Enhancing Junior High School Students' Speaking Skills: An Evaluation of the Fishbowl Strategy's Effectiveness

Arisonia Elisabeth Yohana Gulo[1], Debora Chaterin Simanjuntak[2]
[1,2]Universitas Advent Indonesia
E-mail: gulosonia37@gmail.com, debora.simanjuntak@unai.edu

Article Info
Article History
Received: 2023-02-12
Revised: 2023-03-23
Published: 2024-04-20

Keywords:
Fishbowl Strategy;
Speaking Skills;
English Language Teaching;
Junior High School.

Abstract
This study explores the extent to which junior high school students' speaking abilities can be developed through the use of the Fishbowl strategy. The study employs a comparative research design with a quantitative methodology, wherein one group is taught conventional methods, and the other group is taught using the Fishbowl strategy. Data was collected through pretest and posttest assessments and a questionnaire to measure students' attitudes toward the strategy. The results indicate that there is a significant effect in students' speaking skills after using the Fishbowl strategy, as evidenced by the average n-gain value of the experimental group. Analysis shows a significant difference between students taught using the fishbowl strategy and students taught using the conventional method, with a significance value of 0.030. The survey results also revealed that the majority of students reported increased confidence and motivation to speak English after using the Fishbowl strategy as 64% of respondents agreed that they had become more confident, while 51% stated that they were more motivated to speak English after using this strategy. In conclusion, the Fishbowl strategy is effective in improving students' speaking skills, confidence, and motivation in speaking English in junior high school.

Artikel Info
Sejarah Artikel
Diterima: 2023-02-12
Direvisi: 2023-03-23
Dipublikasi: 2024-04-20

Kata kunci:
Strategi Akuarium;
Keahlian Berbicara;
Pengajaran Bahasa Inggris;
Sekolah Menengah Pertama.

Abstrak
Penelitian ini mengeksplorasi sejauh mana kemampuan berbicara siswa SMP dapat dikembangkan melalui penggunaan strategi Fishbowl. Penelitian ini menggunakan desain penelitian komparatif dengan metodologi kuantitatif, dimana satu kelompok diajar dengan metode konvensional, dan kelompok lainnya diajar dengan menggunakan strategi Fishbowl. Data dikumpulkan melalui penilaian pretest dan posttest serta angket untuk mengukur sikap siswa terhadap strategi. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan terhadap keterampilan berbicara siswa setelah menggunakan strategi Fishbowl, dibuktikan dengan rata-rata nilai n-gain kelompok eksperimen. Analisis menunjukkan terdapat perbedaan yang signifikan antara siswa yang diajar dengan strategi fishbowl dengan siswa yang diajar dengan metode konvensional, dengan nilai signifikansi sebesar 0,030. Hasil survei juga mengungkapkan bahwa sebagian besar siswa melaporkan peningkatan kepercayaan diri dan motivasi berbicara bahasa Inggris setelah menggunakan strategi Fishbowl karena 64% responden setuju bahwa mereka menjadi lebih percaya diri, sementara 51% menyatakan bahwa mereka lebih termotivasi untuk berbicara bahasa Inggris setelah menggunakan strategi ini. Kesimpulannya, strategi Fishbowl efektif dalam meningkatkan keterampilan berbicara, kepercayaan diri, dan motivasi siswa dalam berbicara bahasa Inggris di sekolah menengah pertama.

I. INTRODUCTION

Speaking involves several cognitive functions, such as executive function, language processing, memory retrieval, and attention. It helps learners develop their ability to organize their ideas, structure logical stories, and articulate difficult concepts. These cognitive functions support brain growth and improve critical thinking, problem-solving, and cognitive flexibility (Hutabarat & Simanjuntak, 2019). Moat (2016) stated that speaking is a crucial ability that students should pick up. Speaking is a skill that students should work to develop and master because it is the cornerstone of language acquisition. It is an essential component of learning English since it enables learners to become fluent oral communicators (Al-Hassaani & Al-Saalmi, 2022; Triastuti & Adhelia, 2023). Furthermore, a proficient orator needs to be conscious of the subject matter being discussed, the terminology employed to ensure comprehension by the audience, and the audience to whom they are speaking. Speaking is therefore a technique for communicating ideas produced and organized to meet the listener's demands (taiga, 1987; Masada, 2008). It

indicates the speaker's points of view must be expressed clearly for the listeners to accept and agree with them. English speaking is one of the most important skills for students to develop.

Apart from the knowledge that has been taught such as Grammar, Vocabulary, and other lessons, speaking ability is an ability that will be very visible when interacting with other people. English speaking skills cannot be fluent if not practiced continuously. This involves work, and it is not easy to accomplish. Students need to practice speaking English constantly (Al Hosni, 2014). Language was recognized as a continuum of hierarchically built structures ranging from simple to more sophisticated, and it was thought that repeating exercises would automate speaking abilities. The concept of implementing speaking abilities through repetition is consistent with theories of skill acquisition and cognitive psychology. Repetition helps to consolidate learning by reinforcing connections between neurons in the brain. As learners practice speaking repeatedly, they enhance their ability to retrieve and produce language, resulting in greater fluency and proficiency. (Morley, 1993). Students have additional challenges when it comes to practicing speaking English, such as feelings of embarrassment, fear of making mistakes, or even fear of their teacher. Students have many problems; their opportunity to interact using English is minimal. Despite being taught English, the students are not getting enough practice in the language. When speaking in English, the students experience embarrassment or self-consciousness. Fear of making mistakes, self-doubt about one's language skills, or a sense of being evaluated by others can all contribute to shyness. It consequently restricts their opportunities for practice and improvement that they avoid speaking English at all times (Fatimah, Wahyuni S., Qamariah H., 2021).

Another issue that appears in student speaking is a lack of confidence and anxiousness. They may experience sensations that impair their English speaking, such as insecurity, shyness, anxiety, nervousness, and worry (Fitriani D., Apriliaswati R., Wardah, 2015). There must be a variety of strategies to support students in improving their speaking abilities because speaking is a basic skill that is essential to cognitive growth, social interaction, professional success, and general well-being. This study applied Fishbowl strategy to assist students in honing their English-speaking ability. The Fishbowl Strategy is a teaching method where students will discuss with each other using an interesting topic given by the teacher (Wood, Karen, 2007).

II. METHOD

This study used a quantitative methodology to investigate the efficacy of the Fishbowl strategy in enhancing the oral communication abilities of junior high school students. Quantitative research involves the collection and analysis of numerical data to answer research questions and test hypotheses. In this study, numerical data will be gathered through surveys or assessments to evaluate the impact of the Fishbowl strategy on students' speaking skills.

1. Research Design

   The research design for this study is a comparative research design with a pretest-posttest control group. This design involves the comparison of two groups (experimental and control) before and after the implementation of the Fishbowl strategy to determine its effects on students' speaking skills. By using a control group, the researcher can attribute any changes in the experimental group's speaking skills to the Fishbowl strategy, rather than other factors. This design allows for the examination of cause-and-effect relationships between the Fishbowl strategy and students' speaking skills, which aligns with the study's objectives. Additionally, this design is practical and feasible within the constraints of the study's setting and resources.

2. Research Instrument

   The research instrument used in this study is a speaking skills assessment tool, which consists of tasks that measure various aspects of students' speaking abilities, such as fluency, accuracy, and complexity. The assessment tasks are designed to elicit spoken responses from students, which are then rated by trained raters using a standardized scoring rubric. The assessment tool includes both open-ended and close-ended questions to gather detailed information about students' speaking abilities and their perceptions of the Fishbowl strategy. The instrument is beneficial for answering the research questions as it provides quantitative data on students' speaking skills before and after the implementation of the Fishbowl strategy. The use of a standardized scoring rubric ensures consistency in rating across different raters and enhances the reliability of the data. The

interviews were conducted in a structured format, with a predetermined set of questions designed to gather specific information about students' speaking skills and their experiences with the Fishbowl strategy. The interviews were recorded using audio recording devices to ensure accuracy in data collection and facilitate later analysis.

3. Research Participants

The participants in this study were students from junior high school, aged between 12 and 15 years old. The participants were selected based on their availability and willingness to participate in the study. The sampling method used in this study was purposive sampling, where students were selected based on their ability and willingness to participate in the study. This sampling method was chosen to ensure that the participants were representative of the target population and had the necessary language skills to complete the tasks. Ethical considerations were taken into account in this study.

4. Data Collection & Analysis

Data for this study was collected through pretest and posttest assessments of students' speaking skills. The pretest was conducted prior to the execution of the Fishbowl strategy, while the posttest was conducted after the intervention was completed. Following data collection, the researchers used statistical techniques to examine the data to ascertain whether the Fishbowl strategy was beneficial in helping students improve their speaking abilities. Analyzed data was summarized using descriptive statistics to provide an overview of the results. Inferential statistics were then used to examine whether there were any significant differences between the pretest and posttest scores. The data was selected based on its relevance to the research question and its ability to provide insights into the effectiveness of the Fishbowl strategy. This was achieved by administering the assessments to a large enough sample size to provide reliable and valid results.

The researchers followed a strict analytical procedure that included data sorting, and statistical analysis, thereby they were certain that the data had been analyzed effectively. The results were also reviewed by independent reviewers to ensure their validity and reliability. The validity of the analysis was ensured by using a standardized assessment tool and statistical methods to analyze the data.

5. Research Limitations

Despite the rigorous methodology employed in this study, several limitations should be acknowledged. One limitation is the use of convenience sampling, which may limit the generalizability of the findings to other populations. Additionally, the reliance on self-reported data for some measures, such as students' perceptions of the Fishbowl strategy, may introduce bias into the results. Furthermore, the study's focus on junior high school students may limit the applicability of the findings to other age groups or educational settings. Future research should address these limitations by using more diverse sampling methods and including a broader range of participants.

III. RESULTS AND DICSUSSIONS

A. Results

This study employed a quantitative scientific research method as its research tool. This study aimed to explore the use of Fishbowl Strategy to enhance students' speaking ability. The findings highlight the significant difference between the use of fishbowl strategy and conventional strategy. It is important to acknowledge that this study contained self-reported data, which may be influenced by recall bias or social desirability.

1. The Effect of Fishbowl Strategy

With the aim of answering the first questions, *"Is there an effect of the Fishbowl strategy on EFL students' speaking skills development?"* the growth value is calculated from the Pre-test to Post-test scores by calculating the n-gains value from the experimental class.

By formula,

$$n-gains : \frac{\bar{x}_{Post} - \bar{x}_{Pre}}{Max - \bar{x}_{Pre}}$$

Where,

$\bar{x}_{Post}$: the average post-test class score from the Experimental Class

$\bar{x}_{Pre}$: the average pre-test class score from the Experimental Class

Max : the maximum score that can be obtained in the test.

Table 1. N-gains data Pre and Post Experimental Class

Group	N	Gain Score Mean	Pre-test Std. Error	Post-test Std. Error	Pre-test Mean	Post-test Mean	Pre-test Std. Deviation	Post-test Std. Deviation
Experimental group	31	29	0.41	0.39	6.45	10.41	2.33	2.20
Control	31	19	0.28	0.64	6.12	8.80	1.56	3.59

The n-gain statistics from the experimental class are displayed in Table 1 both before and after the Fishbowl strategy was applied. The experimental group consisted of 31 students, with an average n-gain of 29, a standard error of 0.41 for the Pre-test, a standard error of 0.39 for the Post-test, an average Pre-test score of 6.45, an average Post-test score of 10.41, a standard deviation of 2.33 for the Pre-test, and a standard deviation of 2.20 for the Post-test. Meanwhile, the control group also consisted of 31 students, with an average n-gain of 19, a standard error of 0.28 for the Pre-test, a standard error of 0.64 for the Post-test, an average Pre-test score of 6.12, an average Post-test score of 8.80, a standard deviation of 1.56 for the Pre-test, and a standard deviation of 3.59 for the Post-test. From the data obtained, it can be seen that the experimental group experienced a more significant improvement in speaking skills development compared to the control group. This can be seen from the higher n-gain value (29 compared to 19) and the larger difference in the average scores of the Pre-test and Post-test (4.96 compared to 2.68).

2. Significant Difference of Two Methods

This is to answer the second question, which is, *"Is there a significant difference between the English-speaking skills of students taught using Fishbowl Strategy and students taught using the conventional method?"* To answer this question, the Mann-Whitney Test was used to assess whether there was a significant difference between teaching using the Fishbowl strategy and teaching using the Conventional method.

Table 2. Mann-Whitney Output 1

Ranks	Class	N	Mean Rank	Sum of Ranks
Post Score	"Control Class"	31	26.56	823.50
	"Experimental Class"	31	36.44	1129.50
	Total	62		

Table 3. Mann-Whitney Output 2

Test Statistics[a]	
	Post Score
Mann-Whitney U	327.500
Wilcoxon W	823.500
Z	-2.166
Asymp. Sig. (2-tailed)	.030
a. Grouping Variable: Class	

The Mann-Whitney test indicates a statistically significant difference in the English-speaking abilities between students instructed with the Fishbowl Strategy and those instructed using the conventional method. This is based on the significance value (Asymp. Sig.) of 0.030, which is smaller than the commonly used alpha value (0.05). Then it can be concluded that the hypothesis is accepted and there is a significant difference in English-speaking skills between the two groups of students. The values of U (327.500) and Z (-2.166) in the Mann-Whitney test findings additionally furnish extra information. The U value indicates that the total ranks of students in the experimental group (1129.50) are higher than the total ranks of students in the control group (823.50). The negative Z value (-2.166) indicates that the difference between the two groups is significant, as a Z value greater than 1.96 indicates significance at the 95% confidence level.

3. Research Question 3

The third research question is, *"What is the attitude of the students toward Fishbowl Strategy?"* The analysis was based on five statements in a questionnaire rated on a five-point Likert scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). The second research question consists of 5 questions in the questionnaire that have different results:

Table 4. Questionnaire

No	Questionnaire	SD	D	N	A	SA
1	I have become more confident in speaking English by practicing the Fishbowl Strategy.	0%	0%	25%	64%	9%
2	I dare to interact directly in speaking English using the fishbowl strategy.	0%	0%	35%	19%	45%
3	I have a great chance to interact directly in speaking English.	0%	0%	12%	48%	38%
4	I am motivated to speak English because I learned to use the Fishbowl Strategy.	0%	0%	6%	41%	51%
5	I am skilled at speaking English because I learned to use the Fishbowl Strategy.	0%	0%	29%	29%	41%

First, there is a significant increase in students' self-confidence in speaking English after undergoing training using the Fishbowl Strategy. 64% of respondents agree that they have become more confident, 25% are neutral, and 9% strongly agree. Second, the results also indicate that the use of the Fishbowl Strategy can increase students' courage to interact directly in speaking English. 45% of students strongly agree that they dare to interact directly, 35% are neutral, and 19% agree. Third, 48% of students agree that they have a great chance to interact directly in speaking English after using the Fishbowl Strategy. 12% are neutral and 38% strongly agree. Fourth, the majority of students (51%) strongly agree that they are motivated to speak English because they learned to use the Fishbowl Strategy, and 41% agree. Only 6% are neutral about this statement. Fifth, about 41% of students strongly agree that they have become more skilled in speaking English after studying and using the Fishbowl Strategy, while 29% are neutral and agree.

B. Discussions

The study's findings revealed that the Fishbowl Strategy made a significant difference in enhancing students' speaking abilities. This is evidenced by Al-Ghozali et al's (2019) research, which states that the process of learning Indonesian using the fishbowl method shows an improvement in students' speaking skills. Students who initially appeared stiff, tense, lacking in confidence, nervous, or hesitant in asking questions or expressing opinions, after implementing the fishbowl method, showed courage and confidence both in question, and answer activities and group discussions. However, although the results of this study indicate that the Fishbowl strategy is effective in improving students' speaking abilities, it should be noted that these results only apply to the context of this study and may not be directly applicable to other English language learning contexts. Therefore, further research is needed to confirm these results and see if this strategy is also effective in other English language learning contexts.

Based on the results of the Mann-Whitney test, there is a significant difference in English speaking skills between students taught using the Fishbowl Strategy compared to those taught using the conventional method. This is based on the significance value (Asymp. Sig.) of 0.030, which is smaller than the commonly used alpha value (0.05). Then it can be concluded that the hypothesis is accepted and there is a significant difference in English-speaking skills between the two groups of students. The values of U (327.500) and Z (-2.166) in the Mann-Whitney test findings additionally furnish extra information. The U value indicates that the total ranks of students in the experimental group (1129.50) are higher than the total ranks of students in the control group (823.50). The negative Z value (-2.166) indicates that the difference between the two groups is significant, as a Z value greater than 1.96 indicates significance at the 95% confidence level. The third research question explores the significant difference in English-speaking skills between students taught using the Fishbowl Strategy and those taught using conventional methods.

The majority of students reported an increase in confidence and motivation to speak English after taking training using the Fishbowl Strategy. However, there are still some students who feel they have not had a great opportunity to interact directly in speaking English, and feel neutral about their English-speaking proficiency after using this strategy. Therefore, it is recommended to continue to develop and improve the implementation of the Fishbowl Strategy so that it can provide greater benefits for students in developing English speaking skills.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The Fishbowl strategy is useful for enhancing junior high school students speaking abilities, according to the results and talks above. The implementation of the Fishbowl strategy resulted in a noteworthy enhancement in students' speaking abilities, as demonstrated by the significant difference in English-speaking skills between the experimental and control groups and the higher n-gain values. The analysis was based on five statements in a questionnaire rated on a five-point Likert scale. The results show a significant difference in outcomes between the two student groups. Firstly, there was a significant increase in students' self-confidence in speaking English after undergoing training using the Fishbowl Strategy. 64% of respondents agreed that they

had become more confident, 25% were neutral, and 9% strongly agreed. This shows that speaking English confidently is one of the key components of learning a language, and that using the Fishbowl Strategy can help students achieve this. Secondly, the results also indicate that the use of the Fishbowl Strategy can increase students' courage to interact directly in speaking English. 45% of students strongly agreed that they dare to interact directly, 35% were neutral, and 19% agreed. This suggests that through direct practice in structured situations, students become more brave, and confident in using English in everyday communication. Thirdly, 48% of students agreed that they have a great opportunity to interact directly in speaking English after using the Fishbowl Strategy. 12% were neutral and 38% strongly agreed. This indicates that the Fishbowl Strategy provides students with a greater opportunity to practice speaking English actively, which can enhance their communication skills. Fourth, the majority of students (51%) strongly agree that they are motivated to speak English because they learned to use the Fishbowl Strategy, and 41% agree. Only 6% are neutral about this statement. This indicates that the use of the Fishbowl Strategy can increase students' motivation to learn English, as they see positive results from using this strategy. Fifth, about 41% of students strongly agree that they have become more skilled in speaking English after studying and using the Fishbowl Strategy, while 29% are neutral and agree. These findings suggest that implementing the Fishbowl Strategy can enhance students' proficiency in spoken English, hence facilitating more articulate and efficient communication.

B. Suggestion

The discussion regarding this research is still very limited and requires a lot of input. The suggestion for future authors is to study it more deeply and comprehensively about Enhancing Junior High School Students' Speaking Skills: An Evaluation of the Fishbowl Strategy's Effectiveness.

REFERENCES

Adhelia, S., & Triastuti, A. (2023). Online Communicative Speaking Tasks to Enhance Students' Speaking Skills. *Indonesian Journal of English Language Teaching and Applied Linguistics*, *7*(2), 307-324.

Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature (IJSELL)*, *2*(6), 22-30.

Al-Hassaani, A. M. A., & Al-Saalmi, A. F. M. Q. (2022). Saudi EFL Learners' Speaking Skills: Status, Challenges, and Solutions. *Arab World English Journal*, *13*(2), 328-338.

Andreas et al. (2010). Fostering collaborative learnin g in Second Life: Metaphors and affordances. *Elsevier Ltd. All rights reserved*.

Anistantia, U., Sudirman, S., & Huzairin. (2017). The Implementation of Fishbowl Technique to Improve Students' Speaking Ability at Second Grade of SMP N 2 Jati Agung South Lampung. *UNILA Journal of English Teaching*, 6(6).

Asakawa, M., Kanamaru, A., Plaza, T., & Shiramizu, C. (2016). Useful Expressions for Implementing Cooperative Learning in English. *TESL-EJ*, 19(4), n4.

Azizah, G., Dollah, S., & Korompot, C. A. (2023). Students' Problems and Strategies in Learning Speaking Skils. *Journal of Technology in Language Pedagogy (JTechLP)*, 2(4), 699–708.

Ermiwin, I. (2019). Applying Fishbowl technique to improve students' speaking skill. *E-Journal of ELTS (English Language Teaching Society)*, 7(3), 1–7. http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/view/13989

Fanshuri, H., Ali, R., & Andriyani, R. (2019). The Teachers Strategy in Teaching Speaking at MTS An Nur Tangkit.

Fauzi, K. N. (2023). *The Effectiveness Of Fishbowl Technique In Teaching Comprehension Of Spoken Language At The Eighth Grade Students Of MTS Al Hidayah Purwokerto* [Universitas Islam Negeri Profesor Kiai Haji Sahfuddin Zuhri Purwokerto]. https://repository.uinsaizu.ac.id/21769/1/KHARIS NUR FAUZI_THE EFFECTIVENESS OF FISHBOWL TECHNIQUE IN TEACHING COMPREHENSION OF SPOKEN LANGUAGE AT THE EIGHTH GRADE STUDENTS OF MTS AL HIDAYAH PURWOKERTO.pdf

Güneş, H. (2023). Self-regulated learning skills of pre-service English language teachers. *European Journal of Education Studies*, 10(2).

Haryudin, A., & Parmawati, A. (2019). Teaching Students Speaking Skill Through Fishbowl Technique on Subject of English For Tourism. *Jurnal Ilmiah P2M STKIP Siliwangi*, 6(2).

Hutabarat, A., & Simanjuntak, D. C. (2019). A Phenomenological Study: Speaking Anxiety Overwhelms English Learners. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 4(1), 44–58. https://jurnal.unai.edu/index.php/acuity/article/view/679

Manik, S., Sembiring, M., Padang, I., & Manurung, L. (2022). Theory of Bandura's Social Learning in The Process Of Teaching at SMA Methodist Berastagi Kabupaten Karo. *Jurnal Visi Pengabdian Kepada Masyarakat*, 3(2), 85–96. https://doi.org/10.51622/pengabdian.v3i2.729

Rahma, D. M. (2015). The Fishbowl Method to Improve the Students' Speaking Skills. *Register Journal*, *5*(1), 173. https://doi.org/10.18326/rgt.v8i2.705

Rosyidi, A. Z., & Paris, A. S. (2023). The Effect of Fishbowl Strategy in Speaking Ability For The Second Year Students of SMPN 1 Terara in The School Year 2022-2023. *Jurnal Asimilasi Pendidikan*, 1(2), 62–68.

Shabani, K., Khatib, M., & Ebadi, S. (2010). Vygotsky's Zone of Proximal Development: Instructional Implications and Teachers' Professional Development. *Journal of English Language Teaching*, 3(4), 237–248. https://doi.org/10.4028/www.scientific.net/AMM.411-414.2952

Taylor. (2007). *Fostering Engaging and Active Discussion*. Middle School Classroom.

Wood, K. D., & Taylor, D. B. (2007). Fostering engaging and active discussions in middle school classrooms. *Middle School Journal*, 39(1), 54–59.

Wulandari, A. (2015). The Effectiveness Of Fishbowl Method On Students'speaking Skill At The Second Grade Students Of Sma N 8 Cirebon.

Yabarmase, D. (2013). The fishbowl strategy: An effective way to improve students' speaking ability. *Indonesian JELT: Indonesian Journal of English Language Teaching*, 9(2), 137-145.

Zhang, S. (2009). The Role of Input, Interaction and Output in the Development of Oral Fluency. *English language teaching*, 2(4), 91-100.