



Improving the Seventh-Grade Students' Speaking Ability Through Fishbowl Game at SMP Muhammadiyah I Genteng Academic Year

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ABSTRAK

Belajar berbicara merupakan salah satu kesulitan yang dihadapi siswa; di tingkat sekolah menengah pertama, itu adalah aspek yang paling penting dari kurikulum. Hasil akhir pembelajaran bahasa Inggris untuk SMP adalah komunikasi lisan dan tulisan. Kemampuan untuk memahami kalimat dalam bahasa Inggris adalah batasannya. Mengacu pada kurikulum KTSP atau kurikulum pada tingkat satuan pendidikan. Kurikulum ini berfokus pada keterampilan komunikasi dan menulis. Siswa mampu menginterpretasikan dan membuat teks berbentuk procedure text, recount text, narrative text, dan descriptive text yang dapat dimaknai sebagai keterbatasan fungsi literasi. Teks prosedur digunakan untuk menjelaskan proses membuat atau melakukan sesuatu. Siswa sering bergumul dengan ini. Siswa merasa sulit untuk belajar dan tidak dapat mengekspresikan diri; oleh karena itu, guru harus merancang metode yang sederhana dan efektif. Pertanyaan penelitiannya adalah, "Bagaimanakah permainan Fishbowl dapat digunakan untuk meningkatkan kebiasaan berbicara di SMP MUHAMMADIYAH I GENTENG tahun pelajaran 2019/2020?" Penelitian Tindakan Kelas ini terbagi menjadi empat fase yaitu tahap perencanaan, tahap implementasi, tahap observasi, dan tahap refleksi. Hasilnya, standar minimal pada siklus 1 adalah 57%, dan standar minimal pada siklus 2 adalah 89%. Dapat disimpulkan bahwa metode ini memenuhi target 75%. Kesimpulannya, metode permainan fish bowl yang digunakan dalam proses pembelajaran di SMP MUHAMMADIYAH I GENTENG dapat meningkatkan keterampilan berbicara.

Kata Kunci: Kemampuan Berbicara; Permainan Fishbowl

ABSTRACT

Learning to speak is one of the most important aspects of the curriculum for students in junior high school. Learning English for junior high school results in oral and written communication. The limitation is the ability to understand English sentences. Refers to the KTSP curriculum or the education unit-level curriculum. The emphasis in this curriculum is on speaking and writing skills. Ability here can be interpreted as a limitation of literacy function, namely that students can interpret and create texts in the form of procedure text, recount text, narrative text, and descriptive text. Procedure text is used to describe how to make or do something. Students frequently struggle with this task. The students find it difficult to learn and cannot express themselves again, so the teacher must find an easy and effective way. The problem in this research is "how to apply the Fishbowl game to improve speaking habits at SMP MUHAMMADIYAH I GENTENG in the 2019/2020 academic year." This Classroom Action Research is divided into several phases: the planning phase, the implementation phase, the observation phase, and the reflection phase. As a result, the minimum standard in cycle 1 is 57% and 89% in cycle 2. This method has achieved the 75% target. It can be concluded that the learning process has been completed at SMP MUHAMMADIYAH I GENTENG for the 2019/2020 school year by using the fish bowl game method to improve speaking skills.

Keywords: Fishbowl Game; Speaking Ability.



INTRODUCTION

In the global era, English serves a crucial role as a lingua franca. This period sees individuals interacting not just with compatriots, but also with people from around the globe. English is employed as a medium of communication, enabling people to converse, negotiate, exchange thoughts, and make presentations. Regrettably, many non-native learners, like those in Indonesia, view speaking in English as a challenging skill, given its infrequent usage in everyday dialogue. (Brown & Yule, 1983) considers speaking as the most challenging facet of language acquisition. Consequently, students' deficiency in vocabulary, inadequate grammar, and lack of pronunciation practice can interfere with their brain's ability to effectively organize thoughts. Furthermore, (Thornbury, 2015) asserts that the absence of fluency can itself lead to students' frustration and embarrassment when attempting to communicate in the target language.

According to an interview with the English teacher at SMP Muhammadiyah I Genteng, some of the seventh grade students have difficulty learning to speak. Firstly, they have a limited vocabulary. Secondly, they fear making errors in sentence formation. Thirdly, they frequently mispronounce the words. The English teacher at SMP Muhammadiyah I Genteng continues to use the traditional method of teaching speaking. Up until now, the learning process for speaking has been heavily dependent on writing. The teacher guides the students to write and memorize their intended dialogue. This method of teaching speaking is referred to as the planned speech technique. However, the planned speech technique does not afford students ample opportunities to converse in the target language. On occasion, students merely listen to their peers and wait for their own turns; this method is better suited to developing presentation skills rather than fostering speaking practice. Consequently, the learning activity for speaking became less engaging as there was no room for interaction between the teacher and students, or even among the students themselves. As a result, the students' speaking skill score does not meet the minimum standard of 70. Only 14 students out of 30 reach the minimum standard score, or 48%.

One teaching approach that can be implemented is the use of games. This aligns with (Ersoz, 2000) that games are highly motivating because they are both entertaining and challenging, thereby stimulating students' motivation during the learning process. Classroom



anxiety can also be mitigated through a fun atmosphere (Ege & Dharma, 2018) Furthermore, he posits that games stimulate student interaction and communication.

In this research, the 'Fishbowl Game' was utilized. The English teacher at SMP had never played this game before (Cholewinski, 1999) defines fishbowl as a communicative conversation activity. Each volunteer from each group is handed a picture card, which provides guidance on the information they need to convey. This card aids students in structuring their thoughts to compose a sequential procedure text based on the image card. At the conclusion of the game, a representative from each group presents their crafted procedure text (Yustiati et al., 2015) stated that through the fishbowl method, the educator can listen to the students' experiences, thoughts, and feedback, while the students have the chance to actively participate in discussions about educational fairness and also learn from the viewpoints of their peers.

The previous research conducted by (Haryudin & Parmawati, 2019) showed that enhancing students' speaking skills through the use of the fishbowl teaching method can make learning more enjoyable and provide solutions to speaking challenges prior to implementing this approach. (Ilma & Manurung, 2019) in their research showed that the application of the Inside-Outside Fishbowl (IOF) methodology in EFL classrooms has proven beneficial to both instructors and students in a variety of ways, positively influencing both parties. For students, the use of IOF in the classroom has facilitated their thought organization and processing. Consequently, they have begun to take ownership of their learning process and to demonstrate a sense of responsibility. Furthermore, they have exhibited an increased readiness to express themselves in the target language with greater confidence and fluidity. The students have started to seize opportunities to showcase their speaking prowess and idea-sharing abilities. Besides, a study by (Rahma, 2015) also revealed that there was a notable distinction between the students taught through traditional lecturing and those educated using the Fishbowl method. The Fishbowl technique notably enhanced the speaking abilities of ninth-grade students at SMP N 2 Ambarawa.

Based on the foregoing, a study titled "Improving the seventh grade students' speaking ability through fishbowl game at SMP Muhammadiyah I Genteng in the 2019/2020 academic year" was carried out. Based on the background of the study, the research problem was formulated in the following manner: "How can the use of a fishbowl game improve the



seventh grade students' speaking ability through a fishbowl game at SMPM I GENTENG academic year?"

Hopefully, the research will provide feedback to the English teacher, the students, and the other researcher.

RESEARCH METHOD

Classroom Action Research (CAR) is designed to help students overcome their difficulty speaking, particularly when using procedure text. Furthermore, Lewin (2019) in (Arikunto, 2020) mentions four steps to doing action research in each cycle, namely planning, implementing, observing, and reflecting. Lesson plans and instructional materials for the first cycle (meeting I and II) are created during the planning phase. Then, in the implementation phase, all of the activities outlined in the lesson plan are carried out. The observing phase takes place while the action is being carried out. Finally, the action is reflected on to determine whether the actions given to the subject can achieve the desired result. This research will be continued to the second cycle if the research criteria cannot be achieved in the first cycle.

Procedure of the Research

According to the research design, the research actions will be carried out in four stages: planning, implementing, observing, and reflecting on the actions.

a. Preliminary Study

The procedure for this research began with a preliminary study that included observing the class and studying documents of students' scores to determine whether the students had speaking difficulties. Based on the final semester score, 48% of the students, or 14 out of 30 students, achieved the standard minimum of 70. It could be said that the overall ability of the class was still low.

b. Planning

The term "action planning" refers to the process of carrying out research activities. This study's preparation includes the following activities:

1. Choosing topics for teaching speaking based on the Institutional Based Curriculum (2019) for Junior High School.
2. Choosing materials for teaching speaking from students' textbooks and the internet.

3. Creating lesson plans for the first cycle (meetings I and II). Meanwhile, the lesson plans for the second cycle will be revised based on the lesson plans from the first cycle.
4. Creating the speaking test based on the materials from the first cycle.
5. Creating an observation guide in the form of a checklist containing the indicators to be observed.
6. Creating the speaking test for the second cycle if the first cycle is not achieved.

c. Implementing

This step involves carrying out the action that has been planned. It occurs in the classroom, which is the realization of all previously prepared education theory and teaching techniques. This step is carried out by the teacher and should represent the content of material found in the English curriculum, with the expected result of increasing the effectiveness. Observing

Observing the action research is important to do in Classroom Action Research (CAR). The observation as an evaluation or a test is carried out at the end of each cycle to know and measure the improvement of students' speaking ability in procedure text through Fishbowl Game. There are four aspects of evaluation : fluency, accuracy on pronunciation, vocabulary and grammar.

d. Reflecting

The reflecting occurs following the teaching learning process of speaking in procedure text using Fishbowl Games. Its purpose is to determine whether the actions prescribed are successful or not. It is used to reflect the results of classroom observation and the outcome of the speaking test in every cycle. This study was carried out in partnership with the English teacher in order to devise a new solution to the problems that arose during the first cycle. The result of the reflecting is then used as a guide to plan the action in the second cycle because the first cycle did not achieve the required target criteria evaluation.

The action will be continued by revising the action or teaching method for the next cycle until the research objective is met. If the outcome of the second cycle meets the target score requirement, the action will be terminated.

The following percentage formula was used to analyze the collected primary data in the form of the students' speaking test scores:

$$E = \frac{n}{N} \times 100\%$$

Note :

E is the proportion of students who reach the minimum standard scores.

n = The overall students who achieved the minimum standard score.

N is the overall count of students who participate in the test.

(Adapted from (Ali, 2020))

e. Criteria of Success

The success criteria are used to determine whether or not the action was carried out successfully. According to preliminary research, the target grade for the speaking skills of seventh graders was set at 70. Out of 30 students, 14, or 48%, were able to meet this standard. Therefore, the measures are deemed successful if 75% of the students can score more than 70. If the standard is not achieved in the first cycle, the action will be extended to the second cycle.

Following the implementation of teaching speaking using the fishbowl game in the first and second cycles, the students speaking ability could be described as follows. Prior to the first cycle, the students' speaking skills had not reached the minimum required level, as evidenced by a score of only 14 out of a possible 70. The outcome of the first cycle's speaking test was that 16, or 57% of the students, met the minimum standard score. However, for this study to be deemed successful, 75% of the students need to score more than 70. This indicates that the first cycle was not successful.

Because the first cycle did not meet the success criteria, the second cycle was initiated with some modifications to yield improved outcomes. The second cycle's speaking test results showed an improvement. There were 25 students, or 89%, who received a score of 70 or higher. It means that the second cycle successfully met the criteria standards. There were several reasons for the improvement in the second round. Notably, after altering the games, the students became more engaged and showed increased interest in the fishbowl game. Second, there was friendly competition in the games. Third, the games were more than just enjoyable. Fourth The game might simplify the process for students to remember new languages. Finally, the majority of the students could generate procedures.



RESULTS & DISCUSSION

In the first research, the explanation of procedure text consisted of the generic structure, social function and grammatical features and assumed that the students understood. In the second research, giving more explanation of procedure text which consists of the generic structure, social function and grammatical feature three times continued by giving a chance to the students to ask questions if they did not understand certain points.

The students' speaking proficiency had not met the minimal standard score prior to the first cycle being conducted. It was demonstrated by the fact that only 14 out of the students, or 48% of them, achieved the required minimum score of 70 in speaking. Following that, 16 students, or 57% of the class, achieved the required minimum score on the speaking test in the first cycle. A minimum standard score of >70 was required for this study, and 75% of the students must achieve it. This result suggests that the first cycle was not successful, to put it briefly as a result of the fishbowl game being a novel teaching method for them in the first cycle, many students were passive and had difficulty producing the simple present tense. Additionally, they required a significant amount of time to prepare for the topics. They also struggled to put words together into coherent, grammatical sentences because they lacked a sufficient vocabulary. Because of the aforementioned factors, the second cycle needs to be enhanced by providing the students with more practice and challenging material, considering that the first cycle did not meet the success criteria standard, a few changes were made to the second cycle before it was implemented in order to get better results. The results from the second cycle of the speaking test showed progress. 25 students, or 89%, achieved a score higher than 70. This signifies that the second cycle met the success criteria standard.

The results

The findings of the cycle's observations revealed a noticeable improvement in the teaching and learning process of the students' speaking ability through fishbowl games. The speaking test results for the procedure text, which showed that the research had been successful because 89% of students received scores above 70, support it. Fortunately, there were a few reasons why the improvement from the first cycle to the second cycle was so significant. First of all, after the modification game, the fishbowl game made the students more involved and energetic. The games also included friendly competition. Third, the game



was more than just entertaining. Fourthly, after playing this game, students may find it easier to produce procedure text in an indirect manner.

The results of this classroom action research supported the theory proposed by (Mahmoud & Tanni, 2014) which suggests that games encourage and motivate many students to maintain their efforts and interest, they offer intense and purposeful language practice. This aligns with the theory proposed by (Kurniati et al., 2021) who asserted that games serve as a strong motivation due to their engaging and captivating nature.

CONCLUSION

The use of the fishbowl game at SMPM I Genteng in the 2019–2020 academic year was found to be able to enhance the speaking abilities of the seventh grade students according to the speaking test results given in the first and second cycles. By modifying and altering the fishbowl game, educators can offer a more comprehensive understanding of procedural texts, including their grammatical features, generic structures, and social functions. They are also able to provide students with vocabulary words relevant to procedure texts, such as conjunctions, sequences, and imperatives, on manila paper in color, and then drill them on how to pronounce each word before giving them the chance to comprehend the image and prepare their topics. The students' speaking skills in procedure text may then be improved by the second cycle's results.

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