

**THE EFFECT OF FISHBOWL TECHNIQUE
ON SPEAKING MASTERY AT THE ELEVENTH
GRADE STUDENTS OF SMA N 1
ANGKOLA SELATAN**



A THESIS

*Submitted to the English Educational Department of State Islamic
University Syekh Ali Hasan Ahmad Addary Padangsidempuan as a
Partial Fulfillment of the Requirement for the Graduate Degree of
Education (S.Pd) in English*

Written By:

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ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY

SYEKH ALI HASAN AHMAD ADDARY

PADANGSIDIMPUAN

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LETTER OF AGREEMENT

Term : Munaqasyah
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Padangsidempuan, Juni 2023
a.n. Windy Putriani Sihombing
To: Dean
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Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to Windy Putriani Sihombing, entitled "The Effect of Fishbowl Technique on Speaking Mastery at The Eleventh Grade Students of SMA N 1 Angkola Selatan". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalam 'alaikumwr.wb.

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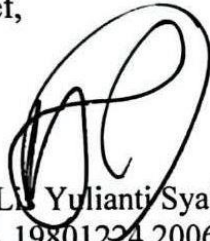

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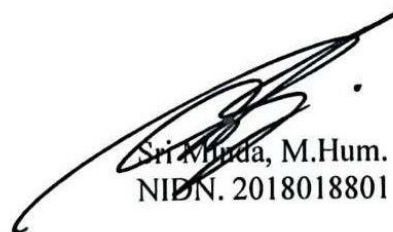
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at The Eleventh Grade Students of SMA N 1 Angkola Selatan**

ABSTRACT

This research focused on the effect of Fishbowl Technique on students' speaking mastery at XI grade in SMA N 1 Angkola Selatan. The students' problems in speaking mastery were: 1) Most students have trouble learning to communicate in English. 2) Most of students are not confident on they own and mispronounced words. 3) Most of students made grammar and structure mistakes. They still use Indonesian structure. In addition to the students' problems, the technique of the teacher also caused to difficulties in learning English. The teacher did not change the way that taught speaking and still use conventional technique. The purposes of this research were to examine the students' mastery in speaking English before learning by using Fishbowl Technique, to examine the students' mastery in speaking English after learning by using Fishbowl Technique and to know whether there is the significant effect of Fishbowl Technique on students' speaking mastery at XI grade in SMA N 1 Angkola Selatan. The method used in this research was experimental research with pre-test and post-test design. Two classes were chosen randomly as the sample. They were XI IPA 3 as experimental class that consisted of 24 students and XI IPA 1 as control class that consisted of 24 students. The data was conducting with normality and homogeneity test, to know if the data normal or not and also to know the data was come from the same variance. The data were derived from pre-test and post-test by using oral test or dialogue in pairs. To analyze the data, the researcher used t-test formula. After analyzing the data, the researcher found that after using Fishbowl Technique the mean score of experimental class was higher than control class. Besides, the score of t_{count} was higher than t_{table} . It meant that the alternative hypothesis (H_a) was accepted. It was concluded that there was a significant effect of Fishbowl Technique on students' speaking mastery at XI grade in SMA N 1 Angkola Selatan.

Keywords: *Fishbowl Technique; Speaking Mastery; Experimental; Control; Students;*

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ABSTRAK

Penelitian ini berfokus pada pengaruh dari Teknik Fishbowl pada kemampuan berbicara siswa di kelas XI di SMA N 1 Angkola Selatan. Masalah siswa dalam menguasai berbicara adalah: 1) Sebagian besar siswa memiliki kesulitan belajar untuk berkomunikasi dalam Bahasa Inggris. 2) Sebagian besar siswa tidak percaya diri dengan kalimat mereka sendiri dan sering salah dalam pengucapan. 3) Sebagian besar siswa membuat kesalahan tata bahasa dan struktur. Mereka masih menggunakan susunan kalimat Indonesia. Selain masalah siswa, teknik guru juga menyebabkan kesulitan dalam belajar Bahasa Inggris. Guru tidak mengubah cara mengajar berbicara siswa dan masih menggunakan teknik konvensional. Tujuan dari penelitian ini adalah untuk menguji keahlian siswa dalam berbicara Bahasa Inggris sebelum belajar menggunakan Teknik Fishbowl, untuk menguji keahlian siswa dalam Bahasa Inggris setelah belajar dengan menggunakan Teknik Fishbowl dan untuk mengetahui apakah ada pengaruh yang signifikan dari Teknik Fishbowl pada penguasaan berbicara siswa di kelas XI di SMA N 1 Angkola Selatan. Metode yang digunakan dalam penelitian ini adalah penelitian eksperimental dengan desain pre-test dan pot-test. Dua kelas dipilih secara acak sebagai sampel. Mereka adalah XI IPA 3 sebagai kelas eksperimental yang terdiri dari 24 siswa dan XI IPA 1 sebagai kelas kontrol yang terdiri 24 siswa. Data dilakukan dengan uji normalitas dan uji homogenitas, untuk mengetahui apakah data tersebut normal atau tidak dan untuk mengetahui data tersebut dari varian yang sama. Data diperoleh dari pre-test dan post-test. Untuk menganalisis data, peneliti menggunakan rumus t-test. Setelah menganalisis data, peneliti menemukan bahwa setelah menggunakan Teknik Fishbowl skor rata-rata kelas eksperimental lebih tinggi daripada kelas kontrol. Selain itu, skor t_{hitung} lebih tinggi dari t_{tabel} . Ini berarti bahwa hipotesis alternatif (H_a) diterima. Dapat disimpulkan bahwa ada pengaruh yang signifikan dari Teknik Fishbowl pada penguasaan berbicara siswa di kelas XI di SMA N 1 Angkola Selatan.

Kata Kunci: Teknik Fishbowl; Penguasaan Berbicara; Eksperimental; Kontrol; Siswa;

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Padangsidimpuan, June 2023
Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is an interactive process of creating meaning that involves information production, receiving, and processing. Speaking enables individuals to express their feelings, hear about one another's perspectives, and explain concepts to others until they truly understand them. Speaking is meant to be instructive, informative, and motivating.

Learning to speak or to talk is essential. If students are proficient in speaking, they will be able to interact, send a message and communicate with their environment, whether they are inside or outside of school.¹ Speaking can also improve student's learning. While speaking, the students will look up and understand essential information. Students are also inspired to think imaginatively and develop their ideas. In based on the foregoing reasoning, there are some essentials that must be mastered.

There are some materials that should be improved by students in speaking. Students should be able to use a variety of short, simple spoken languages accurately, fluently, and in ways that are acceptable to interact with their immediate environment. These speech acts include asking, providing information, and denying it. They should also be able to ask, provide opinions,

¹ Aidil Syah Putra, *The Correlation Between Motivation and Speaking Ability*, Journal of English Language Education and Literature. Vol. 2, No. 1, 2017, p. 37.

and reject them. During the learning process, students must engage with others in order to communicate their ideas.

The government has made a lot of efforts to raise the standard of education, starting with the developing of curriculum and experts who have written many books. In addition, the school has taken efforts, such as by offering resources for educational materials. Instead, the teacher is crucial in improving the quality of the students and has important role in teaching learning process. Besides the students can reach the ideal of speaking such as speak in a good structure and grammar, better pronunciation and fluency and many other aspects.

Based on preliminary study conducted in SMA N 1 Angkola Selatan, teacher has given effort in students' speaking mastery to reach the speaking purpose, the English teacher said that she conducted discussion and tasking in learning English, but not all of the students participate. She also said the students are not confident in speaking English and often mispronounce the word.² In other information, based on the interview with some students they said it is because the teacher still use traditional teaching technique in learning. The teaching-learning process is done by discussion and making notes. The students don't have chance to express their idea or thoughts and they are not able to speak English with correct structure and grammar.³ Those are all the efforts that have been done by the teacher.

² Natra Novyta Lubis, English Teacher, Informal Interview, 18 April 2022.

³ English Students, Informal Interview, 18 April 2022.

To solve the problems above, there are some factors that influence student's speaking ability to be mastered. Students' motivation, media, material, method and teaching technique are all important. According to Harmer, there are four factors that can influence speaking, he said "...it is these methods, procedures, approaches, and techniques which influence the current state of English language teaching".⁴ This research only focus on teaching technique in speaking.

A teaching technique is a way used by a teacher in the classroom to deliver the learning. In the teaching-learning process, teaching technique is critical. One of the most important aspects of teaching style is the ability to maintain students' attention in the learning process. Students will be enthusiastic to receive the lesson if it is taught using a unique teaching technique. As a result, teachers must be innovative in their teaching techniques in order to make students' interest in learning English.

There are numerous techniques that can be applied in teaching-learning process in order to achieve the skill of speaking. In Wiley, Silberman said that role play, jigsaw, round robin, and fishbowl techniques are some of the techniques used in teaching speaking.⁵ These are some techniques that can be used to educate students how to communicate in the classroom.

One of the technique in teaching speaking is fishbowl technique. Fishbowl technique is one of technique that is used in cooperative learning to

⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), 3rd Ed, p. 79.

⁵ John Wiley, *The Handbook of Experiential Learning*, (San Fransisco: Pfeiffer, 2007), p. 196.

teach speaking because this technique use large and small group. The technique has inner and outer circle where the inner circle discuss about a topic. A fishbowl takes its name from the way seats are organized with an inner circle and outer circle. Typically, there are three or five seats in the inner circle with the remaining seats or desks forming a larger outer circle.⁶ It is a technique that encourages students to use their English by giving opinion.

Fishbowl is a useful technique for teaching speaking because it helps in developing English by giving opinion with one another in the classroom, and it allows them to improve their speaking ability. Coppola and Primas cited by Silberman, “To explore the use of fishbowl to benefit students by (a) increasing participation in reading and speaking, (b) strengthening literacy and orally skills, and (c) enhancing motivation to read.”⁷ Based on the foregoing, the researcher determines that the fishbowl technique is the most suited technique for teaching speaking as a problem solving.

Based on explanation above, the research will be conducted with the title “The Effect of Fishbowl Technique on Speaking Mastery at The Eleventh Grade Students of SMA N 1 Angkola Selatan”.

B. Identification of the Problem

There are some factors that influence students’ speaking skill to be mastered. Students' motivation, media, material, method and teaching

⁶ Karen D. Wood, D. Bruce Taylor, *Fostering and Engaging and Active Discussions in Middle School Classrooms*, Association for Middle Level Education (AMLE). Vol. 39, No. 1, September 2007, p. 54.

⁷ Julie Coppola, Elizabeth V. Primas, *One Classroom, Many Learners: Best Literacy Practices for Today's Multilingual Classrooms*, (United States: International Reading Association, 2009), p. 116.

technique are all important. In this case the technique means Fishbowl technique.

Many students of SMA N 1 Angkola Selatan feel difficult in expressing their feeling, idea, thoughts or opinion, especially in the eleventh grade. They have problem in speaking, for example lack of vocabulary, they are not confident on they own and they do not have any chances to speak because of the teaching learning process still use traditional technique which is the learning use task and focus on teacher's explanation. As a result, they do not have any opportunities to speak.

C. Limitation of the Problem

Based on the identification of the problem, there are many factors to improve speaking mastery, the factors are students' motivation, media, material, method and teaching technique. There are some techniques that could be used in teaching-learning speaking. The techniques are role play, simulation, discussion and presentation, retelling story, interview, chain drill, talking chips and fishbowl. These are some techniques that is suitable to speaking mastery.

This research did not discuss all of the techniques; instead, this research selects one of the teacher teaching techniques. Fishbowl technique is what the teaching technique refers to. This research focuses on whether the fishbowl technique has an effect on the students' speaking mastery or not. Topic that used in teaching learning process is asking and giving opinion orally, so that the test gave by using dialogue in pairs.

This technique was chosen because it allows all students to use English at the same time to entire of the students. This technique has inner and outer circle where the inner circle discuss about a topic. Typically, there are three or five seats in the inner circle with the remaining seats or desks forming a larger outer circle. It is designed to encourage students to speak in offering and asking opinion. In addition, it will be important for them to develop good communicative ability with this technique. As a result, it helped learners in developing their English proficiency and confidence.

D. Formulations of the Problems

In order to conduct the research, it is formulated the problem as follows:

1. How is the students' speaking mastery in SMA N 1 Angkola Selatan at the eleventh grade before learning using fishbowl technique?
2. How is the students' speaking mastery in SMA N 1 Angkola Selatan at the eleventh grade after learning using fishbowl technique?
3. Is there any significant effect of fishbowl technique on students' speaking mastery in SMA N 1 Angkola Selatan at the eleventh grade?

E. Objectives of the Problems

Based on above formulation of the problem, it is determined the aims as follows:

1. To examine students' speaking mastery before using Fishbowl Technique at the eleventh grade of SMA N 1 Angkola Selatan.
2. To examine students' speaking mastery after using Fishbowl Technique at the eleventh grade of SMA N 1 Angkola Selatan.

3. To examine whether there is a significant effect of Fishbowl Technique on students' speaking mastery at the eleventh grade of SMA N 1 Angkola Selatan.

F. Significances of the Research

The significances of the research can be directed to:

1. Headmaster, to be an information toward teachers' progress in teaching speaking and to be information that this research can solve students' problem in speaking learning.
2. English teachers, to be an information that this research can improve teaching-learning quality in speaking skill especially. This research will give some information to the teacher about the benefit of the Fishbowl Technique so the teacher can enhance learning quality by choosing the right technique to use in English learning.
3. Further researchers, to be one of research sources for another related research. This research is expected to be useful to the next researchers in enhancing speaking skill.

G. Outline of the Thesis

The researcher gives the outline of this thesis, it is consisted of five chapters. The first chapter, it consists of background of the problem, identification of the problem, limitation of the problem, formulations of the problem, objectives of the problem, significances of the problem and outline of the thesis.

The second chapter contains about literature review that consist of theoretical description with some sub theory about speaking mastery, fishbowl technique, related findings, conceptual framework and hypothesis.

The third chapter consists of research methodology that contains about time and place of the research, method of research, research design, population and sample, definition of operational variable, instrument of collecting data, procedures of the research and technique of data analysis.

The fourth chapter consists of the result of the research. This chapter concerned about description of data description. Then, it will explain hypothesis testing, discussion and threat of the research.

And the last chapter, it is consists of conclusion and suggestion of the research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

In conducting a research, theories are needed to explain the terms applied in research concern. The terms are as follows:

1. Concept of Speaking

a. Definitions of Speaking

Speaking is one of skills in English that has many definitions according to some experts. According to Harmer, he states that “Speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot”.⁸ In conclusion, speaking is an activity to express feeling, idea, thoughts and also to process information with structured language.

Thornburry also says that “Speaking is interactive and requires the ability to cooperate in the management of speaking turns. Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum”.⁹ In other hand, speaking is activity involving two or more participants as hearer and speakers.¹⁰ It can be concluded that speaking is a activity that consists of speaker and

⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), 3rd Ed, p. 269.

⁹ Scott Thornburry, *How to Teach Speaking*, (London: Longman, 2005), p. iv.

¹⁰ Byrne D, *Teaching Oral English*, (London: Longman, 2000), p.8.

hearer, speaking needs to be developed to make speaking more interactive.

Brown said that “Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker listening skill, which necessarily compromises the reliability and validity of an oral production test”.¹¹ Those are definitions of speaking by expert.

Based on curriculum K13 speaking is expressing various meaning (interpersonal, ideational, textual) in various interactional oral texts and monologues, especially descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussions, commentaries, and reviews.¹² In conclusion speaking can be defined as a form of communication in which students convey their idea and feelings with various ways.

From definition above, it can conclude that speaking is an activity to express thoughts, minds, opinions, ideas orally with foreign language in many ways.

b. Purposes of Speaking

People converse to share their thoughts and experiences with others. As a result, the purpose of speaking in general is to improve

¹¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Longman), 2003. p 140.

¹² Wahyu Sundayana, Material Development/Pedoman Guru, [http://file.upi.edu/Direktori/FPBS/JUR. PEND. BAHASA INGGRIS/19580208198601WAHYU_S UNDAYANA/ESP Material Development/Pedoman Guru ING SMA 05 Bag I.pdf](http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/19580208198601WAHYU_S_UNDAYANA/ESP_Material_Development/Pedoman_Guru_ING_SMA_05_Bag_I.pdf), access on 12 September 2022

communicative efficiency. O'Hair, et al state there are three purposes of speaking, they are; to inform, to persuade and to entertain. Further explanation as follows:

- 1) To inform
The general purpose of informative speech is to increase the audience's awareness by imparting knowledge.
- 2) To persuade
The general purpose of persuasive speech is to influence the attitudes, beliefs, values and behaviors of audience members.
- 3) To entertain
The general purpose of special occasion speech will be variously to entertain, celebrate, commemorate, inspire or set a social agenda.¹³

Meanwhile, in standard competence in English Curriculum K13, as follows:

- 1) Students can express and ask opinion about something.
- 2) Students can disclose approval and disapproval.
- 3) Students can identify thread of adjectives.¹⁴

So, based on explanation above, the purpose of speaking here are able to express opinion, to inform, to persuade, to entertain about something, it can be approval and disapproval.

c. Elements of Speaking

While speaking, there some elements that must be mastered to be a good speaker. According to Harmer, there are four elements of

¹³ Dan O'Hair, Hannah Rubenstein, Rob Stewart, *A Pocket Guide to Public Speaking*, (New York: Bedford St. Martin's, 2010), 3rd Ed, p. 51.

¹⁴ Wahyu Sundayana, Material Development/Pedoman Guru, [http://file.upi.edu/Direktori/FPBS/JUR. PEND. BAHASA INGGRIS/19580208198601WAHYU_SUNDAYANA/ESP_Material_Development/Pedoman_Guru_ING_SMA_05_Bag_I.pdf](http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/19580208198601WAHYU_SUNDAYANA/ESP_Material_Development/Pedoman_Guru_ING_SMA_05_Bag_I.pdf), access on 12 September 2022

speaking, they are; connected speech, expressing devices, lexis and grammar and negotiation language. Further explanation as follows :

1) Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English, but also to use fluent connected speech. In connected speech sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contraction and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

2) Expressive devices

Native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal means how they are feeling. The use of these devices contributes to the ability to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

3) Lexis and grammar

Spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.

4) Negotiation language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying. We often need ask for clarification when we are listening to someone else talk.¹⁵

In addition, Harmer concerned with other elements of speaking

that a successful speaker must master; those are mental/ social processing which involves language processing, interaction and information processing.

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), 3rd Ed, p. 269.

1) Language processing

Effective speakers need to be able to process language in their own head and put it into coherent order, so that it comes out in forms that are not only comprehensible, but also convey the meaning that are intended.

2) Interaction

Most speaking involves interaction with one or more participants. It means that effective speaking also involves a good deal of listening, an understanding of how others felt and a knowledge of how the linguistically to take turns or allow others to do so.

3) Information processing

Quite apart from our response to others feelings, we also need to be able to process the information they take us the moment we get it. The longer it takes for “The penny to drop”, the less effective we are as an instant communicator. However, it should be remembered that this instant response is very culture-specific, and is not prized by speaker in many other language communities.¹⁶

Speaking entails not only possessing a lot of vocabularies and

understanding grammatical structures, but also mastering all of the elements listed above. If we master those elements, all messages we deliver will be accepted by all communicants. Those elements can all include sender, receiver or topic.

d. Basic Types of Speaking

According to Brown, there are five basic types of speaking, they are; imitative, intensive, responsive, interactive and extensive (monologue). Further explanation as follows :

1) Imitative

Imitative is the ability to simply parrot back (imitate) a word or phrase or possibly the sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language that may be included in the criterion performance, no inferences are made about the test-

¹⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), 3rd Ed, p. 271.

taker's ability to understand or convey meaning or to participate in an interactive interaction.

2) Intensive

Production of short stretches of oral language is designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonology relationship. The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

3) Responsive

Responsive is one of speaking types which include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments and the like. The stimulus is almost always a spoken prompt, with perhaps only one or two follow-up questions or retorts.

4) Interactive

Interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationship.

5) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations and story-telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.¹⁷

In conclusion, there are five basic types of speaking; imitative,

intensive, responsive, interactive, extensive (monologue). This research emphasizes that this study used an interactive type of speaking for fishbowl technique, because this technique requires all students to speak.

¹⁷ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Longman), 2003. p 141.

e. Assessing Speaking

Assessment is needed to know the speaking competence. According to Hughes there are five categories to assess speaking skill, such as, accent, grammar, vocabulary, fluency and comprehension. It will be explained as follows :

1) Accent

The accent can be identified from:

- a) Pronunciation frequently unintelligible.
- b) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
- c) “foreign accent” requires misunderstanding and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary.
- d) Marked “foreign accent” and occasional mispronunciations, which do not interfere with understanding.
- e) No conspicuous mispronunciation, but would not be taken for a native speaker.
- f) Native pronunciation, with no trace of “foreign accent”.

2) Grammar

Grammar can be identified from:

- a) Grammar almost entirely inaccurate phrase.
- b) Constant errors showing of very few major patterns and frequent preventing communication.
- c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- d) Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
- e) Few errors, with no pattern of failure.
- f) No more than two errors during the interview.

3) Vocabulary

Vocabulary can be identified from:

- a) Vocabulary inadequate for even the simplest conversation.
- b) Vocabulary limited to basic personal and survival areas (time, food transportation, family).
- c) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.

- e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
 - f) Vocabulary apparently as accurate and extensive as that of an educated native speaker.
- 4) Fluency
- Fluency can be identified from:
- a) Speech is no halting and fragmentary that conversation is virtually impossible.
 - b) Speech is very slow and uneven except for short or routine sentences.
 - c) Speech is frequently hesitant and jerky: sentence may be left uncompleted.
 - d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for word.
 - e) Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
 - f) Speech on all professional and general topics as effortless and smooth as a native speaker.
- 5) Comprehension
- Comprehension can be identified from:
- a) Understands too little for the simplest types of conversation.
 - b) Understand only slow, very simple speech or common social and touristic topics; requires constant repetition and rephrasing.
 - c) Understand careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing.
 - d) Understand quite well normal educated speech when engaged in a dialogue but requires occasional repetition and rephrasing. Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.
 - e) Understand everything in both normal and colloquial speech to be expected of an educated native speaker.¹⁸

Those indicators can be used on speaking especially in senior

high school, to examine their accent, grammar, vocabulary, fluency and comprehension with various interactional oral texts. So, the students can reach the ideal of speaking.

¹⁸ Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1989), p. 111.

f. Materials of Teaching Speaking

There are many materials in teaching speaking. The teaching learning process should be appropriate with the purposes. There are common topics in English book that used for the eleventh grade of SMA N 1 Angkola Selatan. It is divided into eight units, they are: Offers & Suggestions (unit I), Opinion & Thoughts (unit II), Party Time (unit IV), National Disaster-An Exposition (unit V), Letter Writing (unit V), Cause & Effect (unit VI), Meaning Through Music (unit VII), Explain This! (unit VIII).¹⁹ Based on the syllabus curriculum for eleventh grade, this research took Opinion & Thoughts on unit II.

¹⁹ Makhruh Bashir, Bahasa Inggris: Stop Bullying Now, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017).

CHAPTER 2

Opinions & Thoughts

KOMPETENSI DASAR

- 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion.*)
- 4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

1) The material of Opinion & Thoughts in speaking.

B Building Blocks

Opinions

An opinion is the way you feel or think about something. Our opinion about something or someone is based on our perspective. Whenever we give or express our opinion, it is important to give reasoning or an example to support our opinion.

Some Opinions:

I like Harry Potter movies because the magic seems so real.

I don't agree with you. Harry Potter movies are just overrated.

I like playing tag because it is so much fun.

I don't like playing tag because people end up fighting.

In my opinion, the government should provide means of sustenance for under privileged people instead of building tall towers.

I agree with what you are saying but have you ever thought that building tall towers provides work for unemployed people?

**DID YOU
KNOW**



We can use collocations to express opinions, for example strong argument, strong criticism, strong denial, strong opinion, strong resistance, quite strongly.

Let's look at the sentence structure to express opinions.

Subject	Verb	Object
I	agree	with what you are saying.
We	believe	this is not the right way to handle things.
I	reckon	this could be right considering the reasons you have provided.
I	agree	that I didn't look at it from this perspective.
I	doubt	that this is possible.
We	assume	you are biased on this issue.
I	don't agree	with you.
I	think	you are mistaken.
I	think	so too.

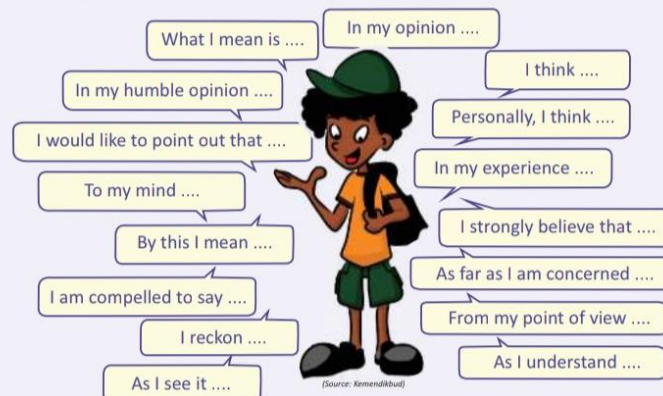
Table 2.1 Sentence structure to express opinions

Expressions

Opinions can be expressed in the ways given below.

Personal Point of View

These expressions are used to show personal points of view.



Examples of Opinions:

- I reckon he might have been bullied in school.
- To be honest, I never thought that bullying was so prevalent in most schools.
- I believe bullying is totally an unacceptable practice in our school.
- I am not convinced that the majority of the people are not aware of this issue.

Examples of how to agree and disagree with an opinion

Statement	Agree	Disagree
Smoking should be banned in public places.	I totally agree that smoking should be banned in public places.	I am sorry but I tend to disagree with you on this.
Bullying is so prevalent in most schools.	I couldn't agree more with you.	I think it would be wrong to generalize.
Women should not work.	I think so too. Women should stay at home and take care of their children.	I am afraid I have to disagree with you on this.
Harry Potter series is much better than Twilight series.	Yes, I agree. Harry Potter series has a much better and well-developed story line.	It's not justified to say because both have different plots.
Online gaming should be banned.	Absolutely right. It should be as it distracts students from studying.	I don't agree with you. It is a venue for students to develop their skills.

Table 2.2 Agreeing and disagreeing with opinions

2) The exercises of Opinion & Thoughts in Discussion

D Active Conversation

Complete the following transactional conversations. Using the role-play approach, reenact the conversation with your classmates.

Buying a New Car



I think we should buy a new car.

Why? Our old car is fine and functional.

[Source: Kemendikbud]

[Source: Kemendikbud]

Banning of Cigarettes



I believe that smoking should be banned.

I don't think I agree with you.

[Source: Kemendikbud]

[Source: Kemendikbud]

Songs



What kind of music do you like?

I like rock and roll.

How can you like rock and roll? It is so loud.

[Source: Kemendikbud]

[Source: Kemendikbud]

2. Fishbowl Technique

a. Definition of Fishbowl Technique

The students need some support to change their thought and place the English language as important to practice, usually to deliver speech through the mouth. Therefore, it is still relatively easy for students to express their ideas orally in English. The teacher suggested using a different technique, like Fishbowl Technique, as the way to get them to change their thought.

According to Silberman, “Fishbowl is a portion of the group to form a discussion circle and have the remaining participants form a listening circle around them. Rotate new groups into the inner circle to continue the discussion”.²⁰ In addition, students in the inner circle discuss the question, while students in the outer circle listen and then discuss what they learned or found interesting.²¹ So, this technique has inner and outer circle where the inner circle discuss and the outer circle listen, which means there are groups.

Coppola, et al said, “This technique provide students with ample opportunities to make connections with what they already know, what stimulates them, and what they need to learn to succeed in educational settings”.²² This technique executed for teaching speaking

²⁰ Mel Silberman, *101 Ways to Make Training Active*, (Pfeiffer: Copyright, 2005), p. 20.

²¹ Catherine C. Morocco, Cynthia M. Aguilar, Carol J. Bershad, *Supported Literacy for Adolescents: Transforming Teaching and Content Learning for The 21st Century*, (San Fransisco: Jossey-Bass, 2008), p.187.

²² Julie Coppola, Elizabeth V. Primas, *One Classroom, Many Learners: Best Literacy Practices for Today's Multilingual Classrooms*, (United States: International Reading Association, 2009), p. 116.

continuously, students can habitually speak English and it can reduce the students' nervousness, so they can speak English in a good way.²³

In conclusion, this technique can be used in teaching speaking to make the students good at speaking and to eliminate their doubts in speaking.

According to Wood and Taylor, she stated that fishbowl defined as “Fishbowl is a way to organize a medium to large-group discussion that promotes student engagement and can be used to model small-group activities and discussions. Fishbowls have been used by group work specialists and in counselling”.²⁴ As a result, fishbowl technique is a group work that use medium to large group to promote students agreement.

Based on Barkley, et al, “Fishbowl is a technique where an outer circle of students in the inner circle engage in an in-depth discussion, while students in the outer circle consider what is being said and how it is being said”.²⁵ So, one group watches another group in this action. The first group divides into two groups, one of which forms a circle and discusses a subject. The inner group is surrounded by the second group divide, which forms a circle. All students can imagine their ideas to give arguments and opinions based on the teacher's topic.

²³ S. Khusriyah, F. Ras, Desri M. Sumbayak, *The Effect of Fishbowl Technique on The Speaking Ability of The First Year Students of SMAN 12 Pekanbaru*, JOM FKIP. Vol. 5 No. 1, Januari-Juni 2018, p. 3, retrieved on June 1st, 2022 at 2.11 pm.

²⁴ Karen D. Wood, D. Bruce Taylor, *Fostering and Engaging and Active Discussions in Middle School Classrooms*, Association for Middle Level Education (AMLE). Vol. 39, No. 1, September 2007, p. 54.

²⁵ Elizabeth F. Barkley, Claire H. Major, K. Patricia Cross, *Collaborative Learning Techniques: A Handbook for College Faculty*, (San Fransisco: Jossey-Bass, 2014), p. 201.

Based on the foregoing premise, it concluded that the Fishbowl technique is a medium to large-group conversation that encourages students to participate. This technique creates a physical structure that allows students on the "outside" to observe what is happening on the "inside." It aids in the development of a sense of community among students and focuses attention on methods in which a group might collaborate more effectively. A larger, outer circle of pupils seats around a smaller, inner circle of students in the fishbowl technique. Students in the inner circle engage in in-depth conversation, while those in the outer circle consider what they will say and how they will say it.

b. Purpose of Fishbowl Technique

Freire, et al, points out two purposes of this technique. Those purposes are:

- 1) Fishbowl as a structured brainstorming
Trainers can discuss conflicts that develop. This technique gives everyone an opportunity to express his or her view, as well as reflect upon the issues of others. A community group can decide which activities will be available at its new community center. This technique allows everyone to make suggestions, question and respond to ideas in a lively, creative manner.
- 2) Fishbowl as a structured observation of a group process
Help a youth group reflect upon leadership and team processes. Give the inner group a task that needs to be accomplished as a team. Guide a discussion about gender. Have women or girls sit in the center and discuss some issue around gender, while the men or boys sit on the outside and observe. Switch the groups. This provides an opportunity for the groups to "hear each other" in a less threatening environment.²⁶

²⁶ Paolo Freire, Howard Gardner, David Kolb, et al, *Nonformal Education Manual*, (Washington DC: Information Collection and Exchange, 2004), p. 93.

The rule of the teacher in this activity is as an instructor. It means that the teacher give the inner and outer group a task that needs to be accomplished. The teacher asks the inner group to works first while the outer group watches each point which is produced. Besides, they also observe the ways in which the inner group produce their thoughts. In the end of the lesson, the teacher helps a group of the students upon leadership.

Furthermore, Wood and Taylor adds two purposes of conducting fishbowl technique in teaching speaking. Those are as follows:

1) Fishbowl as a student-centered activity

Fishbowl as a student-centered activity means that the teacher places the student at the centre of teacher's thinking. The student's position is an active learner during classroom activities.

2) Fishbowl as a tool for modeling a discussion

The teacher and the students arrange the room with an inner and outer circle. The teacher selects an appropriate text and assigns them to read the selection in class or for homework. After all students have read the text, the teacher selects some students for the fishbowl group to discuss the text. The outer circle must remain quiet but can write down their observations about the discussion.²⁷

²⁷ Karen D. Wood, D. Bruce Taylor, *Fostering and Engaging and Active Discussions in Middle School Classrooms*, Association for Middle Level Education (AMLE). Vol. 39, No. 1, September 2007, p. 55.

c. Procedure of Fishbowl Technique

According to Silberman, the steps that needed to conduct fishbowl technique:

- 1) Devise three questions for discussion relevant to your subject matter. Ideally, the questions should be interrelated, but that is not required. Decide in what order you would like the questions to be discussed.
- 2) Arrange chairs in a fishbowl configuration (two concentric circles). Have the participants count off by 1's, 2's, 3's (or use another method for creating three groups). Ask the members of groups 2 and 3 to sit in the outer-circle seats. Pose your first question for discussion. Allow up to ten minutes for discussion. If you wish, invite a participant to facilitate the discussion.
- 3) Next, invite the members of group 2 to sit in the inner circle, replacing group 1 members, who now move to the outer circle. Ask the members of group 2 if they would like to make any brief comments about the first discussion and then segue into the second discussion topic.
- 4) Follow the same procedure with members of the third discussion group.
- 5) When all three questions have been discussed, reconvene the entire group, ask the participants for their reflections about the entire discussion.²⁸

In another source, Wood and Taylor explained the steps that

needed to be done in fishbowl technique:

- 1) The teacher arranges the room in a fishbowl, with inner and outer circles of students, and often assigns a text (section of a textbook or book, a poem, an article, or a video) to be read or viewed prior to the discussion.
- 2) The teacher can generate a set of questions by writing them on slips of paper or index cards, or students can write questions or comments on cards.
- 3) Four or five students sit in the inner fishbowl and begin a discussion using the questions; only these students can talk. If a student in the outer circle wants to say something, he or she must get up, tap one of the students in the inner circle on the shoulder, and take his or her place.

²⁸ Mel Silberman, *101 Ways to Make Training Active*, (Pfeiffer: Copyright, 2005), p. 139.

- 4) Whenever a student is "tapped out" of the fishbowl, he or she takes a seat in the outer circle and cannot speak unless he or she returns to the inner fishbowl by tapping another student out.
 - 5) If students are reluctant to enter the fishbowl, the teacher can change the rules so that, after a few minutes, the inner group can tap others into the fishbowl.
 - 6) If students are too quick to jump into the fishbowl (that is, they do not give their peers a fair amount of time to talk before tapping them out), the teacher can set a time limit of one, two, or three minutes during which students cannot be tapped out.²⁹
- Based on two sources of steps in fishbowl technique above, this

research will use Taylor's steps to complete fishbowl technique in the classroom and these steps will enhance their speaking mastery.

d. Advantages and Disadvantages of Fishbowl Technique

It is quoted by Sumarsih and Berutu that fishbowl has some advantages to be used in teaching and learning process:

- 1) Can be effective teaching tools for modelling groups process,
- 2) For engaging students or other groups in discussion of cross-cultural or challenging topic,
- 3) For giving students greater autonomy in classroom discussion.³⁰

The explanation above shows that fishbowl technique can provide students with opportunity too express what their idea to other groups. This is useful in experiencing the role of observer, speaker or listener it will make the student be active on conversation.

While, Ermiwin, et al, said that there are some disadvantages of fishbowl adopted from Bruce & Wood, those are as follows:

²⁹ Karen D. Wood, D. Bruce Taylor, *Fostering and Engaging and Active Discussions in Middle School Classrooms*, Association for Middle Level Education (AMLE). Vol. 39, No. 1, September 2007, p. 55.

³⁰ Sumarsih and Sri Duinaria Berutu, *Improving The Students Speaking Achievement by Applying Fishbowl Technique*, Journal of English Language Teaching and Learning. Vol. 3, No. 2, 2014, p. 6.

- 1) There can be a possible conflict among students'
- 2) False information may be presented,
- 3) It may be hard for some students to express themselves.³¹

Those are disadvantages adopted from Bruce & Wood. It can conflict students and give wrong information and some students may be hard to express their thoughts, but besides the disadvantages we can focus on the advantages.

e. Teaching Speaking by Using Fishbowl Technique

In teaching there are three procedures that must be completed. They are pre-teaching, whilst-teaching and post-teaching. Pre-teaching is a way that involves teaching students prior to a lesson, teacher starts the class with greeting and motivation. Whilst-teaching is the core of learning process, teacher utilizes fishbowl technique procedure in this stage. Post-teaching involves going over them after the lesson, teacher closes the learning process with some suggestions and greeting.

Teaching speaking by using fishbowl technique can be described as follows:

Table II.1 Teaching Speaking by Using Fishbowl Technique

Teacher Activity	Procedures	Students Activity
A. Pre-Teaching		
1. Teacher greets the students		1. The students respond greeting from the teacher
2. Teacher checks students attendance list		2. Students state the attendance by saying present

³¹ Iin Ermiwin, Sudarkam R. Mertosono, Zarkiyani Hasyim, *Applying Fishbowl Technique to Improve Students' Speaking Skill*, E-Journal of English Language Teaching Society. Vol. 7, No. 3, 2019, p. 3.

3. Teacher asks about the last material and connect it with the new material		3. Students answer teacher's question
4. Teacher tells about the new material		4. Students listen carefully to the teacher 5. Students prepare books and pens
B. Whilst-Teaching 1. The teacher start off some small groups of between 4 (inner circle) and 6 students (outer circle), which is inner circle as a fish and outer circle as fishbowl, inner circle who are tasked with talking about a particular topic	1. The teacher arranges the room in a fishbowl.	1. Students pay attention to the teacher 2. Students change their seats fit with teacher instruction 3. The students in a small circle are the fish, and the fish as a speaker, and the students in the large group are the fishbowl as a listener.
2. The teacher makes some questions on paper for some topics they will discuss	2. The teacher can generate a set of question by writing them on slips of paper or index cards	4. Students prepare themselves for the discussion they will talk about
3. Teacher ask the inner circle students to discuss about the question	3. Four or five students sit in the inner fishbowl and begin a discussion using the questions.	5. Students in the inner circle talk about the question which teacher gives to them, and the remaining students write down about the conclusion what they hear 6. Students in the outer circle can talk if he or she tap

		<p>one of the students in the inner circle on the shoulder and they switch seats</p> <p>7. Students in the outer cannot speak until they switch their seats with students in the inner circle</p>
<p>4. The teacher switch the seat, the students in the inner circle move to the outer circle if after 5 minutes students in the outer circle are reluctant to enter the fish figuration</p>	<p>4. If students are reluctant to enter the fishbowl, the teacher can change the rules.</p>	<p>8. The students change the seats if there is no movement after 5 minutes</p> <p>9. All the students must be in the inner circle if the time is enough</p>
<p>C. Post-Teaching</p> <p>1. Teacher stop the discussion if class time is almost over and ask some students to review about the discussion</p>	<p>5. The teacher review the discussion. Contsequently, each meeting every students will get an opportunity to be a fish or fishbowl.</p>	<p>1. Students stop the discussion</p> <p>2. Some students review about the discussion what they get</p>
<p>2. Teacher review the discussion and tell students some students will have opportunity to talk in the next meeting if time is not enough</p>		<p>3. Students listen to the teacher's review and explanation</p>

3. Teacher close the class with greeting		4. Students respond teacher's greeting
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B. Conventional Technique

1. Definition of Conventional Technique

Conventional technique is needed to compare it with the treatment. According to Hudson that “conventional teaching is a technique that used by the teachers based mutual agreement in a school”.³² It is one of the definition of conventional technique.

From quotation above, it could be concluded that the conventional technique was a way to teach the material to the students by teachers. Conventional also meant something that considered acceptable by society a perhaps not vary interesting. The teacher would use traditional way in teaching and learning. Conventional or traditional teaching was concerned with the teacher being the controller of the learning environment.

Conventional technique is the technique or the way that usually used by the teachers to teach the material or text to students. It means that the teacher usually gives all of the explanation of the materials or it is a teacher centered in classroom.

2. Purpose of Conventional Technique

Conventional technique is technique that teachers typically employ to teach students the topic or text. It shows that the classroom is teacher-

³² Hudson, *The Meaning of Conventional Teaching* (Online), <http://www.conventional-strategy/topic/54372-strategy>, retrieved on September, 12th 2022.

centered or that the teacher typically provides all of the material explanation.

There are two aims of conventional technique, they are:

- a. To convey a subject matter is logically arranged, and irrelevant material or subject matter is avoided.
- b. As the curriculum is design by the teacher, it becomes easy to achieve the desired goals by the teacher.³³

In this technique, the teacher usually gave all of the explanation of the materials or it was a teacher-centered. This traditional technique sometimes would make the students be easier to feel bored and difficult to understand the material in learning process.

3. Procedure of Conventional Technique

Ahmadi said that the teacher role is to speech and explain actively, meanwhile the students listen, follow and make note the main idea that explain of the teacher.³⁴ In other hand, Istarani explained of conventional technique (lecture) procedure. They are:

- a. Teacher conveys the material.
- b. Teacher gives student the chance to connect and compare the speech of material.
- c. Student makes a note main point of the speech.³⁵

Based on quotations above, it can be conclude that there are four steps of conventional method (lecture). First, teacher conveys the material by giving a speech and explanation and the students listen, follows and made a note of the teacher's speech. Second, teacher gives student the

³³ Hudson, *The Meaning of Conventional Teaching* (Online), <http://www.conventional-strategy/topic/54372-strategy>, retrieved on September, 12th 2022.

³⁴ Abu Ahmadi, *Strategi Belajar Mengajar*, (Bandung: Pustaka Setia, 2005), p. 53.

³⁵ Istarani and Muhammad Ridwan, *50 Tipe Pembelajaran Kooperatif*, (Medan: Media Persada, 2014), p. 10.

chance to connect and compare the speech of material. Last, Teacher checks the students' comprehend of the material.

4. Advantages and Disadvantages of Conventional Technique

The traditional or conventional technique to teaching focuses the teacher's role as the environment's controller. In reality, the class is managed by the teacher. The teaching and learning processes are actually greatly improved by using conventional technique.

The advantages of conventional technique as followed:

- a. In short time, teacher is able to convey the materials many as possible.
 - b. The organization of class more simple.
 - c. Teacher a handle overall of the class.
 - d. Teacher easy in prepare the material and convey it to the student.³⁶
- Besides, the conventional technique also has some disadvantages.

The disadvantages of conventional teaching technique as follows:

- a. Language using in the teacher is above the standard of the students. They are not able get full advantage of the teacher.
- b. Attention level is not the same while student listening the teacher.
- c. Lack of sources and resources.
- d. It will become difficult to maintain a common standard in various institutions.
- e. The existing curriculum for teaching training institutions is not suitable for the teacher centered approach.
- f. It is very difficult for a student to sit for along time and listen to a teacher drone on about a topic or material in learning process. So, the condition of class is noisy.³⁷

³⁶ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, (Jakarta: Asdi Mahasatya, 2006), p. 83.

³⁷ Thinanh Pham, *Learners' and Teachers' Preference for Classroom Activities*, (Essex university: Essex University Press, 2005, p. 136.

Conventional technique has some advantages and disadvantages, this technique can make students easier get bored and lazy when the teacher give explanation, this technique used teacher centre.

C. Review of Related Finding

There are some related findings in this research; first is Intan's, who did the research by using quasi-experimental research. Also, the instrument of her research is an oral test by using pre-test and post-test. The study results showed that 30 students of senior high school by using fishbowl technique as a treatment which is done the result revealed based on t-test that fishbowl technique is enhancing to use in teaching speaking.³⁸

Second, Hertina's, who did the research by using quasi-experimental research. The study results showed that 29 students using a fishbowl technique, which is done based on a t-test, improved the students' speaking ability than those using the teachers' technique.³⁹

Third, Amalia's, who did the research by using quasi-experimental research. The study showed that 20 students using fishbowl technique as treatment based on t-test that used fishbowl strategy improved students' speaking skill.⁴⁰

³⁸ Intan, *Applying Fishbowl Technique to Enhance Students' Speaking Ability at Eleventh Grade Student of SMA 1 TUTAR* (Online) <http://repository.iainpare.ac.id/1234/1/15.1300.041.pdf>, retrieved on April 22th, 2022 at 9:53 a.m.

³⁹ Mislani Hertina, *Effectiveness of Fishbowl Technique Towards Students' Speaking Ability at The Second Grade Students of Islamic Senior High School Riyadhul Jannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat* (Online) <http://repository.uinjambi.ac.id/937/>, retrieved on May 30th, 2022 at 6:01 a.m.

⁴⁰ Reski Amalia, *The Use of Fishbowl Strategy Towards The Improvement of The Second Grade Students' Speaking Skill at MA DDI Pattojo Soppeng* (Online) http://repositori.uin-alauddin.ac.id/4916/1/RESKI%20AMALIA.%20_S200400113151.pdf, retrieved on May 30th, 2022 at 6:10 a.m.

Fourth, Ibrahim, who did the research by using quasi-experimental design. The result showed that the experimental class description has the average score of the pre-test is 57.2 and score of the post-test is 66.5, it means the average score is increasing from 57.2 to 66.5. The (2-tailed) score was 0.045, which was less than the 0.05 value of significance, indicating that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.⁴¹

Last, Nurwandi, who did the research by using quasi-experimental design. The result showed that the score of post-test was 88 then in pre-test was 68, the improvement was 29.41%. The result of the test showed that there was a significant difference between the score of t-test and t-table for accuracy was $(4.779 > 2.000)$.⁴²

The five studies mentioned above encouraged the writer's desire to learn more about the fishbowl technique. We can examine the results of five successful studies that used the same quantitative research design method. There are variances in this study, particularly in specific lessons such as giving opinions and arguments. As a result, the researcher needs a solution that is relevant to teach speaking in the classroom. Students' speaking skill in giving opinions and arguments can be enhanced and improved by using the fishbowl technique.

⁴¹ Fahmi Alfin Ibrahim, *The Effectiveness of Fishbowl Technique on Students' Speaking Skill in Giving Opinions and Arguments* (Online) <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/55948/1/Skripsi%20Fahmi%20Alfin%20Ibrahim%20final%20new%201160140000100%20wtm.pdf> retrieved on May 31th 2023

⁴² Nurwandi, *Using The Fishbowl Method To Improve Students' Speaking Ability* (Online) https://digilibadmin.unismuh.ac.id/upload/1137-Full_Text.pdf retrieved on 31th May 2023

D. Conceptual Framework

Many students of SMA N 1 Angkola Selatan feel difficult in expressing their feeling, idea, thoughts or opinion, especially in the eleventh grade. They have problem in speaking, for example lack of vocabulary, they are not confident on they own and they don' have chance to speak because of the teaching learning process still use traditional technique which is the learning use tasking and focus on teacher's explanation. As a result, they don't have opportunity to speak.

Speaking is the most difficult skill among the four skills. To solve the problem teacher should use an interactive technique in teaching speaking. Fishbowl technique is a way to solve the problem, this research will examine whether fishbowl technique gives significant effect to students' speaking mastery. This technique improves students' speaking mastery and reach the ideal of speaking.

In order to get data in this research, there three procedured conducted, they are: pre-test, treatment and post test. The pre-test was given to the control class and experimental class before treatment to know the mean score. After the pre-test, treatment was given only to experimental class with fishbowl technique. The last, post-test was given to the control class and experimental class to know mean score whether the fishbowl technique has significant effect on students' speaking mastery.

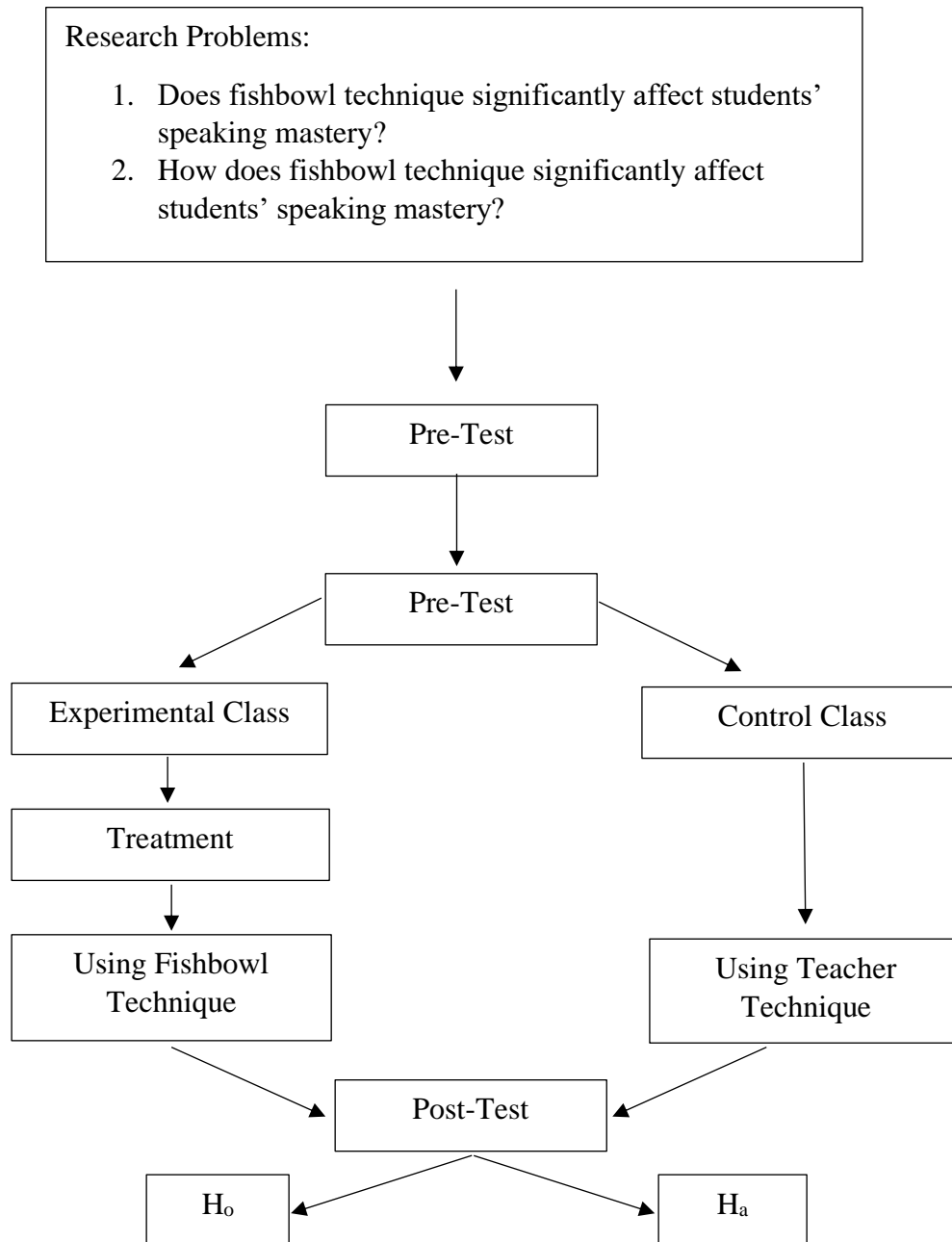


Figure II.1 Process of the Research by Using Fishbowl Technique

E. Hypothesis

H_a : There is effect of Fishbowl technique on speaking students' mastery at grade XI SMA N 1 Angkola Selatan

H_0 : There is no effect of Fishbowl technique on speaking students' mastery at grade XI SMA N 1 Angkola Selatan

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Research

The location of this research was SMA N 1 Angkola Selatan. It is located on Napa, Angkola Selatan, South Tapanuli, North Sumatra 22713. This research is started from April 2022 until finish.

B. Research Design

To examine the data in this study, this research utilized a quantitative research with experimental form. According to Nunan, “experimental is designed to collect data in such a way that threats to the reliability and validity of the research is ministered”.⁴³ So, it concludes experimental research is one of research design kinds which have purpose to know or to find causal-effect from the variables.

This research used true experimental design (pretest-posttest control group design).⁴⁴ There are two classes in this model, first is experiment class and the second is control class. This research used random sampling. This research used two classes, as an experiment class and as a control class. The experiment class taught by using Fishbowl technique, as a treatment. Meanwhile the control class taught by using conventional technique or without treatment to know the comparison of

⁴³ David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 47.

⁴⁴ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2011), p. 76.

using treatment or not in those classes. The design can be figured out as follow:

Table III.1 Pretest-Posttest Design

Group	Pre-test	Treatment	Post-test
Experiment	O ₁	X	O ₁
Control	O ₂	-	O ₂

In which:

O₁: Pre-test value of experiment and control class

O₂: Post-test value of experiment and control class

X: Treatment⁴⁵

C. Population and Sample

1. Population

The population as the data source of this research was all of the eleventh grade students of SMA N 1 Angkola Selatan. The population consisted 3 classes with 75 students. It consists of classes, the population number is shown on the table below:

Table III.2 The Population of XI Grade Students of SMA N 1 Angkola Selatan Academic Year 2022/2023

No.	Class	Students
1	XI IPA 1	24
2	XI IPA 2	27
3	XI IPA 3	24
Total		75

Source: The English Teacher of SMA N 1 Angkola Selatan

From above the data, it describes the populations of the research.

The population of the research consists of 3 classes XI SMA N 1 Angkola Selatan. Each class consists of more less 30 students.

2. Sample

A sample is a group in research study on which information is obtained. Because the population of the study is big, the writer did not take

⁴⁵ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2003).

all the subject of the population. Sample is taking a part of population using certain procedure. So that can be expected to represent the population.

There are two samples in this study, experiment class and control class. Experiment class is from XI IPA 3 that consists of 24 students. Control class is from XI IPA 1 that consists of 24 students. Based on above explanation, researcher concluded that sample is half of data source that refer or representative of population.

Table III.3 The Sample of XI Grade Students of SMA N 1 Angkola Selatan Academic Year 2022/2023

No	Class	Students
1	Experimental	24
2	Control	24
Total		48

As explained in research design that in Pretest-Posttest Control Group Design researcher will take the sample randomly. This research takes two classes by using pieces of paper that written the name of all classes at the eleventh grade of SMA N 1 Angkola Selatan, put them into glass, shakes the glass and take two of the piece of paper, one as an experimental class and the other one as a control class.

D. Definition of Operational Variable

1. Fishbowl Technique

Fishbowl technique is a portion of the group to form a discussion circle and have the remaining participants form a listening circle around them. Rotate new groups into the inner circle to continue the discussion.

2. Speaking Mastery

Speaking mastery is expressing various meaning (interpersonal, ideational, textual) in various interactional oral texts, especially how to respond to opinions and how to express agreement and disagreement with the opinions with commentaries and reviews or asking and giving opinion.

E. Instrument of Collecting Data

The research needs instrument to help in collecting the data. Test is a way or method in measuring person's knowledge and ability. So, the researcher conducted the test to collect the data. Because of X variable that measured is speaking, so the instrument of the research is oral test using dialogue in pairs.

In the test, the researcher prepared 3 topics in pre-test and post-test to test student's speaking. The researcher asked students to choose one of the topic to each pair of students. Then, students gave opinion and argument orally and recorded students' answer.

To know students' speaking skill increased, there are some criterions that must be considered. There are five elements should be measured in speaking test, namely, pronunciation, grammar, vocabulary, fluency and comprehension. Those all indicators of speaking are correct, based on teacher's book in PERMENDIKBUD k13 version, the indicators of speaking test can be seen in the table below:

Table III.4 Indicators of Speaking

No.	Aspects	Criteria	Score
1.	Pronunciation	Pronunciation can be understood even with a certain accent	4
		There is a problem in pronunciation that makes listeners have to be very focused	3

		and sometimes causes misunderstandings	
		Difficult to understand because there are problems in pronunciation and the frequency is frequent	2
		Almost always wrong in pronunciation so it cannot be understood	1
2.	Grammar	Almost no grammar mistakes	4
		There are some grammatical errors but it doesn't affect the meaning	3
		Many grammatical errors occur that affect the meaning and often have to rearrange conversational sentences	2
		Grammar is so bad that conversations are very difficult to understand	1
3.	Vocabulary	Sometimes the pronunciation is incorrect and requires further explanation due to inappropriate vocabulary	4
		Often uses inappropriate vocabulary so that the dialogue becomes limited due to limited vocabulary	3
		Using the wrong vocabulary so that it cannot be understood	2
		Vocabulary is so limited that it doesn't allow dialogue	1
4.	Fluency	Smooth dialogue, very few difficulties	4
		Not very fluent due to language difficulties	3
		Often hesitate and stop because of language limitations	2
		Often pauses and stays silent during dialogue so that the dialog is not created	1
5.	Comprehension	The entire content of the conversation can be understood even though there are occasional repetitions in certain parts	4
		Most of the content of the conversation is understandable although there is some repetition	3
		It is hard to follow the dialogue that is done except in the general dialogue section with slow conversation and lots of repetition	2
		Incomprehensible even in the form of a short dialogue ⁴⁶	1

⁴⁶ Nurhasanah, et al, *Buku Guru Bahasa Inggris: Stop Bullying Now*, (Balitbang: Pusat Kurikulum dan Perbukuan, 2017), p. 42-43.

The formula for calculating student scores is as follows:

$$\frac{\text{The number of scores obtained by students}}{\text{Maximum or ideal score}} \times 100$$

Where:

The number of scores obtained by students is the scores obtained from the 1st to 5th aspects. The maximum/ideal score is the result of multiplying the highest score (4) with the number of specified criteria (there are 5 criteria). So the maximum/ideal score = $4 \times 5 = 20$.

F. Validity of Instrument

In this research, researcher used construct validity. Construct validity is determined by expert judgment of item and sample validity.⁴⁷ In order to have construct validity, a measure ought to adequately sample both the topic and the cognitive process includes in the content universe under consideration.

Researcher validated speaking test to the teacher. In this research, the function of conducting the test is to measure speaking skill, so the test would be speaking itself. The validation of speaking test checked and signed by English teacher of SMA N 1 Angkola Selatan.

G. Procedures of the Research

In collecting the data, researcher gave the sample two test; pre-test and post-test.

⁴⁷ L. R. Gay and Peter W. Airasian, *Educational Research: Competencies for Analysis and Applications*, (Prentice Hall Inc: New Jersey, 2003), p. 161.

1. Pre-test

This test gave before conducting the treatment to the sample. It is conducted to find out the normality and the homogeneity of the sample. The researcher used some steps in giving pre-test, they were:

- a. The researcher prepared an orally test for testing the students' speaking skill.
- b. The researcher distributed the test to both classes; experiment and control class.
- c. The researcher explained what the students need to do.
- d. The researcher asked the students to ask and give opinion about the topic they chose before.
- e. The researcher recorded the answer of the students.
- f. The researcher checked the answer of students and counts the students' score.

2. Treatment

After giving the pre-test, students gave the treatment. The experimental class taught by using Fishbowl Technique, while the control class taught by teacher Technique. In conducting the treatment, researcher have some steps to do, they were:

- a. For the beginning, the researcher opened the learning activity with greeting.
- b. The researcher explained the learning material by using fishbowl technique.

- c. The researcher monitored the students.
- d. The researcher made summary or conclusion about important information from the lesson.

3. Post-test

After giving the treatment, the researcher gave post-test to the students. In this test, the researcher measured whether there is an effect or not of Fishbowl Technique on students' speaking mastery. The researcher used some steps in giving post-test, they are:

- a. The researcher prepared an orally test for testing the students' speaking skill.
- b. The researcher distributed the test to both classes; experiment and control class.
- c. The researcher explained what the students need to do.
- d. The researcher asked the students to ask and give opinion about the topic they chose before.
- e. The researcher recorded the answer of the students.
- f. The researcher checked the answer of students and counts the students' score.

H. Technique of Data Analysis

After conducting the experimental process, researcher tested the both of the classes by using technique of data analysis as followed:

1. Requirement test

a. Normality test

Normality test is used to know whether the data of research is normal or not, to know the normality of the test it is calculated using SPSS v. 26 using Kolgomorov-Smirnov test because the number of the sample in each class is the same. Significant level 5% (0,05) and degree of freedom as big as total of frequency was lessened 3 ($dk=k-3$). If result $X^2_{count} > X^2_{table}$. So, it could be concluded that data was distributed normal.

b. Homogeneity test

Homogeneity test is used to see if two or more classes of sample data that have been taken come from populations that have the same variance, it is calculated by using SPSS v.26. Hypothesis is rejected if $F \leq F_{table}$, while if $F_{count} > F_{table}$ hypothesis was accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1) , while dk deminator is (n_2-1) .

2. Hypothesis test

Hypothesis test was the provisional result of the research. So, the researcher needed to analyze the data which have been divided into two groups: experimental class and control class. The data analyzed by using *t-test* formula, this research used SPSS v.26. If $t_{count} < t_{table}$, it means there is no significant effect of fishbowl technique on speaking mastery at the eleventh grade students of SMA N 1 Angkola Selatan. If $t_{count} > t_{table}$ means

there is a significant effect of fishbowl technique on speaking mastery at the eleventh grade students of SMA N 1 Angkola Selatan.

CHAPTER IV

THE RESULT OF RESEARCH

As mentioned in previous chapter, in order to evaluate the effect of Fishbowl Technique on students' speaking mastery at XI grade in MAN 1 Padangsidimpuan, the researcher had calculated the data using pre-test and post-test. The researcher used the formulation of T-test to test the hypothesis. It is done to know the effect of Fishbowl Technique on the student's speaking mastery. So, the researcher described the data as followed:

A. Data Description

1. Data Description before Using Fishbowl Technique

a. Score of Pre-Test in Experimental Class

In pre-test of experimental class, the researcher calculated the result which had been gotten by the students in answering the question (oral test). It could be seen on appendix 6. The score of pre-test experimental class could be seen in the following table:

Table IV.1 The Score of Pre-Test in Experimental Class

No	Statistics	Number of Statistic
1	The Highest Score	75
2	The Lowest Score	50
3	Mean	64.38
4	Median	65
5	Modus	65
6	Range	25
7	Interval	5
8	Standard Deviation	6.309
9	Variants	39.810
Total		1545

Based on the above table, the total score of experimental class for pre-test was 1545, the mean score was 64.38, the standard deviation was 6.039, the variants was 39.810, the median score was 65, the range was 25, the modus score was 65, and the interval was 5. Here, the researcher got 75 for the highest score and 50 for the lowest score. It could be seen on appendix 5 and 6. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as followed:

Table IV.2 Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentage
1	50-54	52	1	4.2%
2	55-59	57	2	8.3%
3	60-64	62	6	25%
4	65-69	67	7	29.2%
5	70-74	72	6	25%
6	75-79	77	2	8.3%
<i>I = 5</i>			24	100%

From the above table, the students' score in class interval between 50-54 was 1 student (4.2%), class interval between 55-59 was 2 students (8.3%), class interval between 60-64 was 6 students (25%), class interval between 65-69 was 7 students (29.2%), class interval between 70-74 was 6 students (25%), and class interval between 75-79 was 2 students (8.3%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

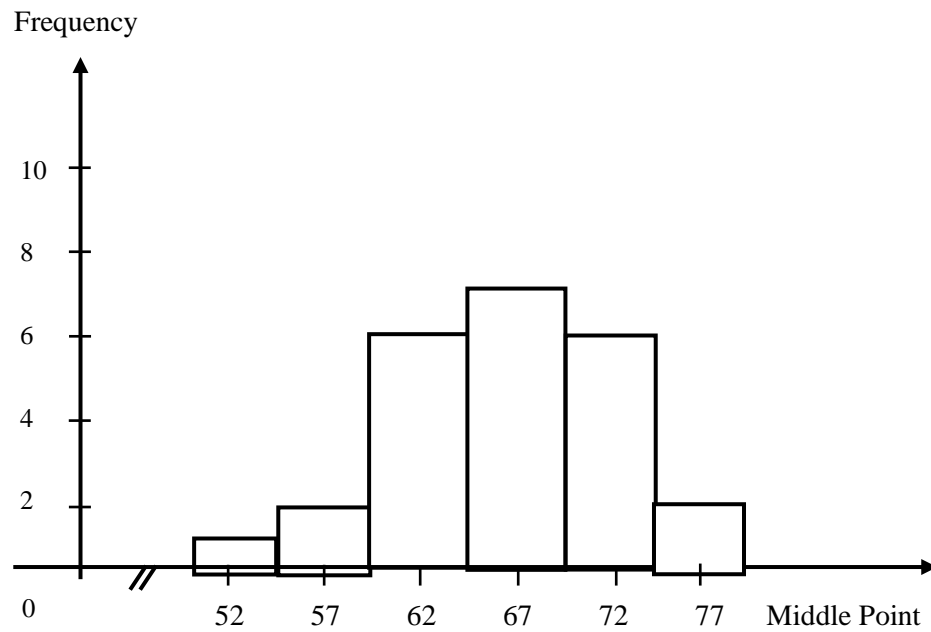


Figure IV.1 Description of Experimental Class (Pre-Test)

a. Score of Pre-Test in Control Class

In pre-test of experimental class, the researcher calculated the result which had been gotten by the students in answering the question (oral test). It could be seen on appendix 6. The score of pre-test experimental class could be seen in the following table:

Table IV.3 The Score of Pre-Test in Control Class

No	Statistics	Number of Statistic
1	The Highest Score	80
2	The Lowest Score	55
3	Mean	66.67
4	Median	65
5	Modus	65
6	Range	25
7	Interval	5
8	Standard Deviation	6.370
9	Variants	40.580
Total		1600

Based on the above table, the total score of control class for pre-test was 1600, the mean score was 66.67, the standard deviation was 6.370, the variants was 40.580, the median score was 65, the range was 25, the

modus score was 65, and the interval was 5. Here, the researcher got 80 for the highest score and 55 for the lowest score. It could be seen on appendix 5 and 6. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as followed:

Table IV.4 Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentage
1	55-59	57	2	8.3%
2	60-64	62	4	16.7%
3	65-69	67	7	29.2%
4	70-74	72	7	29.2%
5	75-79	77	3	12.5%
6	80-84	82	1	4.2%
<i>I = 5</i>			24	100%

From the above table, the students' score in class interval between 55-59 was 2 students (8.3%), class interval between 60-64 was 4 students (16.7%), class interval between 65-69 was 7 students (29.2%), class interval between 70-74 was 7 students (29.2%), class interval between 75-79 was 3 students (12.5%), and class interval between 80-84 was 1 student (4.2%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

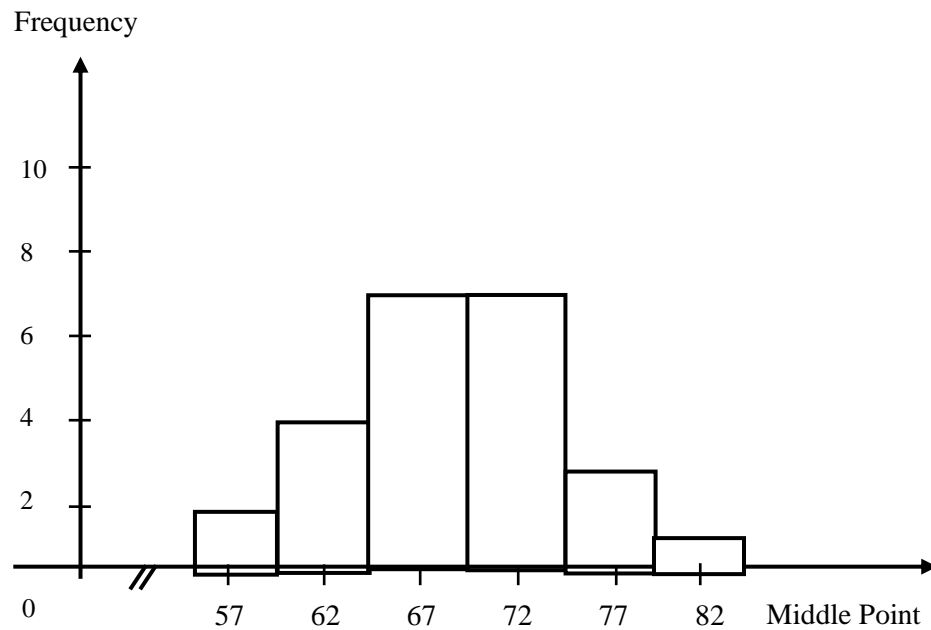


Figure 1V.2 Description of Control Class (Pre-Test)

2. Data Description after Using Fishbowl Technique

a. Score of Post-Test in Experimental Class

In post-test of experimental class, the researcher counted the result that had been gotten by the students in answering the question (oral test) after the researcher did the treatment by using fishbowl technique. It could be seen on appendix 8. The score of post-test experimental class could be seen in the following table:

Table IV.5 The Score of Post-Test in Experimental Class

No	Statistics	Number of Statistic
1	The Highest Score	85
2	The Lowest Score	60
3	Mean	72.92
4	Median	75
5	Modus	75
6	Range	25
7	Interval	5
8	Standard Deviation	7.211
9	Variants	51.993
Total		1745

Based on the above table the total score of experiment class for post-test was 1750, mean score was 72.92, standard deviation was 7.211, variants was 51.993, median score was 75, range was 25, modus score was 75, interval was 5. Here, the researcher got 85 for the highest score and 60 for the lowest score. It could be seen on appendix 7 and 8. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as followed:

Table IV.6 Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentage
1	60-64	62	2	8.3%
2	65-69	67	4	16.7%
3	70-74	72	5	20.8%
4	75-79	77	6	25%
5	80-84	82	5	20.8%
6	85-89	87	2	8.3%
<i>I</i> = 5			24	100%

From the above table, the students' score in class interval between 60-64 was 2 students (8.3%), class interval between 65-69 was 4 students (16.7%), class interval between 70-74 was 5 students (20.8%), class interval between 75-79 was 6 students (25%), class interval between 80-84 was 5 students (20.8%), and class interval between 85-89 was 2 student (8.3%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

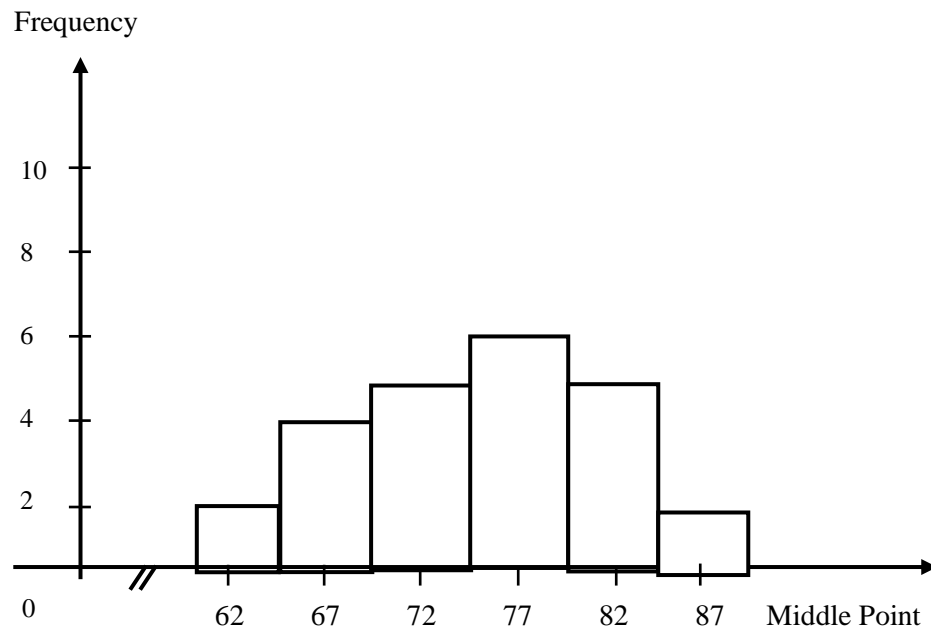


Figure IV.5 Description of Experimental Class (Post-Test)

a. Score of Post-Test in Control Class

In post-test of control class, the researcher counted the result that had been gotten by the students in answering the question (oral test) after the researcher taught the profession by using conventional technique. It could be seen on appendix 8. The score of post-test for control class can be seen in the following table:

Table IV.7 The Score of Post-Test in Control Class

No	Statistics	Number of Statistic
1	The Highest Score	80
2	The Lowest Score	55
3	Mean	68.75
4	Median	70
5	Modus	70
6	Range	25
7	Interval	6
8	Standard Deviation	6.469
9	Variants	41.848
Total		1650

Based on the above table the total score of experiment class for post-test was 1650, mean score was 68.75, standard deviation was 6.469,

variants was 41.848, median score was 70, range was 25, modus score was 70, interval was 5. Here, the researcher got 80 for the highest score and 55 for the lowest score. It could be seen on appendix 7 and 8. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as followed:

Table IV.8 Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentage
1	55-59	57	1	4.2%
2	60-64	62	3	12.5%
3	65-69	67	6	25%
4	70-74	72	7	29.2%
5	75-79	77	5	20.8%
6	80-84	82	2	8.3%
<i>I = 5</i>			24	100%

From the above table, the students' score in class interval between 55-60 was 1 student (4.2%), class interval between 60-64 was 3 students (12.5%), class interval between 65-69 was 6 students (25%), class interval between 70-74 was 7 students (29.2%), class interval between 75-79 was 5 students (20.8%), and class interval between 80-84 was 2 students (8.3%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

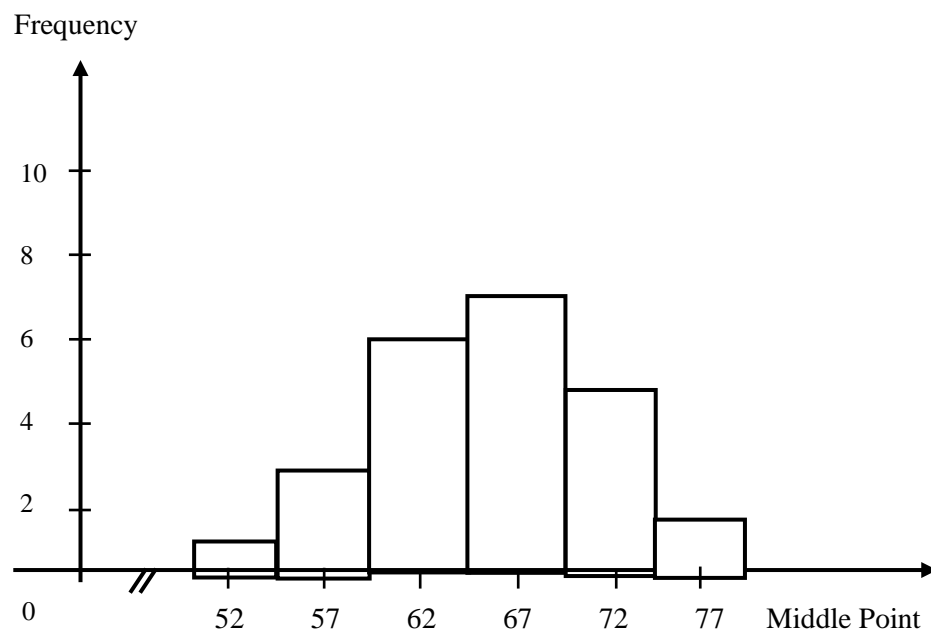


Figure 1v.4 Description of Control Class (Post-Test)

B. Data Analysis

1. Normality Test and Homogeneity Test

a. Normality Test of Pre-Test

Data normality of the two groups was calculated using SPSS v.26 using Kolmogorov-Smirnov test because the number of samples in the study was 48 students, the significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the Kolmogorov-Smirnov < 0.05 .

H_a : The students are distributed normally. H_a is accepted when the Kolmogorov-Smirnov > 0.05 .

**Table IV.9 Normality Test of Pre-Test in Experimental Class
One-Sample Kolmogorov-Smirnov Test**

		Pre-Test Score
N		24
Normal Parameters ^{a,b}	Mean	64.38
	Std. Deviation	6.309
Most Extreme Differences	Absolute	.164
	Positive	.131
	Negative	-.164
Test Statistic		.164
Asymp. Sig. (2-tailed)		.092 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

**Table IV.10 Normality Test of Pre-Test in Control Class
One-Sample Kolmogorov-Smirnov Test**

		Pre-Test Score
N		24
Normal Parameters ^{a,b}	Mean	66.67
	Std. Deviation	6.370
Most Extreme Differences	Absolute	.158
	Positive	.145
	Negative	-.158
Test Statistic		.158
Asymp. Sig. (2-tailed)		.125 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the analysis of normality of the pre-test data with Kolmogorov-Smirnov test using SPSS v.26 it was obtained that the pre-test in experimental class was 0.092 and the pre-test in control class was 0.125. In other word, $0.092 > 0.05$ in experimental class and $0.125 > 0.05$ in experimental class.

b. Normality Test of Post-Test

Data normality of the two groups was calculated using SPSS v.26 using Kolmogorov-Smirnov test because the number of samples in the study was 48 students, the significance level of test was 5% or 0.05. The hypothesis is tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the Kolmogorov-Smirnov < 0.05 .

H_a : The students are distributed normally. H_a is accepted when the Kolmogorov-Smirnov > 0.05 .

**Table IV.11 Normality Test of Post-Test in Experimental Class
One-Sample Kolmogorov-Smirnov Test**

		Post Test
N		24
Normal Parameters ^{a,b}	Mean	72.92
	Std. Deviation	7.211
Most Extreme Differences	Absolute	.155
	Positive	.115
	Negative	-.155
Test Statistic		.155
Asymp. Sig. (2-tailed)		.139 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

**Table IV.12 Normality Test of Post-Test in Control Class
One-Sample Kolmogorov-Smirnov Test**

		Post-Test Score
N		24
Normal Parameters ^{a,b}	Mean	68.75
	Std. Deviation	6.469
Most Extreme Differences	Absolute	.160
	Positive	.136
	Negative	-.160
Test Statistic		.160
Asymp. Sig. (2-tailed)		.115 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the analysis of normality of the pre-test data with Kolmogorov-Smirnov test using SPSS v.26 it was obtained that the pre-test in experimental class was 0.101 and the pre-test in control class was 0.115. In other word, $0.101 > 0.05$ in experimental class and $0.115 > 0.05$ in experimental class.

c. Homogeneity Test of Pre-Test

The homogeneity of variance test aims to determine whether the inital value (pre-test) of the sample has a homogeneous variance.

$H_0 : \sigma_1^2 = \sigma_2^2$ (Homogeneous Variance)

$H_a : \sigma_1^2 \neq \sigma_2^2$ (Heterogeneous Variance)

**Table IV.13 Homogeneity Test of Pre-Test
Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Score of Pre- Test	Based on Mean	.032	1	46	.859
	Based on Median	.031	1	46	.861
	Based on Median and with adjusted df	.031	1	45.948	.861
	Based on trimmed mean	.045	1	46	.833

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.26 calculation obtained a significance value (sig) was 0.859. Based on criteria for testing data homogeneity using SPSS v.26 obtained a value significance (sig) based on mean > 0.05 or $0.859 > 0.05$ it means the pre-test value of the sample has a homogeneous variance.

d. Homogeneity Test of Post-Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous Variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

**Table IV.14 Homogeneity Test of Post-Test
Test of Homogeneity of Variances**

		Levene			
		Statistic	df1	df2	Sig.
Score of Post- Test	Based on Mean	.549	1	46	.463
	Based on Median	.434	1	46	.513
	Based on Median and with adjusted df	.434	1	45.594	.513
	Based on trimmed mean	.560	1	46	.458

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.26 calculation obtained a significance value (sig) was 0.563. Based on criteria for testing data homogeneity using SPSS v.26 obtained a value significance (sig) based on mean > 0.05 or $0.563 > 0.05$ it means the pre-test value of the sample has a homogeneous variance.

2. Hypothesis Test

After calculating the data of post-test, researcher has found that the post-test result of experimental and control class is normal and homogenous. The data is analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was “there is a significant effect of using fishbowl technique on speaking mastery at the eleventh grade students of SMA N 1 Angkola Selatan”.

From the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so to test the hypothesis using Independent Sample t-test using SPSS v.26, the hypothesis that is tested as follows:

If $H_0 : \mu_1 = \mu_2$ means there is no significant effect of fishbowl technique on speaking mastery at the eleventh grade students of SMA N 1 Angkola Selatan. If $H_a : \mu_1 \neq \mu_2$ means there is a significant effect of fishbowl technique on speaking mastery at the eleventh grade students of SMA N 1 Angkola Selatan.

Based on the results of calculations using Independent Sample t-test, it was found that $t_{count} > t_{table}$ or $2.10 > 1.67$. Based on the test criteria, H_0 is rejected and H_a is accepted. So, there was significant effect of using Fishbowl technique on speaking mastery at the eleventh grade students of SMA N 1 Angkola Selatan. In this case, the mean score of experimental class by using Fishbowl technique was 72.92 and the mean score of control class by using conventional technique was 68.75. The gain score can be seen in the table below:

Class	Pre-Test	Post-Test	Enhancement	Gain Score
Experimental	64.38	72.92	8.54	6.46
Control	66.67	68.75	2.08	

Table IV.15 T-Test of Both Averages in Post-Test Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score of Post-Test	Equal variances assumed	.549	.463	2.107	46	.041	4.167	1.977	.186	8.147
	Equal variances not assumed			2.107	45.469	.041	4.167	1.977	.185	8.148

From the table above, this research found that t_{count} is 2.107, it can be seen on t column. It means that t_{count} is higher than t_{table} $2.10 > 1.67$. Based on the test criteria, H_0 is rejected and H_a is accepted. So, there was significant effect of using Fishbowl technique on speaking mastery at the eleventh grade students of SMA N 1 Angkola Selatan.

C. Discussion of the Result

The researcher discussed the result of this research with the theory that related with fishbowl technique. In this case, the theory which had been discussed by researcher in chapter I. Fishbowl was defined as a technique which is used to master the speaking through asking and giving opinion using dialogue in pairs. As Coppola and Primas cited by Silberman said, "To explore the use of fishbowl to benefit students by (a) increasing participation in reading and speaking, (b) strengthening literacy and orally skills, and (c) enhancing

motivation to read.”⁴⁸ It means this technique can encourage students to use their English in oral skill.

The theory had proven that this technique is good, based on the result of data analysis, this research got that the mean score of experimental class in pre-test was 64.38 and in post-test was 72.92, the mean score of control class in pre-test was 66.67 and then in post-test was 68.75. So, based on the result of data analysis, it can be concluded that the improvement of experimental class was higher than control class.

This research also provided the similar cases with this research. The first research by Hertina, based on the result of t-value is 7.155 and t-table was 1.673. it was shown that the t-value higher than t-table, it means the result is significant. Thus, it was concluded that H_a is accepted. In other words, it means Fishbowl Technique is effective in teaching speaking to students of Islamic Senior High School Riyadhul Jannah Kecamatan Bram Itam.⁴⁹

The second research by Intan, the result of her research shows that there is an improvement of students' speaking skill using fishbowl technique. The result of the data analyzing using t-o and compare it with the t-table. The result of the data analyses showed that t-o ($2.05 > 1.67$), it means that students'

⁴⁸ Julie Coppola, Elizabeth V. Primas, *One Classroom, Many Learners: Best Literacy Practices for Today's Multilingual Classrooms*, (United States: International Reading Association, 2009), p. 116.

⁴⁹ Misliani Hertina, *Effectiveness of Fishbowl Technique Towards Students' Speaking Ability at The Second Grade Students of Islamic Senior High School Riyadhul Jannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat* (Online) <http://repository.uinjambi.ac.id/937/>, retrieved on Mei 30th, 2022 at 6:01 a.m.

speaking skill is effective in using Fishbowl Technique at the eleventh grade students of SMA 1 Tutar.⁵⁰

The third was conducted by Amalia, she analyzed that was the t-test (3.51) was higher than the t-table value (2.042). Based on the result, H_a was accepted and in other words, the use of fishbowl strategy was effective to improve the students' speaking ability.⁵¹

The fourth was conducted by Ibrahim, the result showed that the experimental class description has the average score of the pre-test is 57.2 and score of the post-test is 66.5, it means the average score is increasing from 57.2 to 66.5. The (2-tailed) score was 0.045, which was less than the 0.05 value of significance, indicating that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.⁵²

The last was conducted by Nurwandi, the result showed that the score of post-test was 88 then in pre-test was 68, the improvement was 29.41%. The result of the test showed that there was a significant difference between the score of t-test and t-table for accuracy was ($4.779 > 2.000$).⁵³

⁵⁰ Intan, *Applying Fishbowl Technique to Enhance Students' Speaking Ability at Eleventh Grade Student of SMA 1 TUTAR* (Online) <http://repository.iainpare.ac.id/1234/1/15.1300.041.pdf>, retrieved on April 22th, 2022 at 9:53 a.m.

⁵¹ Reski Amalia, *The Use of Fishbowl Strategy Towards The Improvement of The Second Grade Students' Speaking Skill at MA DDI Pattojo Soppeng* (Online) http://repositori.uin-alauddin.ac.id/4916/1/RESKI%20AMALIA.%20_S200400113151.pdf, retrieved on Mei 30th, 2022 at 6:10 a.m.

⁵² Fahmi Alfin Ibrahim, *The Effectiveness of Fishbowl Technique on Students' Speaking Skill in Giving Opinions and Arguments* (Online) <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/55948/1/Skripsi%20Fahmi%20Alfin%20Ibrahim%20final%20new%201160140000100%20wtm.pdf>

⁵³ Nurwandi, *Using The Fishbowl Method To Improve Students' Speaking Ability* (Online) https://digilibadmin.unismuh.ac.id/upload/1137-Full_Text.pdf

From the previous result of research, it was proved that the students who were taught by using Fishbowl Technique could increase students' speaking result. As in this research, the mean score of experimental class was higher than control class ($72.92 > 68.75$). Thus, the research concluded that there was significant effect of Fishbowl Technique on students' speaking mastery at the eleventh grade of SMA N 1 Angkola Selatan. Moreover, Fishbowl Technique was an effective and efficient technique and it could increase students' speaking mastery.

D. Threat of the Research

The threats of this research as follows:

1. The research did not know whether the students answered the test based on their ability or not.
2. There were some students that were noisy while teaching and learning process. So, it can disturb the others students' concentration.
3. There were some students that were lack of serious to do the pre-test and post-test. It can be threat of the research.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, the conclusions of this research are:

1. The scores students' speaking mastery before using Fishbowl Technique XI grade of SMA N 1 Angkola Selatan is low, before using Fishbowl Technique the mean score of experimental class is 64.38 and the mean score of control class is 66.67.
2. After using Fishbowl Technique implemented had higher score, the mean score of experimental class was higher than before using Fishbowl Technique. The mean score of post-test for the experimental class was 72.92 and the mean score of post-test for control class taught with conventional technique was 68.75.
3. There was a significant effect of using Fishbowl Technique at the eleventh grade students of SMA N 1 Angkola Selatan. This research found the result where $t_{count} > t_{table}$ or $2.10 > 1.67$. So, it means that Fishbowl Technique can effect the students's speaking mastery at the eleventh grade students of SMA N 1 Angkola Selatan.

B. Suggestion

After finishing the research, the researcher got many information in English teaching learning. Therefore, from that experience, the researcher

show some things need to be proven. It makes the researcher give some suggestion, as follow:

1. It is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using Fishbowl Technique in teaching, because this technique can achieve the students' skill especially in speaking mastery.
2. It is also as the information to the English teacher to use Fishbowl Technique as a reference in teaching speaking to make learning process more active so that students can express their thought or idea confidently.
3. The researcher suggests for who wants to do research the same problem as information about the topic or as reference for researcher in the next time.

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APPENDIX 1

EXPERIMENTAL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA N 1 Angkola Selatan

Mata Pelajaran : BAHASA INGGRIS

Kelas / Semester : XI

Alokasi Waktu : 2 X 45 Menit

A. Standar Kompetensi

1. Memahami makna dalam percakapan transaksional dan interpersonal Sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
2. Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta.

B. Indikator

Indikator	Nilai Karakter
Mempraktekkan dialog asking and giving opinion	Religius, kreatif, mandiri, kerja keras, rasa ingin tahu, komunikatif
Menyampaikan, mengungkapkan atau merespon pendapat dan argument yang benar	

3.

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa diharapkan:

1. Peserta didik mampu mempraktekkan dialog *asking and giving opinion* dengan grup didalam dan diluar kelas
2. Peserta didik mampu menyampaikan atau mengungkapkan serta merespon pendapat dan argumen yang benar

D. Materi Pembelajaran

Materi pokok : Bertanya dan memberi pendapat (asking and giving opinion)

E. Metode Pembelajaran

Teknik Fishbowl

F. Langkah-Langkah Pembelajaran

Kegiatan Guru	Prosedur	Kegiatan Siswa
Pre-Teaching Guru memberi salam kepada siswa		Siswa menanggapi salam dari guru
Guru mengecek daftar hadir siswa		Siswa menyatakan kehadirannya dengan mengatakan hadir
Guru menanyakan materi terakhir dan menghubungkannya dengan materi baru		Siswa menjawab pertanyaan guru
Guru bercerita tentang materi baru		Siswa mendengarkan guru dengan seksama Siswa menyiapkan buku dan pulpen
Whilst-Teaching Guru memulai beberapa kelompok kecil antara 4 (lingkaran dalam) dan 6 siswa (lingkaran luar), yaitu lingkaran dalam sebagai ikan dan lingkaran luar sebagai fishbowl, lingkaran dalam yang bertugas membicarakan topik tertentu	Guru menata ruangan dalam fishbowl.	Siswa memperhatikan guru Siswa mengubah tempat duduknya sesuai dengan instruksi guru Siswa dalam lingkaran kecil adalah ikan, dan ikan sebagai pembicara, dan siswa dalam kelompok besar adalah fishbowl sebagai pendengar.
2. Guru membuat beberapa pertanyaan di atas kertas untuk beberapa topik yang akan mereka diskusikan	2. Guru dapat menghasilkan serangkaian pertanyaan dengan menuliskannya pada secarik kertas atau kartu indeks	1. Siswa mempersiapkan diri untuk diskusi yang akan mereka bicarakan

<p>3. Guru meminta siswa lingkaran dalam untuk berdiskusi tentang pertanyaan tersebut</p>	<p>3. Empat atau lima siswa duduk di bagian dalam fishbowl dan memulai diskusi dengan menggunakan pertanyaan.</p>	<p>1. Siswa di lingkaran dalam berbicara tentang pertanyaan yang diberikan guru kepada mereka, dan siswa yang tersisa menuliskannya tentang kesimpulan yang mereka dengar Siswa di lingkaran luar dapat berbicara jika dia menepuk bahu salah satu siswa di lingkaran dalam dan mereka bertukar tempat duduk 3. Siswa di lingkaran luar tidak dapat berbicara sampai mereka bertukar tempat duduk dengan siswa di lingkaran dalam</p>
<p>Guru mengganti tempat duduk, siswa di lingkaran dalam pindah ke lingkaran luar jika setelah 5 menit siswa di lingkaran luar enggan masuk ke dalam fishbowl</p>	<p>4. Jika siswa enggan memasuki fishbowl, guru dapat mengubah aturannya.</p>	<p>1. Siswa berpindah tempat duduk jika tidak ada gerakan setelah 5 menit Semua siswa harus berada di lingkaran dalam jika waktunya cukup</p>
<p>Post-Teaching 1. Guru menghentikan diskusi jika jam pelajaran sudah hampir habis dan meminta beberapa siswa untuk mereview hasil diskusi</p>	<p>5. Guru meninjau diskusi. Konsekuensinya, setiap pertemuan setiap siswa akan mendapat kesempatan untuk menjadi ikan atau fishbowl.</p>	<p>Siswa menghentikan diskusi Beberapa siswa mengulas tentang diskusi yang mereka dapatkan</p>
<p>2. Guru meninjau kembali diskusi dan memberi tahu siswa bahwa beberapa siswa akan memiliki kesempatan untuk berbicara pada pertemuan berikutnya jika waktunya tidak cukup</p>		<p>1. Siswa mendengarkan ulasan dan penjelasan guru</p>
<p>3. Guru menutup kelas dengan salam</p>		<p>Siswa menjawab salam guru</p>

G. Penilaian

Penilaian Pengetahuan : Rubrik Penilaian

No.	Aspects	Criteria	Score
1.	Pronunciation	Pronunciation can be understood even with a certain accent	4
		There is a problem in pronunciation that makes listeners have to be very focused and sometimes causes misunderstandings	3
		Difficult to understand because there are problems in pronunciation and the frequency is frequent	2
		Almost always wrong in pronunciation so it cannot be understood	1
2.	Grammar	Almost no grammar mistakes	4
		There are some grammatical errors but it doesn't affect the meaning	3
		Many grammatical errors occur that affect the meaning and often have to rearrange conversational sentences	2
		Grammar is so bad that conversations are very difficult to understand	1
3.	Vocabulary	Sometimes the pronunciation is incorrect and requires further explanation due to inappropriate vocabulary	4
		Often uses inappropriate vocabulary so that the dialogue becomes limited due to limited vocabulary	3
		Using the wrong vocabulary so that it cannot be understood	2
		Vocabulary is so limited that it doesn't allow dialogue	1
4.	Fluency	Smooth dialogue, very few difficulties	4
		Not very fluent due to language difficulties	3
		Often hesitate and stop because of language limitations	2
		Often pauses and stays silent during dialogue so that the dialog is not created	1
5.	Comprehension	The entire content of the conversation can be understood even though there are occasional	4

	repetitions in certain parts	
	Most of the content of the conversation is understandable although there is some repetition	3
	It is hard to follow the dialogue that is done except in the general dialogue section with slow conversation and lots of repetition	2
	Incomprehensible even in the form of a short dialogue	1

Angkola Selatan,

Mengetahui

Guru Bahasa Inggris Kelas XI

Peneliti

Hotmatua Siregar, S.Pd.
NIP. 198007022014071001

Windy Putriani Sihombing
NIM. 1820300092

APPENDIX 2

CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA N 1 Angkola Selatan

Mata Pelajaran : BAHASA INGGRIS

Kelas / Semester : XI

Alokasi Waktu : 2 X 45 Menit

A. Standar Kompetensi

1. Memahami makna dalam percakapan transaksional dan interpersonal Sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
2. Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta.

B. Indikator

Indikator	Nilai Karakter
Mempraktekkan dialog asking and giving opinion	Religius, kreatif, mandiri, kerja keras, rasa ingin tahu, komunikatif
Menyampaikan, mengungkapkan atau merespon pendapat dan argument yang benar	

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa diharapkan:

1. Peserta didik mampu mempraktekkan dialog *asking and giving opinion* dengan grup didalam dan diluar kelas
2. Peserta didik mampu menyampaikan atau mengungkapkan serta merespon pendapat dan argumen yang benar

D. Materi Pembelajaran

Materi pokok : Bertanya dan memberi pendapat (asking and giving opinion)

E. Metode Pembelajaran

Diskusi

F. Langkah-Langkah Pembelajaran

Kegiatan		Durasi
Kegiatan Pendahuluan	Guru membuka pelajaran dengan memberi greeting (salam) dan berdoa bersama dipimpin oleh ketua kelas dengan penuh khidmat Guru memeriksa kehadiran peserta didik Menyampaikan materi pembelajaran dan tujuan pembelajaran yang akan dicapai Memberi motivasi pada siswa bahwa pentingnya materi yang akan dipelajari Memberi sedikit penjelasan mengenai materi yang akan dipelajari dengan cara belajar menggunakan teknik fishbowl	10 menit
Kegiatan Inti	Guru menjelaskan materi tentang bertanya dan memberi pendapat Guru meminta siswa untuk membuat dialog dengan menggunakan ungkapan dalam bertanya dan memberi pendapat Guru memantau pekerjaan siswa Guru meminta siswa mengumpulkan tugasnya	60 menit
Penutup	Guru bersama-sama dengan peserta didik membuat refleksi terhadap pembelajaran yang telah dilakukan	

	<p>Guru memberikan reward kepada kelompok dengan nilai tertinggi dan memberikan memberikan motivasi kepada kelompok dengan nilai terendah</p> <p>Guru menyampaikan materi pada pertemuan berikutnya</p> <p>Guru menutup pembelajaran dengan membaca alhamdulillah dan salam.</p>
--	--

G. Penilaian

Penilaian Pengetahuan : Rubrik Penilaian

No.	Aspects	Criteria	Score
1.	Pronunciation	Pronunciation can be understood even with a certain accent	4
		There is a problem in pronunciation that makes listeners have to be very focused and sometimes causes misunderstandings	3
		Difficult to understand because there are problems in pronunciation and the frequency is frequent	2
		Almost always wrong in pronunciation so it cannot be understood	1
2.	Grammar	Almost no grammar mistakes	4
		There are some grammatical errors but it doesn't affect the meaning	3
		Many grammatical errors occur that affect the meaning and often have to rearrange conversational sentences	2
		Grammar is so bad that conversations are very difficult to understand	1
3.	Vocabulary	Sometimes the pronunciation is incorrect and requires further explanation due to inappropriate vocabulary	4
		Often uses inappropriate vocabulary so that the dialogue becomes limited due to limited vocabulary	3
		Using the wrong vocabulary so that it cannot be understood	2

		Vocabulary is so limited that it doesn't allow dialogue	1
4.	Fluency	Smooth dialogue, very few difficulties	4
		Not very fluent due to language difficulties	3
		Often hesitate and stop because of language limitations	2
		Often pauses and stays silent during dialogue so that the dialog is not created	1
5.	Comprehension	The entire content of the conversation can be understood even though there are occasional repetitions in certain parts	4
		Most of the content of the conversation is understandable although there is some repetition	3
		It is hard to follow the dialogue that is done except in the general dialogue section with slow conversation and lots of repetition	2
		Incomprehensible even in the form of a short dialogue	1

Angkola Selatan,

Mengetahui
Guru Bahasa Inggris Kelas XI

Peneliti

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NIP. 198007022014071001

Windy Putriani Sihombing
NIM. 1820300092

Learning Material

A. Asking and Giving Opinion Expression

Formal:

A: Have you gone any comments on.....?	}	Judgment
B: I would like to point out.....		
A: Do you have any idea....?	}	Asking about idea
B: I personally think/feel....		
A: What is your view on....?	}	Asking issue on both positive or negative
B: From my point of view....		
A: Do you have any opinion on.... ?	}	To propose
B: Personally, I think.....		
A: What is your opinion about....?	}	Perspective
B: I hold the opinion.....		
A: Would/could you give me your opinion on....?		
B: I would say that.....		
A: What is your view on....?		
B: From my point of view....		

Informal:

A: What do you think of.... ?	}	Asking about notion
B: I believe.....		
A: What do you think about.... ?	}	To explain
B: I think....		
A: What is your opinion on...?	}	Asking issue on both positive or negative
B: In my opinion....		
A: How do you feel about.....?	}	Asking about feeling
B: I think / I feel.....		
A: Any comment about.....?	}	Review
B: I reckon.....		
A: What about.....?	}	To invite
B: I think.....		

A: Give your opinion about...!

B: To my mind...

} To illustrate

B. Personal Point of View

1. In my opinion....
2. What I mean is.....
3. In my humble opinion.....
4. I would like to point out....
5. To my mind....
6. By this I mean.....
7. I am compelled to say....
8. I reckon.....
9. As I see it.....
10. As I understand.....
11. From my point of view.....
12. As far as I am concerned....
13. I strongly believe that.....
14. In my experience.....
15. Personally, I think....
16. I think.....

C. General Point of view

1. Most people do not agree....
2. Almost everyone....
3. Some people say thay.....
4. Some people believe....
5. Of course, many argue....
6. Generally it is accepted....
7. The majority disagree with....
8. It is sometimes argued.....
9. It is considered....
10. While some people believe.....

D. Agreeing with an Opinion

1. Of course
2. This is absolutely right
3. I agree with this opinion
4. I couldn't agree more
5. I agree with what you are saying but have you ever....
6. I agree, I never thought of that
7. Neither do I
8. That's a good point
9. I think so too

E. Disagreeing with an Opinion

1. Formal:
2. I am sorry, I don't agree with you
3. I am not sure I agree with you
4. I don't agree with you
5. I am afraid I have to disagree with you
6. I do not believe that
7. By this I mean....

Informal:

1. I disagree with you
2. I think you are wrong
3. That's not the same thing at all
4. It is not justified to say to
5. I am not convinced that....
6. I can't say I agree with this, and here's why.....

APPENDIX 3

PRE-TEST INSTRUMENT

Opinion & Thoughts

Instruction:

1. Choose one of the topics below
2. Work in pairs to make a conversation/dialogue using expression of giving opinion and thought
3. Practice/present in front of your class

Topics:

1. Buying New Bag

Gruop 1

A :

B :

C :

B :

Gruop 2

A :

C :

A :

B :

Gruop 3

A :

B :

C :

A :

Gruop 4

A :

C :

B :

C :

2. Favorite Subject

Gruop 1

A :

B :

C :

B :

Gruop 2

A :

C :

A :

B :

Gruop 3

A :

B :

C :

A :

Gruop 4

A :

C :

B :

C :

3. Smartphone Ban

Gruop 1

A :

B :

C :

B :

Gruop 2

A :

C :

A :

B :

Gruop 3

A :

B :

C :

A :

Gruop 4

A :

C :

B :

C :

APPENDIX 4

POST-TEST INSTRUMENT

Opinion & Thoughts

Instruction:

1. Choose one of the topics below
2. Work in pairs to make a conversation/dialogue using expression of giving opinion and thought
3. Practice/present in front of your class

Topics:

1. Songs

Group 1

A :

B :

A :

B :

Group 2

A :

B :

A :

B :

Group 3

A :

B :

A :

B :

Group 4

A :

B :

A :

B :

2. Vacation

Gruop 1

A :

B :

A :

B :

Gruop 2

A :

B :

A :

B :

Gruop 3

A :

B :

A :

B :

Gruop 4

A :

B :

A :

B :

3. Today's Feeling

Gruop 1

A :

B :

A :

B :

Gruop 2

A :

B :

A :

B :

Gruop 3

A :

B :

A :

B :

Gruop 4

A :

B :

A :

B :

APPENDIX 5

Score of Experimental Class and Control Class in Pre-Test

A. Score of Experimental Class

No	Student's Initial Name	P	V	G	F	C	5 × Score
1	NRS	2	3	3	3	3	70
2	FDS	2	3	3	3	3	70
3	SP	2	3	3	3	2	65
4	MKM	2	3	3	3	2	65
5	EY	2	3	3	2	2	60
6	EH	3	3	3	3	2	70
7	IAS	2	3	3	2	2	60
8	HS	3	3	3	3	3	75
9	BPS	2	3	3	3	3	70
10	HT	2	3	3	3	3	70
11	DAH	2	3	3	3	2	65
12	NS	2	3	3	3	2	65
13	JOL	2	3	3	3	3	70
14	YR	2	3	3	2	2	60
15	AT	2	3	3	2	2	60
16	MHA	2	3	3	3	2	65
17	AS	2	3	2	2	1	50
18	F	2	3	3	2	3	65
19	AF	2	3	2	2	2	55
20	DPS	2	3	2	2	2	55
21	YZ	2	3	3	2	2	60
22	SS	2	3	3	2	2	60
23	JSH	2	3	3	2	3	65
24	MPM	3	3	3	3	3	75

B. Score of Control Class

No	Student's Initial Name	P	V	G	F	C	5 × Score
1	YAAH	2	3	3	3	2	60
2	DMN	3	3	3	3	3	75
3	AAS	3	3	3	3	3	75
4	AMR	3	3	3	3	3	75
5	ITH	2	3	2	2	2	55
6	DS	2	3	2	2	2	55
7	NHP	2	3	3	3	2	65
8	RFYK	2	3	3	3	3	70
9	RAP	2	3	3	3	2	65
10	PR	3	3	3	3	4	80
11	NA	2	3	3	3	3	70
12	MST	2	3	3	3	3	70
13	NR	2	3	3	3	3	70
14	MP	2	3	3	2	2	60
15	DSS	2	3	3	3	3	70
16	PM	2	3	3	3	3	70
17	ABS	2	3	3	3	3	70
18	SBN	2	3	3	2	3	65
19	AT	2	3	3	2	3	65
20	R	2	3	3	2	3	65
21	IS	2	3	3	2	2	60
22	BAH	2	3	3	2	2	60
23	ASN	2	3	3	2	3	65
24	GH	2	3	3	2	2	65

APPENDIX 6

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of Normality Test of XI-3 (Experimental Class)

1. The Score of Experimental Class from Low to High Score

50	55	55	60	60
60	60	60	60	65
65	65	65	65	65
65	70	70	70	70
70	70	75	75	

11.

2. Range (R) = High Score – Low Score

$$12. \quad = 75 - 50$$

$$13. \quad = 25$$

3. Total of The Class (K) = $1 + 3.3 \log (n)$

$$14. \quad = 1 + 3.3 \log (24)$$

$$15. \quad = 1 + 3.3 (1.38)$$

$$16. \quad = 1 + 4.554$$

$$17. \quad = 5.554 = 6$$

4. Length of The Class (p) = $\frac{\text{range}}{\text{total of the class}}$

$$18. \quad = \frac{25}{6} = 4.16 = 5$$

No	Interval Class	fi	xi	fixi
1	50-54	1	52	52
2	55-59	2	57	114
3	60-64	6	62	372
4	65-69	7	67	469
5	70-74	6	72	432

6	75-79	2	77	154
	<i>I = 5</i>	24		1.593

Normality Test of Pre-Test in Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Pre-Test Score
N		24
Normal Parameters ^{a,b}	Mean	64.38
	Std. Deviation	6.309
Most Extreme Differences	Absolute	.164
	Positive	.131
	Negative	-.164
Test Statistic		.164
Asymp. Sig. (2-tailed)		.092 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-Test Score	24	25	50	75	64.38	6.309	39.810
Valid N (listwise)	24						

B. Result of Normality Test of XI-1 (Control Class)

1. The Score of Control Class from Low to High Score

19.	55	20.	55	21.	60	22.	60	23.	60
24.	60	25.	65	26.	65	27.	65	28.	65
29.	65	30.	65	31.	65	32.	70	33.	70
34.	70	35.	70	36.	70	37.	70	38.	70
39.	75	40.	75	41.	75	42.	80	43.	

44.

2. **Range (R)** = High Score – Low Score

45. = 80 – 55

46. = 25

3. **Total of The Class (K)** = $1 + 3.3 \log (n)$

47. = $1 + 3.3 \log (24)$

48. = $1 + 3.3 (1.38)$

49. = $1 + 4.554$

50. = $5.554 = 6$

4. **Length of The Class (p)** = $\frac{\text{range}}{\text{total of the class}}$

51. = $\frac{25}{6} = 4.16 = 5$

No	Interval Class	fi	xi	fixi
1	55-59	2	57	114
2	60-64	4	62	248
3	65-69	7	67	469
4	70-74	7	72	504
5	75-79	3	77	231
6	80-84	1	82	82
<i>I</i> = 5		24		1.648

Normality Test of Pre-Test in Control Class

One-Sample Kolmogorov-Smirnov Test

Pre-Test Score

N		24
Normal Parameters ^{a,b}	Mean	66.67
	Std. Deviation	6.370
Most Extreme Differences	Absolute	.158
	Positive	.145
	Negative	-.158
Test Statistic		.158
Asymp. Sig. (2-tailed)		.125 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-Test Score	24	25	55	80	66.67	6.370	40.580
Valid N (listwise)	24						

APPENDIX 7

Score of Experimental Class and Control Class in Post-Test

A. Score of Experimental Class

No	Student's Initial Name	P	V	G	F	C	5 × Score
1	NRS	3	3	3	3	3	75
2	FDS	4	3	3	3	3	80
3	SP	3	3	3	3	3	75
4	MKM	3	3	3	3	3	75
5	EY	3	3	3	2	3	70
6	EH	4	3	3	3	3	80
7	IAS	2	3	3	3	3	70
8	HS	4	3	3	3	4	85
9	BPS	4	3	3	3	3	80
10	HT	3	3	3	3	3	75
11	DAH	3	3	3	3	3	75
12	NS	3	3	3	3	3	75
13	JOL	4	3	3	3	3	80
14	YR	2	3	3	3	2	65
15	AT	3	3	3	3	2	70
16	MHA	3	3	3	3	3	75
17	AS	2	3	3	2	2	60
18	F	2	3	3	3	3	70
19	AF	2	3	3	3	2	65
20	DPS	2	3	3	2	2	60
21	YZ	2	3	3	3	2	65
22	SS	2	3	3	3	2	65
23	JSH	3	3	3	3	2	70
24	MPM	4	3	3	3	4	85

B. Score of Control Class

No	Student's Initial Name	P	V	G	F	C	5 × Score
1	YAAH	2	3	3	3	3	70
2	DMN	2	3	3	3	3	70
3	AAS	2	3	3	3	2	65
4	AMR	4	3	3	3	3	80
5	ITH	3	3	3	3	3	75
6	DS	2	3	2	2	2	55
7	NHP	3	3	3	3	2	70
8	RFYK	3	3	3	3	2	70
9	RAP	3	3	3	3	3	75
10	PR	4	3	3	3	3	80
11	NA	3	3	3	3	2	70
12	MST	3	3	3	3	2	70
13	NR	3	3	3	3	3	75
14	MP	3	3	3	3	3	75
15	DSS	3	3	3	3	2	70
16	PM	3	3	3	3	2	70
17	ABS	2	3	3	3	2	65
18	SBN	2	3	3	3	2	65
19	AT	2	3	3	2	2	60
20	R	2	3	3	2	2	60
21	IS	2	3	3	3	3	70
22	BAH	2	3	3	3	2	65
23	ASN	2	3	3	3	2	65
24	GH	2	3	3	3	2	65

APPENDIX 8

RESULT OF NORMALITY TEST IN POST-TEST

A. Result of Normality Test of XI-3 (Experimental Class)

1. The Score of Experimental Class from Low to High Score

60	60	65	65	65
65	70	70	70	70
70	75	75	75	75
75	75	80	80	80
80	80	85	85	

2. **Range (R)** = High Score – Low Score

$$52. \quad = 85 - 60$$

$$53. \quad = 25$$

3. **Total of The Class (K)** = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (24)$$

$$= 1 + 3.3 (1.38)$$

$$54. \quad = 1 + 4.554$$

$$55. \quad = 5.554 = 6$$

4. **Length of The Class (p)** = $\frac{\text{range}}{\text{total of the class}}$

$$56. \quad = \frac{25}{6} = 4.16 = 5$$

No	Interval Class	fi	xi	fixi
1	60-64	2	62	124
2	65-69	4	67	268
3	70-74	5	72	360
4	75-79	6	77	462
5	80-84	5	82	410
6	85-89	2	87	174
<i>I</i> = 5		24		1.798

**Normality Test of Post-Test in Experimental Class
One-Sample Kolmogorov-Smirnov Test**

		Post Test
N		24
Normal Parameters ^{a,b}	Mean	72.92
	Std. Deviation	7.211
Most Extreme Differences	Absolute	.155
	Positive	.115
	Negative	-.155
Test Statistic		.155
Asymp. Sig. (2-tailed)		.139 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

B. Result of Normality Test of XI-1 (Control Class)

1. The Score of Control Class from Low to High Score

55	60	60	60	65
65	65	65	65	65
70	70	70	70	70
70	70	75	75	75
75	75	80	80	

57.

2. **Range (R)** = High Score – Low Score

$$58. \quad = 80 - 55$$

$$59. \quad = 25$$

3. **Total of The Class (K)** = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (24)$$

$$= 1 + 3.3 (1.38)$$

$$60. \quad = 1 + 4.554$$

$$61. = 5.554 = 6$$

$$4. \text{ Length of The Class (p)} = \frac{\text{range}}{\text{total of the class}}$$

$$62. = \frac{25}{6} = 4.16 = 5$$

No	Interval Class	fi	xi	fixi
1	55-59	1	57	57
2	60-64	3	62	186
3	65-69	6	67	402
4	70-74	7	72	504
5	75-79	5	77	385
6	80-84	2	82	164
<i>I = 5</i>		24		1.698

63.

Normality Test of Post-Test in Control Class

One-Sample Kolmogorov-Smirnov Test

		Post-Test Score
N		24
Normal Parameters ^{a,b}	Mean	68.75
	Std. Deviation	6.469
Most Extreme Differences	Absolute	.160
	Positive	.136
	Negative	-.160
Test Statistic		.160
Asymp. Sig. (2-tailed)		.115 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

APPENDIX 9

Homogeneity Test of Pre-Test Test of Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
Score of Pre-Test	Based on Mean	.032	1	46	.859
	Based on Median	.031	1	46	.861
	Based on Median and with adjusted df	.031	1	45.948	.861
	Based on trimmed mean	.045	1	46	.833

Homogeneity Test of Post-Test Test of Homogeneity of Variances

		Levene			
		Statistic	df1	df2	Sig.
Score of Post-Test	Based on Mean	.549	1	46	.463
	Based on Median	.434	1	46	.513
	Based on Median and with adjusted df	.434	1	45.594	.513
	Based on trimmed mean	.560	1	46	.458

APPENDIX 10

T-TEST OF BOTH AVERAGES IN POST-TEST

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score of Post-Test	Equal variances assumed	.549	.463	2.107	46	.041	4.167	1.977	.186	8.147
	Equal variances not assumed			2.107	45.469	.041	4.167	1.977	.185	8.148

APPENDIX 11

TRANSCRIPTION OF STUDENTS' SPEAKING IN TEST

A. Experimental Class in Post-Test

1. Songs

Group	Students Initial Name	Answer
1	NRS	Do you like any kind of music? du ju laik 'eni kaɪnd ʌv 'mju:zɪk?
	FDS	Yes, I do. I love rock song. How about you, do you think rock song is a good song? jes, aɪ du. aɪ lʌv rɒk sɔŋ. haʊ ə 'baʊt ju, du ju θɪŋk rɒk sɔŋ ɪz ə ɡʊd sɔŋ?
	NRS	No, I think it is a noisy song. noʊ, aɪ θɪŋk ɪt ɪz ə 'nɔɪzi sɔŋ.
	FDS	Do you like any kind of music? du ju laik 'eni kaɪnd ʌv 'mju:zɪk?
	NRS	I like pop song. It make me happy aɪ laik pɒp sɔŋ. ɪt meɪk mi 'hæpi
	FDS	Ya, I also like pop song. I think we like song. Hahaha. jɑ, aɪ 'ɔlsəʊ laik pɒp sɔŋ. aɪ θɪŋk wi laik sɔŋ. Hahaha.
2	EH	What kind of music do you like? wɒt kaɪnd ʌv 'mju:zɪk du ju laik?
	YR	I love rock aɪ lʌv rɒk
	EH	How can you like rock, it is so hard? haʊ kæn ju laik rɒk, ɪt ɪz səʊ hɑ:d?
	YR	Because it is a very cool music bi'kɔ:z ɪt ɪz ə 'veri kul 'mju:zɪk
	EH	Really? I think it just makes it noisy 'ri:li? aɪ θɪŋk ɪt dʒʌst meɪks ɪt 'nɔɪzi
	YR	That you think, but my opinion of rock music was very cool ðæt ju θɪŋk, bʌt maɪ ə'pɪnjən ʌv rɒk 'mju:zɪk wəz 'veri kul
	EH	Well, if that is your taste, I cannot force you wəl, ɪf ðæt ɪz jʊər teɪst, aɪ 'kænət fɔ:s ju
3	SP	What is your favorite kind of music?

		wat ɪz juər 'feɪvərɪt kaɪnd əv 'mjuːzɪk?
	MKM	I like listening to different kinds of music aɪ laɪk 'lɪsənɪŋ tu 'dɪfərənt kaɪndz əv 'mjuːzɪk
	SP	What genre do you like the most? wɒt 'ʒɑnrə du ju laɪk ðə moʊst?
	MKM	Lately, I like been listening to pop songs a lot 'leɪtli, aɪ laɪk biːn 'lɪsənɪŋ tu pɒp sɔŋz ə lɒt
	SP	Who is the singer you like best? hu ɪz ðə 'sɪŋər ju laɪk best?
	MKM	For now, Ed Sheeran is my favorite fɔr naʊ, ed ʃeərən ɪz maɪ 'feɪvərɪt
4	HS	What is your favorite kind of music? wɒt ɪz juər 'feɪvərɪt kaɪnd əv 'mjuːzɪk?
	IAS	I like listening to different kinds of music aɪ laɪk 'lɪsənɪŋ tu 'dɪfərənt kaɪndz əv 'mjuːzɪk
	HS	What genre do you like the most? wɒt 'ʒɑnrə du ju laɪk ðə moʊst?
	IAS	Lately, I like been listening to pop songs a lot 'leɪtli, aɪ laɪk biːn 'lɪsənɪŋ tu pɒp sɔŋz ə lɒt
	HS	Who is the singer you like best? hu ɪz ðə 'sɪŋər ju laɪk best?
	IAS	For now, Ed Sheeran is my favorite fɔr naʊ, ed ʃeərən ɪz maɪ 'feɪvərɪt
	HS	My sister love him to his both of loud of full song maɪ 'sɪstər lʌv hɪm tu hɪz boʊθ əv laʊd əv fʊl sɔŋ
5	YZ	What kind of music do you like? wɒt kaɪnd əv 'mjuːzɪk du ju laɪk?
	AF	I love rock aɪ lʌv rɒk
	YZ	How can you like rock, it is so hard? haʊ kæn ju laɪk rɒk, ɪt ɪz səʊ hɑːd?
	AF	Because it is a very cool music bi'kɔːz ɪt ɪz ə 'veri kul 'mjuːzɪk
	YZ	Really? I think it just makes it noisy 'riːli? aɪ θɪŋk ɪt dʒʌst meɪks ɪt 'nɔɪzi
	AF	That you think, but my opinion of rock music was very cool

		ðæt ju θɪŋk, bʌt maɪ ə 'pɪnjən ʌv ræk 'mju:zɪk wʌz 'veri kul
	YZ	Well, if that is your taste, I cannot force you wəl, ɪf ðæt ɪz jʊər teɪst, aɪ 'kænət fɔ:rs ju
6	SS	What is your favorite kind of music? wɒt ɪz jʊər 'feɪvərɪt kaɪnd ʌv 'mju:zɪk?
	DPS	I like listening to different kinds of music aɪ laɪk 'lɪsənɪŋ tu 'dɪfərənt kaɪndz ʌv 'mju:zɪk
	SS	What genre do you like the most? wɒt 'ʒɑ:nrə du ju laɪk ðə moʊst?
	DPS	Lately, I like been listening to pop songs a lot 'leɪtli, aɪ laɪk bi:n 'lɪsənɪŋ tu pɒp sɔ:ŋz ə lɒt
	SS	Who is the singer you like best? hu ɪz ðə 'sɪŋər ju laɪk best?
	DPS	For now, Charlie Puth is my favorite fɔ: nəʊ, 'tʃɑ:li puθ ɪz maɪ 'feɪvərɪt

2. Vacation

Group	Students Initial Name	Answer
1	NS	Hey Jel. Do you have a minute? heɪ Jel. du ju hæv ə 'mɪnət?
	JOL	Of course! What's up? ʌv kɔ:rs! wʌts ʌp?
	NS	I was wondering if I could ask for your opinion on something. aɪ wʌz 'wʌndərɪŋ ɪf aɪ kʊd æsk fɔ: jʊər ə 'pɪnjən ɒn 'sʌmθɪŋ.
	JOL	Sure what is it? ʃʊr wɒt ɪz ɪt?
	NS	I am trying to decide where to go on vacation between India and Indonesia. What do you think? aɪ æm 'traɪɪŋ tu ,dɪ'saɪd wer tu goʊ ɒn veɪ'keɪʃən bi'twɪn 'ɪndiə ænd ,ɪndəʊ'nɪzə. wɒt du ju θɪŋk?
	JOL	If you are looking for a cultural experience, I would say go to India. But if you are looking

		for a more relaxed vacation, the I would say go to Indonesia if ju ar 'ləkɪŋ fɔr ə 'kʌɪfərəl ɪk'spɪəriəns, aɪ wəd sei ɡoʊ tu 'ɪndiə. bʌt if ju ar 'ləkɪŋ fɔr ə mɔr rɪ'læksət veɪ'keɪʃən, ði aɪ wəd sei ɡoʊ tu Indonesia
2	JSH	What is your opinion about Indonesia? wət ɪz jʊər ə'pɪnjən ə'baʊt Indonesia
	MPM	I think it is a great place for vacation. The food is fantastic and there are so many interesting place aɪ θɪŋk ɪt ɪz ə greɪt pleɪs fɔr veɪ'keɪʃən. ðə fud ɪz fæn'tæstɪk ænd ðeər ar sɔʊ 'meni 'ɪntrəstɪŋ pleɪs
	JSH	I'm glad to hear that
	MPM	I think you would really enjoy it aɪ θɪŋk ju wəd 'rɪli ɛn'dʒɔɪ ɪt
3	BPS	Where are you going on vacation? wɛr ar ju 'ɡoʊɪŋ ən veɪ'keɪʃən?
	HT	I want to go to the island of Bali, where are you? aɪ wənt tu ɡoʊ tu ði 'aɪlənd ʌv Bali, wɛr ar ju?
	BPS	I want to go to the university aɪ wənt tu ɡoʊ tu ðə ˌjuːnə'vɜːsəti
	HT	Well it is exciting I also like to go to the university because so many tourist that are unique and interesting place to visit wɛl ɪt ɪz ɪk'saɪtɪŋ aɪ 'ɔːlsəʊ laɪk tu ɡoʊ tu ðə ˌjuːnə'vɜːsəti bɪ'kɔːz sɔʊ 'meni 'tʊrɪst ðæt ar ju'nɪk ænd 'ɪntrəstɪŋ pleɪs tu 'vɪzət
	BPS	It's beauty I have visited it and spent much time ɪts 'bjuti aɪ hæv 'vɪzətəd ɪt ænd spent mʌʃ taɪm
	HT	Well communicate with one about experience vacation wɛl kəm'juːnə'keɪt wɪð wʌn ə'baʊt ɪk'spɪəriəns veɪ'keɪʃən

3. Today's Feeling

Group	Students Initial Name	Answer
1	NS	What's wrong? You seem really angry wʌts rɔŋ? ju sim 'rɪli 'æŋɡri
	DAH	My brother took my car without asking and then he got a ticket

		maɪ 'brʌðər tɒk maɪ kɑː wɪ 'θaʊt 'æskɪŋ ænd ðen hi ɡət ə 'tɪkət
	NS	Oh, that would make me angry too Oh, ðæt wəd meɪk mi 'æŋɡri tu
	DAH	I'm so mad at him right now aɪm sɒʊ məd æt hɪm raɪt naʊ
	NS	Can't believe he did that kænt bɪ 'lɪv hi dɪd ðæt
	DAH	Yeah, that would definitely make me angry Yeah, ðæt wəd 'defənətli meɪk mi 'æŋɡri
2	AS	Hi! How was your exam? haɪ! haʊ wəz jʊər ɪɡ'zæm?
	F	It was good. I'm just really content right now. ɪt wəz ɡʊd. aɪm dʒʌst 'rɪli 'kɒntent raɪt naʊ.
	AS	That's great! I'm sure you did well ðæts ɡreɪt! aɪm ʃʊr ju dɪd wəl
	F	Yeah, I think so too. I'm just happy it's over now jæ, aɪ θɪŋk sɒʊ tu. aɪm dʒʌst 'hæpi ɪts 'oʊvər naʊ
	AS	Exams can be really stressful. I'm glad you're done and you can relax now ɪɡ'zæmz kæn bi 'rɪli 'stresfəl. aɪm ɡlæd jʊər dʌn ænd ju kæn rɪ'læks naʊ
3	AT	Hi how are you feeling today? haɪ haʊ ɑː ju 'fiːlɪŋ tə'deɪ?
	MHA	My opinion about today is very good maɪ ə'pɪnjən ə'baʊt tə'deɪ ɪz 'veri ɡʊd
	AT	What do you feel after today? wɒt du ju fiːl 'æftər tə'deɪ?
	MHA	I think next day I want a visited aɪ θɪŋk nekst deɪ aɪ wʌnt ə 'vɪzətəd

B. Control Class in Post-Test

1. Songs

Group	Students Initial Name	Answer
1	YAAH	What is your favorite kinds of music? wat ɪz juə 'feɪvərɪt kaɪndz əv 'mju:zɪk?
	DMN	I like to listening to different kinds of music aɪ laɪk tu 'lɪsənɪŋ tu 'dɪfərənt kaɪndz əv 'mju:zɪk
	YAAH	What genre do you like the most? wat 'ʒɑnrə du ju laɪk ðə moʊst?
	DMN	Lately I've been listening to pop songs 'leɪtli I'v bi:n 'lɪsənɪŋ tu pɒp sɒŋz
	YAAH	Who the singer do you like best? hu ðə 'sɪŋər du ju laɪk best?
	DMN	Now Ed Sheeran is my favorite naʊ Ed Sheeran ɪz maɪ 'feɪvərɪt
	YAAH	My sister love him to his both of loud of full song maɪ 'sɪstər lʌv hɪm tu hɪz bəʊθ əv laʊd əv fʊl sɒŋ
2	AAS	What kind of music do you enjoy listening to? wat kaɪnd əv 'mju:zɪk du ju ɛn 'dʒɔɪ 'lɪsənɪŋ tu?
	AMR	I like to listen to all music, I like to listen rock aɪ laɪk tu 'lɪsən tu ɔl 'mju:zɪk, aɪ laɪk tu 'lɪsən rɒk
	AAS	Why do you like that type of music? waɪ du ju laɪk ðæt taɪp əv 'mju:zɪk?
	AMR	I like the kind of instrument that they use aɪ laɪk ðə kaɪnd əv 'ɪnstɾəmənt ðæt ðeɪ ju:z
	AAS	That an excellent to listen to ðæt ən 'eksələnt tu 'lɪsən tu
	AMR	Thanks I feel the same way θæŋks aɪ fi:l ðə seɪm weɪ
3	ITH	What is your favorite kind of music? wat ɪz juə 'feɪvərɪt kaɪnd əv 'mju:zɪk?
	DS	I like listening to different kinds of music aɪ laɪk 'lɪsənɪŋ tu 'dɪfərənt kaɪndz əv 'mju:zɪk

	ITH	What genre do you like the most? wat 'zʌnrə du ju laɪk ðə moʊst?
	DS	Lately, I like been listening to pop songs a lot 'leɪtli, aɪ laɪk biːn 'lɪsənɪŋ tu pɒp sɔŋz ə lɒt
	ITH	Who is the singer you like best? hu ɪz ðə 'sɪŋər ju laɪk best?
	DS	For now, Ed Sheeren is my favorite fɔr naʊ, ɛd sheeren ɪz maɪ 'feɪvərɪt
4	IS	What kind of music do you like? wat kaɪnd ʌv 'mjuːzɪk du ju laɪk?
	BAH	I love rock aɪ lʌv rɒk
	IS	How can you like rock, it is so hard? haʊ kæn ju laɪk rɒk, ɪt ɪz səʊ hɑːd?
	BAH	Because it is a very cool music bi'kɔːz ɪt ɪz ə 'veri kul 'mjuːzɪk
	IS	Really? I think it just makes it noisy 'riːli? aɪ θɪŋk ɪt dʒʌst meɪks ɪt 'nɔɪzi
	BAH	That you think, but my opinion of rock music was very cool ðæt ju θɪŋk, bʌt maɪ ə'pɪnjən ʌv rɒk 'mjuːzɪk wəz 'veri kul
	IS	Well, if that's your taste, I can't force you wel, ɪf ðæts jʊər teɪst, aɪ kæn't fɔːs ju
5	AT	What is your favorite kind of music? wat ɪz jʊər 'feɪvərɪt kaɪnd ʌv 'mjuːzɪk?
	R	I like listening to different kinds of music aɪ laɪk 'lɪsənɪŋ tu 'dɪfərənt kaɪndz ʌv 'mjuːzɪk
	AT	What genre do you like the most? wat 'zʌnrə du ju laɪk ðə moʊst?
	R	Lately, I like been listening to pop songs a lot 'leɪtli, aɪ laɪk biːn 'lɪsənɪŋ tu pɒp sɔŋz ə lɒt
	AT	Who is the singer you like best? hu ɪz ðə 'sɪŋər ju laɪk best?
	R	For now, Charlie Puth is my favorite fɔr naʊ, ʧɑːli puːθ ɪz maɪ 'feɪvərɪt

2. Vacation

Group	Students Initial Name	Answer
1	NHP	Where are you going on vacation? wɛr ɔː ju 'gouɪŋ ɔn veɪ'keɪʃən?
	RFYK	I want to go to the island of Bali, where are you? aɪ wɒnt tu goʊ tu ði 'aɪlənd ʌv 'bali, wɛr ɔː ju?
	NHP	I want to go to the university aɪ wɒnt tu goʊ tu ðə 'juːnə'veɪsətɪ
	RFYK	Well it is exciting I also like to go to the university because so many tourist that are unique and interesting place to visit wɛl ɪt ɪz ɪk'saɪtɪŋ aɪ 'ɔːlsəʊ laɪk tu goʊ tu ðə 'juːnə'veɪsətɪ bɪ'kɔːz səʊ 'meni 'tʊrɪst ðæt ɔː ju'niːk ænd 'ɪntrəstɪŋ pleɪs tu 'vɪzət
	NHP	It's beauty I have visited it and spent much time ɪts 'bjuti aɪ hæv 'vɪzətəd ɪt ænd spɛnt mʌʃ tʌɪm
	RFYK	Well communicate with one about experience vacation wɛl kəm'juːnə'keɪt wɪð wʌn ə'baʊt ɪk'spɪəriəns veɪ'keɪʃən
2	RAP	Where are you going on the last week? wɛr ɔː ju 'gouɪŋ ɔn ðə læst wɪk?
	PR	I was visited my father and mother to the zoo, where are you going? aɪ wəz 'vɪzətəd maɪ 'fɑːðər ænd 'mʌðər tu ðə zu, wɛr ɔː ju 'gouɪŋ?
	RAP	I was visited with my father and mother to Bali, I want to say okay until we meet again aɪ wəz 'vɪzətəd wɪð maɪ 'fɑːðər ænd 'mʌðər tu bali, aɪ wɒnt tu seɪ 'oʊ'keɪ ɛn'tɪl wi mi:t ə'geɪn
3	NA	Do you like to join us tomorrow? du ju laɪk tu dʒɔɪn ʌs tə'mɔːrəʊ?
	MST	What will you do? wɒt wɪl ju du?
	NA	We'll go camping wi:l goʊ 'kæmpɪŋ
	MST	Where? wɛr?

	NA	We're going to Napa Waterfall. We'll have camping for three days. We'll go tomorrow morning wɪr 'gouɪŋ tu Napa 'wɔtər,fɔl. wɪl hæv 'kæmpɪŋ fɔr θri deɪz. wɪl goʊ tə'mɑ,rou 'mɔrnɪŋ
	MST	Ok I'll be ready tomorrow morning 'oʊ'keɪ aɪl bi 'rɛdi tə'mɑ,rou 'mɔrnɪŋ
4	ABS	Where are you going on vacation? wɛr ar ju 'gouɪŋ ən veɪ'keɪʃən?
	SBN	I want to go to the island of Bali, where are you? aɪ wɑnt tu goʊ tu ði 'aɪlənd ʌv 'bali, wɛr ar ju?
	ABS	I want to go to the university aɪ wɑnt tu goʊ tu ðə 'junə'vɜrsəti
	SBN	Well it is exciting I also like to go to the university because so many tourist that are unique and interesting place to visit wɛl ɪt ɪz ɪk'saɪtɪŋ aɪ 'ɔlsəʊ laɪk tu goʊ tu ðə 'junə'vɜrsəti bɪ'kɔz sʊ 'meni 'tʊrəst ðæt ar ju'nik ænd 'ɪntrəstɪŋ pleɪs tu 'vɪzət
	ABS	It's beauty I have visited it and spent much time ɪts 'bjuti aɪ hæv 'vɪzətəd ɪt ænd spɛnt mʌʃ tɑɪm
	SBN	Well communicate with one about experience vacation wɛl kəm'junə,keɪt wɪð wʌn ə'baʊt ɪk'spɪrɪəns veɪ'keɪʃən
5	DSS	Do you think we need vacation? du ju θɪŋk wi nid veɪ'keɪʃən?
	PM	Yeah, I think we need to refresh our bodu after exams jæ, aɪ θɪŋk wi nid tu rɪ'frɛʃ 'aʊər bodu 'æftər ɪg'zæmz
	DSS	Where should we go for vacation? wɛr ʃʊd wi goʊ fɔr veɪ'keɪʃən?
	PM	Let's go for camping lets goʊ fɔr 'kæmpɪŋ

3. Today's Feeling

Group	Students Initial Name	Answer
1	NR	Hi! How was your exam? hai! haʊ wʌz jʊər ɪg'zæm?
	MP	It was good. I'm just really content right now. ɪt wʌz ɡʊd. aɪm dʒʌst 'rɪli 'kɒntent raɪt naʊ.
	NR	That's great! I'm sure you did well ðæts greɪt! aɪm ʃʊr ju dɪd wel
	MP	Yeah, I think so too. I'm just happy it's over now jæ, aɪ θɪŋk soʊ tu. aɪm dʒʌst 'hæpi ɪts 'oʊvər naʊ
	NR	Exams can be really stressful. I'm glad you're done and you can relax now ɪg'zæmz kæn bi 'rɪli 'stresfəl. aɪm glæd ju dʌn ænd ju kæn rɪ'læks naʊ
2	ASN	Why are you looking so sad waɪ ɑr ju 'lʊkɪŋ soʊ sæd
	GH	My cat is died maɪ kæt ɪz daɪd
	ASN	Oh I'm so sorry Oh aɪm soʊ 'sɔri
	GH	It's okay I'm going to buy a cat ɪts ʊ'keɪ aɪm 'ɡoʊɪŋ tu baɪ ə kæt

APPENDIX 12

DOCUMENTATION



Picture 1: Pre-Test in Experimental Class



Picture 2: Pre-Test in Control Class





Picture 3: Post-Test in Experimental Class



Picture 4: Post-Test in Control Class



Picture 5: Treatment in Experimental Class



I. Identify

1. Name : Windy Putriani Sihombing
2. Reg. Number : 18 203 00092
3. Gender : Female
4. Place/Birthday : Bogor, 26th January 2000
5. Child to : 2nd from 6 Siblings
6. Civics : Indonesia
7. Marital Status : Single
8. Religion : Islam
9. Address : Siondop Julu, Sihuik Huik, Angkola Selatan
10. Phone Number : 0822 9843 4191
11. Email : windyputriani26@gmail.com

II. Parents

1. Father
 - a. Name : Alm. Fikri Sihombing
 - b. Job : Wiraswasta
 - c. Alamat : Sigumuru, Parsalakan, Angkola Barat
 - d. Phone Number : 0812 1103 4465
2. Mother
 - a. Name : Keridahani Nasution
 - b. Job : Wiraswasta
 - c. Alamat : Siondop Julu, Sihuik Huik, Angkola Selatan
 - d. Phone Number : 0812 1956 7018/0822 1390 2005

III. Educational Background

1. Elementary School : MIS Al-Abraar (2012)
2. Junior High School : MTS Al-Abraar (2015)
3. Senior High School : MAS Al-Abraar (2018)
4. Collage : UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan (2018-2023)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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21 Mei 2022

Nomor : B/029 /In.14/E.1/PP.009/05/2022
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan Pembimbing Skripsi

Kepada Yth:

1. Dr. Fitriadi Lubis, M.Pd. (Pembimbing I)
2. Sokhira Linda Vinde Rambe, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Windy Putriani Sihombing
NIM : 18 203 00092
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Fishbowl Technique on Speaking Mastery at The Eleventh Grade Students of SMA N 1 Angkola Selatan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidimpuan Nomor 400 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik

Ketua Program Studi TBI


Dr. Lis Yulianti Safrida Siregar, S. Psi., M.A.
NIP. 19861224200604 2 001


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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B4601 /Un.28/E.1/TL.00/12/2022
Lampiran :
Prihal : Izin Riset Skripsi

21 Desember 2022

Yth. Kepala SMA Negeri 1 Angkola Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Windy Putriani Sihombing
NIM : 1820300092
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Siondop Julu

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul "The Effect of Fishbowl Technique on Speaking Mastery at The Eleventh Grade Students of SMA N 1 Angkola Selatan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.



a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Vilianti Syafrida Siregar, S.Psi, MA
NIP 19801224 200604 2 001



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN

SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 ANGKOLA SELATAN
Alamat : Jl. Marpinggan Kel Napa, Kec Angkola Selatan Kode Pos : 22737
e-mail : smasatuangkolaselatan@gmail.com



SURAT KETERANGAN
Nomor : 420/ 639 /SMAN.1/2023

Dengan bertanda tangan dibawah ini :

Nama : Drs. M. TAUFIK HDAYAH
NIP : 19660801 1994 12 001
Pangkat/Gol : Pembina Tk. I/IVb
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Angkola Selatan

Dengan ini menerangkan :

Nama : WINDY PUTRIANI SIHOMBING
NIM : 1820300092
Jurusan/Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Adalah benar telah melakukan Penelitian/Riset di SMA Negeri 1 Angkola Selatan dengan judul :
**"THE EFFECT OF FISHBOWL TECHNIQUE ON SPEAKING MASTERY AT THE
ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 ANGKOLA SELATAN"**

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Sumarpinggao, 2023
Kepala Sekolah

Drs. M. TAUFIK HIDAYAH
Pembina, Tk. I
NIP: 19660801 1994 12 001

VALIDATION LETTER

I am the one who signed this letter

Name : Hotmatua Siregar, S.Pd

Job : English Teacher in SMA N 1 Angkola Selatan

Has provided oral test guide sheet on students' speaking mastery for completeness of the research entitled:

“The Effect of Fishbowl Technique on Speaking Mastery at The Eleventh Grade Students of SMA N 1 Angkola Selatan”

Arranged by :

Name : Windy Putriani Sihombing

NIM : 18 203 00092

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education Department (TBI-2)


The input that I have given as follow:

1. Pattern of Learning Material
2. Topics
- 3.

With hope, the input and assessments that given can be used to complete in obtaining the quality of guidelines for good oral test.

Padangsidempuan, 4 February 2023

Validator,



Hotmatua Siregar, S.Pd
NIP. 198007022014071001