Eternal: English Teaching Journal
Vol. 16, No. 1, pp. 12-23, February 2025
https://doi.org/10.26877/eternal.v16i1.842
Received Jul 15, 2024; Revised Dec 19, 2024; Accepted Dec 28, 2024

The Effect Of Using The Fishbowl Strategy Toward Students' Speaking Ability

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Abstract
The Fishbowl teaching strategy has been investigated for its impact on enhancing students' speaking proficiency in secondary education. Despite regular engagement in English through day-to-day interactions, students often find English instruction monotonous and uninspired, primarily due to the reliance on traditional pedagogical approaches. In response, this study aimed to collect empirical data on the efficacy of the Fishbowl strategy in a classroom setting. Utilizing a quasi-experimental design, the research population comprised second-grade students from SMAN 06 Bengkulu Utara, focusing specifically on their speaking abilities as influenced by the Fishbowl method. The sample population consisted of 68 students, classified into two distinct groups: the experimental group, which experienced the Fishbowl intervention, and the control group, which did not. A comparative analysis of average pre-test and post-test speaking scores was conducted using SPSS software to assess the intervention's effectiveness. The statistical significance of the results was evaluated with the t-test formula. Findings indicated a significant difference in speaking abilities between students instructed through the Fishbowl strategy and those in the control group, with the experimental group achieving a t-test score of 70.00, demonstrating pronounced improvements in their speaking competencies. The implementation of the Fishbowl strategy was noted to be not only compelling but also inspiring, fostering a more engaging and productive learning environment.

Keywords: *Fishbowl Strategy, Secondary Students, Speaking Skill*

Introduction

Language is a crucial tool for communication, expressed both orally and in writing. Each country has a unique language, but English is a global lingua franca. Proficiency in English is essential for effective communication within a country and for facilitating global interactions. This is why it is often taught as a distinct subject. However, many students encounter challenges when learning to speak English, such as the fear of making mistakes or a lack of motivation.

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According to Gert and Hans (2008), many students encounter challenges in expressing themselves effectively, which can result in difficulties in conveying their thoughts, emotions, or arguments. Language serves as a structured medium through which individuals can share ideas or feelings, utilizing a shared system of sounds, gestures, or symbols that a community understands. It plays a vital role in enabling interaction and fostering communication among people. Among the myriad of languages spoken around the globe, English stands out as one of the most widely used. Its prevalence facilitates connections among individuals from diverse countries, enabling them to engage with one another across cultural boundaries.

Teaching English speaking can present various challenges, including obstacles, time constraints, and the need to focus on specific sub-skills (Chen & Hwang, 2022). However, creative strategies to enhance classroom speaking assignments include incorporating visual aids and utilizing the fishbowl activity. Speaking is one of the four fundamental language skills—writing, listening, and reading—essential for effective communication. By following the curriculum and implementing engaging techniques like the fishbowl method, teachers can significantly improve their students' spoken English skills and overall confidence in communication.

Speaking is a linguistic skill developed in childhood and nurtured through listening. Essential components such as vocabulary, grammar, and pronunciation contribute to developing speaking skills. English is a language that individuals should learn to speak fluently in order to communicate effectively with others worldwide. Unfortunately, several factors can impede one’s ability to speak English fluently, including a lack of practice, insecurity, fear of making mistakes, or even a shortage of ideas. According to Brown (2008), eight components contribute to students' difficulties in communicating in English: performance variables, redundancy, reduced force, clustering, slang terminology, delivery speed, intonation, rhythm, stress, and interpersonal communication.

In any language education context, teaching speaking is crucial. It not only provides opportunities for instruction but also serves as a key mode of dialogue within the educational setting. Additionally, it plays a vital role in achieving learning objectives and covering syllabus content. However, many English teachers find teaching speaking to be challenging. When we communicate face-to-face, we can express ourselves with clarity, grammatical accuracy, and spontaneity. Speaking is an active skill that requires us to think quickly in order to generate appropriate terminology and structure for effectively conveying information, as noted by Andika (2018). Furthermore, speaking is an essential skill for both transactions and interactions.

Enhancing students' oral communication skills largely depends on their motivation and self-esteem (Kiruthiga & Christopher, 2022). When students trust one another regarding their speaking abilities, they are more likely to learn to speak English fluently and effectively in both formal and informal contexts, both inside and outside the classroom. In this case, teachers play a crucial role in motivating students and developing effective strategies to engage them in speaking practice. Additionally, teachers should

help students overcome the challenges they face in this area. By implementing effective teaching methods, teachers can assist students in developing essential skills (Masih, 2020) including proficiency in the English language, particularly in speaking. Teachers must use effective teaching strategies, implement good methods, and create well-organized lesson plans to facilitate a smooth teaching and learning process. Poor teaching methods often lead to teaching failures, so employing the right approaches is essential for students to acquire English language skills, especially in speaking.

There are several effective ways to create enjoyable speaking exercises for students in the classroom. Incorporating cards, photos, and other visual aids can significantly enhance the learning experience. One engaging activity is the Fishbowl strategy, which encourages students to reach conclusions, share their thoughts about an incident, or collaboratively develop solutions (Silitonga, 2023). This approach is an excellent teaching tool for speaking, as it helps boost students' confidence in speaking English.

Fishbowl is a conversational activity designed to encourage students to participate actively in discussions, particularly in speaking classes (Han & Hamilton, 2023). This structured conversation format helps reduce some students' reluctance about speaking. In a fishbowl setup, students sit in a circle while engaging in dialogue, sharing opinions, and exchanging knowledge. Those seated outside the circle listen attentively to their peers' discussion and thought processes. This approach fosters a more communicative and inclusive environment, enabling students to express themselves freely and contribute to the conversation.

The topic under investigation is the efficacy of the fishbowl strategy on students' speaking abilities. The Fishbowl approach is an effective method for organizing discussion groups with inside and outside circles in speaking classes. Several studies have examined the fishbowl strategy in relation to speaking ability, including Azwar's (2017) research on the effectiveness of the Fishbowl Technique concerning students' self-efficacy in speaking. Other relevant studies include those conducted by Wulandari (2015), Rahma (2016), Silitonga (2023), and Andika (2018), which explored the effects of the fishbowl strategy and students' interest on the speaking abilities of eighth-grade students at SMP Xaverius 1 Palembang.

Observations of second-grade students at SMAN 06 North Bengkulu indicate that students use English in casual conversations infrequently. This may be influenced by the teaching methods used by English teachers, which have been characterized as traditional and lacking in creativity. The reliance on conventional instructional techniques may contribute to a repetitive learning environment in the classroom, potentially impacting students' engagement and innovation in learning English.

The problem identified is the limited use of English in daily conversations among students. The Fishbowl Strategy approach has been thoroughly researched to evaluate its significant impact on enhancing the speaking abilities of second-grade students at SMAN 06 Bengkulu Utara during the academic year 2023/2024. The central research question of this study is: "What is the effect of using the Fishbowl Strategy on students' speaking ability?"

The aim of this study is to address the research questions formulated by the researchers, which are intended to assist English teachers in overcoming the challenges that students face when learning the language, particularly in teaching English speaking skills. This study aims to enhance the techniques that teachers can employ in the classroom to improve the overall quality of English language teaching and learning. The findings of this study should serve as a valuable resource for future researchers exploring the Fishbowl Strategy approach, as well as for students seeking to refine their techniques in order to enhance their speaking abilities and actively practice speaking English with their peers.

Method

The research study employed a quasi-experimental design to improve the speaking abilities of second-year students at SMAN 06 North Bengkulu. It utilized a design similar to that of a control group and incorporated the fishbowl activities technique as the independent variable aimed at enhancing the students' speaking skills Matthew L (2020). According to Rahman and Rabiul Islam (2022), experimental methods can be utilized to measure the causal relationships between variables in a research context. In this case, the researchers aimed to investigate how the fishbowl strategy improved students' speaking abilities.

Population and Sample

In this study, the researchers focused on twelfth-grade students from two different classes, IPS 1 and IPS 2, to establish the research population. Both classes were selected from a local high school and comprised a total of 34 students each, resulting in a complete population of 68 students. To ensure a representative sample for the research, the researchers employed cluster random sampling methods. The process involved randomly selecting one class to serve as the control group and the other class as the experimental group. This random assignment was achieved through a simple yet effective method: tossing a coin. This approach helped to eliminate bias in the selection process, thereby enhancing the validity of the research findings. Ultimately, the study aimed to gather comprehensive data from the 68 selected students to achieve insightful results related to the research objectives.

Research Instrument

According to Sanjaya (2012), the study employed a comprehensive set of instruments to effectively gather data regarding the students' speaking abilities. The primary method utilized was a speaking trial specifically designed by the researcher in collaboration with a colleague. This trial aimed to assess the student's proficiency levels while simultaneously fostering their speaking skills throughout various cycles of the study.

The researchers conducted the speaking test orally, focusing on key components such as pronunciation, grammar, and fluency. Each of these aspects was carefully

evaluated to provide a holistic view of the students' speaking capabilities. In addition to the oral assessments, a secondary instrument—observation—was integral to the research process. This method involved closely monitoring the teaching dynamics and the overall effectiveness of the teaching strategies implemented during English language instruction.

To capture a detailed account of the classroom interactions, the researchers employed video cameras to record the teaching and learning activities. This footage allowed for a thorough analysis of both teacher and student performances during the lessons, providing deeper insights into the language acquisition process.

Technique of Data Collection and Data Analysis

The researchers conducted a series of standardized tests to gather the necessary data for this study. Before analyzing the improvement in students' scores following the treatment intervention, a normality test was performed to determine if the data followed a normal distribution. Establishing a normal distribution was essential because it is a prerequisite for conducting parametric statistical analyses, particularly the t-test for matched samples.

To evaluate the students' speaking proficiency, the researchers used a scoring system adapted from Valette and Harris' (1970) framework. This customized scoring rubric was crucial for quantifying the results of the speaking exams, ensuring that each student's abilities were assessed consistently and fairly throughout the study.

The t-test for matched samples was selected because it effectively assesses differences between two related groups—in this case, the student's performance on pre-tests and post-tests. By comparing these scores, the researchers aimed to evaluate not only overall performance improvements but also to determine whether there was a statistically significant enhancement in the students' speaking abilities as a result of the treatment. All collected data were analyzed using SPSS 23, which provided insights into the treatment's effectiveness and helped draw conclusions regarding its impact on the students' speaking skills.

Finding and Discussion

Findings

The study aimed to gather detailed information about the students' confidence in their ability to communicate academically with second-grade students at SMAN 06 North Bengkulu. To achieve this, the investigator used pre-test and post-test results for each group. The primary goal of the investigation was to assess the student's proficiency in academic communication with these second-grade students.

Pretest

Prior to initiating the procedure, a pretest was conducted to identify the underlying factors affecting student performance. The pretest aimed to assess the students' speaking skills before implementing the treatment in both the experimental and control groups. It consisted of five questions, and students were required to practice their responses in front of the class.

Table 1. The results of the t-test for Independent Samples on the Pre-test

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
PRETEST	1	34	58,24	17,095	2,932
	2	34	60,44	17,028	2,920

Based on the group statistics provided, there is a noticeable difference in test results between the control and experimental groups. The control group has a mean deviation of 17.028, while the experimental group has a mean deviation of 58.24, resulting in an average deviation of 60.44.

Table 2. 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	Equal variances assumed	,010	,921	-,533	66	,596	-2,206	4,138	-10,468	6,056
	Equal variances not assumed			-,533	65,999	,596	-2,206	4,138	-10,468	6,056

Based on the table, the t-table produced a result of 2.0 (significance level = 0.05, df = 66). After comparing the t-count with the t-table, it was found that the t-count was lower ($-0.533 \leq 2.0$). Therefore, it can be concluded that the null hypothesis (Ho) was accepted while the alternative hypothesis (He) was rejected. According to the rules of hypothesis testing, there was no significant difference in the average scores before the treatment was applied in both the experimental and control classes. Consequently, the student's overall achievement was low. The study indicated that the average score for the experimental group was 58.24, whereas the control group had an average score of 60.44. Both groups demonstrated low pre-test results. Furthermore, the backgrounds and knowledge levels of the two groups were similar.

The experimental and control classes had different criteria for assessing students' achievements, as outlined in the qualification scale interval table. The control class was categorized as having poor qualifications, while the experimental class was rated as moderate. The table below illustrates the students' achievement level qualifications.

Table 3. Percentage of Students' Achievement on a Scale Interval

Interval Percentage	Qualification

90% - 100%	Excellent
80% - 89%	Very Good
60% - 79%	Good
40% - 59%	Fair
0% - 39%	Poor

Both the experimental and control groups displayed low qualification levels, with the mean score for the experimental group being 58.23 and for the control group 60.44.

Post-test

The post-test was conducted to evaluate the effectiveness of the treatment and determine whether the Fishbowl Strategy had a significant impact compared to the treatment received by the control group. The results indicated that students in the experimental group performed better than those in the control group. The findings from the post-test were analyzed using the SPSS T-test.

Table. 4 The results of the t-test for Independent Samples on the Post-test

	GROUP	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
PRETEST	1	34	70,00	16,330	2,801
	2	34	61,76	16,692	2,863

Based on the example table and the group statistics table provided, there were significant differences in the scores between the experimental and control groups. The experimental group had a mean score of 70.00, with a standard deviation of 16.33. In this group, the highest score recorded was 95, while the lowest was 35. In contrast, the control group had a mean score of 61.76, with a standard deviation of 16.69. The highest score in this group was 85, and the lowest was 30.

Table. 5 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
POST-TEST	Equal variances assumed	,166	,685	2,056	66	,044	8,235	4,005	,240	16,231
	Equal variances not assumed			2,056	65,968	,044	8,235	4,005	,240	16,231

The t-table indicated a significance level of 0.05 with degrees of freedom (df) equal to 66. When comparing the t-count to the t-table, the t-count was found to be lower (2.056 ≥ 2.0). The significance (2-tailed) was noted as (0.020 ≤ 0.05). Based on these comparisons, the null hypothesis (Ho) was rejected while the alternative hypothesis (Ha) was accepted. This means that there was a significant difference in the average post-test scores between the experimental and control classes. The experimental class, which utilized the Fishbowl technique for instruction, performed better than the control class, which did not use this technique. Consequently, students' achievement in the experimental class increased to a moderate level, whereas the control class remained lower.

The mean score of the experimental class was 70.00, compared to 61.76 for the control class. The pre-test results showed that students in both groups had differing initial achievements, with the experimental class demonstrating higher scores after the treatment. Specifically, the mean score for the experimental class was 70.00 (which translates to 70.00%), while the control class had a mean score of 61.76% (or 61.76%).

There was substantial variation between the control class and the group experiment based on the distribution values of the pre-and post-tests. The outcomes of the pre-and post-tests for the experimental class and the control class are displayed in the following table below:

Table 6 The Percentage of Experimental Group Test Results

Students Qualification	Pre-Test (%)	Post-Test (%)
Excellent	2,9	17,6
Very Good	11,8	17,6
Good	38,2	44,1
Fair	38,2	14,7
Poor	8,8	5,9

Table 7 The Percentage of Control Group Test Result

Students Qualification	Pre-test (%)	Post-test (%)
Excellent	2,9	0
Very Good	17,6	26,5
Good	35,3	32,4

Fair	32,4	32,4
Poor	11,8	8,8

The researchers conclude that the group using the Fishbowl strategy achieved more success than those taught without it.

Discussion

The Fishbowl method has emerged as a highly effective technique for enhancing students' speaking skills in the classroom. This innovative instructional strategy creates a dynamic learning environment where students are encouraged to actively tap into their existing knowledge while engaging in critical thinking during speaking exercises. By participating in the Fishbowl, students gain valuable practice and experience a boost in their confidence regarding their speaking abilities, which is crucial for language acquisition. Furthermore, this method has been shown to contribute positively to pronunciation improvement, as students can articulate their thoughts in a supportive setting where they can receive real-time feedback from peers and instructors. Wulandari (2015) highlighted that the Fishbowl approach is an exceptional educational tool that effectively models group dynamics. It encourages students to develop essential communication skills and fosters a strong sense of community within the classroom, connecting educators and students in a shared learning experience.

The Fishbowl method promotes active learning by having learners take turns speaking in the inner circle while their classmates observe from the outer circle. This structure allows for engaging discourse and promotes active listening and critical evaluation of peers' contributions. As students practice speaking English in this collaborative atmosphere, they are more likely to embrace an active role in their learning process, ultimately paving the way for them to become proficient English speakers. The Fishbowl method effectively dismantles barriers to participation and cultivates a culture of mutual support and respect in language learning.

There is a notable correlation between this study's findings and previous research conducted by Rahma (2014), which underscored the effectiveness of the fishbowl method in enhancing students' speaking abilities. Rahma's research provided valuable insights into how this interactive teaching approach fosters engagement and promotes confidence in student communication. Furthermore, additional studies by Aswadi and Akhmad (2016) and Setyawati (2016) have also contributed to the evidence supporting these conclusions. Aswadi and Akhmad explored the impact of the fishbowl method on students' interactive skills, revealing significant improvements in verbal and nonverbal communication. Similarly, Setyawati's (2016) research delved into the pedagogical advantages of the fishbowl technique, emphasizing its pivotal role in creating a collaborative learning environment that encourages active participation. Collectively, these studies reinforce the current research findings, highlighting the fishbowl method as

a powerful tool for enhancing speaking skills among students and inspiring educators to foster collaboration in their classrooms.

Conclusion

The primary means by which children acquire language is through speaking. This daily activity is essential for individuals and is a key pathway for linguistic change. Additionally, it offers important insights into bilingualism and language interaction. Speaking enables individuals to convey concepts and ideas through oral communication. To facilitate effective communication among students, engaging in authentic communication using the target language is important.

In this study, a significant difference was observed in the speaking proficiency of students taught using the Fishbowl approach compared to those who were not. The experimental group exhibited an expected improvement in their speaking abilities. The results indicated that students in the experimental group achieved higher post-test scores than their pre-test results. The average post-test score for the experimental group was 70.00, while the control group's average was 61.76. The findings also showed a p-value of 0.44 (two-tailed), indicating a significant difference in the speaking abilities between the groups that experienced the Fishbowl technique and those that did not.

Based on these findings, several recommendations for teachers and students are provided. First, teachers are encouraged to incorporate diverse strategies, techniques, or methods in teaching English to enhance student achievement and engagement in the learning process. The Fishbowl approach is an effective teaching strategy to improve learning experience. Second, students are advised to concentrate on developing their motivation and speaking skills to promote communication without apprehension regarding potential mistakes.

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