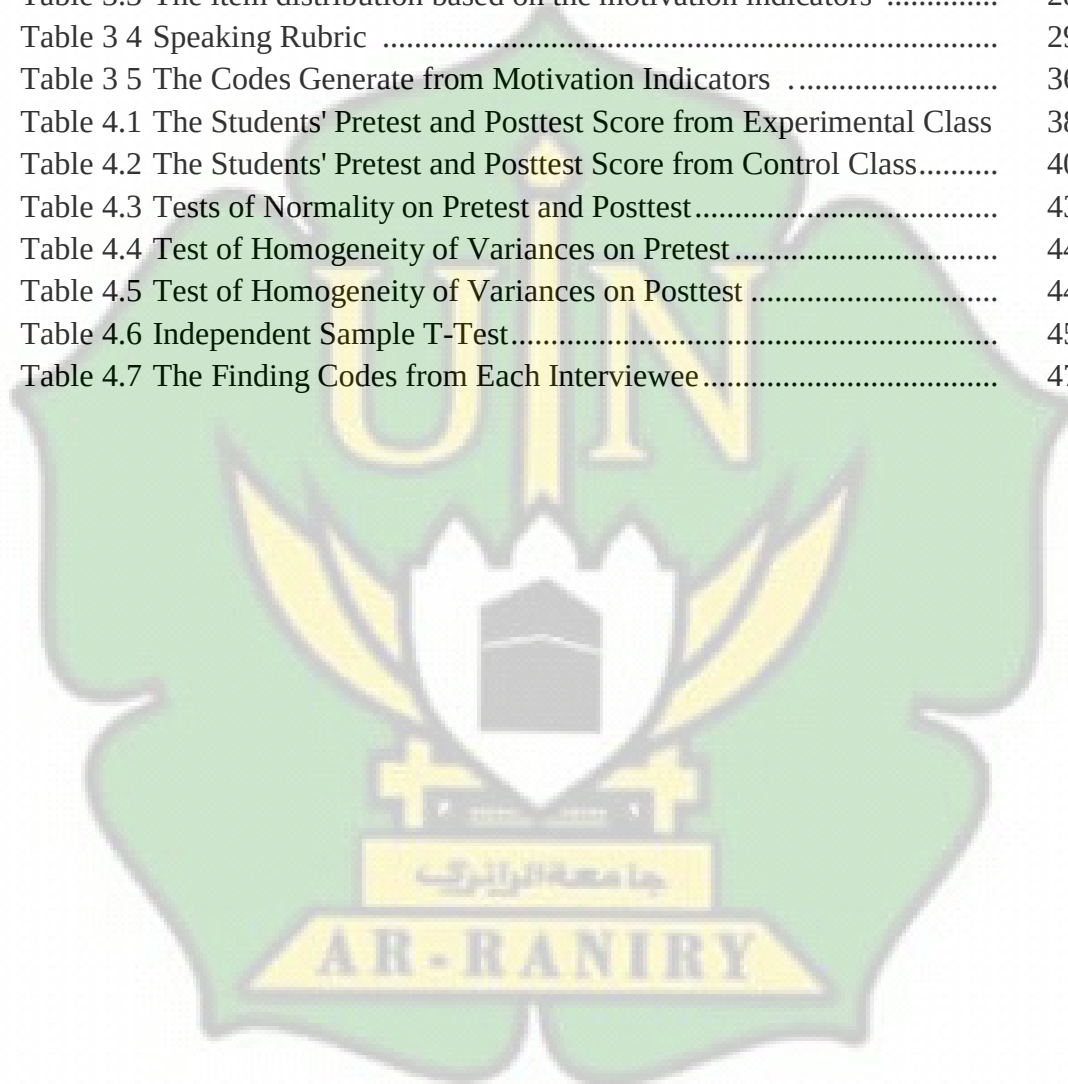
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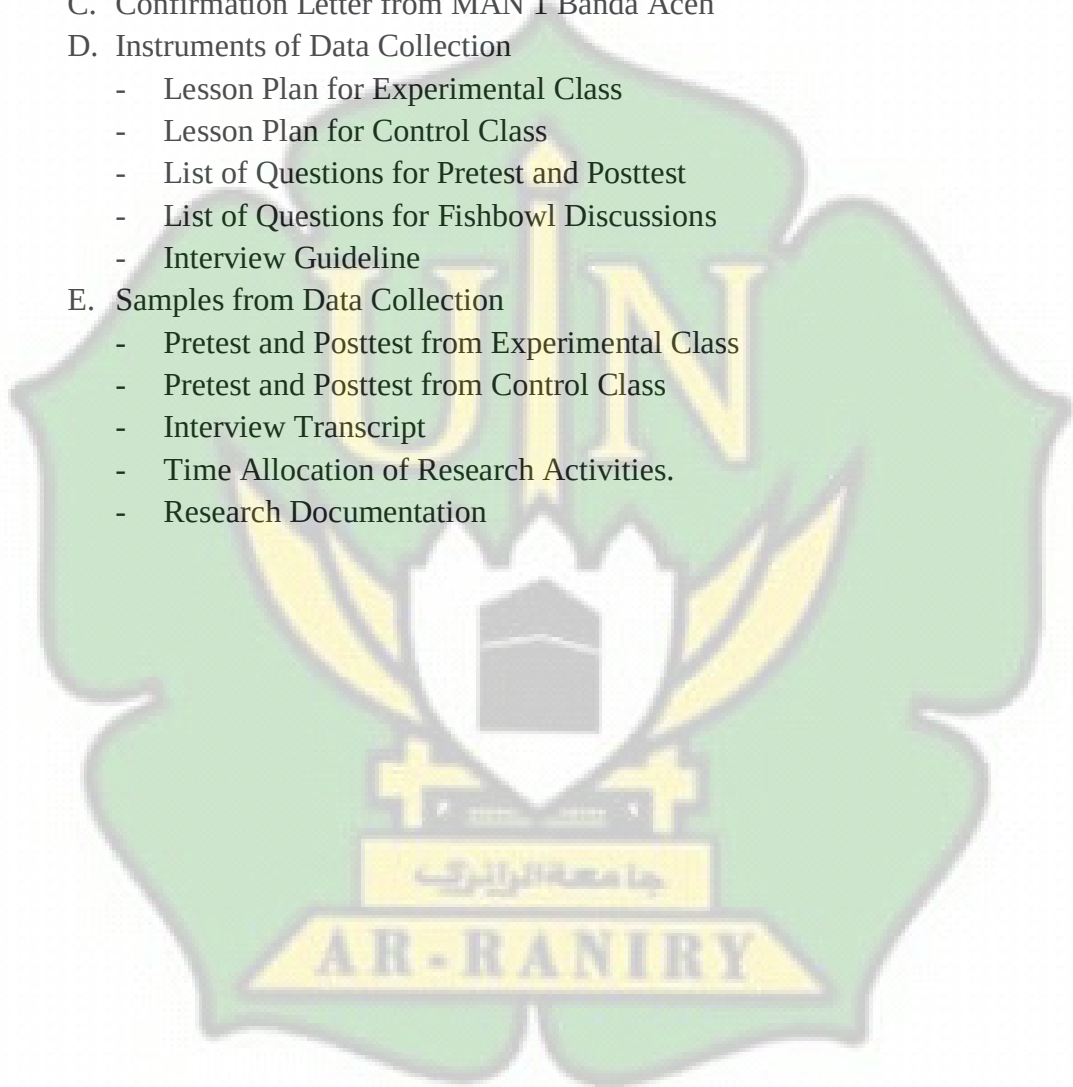


LIST OF ABBREVIATIONS

Abbreviation	Stands For
EFL	English as a Foreign Language
IPA	Ilmu Pendidikan Alam (Natural Education Science)
ISM	Inventory of School Motivation
KKM	Kriteria Ketuntasan Minimal (Minimum Completion Criteria)
KTSP	Kurikulum Tingkat Satuan Pendidikan (Education Unit Level Curriculum)
MAN	Madrasah Aliyah Negeri (Islamic Senior High School)
SDN	Sekolah Dasar Negeri (Public Elementary School)
SMPN	Sekolah Menengah Pertama Negeri (Public Junior High School)
SMAN	Sekolah Menengah Atas Negeri (Public Senior High School)

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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

With the growth of English as an international language of communication, McDonough et al. (2013) stated that there is clearly a need for many learners to speak and interact in English in various situations such as for foreign travel, business or other professional reasons. In Indonesia, English is a compulsory subject for Junior and Senior High Schools. The secondary education curriculum should allow an advanced learning ability program for English (Regional Representative Council of the Republic of Indonesia, 2013). Of four language abilities, Burkart and Sheppard (2004) stated that the ability to interact in the target language is a good indicator of language learning success. Therefore, in learning English, Indonesian students are expected to communicate fluently and accurately based on the social context (Indramawan & Akhyak, 2013). However, the results, unfortunately have not been satisfying even though English has been taught in Indonesian secondary schools for many years. Only a small minority of high school graduates are proficient in English communication (Mappiasse & bin Sishes, 2014; Imperiani, 2012; Kirkpatrick, 2012; Lie, 2007; Hadi, 2016 as cited in Darmawan et al., 2018).

The research conducted by Faizah and Fitria (2021) explored speaking problems from students' perspectives in English Department students in Serambi Mekkah University, Banda Aceh, and Yusuf and Zuraini (2016), from teachers'

perspectives in a public senior high school in Bireuen, Aceh. Both studies indicated pronunciation and grammatical mistakes, insufficient vocabulary, fear of making mistakes, lecturers' teaching strategy, having no idea, and lack of motivation as the students' speaking problems. Empirically, these problems also experienced by Islamic Senior High School (MAN) 1 Banda Aceh students. Students who still need guidance for their low ability in English speaking are the students who were also less motivated in learning to speak. Therefore, both teachers and students need strategies to improve speaking abilities in a way that helps students overcome these speaking problems and increase their motivation in learning to speak.

Generally, improving students' speaking abilities is inseparable from the frequency and attention to teaching speaking. According to Thornburry (2003), the low frequency of speaking practice significantly contributes to speaking failure. However, speaking practices are frequently viewed as ways of practicing pre-selected grammar items, pronunciation, and functional expressions, with less emphasis on exposing students to authentic speaking opportunities. The low frequency of speaking practice may result from the insufficient attention paid to teaching speaking, which, despite the importance of teaching speaking, teaching speaking has been undervalued, underestimated, or taken for granted for many years (Kayi, 2006; McDonough et al., 2013). Accordingly, Scrivener (2005) stated that it would be useless to have much knowledge of English but still not be able to use it. Furthermore, specifically in Indonesia, Putra (2014) argued that Curriculum 2013 does not address the issues that KTSP implementation faces wherein English

teaching in Indonesia still continues to drive reading and grammar teaching orientated, teaching based on test-preparation, and less focus on the primary goal: students' English oracy and literacy.

Due to several challenges above, English teachers need to pay more attention and build more activities that develop students' speaking ability and motivation to overcome their speaking problems. Motivation is one factor that significantly affects students' speaking abilitys (Menggo, 2018; Tuan & Mei, 2015, Uztosun, 2021). Low-motivation students will not have enough drive to achieve goals to improve their speaking abilitys (Rahman & Deviyanti, 2012). However, even though the teachers face highly motivated students at the beginning of the class, the key is how the classroom activity can maintain this level of motivation. Dornyei (2001) argued that motivation must be actively nurtured in the classroom environment. Therefore, one optional idea for an effective speaking activity and maintaining students' motivation is Fishbowl Technique as a discussion format. Fishbowl is a seating group of individuals in circles in order to increase student engagement (Wood & Taylor, 2007, p.54), and very helpful for speaking class (Elizabeth, 2005, as cited in Ilma & Manurung, 2019). Fishbowl is also a very successful form of discussion for any topic in a group (Cummings, 2015; Young, 2007 as cited in Koterwas et al., 2021). Koterwas et al. (2021) suggested that the technique can motivate students to practice the ability of expressing themselves and reflecting.

Previous studies have revealed that as a classroom activity, Fishbowl Technique is effective in improving students' speaking abilitys in English class.

First, the research by Nuryanti (2020) shows that the Fishbowl method effectively improves students' speaking abilities in MAN 1 Palu. Fishbowl in the speaking class gained a positive response from the students. Another similar result is obtained by Aji (2013) through classroom action research in SDN Maguwoharjo 1. Fishbowl technique helps offer equal positions and minimize the gap between high and low-performing students. Fishbowl also motivates students since the exchange positions rules of the technique stimulate them to compete with each other. It increases speaking performance in four elements: grammatical, pronunciation, vocabulary, and fluency.

Rahas (2019) also discovered that the Fishbowl Technique based on conversation improvement increased students' use of linguistic (pressure, speech, tone, and rhythm) and non-linguistic elements (fluency and material mastery). Another research by Anistantia, Sudirman, and Huzairin (2017) showed that Fishbowl technique facilitates second-grade students of SMPN 2 South Lampung to be more confident in speaking English. In addition, through classroom action research, Ilma & Manurung (2019) concluded that the students' speaking ability at Tridianti University Palembang has improved after using the Fishbowl method. It can be seen that speaking achievement increased by 15.29 from cycle I to cycle II. The Fishbowl also helps students organize their thoughts and speak more confidently and fluently. However, the study of whether Fishbowl Technique affects motivation is still very limited. Therefore, this study intends to examine the use of the Fishbowl Technique in improving students' speaking abilities and how it affects students' speaking motivation. The finding proposed EFL teachers

consider applying the Fishbowl Technique in teaching speaking for promising results.

1.2. Research Questions

This study is carried out to address questions in the following:

1. Is there any significant effect on sophomore of MAN 1's speaking ability after using the Fishbowl Technique in EFL class?
2. How the Fishbowl Technique is perceived to affect students' motivation in speaking?

1.3. Research Aims

The purpose of this study is to answer the preceding research questions:

1. To find out whether there is significant effect on sophomore of MAN 1's speaking ability after using the Fishbowl Technique in EFL class.
2. To investigate how the Fishbowl Technique is perceived to affect students' motivation in speaking.

1.4. Significance of the Study

This research contributes insight into how Fishbowl Technique may influence students' speaking ability and motivation. Theoretically, the results of this study are expected to add and develop value in further studies in the education field. Speaking teachers, EFL teachers, curriculum designers, and education practitioners can use this research to make further decisions and improve future education policy. Meanwhile, Fishbowl Technique can be one of the learning methods options for EFL teachers as an efficient way for EFL students to increase their speaking ability and maintain or augment their motivation to learn English.

1.5. Terminology

The terminologies for this study that need to be explained are as follow:

1. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Speaking ability, therefore, is when those interactive processes run effectively in real-time, in which someone can give and receive (understand) the information understandably and effectively.

2. Learning Motivation

The term “motive” can be translated as “power” as a person's cause to do or act on something. This power is an internal or external stimulus of an individual (Uno, 2008). When it comes to learning, motivation is a key to maintaining the level of interest and focus to succeed in the learning process.

3. Fishbowl Technique

Fishbowl is a circle-in-a-circle format for discussion. Fishbowl takes its name from how seats are organized with an inner circle and outer circle (Wood & Taylor, 2007). Taylor stated that the inner circle consists of three to five students who act as active members in the discussion. Therefore this inner circle is similar to fish in a bowl. Thus, the bowl will be the majority of the class where they act as audience listeners.

Taylor added that if the students in the outer circle want to share their opinion, ask questions or interrupt some points, they must exchange seats with friends in the inner circle. Thus, the basic rule is that only students in the inner circle can speak while the students in the outer circle observe, listen or take notes and prepare themselves to sit in the inner circle.

1.6. Theoretical Hypotheses

This study proposed one research hypotheses based on the theories, previous studies, and theoretical framework. The research hypothesis is a temporary answer to the problems that have been formulated. Thus, the truth will be found after the experiment is carried out. The hypotheses in this study is:

H_a : Fishbowl Technique has a significant effect on students' speaking ability

CHAPTER 2

LITERATURE REVIEW

This chapter presents a review of scholarly sources related to research questions. It offers the concepts of speaking, including English speaking in the EFL context (Indonesia). Other sub-topic is the role of motivation in English speaking, the Fishbowl Technique in teaching English speaking, the conceptual framework of this study, and theoretical hypotheses.

2.1. The Concept of Speaking

Speaking is the ability to pronounce sound articulation to demonstrate thoughts, ideas, and feelings (Tarigan, 2008 as cited in Rahas, 2019). McDonough and Shaw (2003) defined speaking as communicating ideas, beliefs, or a desire to accomplish something, as well as establishing and maintaining social relationships and friendships. The speaking context, such as the participants and the environment, influence the speaking goal, form, and meaning. Speaking also involves sharing meaning through non-verbal symbols. Thus, speaking is the active use of language in expressing and conveying information, ideas, and opinion in which the form and meaning are influenced by the context it occurs.

2.2. The Elements of Speaking

The first factor to emphasize is that speaking occurs in real-time. This is why spoken language has so many characteristics (Thornbury, 2005). Speaking is a very complex ability that includes: (1) language and discourse knowledge (pronunciation, grammar, vocabulary, and discourse); (2) core speaking abilities

(chunking, signaling intention, and turn-taking); and (3) communication strategies (paraphrasing, rephrasing, and approximation) (Goh & Burns, 2012). To add, discourse is the social use of language to convey broad meanings in various circumstances, with the language being identified by the social conditions and who uses it under certain conditions. As a result, discourse differs in terms of usage and type. It can be in a form that is informal, formal, or academic (Henry & Tator, 2002).

It is not an easy thing to describe basic knowledge about speaking abilities. However, knowledge relevant to speaking is categorized into two, linguistic knowledge and extralinguistic knowledge (Thornbury, 2005). Thornbury (2005) explained the two types as follows:

a. Extralinguistic Knowledge

This comprises familiarity with topics and interlocutors, cultural knowledge, and the context of speaking. Values and norms are somehow different in particular social and cultural aspects. Sociocultural knowledge realizes these differences in the form of extralinguistic and linguistics. Realizing these socio-cultural rules and how they are set out is essential for the speaker's knowledge to interact effectively. An example of extra linguistics is knowing how people in certain cultures shake hands in meetings, or bow, while linguistics knows what they say verbally in greeting one another.

b. Linguistic Knowledge

a) Genre Knowledge

Genre knowledge can be classified based on their general aims (transactional or interactional), the type of participation they engage in (interactive or non-interactive), and the degree of planning (planned or unplanned).

b) Discourse Knowledge

Within the structure of a specific genre, its elements need to be connected to form coherent scratches of discourse. Knowing how to manage and connect individual speech and how to map this knowledge onto the turn-taking structures of interactive talk is called discourse competence.

c) Pragmatic Knowledge

Effectively and appropriately adapted to various speaking purposes.

d) Grammar

Accurately using grammatical rules. Thornburry (2003) added that in order to produce a much more sophisticated range of meanings, the language's grammar need to be enlisted.

e) Vocabulary

Using a representative and sufficient vocabulary.

f) Phonology

Demonstrating intelligible pronunciation. Thornburry (2005) explained phonology as the way individual words are pronounced, the

sounds that they are composed and intonation (separating the stream of speech into blocks of information (called tone units) and to mark information within these units as being significant (p.24).

2.3. The Purposes of Speaking

“Speaking is desire-and-purpose-driven” (McDonough & Shaw, 2003, p.134). Each purpose for speaking implies the rules of how spoken language represents the context or wherein speech occurs, the participants, and their roles and relationships (Richard & Willy, 2002). Harmer (2007) characterized the purposes of speaking as interactive or non-interactive. The interactive talk takes place eye to eye or face to face, while leaving a message on a mobile phone or e-mail is called non-interactive.

Some linguists attempt to form the category of speaking purposes. Richards (2009) used an expanded three-part version of Brown and Yule’s framework that determined the speaking purposes as interaction, transaction, and performance. For each purpose, speech production is quite different; therefore, Richards (2009) emphasizes a different teaching approach.

a. Talk as interactions

Interactional talk means conversation and interaction to maintain social and relationships. The focus is more on the speaker rather than the message. Interactional talk is more people-oriented, with the dominant purpose of sustaining social relationships (Menggo, 2018). In line with this, Burkart (1998) added that although in terms of exchanging information, accurate and orderly information is not the primary goal.

The duration of each speaker's communication tends to be relatively short. Greetings, compliments, small talks, and telling jokes are examples of interactional functions.

b. Talk as transaction

On the contrary, talk as a transaction describes circumstances in which the attention is on what is said or done. The main focus here is the message and how to make the listeners catch it accurately and precisely, rather than how they engage socially (Rahman & Deviyanti, 2012). Transactional communication can be described as message-oriented: the key is that the message is clearly stated to reduce misinterpretation. News broadcasts, obtaining information or goods or services, and instructions are examples of transactional purposes (Menggo, 2018). In contrast to interactional speech, this type gives the speaker a longer duration. It may require the prior organization of information and specific linguistic devices to signal what kind of information is provided (Basturkmen, 2002).

c. Talk as performance

This is related to speaking in public or in front of an audience, for instance, in morning talks, public announcements, speeches, presentations, or lectures (Richards, 2009).

Although the differences between interactional and transactional purposes are frequently blended by maintaining good social interactions with

others helps to make transactional tasks easier to do (Brazil, 1995, p.29). So both purposes can be perceived as two dimensions of spoken interaction.

2.4. English Speaking Teaching in EFL Context (Indonesia)

Brown and Yuliana (2001) claimed that, for teachers, assisting students in speaking a foreign language is likely to be the most challenging area of language learning. In Indonesia, Yusuf and Zuraini (2016) conducted a study by interviewing two teachers from a public senior high school in Bireuen, Aceh. The challenges the teachers encountered most in teaching speaking are students' lack of vocabulary, pronunciation problems, lack of motivation, and students' keep using their L1. Essentially, these challenges are included in the components of speaking abilities that must be mastered by students when learning to speak in a foreign language (i.e., pronunciation, grammar, vocabulary, fluency, and pronunciation).

On the other hand, for the learners, Richard and Renandya (2002) argued that speaking a foreign language is also highly challenging. Farhani et al. (2020) found five significant barriers to the English-speaking for senior high school students in Indonesia. They are made up of lack of vocabulary, grammar, fear of others' reactions, low bravery when speaking publicly in English, and anxiety. Richard and Renandya (2002) added that speaking a foreign language is challenging since effective speaking entails the ability to use the language appropriately in a particular social context, hence, only a few people can achieve such native abilities in oral communication. This is in line with Farhani et al. (2020) stated that Indonesian students must acquire

knowledge of how native speakers use language in the context of a structured interpersonal exchange. Brown (1994) argued that lack of target language exposure to native speakers makes most adult EFL learners poor at spoken language, especially in fluency, idioms, and understanding cultural pragmatics.

2.5. The Role of Motivation in Learning English

The term “motive” can be translated as “power” as a cause that makes a person do or act on something, and this power is a stimulus that comes from either internal or external of an individual (Uno, 2008). Behaviourists defined motivation as a willingness to gain a particular goal in doing something, goals that reinforce such behavior (Brown, 2000).

Motivation is a primary factor in the second language learning process, it is a kind of desire for learning (Anjomshoa & Sadighi, 2015). Students with high motivation tend to give more effort and assurance to achieve their goals. On the contrary, students with low motivation put less effort into their goals; this results to incompetent speaking ability (Rahman & Deviyanti, 2012). Tuan and Mai (2015) found that students’ low motivation to express themselves is one factor affecting their speaking performance. Self-regulated speaking motivation can be one predictor of increasing EFL students’ speaking ability (Uztosun, 2021). The research by Menggo (2018) showed that there is an inter-dependency between psychological factors (motivation) on students’ cognitive and performance domains. Menggo (2018) suggested that EFL teachers pay more attention to students' psychological factors in the

English instructions, rather than only students' cognitive and performance domains. Thus, it can be concluded that motivation plays a crucial role for EFL students, especially in practising their speaking abilities.

2.5.1. Intrinsic and Extrinsic Motivation in Learning English

Intrinsic motivation is an internal power in doing something, or acting on something for the sake of that activity itself without aiming for any extrinsic rewards (Woolfolk, 2004 as cited in Rahman et al., 2020). Deci (1975, as cited in Brown, 2000) claimed that intrinsic motivation aims for internal rewards such as feeling capable and self-determined. Meanwhile, extrinsic motivation is an activity aiming for external rewards or goals such as grades, competition, fulfilling parental expectations and school curriculum, tests or exams, money, prizes and praise.

However, Menggo (2018) stated that intrinsic motivation in learning EFL speaking stems from inside factors of students, such as their confidence or their feeling of capability in speaking English. Meanwhile, the extrinsic motivation might come from outside factors such as English speaking environment support, appropriate curriculum, teachers' competency and time allocation.

2.5.2. Learning Motivation

Uno (2011, p.23) claimed that motivation to learn arises from intrinsic or extrinsic factors. Wanting success, desires and expectations from within are examples of intrinsic motivation. In contrast, the extrinsic factors are external appreciation, a conducive learning environment, and exciting

learning activities. Uno (2011) argued that both of these factors are caused by certain stimuli, so a person is more active and enthusiastic in the learning process. Bakar (2014) added that highly motivated students tend to have high responsibility, show interest in taking risks, are diligent, are active, not easy to feel satisfied and always trying their best.

McInerney et al. (1997 as cited in Li, et al., 2017) developed Inventory of School Motivation or the ISM to explore if students from varying cultural backgrounds promote goals differentially and examine the relationship of goals to academic motivation and achievement. The instrument is based on the use of eight sub-categories: mastery (task, effort), performance (competition, social power), social (affiliation, social concern), and extrinsic (praise, token rewards). The description for each sub categories are as in the following table (McInerney, 2008, 2016; McInerney & Liem, 2009; King et al., 2012; King & McInerney, 2014 as cited in Li, et al., 2017);

Table 2.1
Motivation Indicators on ISM

Motivation Indicators	Sub-Indicators	Description
Mastery	Task	Task Interest
	Effort	Willingness to work hard
Performance	Competition	Outperform others
	Social Power	Assume leadership roles
Social	Affiliation	Cooperation with other students

	Social Concern	Seeking group success with the support and caring
Extrinsic	Praise	Seek social recognition
	Token	Seek tangible rewards

2.6. Fishbowl Technique in Teaching English Speaking

The term "Fishbowl" consists of two words: "fish" and "bowl," with the students' group located in the inner circle as the fish and the students' group located in the outer circle as the bowl. The inner-circle consists of three to five students who will act as active members in discussion, therefore, it is similar to fish in a bowl. Thus, the bowl will be the majority of the class in which they act as audience listeners. If the students in the outer circle want to share their opinion, ask questions or at least interrupt some points, they must exchange seats with friends in the inner circle. Thus, the basic rule is that only students in the inner circle can speak, while all the students in the outer circle can do are observe, listen or take notes and prepare themselves to sit in the inner circle (Wood & Taylor, 2007). The Fishbowl can be set up in a variety of ways, but the usage of two concentric circles is what defines this technique (Garrison & Munday, 2011).

Koterwas et al. (2021) suggested that Fishbowl discussions are not meant to reach agreement but to build intimate, open and lively dialogue among the participants. Fishbowls have been utilized by group work specialists and in counselling, business, and education (Furr & Barret, 2000; Hensley, 2002; Smart & Featheringham, 2006; Kong, 2002; Priles, 1993; Slade & Conoley, 1989 as cited in Wood & Taylor, 2007, p.54). Fishbowls are an effective

approach for increasing student participation in book club discussions (Kong, 2002, as cited in Wood & Taylor, 2007)

2.6.1. The Advantages of Fishbowl Technique

Literature indicates several advantages of using Fishbowl Technique in teaching English speaking. First, Fishbowl is an effective teaching tool for group activity. According to Brown (2000), learning to speak in an empty (without interlocutors) would deprive the complex elements of communication ability, hence, students need to learn a second language by "interacting". Garrison and Munday (2011) suggested that the Fishbowl format helps set up a physical arrangement to nourish the kinds of behaviours and energy in an authentic discussion so that students can engage in genuine discussion. Garrison and Munday (2011) added that "Fishbowls can create productive environments for initiating important, yet potentially charged, conversations, and we can use a number of topics (in addition to assessment) that would work well within the Fishbowl format" (p.4).

Second, Fishbowl Technique allows students to prepare themselves, especially students in the outer circle. Harmer (2007) suggested that preparation can help students be less hesitant to speak, and Anistantia et al. (2017) added that Fishbowl helps students speak more confidently. Students in the outer circle have time to prepare by brainstorming ideas or taking notes so that they can contribute to the real-time discussion in the inner circle. In contrast, authentic communication where spontaneity

is expected is offered in the inner circle discussion. Third, Fishbowl technique helps break the tradition of teacher-centred teaching by allowing students to participate in discussions (O'Keefe, 1995). This Fishbowl format can be used in any subject or topic that encourages student-centred discussion. As Wood and Taylor (2007) added that the main focus in Fishbowl is on the students' opinions and ideas rather than the teacher's. Fourth, Fishbowl allows students to construct meaning and promote their higher-level thinking (O'Keefe, 1995; Cumming, 2015 as cited in Koterwas et al., 2021) and helps them think and organize their thoughts (Ilma & Manurung, 2019). Sixth, this technique can educate students more than simply course knowledge since it provides them ownership of the classroom and responsibility for their own learning. Kassner and Harrington (2010) suggested that the Fishbowl format allows the kinds of circumstances for authentic interaction and is a necessary element for establishing the culture of responsibility. This is in accordance with Ilma and Manurung (2019), found that Fishbowl discussion gives students a sense of responsibility.

In Indonesia context, some previous studies have showed that the use of Fishbowl Technique improves students speaking ability in English class: The research carried out by Nuryanti (2020) with the eleventh-grade students of MAN 1 Palu as the participants. The study showed that the mean score of students that were taught by Fishbowl was higher than the students' mean scores without treatment, this indicated that Fishbowl

method effectively improves students' speaking ability. Another research is by Aji (2013) through classroom action research in SDN Maguwoharjo

1. The quantitative data showed that speaking performance is improved in four elements: grammatical, pronunciation, vocabulary and fluency.

Lastly, Rahas (2019) following through the same method showed that the Fishbowl Technique based on conversation improvement increased students' speaking ability in SMAN 2 Kupang. The study added that students experienced the increased use of linguistics (pressure, speech, tone and rhythm) and non-linguistic aspects (fluency and mastery of the material). As an addition, Nuryanti (2020) found that the use of Fishbowl in the speaking class gained a positive response from the students. On the other hand, Aji (2013) claimed that Fishbowl technique helps offer equal positions and minimize the gap between high and low performance students. Aji (2013) also stated that Fishbowl can motivate students since the rules of the technique offer them to change positions, this stimulates students to compete with each other.

2.6.2. The Disadvantages of Fishbowl Technique

However, using Fishbowl technique is not without challenges. Previous studies indicates that there are many challenges of using Fishbowl Technique. According to (Taylor, 2007 as cited in Ibrahim, 2021) these may include; a conflict between students, providing false information, the changing focus from the topic assigned and how some students may have difficulty expressing themselves.

As already mentioned, Fishbowls can encourage authentic conversation (Garrison & Munday, 2011). Inevitably, the authentic conversation also offers some drawbacks. One of them is described by Thornbury (2005) that in any group of people, there will always be someone who will dominate the conversation and someone who will not speak much at all. It is then necessary to build a method for authentic interaction and strategies for improving students' willingness to listen attentively to others. According to Garrison and Munday (2011) stated that although all players are equal, the rules in Fishbowl prevent a situation where everyone speaks and no one listens or a situation where one or a few people dominate and quiet others. Instead, the design of Fishbowl encourages people to discuss and listen, which are both important for collaboration. Therefore, Garrison and Munday (2011) suggested that Fishbowl Technique should be recognized as one method for listening practice rather than only for talking practice.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter explains how this research was conducted to answer the preceding research questions. It offers research design, research sites and participants, data collection methods and analysis methods.

3.1. Research Design

This study used mixed method in which the quantitative approach to see whether the variable influences another variable of interest and qualitative approach to know participants' perceptions and experiences. Watson (2015, p.44) stated that quantitative approach is a systematic investigation that uses statistical or numerical data to describe and understand the phenomena. Hancock et al (2009, p.6) added that this approach aimed to understand reality by the discovery of general "laws". The design used experimental research in which the variable will be manipulated systematically to see whether the result influences another variable of interest. Like the survey, Creswell and Creswell (2018) defined that experimental design helps the researcher make conclusions about the relationships among variables and how the sample results may generalize to a broader population. Thus, experiments are to compare samples in terms of an outcome to see a relationship among variables of interest. On the other hand, qualitative approach is used through interview. The focus of qualitative research is on participants' perceptions and experiences, and the way they make sense of their lives (Creswell & Creswell, 2018). Creswell and Creswell (2018) added that the value of

qualitative research lies in the specific description and themes developed in the context of a specific site. Therefore, the conclusion is not to generalize findings outside those under study.

In quantitative approach, this research used a quasi-experiment to answer research question one and a narrative qualitative approach to answer research question two by conducting an interview. The quasi-experiment used is the nonequivalent control group design in which two classes act as control and experimental. The participants were not assigned randomly to avoid messing up the school administration, hence, this study took the intact class. As stated by Creswell (2009), this design is a well-known approach to quasi-experiments where the experimental group and the control group are selected without random assignment (p.150). Both groups took a pretest and posttest, and only the experimental group received the treatment. Meanwhile, an interview conducted to explore the students opinion on their experienced in using Fishbowl Technique.

Table 3.1

The Schematic of the Quasi-experimental Design (Cohen, Manion & Morrison, 2007, p.283)

	Pretest	Treatment	Posttest
Experiment	O_1	χ	O_2
Control	O_3		O_4

O_1 : pretest for experimental group
 O_2 : posttest for experimental group
 O_3 : pretest for control group
 O_4 : posttest for control group
 χ : treatment

3.1.1. Variables

As mentioned before, experimental research seeks to discover the effect of certain variable manipulation on other variables. Thus, in this study, Fishbowl technique is the independent variable since the technique is considered as a presumed cause of the changes on other variables. Meanwhile, speaking ability and motivation are the dependent variables in which both will be the target of measurement in order to examine whether the independent variable is influencing them or not. Simply defined, the independent variable is the variable making an influence and the dependent variable is the variable being influenced (Loewen & Plonsky, 2016 as cited in Rogers & Revesz, 2020).

3.1.2. Hypothesis

The hypothesis was developed as this study also used a quantitative approach. The hypothesis aimed to answer research questions temporarily. The hypothesis was in the form of null hypothesis (H_0) and alternative hypothesis (H_a). Therefore, the hypothesis of this research was as follows:

H_0 : There is no significant difference between students' posttest scores in the experimental group and students' posttest scores in the control group.

H_a : There is a significant difference between students' posttest scores in the experimental group and students' posttest scores in the control group.

If the result of the test shows that teaching speaking through Fishbowl Technique does not improve students' speaking ability, it means that the null hypothesis (H_0) is not rejected. Yet, if the result of the test shows that teaching speaking through Fishbowl Technique does improve students' speaking ability, alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected.

3.2. Research Sites and Participants

This research was conducted at Islamic Senior High School (MAN) 1 Banda Aceh located at. Pocut Baren No.116, Keuramat, Banda Aceh, Kota Banda Aceh. The research started from 10 May 2022 to 27 May 2022.

3.2.1. Population

The population in this study is the whole sophomore of Islamic Senior High School (MAN) 1 Banda Aceh, consisting of 10 classes with four different majors.

Table 3.2
Program Studi MAN 1 in academic year 2021/2022

No.	Major	Number of Students		Total
		11 th Grade		
		M	F	
1.	Language Class	13	17	30
2.	Science Classes	95	114	209
3.	Sosial Classes	29	42	71
4.	Religion Classes	19	21	40

Total	156	194	350
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3.2.2. Sample

The quasi-experiments on this study did not include the use of random assignment and instead used convenience sampling. Quasi experiment are most likely to be conducted in field settings where random assignment is difficult or impossible. According to Fraenkel and Wallen (1990), random assignment is when participants are randomly placed into the experimental and control groups. Thus, according to Galloway (2005), convenience sampling involves using respondents who are “convenient” to the researcher. There is no specific pattern or procedure for acquiring these respondents. Through convenience sampling, available intact classrooms were used as participants of the research, XI Agama and XI IPA V. However, the time allocation for English subject in both classes are the same, that lead a better chance of obtaining homogeneous characteristics of respondents. Class XI Agama was selected as the experimental group with 23 students and class XI IPA V as the control group with 23 students. Thus, the experimental group will be given the treatment while the control group will not be given any treatment.

Meanwhile, ten students were purposively sampled for interview. According to Cohen, Manion and Marrison (2018) purposive sample is

essential to find respondents who are able to comment on particular issues or matters of interest to the researcher.

The interview aims to find students' motivation towards the treatment of the use of Fishbowl Technique. Therefore, the sample consists of ten students from Class XI Agama, since the class received and experienced the treatment of Fishbowl Technique.

3.3. Methods of Data Collection

The data of this study was collected through the following instruments:

3.3.1. Pretest and Posttest

The first instrument used in this study was speaking tests to measure students' speaking ability. The tests were distributed in the pretest and posttest for experimental and control classes. The pretest allows the researcher to measure certain initial attributes or characteristics of the participant before they receive a treatment (Creswell, 2012) in which in this study the attribute is the initial of students' speaking ability. The posttest was then conducted after the treatments to measure the final result of students' speaking ability. Both pretest and posttest conducted 2-3 minutes for each students and recorded.

3.3.2. Interview

The second instrument used in this study is an interview to measure students' motivation after experiencing the learning process with Fishbowl Technique. This study used specifically a structured-interview. According to Cohen et al. (2018), structured interview is when the

content and the sequence of the questions are organized in advance, and during the time interview, the interviewer has limited freedom to make modifications. Thus, the interview was only for the experimental group after the treatment.

The method of administering interviews is online interviewing through smartphones, precisely the asynchronous form (WhatsApp). Smartphones help interview (Raento et al., 2009, as stated in Cohen et al., 2018). Cohen et al. (2018) stated that through asynchronous methods, the interviewees have a flexible and convenient time to response. They have a chance to reflect and think carefully on the proposed questions and their previous answers.

The questions were based on the motivation indicators from the ISM (Inventory of School Motivation) developed by McInerney et al. (1997 as cited in Li, et al., 2017).

Table 3.3
The item distribution based on the motivation indicators

Indicators of Motivation		Interview Item Number Choices
Mastery	Task	1,2
	Effort	3
Performance	Competition	4
	Social Power	5
Social	Affiliation	6

Social Concern		7
Extrinsic	Praise	8
	Token	9

Table 3.3 displays the distribution of items according to the four motivation indicators. The indicators are task, performance, social and extrinsic with two sub indicators each. It is represented by nine questions in total.

3.4. Methods of Analysis

3.4.1. Data Analysis Technique for Pretest and Posttest

3.4.1.1 Scoring Technique

To obtain a valid score that determines students' speaking ability, we need a set score and criteria that provide a brief description for each score given in assessing students' speaking ability. Thus, the research adapted from rubric proposed by Marek and Wu (2011). The elements of the speaking scale are in the following table:

Table 3.4
Speaking Rubric

Criteria	Points	Description
Fluency	5	The speaker speaks confidently and naturally with no distracting hesitations. Ideas flow smoothly.
	4	The speaker occasionally hesitates to think of ideas and expected words.
	3	The speaker hesitates several times, but generally seems to know the desired words, even if it is necessary to think about them a bit.
	2	The speaker has many hesitations and feels difficult at remembering words..

	1	The speaker has many hesitations and great difficulty remembering or selecting words.
Pronunciation	5	Pronunciation is accurate, with correct inflections, numbers of syllables and other correct nuances of pronunciation.
	4	Pronunciation is satisfactory; sometimes have incorrect inflections but still understandable.
	3	Pronunciation is satisfactory; however words sometimes have incorrect inflections or are otherwise sometimes hard to understand.
	2	Pronunciation is very hard but still possible to understand.
	1	Pronunciation is very hard and impossible to understand by a native speaker.
Grammar	5	The speaker speaks with no more incorrect grammar than a native speaker would
	4	The speaker occasionally uses inappropriate verb tenses and/or incorrectly uses parts of speech.
	3	The speaker often uses inappropriate verb tenses and/or incorrectly uses parts of speech, however the speaker has the ability to correct grammar without prompts.
	2	The speaker makes frequent use of inappropriate verb tenses, sentences and/or parts of speech, but still seems to understand the prompts.
	1	The speaker makes frequent use of inappropriate verb tenses and/or incorrectly constructs sentences or uses parts of speech, but seems to know nothing about the prompts.
Vocabulary	5	Vocabulary is sufficient to be understood in most settings and words are used with their correct meaning.
	4	Vocabulary is sufficient and there are only occasional problems with correct meaning of words.
	3	Vocabulary is moderate, although the speaker sometimes needs help identifying the correct words. There are only occasional problems with correct meanings of words.
	2	Vocabulary is limited and sometimes uses incorrect meanings of words.

	1	Vocabulary is very limited and/or incorrect words are often used.
Content	5	The speaker is knowledgeable about the subject and provides a significant level of detail, given the time available.
	4	The speaker is knowledgeable about the subject and attempt to provide many details.
	3	The speaker is aware of the subject and attempts to provide relevant ideas about it. Provides a bit details.
	2	The speaker is aware of the subject but sometimes provide irrelevant ideas.
	1	Speaker seems to have little or no understanding of the subject. Statements are superficial or not relevant.

This rubric adapted from Marek & Wu (2011).

The formula in calculating the score is as the following :

$$\frac{\text{Gained Point}}{\text{Total Point (25)}} \times 100 = \text{Score}$$

3.4.1.2. Data Analysis on Pretest and Post Test

To find out the effectiveness of Fishbowl Technique in improving students' ability in speaking, the independent t-test formula was used in this research. This test is conducted after fulfilling some specific requirements, such as the data comes from two unrelated groups, the data are normally distributed and variances from both groups are equal. Thus, the calculation covered normality distribution test, homogeneity test (to measure if the scores from two groups were equal or approximately equal), the used of independent t-test, and the calculation of effect size as the final step.

a. Normal Distribution

Saphiro-Wilk's formula was used through SPSS Statistics v.25 to calculate whether the scores in each group are normally distributed. A normal distribution is where data is symmetrically distributed and centered on the mean score of all data in a population. This will improve objectivity and avoid biased conclusions for this research. Thus, the hypothesis is as follows:

H_0 : The scores of the experimental and control group are normally distributed.

H_a : The scores of the experimental and control group are not normally distributed.

In interpreting the data, if the significant value is smaller than the significance level (0.05), the alternative hypothesis is accepted and the null hypothesis is rejected, meaning the scores are not normally distributed and vice versa.

b. Homogeneity Test

The homogeneity of variance test used Levene test in the SPSS Statistics v.25 program. A variance homogeneity test was used to see if the data to be measured comes from a homogene population in which the variances of two groups' scores are equal. The hypothesis is as follows:

H_0 : The variances of the experimental and the control group are homogenous.

H_a : The variances of the experimental and the control group are not homogenous.

In interpreting the data, if the significant value is greater than 0.05, the variances of the groups are equal or homogenous, it means that the null hypothesis is accepted, while the alternative hypothesis is rejected.

c. Independent T-Test

Independent t-test is a parametric test to determine if there is a different mean between two unrelated groups which the data assume from as two groups consisting of different participants. After fulfilling the two tests above as the requirement to use an independent t-test, an independent t-test was used to see if there were different mean scores between the experimental and control groups. The hypothesis is as follows:

H_0 : There is no significant difference between students' scores in the experimental and control groups after the treatment.

H_a : There is significant difference between students' scores in the experimental and control groups after the treatment

There are two ways in interpreting the data output:

1. If Sig. (2-tailed) is less than 0.05, then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted which indicates that there is significant difference between posttest mean score of experimental group and control group.

2. By comparing t-table value to calculated t-value, if the calculated t-value is greater than the t-table value, the null hypothesis is rejected and the alternative hypothesis is accepted.

d. The Calculation of Effect Size

Effect size (symbolized as r), as explained by Bacon (2022), is a standardized measure of the strength of a relationship. In this case, it is just the standardized mean difference between the two groups. This is important if we are trying to calculate the power for a two-sample case with different sample sizes for an assumed effect size (Bacon, 2022, p.114). Thus, in this research, effect size was used to determine how strongly the independent variable (Fishbowl Technique) affected the dependent variable (the students' speaking ability). This study used the Cohen's Formula in testing the effect size, the formula is as follow:

$$\text{Cohen's } d = \frac{M_1 - M_2}{\text{Pooled Standard Deviation}}$$

M_1 = Posttest mean score of Experimental group

M_2 = Posttest mean score of Control Group

$$\text{Pooled SD} = \frac{(\text{SD from Experimental Group})^2 + (\text{SD from Control Group})^2}{2}$$

The interpretation of the obtained value can be seen from the Cohen's categorical effect;

Weak : 0 - 0.20

Modest : 0.21 - 0.50

Moderate : 0.51 - 1.00

Strong : >1.00

3.4.2. Data Analysis Technique for Interview

The data analysis is based on Creswell (2018) through several steps: winnowing the data, coding (generating a description and themes), and interpreting.

First, winnowing the data or data reduction. Generally, the data gathered like texts can be so dense and rich that there is the need to focus on some data and disregard other parts. Get the general ideas or impression of the overall depth in reading or understanding the data.

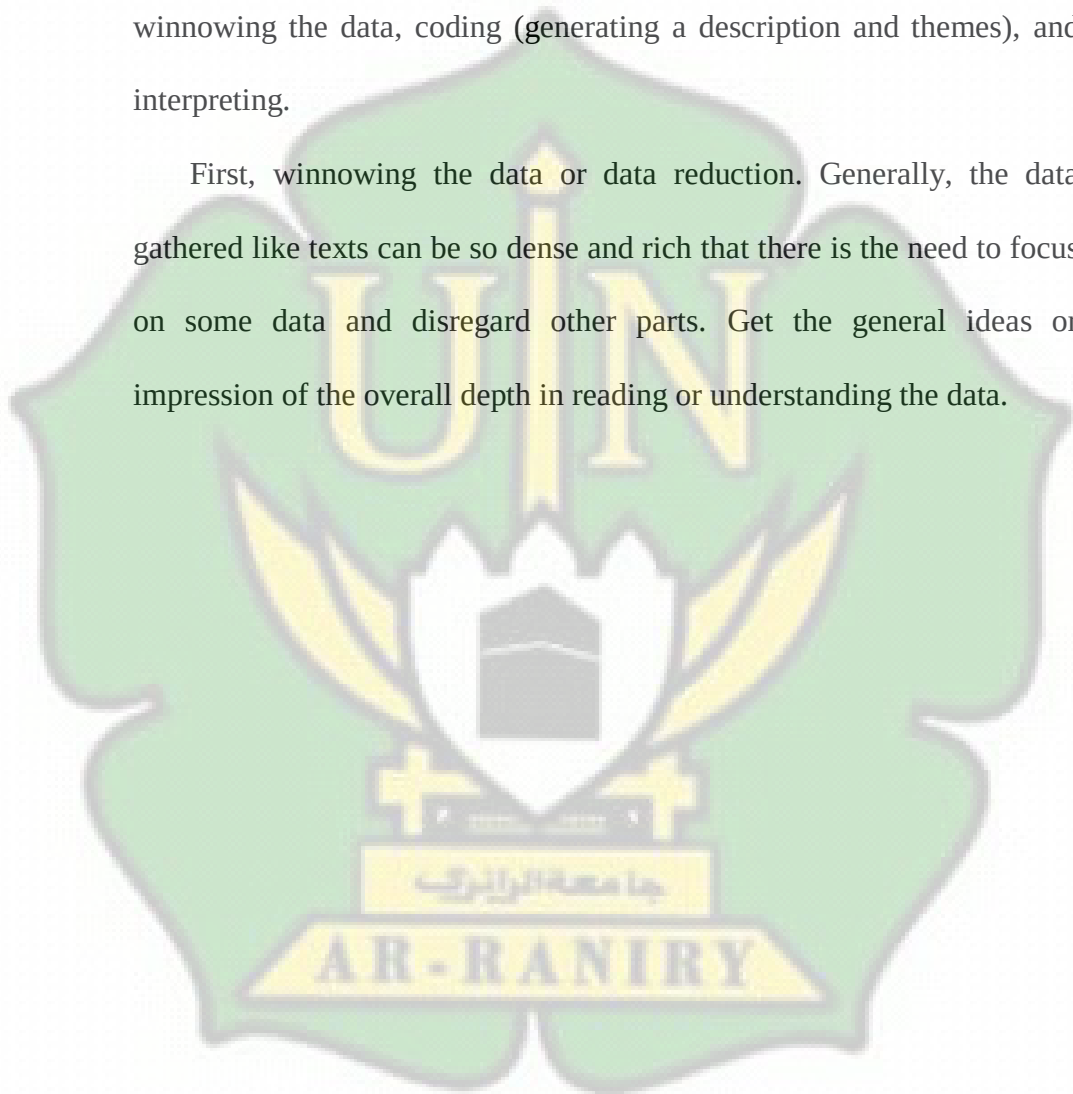


Table 3.5
The Codes Generate from Motivation Indicators

Motivation Indicators	Sub-Indicators	Description	Codes
Mastery	Task	Task Interest	M-TI
	Effort	Willingness to work hard	M-WH
Performance	Competition	Outperform others	P-OO
	Social Power	Assume leadership roles	P-LR
Social	Affiliation	Cooperation with other students	S-CS
	Social Concern	Seeking group success with the support and caring	S-GSC
Extrinsic	Praise	Seek social recognition	E-SR
T	Token	Seek tangible rewards	E-TR

The second process is coding. The type of code in analysing the transcript is expected codes. Expected codes is code on topics that readers would expect to find, based on the literature and common sense (Creswell, 2018, p.318). Therefore, some of student's response were labeled with the expected codes generate from the motivation indicators.

Lastly, the interpretation. Creswell (2018) stated that interpretation in qualitative research entails some procedures: summarizing the overall findings, comparing the findings to the literature or theories, discussing a personal view of the findings, and suggesting limitations or advancing future research.

In addition, validity and reliability strategies need to be carried out to check the accuracy and credibility of the finding. The strategy used in this study are as follows:

A. Validity

The strategy for validity is through member checking. Member checking is to determine the accuracy of the findings by taking the final report back to participants and determining whether these participants agree with it (Creswell, 2018). If the participant does, it is argued that the interpretation then not only based on the researcher's opinion (Griffie, 2012).

B. Reliability

Reliability strategy is through inter-rater reliability, specifically the help of other researchers to crosscheck the codes for intercoder-agreement. According to Creswell (2018, p.326), such an agreement might be based on whether two or more coders agree on codes used for the same passages in the text. Miles and Huberman (1994, as cited in Creswell, 2018) recommended that the consistency of the coding be in agreement at least 80% of the time for good qualitative reliability. Hence, the reliability strategy used the reliability formula supplied by Miles and Huberman by dividing the number of agreements by the total number of agreements plus disagreements.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter presents an explanation of the findings and a discussion of the analysis following the intended method. It offers findings on the pretest and posttest, findings on the questionnaire and discussions that will be associated to the literature review.

4.1. Findings from Pretest and Posttest Scores

4.1.1. Data Description

To answer the research question one, the data was collected through speaking tests distributed before and after the treatment. The experimental class was XI Agama, applied with Fishbowl Technique, and the control class was XI IPA 5 with no treatment. Both classes consisted of 23 students.

a. The Data from Experimental Class

Table 4.1

The Students' Pretest and Posttest Score from Experimental Class

No.	Participants	Pretest	Posttest	Gained Score
1	Student 1	48	60	12
2	Student 2	56	64	8
3	Student 3	36	52	16
4	Student 4	52	64	12
5	Student 5	60	72	12
6	Student 6	64	76	12
7	Student 7	72	80	8
8	Student 8	64	72	8

9	Student 9	60	68	8
10	Student 10	76	80	4
11	Student 11	56	72	16
12	Student 12	64	68	4
13	Student 13	60	72	12
14	Student 14	68	72	4
15	Student 15	48	60	12
16	Student 16	76	88	12
17	Student 17	64	80	16
18	Student 18	64	72	8
19	Student 19	44	60	16
20	Student 20	72	80	8
21	Student 21	52	68	16
22	Student 22	48	64	16
23	Student 23	60	76	16
Total		1364	1620	256
Average		59,3	70,4	11,1
Min.		36	52	
Max.		76	88	
Standard Deviation		10.35	8.42	

Table 4.1 showed the pretest and posttest score obtained from the Experimental Class' speaking test. Average score for posttest is 70.4 which is higher than pretest score with 59.3, therefore, there is 11.1

increasing score. The total for the gained score is 256. From the difference in mean and the total gained score, it can be seen that there is an increasing score before and after the treatment with Fishbowl Technique.

b. The Data from Control Class

Table 4.2

The Students' Pretest and Posttest Score from Control Class

No.	Participants	Pretest	Posttest	Gained Score
1	Student 1	44	56	12
2	Student 2	64	64	0
3	Student 3	64	60	-4
4	Student 4	64	68	4
5	Student 5	72	76	4
6	Student 6	44	48	4
7	Student 7	76	80	4
8	Student 8	40	56	16
9	Student 9	68	68	0
10	Student 10	76	80	4
11	Student 11	72	72	0
12	Student 12	48	64	16
13	Student 13	60	64	4
14	Student 14	72	76	4
15	Student 15	52	60	8
16	Student 16	40	52	12
17	Student 17	36	48	12
18	Student 18	72	76	4

19	Student 19	52	52	0
20	Student 20	60	60	0
21	Student 21	52	56	4
22	Student 22	72	72	0
23	Student 23	56	64	8
Total		1356	1472	116
Average		58,9	64	5,04
Min		36	48	
Max		76	80	
Standard Deviation		12.72	9.87	

Table 4.2 displays the pretest and posttest scores from the Control Class' speaking test. There is a difference in total scores obtained from pretest to posttest with 116 higher scores for posttest, which leads to a different mean of 5.04 higher for posttest.

After describing the calculation of the obtained score from the Control and Experimental classes, it can be seen empirically that there is a higher score on posttests from both classes. Thus, the following graph will show a more precise calculation and comparison of how far both classes improved on posttest scores.

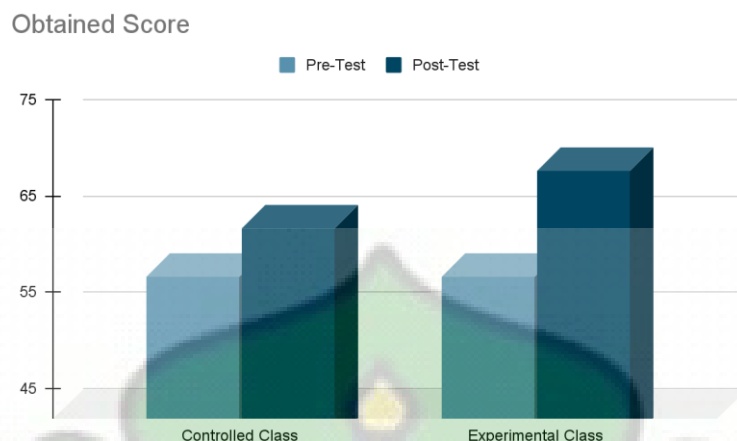


Figure 4.1. The Obtained Score from Pretest and Posttest of Experimental and Control Class

However, Figure 4.1 shows a difference between the mean score of the posttest from the Experimental and Control class. Specifically, tables 4.1 and 4.2 show the mean score of the posttest from Experimental class is 70.4 and the mean score of posttest from Control class is 64. This indicates that there is an increasing mean score of posttest with 6.4 increasing mean score.

4.1.2. Analysis of The Data

This study used an Independent T-test to examine whether Fishbowl Technique significantly impacts students' speaking ability. As the previous diagram displays the increasing score on posttest for both classes, it is necessary to see if there is any significant difference between the posttest score from both classes. This is done since the data has fulfilled the requirement for using Independent T-test, that is, the data was normally distributed and was homogenous. All steps for analysis are described in the following:

a. Test of Normality Distribution

Table 4.3

Tests of Normality on Pretest and Posttest

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Control	,152	23	,183	,925	23	,083
Pretest Experiment	,135	23	,200*	,967	23	,621
Posttest Control	,109	23	,200*	,952	23	,326
Posttest Experiment	,139	23	,200*	,970	23	,700

* This is a lower bound of the true significance.
a Lilliefors Significance Correction

The pretest score was analyzed by Shapiro Wilk. The normality significance from the Control and Experimental class showed .083 and .621, indicating that the data was normally distributed since they are higher than the significance level of 0.05.

Similar to posttest scores, the normality significance of the posttest scores from Control and Experimental class are .326 and .700, with a higher than significance level (0.05) indicating the data was also normally distributed.

b. Test of Variance Homogeneity

Table 4.4

Test of Homogeneity of Variances on Pretest

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2,355	1	44	,132
	Based on Median	2,169	1	44	,148
	Based on Median and with adjusted df	2,169	1	43,997	,148
	Based on trimmed mean	2,334	1	44	,134

Using the Levene Test through SPSS Statistics v.25 program, the result showed the significance of the pretest was .132 in which greater than 0.05. Thus, the distribution of the data was homogenous.

Table 4.5

Test of Homogeneity of Variances on Posttest

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	,770	1	44	,385
	Based on Median	,928	1	44	,341
	Based on Median and with adjusted df	,928	1	43,998	,341
	Based on trimmed mean	,776	1	44	,383

Similar to data on pretest, the significance value of posttest was greater than 0.05 ($.385 > 0.05$), suggesting that the data distribution was also homogenous.

c. Independent Samples Test

Table 4.6
Independent Sample T-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	Confidence Interval of the Difference	
							95%	Lower	Upper
Equal variances assumed	0,770	,385	-2,378	44	,022	-6,435	2,705	-11,887	-,982
Equal variances not assumed			-2,378	42,931	,022	-6,435	2,705	-11,891	-,978

The result showed that the sig-value. (2-tailed) was .022 which is lower than the sig α (0.05). The result indicates that the null hypothesis is rejected and an alternative hypothesis is accepted. Thus, it can be concluded that there is a significant difference between students' scores in the experimental and control groups after the treatment of Fishbowl Technique.

d. Effect Size Calculation

On the other hand, the effect size is used to know whether the Fishbowl Technique has a small, modest, moderate or strong effect on students' speaking ability. This study uses Cohen's Formula in calculating the effect size.

$$\text{Cohen's } d = \frac{M_1 - M_2}{\text{Pooled Standard Deviation}}$$

M_1 = Posttest mean score of Experimental group

M_2 = Posttest mean score of Control Group

$$\text{Pooled SD} = \frac{(\text{SD from Experimental Group}) + (\text{SD from Control Group})}{2}$$

Thus, the value is :

$$\text{SD Pooled} = \frac{8.41 + 9.87}{2} = 9.14$$

$$\text{Cohen's } d = \frac{70.43 - 64}{9.14} = 0.70$$

The interpretation of the value can be seen from the Cohen's Categorical effect as follows;

Weak	: 0 - 0.20
Modest	: 0.21 - 0.50
Moderate	: 0.51 - 1.00
Strong	: >1.00

The final result is 0.70. According to Cohen's categorical effect, it indicates that Fishbowl Technique has a moderate effect on students' speaking ability.

4.2. Findings from Interview

4.2.1. Validity Test

The validity for the findings is conducted through member checking. After giving back the overall point of view or interpretation from each interviewee response, interviewees were all agree with the reported interpretation, hence, the interpretation then can be considered valid.

4.2.2. Reliability Test

The reliability strategy is conducted through inter-rater reliability. After distribute the transcript with the reported codes, the second rater examined and crosschecked throughout the transcript. Overall, the second rater agree on every codes used for the same passages in the transcript. However, following the reliability formula supplied by Miles and Huberman (Griffie, 2012), the result is as follows:

$$Reliability = \frac{agreement}{agreement + disagreement}$$

$$Reliability = \frac{89}{89 + 0} = 1$$

Resulting in a formula of 89 agreements and 0 disagreements for a final reliability of 1, which is a high level of inter-rater reliability.

4.2.3. Data Interpretation

Table 4.7

The Finding Codes from Each Interviewee

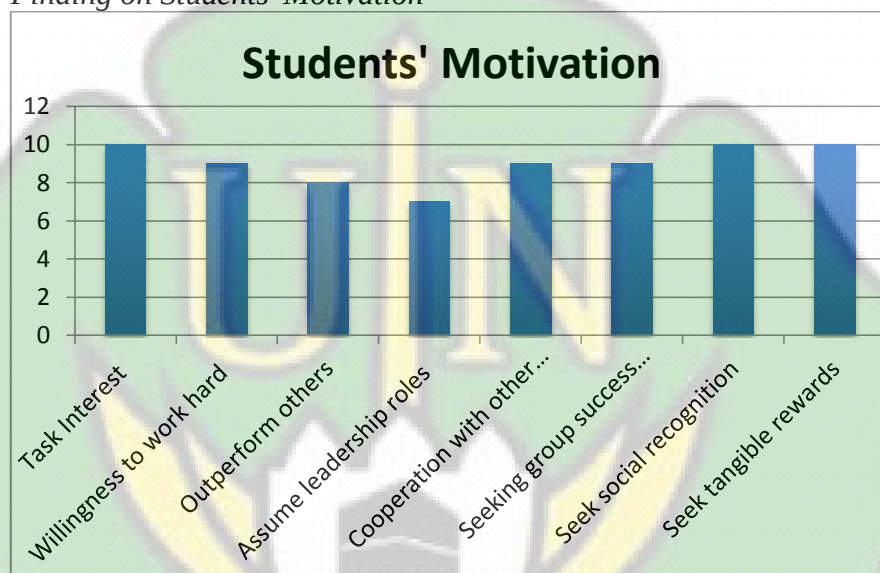
Interview	Codes
1 st interviewee	Task Interest [M-TI], Willingness to work hard [M-WH], Outperform others [P-OO], Assume leadership roles [P-LR], Cooperation with other students [S-CS], Seeking group success with the support and caring [S-GSC], Seek social recognition [E-SR], Seek tangible rewards [E-TR]
2 nd interviewee	Task Interest [M-TI], Willingness to work hard [M-WH], Assume leadership roles [P-LR], Cooperation with other students [S-CS], Seeking group success with the support and caring [S-GSC], Seek social recognition [E-SR], Seek tangible rewards [E-TR]
3 th interviewee	Task Interest [M-TI], Willingness to work hard [M-WH], Outperform others [P-OO], Assume leadership roles [P-LR], Cooperation with other students [S-CS], Seeking group success with the support and caring [S-GSC], Seek social recognition [E-SR], Seek tangible rewards [E-TR]

4 th interviewee	Task Interest [M-TI], Outperform others [P-OO], Seeking group success with the support and caring [S-GSC], Seek social recognition [E-SR], Seek tangible rewards [E-TR]
5 th interviewee	Task Interest [M-TI], Willingness to work hard [M-WH], Outperform others [P-OO], Assume leadership roles [P-LR], Cooperation with other students [S-CS], Seeking group success with the support and caring [S-GSC], Seek social recognition [E-SR], Seek tangible rewards [E-TR]
6 th interviewee	Task Interest [M-TI], Willingness to work hard [M-WH], Assume leadership roles [P-LR], Cooperation with other students [S-CS], Seeking group success with the support and caring [S-GSC], Seek social recognition [E-SR], Seek tangible rewards [E-TR]
7 th interviewee	Task Interest [M-TI], Willingness to work hard [M-WH], Outperform others [P-OO], Cooperation with other students [S-CS], Seeking group success with the support and caring [S-GSC], Seek social recognition [E-SR], Seek tangible rewards [E-TR]
8 th interviewee	Task Interest [M-TI], Willingness to work hard [M-WH], Outperform others [P-OO], Assume leadership roles [P-LR], Cooperation with other students [S-CS], Seeking group success with the support and caring [S-GSC], Seek social recognition [E-SR], Seek tangible rewards [E-TR]
9 th interviewee	Task Interest [M-TI], Willingness to work hard [M-WH], Outperform others [P-OO], Assume leadership roles [P-LR], Cooperation with other students [S-CS], Seek social recognition [E-SR], Seek tangible rewards [E-TR]
10 th interviewee	Task Interest [M-TI], Willingness to work hard [M-WH], Outperform others [P-OO], Cooperation with other students [S-CS], Seeking group success with the support and caring [S-GSC], Seek social recognition [E-SR], Seek tangible rewards [E-TR]

The table displays the codes appear in each student's response. The student response transcripts were labeled with the expected codes generated from the motivation indicators. Overall, most participants

agreed that the Fishbowl Technique increased their motivation to learn to speak English. However, the codes that appear the most are Task Interests, Seeking Social Recognition, and Seeking Tangible Rewards as shown on the figure 4.2 below.

Figure 4.2
Finding on Students' Motivation



The participants' opinions are explained in detail below based on the motivation indicators.

In Task Interest as a Mastery sub-indicator, all students believed that Fishbowl increased their interest in mastering language elements, specifically, vocabulary and grammar. Some students add pronunciation to their attention. For them, mastering a wide range of vocabulary and grammar is the only way to truly express their arguments and opinions. In addition, the Fishbowl technique also trains students' memory of these elements so that they are not lost and last longer. Another student

reported that Fishbowl trains her/his speaking abilities to deal with various situations and contexts.

On the other hand, still in the Mastery domain, students stated that the topics covered in Fishbowl increased their willingness to work hard because the topics were challenging. They added that Fishbowl encouraged them to think critically and think wisely. In the Performance domain, one of the two sub-indicators is 'outperforms the other'. Students feel like competing with each other to produce better and more effective English speaking. For them, this is due to how this technique allows a reflection of not only their own speaking abilities but also the abilities of their friends. They stated that this reflection motivated them to give their best in speaking and in outperforming others. One student explicitly explained that the class's smarter speaker urged him to be a better English speaker.

Furthermore, another sub-indicator in the Performance domain is the role of leadership. The leadership role is for students to be independent or self-sufficient in practicing speaking English or the ability of students not to lead others but to lead themselves. Some students claimed that Fishbowl encouraged them to practice their speaking and independence abilities because they had to express their own arguments from their own thought processes.

Next is the Social domain consisting of ‘cooperation with other students’ and ‘seeking group success with support and care’ as sub-indicators. Some students believe that this technique allows them to interact with each other in English. In interactions, they indirectly cooperate when to giving and taking turns in speaking. This is in line with Garrison & Munday (2011) claimed that the design of Fishbowl encourages people to discuss and listen, which are both important for collaboration.

Meanwhile, in seeking group success with support and care, students were asked how they felt about helping or being helped by their classmates. Students feel that helping and being helped increases their enjoyment during discussion. Some students said that in helping their friends, they felt self-confidence and happiness instantly. Meanwhile, the help of others made them remember better vocabulary and grammar that emerged during the discussion.

Finally, the extrinsic domain is formed by seeking social recognition and seeking tangible rewards. This domain is the domain with the most student agreements. All students agree that in Fishbowl they can receive a positive response or appreciation from the teacher or other students, which brings them joy and encouragement to study harder. On the other hand, Fishbowl helps students feel the need to get better grades or scores as tangible rewards. For a student, this is because of how the Fishbowl rules are understandable and fun. Another student

said that this might be because of how much she/he increased her/his vocabulary during the discussion.

4.3. Discussion

A person who knows a language is most likely to be considered a speaker of that language. Hence, improving students' speaking ability in learning English is essential. This study found that the Fishbowl Technique improves students' speaking ability through the speaking test. It is distributed to the class treated with Fishbowl Technique (experimental class) and the class with no treatment (control class). In Table 4.1 (p.38) and Table 4.2 (p.40), it can be seen that there was an increase in the average posttest score of the two classes. There is an increased score of 6.4 for the experimental class ($70.4 > 64$).

Since the data fulfilled the requirement to use Independent Sample T-test, the precise result of this study can be measured through the significant value gained from both classes' posttest through this test. The requirements are that the data were distributed normally with sig. value of .083 and .621 for pretest and .326 and .700 for posttest. The second requirement is that the pretest and posttest from both classes were homogenous, respectively with sig. value .132 and .385. Therefore, the p-value or sig. (2-tailed) from the independent sample t-test is .022, which is lower than the value of sig. α (0.05), this indicated that there is a significant difference between students' speaking scores in the experimental and control groups after the treatment of Fishbowl Technique. Finally, as the final step, the formula from Cohen is used to find

out the strength of the relationship between Fishbowl Technique and speaking ability. The output result is .70, which refers to Cohen's categorical effect interpreted as moderate.

Thus, Fishbowl Technique significantly affects speaking ability on sophomore of MAN 1, specifically with moderate effect. The finding confirmed the theoretical hypothesis of this study that the Fishbowl Technique has a significant effect on students' speaking ability. By that, the finding also support some initial research found by Anistantia et al. (2017) and Ilma and Manurung (2019) that Fishbowl Technique increases students' speaking abilities and favors students to be more confident and fluent in speaking English.

On the other hand, as specified by Filgona et al. (2020), the key to good teaching is how it motivates the learning process. Tuan & Mai (2015) found that students' low motivation to express themselves is one factor affecting their speaking performance. Therefore, it is essential to know if Fishbowl Technique motivates students to learn speaking. Through an interview, this study tried to explore the students' learning motivation using Fishbowl Technique. Ten students were purposively sampled for interview from class XI Agama since they received the treatment. The interview questions was adapted from 4 main indicators developed by McInerney et al. (1997 as cited in Li, et al., 2017), specifically, the Inventory of School Motivation (ISM). Those indicators are mastery, performance, social and extrinsic. The question consists of 9 items. The students' response are considered valid through the

member checking process. They are also considered reliable through second rater and calculated by formula supplied by Miles and Huberman with the final reliability of 1, which is a high level of inter-rater reliability.

In the next process, students response transcripts were labeled with the expected codes generate from the motivation indicators. The codes than calculated and graphed (figure 4.2). The findings showed that, most participants agreed that the Fishbowl Technique increased their motivation to learn English speaking. However, from the figure 4.2, it can be seen that code that appear most often are on Task Interests, Seeking Social Recognition, and Seeking Tangible Rewards. It can be concluded that most students in XI Agama of MAN 1 Banda Aceh feel increased motivation to learn speaking through the use of Fishbowl Technique, with highest influence on three motivation indicators. all students believed that Fishbowl increased their interest in mastering language elements, specifically, vocabulary and grammar. Some students add pronunciation to their attention. The result is in line with Aji (2013) that the Fishbowl Technique was effective for maintaining students' motivation and attention. Koterwas et al. (2021) also added that the technique can motivate students to practice the ability of expressing themselves. The students were also more enthusiastic and active in joining the teaching and learning process (Ilma & Manurung, 2019).

Aji (2013) reported, speaking performance with Fishbowl improved the mastery of grammar, pronunciation, vocabulary and fluency. According to Richard and Renandya (2002), effective speaking requires the ability to use

language appropriately in certain social contexts. Fishbowl permits students to practice various contexts of interaction. This is in accordance with Garrison & Munday (2011) that the Fishbowl format helps set up a physical arrangement to nourish the kinds of behaviours and energy in an authentic discussion so that students can engage in genuine discussion. In addition, students stated that since the topics covered in Fishbowl were challenging, it increased their willingness to work hard. They added that Fishbowl encouraged them to think critically and think wisely. This is in line with Ilma and Manurung (2019) that Fishbowl allows students to think and organize their thoughts and helps them construct meaning and promote their higher-level thinking (O'Keefe, 1995; Cumming, 2015 as cited in Koterwas et al., 2021).

Therefore, Fishbowl Technique can be one option of the speaking methods for EFL teachers. It is an effective way for EFL students to increase their speaking ability and maintain or even increase their motivation in learning English.

The finding was conducted in a favorite school in Aceh as the sample for this study. Further research is necessary on measuring whether the Fishbowl Technique influences speaking ability and motivation in varied school. The conclusion hopefully give additional contribution for teachers, especially in modifying the procedure and rule of Fishbowl Technique in speaking class.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a conclusion and commendation from this research.

5.1. Conclusions

According to the analysis and the discussion of this study, Fishbowl Technique has a significant effect on improving student's speaking ability. Fishbowl Technique can be one of the classroom methods to create a discussion atmosphere designed for a group. Evidently, through the approach process of quasi-experimental study, Fishbowl Technique is effective in the classroom, supported by many advantages this technique can offer, especially how students become less shy and less hesitant to speak, which is an essential start to learning speaking.

Additionally, most students agreed that the Fishbowl Technique augmented their motivation in learning speaking, with highest influence on three motivation indicators; task interests, seeking social recognition, and seeking tangible rewards. In conclusion, Fishbowl Technique is not just an effective tool to increase students' speaking ability but also help maintaining students' motivation during the learning process.

5.2. Recommendations

After carrying out this research, I make some recommendations that might be useful for teachers, curriculum designers and researchers. Fishbowl can be an option for EFL teachers for effective methods to improve students' speaking ability and motivation in the learning process. Most EFL students

doubt their chance to improve speaking ability due to the lack of opportunity and interlocutors. Fishbowl can be a way for teachers to boost students' participation as it is a student-centered format. Through Fishbowl, they learn their own speaking problems and get a chance to work on them, especially with the help of others. Applying exciting and related topics to their young age is required to enhance their attention and willingness to express opinions. It is also necessary for teachers to innovate and modify the rules and procedures of teaching through Fishbowl to suit the needs of their students. For Curriculum designers and education practitioners, they can use this research to make further decisions and improve policy for the better education in the future. Specifically, arranging a better English curriculum by offering the use of Fishbowl Technique in EFL speaking learning context. And lastly, for future researchers, hopefully, this study can stimulate further research relating to this field, especially in finding better innovations or modifications in applying Fishbowl in English class.

Meanwhile, the sample for this study is a favorite school in Aceh, further research is necessary on measuring whether the Fishbowl Technique influences speaking ability in varied schools. Thus, hopefully, the result can contribute to strengthen the finding for using Fishbowl as an effective technique in the EFL speaking classroom.

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APPENDICES



Appendix A

Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5701/UN.08/FTK/KP.07.6/04/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelcgasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Maret 2022
- Menetapkan
PERTAMA : Menunjuk Saudara:
1. Dr. Jarjani, MS., M.Sc. Sebagai Pembimbing Pertama
2. Rahmi Fhonna, MA. Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Rafiqha Khaira
NIM : 180203177
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of Fishbowl Technique in Speaking Class
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 25 April 2022
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan and Kantor Kementerian Agama Banda Aceh to conduct field research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-5866/Un.08/FTK.1/TL.00/05/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Kantor Kementerian Agama Kota Banda Aceh
2. Kepala Sekolah MAN 1 Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Rafiqa Khaira / 180203177**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Keupula, Kopelma Darussalam, Kec. Syiah Kuala, Kota Banda Aceh.

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Implementation of Fishbowl Technique in Speaking Class***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 12 Mei 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 12 Juni 2022

Dr. M. Chalis, M.Ag.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
Jalan Mohd. Jam No. 29 Telp. 6300597 Fax. 22907 Banda Aceh Kode Pos 23242
Website: kemenagbna.web.id

Nomor : B- 2517 /Kk.01.07/4/TL.00/05/2022
Sifat : Biasa
Lampiran : Nihil
Hal : Rekomendasi Melakukan Penelitian

10 Mei 2022

Yth. Kepala MAN 1 Banda Aceh

Assalamu'alaikum warahmatullahi wabarakatuh

Sehubungan dengan surat Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-5866/Un.08/FTK.1/TL.00/05/2022 tanggal 12 Mei 2022, perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan Saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan Skripsi, kepada saudara/i :

Nama : Rafiq Khaira
NIM : 180203177
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester : VIII

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan kepala madrasah, Sepanjang Tidak mengganggu proses belajar mengajar
2. Tidak memberatkan madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Mematuhi dan mengikuti Protokol Kesehatan.
5. Foto Copy hasil penelitian sebanyak 1 (satu) eksemplar diserahkan ke Kantor Kementerian Agama Kota Banda Aceh

Demikian rekomendasi ini kami keluarkan, Atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Wassalamu'alaikum warahmatullahi wabarakatuh

Plt. Kepala

Aida Rina Elisiva

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
3. Yang bersangkutan.

Appendix C

Confirmation Letter from MAN 1 Banda Aceh



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
MADRASAH ALIYAH NEGERI 1 BANDA ACEH
Jalan Pocut Baren No. 116 Keuramat Banda Aceh
Telp. 0651-636804 Fax 0651-29466
Website: manmodelbna.sch.id, Email: mandelbandaaceh@gmail.com

Nomor : B-2020/Ma.01.90/TL.00/07/2022
Lamp : -
Hal : Telah Melakukan Penelitian

28 Juli 2022

Yth. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
di-
Tempat

Assalamu'alaikum wr.wb.

Memenuhi maksud surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor : B-5866/Un.08/FTK.1/TL.00/05/2022 tanggal 12 Mei 2022, dan Surat Rekomendasi Melakukan Penelitian Kepala Kantor Kementerian Agama Kota Banda Aceh Nomor : B-2527/Kk.01.07/4/TL.00/05/2022 tanggal 20 Mei 2022, maka dengan ini menyatakan bahwa:

Nama : Rafiq Khaira
NIM : 180203177
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah UIN-Ar-Raniry Banda Aceh
Jenjang : S1

Telah melaksanakan tugas melakukan penelitian untuk mengumpulkan data Skripsi dengan judul **"The Implementation of Fishbowl Technique in Speaking Class"**, pada Madrasah Aliyah Negeri 1 Banda Aceh.

Demikian surat ini kami sampaikan untuk dapat dipergunakan sepenuhnya.



Appendix D

Instruments of Data Collection

A. Lesson Plan for Experiment Class

RPP Sesuai Edaran Kemendikbud No. 14 Tahun 2019
RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KD 3.8

Nama Satuan Pendidikan : MAN 1 Banda Aceh
Mata Pelajaran : Bahasa Inggris
Nama Guru : Rafiqah Khaira
Tema : Explanation Text
Kelas : XI Agama
Semester : 2
Materi Pokok : Asking and Giving Explanation.
Alokasi Waktu : 5 x 3 = 15 JP
*description. 5 meeting = 15 JP
1 meeting = 3 JP (1 JP = 45 minutes)

1.	Tujuan Pembelajaran
KD 3.8	3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.
KD 4.8	4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.

2.	Indikator
KD 3.8	3.8.1 Memahami dan Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya 3.8.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.
KD 4.8	4.8.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya 4.8.1 Menciptakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau

	sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.
--	--

3.	Materi
KD 3.8 KD 4.8	Social Function An explanation text is a non-fiction that is used to describe how or why things happen. Usually, explanation texts contain explanations about social, natural, or cultural phenomena. Types of Explanation Text • Sequential Explanation: Explanations that describe natural and social phenomena, for example life cycles. These detail the stages in an event eg: how a caterpillar turns into a moth. • Cause and Effect Explanation: Explanation text that relates cause and effect in explaining how and why a phenomena occurred, e.g: why owls are more active at night, why humans close their eyes when they sneeze, how mountains can erupt and so on. Generic Structure of Explanation Text • A title that indicate what topic to be explained • An opening statement that identifies the process to be explained. • Sequenced of explanation; a clear order of paragraphs that describe how and why. • A concluding paragraph that sums all the information together • Finally, a visual text (an image) which is optional. Language features - Use of Simple Present Tense (is, wake, are). since the explanation text discusses facts and general truth.. - Passive voice may be used - Use of noun phrase dan active verbs (breaks, erupts) - Use of chronological connector/sequence adverbs (first, second, third, next, then, finally) - Linking words (in general, rather, for instance) - Use of adverbial phrase - Use of Technical Terms. This refers to technical terms related to the topics discussed in the text. Some Expressions Regarding Explanation Demanding Explanation: - Can you explain why...? - Do you mean to say...? - I don't understand why... - Why is that...? - Does this mean...? Correcting Oneself: - What I mean... - What I'm saying... - Don't misunderstand me... - What I'm trying to say is... - Let me put it another way.

4.	Model/Metode
KD 3.8 KD 4.8	Metode yang digunakan dalam memenuhi kemampuan Kompetensi Dasar ini yaitu format diskusi Teknik Fishbowl, terutama untuk kemampuan lisan siswa.

5.	Langkah-Langkah Kegiatan Pembelajaran
5.1	Alat dan Bahan
5.1.1	Alat 1. Laptop 2. Papan Tulis 3. Lembar Penilaian
5.1.2	Bahan 1. Modul 2. Buku Guru dan Buku Siswa Permendikbud no. 37 Tahun 2018, tentang Kompetensi Inti dan Kompetensi Dasar Buku Bahasa Inggris Kelas XI, Kemdikbud Republik Indonesia tahun 2017 3. Kamus Bahasa Inggris 4. Sumber Internet

6.	Siswa berlatih praktik/mengerjakan tugas halaman buku (KD. 3.8) Siswa mempresentasikan/menunjukkan hasil kerja kelompok/individu (KD 4.8) *Ket. Kegiatan KD 4.8 tertanda dengan kalimat yang digaris bawah
6.1	Pertemuan I (3 x 45 menit) 10 Mei 2022 Kegiatan Pendahuluan - Salam dan berdoa Kegiatan Inti - Guru melakukan pretest. Guru melakukan pretest untuk mengetahui kemampuan berbicara B.Ingggris siswa sebelum dilakukan pembelajaran dengan teknik Fishbowl. Siswa maju berpasangan dan menjawab pertanyaan yang diajukan guru dalam bahasa inggris. Kegiatan Penutup - Guru memberitahu siswa kegiatan atau materi untuk pelajaran di pertemuan berikutnya.
6.2	Pertemuan II (3 x 45 menit) 17 Mei 2022 Kegiatan Pendahuluan - Salam dan berdoa - Guru mengecek kehadiran siswa - Guru menjelaskan berbagai ekspresi memberi dan meminta penjelasan (KD 3.8) dalam bahasa inggris. - Guru meminta siswa untuk duduk mengikuti format Teknik Fishbowl. Dimana siswa duduk dalam lingkaran kecil di dalam lingkaran besar. - Guru menjelaskan peraturan dan larangan pada Teknik Fishbowl. Kegiatan Inti

	- Setelah Guru memastikan pemahaman siswa terhadap pembelajaran Teknik Fishbowl. - Guru memberikan beberapa topik bahasan yang menarik dan hangat untuk didiskusikan - Guru mengawasi jalannya diskusi agar menggunakan ekspresi bahasa inggris yang dipelajari dan tidak keluar dari topik yang dibicarakan. - Guru mengawasi dan memastikan semua anak memperoleh giliran berbicara, baik dalam memberi pendapat, menanya atau menyela. Kegiatan Penutup - Diskusi diakhiri dengan menyimpulkan pembelajaran hari ini bersama-sama dengan siswa. Kegiatan pembelajaran ditutup dengan berdoa.
6.3	Pertemuan III (3 x 45 menit) 20 Mei 2022 Kegiatan Pendahuluan - Salam dan berdoa - Guru mengecek kehadiran siswa - Guru mengingatkan kembali penggunaan berbagai ekspresi memberi dan meminta penjelasan (KD 3.8) dalam bahasa inggris. - Guru meminta siswa membentuk format diskusi Fishbowl. Dimana siswa duduk dalam lingkaran kecil di dalam lingkaran besar. - Guru menjelaskan kembali peraturan dalam diskusi Fishbowl. Kegiatan Inti - Guru memberikan beberapa topic baru untuk didiskusikan - Guru mengawasi jalannya diskusi agar menggunakan ekspresi bahasa inggris yang dipelajari dan tidak keluar dari topik yang dibicarakan. - Guru mengawasi dan memastikan semua anak memperoleh giliran berbicara. Kegiatan Penutup - Diskusi diakhiri dengan menyimpulkan pembelajaran hari ini bersama-sama dengan siswa. Kegiatan pembelajaran ditutup dengan berdoa.
6.4	Pertemuan IV (3 x 45 menit) 24 Mei 2022 Kegiatan Pendahuluan - Salam dan berdoa - Guru mengecek kehadiran siswa - Guru meminta siswa membentuk format diskusi Fishbowl. Kegiatan Inti - Guru memberikan beberapa topic baru untuk didiskusikan - Guru mengawasi jalannya diskusi agar menggunakan ekspresi bahasa inggris yang dipelajari dan tidak keluar dari topik yang dibicarakan. - Guru mengawasi dan memastikan semua anak memperoleh giliran berbicara. Kegiatan Penutup Diskusi diakhiri dengan menyimpulkan pembelajaran hari ini bersama-sama dengan siswa. Kegiatan pembelajaran ditutup dengan berdoa.
6.5	Pertemuan V (3 x 45 menit) 27 Mei 2022 Kegiatan Pendahuluan

	- Salam dan berdoa - Guru mengecek kehadiran siswa Kegiatan Inti - Guru melakukan posttest untuk mengetahui kemampuan akhir berbicara B.Inggris siswa setelah dilakukan pembelajaran dengan teknik Fishbowl. Siswa maju berpasangan dan menjawab pertanyaan yang diajukan guru dalam bahasa inggris. Kegiatan Penutup - Guru berpamitan dan mengucapkan terima kasih atas kesediaan para siswa dalam penelitian.
--	---

7.	Penilaian Pembelajaran
7.1	Penilaian
	Non tes: Sikap, melalui pengamatan KD 3.8 (test quiz: menjawab soal, menyelesaikan latihan, dsb). Kemampuan pemahaman siswa terhadap unsur kebahasaan materi pokok pada soal dan latihan. Kemampuan identifikasi siswa dalam mencari unsur kebahasaan materi pokok pada sumber eksternal. KD 4.8 (Mempresentasi, unjuk performa, membuat, dsb). 4.8.1 Kemampuan menulis siswa dari struktur bahasa, pemilihan kosa kata dan kesesuaian topik dengan isi. Khususnya menulis dialog singkat dan teks eksplanasi. Rubrik penilaian terlampir. 4.8.2 Kemampuan lisan siswa untuk materi pokok dari segi pengucapan, intonasi, kelancaran dan ketepatan makna. Khususnya menyusun dan mempraktekkan dialog. Rubrik penilaian terlampir.

Lampiran Rubrik Penilaian

A. Speaking Rubric *Speaking Rubric*

Criteria	Points	Description
Fluency	5	The speaker speaks confidently and naturally with no distracting hesitations. Ideas flow smoothly.
	4	The speaker occasionally hesitates to think of ideas and expected words.
	3	The speaker hesitates several times, but generally seems to know the desired words, even if it is necessary to think about them a bit.
	2	The speaker has many hesitations but still manage to express the desired words.
	1	The speaker has many hesitations and great difficulty

		remembering or selecting words.
Pronunciation	5	Pronunciation is accurate, with correct inflections, numbers of syllables and other correct nuances of pronunciation.
	4	Pronunciation is satisfactory; sometimes have incorrect inflections but still understandable.
	3	Pronunciation is satisfactory; however words sometimes have incorrect inflections or are otherwise sometimes hard to understand.
	2	Pronunciation is very hard but still possible to understand.
	1	Pronunciation is very hard and impossible to understand by a native speaker.
Grammar	5	The speaker speaks with no more incorrect grammar than a native speaker would
	4	The speaker occasionally uses inappropriate verb tenses and/or incorrectly uses parts of speech.
	3	The speaker often uses inappropriate verb tenses and/or incorrectly uses parts of speech, however the speaker has the ability to correct grammar without prompts.
	2	The speaker makes frequent use of inappropriate verb tenses, sentences and/or parts of speech, but still seems to know the prompts.
	1	The speaker makes frequent use of inappropriate verb tenses and/or incorrectly constructs sentences or uses parts of speech, but seems to know nothing about the prompts.
Vocabulary	5	Vocabulary is sufficient to be understood in most settings and words are used with their correct meaning.
	4	Vocabulary is sufficient and there are only occasional problems with correct meaning of words.
	3	Vocabulary is moderate, although the speaker sometimes needs help identifying the correct words. There are only occasional problems with correct meanings of words.
	2	Vocabulary is limited and sometimes uses incorrect meanings of words.
	1	Vocabulary is very limited and/or incorrect words are often used.
Content	5	The speaker is knowledgeable about the subject and provides a significant level of detail, given the time available.

4	The speaker is knowledgeable about the subject and attempt to provide many details.
3	The speaker is aware of the subject and attempts to provide relevant ideas about it. Provides a bit details.
2	The speaker is aware of the subject but sometimes provide irrelevant ideas.
1	Speaker seems to have little or no understanding of the subject. Statements are superficial or not relevant.

This rubric adapted from Marek & Wu (2011).

The formula in calculating the score is as the following :

$$\frac{\text{Gained Point}}{\text{Total Point (25)}} \times 100 = \text{Score}$$

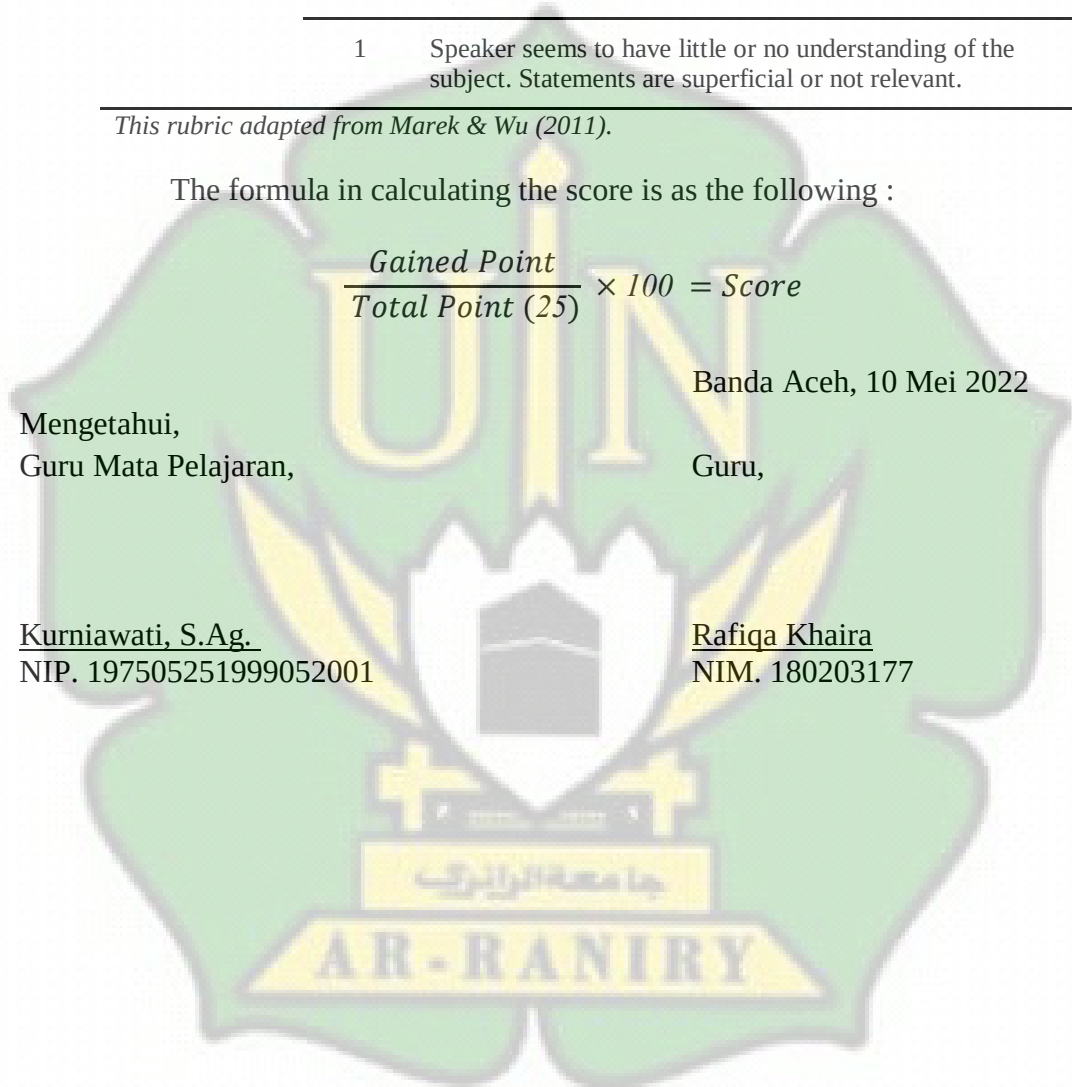
Banda Aceh, 10 Mei 2022

Mengetahui,
Guru Mata Pelajaran,

Guru,

Kurniawati, S.Ag.
NIP. 197505251999052001

Rafiqa Khaira
NIM. 180203177



B. Lesson Plan for Control Class

RPP Sesuai Edaran Kemendikbud No. 14 Tahun 2019
RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KD 3.8

Nama Satuan Pendidikan : MAN 1 Banda Aceh
Mata Pelajaran : Bahasa Inggris
Nama Guru : Rafiqha Khaira
Tema : Explanation Text
Kelas : XI IPA 5
Semester : 2
Materi Pokok : Asking and Giving Explanation.
Alokasi Waktu : 5 x 3 = 15 JP
*description. 2 meeting = 15 JP
1 meeting = 3 JP (1 JP = 45 minutes)

1.	Tujuan Pembelajaran
KD 3.8	3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.
KD 4.8	4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.

2.	Indikator
KD 3.8	3.8.1 Memahami dan Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya 3.8.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.
KD 4.8	4.8.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya 4.8.1 Menciptakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.

3.	Materi
KD 3.8 KD 4.8	Social Function An explanation text is a non-fiction that is used to describe how or why things happen. Usually, explanation texts contain explanations about social, natural, or cultural phenomena. Types of Explanation Text • Sequential Explanation: Explanations that describe natural and social phenomena, for example life cycles. These detail the stages in an event eg: how a caterpillar turns into a moth. • Cause and Effect Explanation: Explanation text that relates cause and effect in explaining how and why a phenomena occurred, e.g: why owls are more active at night, why humans close their eyes when they sneeze, how mountains can erupt and so on. Generic Structure of Explanation Text • A title that indicate what topic to be explained • An opening statement that identifies the process to be explained. • Sequenced of explanation; a clear order of paragraphs that describe how and why. • A concluding paragraph that sums all the information together • Finally, a visual text (an image) which is optional. Language features - Use of Simple Present Tense (is, wake, are). since the explanation text discusses facts and general truth.. - Passive voice may be used - Use of noun phrase dan active verbs (breaks, erupts) - Use of chronological connector/sequence adverbs (first, second, third, next, then, finally) - Linking words (in general, rather, for instance) - Use of adverbial phrase - Use of Technical Terms. This refers to technical terms related to the topics discussed in the text. Some Expressions Regarding Explanation Demanding Explanation: - Can you explain why...? - Do you mean to say...? - I don't understand why... - Why is that...? - Does this mean...? Correcting Oneself: - What I mean... - What I'm saying... - Don't misunderstand me... - What I'm trying to say is... - Let me put it another way.

4.	Langkah-Langkah Kegiatan Pembelajaran	
4.1		Alat dan Bahan
	4.1.1	Alat

	4. Laptop 5. Papan Tulis 6. Lembar Penilaian
4.1.2	Bahan 5. Modul 6. Buku Guru dan Buku Siswa Permendikbud no. 37 Tahun 2018, tentang Kompetensi Inti dan Kompetensi Dasar Buku Bahasa Inggris Kelas XI, Kemdikbud Republik Indonesia tahun 2017 7. Kamus Bahasa Inggris 8. Sumber Internet

5.	Siswa berlatih praktik/mengerjakan tugas halaman buku (KD. 3.8) Siswa mempresentasikan/menunjukkan hasil kerja kelompok/individu (KD 4.8) *Ket. Kegiatan KD 4.8 tertanda dengan kalimat yang digaris bawah	
5.1	Pertemuan I (3 x 45 menit) 12 Mei 2022 Kegiatan Pendahuluan - Salam dan berdoa - Guru mengecek kehadiran siswa Kegiatan Inti - Pada pertemuan pertama ini, Guru melakukan pretest untuk mengetahui kemampuan awal bicara siswa dalam B.Inggris. Siswa maju berpasangan dan menjawab pertanyaan yang diajukan guru dalam bahasa inggris. Kegiatan Penutup - Guru mengucapkan terima kasih atas partisipasi siswa dan memberitahu siswa kegiatan pada pertemuan berikutnya.	
5.2	Pertemuan II (3 x 45 menit) 19 Mei 2022 Kegiatan Pendahuluan - Salam dan berdoa - Guru mengecek kehadiran siswa Kegiatan Inti - Pada pertemuan terakhir, Guru melakukan posttest untuk mengetahui kemampuan akhir bicara siswa dalam B.Inggris. Siswa kembali maju berpasangan dan menjawab pertanyaan yang diajukan guru dalam bahasa inggris. Kegiatan Penutup - Guru berpamitan dan mengucapkan terima kasih atas kesediaan para siswa dalam penelitian.	

6.	Penilaian Pembelajaran	
6.1	Penilaian	
	Non tes: Sikap, melalui pengamatan KD 3.8 (test quiz: menjawab soal, menyelesaikan latihan, dsb).	

Kemampuan pemahaman siswa terhadap unsur kebahasaan materi pokok pada soal dan latihan.

Kemampuan identifikasi siswa dalam mencari unsur kebahasaan materi pokok pada sumber eksternal.

KD 4.8 (Mempresentasi, unjuk performa, membuat, dsb).

4.8.1 Kemampuan menulis siswa dari struktur bahasa, pemilihan kosa kata dan kesesuaian topik dengan isi. Khususnya menulis dialog singkat dan teks eksplanasi. Rubrik penilaian terlampir.

4.8.2 Kemampuan lisan siswa untuk materi pokok dari segi pengucapan, intonasi, kelancaran dan ketepatan makna. Khususnya menyusun dan mempraktekkan dialog. Rubrik penilaian terlampir.

Lampiran Rubrik Penilaian

B. Speaking Rubric

Speaking Rubric

Criteria	Points	Description
Fluency	5	The speaker speaks confidently and naturally with no distracting hesitations. Ideas flow smoothly.
	4	The speaker occasionally hesitates to think of ideas and expected words.
	3	The speaker hesitates several times, but generally seems to know the desired words, even if it is necessary to think about them a bit.
	2	The speaker has many hesitations but still manage to express the desired words.
	1	The speaker has many hesitations and great difficulty remembering or selecting words.
Pronunciation	5	Pronunciation is accurate, with correct inflections, numbers of syllables and other correct nuances of pronunciation.
	4	Pronunciation is satisfactory; sometimes have incorrect inflections but still understandable.
	3	Pronunciation is satisfactory; however words sometimes have incorrect inflections or are otherwise sometimes hard to understand.
	2	Pronunciation is very hard but still possible to understand.
	1	Pronunciation is very hard and impossible to understand by a native speaker.
Grammar	5	The speaker speaks with no more incorrect grammar than a native speaker would

	4	The speaker occasionally uses inappropriate verb tenses and/or incorrectly uses parts of speech.
	3	The speaker often uses inappropriate verb tenses and/or incorrectly uses parts of speech, however the speaker has the ability to correct grammar without prompts.
	2	The speaker makes frequent use of inappropriate verb tenses, sentences and/or parts of speech, but still seems to know the prompts.
	1	The speaker makes frequent use of inappropriate verb tenses and/or incorrectly constructs sentences or uses parts of speech, but seems to know nothing about the prompts.
Vocabulary	5	Vocabulary is sufficient to be understood in most settings and words are used with their correct meaning.
	4	Vocabulary is sufficient and there are only occasional problems with correct meaning of words.
	3	Vocabulary is moderate, although the speaker sometimes needs help identifying the correct words. There are only occasional problems with correct meanings of words.
	2	Vocabulary is limited and sometimes uses incorrect meanings of words.
	1	Vocabulary is very limited and/or incorrect words are often used.
Content	5	The speaker is knowledgeable about the subject and provides a significant level of detail, given the time available.
	4	The speaker is knowledgeable about the subject and attempt to provide many details.
	3	The speaker is aware of the subject and attempts to provide relevant ideas about it. Provides a bit details.
	2	The speaker is aware of the subject but sometimes provide irrelevant ideas.
	1	Speaker seems to have little or no understanding of the subject. Statements are superficial or not relevant.

This rubric adapted from Marek & Wu (2011).

The formula in calculating the score is as the following :

$$\frac{\text{Gained Point}}{\text{Total Point (25)}} \times 100 = \text{Score}$$

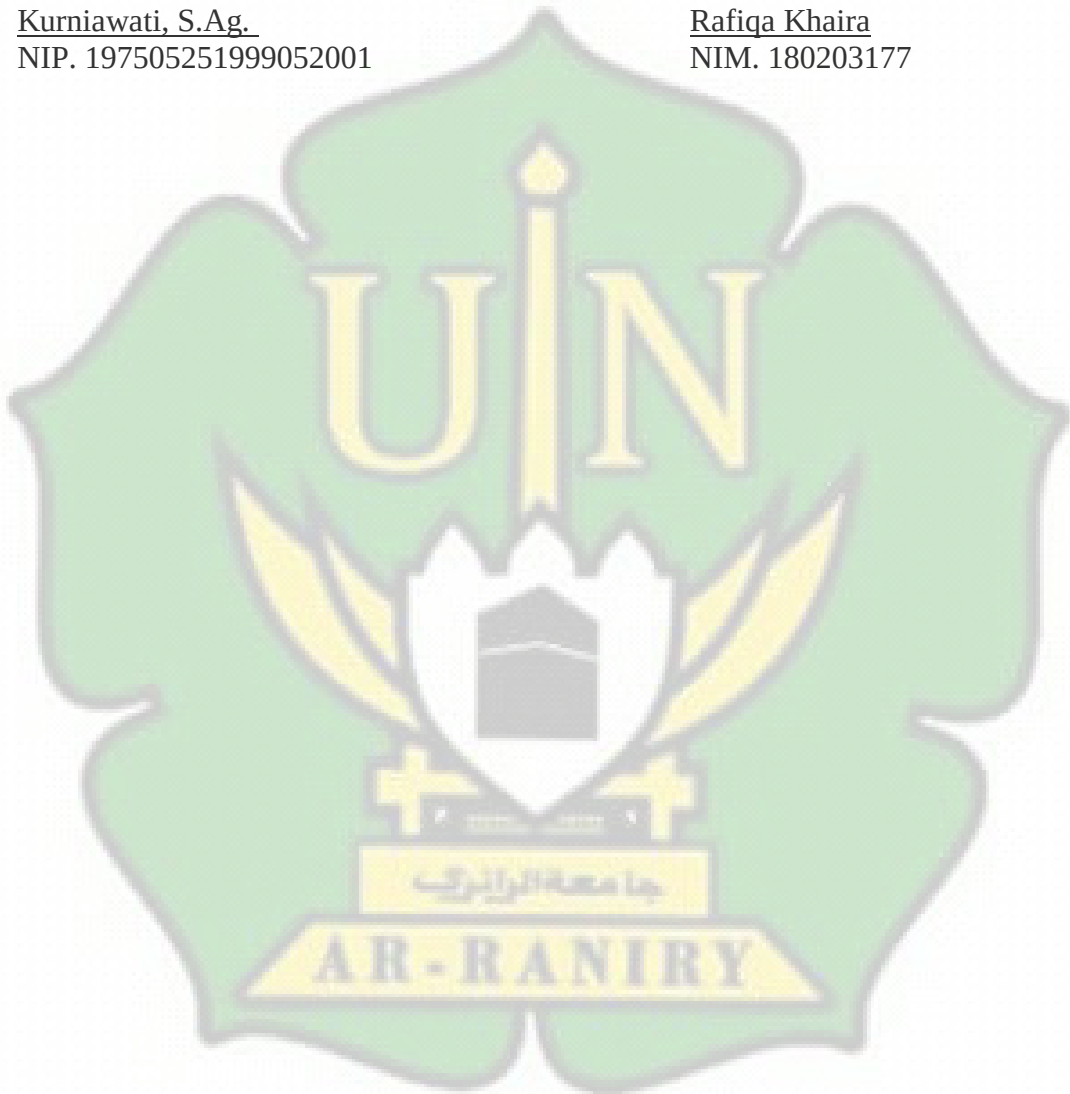
Banda Aceh, 10 Mei 2022

Mengetahui,
Guru Mata Pelajaran,

Guru,

Kurniawati, S.Ag.
NIP. 197505251999052001

Rafiqah Khaira
NIM. 180203177



C. List of Questions for Pretest and Posttest

List of Questions for Speaking Test

Pretest

1. What do you like about studying the English language?
2. Why did you choose your academic major (language class)?
3. Are there any tips from you to help us learn English?
4. Have you traveled to another country besides this one and your home country? Tell me about that country.
5. (Optional) A. Compare your home [city, town] to another [city, town].
B. If you were [president, prime minister] of your country, what would you like to change about your country?

Posttest

1. Why did you choose your academic major (language class)?
2. Do you like learning english? Why do you like or dislike it?
3. What kind of strategies have you used to help you learn English?
4. (Optional) A. Have you ever been to Medan before?
B. What other countries have you visited?
5. (Optional) Why did you go there? What did you like best about it?
B. If you could go back. What would you like to do or see?
C. What country would you like to visit next? and why?

List of questions adapted from Brown, H. Douglas. (2004). *Language assessment: principles and classroom practices*. San Fransisco State University. New York: Longman,. p.169-170

D. List of Questions for Fishbowl Discussions.

List of Questions for Fishbowl Discussions

1. Many people enjoy visiting zoos and seeing the animals. Other people believe that animals should not be taken from their natural surroundings and put into zoos. I'd like to know what you think about this issue.
2. What comes to mind when you hear the word 'education'?
3. How important do you think education is?
4. Do you agree that the most important thing about a job is the salary?
5. Do you agree that life would be better without government or rules?
6. Should all public universities be free?
7. Should schools replace teachers with AI technology?
8. Should homework be banned for primary school children?
9. Should teachers be paid the same as doctors or lawyers?
10. Should schools ban student dating?
11. Should there be an age limit on driving?
12. Should we ban cell phones in the classroom?

E. Interview Guideline

Interview Guideline

Name : Rafiq Khaira
 NIM : 180203177
 Skripsi Title : The Use of Fishbowl Technique in Improving Senior High School Students' Speaking Ability and Motivation

Research Question	Motivation Indicators	Sub-Indicators	Description	Codes	Question Item
Is there increasing motivation in using the Fishbowl Technique in the speaking class?	Mastery	Task	Task Interest	[M-TI]	1. Apakah Teknik Fishbowl mendorongmu untuk lebih ingin tahu banyak kosa kata atau grammar dalam bahasa inggris?
		Effort	Willingness to work hard	[M-WH]	2. Apakah teknik Fishbowl mendorongmu untuk berbicara bahasa inggris?
	Performance	Competition	Outperform others	[P-OO]	4. Apakah teknik Fishbowl mendorong kamu untuk berkompetisi dengan teman dalam berbicara bahasa inggris yang baik?
		Social Power	Assume leadership roles	[P-LR]	5. Apakah teknik Fishbowl mendorong kamu lebih mandiri dalam belajar berbicara bahasa inggris?
	Social	Affiliation	Cooperation with other students	[S-CS]	6. Apakah teknik Fishbowl membuatmu lebih bisa berinteraksi dengan teman-teman dalam bahasa inggris?
		Social Concern	Seeking group success with the support and	[S-GSC]	7. Apakah dengan teknik Fishbowl, kamu merasa senang jika bisa membantu atau

			caring		dibantu oleh teman ketika kesulitan menyampaikan pendapat dalam bahasa inggris?
	Extrinsic	Praise	Seek social recognition	Seek social recognition [E-SR]	8. Apakah dengan teknik Fishbowl, kamu merasa senang jika guru atau teman memberikan respons positif atau pujian atas pendapatmu?
		Token	Seek tangible rewards	Seek tangible rewards [E-TR]	9. Apakah Fishbowl mendorong semangatmu untuk bisa mendapat nilai yang bagus saat berbicara bahasa inggris?

Appendix E

Samples from Data Collection

A. Finding on Pretest and Posttest from Experimental Class

PRETEST

No	Students	Category						Score
		Fluency	Pronunciation	Grammar	Vocabulary	Content	Total	
1.	S1	2	3	2	2	3	12	48
2	S2	3	4	2	2	3	14	56
3	S3	2	2	1	2	2	9	36
4	S4	2	4	2	2	3	13	52
5	S5	3	4	3	2	3	15	60
6	S6	2	4	3	3	4	16	64
7	S7	4	4	3	3	4	18	72
8	S8	3	4	3	3	3	16	64
9	S9	3	5	2	3	4	15	60
10	S10	4	5	3	3	4	19	76
11	S11	3	4	3	2	2	14	56
12	S12	3	4	3	3	3	16	64
13	S13	3	4	3	3	2	15	60
14	S14	3	4	3	4	3	17	68
15	S15	2	4	2	2	4	12	48
16	S16	4	4	3	4	4	19	76
17	S17	3	4	3	3	3	16	64
18	S18	3	4	3	2	4	16	64
19	S19	2	3	2	2	2	11	44
20	S20	4	4	3	3	4	18	72
21	S21	3	4	2	2	2	13	52

22	S22	3	3	2	2	2	12	48
23	S23	3	4	3	2	3	15	60
Average							59.3	
Minimal Score							36	
Maximal Score							76	

POSTTEST

No.	Students	Category						Score
		Fluency	Pronunciation	Grammar	Vocabulary	Content	Total	
1.	S1	2	4	2	3	4	15	60
2	S2	3	4	2	3	4	16	64
3	S3	2	4	2	2	3	13	52
4	S4	3	4	2	3	4	16	64
5	S5	4	5	2	3	4	18	72
6	S6	4	5	3	3	4	19	76
7	S7	4	5	3	4	4	20	80
8	S8	3	5	3	3	4	18	72
9	S9	3	4	3	3	4	17	68
10	S10	4	5	3	3	5	20	80
11	S11	3	4	3	4	4	18	72
12	S12	4	5	2	3	3	17	68
13	S13	3	5	3	3	4	18	72
14	S14	4	4	3	3	4	18	72
15	S15	3	4	3	2	3	15	60
16	S16	4	5	4	4	5	22	88

17	S17	4	4	4	4	4	20	80
18	S18	3	4	3	4	4	18	72
19	S19	3	4	3	2	3	15	60
20	S20	4	5	3	4	4	20	80
21	S21	3	4	3	3	4	17	68
22	S22	3	4	2	3	4	16	64
23	S23	4	4	3	3	5	19	76
Average							70.4	
Minimal Score							52	
Maximal Score							88	

B. Finding on Pretest and Posttest from Control Class

PRETEST

No.	Students	Category						Score
		Fluency	Pronunciation	Grammar	Vocabulary	Content	Total	
1.	S1	1	3	3	2	2	11	44
2	S2	3	4	3	3	3	16	64
3	S3	3	4	2	3	4	16	64
4	S4	3	4	2	3	4	16	64
5	S5	3	4	3	4	4	18	72
6	S6	2	3	2	2	2	11	44
7	S7	4	4	3	4	4	19	76
8	S8	2	3	2	2	1	10	40
9	S9	3	4	2	4	4	17	68
10	S10	4	4	3	4	4	19	76

11	S11	4	4	3	3	4	18	72
12	S12	2	4	2	2	2	12	48
13	S13	3	4	2	3	3	15	60
14	S14	4	4	3	3	4	18	72
15	S15	2	3	2	3	3	13	52
16	S16	2	3	1	2	2	10	40
17	S17	2	2	1	2	2	9	36
18	S18	4	4	3	3	4	18	72
19	S19	3	3	2	3	2	13	52
20	S20	3	4	2	3	3	15	60
21	S21	3	3	2	2	3	13	52
22	S22	3	5	3	3	4	18	72
23	S23	3	3	2	3	3	14	56
Average							58.9	
Minimal Score							36	
Maximal Score							76	

POSTTEST

No.	Students	Category						Score
		Fluency	Pronunciation	Grammar	Vocabulary	Content	Total	
1.	S1	2	3	3	3	3	14	56
2	S2	3	4	3	3	3	16	64
3	S3	3	4	2	3	3	15	60
4	S4	3	4	3	3	4	17	68
5	S5	3	5	4	3	4	19	76
6	S6	2	3	2	2	3	12	48

7	S7	4	5	3	4	4	20	80
8	S8	3	4	2	2	3	14	56
9	S9	4	4	2	3	4	17	68
10	S10	4	5	3	4	4	20	80
11	S11	4	4	2	4	4	18	72
12	S12	4	4	2	2	4	16	64
13	S13	3	4	2	3	4	16	64
14	S14	4	4	3	4	4	19	76
15	S15	3	4	2	2	4	15	60
16	S16	2	4	2	2	3	13	52
17	S17	2	3	2	2	3	12	48
18	S18	3	5	3	4	4	19	76
19	S19	2	4	2	2	3	13	52
20	S20	3	4	2	3	3	15	60
21	S21	3	4	2	2	3	14	56
22	S22	3	4	3	4	4	18	72
23	S23	3	5	2	3	3	16	64
Average							64	
Minimal Score							48	
Maximal Score							80	

C. Interview Transcript

List of Questions	Interviewee 1
1. Apakah Teknik Fishbowl mendorongmu untuk lebih ingin tahu banyak kosa kata atau grammar dalam bahasa Inggris?	1.setuju, karena dengan menggunakan teknik fishbowl dapat mendorong saya untuk lebih mencari tau kosa kata atau grammar yang tidak saya ketahui agar bahasa Inggris saya lebih bagus lagi.
2. Apakah teknik Fishbowl mendorongmu untuk berbicara bahasa Inggris?	2. setuju, misalnya jika saya mengetahui suatu kosa kata tapi tidak dipraktikkan maka saya akan lupa, tetapi dengan menggunakan teknik fishbowl dapat mendorong saya untuk berbicara bahasa Inggris dan tidak melupakan kosa kata tsb.
3. Apakah kamu merasa tertantang dengan topik yang didiskusikan pada diskusi teknik Fishbowl kemarin?	3.Setuju, saya merasa tertantang, karena topik yang didiskusikan kemarin adalah topik yang sangat berbobot dan sangat layak untuk dibahas, apalagi jika dibahas dengan teknik fishbowl yang dapat membuat kita untuk berpikir secara kritis.
4. Apakah teknik Fishbowl mendorong kamu untuk berkompetisi dengan teman dalam berbicara bahasa Inggris yang baik?	4. setuju, karena dengan menggunakan teknik fishbowl saya mengetahui sejauh mana kemampuan bahasa Inggris saya dengan teman saya, sehingga saya bertekad untuk mengembangkan lagi bahasa Inggris saya.
5. Apakah teknik Fishbowl mendorong kamu lebih mandiri dalam belajar berbicara bahasa Inggris?	5. setuju, karena dengan teknik fishbowl saya terdorong untuk melatih diri saya dalam bahasa Inggris lagi.
6. Apakah teknik Fishbowl membuatmu lebih bisa berinteraksi dengan teman-teman dalam bahasa Inggris?	6.setuju, dengan teknik fishbowl saya merasa dapat lebih berinteraksi dengan teman saya apalagi saat membahas topiknya
7. Apakah dengan teknik Fishbowl, kamu merasa senang jika bisa membantu atau dibantu oleh teman ketika kesulitan menyampaikan pendapat dalam bahasa Inggris?	setuju, ketika jika saya memiliki kesulitan saat menyampaikan pendapat saya kemudian dibantu oleh teman saya, saya merasa senang dan hal tsb dapat mendorong saya untuk lebih belajar bahasa Inggris kembali.
8. Apakah dengan teknik Fishbowl, kamu merasa senang jika guru atau teman memberikan respons positif atau pujian atas pendapatmu?	setuju, saya senang jika pendapat saya diberikan respons yang positif karena hal tsb juga dapat mendorong saya untuk lebih mengasah kemampuan saya.
9. Apakah Fishbowl mendorong semangatmu untuk bisa mendapat nilai yang bagus dalam berbicara bahasa Inggris?	setuju, karena dengan teknik fishbowl saya bisa lebih bersemangat untuk mendapat nilai yang bagus dan juga untuk lebih mengasah kemampuan listening saya.

List of Questions	Interviewee 2
1. Apakah Teknik Fishbowl mendorongmu untuk lebih ingin tahu banyak kosa kata atau grammar dalam bahasa inggris?	1.iya karena menantang buat jawab pertanyaan.
2. Apakah teknik Fishbowl mendorongmu untuk berbicara bahasa inggris?	2.iya walaupun dibantu oleh guru, tpi klo kita berbicara ditengah, harus pake bhsa Inggris
3. Apakah kamu merasa tertantang dengan topik yang didiskusikan pada diskusi teknik Fishbowl kemarin?	3.iya karena pertanyaan nya tentang perbandingan
4. Apakah teknik Fishbowl mendorong kamu untuk berkompetisi dengan teman dalam berbicara bahasa inggris yang baik?	4.sedikit, karena saya blm bisa bahasa Inggris jadi jawabnya sebisa aja
5. Apakah teknik Fishbowl mendorong kamu lebih mandiri dalam belajar berbicara bahasa inggris?	5.iya karna jawaban pertanyaan nya berdasarkan argumen masing"
6. Apakah teknik Fishbowl membuatmu lebih bisa berinteraksi dengan teman-teman dalam bahasa inggris?	6.iya karena teknik fishbowl lebih banyak berinteraksi dgn bhsa Inggris
7. Apakah dengan teknik Fishbowl, kamu merasa senang jika bisa membantu atau dibantu oleh teman ketika kesulitan menyampaikan pendapat dalam bahasa inggris?	7.iya.karena lebih puas dan lebih ingat kosakata bhsa Inggris
8. Apakah dengan teknik Fishbowl, kamu merasa senang jika guru atau teman memberikan respons positif atau pujian atas pendapatmu?	8.iya karna memotivasi untuk belajar lbih giat lagi
9. Apakah Fishbowl mendorong semangatmu unuk bisa mendapat nilai yang bagus saat berbicara bahasa inggris?	9. iya karena meode fishbowl lebih aktif belajarnya

List of Questions	Interviewee 3
1. Apakah Teknik Fishbowl mendorongmu untuk lebih ingin tahu banyak kosa kata atau grammar dalam bahasa inggris?	1. iya dikarenakan teknik fishbowl merupakan teknik memberikan suatu pendapat tentang topik yang didiskusikan bersama,dengan kita ingin mengajukan pendapat maka harus dengan kosa kata yang sesuai dengan topik tersebut,semakin banyak pendapat yang kita berikan maka semakin banyak pula kosa kata yang harus kita kuasai.bukan hanya kosa kata saja tetapi juga grammar harus kita perhatikan juga
2. Apakah teknik Fishbowl mendorongmu untuk berbicara bahasa inggris?	2. Iya, karena kita diharuskan menggunakan bahasa Inggris di teknik ini
3. Apakah kamu merasa tertantang dengan topik yang didiskusikan pada diskusi teknik Fishbowl kemarin?	3. iya, saya merasa tertantang untuk mengungkapkan pendapat saya pada saat diskusi kemarin,to be honest topik yang di diskusikan menurut saya kurang menarik untuk di diskusikan. tetapi diskusi kemarin membuat saya ingin untuk menambah kosa kata bahasa inggris saya agar kedepannya lebih mudah untuk mengekspresikan suatu pendapat.
4. Apakah teknik Fishbowl mendorong kamu untuk berkompetisi dengan teman dalam berbicara bahasa inggris yang baik?	4. iya, saya terdorong untuk berbicara bahasa Inggris yg baik, apalagi jika ada teman yang mahir dalam bahasa Inggris, saya juga tergerak ingin bisa berbicara bahasa Inggris dengan baik
5. Apakah teknik Fishbowl mendorong kamu lebih mandiri dalam belajar berbicara bahasa inggris?	5. iya, karena kalau mau memberi argumen otomatis harus pakai bahasa Inggris karena wajib berbicara bahasa Inggris di teknik ini
6. Apakah teknik Fishbowl membuatmu lebih bisa berinteraksi dengan teman-teman dalam bahasa inggris?	6. setuju, karena kita semua diharuskan memberi pendapat dalam bahasa Inggris di teknik fishbowl ini, saya sangat ingin berinteraksi dengan teman teman saya lewat bahasa asing
7. Apakah dengan teknik Fishbowl, kamu merasa senang jika bisa membantu atau dibantu oleh teman ketika kesulitan menyampaikan pendapat dalam bahasa inggris?	7. Dengan teknik fishbowl, saya merasa senang karena dapat membantu dan dibantu teman ketika kesulitan menyampaikan pendapat dalam bahasa Inggris, karena kita bisa mengetahui kemampuan kita dan bisa menambah kemampuan juga dalam berbicara bahasa inggris apalagi jika dibantu teman2 maka akan terasa mudah
8. Apakah dengan teknik Fishbowl, kamu merasa senang jika guru atau teman memberikan respons positif atau pujian atas pendapatmu?	8. iya, saya merasa senang jika diberikan respon positif, karena dengan respon yg positif, saya jadi semakin semangat ingin berbicara dalam bahasa inggris
9. Apakah Fishbowl mendorong	9. setuju, karena fishbowl ini dilakukan beramai

semangatmu unuk bisa mendapat nilai yang bagus saat berbicara bahasa inggris?	ramai bersama teman teman, pastinya ada yg pandai berbahasa Inggris dan mudah mendapat nilai, makanya saya juga tidak mau kalah untuk bisa mendapatkan nilai yang bagus
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List of Questions	Interviewee 4
1. Apakah Teknik Fishbowl mendorongmu untuk lebih ingin tahu banyak kosa kata atau grammar dalam bahasa inggris?	1.setuju,karna kalo ngomong pakek bahasa Inggris itu kayak lebih enak gitu ngomongnya,apalagi kalo ada lagu Inggris itu suka kepo apa ni artinya trus langsung translate aja di google.
2. Apakah teknik Fishbowl mendorongmu untuk berbicara bahasa inggris?	2.tidak setuju,soalnya kalo ngomong suka tebelet lidahnya,jadi sukanya kalo ada lagu Inggris aja
3. Apakah kamu merasa tertantang dengan topik yang didiskusikan pada diskusi teknik Fishbowl kemarin?	3.tidak setuju,soalnya ga terlalu paham,bukan ga paham si,lebih ke gatau artinya apa,jadi ya anguk" aja
4. Apakah teknik Fishbowl mendorong kamu untuk berkompetisi dengan teman dalam berbicara bahasa inggris yang baik?	4.setuju, soalnya pas dengar kawan ngomong bahasa Inggris lancar kayak enak aja gitu dengarnya
5. Apakah teknik Fishbowl mendorong kamu lebih mandiri dalam belajar berbicara bahasa inggris?	5.tidak setuju, karena menurut saya,otak saya agak sulit untuk paham materi bahasa Inggris,jadi yaudah saya dengar" aja orang ngomong bahasa Inggris,trus nantik saya ikutin,dan cari artinya
6. Apakah teknik Fishbowl membuatmu lebih bisa berinteraksi dengan teman-teman dalam bahasa inggris?	6.setuju, karena kemaren kayak banyak Nemu kosa kata baru gitu,yang belum pernah saya dengar sebelumnya
7. Apakah dengan teknik Fishbowl, kamu merasa senang jika bisa membantu atau dibantu oleh teman ketika kesulitan menyampaikan pendapat dalam bahasa inggris?	7.setuju,karna kemaren pas ngebantu kawan untuk menyampaikan pendapat dalam bahasa Inggris,itu kayak saya senang gitu,karna mikir ih ternyata aku bisa ni bicara bahasa Inggris, walaupun bantunya cuma sedikit
8. Apakah dengan teknik Fishbowl, kamu merasa senang jika guru atau teman memberikan respons positif atau pujian atas pendapatmu?	8.setuju,karna pas menyampaikan pendapat saya waktu itu,Miss ga langsung bilang salah,Miss malah bilang jawabannya udah bagus,sambil Miss benerin penyampaian nya
9. Apakah Fishbowl mendorong semangatmu unuk bisa mendapat nilai yang bagus saat berbicara bahasa inggris?	9.setuju, soalnya kemaren Alhamdulillah nilai rapor bahasa Inggris naik walaupun sedikit setidaknya ada peningkatan

List of Questions	Interviewee 5
1. Apakah Teknik Fishbowl mendorongmu untuk lebih ingin tahu banyak kosa kata atau grammar dalam bahasa inggris?	1. Setuju, karena dengan adanya teknik fishbowl membuat saya lebih tahu tentang kosa kata dan pengucapan dalam bahasa inggris dengan benar.
2. Apakah teknik Fishbowl mendorongmu untuk berbicara bahasa inggris?	2. Setuju, karena dengan adanya teknik ini saya mencoba untuk melakukan pengucapan dalam bahasa inggris.
3. Apakah kamu merasa tertantang dengan topik yang didiskusikan pada diskusi teknik Fishbowl kemarin?	3. Setuju, karena saya merasa tertantang dalam teknik ini dikarenakan topik yang kurang menarik, tetapi topik yang didiskusikan kemarin dapat menambahkan kosakata yang lebih dari sebelumnya.
4. Apakah teknik Fishbowl mendorong kamu untuk berkompetisi dengan teman dalam berbicara bahasa inggris yang baik?	4. Setuju, karena teknik ini dapat mendorong saya untuk berkomunikasi dalam bahasa inggris dengan grammar yang benar.
5. Apakah teknik Fishbowl mendorong kamu lebih mandiri dalam belajar berbicara bahasa inggris?	5. Setuju, karena teknik ini membuat kita menjadi lebih rajin dalam pengucapan bahasa inggris.
6. Apakah teknik Fishbowl membuatmu lebih bisa berinteraksi dengan teman-teman dalam bahasa inggris?	6. Setuju, karena dengan melibatkan sesama membuat kita lebih mudah dalam berinteraksi dalam bahasa inggris.
7. Apakah dengan teknik Fishbowl, kamu merasa senang jika bisa membantu atau dibantu oleh teman ketika kesulitan menyampaikan pendapat dalam bahasa inggris?	7. Setuju, karena teknik ini membuat saya senang ketika membantu teman yang kesulitan dalam menyampaikan suatu pendapat.
8. Apakah dengan teknik Fishbowl, kamu merasa senang jika guru atau teman memberikan respons positif atau pujian atas pendapatmu?	8. Setuju, karena pendapat yang saya sampaikan mendapatkan respon yang positif.
9. Apakah Fishbowl mendorong semangatmu untuk bisa mendapat nilai yang bagus saat berbicara bahasa inggris?	9. Setuju, karena teknik ini dapat membantu saya untuk mendapatkan nilai yang bagus saat adanya evaluasi atau latihan lainnya.

List of Questions	Interviewee 6
1. Apakah Teknik Fishbowl mendorongmu untuk lebih ingin tahu banyak kosa kata atau grammar dalam bahasa inggris?	1. setuju(karna saya merasa masi bnyak kurang dalam kosa kata)
2. Apakah teknik Fishbowl mendorongmu untuk berbicara bahasa inggris?	2.setuju(karna rasa ingin tahu)
3. Apakah kamu merasa tertantang dengan topik yang didiskusikan pada diskusi teknik Fishbowl kemarin?	3.setuju (di karnakan masi banyak kosa kata yang tidak sy ketahui)
4. Apakah teknik Fishbowl mendorong kamu untuk berkompetisi dengan teman dalam berbicara bahasa inggris yang baik?	4. tidak(saya merasa sama" bljr dgn teman")
5. Apakah teknik Fishbowl mendorong kamu lebih mandiri dalam belajar berbicara bahasa inggris?	5.setuju(karna teknik fishbowl sgt mnyenangkan)
6. Apakah teknik Fishbowl membuatmu lebih bisa berinteraksi dengan teman-teman dalam bahasa inggris?	6.setuju(jika teman pun bisa)
7. Apakah dengan teknik Fishbowl, kamu merasa senang jika bisa membantu atau dibantu oleh teman ketika kesulitan menyampaikan pendapat dalam bahasa inggris?	7.setuju(sy mrsa sgt senang jika bisa membantu)
8. Apakah dengan teknik Fishbowl, kamu merasa senang jika guru atau teman memberikan respons positif atau pujian atas pendapatmu?	8.setuju(senang jika kemampuan sy di puji oleh orang lain)
9. Apakah Fishbowl mendorong semangatmu unuk bisa mendapat nilai yang bagus saat berbicara bahasa inggris?	9.setuju(karna teknik ini mudah di mengerti dan so fun)
List of Questions	Interviewee 7

1. Apakah Teknik Fishbowl mendorongmu untuk lebih ingin tahu banyak kosa kata atau grammar dalam bahasa inggris?	1. Iya dikarenakan teknik fishbowl merupakan teknik memberikan suatu pendapat tentang topik yang didiskusikan bersama, dengan kita ingin mengajukan pendapat maka harus dengan kosa kata yang sesuai dengan topik tersebut, semakin banyak pendapat yang kita berikan maka semakin banyak pula kosa kata yang harus kita kuasai. bukan hanya kosa kata saja tetapi juga grammar harus kita perhatikan juga
2. Apakah teknik Fishbowl mendorongmu untuk berbicara bahasa inggris?	2. Iya, dengan teknik fishbowl siswa dapat melatih keterampilan berbicara dalam berbagai situasi Dan penguasaan vocabulary Akan lebih banyak
3. Apakah kamu merasa tertantang dengan topik yang didiskusikan pada diskusi teknik Fishbowl kemarin?	3. Iya, saya merasa tertantang untuk mengungkapkan pendapat saya pada saat diskusi kemarin, to be honest topik yang di diskusikan menurut saya kurang menarik untuk di diskusikan. tetapi diskusi kemarin membuat saya ingin untuk menambah kosa kata bahasa inggris saya agar kedepannya lebih mudah untuk mengekspresikan suatu pendapat.
4. Apakah teknik Fishbowl mendorong kamu untuk berkompetisi dengan teman dalam berbicara bahasa inggris yang baik?	4. Iya, dengan teknik ini akan mendorong untuk semakin semangat Dan termotivasi untuk bisa berbicara bahasa inggris lebih baik Dan benar.
5. Apakah teknik Fishbowl mendorong kamu lebih mandiri dalam belajar berbicara bahasa inggris?	5. Tidak, belajar mandiri lebih itu lebih mendukung kepada les privat bahasa inggris tapi untuk berdiskusi/kelompok itu lebih menyenangkan dilakukan dengan teknik fishbowl
6. Apakah teknik Fishbowl membuatmu lebih bisa berinteraksi dengan teman-teman dalam bahasa inggris?	6. Iya, dg teknik ini saya dapat menanya grammar or vocab dari pembahasan yg di bahas Dan bisa mencari tau tentang itu dengan kawan-kawan saya.
7. Apakah dengan teknik Fishbowl, kamu merasa senang jika bisa membantu atau dibantu oleh teman ketika kesulitan menyampaikan pendapat dalam bahasa inggris?	7. Dengan teknik fishbowl, saya merasa senang karena dapat membantu dan dibantu teman ketika kesulitan menyampaikan pendapat dalam bahasa Inggris, karena kita bisa mengetahui kemampuan kita dan bisa menambah kemampuan juga dalam berbicara bahasa inggris apalagi jika dibantu teman2 maka akan terasa mudah
8. Apakah dengan teknik Fishbowl, kamu merasa senang jika guru atau teman memberikan respons positif atau pujian atas pendapatmu?	8. Iya, saya senang jika guru or teman dapat memberi nilai positif dan apresiasi agar semakin semangat untuk bisa berbicara bahasa inggris
9. Apakah Fishbowl mendorong	9. Iya, dapat mendorong semangat untuk meningkat

semangatmu untuk bisa mendapatkan nilai yang bagus saat berbicara bahasa Inggris?	kan nilai Dan meningkatkan kemampuan speaking ability saya sendiri
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List of Questions	Interviewee 8
1. Apakah Teknik Fishbowl mendorongmu untuk lebih ingin tahu banyak kosa kata atau grammar dalam bahasa Inggris?	1. Yaa.... dengan tehnik Fishbowl sangat mendorong saya dalam mengetahui banyak kosa kata dalam bahasa Inggris.
2. Apakah teknik Fishbowl mendorongmu untuk berbicara bahasa Inggris?	2. Yaa...Karna ketika saya sudah mengetahui banyak kosakata dalam bahasa Inggris maka sangat mendorong saya berbicara dalam bahasa Inggris walaupun hanya sedikit.
3. Apakah kamu merasa tertantang dengan topik yang didiskusikan pada diskusi teknik Fishbowl kemarin?	3. ya .. sangat terasa tertantang dengan menggunakan tehnik Fishbowl Karna topik yang sangat serius membuat kita benar benar berfikir dengan bijak.
4. Apakah teknik Fishbowl mendorong kamu untuk berkompetisi dengan teman dalam berbicara bahasa Inggris yang baik?	4. yaa dengan menggunakan tehnik Fishbowl,dan ketika saya berkomunikasi dengan teman saya bisa tau bagaimana bahasa Inggris saya sejauh apa saya bisa berbicara bahasa Inggris...dan membuat saya teros belajar bahasa Inggris.
5. Apakah teknik Fishbowl mendorong kamu lebih mandiri dalam belajar berbicara bahasa Inggris?	5. Yaa,,,dengan tehnik Fishbowl saya lebih mandiri dalam ber bahasa Inggris walaupun sedikit kosa kata nya, membuat saya teros menghafal kosa kata dalam bahasa Inggris.
6. Apakah teknik Fishbowl membuatmu lebih bisa berinteraksi dengan teman-teman dalam bahasa Inggris?	6. Ya ... dengan tehnik Fishbowl saya bisa berinteraksi dengan teman walaupun teman saya lebih bisa dari saya maka dari itu saya harus lebih bisa lagi dari pada dia dengan menggunakan tehnik Fishbowl dan menghafal kosa kata dalam bahasa Inggris.
7. Apakah dengan teknik Fishbowl, kamu merasa senang jika bisa membantu atau dibantu oleh teman ketika kesulitan menyampaikan pendapat dalam bahasa Inggris?	7. Ya... dengan menggunakan tehnik Fishbowl saya lebih senang ketika membantu dan di bantu oleh teman karna kita bisa sama sama belajar dan sama sama kasih tau yang mana yang benar dan yang mana yang salah.
8. Apakah dengan teknik Fishbowl, kamu merasa senang jika guru atau teman memberikan respons positif atau pujian atas pendapatmu?	8. Ya,, Karna dengan menggunakan tehnik Fishbowl saya lebih senang karna mendapat pendapat positif dari guru atau teman dan lebih meningkatkan saya dalam belajar bahasa Inggris.

9. Apakah Fishbowl mendorong semangatmu untuk bisa mendapat nilai yang bagus saat berbicara bahasa Inggris?

9. Ya . karena dengan adanya teknik Fishbowl saya mudah dalam berbicara bahasa Inggris sehingga mendapatkan nilai yang bagus dalam berbicara bahasa Inggris...dengan Banyak nya kosa kata yang saya hafal.

List of Questions	Interviewee 9
1. Apakah Teknik Fishbowl mendorongmu untuk lebih ingin tahu banyak kosa kata atau grammar dalam bahasa Inggris?	1. Iya dikarenakan teknik fishbowl merupakan teknik memberikan suatu pendapat tentang topik yang didiskusikan bersama, dengan kita ingin mengajukan pendapat maka harus dengan kosa kata yang sesuai dengan topik tersebut, semakin banyak pendapat yang kita berikan maka semakin banyak pula kosa kata yang harus kita kuasai. bukan hanya kosa kata saja tetapi juga grammar harus kita perhatikan juga.
2. Apakah teknik Fishbowl mendorongmu untuk berbicara bahasa Inggris?	2. Iya, karena dengan teknik ini kita lebih sering untuk berbicara dalam bahasa Inggris dengan baik dan benar.
3. Apakah kamu merasa tertantang dengan topik yang didiskusikan pada diskusi teknik Fishbowl kemarin?	3. Iya, saya merasa tertantang karena dengan teknik fishbowl kemarin saya bisa bertukar pendapat dengan teman, serta melatih kita jugak untuk memberi pendapat dalam bahasa Inggris.
4. Apakah teknik Fishbowl mendorong kamu untuk berkompetisi dengan teman dalam berbicara bahasa Inggris yang baik?	4. Iya, karena dengan teknik ini membuat kita semangat untuk selalu berbicara bahasa Inggris yang baik, sehingga membuat kita untuk selalu melakukan nya baik dengan teman, dll. dengan demikian membuat kita berlomba lomba untuk selalu berbicara bahasa Inggris dengan teman, dll.
5. Apakah teknik Fishbowl mendorong kamu lebih mandiri dalam belajar berbicara bahasa Inggris?	5. Iya, karena dengan teknik fishbowl ini membuat kita ingin merasa lebih tau bagaimana berbicara bahasa Inggris dengan baik dan benar, sehingga membuat kita ingin berlatih berbicara bahasa Inggris, nah maka dari itu agar semakin pandai berbicara bahasa Inggris, membuat kita ingin terus belajar mandiri, dan akan mengimplementasikan nya kepada teman.
6. Apakah teknik Fishbowl membuatmu lebih bisa berinteraksi dengan teman-teman dalam bahasa Inggris?	6. Iya, karena dengan teknik ini memudahkan kami untuk berbicara dalam bahasa Inggris, sehingga membuat kami ingin terus berinteraksi dalam bahasa Inggris.
8. Apakah dengan teknik Fishbowl,	8. Iya, karena hal ini membuat saya semakin

kamu merasa senang jika guru atau teman memberikan respons positif atau pujian atas pendapatmu?	semangat untuk tetap terus berbicara bahasa Inggris, dan belajar mandiri agar dapat berbicara bahasa Inggris dengan baik dan benar.
9. Apakah Fishbowl mendorong semangatmu untuk bisa mendapat nilai yang bagus saat berbicara bahasa Inggris?	9. Iya, dari teknik fishbowl kemarin membuat saya merasa tertantang, karena menambah semangat saya untuk mendapat nilai yang bagus dalam berbicara bahasa Inggris, dan dari teknik ini juga membuat saya banyak tau bagaimana caranya berbicara bahasa Inggris yang baik dan bagus.

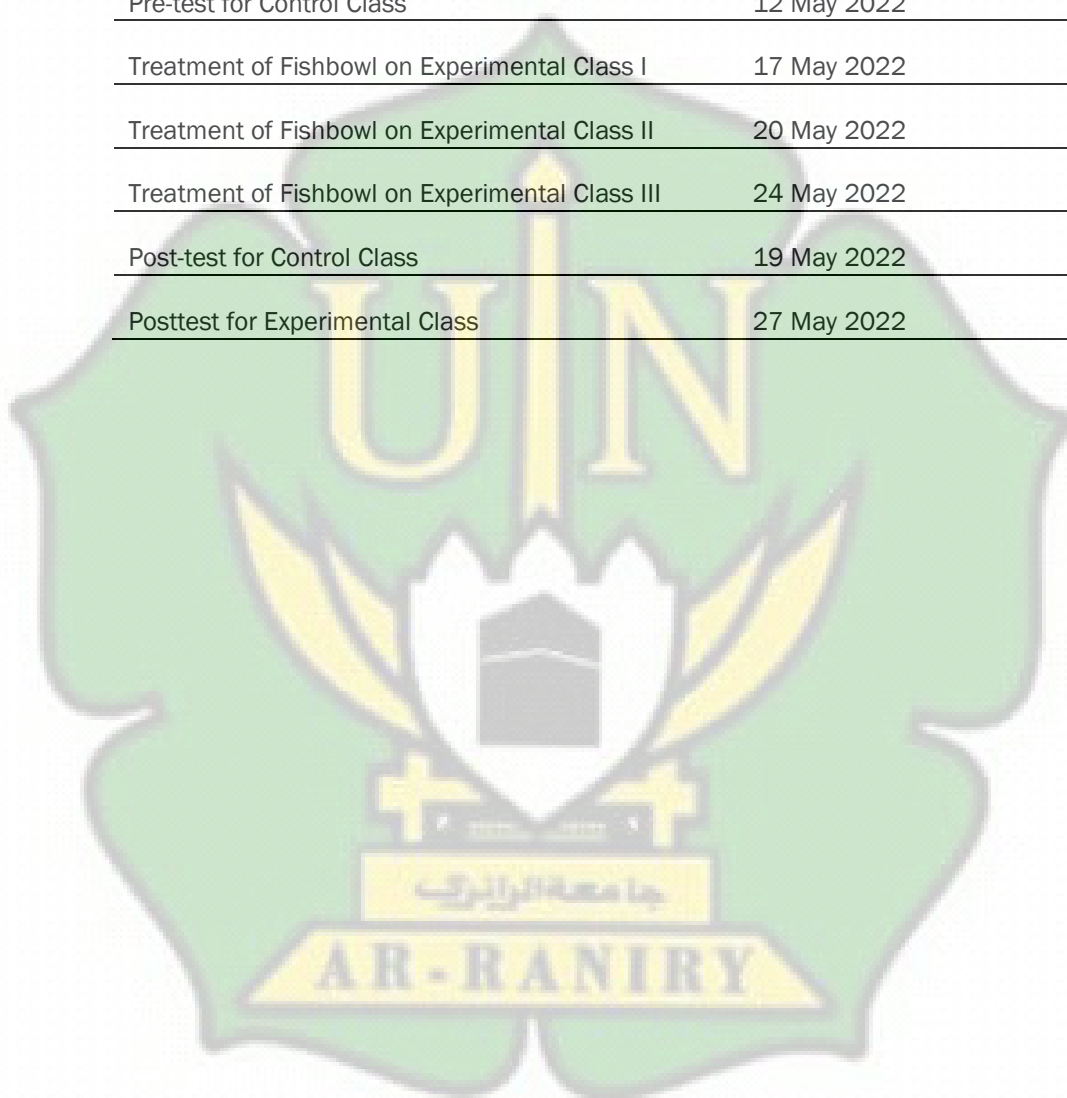
List of Questions	Interviewee 10
1. Apakah Teknik Fishbowl mendorongmu untuk lebih ingin tahu banyak kosakata atau grammar dalam bahasa Inggris?	1. setuju, karena dengan adanya teknik fishbowl membuat saya lebih ingin tahu dengan luas tentang kosakata dalam bahasa Inggris juga membantu saya dalam mengucapkan bahasa Inggris dengan benar dan fasih.
2. Apakah teknik Fishbowl mendorongmu untuk berbicara bahasa Inggris?	2. setuju, dengan adanya teknik fishbowl ini membuat saya penasaran untuk mencoba berbicara dalam bahasa Inggris, misalnya dalam aktivitas sehari-hari
3. Apakah kamu merasa tertantang dengan topik yang didiskusikan pada diskusi teknik Fishbowl kemarin?	3. setuju, saya merasa tertantang namun saya merasa kurang percaya diri. Tetapi dengan adanya diskusi dalam teknik fishbowl ini membuat saya lebih pandai dalam bercakap bahasa Inggris
4. Apakah teknik Fishbowl mendorong kamu untuk berkompetisi dengan teman dalam berbicara bahasa Inggris yang baik?	4. setuju, teknik ini mendorong saya untuk berkompetisi sesama teman dalam bercakap bahasa Inggris dengan vocabulary serta grammar yang benar
5. Apakah teknik Fishbowl mendorong kamu lebih mandiri dalam belajar berbicara bahasa Inggris?	5. setuju, karena dengan teknik fishbowl ini membuat kita menjadi lebih pintar dalam bercakap bahasa Inggris. misalnya dalam berbicara dengan sesama teman
6. Apakah teknik Fishbowl membuatmu lebih bisa berinteraksi dengan teman-teman dalam bahasa Inggris?	6. setuju, karena teknik fishbowl ini sendiri melibatkan orang/sesama untuk melakukan sebuah diskusi. Sehingga dengan adanya diskusi ini membuat kita menjadi mudah dan melatih kita berinteraksi dengan teman dalam bahasa Inggris
7. Apakah dengan teknik Fishbowl, kamu merasa senang jika bisa membantu atau dibantu oleh teman ketika kesulitan menyampaikan	7. setuju, dengan adanya teknik fishbowl ini membuat saya senang apabila ketika membantu teman yang agak kesulitan dalam menyampaikan pendapatnya dalam bahasa Inggris dan saya juga

pendapat dalam bahasa inggris?	senang ketika ada teman yg peduli untuk membantu saya dalam menyampaikan pendapat
8. Apakah dengan teknik Fishbowl, kamu merasa senang jika guru atau teman memberikan respons positif atau pujian atas pendapatmu?	8.setuju, saya sangat senang apabila pendapat yang saya sampaikan mendapatkan respon positif dari guru maupun teman-teman saya.
9. Apakah Fishbowl mendorong semangatmu untuk bisa mendapat nilai yang bagus saat berbicara bahasa inggris?	9.setuju,teknik fishbowl ini sungguh membantu saya dalam mengucapkan bahasa Inggris serta mendorong saya untuk mendapatkan nilai yang bagus.



D. Time Allocation of Research Activities.

Research Activity	Date
Pre-test for Experimental Class	10 May 2022
Pre-test for Control Class	12 May 2022
Treatment of Fishbowl on Experimental Class I	17 May 2022
Treatment of Fishbowl on Experimental Class II	20 May 2022
Treatment of Fishbowl on Experimental Class III	24 May 2022
Post-test for Control Class	19 May 2022
Posttest for Experimental Class	27 May 2022



E. Research Documentation

