

AGENDA : B 260 UN.13/FTK/PP.00.9/08/2018

TGL. TERIMA: 15/08	PARAF: 
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**THE EFFECT OF FISHBOWL TECHNIQUE TOWARDS STUDENTS'  
SPEAKING ABILITY AT EIGHT GRADE OF JUNIOR HIGH SCHOOL 2  
SINTOGA**

**THESIS**

*Submitted as a Partial Fulfillment as one of the Requirement  
For the strata one (S.I) degree*



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APPROVAL PAGE

THE EFFECT OF FISHBOWL TECHNIQUE  
TOWARDS STUDENTS' SPEAKING SKILL AT CLASS VIII  
OF JUNIOR HIGH SCHOOL 2 SINTOGA

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## ABSTRACT

**Wardah Nasution, 2018. The Effect of Fishbowl Technique towards Students' Speaking Ability at Class VIII of State Junior High School 2 Sintoga.**

This study aimed at finding whether there is any significant difference on student' speaking ability between the students' who are taught by using Fishbowl technique and those are taught without Fishbowl technique at class VIII of State Junior High School 2 Sintoga. This study was based on the facts on that most students at class VIII of State Junior High School 2 Sintoga had some problems speaking. Their difficulties that the students' face in speaking was caused by some factors came from themselves and also an inappropriate technique that uses by an English teacher. So, the researcher used the Fishbowl to solve those problems.

The design of the research was experimental research and used post-test only. The population was eight class in 2017/2018 academic year, consists of 151 students contributed to five classes. The sample consists of 64 students contribute into two classes were chosen through cluster random sampling. The two classes were decided to the class experiment (VIII.2/32 students) and class control (VIII.1/32 students). The experiment class was taught by Fishbowl Technique, while control class was taught by using the conventional technique. Both classes were taught by the same materials and teacher. The data of this research were collected using a speaking test. The test was given to both classes after doing the treatment (post-test) in the last meeting to know the effectiveness of Fishbowl Technique on students' speaking ability.

The result of this research shows that the mean score of post-test of an experimental class was 65.68, with 15.24 standard deviation while the control class was 59.75 with 34.91 standard deviations. The data of this research were analyzed by using the formula t-test. From the calculation of the result of the test, it was indicated that t-calculated was 5.49 and t-table 1.66980 with  $\alpha=0.05$  and degree of freedom (df) 62. So, t-calculated was higher than t-table ( $5.49 > 1.66980$ ). It means that Fishbowl Technique gave significant effect on students' speaking ability, especially in vocabulary and comprehension component.

It is concluded that Fishbowl technique can improve students' speaking skill especially vocabulary and comprehension at eight class of State Junior High School 2 Sintoga. It is recommended that the English teacher should determine the use of Fishbowl technique in teaching speaking. Then, for other researchers, it is suggested to carry out further studies about the use of Fishbowl technique in developing students' speaking ability.

## ABSTRAK

### **Wardah Nasution, 2018. Pengaruh Fishbowl Tehnik terhadap Kemampuan Berbicara Siswa Kelas VIII di Smpn 2 Sintoga**

Tujuan penelitian ini adalah untuk menentukan apakah ada perbedaan yang signifikan pada hasil speaking siswa antara siswa yang diajarkan dengan menggunakan Fishbowl teknik dengan siswa yang diajarkan tanpa menggunakan Fishbowl teknik. Penelitian ini didasari oleh fenomena bahwa siswa di kelas VIII SMPN 2 Sintoga mempunyai beberapa masalah dalam berbicara. Kesulitan yang dihadapi siswa disebabkan oleh beberapa faktor yang berasal dari siswa sendiri dan juga kurang tepatnya teknik guru dalam proses pembelajaran bahasa Inggris. Untuk itu, peneliti menggunakan teknik fishbowl untuk menyelesaikan masalah penelitian ini.

Penelitian ini berbentuk eksperimen. Populasi dari penelitian ini adalah kelas VIII tahun akademik 2017/2018 dengan jumlah siswa 151 siswa yang terdiri dari lima kelas yang berbeda dan diajarkan oleh guru yang sama. Sampel dipilih dengan teknik cluster random sampling yang terdiri dari 64 siswa terbagi kedalam dua kelas; kelas experiment (VIII.2/32 orang) dan kelas control (VIII.1/32 orang). Kelas eksperimen diterapkan Fishbolw teknik, sedangkan kelas control dengan teknik konvensional. Kedua kelas diajar dengan materi dan guru yang sama. Data dikumpulkan dengan speaking tes. Kemudian, post-test tersebut diberikan setelah diberikan lima kali treatment untuk melihat pengaruh penggunaan Fishbowl teknik pada kemampuan berbicara siswa.

Hasil penelitian menunjukkan bahwa nilai rata-rata post test kelas eksperimen siswa dalam berbicara 65.68 dengan standar deviasi 15.2. Sedangkan rata-rata post test control kelas 59.75 dengan standar deviasi 34.91. Data analisis dari penelitian ini menggunakan formula t test. Berdasarkan hasil penjumlahan tes, menyatakan bahwa t hitung 5.49 dan t table 1.66980 dengan  $\alpha=0.05$  dengan tingkatan 62. Jadi, itu menyatakan bahwa t hitung lebih besar daripada t table ( $5.49 > 1.66980$ ). Hal tersebut menyatakan bahwa Fishbol teknik memberikan pengaruh yang efektif terhadap kemampuan berbicara siswa, khususnya dalam kosa kata dan pemahaman siswa.

Dapat disimpulkan bahwa Fishbowl teknik dapat meningkatkan kemampuan berbicara siswa khususnya pada kosa kata dan pemahaman siswa pada kelas VIII SMP N 2 Sintoga. Disarankan kepada guru bahasa inggris untuk menggunakan Fishbowl teknik. Kemudian bagi peneliti yang lain disarankan untuk melakukan penelitian lebih lanjut tentang penggunaan Fishbowl teknik dalam mengembangkan kemampuan bahasa inggris siswa.