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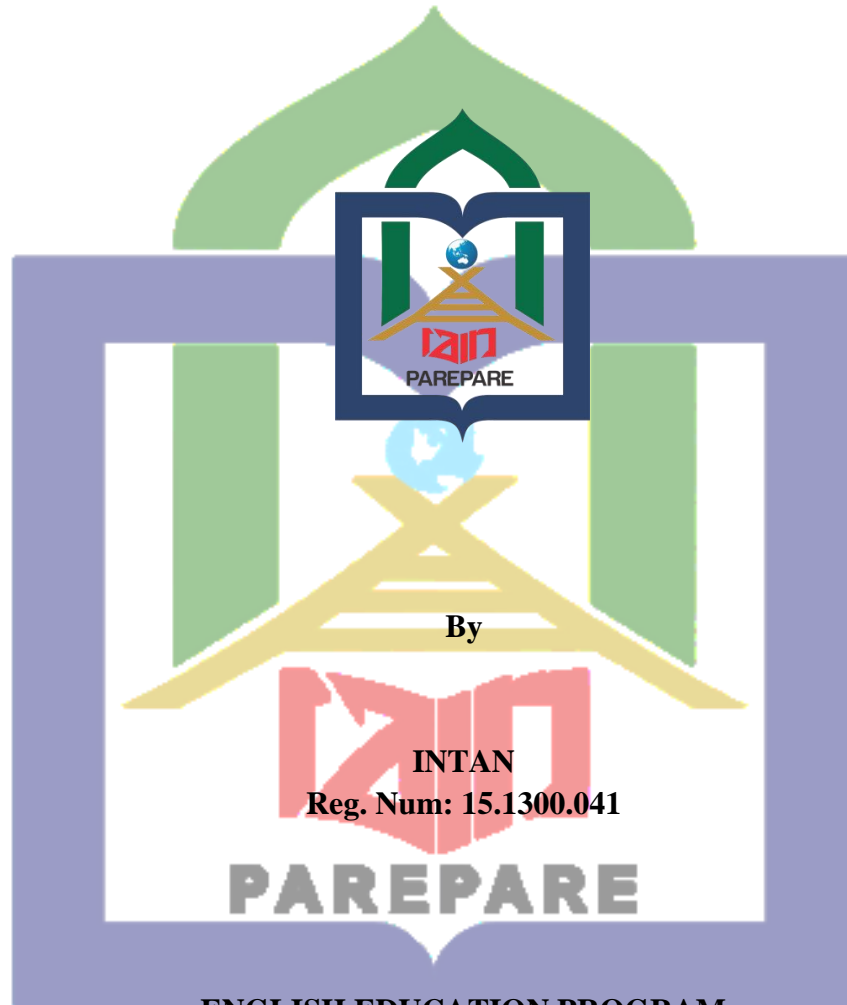
APPLYING FISHBOWL TECHNIQUE TO ENHANCE STUDENTS'
SPEAKING ABILITY AT THE ELEVENTH GRADE STUDENTS
OF SMA 1 TUTAR KAB.POLMAN

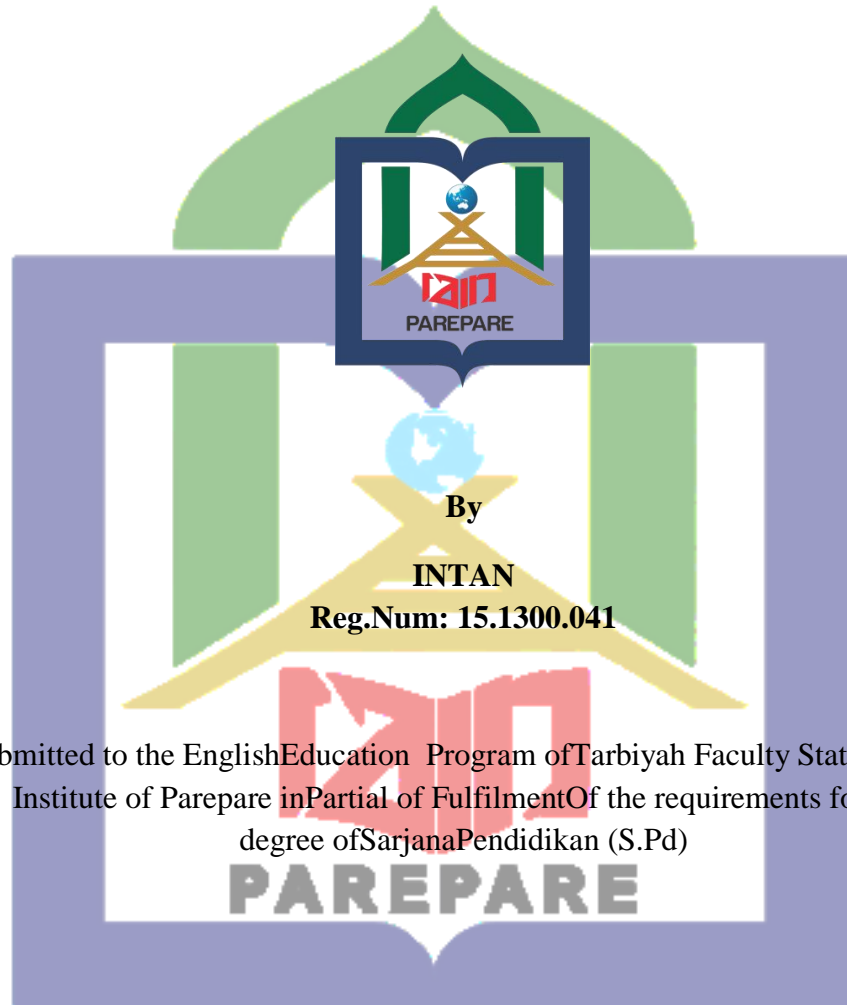**By**

INTAN
Reg. Num: 15.1300.041

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

SKRIPSI

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OF SMA 1 TUTAR

By

INTAN
Reg.Num: 15.1300.041

Submitted to the EnglishEducation Program ofTarbiyah Faculty State Islamic
Institute of Parepare inPartial of FulfilmentOf the requirements for the
degree ofSarjanaPendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

APPLYING FISHBOWL TECHNIQUE TO ENHANCE STUDENTS'

SPEAKING ABILITY AT ELEVENTH GRADE STUDENT

OF SMA 1 TUTAR

Skripsi

As Partial Fulfillment of the Requirement for the Attainment of the Degree

"SarjanaPendidikan"

English Program

Submitted by:

INTAN

Reg.Num. 15.1300.041

To

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

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ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student	:	INTAN
The Title of Script	:	Applying Fishbowl Technique to Enhance Students' Speaking Ability at Eleventh Grade Students of SMA 1 TUTAR Kabupaten Polman
Student Reg. Number	:	15.1300.041
Faculty	:	Tarbiyah
Study Program	:	English Education
By Virtue Of Consultant Degree	:	SK. The Dean of Tarbiyah Faculty No.B.834/3824/In.39/Tar/A-061/11.2018

Has been legalized by

Consultant	:	Drs. Amzah, M.Pd.
NIP	:	19671231 200312 1 011	(.................)
Co-Consultant	:	Drs. Ismail, M.M.
NIP	:	19631207 198703 1 003	(.................)

Approved by:

Tarbiyah Faculty
Dean,

Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 1999031001

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بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

In the name of Allah, The beneficent and The Merciful

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Parepare, September 10th , 2019

The writer

INTAN
Reg Num. 15.1300.041

DECLARATION OF THE RESEARCH AUTHENTICITY

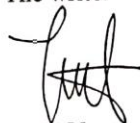The writer who signed the declaration below:

Name   : INTAN

NIM   : 15.1300.041

Place and Date of Birth   : Padang Mawalle, 17 Februari 1996

Study Program   : English Education

Faculty   : Tarbiyah

Skripsi Title   : Applying Fishbowl Technique to Enhance Students' Speaking Ability at Eleventh Grade Students of SMA 1 TUTAR Kabupaten Polman

Stated that herself conducted this skripsi, if it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, September 10th, 2019

The writer

INTAN
Reg. Num. 15.1300.041

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ABSTRACT

Intan.*Applying Fishbowl Technique to Enhance Students' Speaking Ability at Eleventh GradeStudent of SMA 1 TUTAR,* (Supervised by Amzah and Ismail).

This study was aimed to see the Enhancing Speaking Skill at the eleventh grade student of SMA 1 TUTAR. The objective of this research is to get the empirical data of the differences between students' score of speaking test who were taught by using fishbowl technique and the students who were not taught by using Fishbowl Technique and to know how the fishbowl technique in teaching speaking. The population of this research consist of 153 students and the sample of the research XI A as the experimental class that consist of 30 students and XI B as the control class consist of 30 students.

The research method used in this research was a quantitative method using quasi experimental design (nonequivalent control group). The data was collected through pretest and posttest. It aimed to know whether the Fishbowl technique in teaching speaking can enhance the student speaking ability.

Based on the calculation the result of the data analysis by using t-test showed the value of t_{test} (t_0) was higher than $t_{table}(t_t)$, $t_0 > t_t = 2.05 > 1.67$, in significant degree of 0,05 (5%), it means that the fishbowl technique (Ha) is accepted and the Null Hypothesis (Ho) is rejected. In conclusion, fishbowl technique is enhancing to use in teaching speaking.

Keywords: Enhancing Speaking Ability, Fishbowl Technique.

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2	Lesson Plan
3	Instrument of the Post-test
4	The Students' Pre-test
5	List of vocabulary
6	The Students' Post-test
6	Distribution of T-table
7	The Documentation
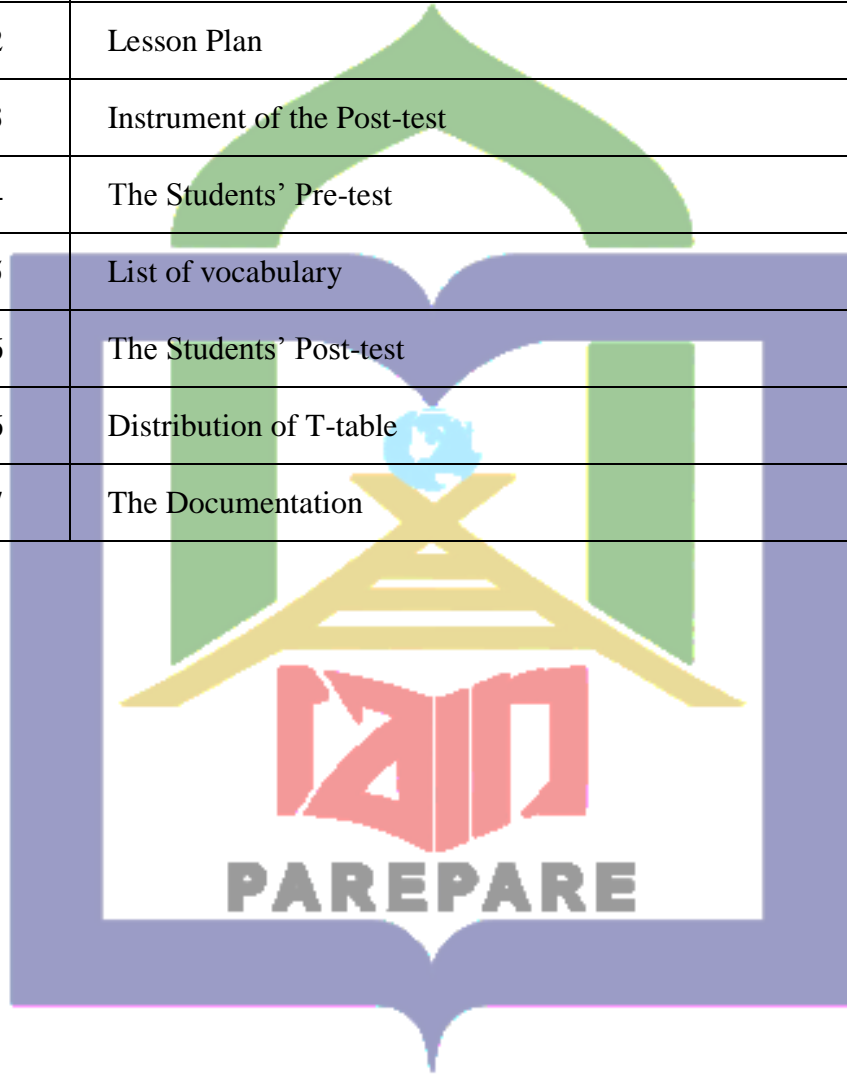
CHAPTER I
INTRODUCTION

1.1 Background

English is general knowledge widely used in the world. Realizing the importance of English mastery in improving the quality of human resource, the governments of Indonesia have decided that English is one of the compulsory subjects to be taught especially for junior, senior high school and even in elementary school.

Teaching English should deal with four skills, namely; Speaking, Writing, Listening, and Reading. These skills are equality important. They should be learned and mastered in equal degrees. The student should not learn and master a skill only and ignore the other skills. For example, the students should not learn writing and ignore to learn speaking. The purpose of learning a language is to use the language in communication and one form of communication is the interaction between speaker and listener. The interaction is facilitated by the communicative function of language. People as social beings are in need of interaction from one to another in their daily lives. Interaction among people can be carried out by using language as a device of communication. In communicating, people use language differently according to their background; the place of origin, education, social group, generation and even occupation. They formulate their utterances with the goal of having their intentions recognized by the interlocutors. In social interaction, speaking seems to be and important component of a language usage which enables people to communicate and

get along to teach others. Besides, speaking is also considered as the primary mode of communication because all humans learn to speak as a need to interact and to communicate their ideas, feeling, thoughts, as well as their wishes to the others.[1]

In speaking learning process, English teachers have a very important role in an English instruction since they are one of the factors that determine whether the teaching is successful or unsuccessful. The teachers have to be able to apply various methods or technique in teaching English because the students prepare to learn simply and usefully. So the teachers can use various techniques or a good learning like fishbowl technique to teach speaking for students.

Based on the observation that had been done by the researcher at SMA 1 TUTAR, the researcher found that the students speaking ability was poor and the students have low motivation in learning English based on the statement of the teacher. Many students got bored in speaking English. The have limited vocabularies and poor pronunciation which are make them have low motivation in learn to speak English. From the teacher, the teachers do not provide any teaching strategy or any techniques. The teachers just use monotonous strategy or technique to teach all the material. As we know, different materials have different difficulties. Therefore, the teachers need a certain strategy or technique to make the students able to communicate using the target language and enjoy their learning process.

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[1]A.Kaharuddin Bahar,S.IP.,M.Hum, *Interactional Speaking, A Guide to Enhance Natural Communication Skills in English* (Trustmedia Publishing Yogyakarta, 2014) p.1

The researcher chooses SMA 1 TUTAR as an object of her research because it is a new school in her village. Although it is a new school but this school has many students who are interest in learning English. However, the students sometimes feel bored in learning English because the teachers uses monotonous technique in teaching English especially in teaching speaking. So, the students lack of interest in studying English especially in speaking. In the other hand the students are lack of vocabularies and weak in pronunciation.

In relation with the background above, the researcher is interested in conducting a research by the title "Applying Fishbowl Technique to Enhance the Students' speaking Ability at Eleventh grade students of SMA 1 TUTAR"

1.2 The Problem Statement

Based on the background above the researcher was formulated the problem statement of the research as the following:

"Is the applying of fishbowl technique able to enhance the students' speaking ability at eleventh grade students of SMA 1 TUTAR?"

1.3 Objective of the Research

Based on the problem statement of the research, the objective of the research is to find out whether or not the applying of fishbowl technique is able to enhance the students' speaking ability at eleventh grade student of SMA 1 TUTAR.

1.4 Significance of the Research

The following of this research are expected to provide more information for the readers.

1.4.1 For the Students

The results of this research are expected to be able to solve the student's problem in speaking ability and also to help the students to enhance their speaking ability.

1.4.2 For the teachers

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.

1.4.3 For the Researcher

This researcher is expected to be useful information to the next researcher in enhance the speaking ability.
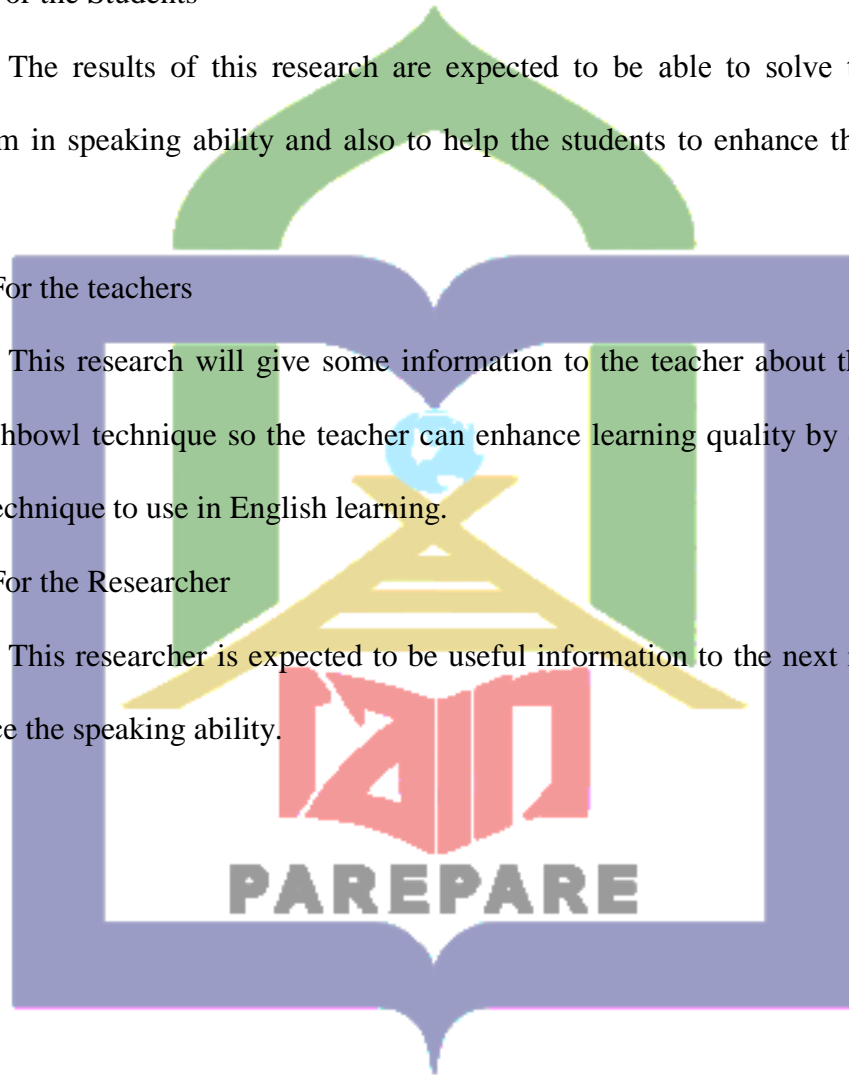
CHAPTER II
REVIEW AND RELATED LITERATURE

This section presents the theories that are related to the study. This section is divided into five parts, which are some pertinent ideas, some previous related research findings, conceptual framework, action hypothesis, variable and operational definition.

2.1 Some Pertinent Ideas

2.1.1 The Concept of Speaking

2.1.1.1 Definition of Speaking

According to oxford learner's pocket dictionary by Oxford University press that speaking is talk to somebody about something or use your voice to say something, be able to speech or use a language, make speech to an audience.[2]

Bahar defines speaking as to say something from feeling and mind expressed through the sequence of sound (pronunciation), vocabulary, phrases, and sentence (grammar) that contain meaning (pragmatic and semantic) to convey a particular function within a language.[3]

Speaking is the process of spoken language to express thoughts and feelings, express their experiences and variety of information.[4] speaking skill is an activity to produce utterance in oral communication. This activity involves two or more people in which the participant are both listener and speaker have to react,

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[2] A,S.Hornby. Oxford Learner's Pocket Dioctionary. Third Edition, (Oxford University.Press. 2007)p.198.

[3] Kaharuddin Bahar. *Interactional Speaking: A Guide to Enhance Natural Communication Skill in English*.(Trustmedia Publishing Yogyakarta,2004), p.4

[4] Jane Revell, *Teaching Technique for Communicative English* (London Macmilan: Pres Ltd).p.7

what they hear and make their contribution in high speech. So that, each participant has an attention or a set intention that he wants.[5]

Based on the definition above, the researcher can concludes that speaking is the ability to produce sentences that meet grammar rules so that it can be understood by others or get the speaker's point. Also speaking is a way to express feelings or opinions in every situation in daily life.

2.1.1.2 The Elements of Speaking

There are some elements in speaking that had to be considered by the speakers as follows:

2.1.1.2.1 Pronunciation

According to oxford, pronunciation is a way in which a language or particular word or sound is spoken.[6] Pronunciation is how to pronounce a word in English properly and correctly. Pronunciation is one of the importance elements in teaching speaking because pronunciation refers to the way a word or a language is spoken, or the manner. For a variety of reasons, many words in English are not pronounced the way they are spelled, and some sounds can be represented by more than one combination of letters. A good language program will emphasize whole language meaningful context, and automatic production instead of focusing on these tiny phonological details of language. There are many things that must be considered in speaking English so that is why pronunciation is categorized as one of the important elements in speaking.

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[5] Keith and Marrow. Ibrahim Leman 2010. *Improving the Speaking Ability of the English Class of MTS DDI TAQWA of Parepare by using EILTS Resource* pack, p.6

[6] Oxford. *Oxford Learners' Pocket Dictionary*. (Oxford University Press,2003), p. 343

2.1.1.2.2 Grammar

The second element is grammar. Grammar is one of the importance aspects of speaking since an utterance can has different meaning when the speaker uses incorrect grammar. Grammar is the study of words, how they are used in sentences, and how they change in different situations. In linguistic grammar is the set of structural riles govern the composition of the sentences, phrase, and words in any given natural language.

2.1.1.2.3 Vocabulary

Vocabulary is a list of words that important to study by the student because without enough vocabulary mastery, the ability of communicating and conveying can not established. And also the student will be limited of words to say or to express their opinion and feelings to the others. Therefore, English teacher must have responsibility to use the material in teaching a foreign language.

2.1.1.2.4 Fluency

In fluency the students focus on their communicating fluently.

2.1.1.3 Problem of speaking English activities

2.1.1.3.1 Inhibition, learners are often inhibition about trying to say things in a foreign language in classroom: worried about making mistakes, fearful and criticism or losing face, or simply shy of the attention that their speech attracts.

2.1.1.3.2 Nothing to say, even if they are not inhibited, people often here learners complain that they cannot think of anything to say, they have no motive

to express themselves beyond the guilty feeling that they should be speaking.

2.1.1.3.3 Low or uneven participation, only one participation can talk a time if he or she to be heard: and in large group this means that each one will have only very little talking tie. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

2.1.1.3.4 Mother tongue use, in classes where all, or a number of the learner share the same mother tongue they may tend to use it because it is easier to speak to another in a foreign language.[7]

2.1.2 The Fishbowl Technique

This part discuses some relevant theories which are related to fishbowl technique. In this part, four important points are presented. Those are the definition of fishbowl, components of fishbowl, and function of fishbowl and the advantages of Fishbowl technique.

2.1.2.1 Definition of Fishbowl

Fishbowl is a technique which involves groups of people seating in circles in order to promote students' engagement and opportunities to closely observe, take notes, and give responses orally.[8]

There are four concepts of the fishbowl technique based on the definitions above. First, fishbowl is a technique which involves groups of people seating in

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[7] *http://www.englishindo.com./elements-speech-communication.html*. Access on Friday 1 february 2019

[8]Beatrice Briggs, *Conference Dinamics: when and how to use a Fishbowl*. http://www.iifac.org/bonfire/pdf/146_en.pdf 2005.p.11). access on Friday 1 February 2019

circles. It means that fishbowl is used to organize medium to large group activities which consist of different abilities. The chairs are positioned into two circles, an inner circles and outer circle. There are two distinct groups in technique. The groups are distinguished based on the students' ability. The inner circle consists of the students whose ability is lower than the students in the outer circles.

In a classroom, there some students who have different abilities and characteristic. In some cases, not all student focus in the lesson. Some of them make noise or tend to be reluctant to show their thoughts or ideas in front of the others. Meanwhile, in fishbowl activities each student has an equal position to talk and give response to other students. Therefore, they have to fully concentrate and give attention to students' talk. It means that all of the students work and none of them are passive. It provokes the students to be active and sustain their motivation and attention.

In addition, fishbowl offers the student's opportunities to closely observe take notes and give response. Every student has his or her own turn to talk after the other students talk. While one student is talking, the others should observe to each word or idea produced by one student. They have to listen carefully in order to understand what the student is talking about. They take notes to some certain points before giving response. They may also give correction to some mistake or ask question to some confusing statements. Then, they have to respond orally to

what they have observed and listened. They may ask for the repetition to clarify the obscure ideas of the topics.[9]

According to the definition above, the researcher can conclude that fishbowl technique is technique that can use in teaching speaking to facilitate or to help the students how to speak in English fluently by asking and giving response.

2.1.2.2 Component of Fishbowl

The implementation of fishbowl in teaching and learning process involves four components. They are deep listening, critical thinking, critical questioning, and thoughtful response.[10]

2.1.2.2.1 Deep Listening

There are two groups in fishbowl, the inner circle group and the outer circle group. The students in the outer circle listen deeply to each statement produced by the students in the inner circle. They fully give attention to the inner circle group while they are talking about the certain topic. They highlight the important points that can be used in giving response. They take a note and write down some points to be asked or suggested. When the students in the outer circle give comments, the students in the inner circle pay attention so that there will be effective communicating among the students.

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[9]Swamida Mannik Aji, *Improving Students' Speaking Abilitymin a Mixed-Ability Class through Fishbowl Technique for 5B students of SDN MAGUWAHARJO 1* (Published thesis, Yogyakarta: Universitas Negeri Yogyakarta 2013).p.52

[10] T.Olsen, *The Fishbowl Technique*. http://tenntlc.utk.edu/files/2011/10/fishbowl-technique.pdf access on 1 February 2019

2.1.2.2.2 Critical Thinking

Both the student in the inner circle are given time to think before producing ideas. The students in the inner circle construct their ideas good statements. They are not allowed to share their opinion to the students in the outer circle. Besides, the students in the outer circle consider some points that they have listened and noted to make a responses. They give question, suggestions, or clarification that may help the students in the inner circle when they get difficulties by raising their hand.

2.1.2.2.3 Critical questioning

The conversation happens in the stage of critical questioning. After the students in the inner circle produce some statements which are listened and noted by the students in the outer circle, there must be questioning and answering between them. If there is an obscure statement, they may ask for the clarification or question. When there is an obscure statement, the students in the outer circle may ask for the clarification or when there are mistakes, they are allowed to give correctness. In this part, student also learns turn-talking in order to have an effective communication.

2.1.2.2.4 Thoughtful Response

The concepts of thoughtful response are by observing, discovering, or analyzing another group's thought process. First, the students in the outer circle while the students in the inner circle think to produce ideas based on the pictures. Both of the students need to discover and take a note some points which are used

to respond each other. Moreover, they analyze the note by constructing questions, suggestions, or corrections.

2.1.2.3 Function of Fishbowl

2.1.2.3.1 Fishbowl as a structured brainstorming

Fishbowl as a structured brainstorming session takes place when a handful of seats are placed inside a larger circle. It means that the students who have something to say about the topic at hand sit in the center. Anyone sitting inside the fishbowl can make a comment, offer information, respond to someone else in the center, or ask a question. When someone from the outside circle has a point to make, he or she taps the shoulder of someone in the center and takes that person's seat. There are some rules that the teacher and the students consider before conducting fishbowl technique as brainstorming.

First, the teacher should choose a specific topic based on the student's need or interest. The topic should be a simple topic as a quick practice activity. It helps the students to be active participants during the lesson because they are familiar with the topic. The teacher should also model the students from the outside circle can tap and replace the other students from the inside circle. There should be enough space between the inner and the outer circle so that the students can move.

In addition, to begin activity, the teacher asks one person to model the activity in front of the other students. He/she talks based on the card that he/she gets. The students are given time before producing their ideas. They are not

allowed to cheat their note. While one student is talking, the other students should pay attention and listen carefully.

2.1.2.3.2 Fishbowl as a Group Activity

Fishbowl for structured observation of a group process means that the students in the fishbowl technique are given a specific task to do, while the other students outside the fishbowl act as observes of the group process. The inner group works on its task together, and the outer group is asked to note important statements stated by the students in the inner circle. To process the activity, ask the inner group to reflect on the group process, and ask the outer group to describe what they observed. The outer group makes some notes and gives responses to the inner group. They correct, suggest, and add information from the inner group.

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 need 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. From this technique, they learn how to respond and respect someone who is talking. The students should be able to give appropriate responses and turn to talk.

2.1.2.3.3 Fishbowl as a student-centered activity

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

room in a fishbowl, with inner and outer circles of students. The group of the students is differentiated by their abilities. The students who have low ability sit in the inner circle while the students who have high ability sit in the outer circle. The inner and the outer students work differently. The inner students notice the cards they get, think, organize their ideas, the outer students give responses, before responding, they take a note each student's statement.

In designing activities in the fishbowl technique, the teacher needs to choose one topic which is related to the students' interest. The teacher distributes pictures or cards to the students. Before assessing the students' ability, the teacher needs to drill some words that will be used during the activities. Some student sits in the inner circle and begins the activity talking about the topic. If a student from the outer circle wants to respond, he or she must get up, tap one of the students in the inner circle, and takes his or her place. The students from the outer circle need to choose one student in the inner circle and give correct responses. When the responses are correct, they change their position and get a point. Both of the students in the inner and outer circle may share their ideas. They are given freedom to talk based on their knowledge. This is a good way to provoke the students to speak in the target language confidently by competing each other.

2.1.2.3.4 Fishbowl as a tool for modeling a discussion

Fishbowl can be a vehicle 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 then to read the text, the teacher selects some students for the fishbowl group to discuss the text. They can say or ask anything they want.

The outer circle must remain quiet but can write down their observation about the discussion. After several minutes, the inner group stops, and the outer circle critiques the discussion or offers suggestions to the fishbowl group.[11]

Based on the theories above, the researcher can conclude that fishbowl technique is a great way to teach speaking because this technique teach the student how to speak confidently in the classroom using the target language to produce some ideas or opinions that they have to share with his friends.

2.1.2.4 The Advantages of Fishbowl Technique in teaching speaking

There are some advantages of applying fishbowl technique to teach speaking proposed experts. Taylor identifies some advantages of applying fishbowl in teaching speaking. Those are presented below:

2.1.2.4.1 Effective teaching tools for modeling group processes

Fishbowl can be effective teaching tools for modeling group discusses. It means that fishbowl is a technique which can be used to conduct group activities where there are different abilities among the students. The smarter students may help to the lower ability students. Each student has an equal position to talk or ask questions.

2.1.2.4.2 Useful for engaging students or other groups in the discussion of cross-cultural or challenging topics.

It is useful for engaging students or other groups in discussion of cross cultural or challenging topics. The activity of fishbowl can be modified based on the students' level. When they mature enough to talk about general topic that can

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[11] Swamida Mannik Aji, *Improving Students' Speaking Abilitymin a Mixed-Ability Class through Fishbowl Tchnique for 5B students of SDN MAGUWAHARJO 1* (Published thesis, Yogyakarta: Universitas Negeri Yogyakarta 2013).p.58

cause many questions. The interesting topic can maintain students' attention so that they will fully concentrate to the learning process.

2.1.2.4.3 Give students greater autonomy in classroom discussion.

This technique gives students greater autonomy in classroom discussion during the activities; the students are allowed to show their expression by giving their ideas, opinion or thoughts orally. Besides, they may also help each other when one student do not understand or make a mistake.[12]

2.1.2.5 The procedure of applying fishbowl technique in teaching speaking

The procedure of applying fishbowl technique in teaching speaking is presented as follows:

2.1.2.5.1 Identify a focus for classroom activities. The topic is related to the students' interest in order to maintain their motivation and attention.

2.1.2.5.2 Ask the students to turn to a neighbor and talk about their thoughts related to the topic. Tell the students to take a notes on their activities.

2.1.2.5.3 Demonstrate the format and expectation of a fishbowl activity. Giving clear instruction about the rules of fishbowl activity and the goal that will be achieved.

2.1.2.5.4 Get the activities started by telling the participants sitting in a cluster to talk among themselves about the ideas and opinions they raised when conversing with a partner.

2.1.2.5.5 Tell the other students to listen carefully to their classmate while they engage in a small group activity and take notes.

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[12]Bruce D Taylor. *Fostering Engaging and Active Discussion in Middle School Classroom*. New York: Allyn & Bacon 2007.p.55

2.1.2.5.6 When the small group finish or is stopped, ask the other students to have responses. This is an ideal time to model appropriate comments and question.

2.1.2.5.7 Make some variation to conduct fishbowl more interested.

2.2 Previous Related Research Finding

Many researchers had done some research about how to enhance students' speaking ability trough some various techniques. Some of them are presented below:

Rosnaeni concluded that teaching speaking by watching interactive dialogue in VCD is effective in improving the students speaking ability of the third year students at SMA Negeri 1 Sendana. In her research method, she gave the students five questions as pre-test and gave the students five questions as post test to measure the students speaking ability improvement after the treatment given for six times.[13]

Wina Winda Kurnia In her research "Teaching Speaking Ability Using Questions and Answer Technique at The Seventh Grade Students of MTSN Rancagoong-Cianjur" stated that the questions and answer technique was one of the effective technique could improve the students speaking ability. Because of using in the students could speak English even not totally well, but they could improve their speaking skill.[14]

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[13]Rosnaeni, *Improving The Speaking Ability of The Third Grade Students Of SMA Negeri 1 Sendana By Watching Interactive Dialogue In VCD* (Unpublished Skripsi STAIN Parepare,2012), p.47

[14]Wina Winda Kurnia,*Teaching Speaking Ability Using Questions and Answer Technique at The seventh Grade Students Of Mtsn Rancagoong-Cianjur in the Academic year 2011/2012*,(STKIP Siliwangi Bandung,2007),p.5

Irmawanti in her research "Teaching Speaking trough sensation and feeling Technique to Improve Students' Speaking ability at the Second Year students of between the students speaking ability before and after learning speaking trough sensation and feeling technique, in which it was proved by the development of mean score from 4,32 on pre-test to 6,59 on post-test, while the t-test value 9,58. And the research of data Analysis showed that the students of SMA Negeri 1 Tinambung in academic year 2011/2012 were very awareness and interested in learning speaking by using the sensation and feeling technique.[15]

Swamida Mannik Aji in her research "Improving Students' speaking ability min a mixed- ability class through Fishbowl Technique for 5B students of SDN MAGUWAHARJO 1 Yogyakarta stated that applying the fishbowl technique which was suppurted by interesting activities was effective to improve students' speaking ability. Besides, it was helpful for minimizing the gap between the high-level students and the low-level students. The Fishbowl technique offered an equal position for each student to speak. The improvements of 5B students laid on all indicators of speaking both fluency and accuracy.[16]

Based on the previous researches above, the researcher assumes that students speaking ability may enhance by applying or using some media and some techniques. In this research, the researcher will applying fishbowl technique to

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[15]*Irmawanti, Teaching Speaking Through sensation and feeling Technique to improve students' speaking ability at the Second year students of SMA Negeri 1 Tinambung*, (state islamic college Parepare, 2012) p.52

[16] Swamida Mannik Aji, *Improving Students' Speaking Abilitymin a Mixed-Ability Class through Fishbowl Technique for 5B Students of SDN MAGUWAHARJO 1* (Published thesis,Yogyakarta:University Negeri Yogyakarta 2013).p.58

help the learners easy to express their idea, opinion, and feeling to the other confidently by using target language.

2.3 Conceptual Framework

The conceptual framework in this research has been drawn in the following diagram:

```
                    ┌─────────────────────────────────┐
                    │   The students of SMA 1 TUTAR    │
                    └─────────────────────────────────┘
                                    ⇓
                    ┌─────────────────────────────────┐
                    │        Teaching Speaking         │
                    └─────────────────────────────────┘
                                    ⇓
                    ┌─────────────────────────────────┐
                    │    Interactional Speaking Skill  │
                    └─────────────────────────────────┘
```

| Pronunciation | Vocabulary | Grammar | Fluency |

```
                    ┌─────────────────────────────────┐
                    │       FISHBOWL TECHNIQUE         │
                    └─────────────────────────────────┘
                                    ⇓
┌───────────┐          ┌───────────┐          ┌───────────┐
│  TEACHER  │  ⇒       │  PROCESS  │     ⇐    │ LEARNERS  │
└───────────┘          └───────────┘          └───────────┘
                            ⇓
```

1. The teacher explained about the materials and the rules of Fishbowl Technique.
2. The teacher give the topic to the student
3. Then, the students begin to discuss about the topic

```
                            ⇓
                    ┌─────────────────────────────────┐
                    │    Students' Speaking Ability    │
                    └─────────────────────────────────┘
```
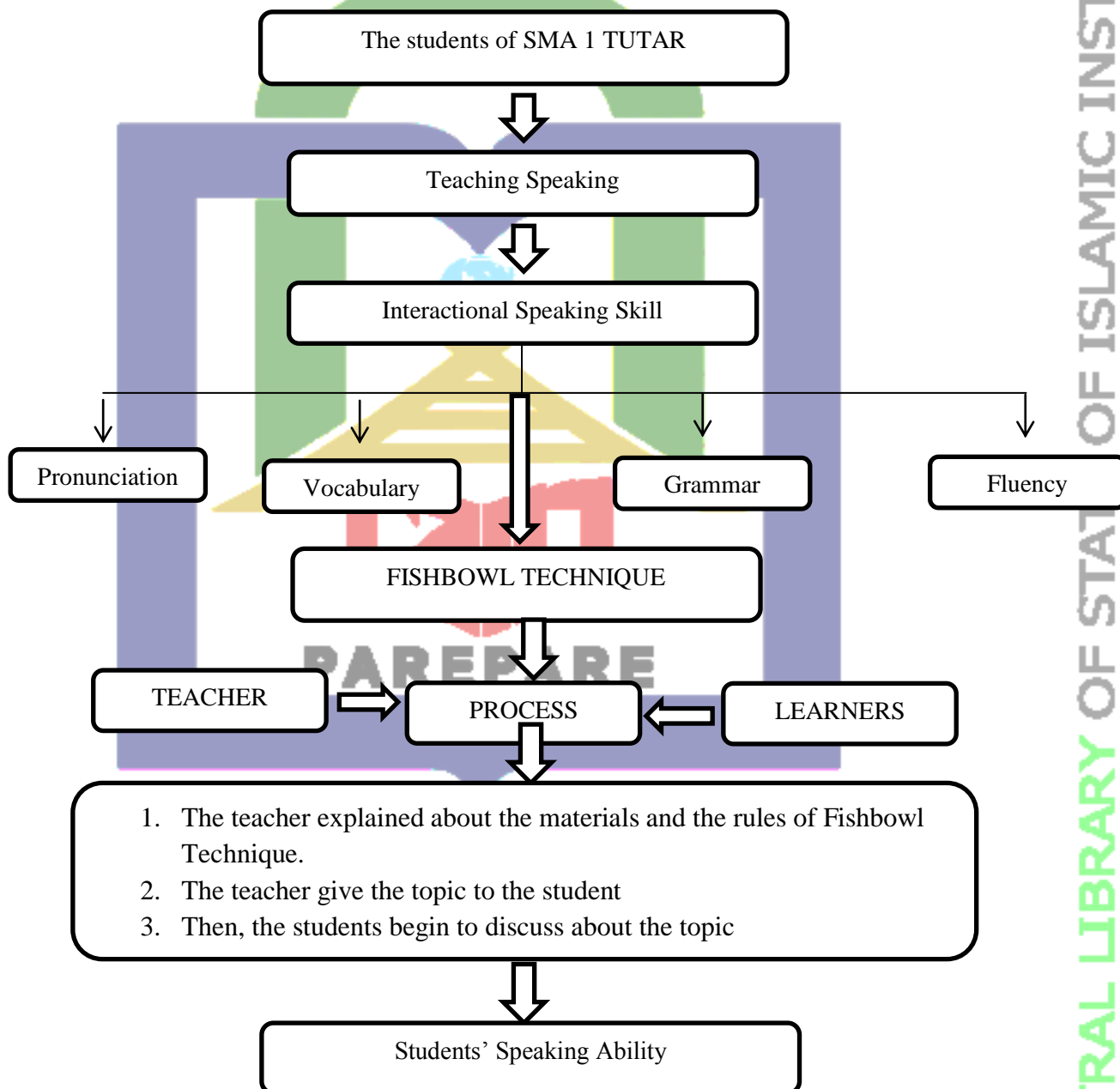
Based on the conceptual framework above the object of this research was the students of SMA 1 TUTAR, the researcher thought interactional English speaking skill that focused about the pronunciation, grammar, fluency and vocabulary of English speaking component. In the process teaching and learning speaking the researcher used Fishbowl Technique and the output of this research was enhancing the students' Speaking Ability.

2.4 Hypothesis

The hypothesis is the conclusions, based on facts and becomes the temporary answer that the validity will be proven. Hypothesis means opinion/notion that still needs to be tested. Based on the theoretical foundation and frame of mind can be formulated on the hypothesis.

Based on the conceptual framework, the researcher elicited forward the hypothesis as follows:

2.4.1 Ho, Fishbowl technique is not able to enhance students' speaking ability of SMA 1 TUTAR.

2.4.2 Ha, Fishbowl technique is able to enhance students' speaking ability of SMA 1 TUTAR

2.5 Variable and Operational Definition

2.5.1 Variable of the Research

This research has two variables; independent and dependent variable, namely:

2.5.1.1 Independent variable of this research is the applying of Fishbowl technique in teaching speaking.

2.5.1.2 Dependent variable of this research is the students' speaking ability.

2.5.2 Operational Definition

Fishbowl technique in this case is one of the techniques used by the researcher to teach the Eleventh grade student of SMA 1 TUTAR, by using this technique make the students accustomed to express their ideas through oral speech and creates a new habit to use English in communicating with others.

Speaking is the activities by which human beings try to express thought, feeling, and opinion to exchange information by using utterances in the form of communication. In this research focused based on the speaking material.
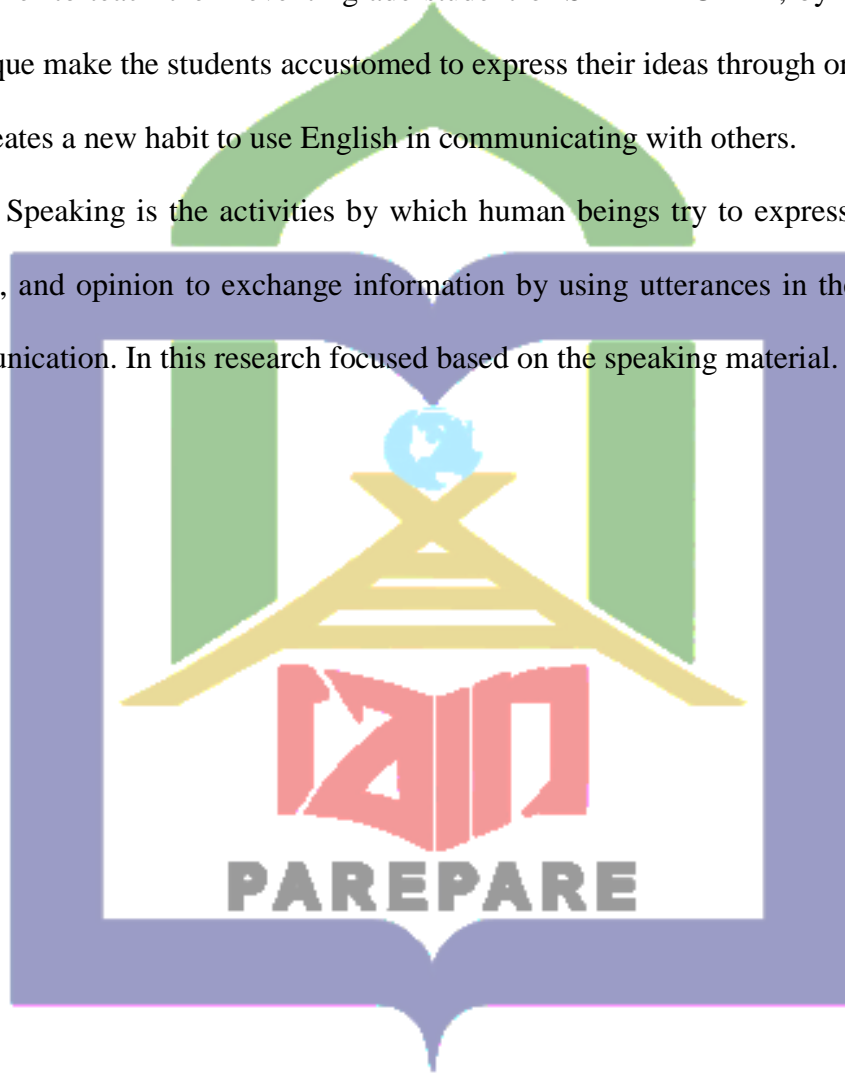
CHAPTER III

RESEARCH METHOD

3.1 Research Design

In this study, the researcher used quasi-experimental design. In this design, a popular approach to quasi-experiments, the experimental group A and control Group Bare selected without random assignment. Both groups took a pretest and posttest. Only the experimental group receives the treatment by using Fishbowl Technique, but the control group was not. This research applied including the pretest and posttest. After the treatment, the researcher gave the posttest which was exactly the same as the present.

Based on Crecwell defines quasi experimental design can be diagramed as shown below:

EG		O1	X		O2
CG		O3	……		O4

Where:

EG	: Experimental group
CG	: Control group
O1	: Pretest of experimental group
O2	: Posttest of experimental group
O3	: Pretest of control group
O4	: Post test of control
X	: Treatment for experimental group by using Fishbowl Techniq

22

---: No Treatment.[17]

3.2 Location and Duration

3.2.1 Location

In the implementation of this study, the researcher directly goes localized studies to obtain data by asking permission to the head master. Study site is a place where a study is carried out. The location of this research took in SMA 1 TUTAR.

3.2.2 Duration

The researcher used more than one month for collecting data.

3.3 Population and sample

3.3.1 Population

The population of this research was the whole in Eleventh grade students of SMA 1 TUTAR who are enrolled in academic year 2018/2019, that consist of two class (XI A, XI B). The total of population is 60 students.

Table 3.1 the total students of the eleventh grade students of SMA 1 TUTAR

No	Class	Sex		Total
		Male	Female	
1.	XI A (Experimental class)	17	13	30
2.	XI B (Control class)	12	18	30
	Total	29	31	60

Source : Administration of SMA 1 TUTAR, 2019

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[17] Cresswell JW, *Research Design Qualitative, Quantitative, and Mixed Method Aproaching*,(London EC1Y 1SP United Kingdom, 2014), P. 221.

3.3.2 Sample

The researcher used cluster random sampling technique that one of the classes of the second year of SMA 1 TUTAR. The researcher took two classes randomly without paying attention on their ability. There is no special class of them represented to other class, and the sample of this research is XI A class as the experimental class that consists of 30 students and class X1 B will be as control class.

3.4 Instrument of the Research

3.4.1 Oral Test

In test, the students took the oral test that used to measure students' speaking ability. The oral test aimed to gain data to answer the question research.

3.5 Procedure of Collecting Data

In collecting data, the researcher collected the data with the following procedures:

3.5.1 Pre-test

Before giving the treatment, the researcher gave pre-test to the students to identify the student's speaking ability. Before the researcher gave the oral test, the researcher explained the aim of the research. The research asked the students to tell about their plan in study.

3.5.2 Posttest

Last section is posttest; the researcher was give test to the student to find out the enhancement of student's speaking ability after the treatment.

3.6 Treatment

In treatment section, the researcher used Fishbowl technique in teaching speaking to treat the sample. The researcher explained about the Fishbowl technique and the purposes of applying Fishbowl technique. After that the researcher gave instruction the students to discuss about the topic which is deal with the Fishbowl technique rules. The treatment was conducted for six meetings.

3.6.1   Treatment of Experimental Class

The procedure of the treatment by applying Fishbowl technique in teaching speaking ability as follows:

3.6.1.1 First Meeting

3.6.1.1.1 The researcher opened the class by greeting and prays before study

3.6.1.1.2 The researcher checked the students' attendance list.

3.6.1.1.3 The researcher gave motivation to the students before teaching the materials.

3.6.1.1.4   The researcher introduced and explains about fishbowl technique.

3.6.1.1.5 The researcher explained the purposes of the fishbowl technique.

3.6.1.1.6 The researcher gave explanation about the material about Giving Advice and Offer.

3.6.1.1.7 The researcher applied Fishbowl technique to student in understanding of the material.

3.6.1.1.8 The researcher gave chance to each student to speak based on the topic of discuss.

3.6.1.1.9 The researcher closed the meeting.

3.6.1.2 Second Meeting

3.6.1.2.1 The researcher opened the class by greeting and prays before study

3.6.1.2.2 The researcher checked the students' attendance list.

3.6.1.2.3 The researcher gave motivation to the students before teaching the materials

3.6.1.2.4 The researcher remained and explained the purposes of fishbowl technique.

3.6.1.2.5 The researcher remained to the student about the material about Giving Advice and Offer.

3.6.1.2.6 The researcher applied Fishbowl technique to student in understanding of the material.

3.6.1.2.7 The researcher gave chance to each student to speak based on the topic of discuss.

3.6.1.2.8 The researcher closed the meeting.

3.6.1.3 Third Meeting

3.6.1.3.1 The researcher opened the class by greeting and prays before study

3.6.1.3.2 The researcher checked the students' attendance list.

3.6.1.3.3 The researcher gave motivation to the students before teaching the materials

3.6.1.3.4 The researcher remained and explained to the student about fishbowl technique.

3.6.1.3.5 The researcher explained about the material about Giving Opinion

3.6.1.3.6 The researcher applied Fishbowl technique to student in understanding of the material.

3.6.1.3.7 The researcher gave chance to each student to speak based on the topic of discuss

3.6.1.3.8 The researcher closed the meeting.

3.6.1.4 Fourth Meeting

3.6.1.4.1 The researcher opened the class by greeting and prays before study.

3.6.1.4.2 The researcher checked the students' attendance list.

3.6.1.4.3 The researcher gave motivation to the students before teaching the materials

3.6.1.4.4 The researcher remained and explained to the student about fishbowl technique.

3.6.1.4.5 The researcher remained about the material about Giving Opinion.

3.6.1.4.6 The researcher applied Fishbowl technique to student in understanding of the material.

3.6.1.4.7 The researcher gave chance to each student to speak based on the topic of discuss.

3.6.1.4.8 The researcher closed the meeting.

3.6.1.5 Fifth Meeting

3.6.1.5.1 The researcher opened the class by greeting and prays before study.

3.6.1.5.2 The researcher checked the students' attendance list.

3.6.1.5.3 The researcher gave motivation to the students before teaching the materials

3.6.1.5.4 The researcher remained and explained to the student about fishbowl technique.

3.6.1.5.5 The researcher explained to the student about the material about expression of hope.

3.6.1.5.6 The researcher applied Fishbowl technique to student in understanding of the material.

3.6.1.5.7 The researcher gave chance to each student to speak based on the topic of discuss.

3.6.1.5.8 The researcher closed the meeting.

3.6.1.6 Sixth Meeting

3.6.1.6.1 The researcher opened the class by greeting and prays before study.

3.6.1.6.2 The researcher checked the students' attendance list.

3.6.1.6.3 The researcher gave motivation to the students before teaching the materials

3.6.1.6.4 The researcher remained and explained to the student about fishbowl technique.

3.6.1.6.5 The researcher remained and explained to the students about the material about Expression of Hope.

3.6.1.6.6 The researcher applied Fishbowl technique to student in understanding of the material.

3.6.1.6.7 The researcher gave chance to each student to speak based on the topic of discuss.

3.6.1.6.8 The researcher closed the meeting.

3.7 Technique of Data Analysis

After this research data collected, process data using quantitative methods, and then analyzed by formula as follows:

3.6.1 Some formula that was applied in this research to process the data as follows:

3.6.1.1 Scoring the students on speaking, the writer uses the following table.

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error	Speaks without too great and effort with a fairly wide range of expression. Searches for occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker`s intention and general meaning. Very few interruption or clarification required.
5.	Pronunciation is only very slightly influenced by the mother tongue. A few minor grammatical lexical errors bur must utterance are correct.	Has to make an effort at time to search for wards. Nevertheless, smooth deliver on the whole and you a few unnatural pause.	The speaker`s intention and general meeting are fairly clear. A few interruption by the listener for clarifications are necessary.
4	Pronunciation is still	Although he has to	Most of that the

	moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusing.	make an effort and search for a words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning fair range of expression.	speaker says is easy to follow. Their attention is always clear but several interruptions are necessary to help them to convey the meaning or to seek clarification.
3	Pronunciation is influenced by the mother tongue but only A few serious phonological errors. Several grammatical and lexical errors some of which is confusion	Has to make an effort for much of the time often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot of what is said. But must constantly seek clarification. Cannot understand many of the speaker`s more complex or longer sentences.
2	Pronunciation seriously influenced by the mother tongue with errors causing a	Long pauses while they search for the desire meaning. Frequently fragmentally and halting	Only small bits (usually short sentence and phrases) can be understood and then

	breakdown in communication. Many basic and grammatical errors.	delivery. Almost give up making the effort at times. Limited range of expression	with considerable effort by someone who is used to listen to the speaker.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practice in the course.[18]	Full of long unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of Expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speakers is unable to clarify anything be seems to have said.

To found out the last score of the students, the research followed the formula below:

$$Score = \frac{students` \ correct}{The \ total \ item} \ x \ 100$$

Table 3.6.1.2 Classification Students` Score

Affective		Cognitif		Psychomotor	
Mode	Predicate	Average	Letter	Optimum	Letter
4,00	Excellent	3.85-4,00	A	3,85-4,00	A
		3,51-3,83	A-	3,51-3,83	A-

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[18]J.B.Heaton, Writing Englisg Language Test. (Newyork: New Edition Longman Group 1975).p.100

3.00	Good	3,18-350	B+	3,18-3,50	B+
		3,85-3,17	B	3,85-3,17	B
		2,51-2,84	B-	2,51-2,84	B-
2,00	Enough	2,18-2,50	C+	2,18-2,50	C+
		1,85-2,17	C	1,85-2,17	C
		1,51-1,84	C-	1,51-1,84	C-
1,00	Poor	1,18-1,50	D+	1,18-1,50	D+
		1,00-1,17	D	1,00-1,17	D

. The assesment of the 2013 curriculm based on the rule of education and culture minister 104 in 2014 scala assesment for knowledge competence and skill competence using the range of number and letters 4,00 (A)- 1,00 (D) with the details as following:

Table 3.6.1.3

1.00 (A) - 100 (D) with the following deatails:
3,85 - 4,00 with the letter A
3,52 - 3,83 with the letter A-
3,18 – 3, 50 with the letter B+
2,85 – 3,17 with the letter B
2,51 – 2,80 with the letter B-
2,18 – 2,50 with the letter C+
1,85 – 2,17 with the letter C
1,51 – 1,84 with the letter C-

1,18 – 1,50 with the letter D+, and
1.0 – 1, 17 with the letter D

3.6.2   Calculating the rate percentage of the students` score:

$$P \quad \frac{F}{N} X \ 100\%$$

Where :

P : Percentage

F : Frequency

N : Total number of stUdents

3.6.3   The data of this research was analyzed by using t-test formula which is adapted by Suharsimi Arikunto, as follows:

$$Mx = \left(\frac{\sum x}{Nx}\right)$$

Mχ = *mean of gained score of control group*

χ = *gained score of control group*

Nχ =*number of students of control group*

$$My = \left(\frac{\sum y}{Ny}\right)$$

My =*mean of gained score of experimental group*

y= *gained score of experimental group*

Ny= *number of students of experimental group*

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{Nx}$$

$\sum \chi^2$ = *deviation of control group*

$\sum X^2$ = *squared of control group's gained score*

$\sum \chi$ = *gained score of control group*

$N\chi$ = *number of students of control group*

$$\sum y^2 = \sum Y^2 - \frac{(\sum y)^2}{Ny}$$

$\sum y^2$ *deviation of experimental group*

$\sum Y^2$ = *squared of experimental group's gained score*

$\sum y$ = *gained score of experimental group*

Ny = *number of students of experimental group*

$$t_0 = \frac{M_X M_Y}{\sqrt{\left(\frac{\sum x^{2p} + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

to= *value of hypotheses testing*

$M\chi$ = *mean of control group*

My = *mean of experimental group*

$\sum x^2$ = *standard deviation of control group*

$\sum y^2$ = *standard deviation of experimental group*

$N\chi$ = *number of students of control group*

Ny = *number of students of experimental group*

$$df = N_x + N_y - 2$$

df = *degrees of freedom*

$N\chi$ = *number of students of control group*

Ny = *number of students of experimental group.*[19]

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[19] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik Edisi Revisi 2010,* (Jakarta: PT. Rineka Cipta, 2010), p.354

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, namely the research finding and the discussion of the research. The finding of the research covers the description of the result of data collected through a test that can be discussed in the section below.

4.1 Research Finding

4.1.1 Data Description

The data were collected from students' pre-test and post-test at two classes; experimental class and control class, in which XI A as the experimental class and XI B as the control class. As the explanation in chapter III, the experiment class was taught speaking skill by using Fishbowl technique, and the control class was not. The result of the data can be described as the following:

4.1.1.1 Data of Experimental Class

4.1.1.1.1 Pretest

The writer gave some questions to the students` as the pre-test to know the student`s speaking skill. Every student got the question and answered it then the writer recorded the students` answers. After giving the pre-test to the students, the writer found out the result of the students` speaking skill based on the criteria of speaking skill which are accuracy, Fluency and comprehensibility before giving treatment. The result was shown in the following table:

Table 4.1 Student's Pretest Score based on speaking skill

No	Students	Fluency	Accuracy	Comprehensibility	Total	Score
Pre-Test XI A (experimental class)						
1	Atika	3	2	4	9	50.0
2	Arfa	3	4	3	10	55.6
3	Halijah	2	4	2	8	44.4
4	Irma	2	3	4	9	50.0
5	Irna	2	4	3	9	50.0
6	Misdar	2	3	3	8	44.4
7	Nuranita	2	4	3	9	50.0
8	Nurfadila	2	3	3	8	44.4
9	Fitri	2	4	4	10	55.6
10	Rahmawati	2	3	3	8	44.4
11	Patmawati	2	3	2	7	38.9
12	Parida	2	3	3	8	44.4
13	Alias	2	4	4	10	55.6

14	Afriansyah	2	3	4	9	50.0
15	Arman	2	4	2	8	44.4
16	Armansyah	2	2	4	8	44.4
17	Ari	2	3	2	9	50.0
18	Asrul	4	2	3	9	50.0
19	Arifin	2	4	4	10	55.6
20	Dana	2	4	4	10	55.6
21	Fredi	2	4	4	10	55.6
22	Kifli	3	4	2	9	50.0
23	Marsan	3	3	3	9	50.0
24	Muh.Arfan	3	3	3	9	50.0
25	Nurhusain	2	4	2	8	44.4
26	Najamuddin	2	4	3	9	50.0
27	Pendi	2	2	4	8	44.4
28	Rifki	2	5	3	10	55.6
29	Rasid	3	4	2	9	50.0

30	Irman	3	4	3	10	55.6
	Total	69	103	93	267	

Based on the table above, the researcher can conclude that student's score in fluency, accuracy and comprehensibility still low.

Tabel 4.2 the students' score in pretest

No	Students	Pretest Of Students (Y1)			Classification
		Max Score Y	Score Y1	$Y1^2$	
1	Atika	4	2.0	4.0	Enough
2	Arfa	4	2.2	4.9	Enough
3	Halijah	4	1.8	3.2	Enough
4	Irma	4	2.1	4.4	Enough
5	Irna	4	2.0	4.0	Enough
6	Misdar	4	1.8	3.2	Enough
7	Nuranita	4	2.0	4.0	Enough
8	Nurfadila	4	1.8	3.2	Enough
9	Fitri	4	2.2	4.9	Enough
10	Rahmawati	4	1.8	3.2	Enough

11	Patmawati	4	1.6	2.5	Enough
12	Parida	4	1.8	3.2	Enough
13	Alias	4	2.2	4.9	Enough
14	Afriansyah	4	2.0	4.0	Enough
15	Arman	4	1.8	3.2	Enough
16	Armansyah	4	1.8	3.2	Enough
17	Ari	4	2.0	4.0	Enough
18	Asrul	4	2.0	4.0	Enough
19	Arifin	4	2.2	4.9	Enough
20	Dana	4	2.2	4.9	Enough
21	Fredi	4	2.2	4.9	Enough
22	Kifli	4	2.0	4.0	Enough
23	Marsan	4	2.0	4.0	Enough
24	Muh.Arfan	4	2.0	4.0	Enough
25	Nurhusain	4	1.8	3.2	Enough
26	Najamuddin	4	2.0	4.0	Enough

27	Pendi	4	1.8	3.2	Enough
28	Rifki	4	2.2	4.9	Enough
29	Rasid	4	2.0	4.0	Enough
30	Irman	4	2.2	4.9	Enough
Total			59.3	118.9	

The data in the table above shows that the total of score Y1 is 59,3 and the

total of $Y1^2$ is 118,9. And all of the students got Enough classification.

Table 4.3 students' classification score in pretest

No	Classsification	Score	Frecuency
1	Excellent	3,85- 4 ,00	0
		3,51- 3,83	
2	Good	3,18- 3,50	21
		2,85- 3,17	
		2,51- 2,84	
3	Enough	2,18- 2,50	10
		1,85- 2,17	
		1,51-1,84	

4	Poor	1, 18-1,50	2
		1,00- 1,17	

The data in the table above shows that in pretest none of the students got

excellent score alsonone of the students got good score but all of the students got

enough score, and none of the students got poor.

4.1.1.1.2   Posttest

Table 4.4 Student's Posttest Score based on speaking skill

Post-Test XI A (experimental class)					
No	Students	Fluency	Accuracy	Comprehensibility	Total	Score
1	Atika	6	5	6	17	94.4
2	Arfa	5	6	5	16	88.9
3	Halijah	5	6	6	17	94.4
4	Irma	5	5	6	16	88.9
5	Irna	5	6	5	16	88.9
6	Misdar	6	5	6	17	94.4
7	Nuranita	6	6	5	17	94.4
8	Nurfadila	5	5	6	16	88.9

9	Fitri	6	5	6	17	94.4
10	Rahmawati	5	6	6	17	94.4
11	Patmawati	6	5	6	17	94.4
12	Parida	6	5	6	17	94.4
13	Alias	6	6	5	17	94.4
14	Afriansyah	5	5	6	16	88.9
15	Arman	6	4	6	16	88.9
16	Armansyah	4	5	4	13	72.2
17	Ari	4	5	5	14	77.8
18	Asrul	4	5	4	13	72.2
19	Arifin	4	4	4	12	66.7
20	Dana	4	5	5	14	77.8
21	Fredi	4	5	5	14	77.8
22	Kifli	5	4	5	14	77.8
23	Marsan	5	5	4	14	77.8
24	Muh.Arfan	5	4	3	12	66.7

25	Nurhusain	4	4	4	12	66.7
26	Najamuddin	5	5	6	16	88.9
27	Pendi	4	5	4	13	72.2
28	Rifki	4	5	6	14	77.8
29	Rasid	5	4	5	14	77.8
30	Irman	4	5	4	13	72.2
	Total	**148**	**150**	**156**	**453**	**1466.3**

Based on the table above shows that in posttest, the student's fluency ,

,accuracy and comprehensibility is enhancing.

Tabel 4.5 The Students' Score in Pretest

No	Students	Posttest of Students (Y2)			Classification
		Max Score Y2	Score Y2	$Y2^2$	
1	Atika	4	3.7	13.69	Good
2	Arfa	4	3.5	12.25	Good
3	Halijah	4	3.7	13.69	Good
4	Irma	4	3.5	12.25	Good
5	Irna	4	3.5	12.25	Good

6	Misdar	4	3.7	13.69	Good
7	Nuranita	4	3.7	13.69	Good
8	Nurfadila	4	3.5	12.25	Good
9	Fitri	4	3.7	13.69	Good
10	Rahmawati	4	3.7	13.69	Good
11	Patmawati	4	3.7	13.69	Good
12	Parida	4	3.7	13.69	Good
13	Alias	4	3.7	13.69	Good
14	Afriansyah	4	3.5	12.25	Good
15	Arman	4	3.5	12.25	Enough
16	Armansyah	4	2.9	8.41	Enough
17	Ari	4	3.1	9.61	Good
18	Asrul	4	2.9	8.41	Good
19	Arifin	4	2.7	7.29	Enough
20	Dana	4	3.1	9.61	Good
21	Fredi	4	3.1	9.61	Good

22	Kifli	4	3.1	9.61	Good
23	Marsan	4	3.1	9.61	Good
24	Muh.Arfan	4	2.7	7.29	Enough
25	Nurhusain	4	2.7	7.29	Enough
26	Najamuddin	4	3.6	12.96	Excellent
27	Pendi	4	2.9	8.41	Good
28	Rifki	4	3.1	9.61	Good
29	Rasid	4	3.1	9.61	Good
30	Irman	4	2.9	8.41	Good
Total			**99.3**	**332.45**	

The data in the table above shows that the total of score Y2 is 91,9 and the

total of $Y1^2$ is 282,8. One student got excellent score, twenty four students got

good score, five students got enough score and none students got poor.

Table 4.6 Students' Classification Score in Pretest

No	Classsification	Score	Frecuency
1	Excellent	3,85- 4 ,00	24
		3,51- 3,83	

2	Good	3,18- 3,50	7
		2,85- 3,17	
		2,51- 2,84	
3	Enough	2,18- 2,50	2
		1,85- 2,17	
		1,51-1,84	
4	Poor	1, 18-1,50	0
		1,00- 1,17	

The data in the table above showed that in Posttest there one student got excellent score, twenty four students got good score, five students got enough score, and none of students got poor.

4.1.1.1.3   Students' score of Experimental Class

Tabel 4.7 students' score of Experimental Class

No	Responden	Pretest Y1	Posttest Y2	Gained Score
1	Atika	2	3.7	1.7
2	Arfa	2.2	3.5	1.3
3	Halijah	1.8	3.7	1.9

4	Irma	2.1	3.5	1.4
5	Irna	2	3.5	1.5
6	Misdar	1.8	3.7	1.9
7	Nuranita	2	3.7	1.7
8	Nurfadila	1.8	3.5	1.7
9	Fitri	2.2	3.7	1.5
10	Rahmawati	1.8	3.7	1.9
11	Patmawati	1.6	3.7	2.1
12	Parida	1.8	3.7	1.9
13	Alias	2.2	3.7	1.5
14	Afriansyah	2	3.5	1.5
15	Arman	1.8	3.5	1.7
16	Armansyah	1.8	2.9	1.1
17	Ari	2.0	3.1	1.1
18	Asrul	2.0	2.9	0.9
19	Arifin	2.2	2.7	0.5

20	Dana	2.2	3.1	0.9
21	Fredi	2.2	3.1	0.9
22	Kifli	2.0	3.1	1.1
23	Marsan	2.0	3.1	1.1
24	Muh.Arfan	2.0	2.7	0.7
25	Nurhusain	1.8	2.7	0.9
26	Najamuddin	2.0	3.6	1.6
27	Pendi	1.8	2.9	1.1
28	Rifki	2.2	3.1	0.9
29	Rasid	2.0	3.1	1.1
30	Irman	2.2	2.9	0.7
$\sum N$ =30		59.3	99.3	39.8
Mean Score		1.97	3.31	1.32
max Score		2.2	3.7	
Min Score		1.6	2.7	

Based on Table 4.7 the lowest score and the highest score of pretest in the

experimental class are 1,6 and 2,2 while the lowest score and the highest score of

post-test are 2,7 and 3,6. Therefore, it can be concluded that the score of post-test at experimental class is higher than the score of its pre-test.

4.1.1.2 Data of Control Class

4.1.1.2.1   Pretest

The writer gave some questions to the students` as the pre-test to know the student`s speaking skill. Every student got the question and answered it then the writer recorded the students` answers. After giving the pre-test to the students, he researcher found out the result of the students` speaking skill based on the criteria of speaking skill which are accuracy, fluency and comprehensibility before giving treatment. The result was shown in the following table:

No	Students	Fluency	Accuracy	Comprehensibility	Total	Score
**Pre-Test X1 B (Control Class)**
1	Masrawati	3	2	4	9	50.0
2	Nurdin	3	4	3	10	55.6
3	Hardi	2	4	2	6	33.3
4	Nahla	2	3	4	9	50.0
5	Nurmah	2	4	3	9	50.0
6	Sutriani	2	3	3	8	44.4
7	Nurham	2	4	3	7	39.9

8	Fitria	2	3	3	8	44.4
9	Nuryani	2	4	4	8	44.4
10	Harlia	2	3	3	8	44.4
11	Rudi	2	3	2	7	39.9
12	Ismail	2	3	3	8	44.4
13	Nurfadillah	2	4	4	8	44.4
14	Fardi	2	3	4	9	50.0
15	Nurhikma	2	4	2	6	33.3
16	Nilam	2	2	4	8	44.4
17	Rasti	2	3	2	7	39.9
18	Sriwahyuni	4	2	3	9	50.0
19	Amria	2	4	4	10	55.6
20	Adi	2	4	4	10	55.6
21	Munira	2	4	4	10	55.6
22	Andi	3	4	2	9	50.0
23	Iwan	3	3	3	9	50.0

24	Sardi	3	3	3	9	50.0
25	Muria	2	4	2	8	44.4
26	Fani	2	4	3	9	50.0
27	Hasri	2	2	4	8	44.4
28	Harfi	2	5	3	10	55.6
29	Hasarni	3	4	2	9	50.0
30	Rafa	3	4	3	10	55.6
	Jumlah	**69**	**93**	**93**	**255**	

Based on the table above, the researcher can conclude that the student's

score in Fluency, accuracy and comprehensibility still low.

Table 4.9 students' score in pretest

No	Students	Pretest of Students X1		$X1^2$	Classification
		Max Score	Score X1		
1	Masrawati	4	2.0	4.0	Enough
2	Nurdin	4	2.2	4.8	Enough
3	Hardi	4	1.3	1.7	Poor
4	Nahla	4	2.0	4.0	Enough

5	Nurmah	4	2.0	4.0	Enough
6	Sutriani	4	1.8	3.2	Enough
7	Nurham	4	1.6	2.6	Enough
8	Fitria	4	1.8	3.2	Enough
9	Nuryani	4	1.8	3.2	Enough
10	Harlia	4	1.8	3.2	Enough
11	Rudi	4	1.6	2.6	Enough
12	Ismail	4	1.8	3.2	Enough
13	Nurfadillah	4	1.8	3.2	Enough
14	Fardi	4	2.0	4.0	Enough
15	Nurhikma	4	1.3	1.7	Poor
16	Nilam	4	1.8	3.2	Enough
17	Rasti	4	1.6	2.6	Enough
18	Sriwahyuni	4	2.0	4.0	Enough
19	Amria	4	2.2	4.8	Enough
20	Adi	4	2.2	4.8	Enough

21	Munira	4	2.2	4.8	Enough
22	Andi	4	2.0	4.0	Enough
23	Iwan	4	2.0	4.0	Enough
24	Sardi	4	2.0	4.0	Enough
25	Muria	4	1.8	3.2	Enough
26	Fani	4	2.0	4.0	Enough
27	Hasri	4	1.8	3.2	Enough
28	Harfi	4	2.2	4.8	Enough
29	Hasarni	4	2.0	4.0	Enough
30	Rafa	4	2.2	4.8	Enough
Total				108.8	

Based on the table above the total of score $X1^2$ is 108,8. None of students got excellent score, none of students got good score, twenty eight students got enough score, and two of the students got poor.

Tabel 4.10 students' classification score in pretest

No	Classsification	Score	Frecuency
1	Excellent	3,85- 4 ,00	0

		3,51- 3,83	
2	Good	3,18- 3,50	5
		2,85- 3,17	
		2,51- 2,84	
3	Enough	2,18- 2,50	26
		1,85- 2,17	
		1,51-1,84	
4	Poor	1, 18-1,50	0
		1,00- 1,17	

The data in the table above showed that in Pretest there were none students got excellent score, none of the students got good score, twenty eight students got enough score, and two of the students got poor.

4.1.1.2.2 Posttest

The researcher gave some questions to the students` as the pre-test to know the student`s speaking skill. Every student got the question and answered it then the writer recorded the students` answers. After giving the pre-test to the students, the researcher found out the result of the students` speaking skill based on the criteria of speaking skill which are accuracy, fluency and comprehensibility before giving treatment. The result was shown in the following table:

Pre-Test X1 B (Control Class)						
No	Students	Fluency	Accuracy	Comprehensibility	Total	Score
1	Masrawati	4	4	5	13	72.2
2	Nurdin	4	5	4	13	72.2
3	Hardi	4	4	5	13	72.2
4	Nahla	4	5	3	12	66.7
5	Nurmah	4	5	4	13	72.2
6	Sutriani	5	4	4	13	72.2
7	Nurham	4	4	4	12	66.7
8	Fitria	5	5	5	15	83.3
9	Nuryani	4	5	4	13	72.2
10	Harlia	5	4	4	13	72.2
11	Rudi	5	4	4	13	72.2
12	Ismail	5	3	5	13	72.2
13	Nurfadillah	4	4	5	13	72.2
14	Fardi	5	5	5	15	83.3

15	Nurhikma	3	4	4	11	61.1
16	Nilam	4	5	5	14	77.8
17	Rasti	4	3	4	11	61.1
18	Sriwahyuni	4	3	4	11	61.1
19	Amria	4	5	4	13	72.2
20	Adi	5	3	5	13	72.2
21	Munira	5	3	5	13	72.2
22	Andi	4	3	4	11	61.1
23	Iwan	4	3	4	11	61.1
24	Sardi	5	5	4	14	77.8
25	Muria	4	4	4	12	66.7
26	Fani	4	4	4	12	66.7
27	Hasri	3	4	4	11	61.1
28	Harfi	3	4	5	12	66.7
29	Hasarni	5	4	4	13	72.2
30	Rafa	4	3	4	11	61.1

	Jumlah	127	121	129	388	

The data in the table above shows that in posttest the total of student's

Fluency, accuracy and comprehensibility is enhancing.

Table 4.12 the students' score in posttest

No	Students	Post test of students X2			Classification
		max score	score X2	$X2^2$	
1	Masrawati	4	2.9	8.4	Good
2	Nurdin	4	2.9	8.4	Good
3	Hardi	4	2.9	8.4	Good
4	Nahla	4	2.7	7.2	Good
5	Nurmah	4	2.9	8.4	Goo
6	Sutriani	4	2.9	8.4	Good
7	Nurham	4	2.7	7.2	Good
8	Fitria	4	3.3	10.8	Good
9	Nuryani	4	2.9	8.4	Good
10	Harlia	4	2.9	8.4	Good
11	Rudi	4	2.9	8.4	Good

12	Ismail	4	2.9	8.4	Good
13	Nurfadillah	4	2.9	8.4	Good
14	Fardi	4	3.3	10.8	Good
15	Nurhikma	4	2.4	5.8	Enough
16	Nilam	4	3.1	9.6	Good
17	Rasti	4	2.4	5.8	Enough
18	Sriwahyuni	4	2.4	5.8	Enough
19	Amria	4	2.9	8.4	Good
20	Adi	4	2.9	8.4	Good
21	Munira	4	2.9	8.4	Good
22	Andi	4	2.4	5.8	Enough
23	Iwan	4	2.4	5.8	Enough
24	Sardi	4	3.1	9.6	Good
25	Muria	4	2.9	8.4	Good
26	Fani	4	2.9	8.4	Good
27	Hasri	4	2.4	5.8	Enough

28	Harfi	4	2.7	7.2	Good
29	Hasarni	4	2.9	8.4	Good
30	Rafa	4	2.4	5.8	Enough
total				237.4	

Based on the table above, the total of $X2^2$ is 237,4. None students got excellent score, twenty three students got good score, seven students got enough score, and none of students got poor

Table 4.1 students' score classification

No	Classsification	Score	Frecuency
1	Excellent	3,85- 4 ,00	3
		3,51- 3,83	
2	Good	3,18- 3,50	20
		2,85- 3,17	
		2,51- 2,84	
3	Enough	2,18- 2,50	
		1,85- 2,17	
		1,51-1,84	

4	Poor	1, 18-1,50	3
		1,00- 1,17	

The data in the table above showed that in Pretest there were none students got excellent score, twenty three students got good score, seven students got enough score, and none of students got poor.

4.1.1.2.3 Students' score in controll class

No	Responden	Pretest	Posttest	Gained Score
1	Masrawati	2.0	2.9	0.9
2	Nurdin	2.2	2.9	0.7
3	Hardi	1.3	2.9	1.6
4	Nahla	2.0	2.7	0.7
5	Nurmah	2.0	2.9	0.9
6	Sutriani	1.8	2.9	1.1
7	Nurham	1.6	2.7	1.1
8	Fitria	1.8	3.3	1.5
9	Nuryani	1.8	2.9	1.1
10	Harlia	1.8	2.9	1.1

11	Rudi	1.6	2.9	1.3
12	Ismail	1.8	2.9	1.1
13	Nurfadillah	1.8	2.9	1.1
14	Fardi	2.0	3.3	1.3
15	Nurhikma	1.3	2.4	1.1
16	Nilam	1.8	3.1	1.3
17	Rasti	1.6	2.4	0.8
18	Sriwahyuni	2.0	2.4	0.4
19	Amria	2.2	2.9	0.7
20	Adi	2.2	2.9	0.7
21	Munira	2.2	2.9	0.7
22	Andi	2.0	2.4	0.4
23	Iwan	2.0	2.4	0.4
24	Sardi	2.0	3.1	1.1
25	Muria	1.8	2.9	1.1
26	Fani	2.0	2.9	0.9

27	Hasri	1.8	2.4	0.6
28	Harfi	2.2	2.7	0.5
29	Hasarni	2.0	2.9	0.9
30	Rafa	2,2	2.4	0.2
$\sum N = 30$		56.8	84.1	27.3
Mean Score		1.89	2.80	0.91
Max Score		2.2	3.3	
Min Score		1.3	2.4	

The lowest score and the highest score of Control class are 1,3 and 2,2 while the lowest score and the highest score of post-test are 2,4 and 3,3 Therefore, it can be concluded that the score of post-test at Control class is higher than the score of its pre-test.

4.1.1.3 Data Analysis

In analyzing the data, a t-test was used to make it easier to test thehypotheses. The formula of the t-test is as follows:

$$t_0 = \frac{M_X - M_Y}{\sqrt{\left(\dfrac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\dfrac{1}{Nx} + \dfrac{1}{Ny}\right)}}$$

Before analyzing the data by using the t-test formula, there are several stepsthat should be done as follows.

4.1.1.3.1 Determining mean of gained score of control class:

$$Mx = \left(\frac{\sum x}{Nx}\right)$$

$$Mx = \left(\frac{27,3}{30}\right)$$

$$Mx = 0,91$$

4.1.1.3.2 Determining mean of gained score of experimental class:

$$My = \left(\frac{\sum y}{Ny}\right)$$

$$My = \left(\frac{39.8}{30}\right)$$

$$My = 1,32$$

4.1.1.3.3 Determining deviation of control class:

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{Nx}$$

$$\sum x^2 = 3.767 - \frac{(27,3)^2}{30}$$

$$\sum x^2 = 3.767 - \frac{745,29}{30}$$

$$\sum x^2 = 3.767 - 24.843$$

$$\sum x^2 = -21.076$$

4.1.1.3.4 Determining deviation of experimental class:

$$\sum y^2 = \sum Y^2 - \frac{(\sum y)^2}{Ny}$$

$$\sum y^2 = 5.36 - \frac{(39.8)^2}{30}$$

$$\sum y^2 = 5.36 - \frac{1584.04}{30}$$

$$\sum y^2 = 5.36 - 52.801$$

$$\sum y^2 = -47.441$$

4.1.1.3.5 Determining value of hypotheses testing by using t-test formula:

$$t_0 = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t_0 = \frac{0.91 - 1.32}{\sqrt{\left(\frac{-21.076 + (-47.441)}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t_0 = \frac{-0.41}{\sqrt{\left(\frac{-68.517}{58}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t_0 = \frac{-0.41}{\sqrt{(-1.181) . (0.06)}}$$

$$t_0 = \frac{-0.41}{\sqrt{0,07086}}$$

$$t_0 = \frac{-0.41}{-0,2}$$

$$t_0 = 2.05$$

4.1.1.3.6 Determining degrees of freedom:

$$df = N\_x + N\_y - 2$$

$$df = 30 + 30 - 2$$

$$df = 58$$

After obtaining the degrees of freedom, looking at t-table (tt) at the degree of freedom 58 in significant degrees of 0.05 (5 %), the t-table (tt) is 1,671.

4.1.1.4 Discussion

4.1.1,4.1 Data Interpretation

Based on data analysis, if t-table (t_o) is higher than t_t (2.05>1.67), the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It should be concluded that it is effective to use Fishbowl tecnique in teaching speaking skill at the eleventh grade studentof SMA 1 TUTAR. But, both control class and experimental class get improvement in each posttest. Furthermore, the students in the experimental class achieve higher score in their post-test than the score of students in control class.

4.1.1,4.2 Students' speaking skill Before and After Being Taught by using Fishbowl Technique

Measuring the students' phrases mastery before and after being taught by using inductive approach can be seen at students' score in pretest and posttest. It can be said that students` speaking skill is an effective in Fishbowl technique if the posttest score of the experimental class is higher than pretest score of the experimental class. By looking at the research finding, found that the mean score of the experimental class in pretest is 1,97 and the mean score of the experimental class in posttest is 3,31.

From that finding, it can be interoperated that students' speaking skill before being taught by using Fishbowl Technique is lower if it compares with the

students' speaking skill after being taught by using Fishbowl technique. It is implicated that students` speaking skill gives good effect in Fishbowl technique. Furthermore, to make a conclusion about the effectiveness of srtudents` speaking skill in Fishbowl Technique at the eleventh grade student of SMA 1 TUTAR, it can be done by analyzing the data using t_o and compare it with the t-table. The result of the data analyzes showed that t_o(2.05>1.67 It means that students` speaking skill is effective in using Fishbowl Technique at the eleventh grade student of SMA 1 TUTAR.

4.1.1,4.3Students` speaking skill through Fishbowl Technique at the Experimental Class

In the treatment process, the writer took eigh meetings includ post test and pre test in teaching speaking skill by using Fishbowl technique in experimental class XI A. the writer did the treatment by following the step in teaching speaking skill by using Fishbowl technique. The writer taught the students from presenting the examples not directly presenting the technique of Fishbowl.

The first meeting before the writer gave treatment that was conducted in the class of XI A, the students were given the pre-test to measure their ability in speaking skill especially in how is the important school. When the writer was coming to the class, she was totally shy and she was not confidence because it was the first time for the writer to handle them.After the writer opened the meeting, she invited the students for invoking to the God with a Muslim way in praying. Next, the writer continued to inform them that all the members will be coming

forward and everyone will be getting some questions that should be answered then it will be recorded on phone, while the writer prepared his own phone. In interviewing time, some members were good in answering all the questions but several of them unfortunately were still confused in answering the questions. The writer continued to all the members until the last name. After getting all the data, the writerclosing the class by greeting to the students.

The second and the third meeting was located in the class of XI A SMA 1 TUTAR. This meeting was a first treatment after giving the pre-test. in the Morning, the writer started the class by greeting. Before the writer gave the material about giving advice and offer, the writer informed the students about Fishbowl Technique, the writer let them know about the technique of Fishbowl by explanation from the researcher. After giving some vocabularies that connect with the material giving advice and offer the researcher giving explanation to the students about the material then the writer choose one of the student to come forward to be as a moderator of the discussion in Fishbowl technique to guide the discussion and the students began to discuss according to the material og diving advice and offer. This is conducted thirty five minutes. In final activity, the writer will give motivation and reward if there are more positive points than negative or a punishment for the students.

The fourth and the fifth meeting was located in the class of XI A SMA 1 TUTAR.in this meeting, the writer use the material giving opinion in two meetings with the different topic. Inthe Morning, the writer started the class by greeting. Before the writer gave the material about giving opinion, the writer

informed the students about Fishbowl Technique, the writer let them know about the technique of Fishbowl by explanation from the researcher. After giving some vocabularies that connect with the material and the topic also the material giving some example of sentence about giving opinion, the researcher giving explanation to the students about the material then the writer choose one of the student to come forward to be as a moderator of the discussion in Fishbowl technique to guide the discussion and the students began to discuss according to the material og diving advice and offer. This is conducted thirty five minutes. In final activity, the writer will give motivation and reward if there are more positive points than negative or a punishment for the students.

The sixth and seventh meetings was located in the class of XI A SMA 1 TUTAR.in this meeting, the writer use the material Expression of hope with the different topic because the Expression of hope took in two meetings. in the Morning, the writer started the class by greeting. Before the writer gave the material about giving advice and offer, the writer informed the students about Fishbowl Technique, the writer let them know about the technique of Fishbowl by explanation from the researcher. After giving some vocabularies that connect with the material Expression of hope the researcher also give soma example of Sentence about expression of hope, the researcher giving explanation to the students about the material then the writer choose one of the student to come forward to be as a moderator of the discussion in Fishbowl technique to guide the discussion and the students began to discuss according to the material og diving advice and offer. This is conducted thirty five minutes. In final activity, the writer

will give motivation and reward if there are more positive points than negative or a punishment for the students.

The last meeting after the writer gave treatment to the students the writer gave post-testin the class of XI A, the students were given the post-test to measure their ability in speaking skill especially in describing the picture that given by the writer. When the writer was coming to the class, he was totally not shy and he was confidence because it was the eight times for the writer to handle them.After the writer opened the meeting, the writer continued to inform them that all the members will be coming forward and everyone will be getting some questions that should be answered then it will be recorded on phone, while the writer prepared his own phone. In interviewing time, some members were good in answering all the questions but a little of them unfortunately were still confidence in explaining about the picture from the writer. The writer continued to all the members until the last name. After getting all the data, the writerclosing the class by greeting to the students.

4.1.1,4.3 Fishbowl Technique In Teaching Speaking

The theory of fishbowl technique in chapter II explained that enhancing speaking skill trough fishbowl as technique. In this case the Fishbowl technique itself is measured by students' learning outcomes. There are some factors that accuracy, fluency, and comprehensibility of learning process. For this research, the writer focuses on speaking skill of Fishbowl as a technique. The research uses

the criteria of speaking skill if in learning outcomes (posttest) of experimental class is higher than control class.

Based on the data, it is found that the mean score of the posttest scoreof the experimental class is 3,06 the mean score of the pretest score of the experimental class is 1,97. The mean score of the posttest score of the control class is 2,80 and the mean score of the posttest score of the control class is 1,89. It can be seen that the students' learning outcomes of experimental class is higher than the students' learning outcomes of the control class. So based on the theory, Fishbowl technique isenhancing speaking in teaching English at the eleventh grade student of SMA 1 TUTAR.

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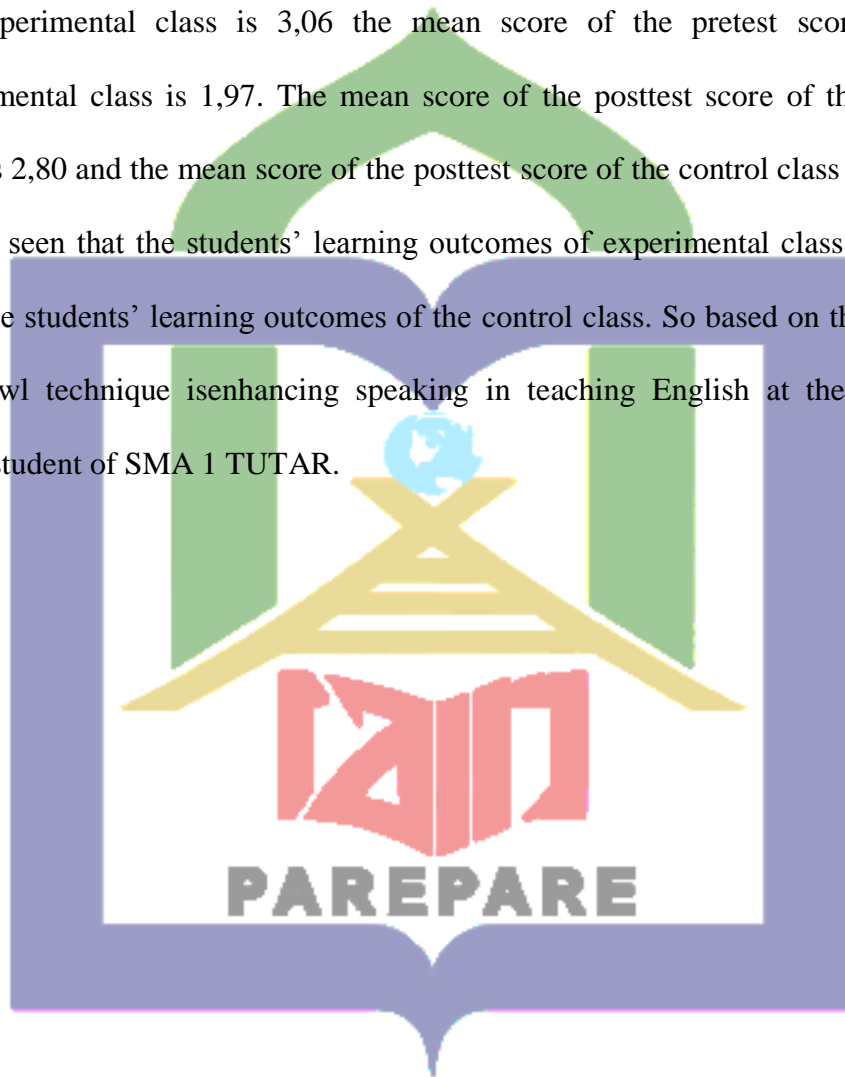
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: Conclusions, and ,suggestions based on the findings and interpretation in the previous chapter.

5.1 Conclusions

Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact. Speaking is one way to communicate which ideas and thought delivered through message orally. To enable students to communicate, we need to apply the language in real communication.

In conducting this research, it Fishbowl technique in teachingspeaking at the eleventh grade student of SMA 1 TUTAR. Theresearch design of this research is a quasi-experimental study (nonequivalent control group). the objective of this research is to get the empirical data of thedifferences between students' score of speaking test who were taughtby Fishbowl technique and students' score of speaking test who were not taughtby using Fishbowl technique also to know how effective Fishbowl technique in teaching speaking. It can be achieved by analyzing the Data. The data wereanalyzed by using t-test. As the analysis of the data in the previous chapter, $t_o > t_t$ =(2.05>1.67), in significant degree of 0.05 (5%). As the statistical hypotheses in

chapter III, if t-test (t_o) > t-table (t_t) in significant degree of 0.05 (5%), it means thatHa is accepted and Ho is rejected. In conclusion, Fishbowl techniqueis effective touse in teaching speaking at the eleventh grade student of SMA 1 TUTAR.

5.2 Suggestions

 Based on the conclusions above and based on the research that had been done, the writer would like to offer some suggestions to English teachers, the students of SMA 1 TUTAR and for other writers.

5.2.1For English Teachers

English teacher should be able to develop strategy, method, or media as teaching aid to intrigue the students' willingness to study English, especially speaking. English teachers of SMA 1 TUTAR can use fishbowl technique as an alternative Strategy to improve students' speaking skill. In teaching speaking, the teachers should implement the fishbowl technique into fun environment to make the students engage in the class. The English teachers should encourage the students and give them more time to practice their speaking.

5.2.2For Students

The writer suggest the students to be more active to express themselves to be more interested in speaking English. The students should increase their knowledge of English pronounciation, grammar, vocabulary,fluency, comprehension, and other
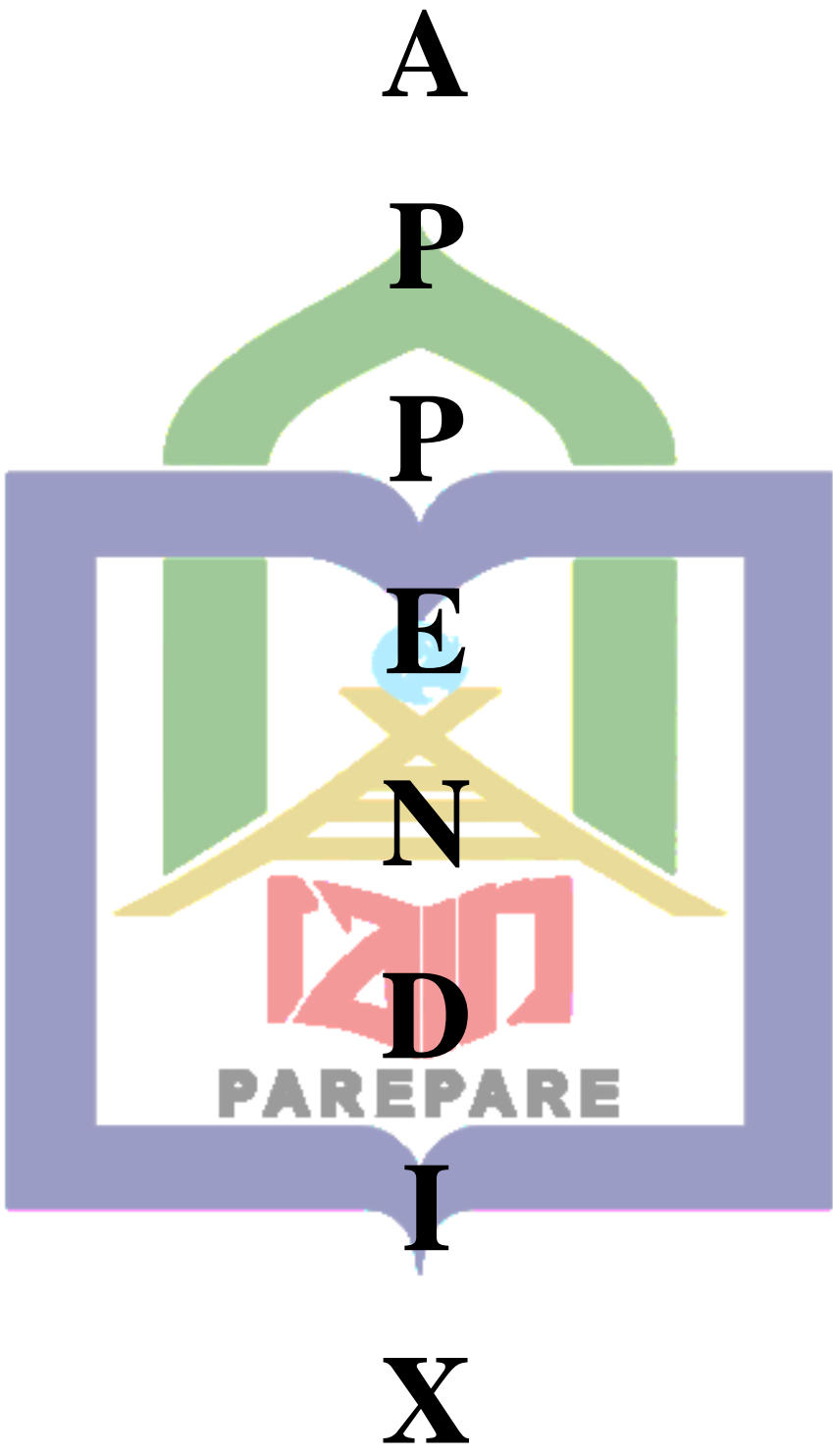
aspects in speaking in order to have a good speaking and can be understood well by the listeners. The students should be brave to speak in front of class and practice English even in simple way. The writer wishes that in the future, the students could use fishbowl technique as their favorite method not only in learning English, but also other subjects.

5.2.3 For Other writers

For other writers, it is advisable for other writer who are interested in conducting the same research by fishbowl technique to read more book, articles, and journal about fishbowl technique. The writer suggest to the other writers not only focus on fishbowl technique and speaking skill but they can implement fishbowl technique in other skills such as reading, speaking, and writing. Furthermore, the result can be used as the reference for further research in another topic discussion, in different English language skills by the deeper investigation.
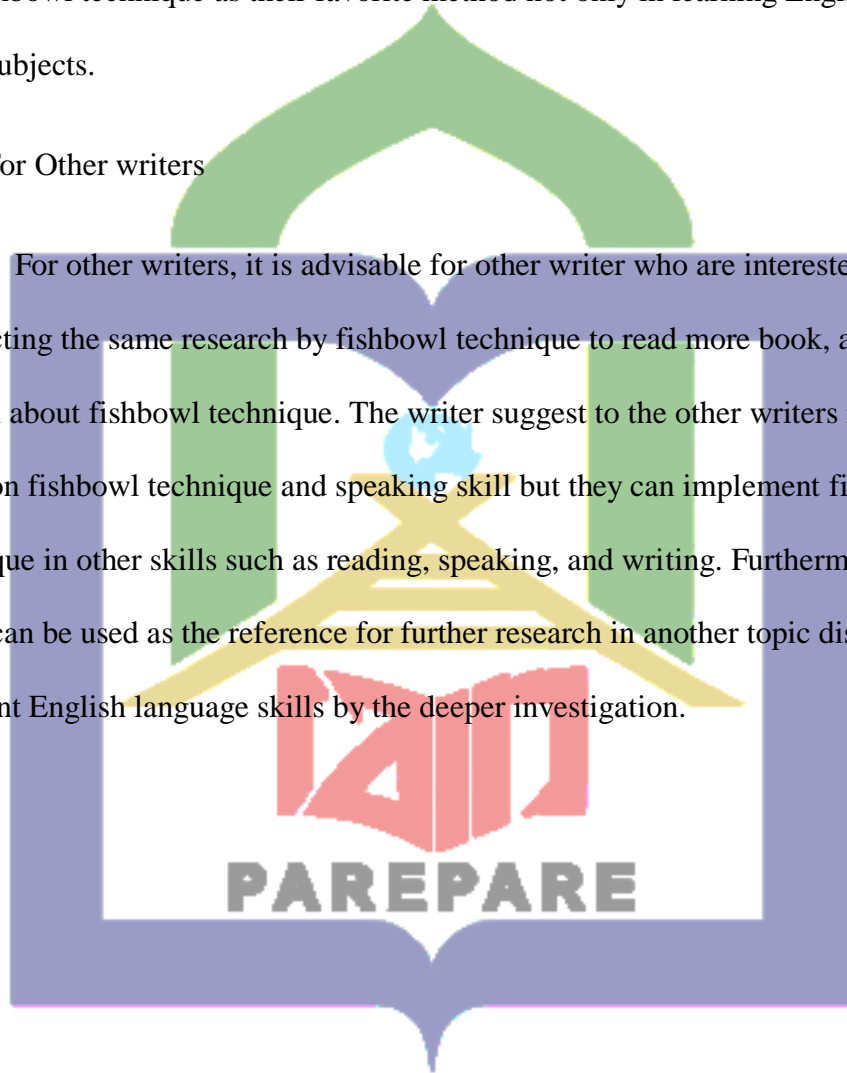
A

P

P

E

N

D

I

X

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMA 1 TUTAR

Mata Pelajaran   : Bahasa Inggris

Kelas   : X1 A

Materi Pokok   : Giving Advice and Offer

Alokasi waktu   : 2 x 45 menit

A. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai) bertanggung jawab, responsive, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kewasan regional, dan kawasan internasional.
3. Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitifberdasarkan rasa ingin tahunya tentang ilmu pengetahuan tekhnologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan , kebangsaan, kenegaraan, dan peradaban terkait peradaban fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

1. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan memberi saran dan penawaran sesuai dengan konteks penggunaannya.

2. Menyusun teks lisan dan tulis untuk menyatakan, menanyakan dan merespon ungkapan memberi saran dan penawaran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

C. INDIKATOR

1. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan penawaran sesuai dengan konteks penggunaannya.

2. Menguji fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan memeberi saran dan penawaran sesuai dengan konteks penggunaannya.

3. Menciptakan teks lisan dan tulis untuk menyatakan, menanyakan dan merespon memberi saran dan penawaran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

4. Mengkreasikan teks lisan dan tulis untuk menyatakan, menanyakan dan merespon ungkapann memberi saran dan penawaran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

D. TUJUAN PEMBELAJARAN

Siswa terampil mengidentifikasi, menjelaskan dan mendeskripsikan secara lisan dan tulis pendek dan sederhana dalam ungkapan memberi saran dan penawaran dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan secara benar sesuai dengan konteks penggunaannya.

E. MATERI PEMBELAJARAN

"Giving Opinion"

1. Fungsi social

Terbiasa menggunakan ungkapan menyatakan pendapat dan fikiran:

Why don't you….

What about…?

You should….

You can….

Do you need…?

2. Unsur kebahasaan

- Ucapan, tekanan kata dan intonasi
- Rujukan kata

F. METODE PEMBELAJARAN

Pertemuan 1

Pendekatan : scientific approach

Model pembelajaran : Fishbowl Technique

Metode : diskusi

G. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. Media : Buku Paket, kamus.
2. Alat : ATK, papan tulis, LCD
3. Sumber pelajaran :

- Buku siswa (kementrian pendidikan dan kebudayaan republic Indonesia, 2017. Bahasa inggris)
- http://learnenglish.britishcouncil.org/en/

H. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. Kegiatan pendahuluan (15 menit)

a. Mengucapkan salam dan berdo'a bersama

b. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan.

c. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

d. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.(yaitu materi tentang memberikan saran dan

penawaran, bagaimana funsi social, struktur teks, unsur kebahasaan, dan tata bahasa, intonasi, tekanan kata dsb.)

2. **Kegiatan inti (110 menit)**

Mengamati

a. Siswa mengingat kembali materi pelajaran yang telh diplajari sebelumnya.

b. Siswa mendengarkan dan menyimak arahan dan penjelasan yang disampaikan oleh guru tentang memberikan saran dan penawaran untuk menyegarkan kembali materi yang telah disampaikan pada pertemuan sebelumnya

c. Siswa mengikuti interaksi tentang memberikan saran dan penawaran dalam kehidupan sehari-hari.

d. Siswa menirukan contoh-contoh kalimat tentang memberikan saran dan penawaran yang diarahkan oleh guru.

e. Siswa mengidentifikasi ciri kalimat memberikan saran dan penawaran yang di tunjukan oleh guru.

Mempertanyakan

Dengan bimbingan dan arahan guru, siswa mempertanyakan isi teks yang terdapat pada buku panduan.

Mengeksplorasi / Mengkomunikasikan

a. Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi saran dan tawaran dan meresponnya.

b. Siswa berlatih menggunakan ungkapan tersebut.

c. Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi.

Mengasosiasi

a. Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokannya berdasarkan penggunaan.

b. Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai dengan konteks penggunaannya.

c. Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang disampaikan merespon dengan yang diperoleh dari sumber lain.

3. **Penutupan (10 menit)**

- Memberikan umpan balik tentang hasil pembelajaran
- Mengimformasikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya
- Menberikan motivasi belajar.

I. PENILAIAN

1. Jenis/ tehnik penilaian

- Berdiskusi menggunakan tehnik fishbowl menggunakan interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran serta responnya.
- Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan penawaran serta responnya.

Pengetahuan

Pengetahuan siswa tentang struktur teks, unsur kebahasaan di evaluasi dalam bentuk lisan.

Keterampilan

Untuk kerja/praktik.

2. Bentuk instrument

Ceramah dan diskusi.

Rubric

a. Aspek sikap

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Jujur	5 : selalu jujur 4 : sering jujur 3 : kadang-kadang jujur 2 : jarang jujur 1 : tidak pernah jujur	
2.	Bertanggung jawab	5 : selalu bertanggung jawab 4 : sering tanggung jawab 3 : kadang-kadang tanggung jawab 2 : jarang tanggung jawab 1 : tidak pernah tanggung jawab	
3.	Kerjasama	5 : selalu kerjasama 4 : sering kerjasama 3 : kadang-kadang kerjasama 2 : jarang kerjasama 1 : tidak pernah kerjasama.	
4.	Disiplin	5 : selalu disiplin 4 : sering disiplin 3 : kadang-kadang disiplin 2 : jarang disiplin 1 : tidak pernah disiplin	
5.	Percaya diri	5 : selalu percaya diri 4 : sering percaya diri 3 : kadang-kadang percaya diri 2 : jarang percaya diri 1 : tidak pernah percaya diri.	

b. Aspek pengetahuan

No.	Butir sikap	Deskripsi	Perolehan skor
1.	Pengucapan	5 : Hampir sempurna 4 : ada kesalahan tapi tidak mengganggu makna. 3 : ada beberapa kesalahan dan mengganggu makna. 2 : banyak kesalahan dan mengganggu makna 1 : terlalu banyak kesalahan sehingga sulit dipahami.	
2.	Intonasi	5 : hamper sempurna 4 : ada kesalahan tapi tidak mengganggu makna 3 : ada beberapa kesalahan dan mengganggu makna 2 : banyak kesalahan dan mengganggu makna 1 : terlalu banyak kesalahan sehingga sulit dipahami	
3.	Ketelitian	5 : sangat teliti 4 : teliti 3 : cukup teliti 2 : kurang teliti 1 : tidak teliti	
4.	Pemahaman	5 : sangat memahami 4 : memahami 3 : cukup memahami 2 : kurang memahami	

		1 : tidak memahami	

c. Aspek keterampilan

No.	Butir sikap	Deskripsi	Perolehan skor
1.	Melakukan tindak komunikasi yang tepat	5 : selalu melakukan tindak komunikasi yang tepat. 4 : sering melakukan tindak komunkasi yang tepat 3 : beberapa kali melakukan tindak komunikasi yang tepat. 2 : pernah melakukan tindak komunikasi yang tepat 1 : tidak pernah melakukan tindak komunikasi yang tepat	

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA 1 TUTAR

Mata Pelajaran : Bahasa Inggris

Kelas : X1 A

Materi Pokok : Giving Opinion

Alokasi waktu : 2 x 45 menit

J. KOMPETENSI INTI

5. Menghayati dan mengamalkan ajaran agama yang dianutnya.

6. Menghayati dan mengamalkan perilaku jujur disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai) bertanggung jawab, responsive, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kewasan regional, dan kawasan internasional.

7. Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitifberdasarkan rasa ingin tahunya tentang ilmu pengetahuan tekhnologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan , kebangsaan, kenegaraan, dan peradaban terkait peradaban fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

8. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

K. KOMPETENSI DASAR

3. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan menyatakan pendapat dan fikiran sesuai dengan konteks penggunaannya.

4. Menyusun teks lisan dan tulis untuk menyatakan, menanyakan dan merespon ungkapan menyatakan pendapat dan fikiran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

L. INDIKATOR

5. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan fikiran sesuai dengan konteks penggunaannya.

6. Menguji fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan fikiran sesuai dengan konteks penggunaannya.

7. Menciptakan teks lisan dan tulis untuk menyatakan, menanyakan dan ungkapan menyatakan pendapat dan fikiran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

8. Mengkreasikan teks lisan dan tulis untuk menyatakan, menanyakan dan merespon ungkapann menyatakan pendapat dan fikiran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

M. TUJUAN PEMBELAJARAN

Siswa terampil mengidentifikasi, menjelaskan dan mendeskripsikan secara lisan dan tulis pendek dan sederhana dalam ungkapan menyatakan pendapat dan fikiran dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan secara benar sesuai dengan konteks penggunaannya.

N. MATERI PEMBELAJARAN

"Giving Opinion"

3. Fungsi social

Terbiasa menggunakan ungkapan menyatakan pendapat dan fikiran:

I think…..

I suppose…..

In my opinion

4. Unsur kebahasaan

- Ucapan, tekanan kata dan intonasi
- Rujukan kata

O. METODE PEMBELAJARAN

Pertemuan 1

Pendekatan : scientific approach

Model pembelajaran : Fishbowl Technique

Metode : diskusi

P. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

4. Media : Buku Paket, kamus.

5. Alat : ATK, papan tulis, LCD

6. Sumber pelajaran :

- Buku siswa (kementrian pendidikan dan kebudayaan republic Indonesia, 2017. Bahasa inggris)
- Koran/majalah berbahasa inggris
- http://learnenglish.britishcouncil.org/en/

Q. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

4. Kegiatan pendahuluan (15 menit)

e. Mengucapkan salam dan berdo'a bersama

f. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan.

g. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

h. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.(yaitu materi tentang ungkapan menyatakan pendapat dan fikiran, bagaimana funsi social, struktur teks, unsur kebahasaan, dan tata bahasa, intonasi, tekanan kata dsb.)

5. **Kegiatan inti (110 menit)**

Mengamati

f. Siswa mengingat kembali materi pelajaran yang telah diplajari sebelumnya.

g. Siswa mendengarkan dan menyimak arahan dan penjelasan yang disampaikan oleh guru tentang ungkapan menyatakan pendapat dan fikiran untuk menyegarkan kembali materi yang telah disampaikan pada pertemuan sebelumnya

h. Siswa mengikuti interaksi tentang ungkapan menyatakan pendapat dan fikiran dalam kehidupan sehari-hari.

i. Siswa menirukan contoh-contoh kalimat tentang ungkapan menyatakan pendapat dan fikiranyang diarahkan oleh guru.

j. Siswa mengidentifikasi ciri kalimat ungkapan menyatakan pendapat dan fikiran yang di tunjukan oleh guru.

Mempertanyakan

Dengan bimbingan dan arahan guru, siswa mempertanyakan isi teks yang terdapat pada buku panduan.

Mengeksplorasi / Mengkomunikasikan

d. Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan menyatakan pendapat dan fikiran

e. Siswa berlatih menggunakan ungkapan tersebut.

f. Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi.

Mengasosiasi

d. Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima pendapat dan fikiran dengan mengelompokannya berdasarkan penggunaan.

e. Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan menyatakan pendapat dan fikiran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai dengan konteks penggunaannya.

f. Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang disampaikan merespon dengan yang diperoleh dari sumber lain.

6. Penutupan (10 menit)

- Memberikan umpan balik tentang hasil pembelajaran
- Mengimformasikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya
- Menberikan motivasi belajar.

R. PENILAIAN

3. Jenis/ tehnik penilaian

- Berdiskusi menggunakan tehnik fishbowl menggunakan interaksi yang berisi pernyataan dan pertanyaan tentang memberi pendapat dan fikiran dan responnya.
- Ketepatan menggunakan struktur dan unsur kebahasaan dalam ungkapan menyatakan pendapat dan fikiran.

Pengetahuan

Pengetahuan siswa tentang struktur teks, unsur kebahasaan di evaluasi dalam bentuk lisan.

Keterampilan

Untuk kerja/praktik.

4. Bentuk instrument

Ceramah dan diskusi.

Rubric

d. Aspek sikap

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Jujur	5 : selalu jujur 4 : sering jujur 3 : kadang-kadang jujur 2 : jarang jujur 1 : tidak pernah jujur	
2.	Bertanggung jawab	5 : selalu bertanggung jawab 4 : sering tanggung jawab 3 : kadang-kadang tanggung jawab 2 : jarang tanggung jawab 1 : tidak pernah tanggung jawab	
3.	Kerjasama	5 : selalu kerjasama 4 : sering kerjasama 3 : kadang-kadang kerjasama 2 : jarang kerjasama 1 : tidak pernah kerjasama.	
4.	Disiplin	5 : selalu disiplin 4 : sering disiplin 3 : kadang-kadang disiplin 2 : jarang disiplin 1 : tidak pernah disiplin	
5.	Percaya diri	5 : selalu percaya diri 4 : sering percaya diri 3 : kadang-kadang percaya diri 2 : jarang percaya diri 1 : tidak pernah percaya diri.	

e. Aspek pengetahuan

No.	Butir sikap	Deskripsi	Perolehan skor
1.	Pengucapan	5 : Hampir sempurna 4 : ada kesalahan tapi tidak mengganggu makna. 3 : ada beberapa kesalahan dan mengganggu makna. 2 : banyak kesalahan dan mengganggu makna 1 : terlalu banyak kesalahan sehingga sulit dipahami.	
2.	Intonasi	5 : hamper sempurna 4 : ada kesalahan tapi tidak mengganggu makna 3 : ada beberapa kesalahan dan mengganggu makna 2 : banyak kesalahan dan mengganggu makna 1 : terlalu banyak kesalahan sehingga sulit dipahami	
3.	Ketelitian	5 : sangat teliti 4 : teliti 3 : cukup teliti 2 : kurang teliti 1 : tidak teliti	
4.	Pemahaman	5 : sangat memahami 4 : memahami 3 : cukup memahami 2 : kurang memahami	

		1 : tidak memahami	

f. Aspek keterampilan

No.	Butir sikap	Deskripsi	Perolehan skor
1.	Melakukan tindak komunikasi yang tepat	5 : selalu melakukan tindak komunikasi yang tepat. 4 : sering melakukan tindak komunkasi yang tepat 3 : beberapa kali melakukan tindak komunikasi yang tepat. 2 : pernah melakukan tindak komunikasi yang tepat 1 : tidak pernah melakukan tindak komunikasi yang tepat	

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA 1 TUTAR

Mata Pelajaran : Bahasa Inggris

Kelas : X1 A

Materi Pokok : Expression of Hope

Alokasi waktu : 2 x 45 menit

S. KOMPETENSI INTI

9. Menghayati dan mengamalkan ajaran agama yang dianutnya.

10. Menghayati dan mengamalkan perilaku jujur disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai) bertanggung jawab, responsive, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kewasan regional, dan kawasan internasional.

11. Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitifberdasarkan rasa ingin tahunya tentang ilmu pengetahuan tekhnologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan , kebangsaan, kenegaraan, dan peradaban terkait peradaban fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

12. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

T. KOMPETENSI DASAR

5. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan do'a bersayap (extended) sesuai dengan konteks penggunaannya.

6. Menyusun teks lisan dan tulis untuk menyatakan, menanyakan dan merespon ungkapan harapan dan do'a bersayap (extended), dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

U. INDIKATOR

9. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan ungkapan harapan dan do'a bersayap (extended) sesuai dengan konteks penggunaannya.

10. Menguji fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan do'a bersayap (extended) sesuai dengan konteks penggunaannya.

11. Menciptakan teks lisan dan tulis untuk menyatakan, menanyakan dan ungkapan harapan dan do'a bersayap (extended), dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

12. Mengkreasikan teks lisan dan tulis untuk menyatakan, menanyakan dan merespon ungkapan harapan dan do'a bersayap (extended), dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

V. TUJUAN PEMBELAJARAN

Siswa terampil mengidentifikasi, menjelaskan dan mendeskripsikan secara lisan dan tulis pendek dan sederhana dalam ungkapan harapan dan do'a bersayap (extended) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan secara benar sesuai dengan konteks penggunaannya.

W. MATERI PEMBELAJARAN

"Expression of Hope"

5. Fungsi social

Terbiasa menggunakan ungkapan harapan dan do'a bersayap (extended):

I hope….

I wish you all the best

6. Unsur kebahasaan

- Ucapan, tekanan kata dan intonasi
- Rujukan kata

X. METODE PEMBELAJARAN

Pertemuan 1

Pendekatan : scientific approach

Model pembelajaran : Fishbowl Technique

Metode : diskusi

Y. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

7. Media : Buku Paket, kamus.

8. Alat : ATK, papan tulis, LCD

9. Sumber pelajaran :

- Buku siswa (kementrian pendidikan dan kebudayaan republic Indonesia, 2017. Bahasa inggris)
- Koran/majalah berbahasa inggris
- www.dailyenglish.com

Z. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

7. Kegiatan pendahuluan (15 menit)

i. Mengucapkan salam dan berdo'a bersama

j. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan.

k. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

l. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.(yaitu materi tentang ungkapan harapan dan do'a bersayap (extended), bagaimana funsi social, struktur teks, unsur kebahasaan, dan tata bahasa, intonasi, tekanan kata dsb.)

8. **Kegiatan inti (110 menit)**

Mengamati

k. Siswa mengingat kembali materi pelajaran yang telah diplajari sebelumnya.

l. Siswa mendengarkan dan menyimak arahan dan penjelasan yang disampaikan oleh guru tentang ungkapan harapan dan do'a bersayap (extended)untuk menyegarkan kembali materi yang telah disampaikan pada pertemuan sebelumnya

m. Siswa mengikuti interaksi tentang ungkapan harapan dan do'a bersayap (extended) dalam kehidupan sehari-hari.

n. Siswa menirukan contoh-contoh kalimat tentang ungkapan harapan dan do'a bersayap (extended) yang diarahkan oleh guru.

o. Siswa mengidentifikasi ciri kalimat ungkapan harapan dan do'a bersayap (extended)yang di tunjukan oleh guru.

Mempertanyakan

Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan do'a dalam bahasa inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.

Mengeksplorasi / Mengkomunikasikan

g. Siswa menyatakan harapan dan doa dalam bahasa inggris, didalam dan diluar kelas.

h. Siswa menuliskan permasalahan penggunaan unkapan harapan dan doa dalam bahasa inggris dala jurnal belajar (learning journal).

i. Siswa menyatakan harapan dan doa dengan bahasa inggris dalam konteks simulasi, Fishbowl technique dan kegiatan terstruktur lainnya.

Mengasosiasi

g. Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lainnya.

h. Siswa membandingkan antara ungkapan dalam bahasa inggris dan bahasa Indonesia.

9. Penutupan (10 menit)

- Memberikan umpan balik tentang hasil pembelajaran
- Mengimformasikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya
- Memberikan motivasi belajar.

AA.   PENILAIAN

5. Jenis/ tehnik penilaian

- Berdiskusi menggunakan tehnik fishbowl menggunakan interaksi yang berisi pernyataan dan pertanyaan tentang memberi pendapat dan fikiran dan responnya.
- Ketepatan menggunakan struktur dan unsur kebahasaan dalam ungkapan menyatakan pendapat dan fikiran.

Pengetahuan

Pengetahuan siswa tentang struktur teks, unsur kebahasaan di evaluasi dalam bentuk lisan.

Keterampilan

Untuk kerja/praktik.

6. Bentuk instrument

Ceramah dan diskusi.

Rubric

g. Aspek sikap

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Jujur	5 : selalu jujur	

		4 : sering jujur	
		3 : kadang-kadang jujur	
		2 : jarang jujur	
		1 : tidak pernah jujur	
2.	Bertanggung jawab	5 : selalu bertanggung jawab	
		4 : sering tanggung jawab	
		3 : kadang-kadang tanggung jawab	
		2 : jarang tanggung jawab	
		1 : tidak pernah tanggung jawab	
3.	Kerjasama	5 : selalu kerjasama	
		4 : sering kerjasama	
		3 : kadang-kadang kerjasama	
		2 : jarang kerjasama	
		1 : tidak pernah kerjasama.	
4.	Disiplin	5 : selalu disiplin	
		4 : sering disiplin	
		3 : kadang-kadang disiplin	
		2 : jarang disiplin	
		1 : tidak pernah disiplin	
5.	Percaya diri	5 : selalu percaya diri	
		4 : sering percaya diri	
		3 : kadang-kadang percaya diri	
		2 : jarang percaya diri	
		1 : tidak pernah percaya diri.	

h. Aspek pengetahuan

No.	Butir sikap	Deskripsi	Perolehan skor
1.	Pengucapan	5 : Hampir sempurna	

		4 : ada kesalahan tapi tidak mengganggu makna.
		3 : ada beberapa kesalahan dan mengganggu makna.
		2 : banyak kesalahan dan mengganggu makna
		1 : terlalu banyak kesalahan sehingga sulit dipahami.
2.	Intonasi	5 : hamper sempurna
		4 : ada kesalahan tapi tidak mengganggu makna
		3 : ada beberapa kesalahan dan mengganggu makna
		2 : banyak kesalahan dan mengganggu makna
		1 : terlalu banyak kesalahan sehingga sulit dipahami
3.	Ketelitian	5 : sangat teliti
		4 : teliti
		3 : cukup teliti
		2 : kurang teliti
		1 : tidak teliti
4.	Pemahaman	5 : sangat memahami
		4 : memahami
		3 : cukup memahami
		2 : kurang memahami
		1 : tidak memahami

i. Aspek keterampilan

No.	Butir sikap	Deskripsi	Perolehan skor
1.	Melakukan tindak komunikasi yang tepat	5 : selalu melakukan tindak komunikasi yang tepat. 4 : sering melakukan tindak komunkasi yang tepat 3 : beberapa kali melakukan tindak komunikasi yang tepat. 2 : pernah melakukan tindak komunikasi yang tepat 1 : tidak pernah melakukan tindak komunikasi yang tepat	

Appendix 2 Instrument Instrument of Pre-test And Post-test

	KEMENTRIAN AGAMA REPUBLIK INDONESIA
	INSTITUTE AGAMA ISLAM NEGERI (IAIN)
	PAREPARE
	JURUSAN TARBIYAH
	Jl. Amal Bakti NO. 8 Soreang 911331
	Telepon (0421)21307, PakIsmail(0421)2404
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA : INTAN

NIM/ PRODI : 15.1300.041/ PBI

JURUSAN : TARBIYAH

JUDUL : APPLYING FISHBOWL TECHNIQUE TO ENHANCE STUDENTS' SPEAKING ABILITY AT ELEVENTH GRADE SRUDENT OF SMA 1 TUTAR

Instrumen penelitian

Dalam penelitian ini, peneliti akan menggunakan quasi- experiment dengan memberikan pre-tes dan post- test yang sama pada kelas kontrol dan kelas eksperimen serta dilengkapi dengan instruksi pada instrumen sebagai berikut:

Instrument of the pre-test

Nama :......................

Class :......................

Instruction: The researcher will ask the students a few question about their daily activities and the research will record it to measure their ability in speaking skill.

The research will instruct the students to answer the question about their daily activities by using their own words.

a. Please explain what did you usually do after you wake up in the morning?
b. Please explain what did you usually do in the school with your friends?
c. Can you explain what did you usually do after school?
d. Please explain your daily activity with your family in the night?
e. What time do you usually take a sleep in the night?

Instrument of the pre-test

Nama :………………….

Class :………………….

Instruction: The researcher will instruct the students to explain about the picture that will give by the research by using their own words and the research will record it to measure their ability in speaking skill.

Setelah mencermati instrumen dalam penelitian penyusunan skripsi mahasiswa sesuai dengan judul tersebut maka pada dasarnya di pandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Appendix 3.Students' Speaking Skill of Pre-test Experimental Class

Kelas: XI A
Nama: Atika

Researcher   : Please explain what did you usually do after you wake up in the morning?

Student   : I clean my bed

Researcher   : Please explain what did you usually do in the school with your friends?

Student   : playing and study together

Researcher   : Can you explain what did you usually do after school?
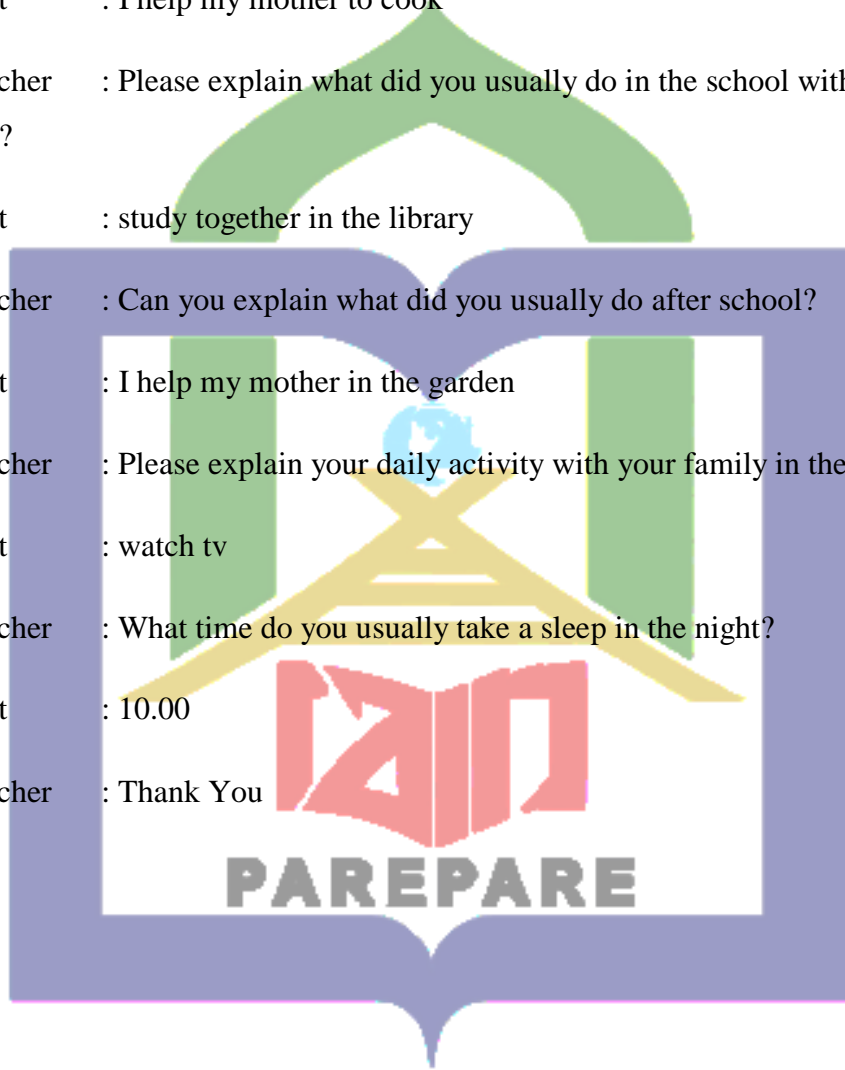
Student   : I help my mother

Researcher   : Please explain your daily activity with your family in the night?

Student   : watch tv together

Researcher   : What time do you usually take a sleep in the night?

Student   : 10.00 o,clock

Researcher   : Thank You
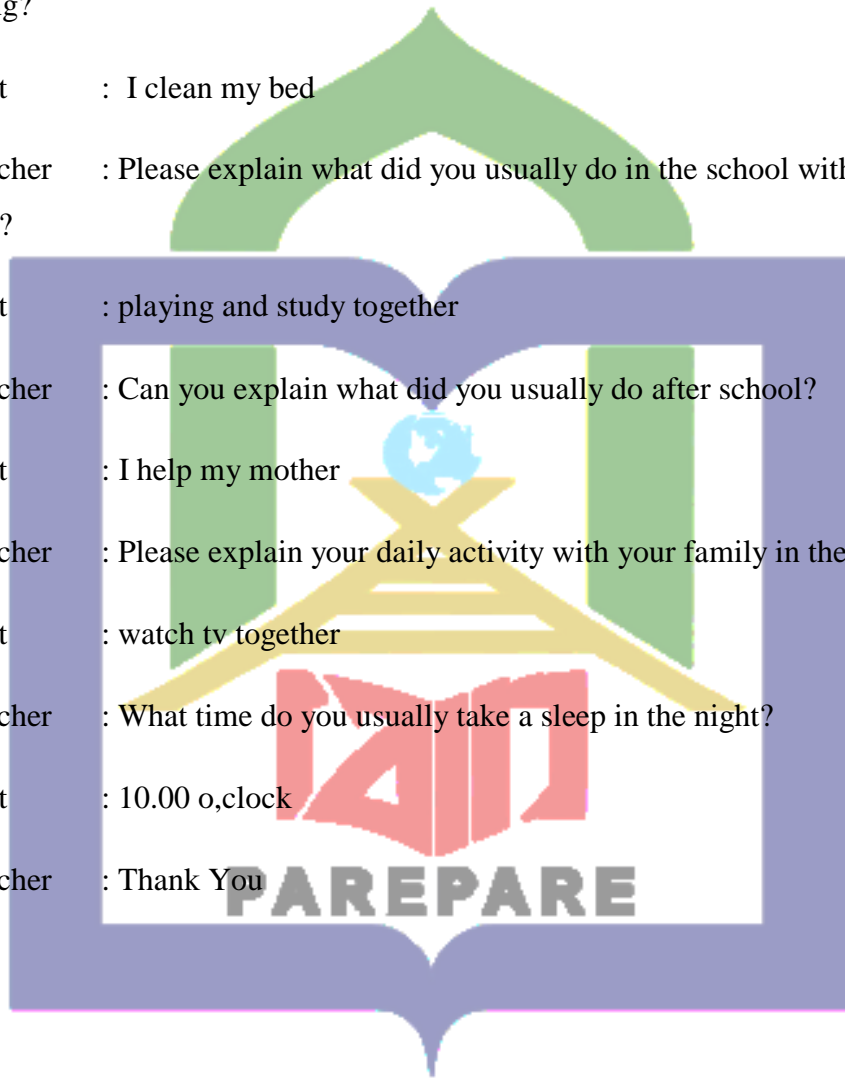
Name: Halijah

Kelas: XI A

Researcher   : Please explain what did you usually do after you wake up in the
morning?

Student   : I take a bath

Researcher   : Please explain what did you usually do in the school with your
friends?

Student   : Eat together in the cafetaria

Researcher   : Can you explain what did you usually do after school?

Student   : I take a rest in my room

Researcher   : Please explain your daily activity with your family in the night?

Student   : watch tv together

Researcher   : What time do you usually take a sleep in the night?

Student   : about 11.00

Researcher   : Thank You
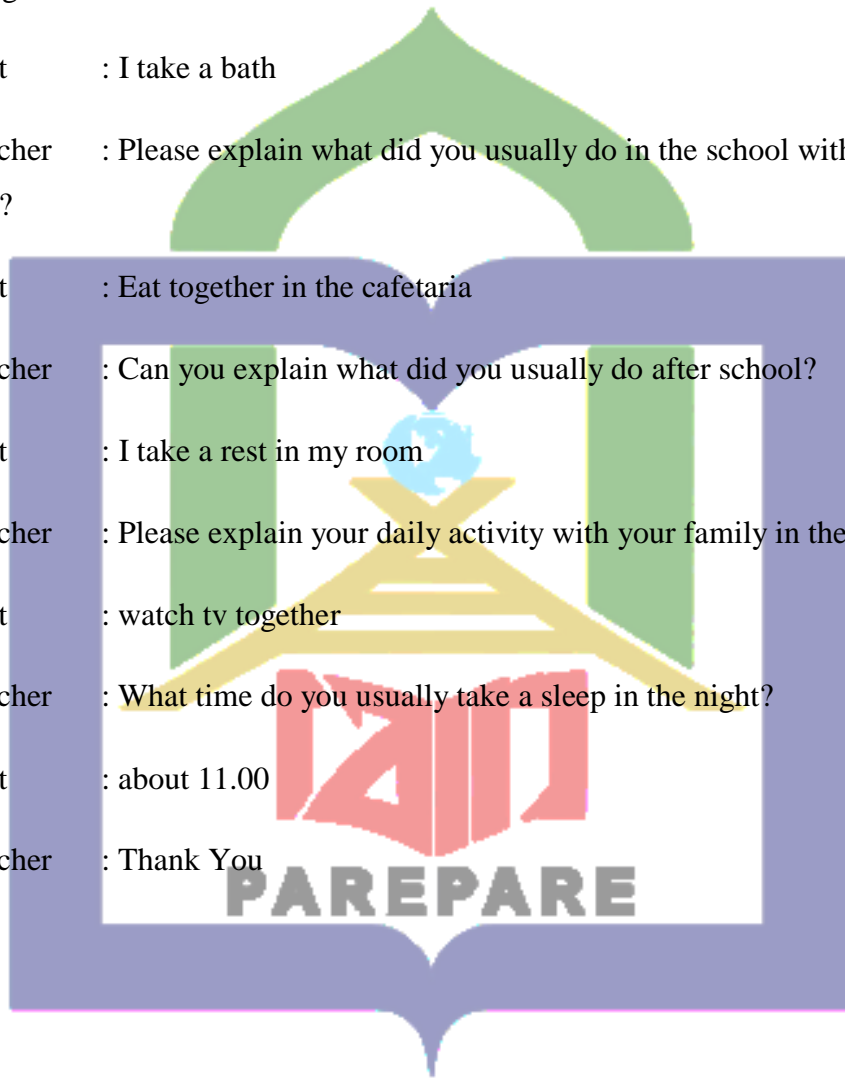
Name: Nur Anita
Kls: XI A

Researcher : Please explain what did you usually do after you wake up in the morning?

Student : I go to the river to take a shower

Researcher : Please explain what did you usually do in the school with your friends?

Student : take fhoto, eat, study together

Researcher : Can you explain what did you usually do after school?

Student : Help my sister to clean the house

Researcher : Please explain your daily activity with your family in the night?

Student : watch movie after dinner together

Researcher : What time do you usually take a sleep in the night?

Student : 10.00

Researcher : Thank You

Kelas: XI A

Name: Patmawati

Researcher : Please explain what did you usually do after you wake up in the morning?

Student : I help my mother to cook

Researcher : Please explain what did you usually do in the school with your friends?

Student : study together in the library

Researcher : Can you explain what did you usually do after school?

Student : I help my mother in the garden

Researcher : Please explain your daily activity with your family in the night?

Student : watch tv

Researcher : What time do you usually take a sleep in the night?

Student : 10.00

Researcher : Thank You

Kelas: XI A

Name: Arfin

Researcher : Please explain what did you usually do after you wake up in the morning?

Student : I always help my mother in the morning

Researcher : Please explain what did you usually do in the school with your friends?

Student : we always study together

Researcher : Can you explain what did you usually do after school?

Student : I always help my father in the garden

Researcher : Please explain your daily activity with your family in the night?

Student : I always with my friends

Researcher : What time do you usually take a sleep in the night?

Student : 11.00

Researcher : Thank You
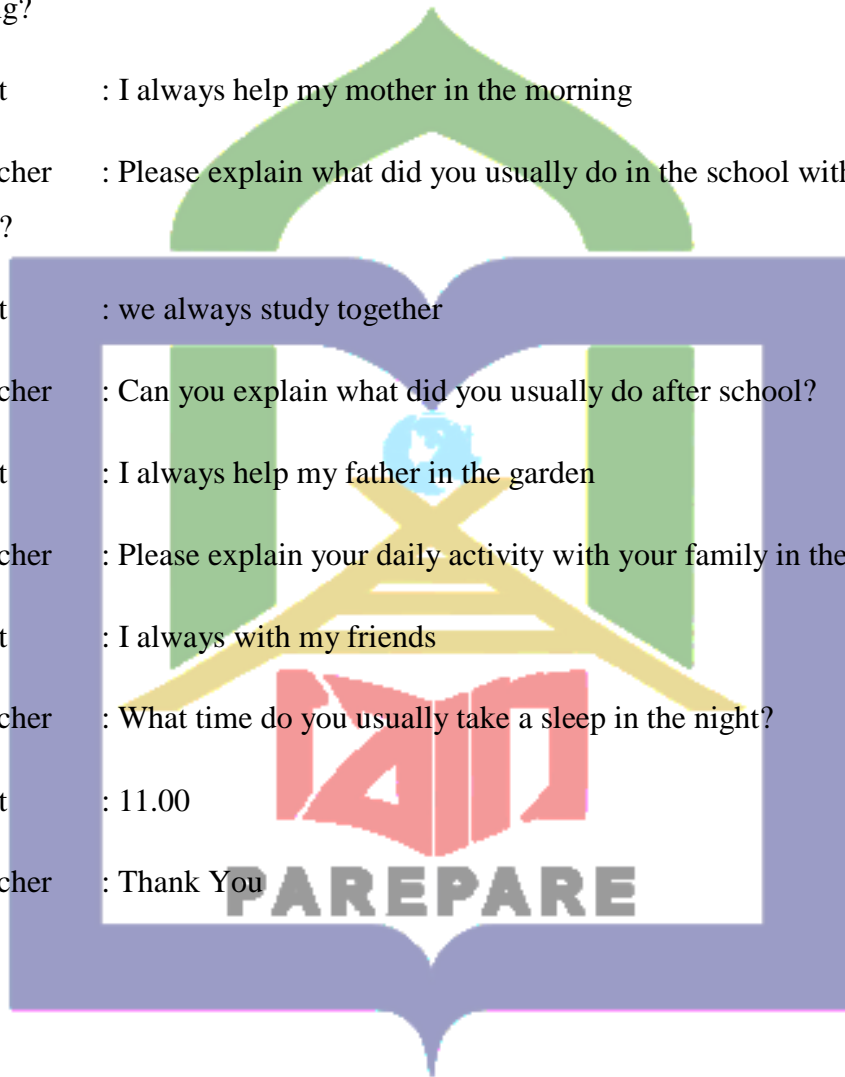
Appendix 4. Students' Speaking Skill of Post-test Experimental Class
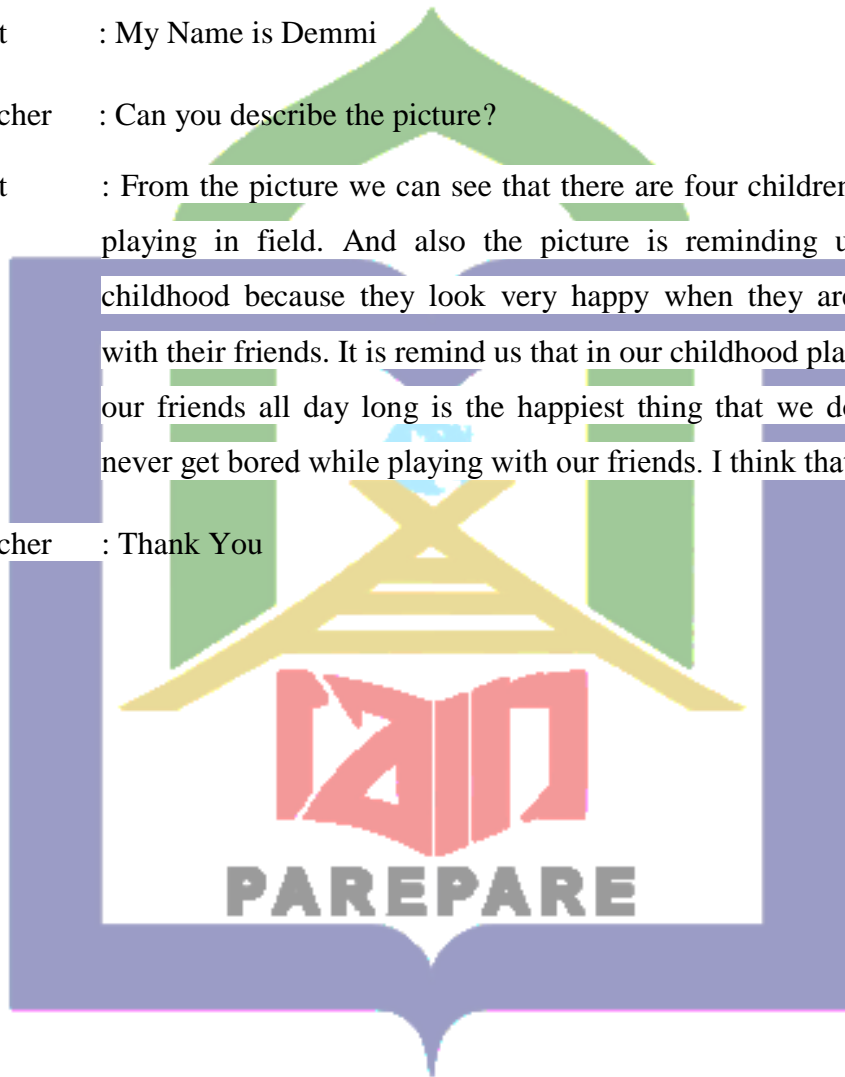
Nama : Ari Rahmat

Kleas: XI A

Researcher   : Hello, What is your name?

Student   : My name is Ari Rahmat

Researcher   : Can you describe the picture?

Student   : in the picture there is four children, they are playing together in the field. They look very happy in playing with their friends and there are one boy and three girls.The boy wearing blue t-shirt and two of the girls wearing red dress and the other girl wearing greem t-shirt. I think that's all

Researcher   : Thank You

Nama : NurAnita

Kleas: XI A
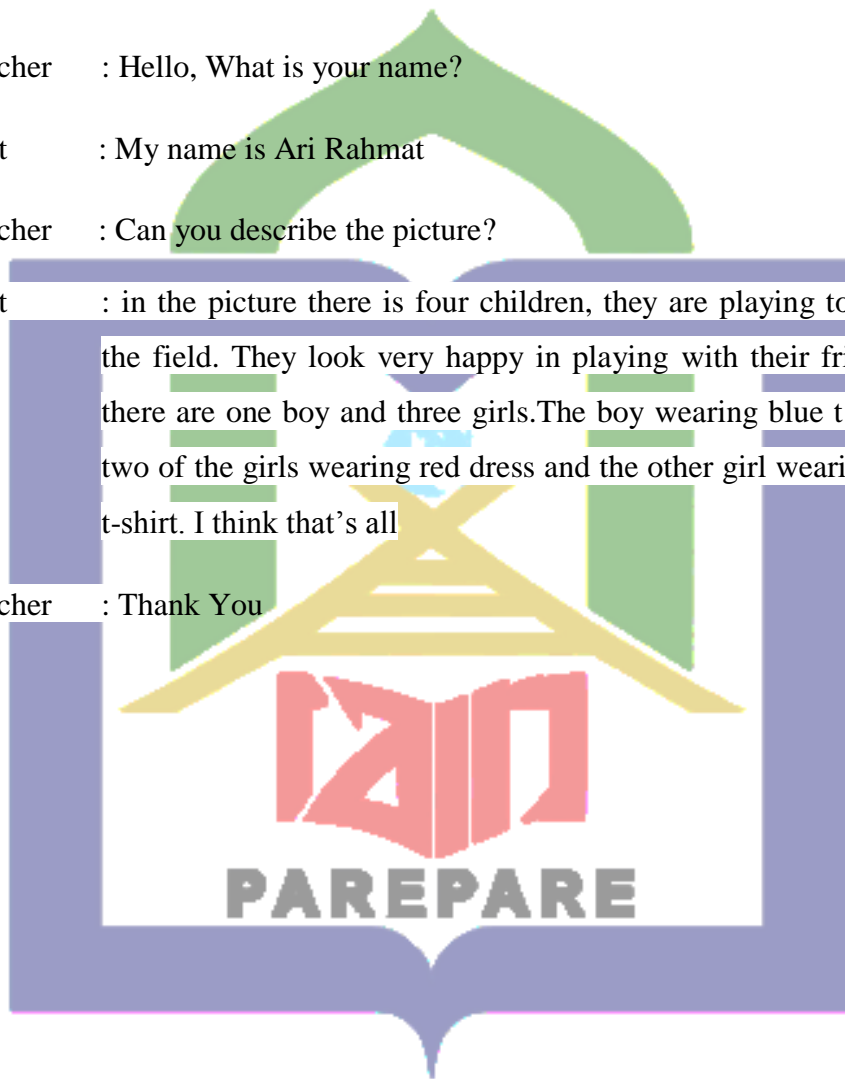
Researcher   : Hello, What is your name?

Student   : My name is NurAnita

Researcher   : Can you describe the picture?

Student   : This a picture about four children who are look very happy playing with their friends, they are playing kites in the fields. The picture is making me remember my childhood because I also always playing kite with my friends when I was little. I always go to the fields with my friend when I have back to home after school.

Researcher   : Thank You

.

Nama : Arfa

Kleas: XI A
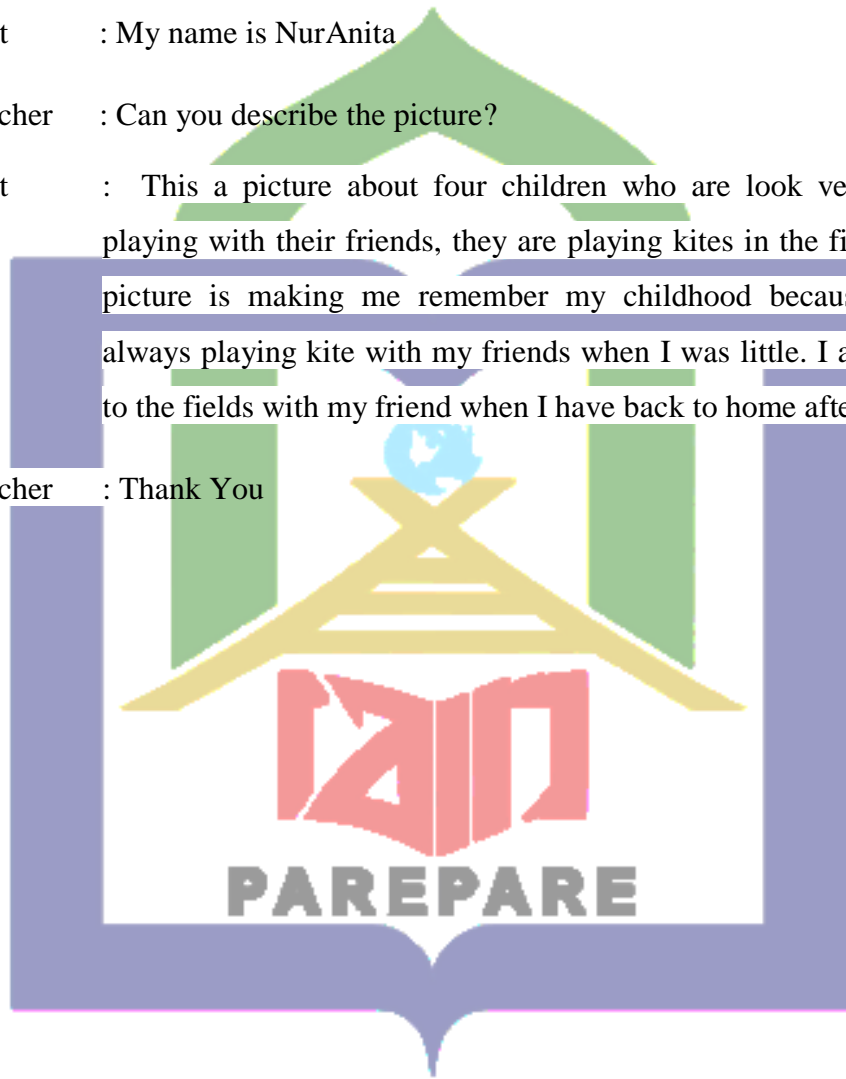
Researcher   : Hello, What is your name?

Student   : my name is Arfa

Researcher   : Can you describe the picture?

Student   : on the picture we can see that there are four children who are playing in the field. They are look very happy and also very young. There are one boy and three girls. On picture we also can see that the weather is very good while they are playing

Researcher   : Thank You

Nama : Demmi

Kleas: XI A
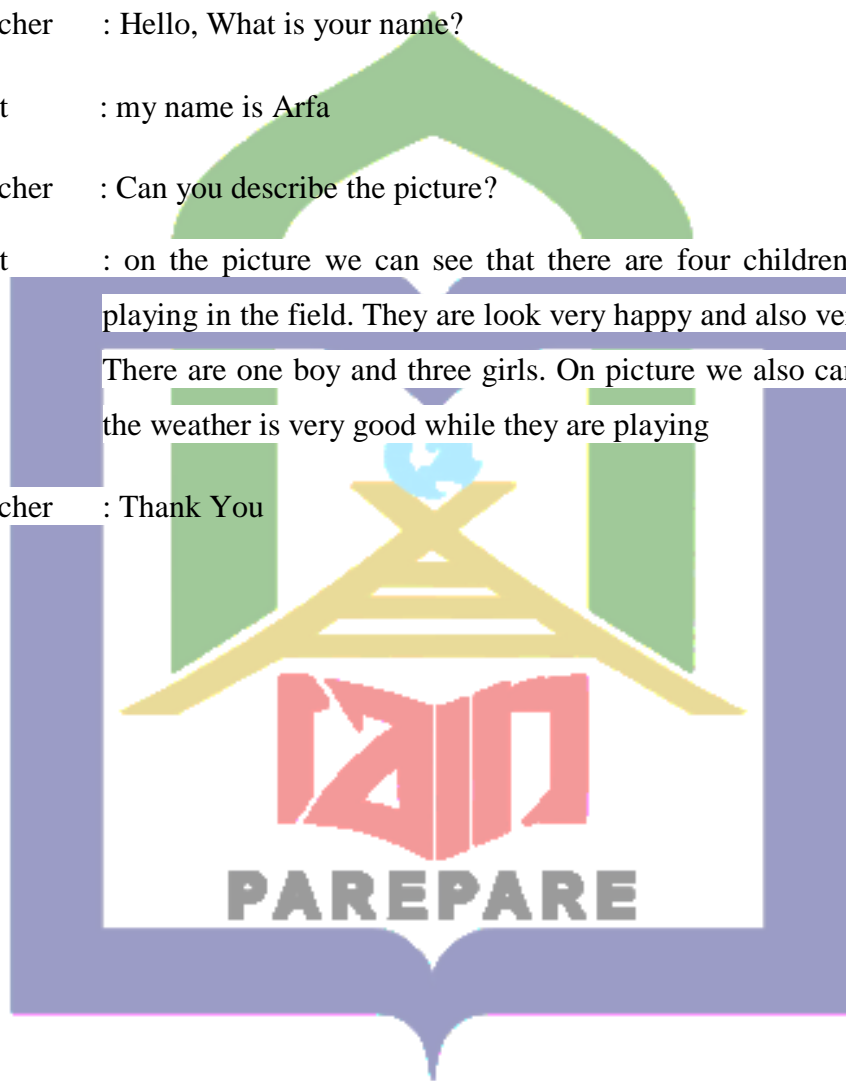
Researcher   : Hello, What is your name?

Student   : My Name is Demmi

Researcher   : Can you describe the picture?

Student   : From the picture we can see that there are four children who are playing in field. And also the picture is reminding us to our childhood because they look very happy when they are playing with their friends. It is remind us that in our childhood playing with our friends all day long is the happiest thing that we do and we never get bored while playing with our friends. I think that's all.

Researcher   : Thank You

Nama : Marsan

Kleas: XI A

Researcher   : Hello, What is your name?

Student   : my name is Marsan

Researcher   : Can you describe the picture?

Student   : according to me based on what we can see on the picture, there are four children, three girls and one boy. They look happy because they are laughing. And they are very young. From the picture we can say that playing with friens is everything to them. They do not have to worry about anything cause they still little same as what we do when we still little. I think that's all.

Researcher   : Thank You
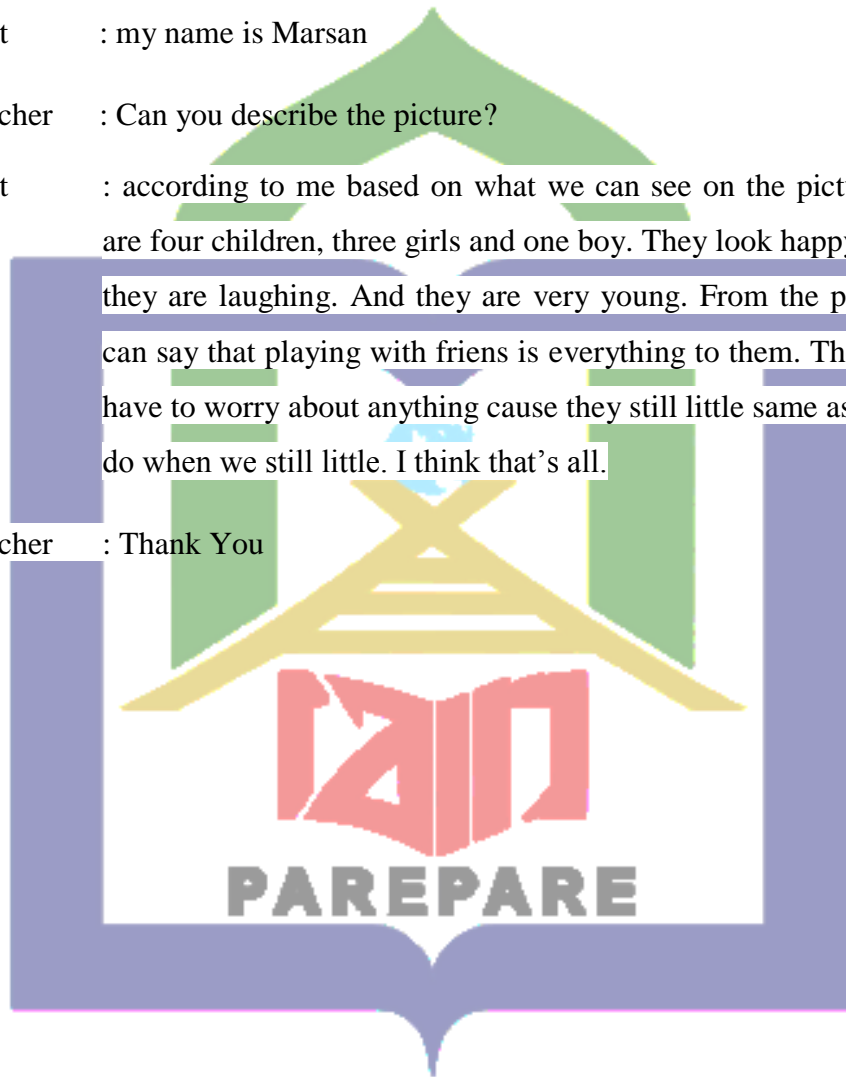
Appendix 4. Students' Speaking Skill of Pre-test Control Class

Kelas: XI A
Name: Maryam

Researcher : Please explain what did you usually do after you wake up in the morning?

Student : clean my bed

Researcher : Please explain what did you usually do in the school with your friends?

Student : playing

Researcher : Can you explain what did you usually do after school?

Student : help my parents
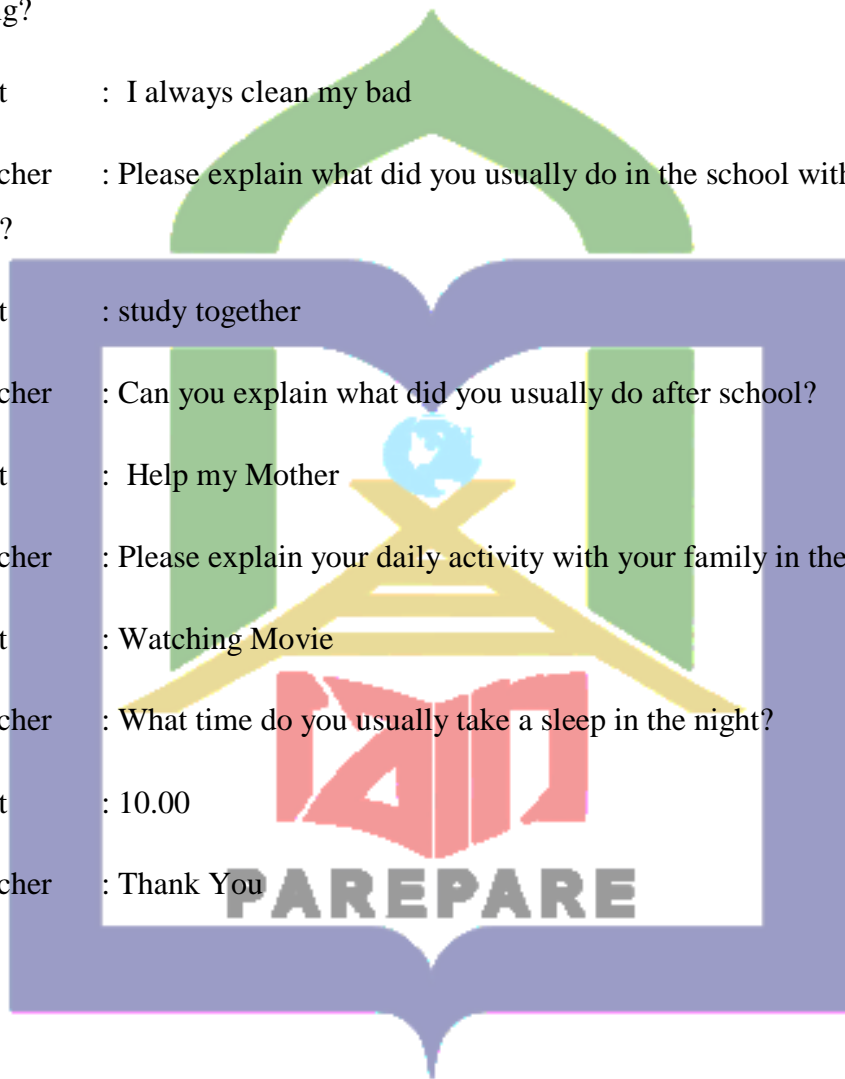
Researcher : Please explain your daily activity with your family in the night?

Student : watch TV

Researcher : What time do you usually take a sleep in the night?

Student : 10.00

Researcher : Thank You

Kelas: XI A
Name: Ikbal

Researcher : Please explain what did you usually do after you wake up in the morning?

Student : I take a Shower

Researcher : Please explain what did you usually do in the school with your friends?

Student : I eat in the canteen together

Researcher : Can you explain what did you usually do after school?

Student : I playing with my friends

Researcher : Please explain your daily activity with your family in the night?

Student : go to the my friend's house

Researcher : What time do you usually take a sleep in the night?

Student : 11.00

Researcher : Thank You
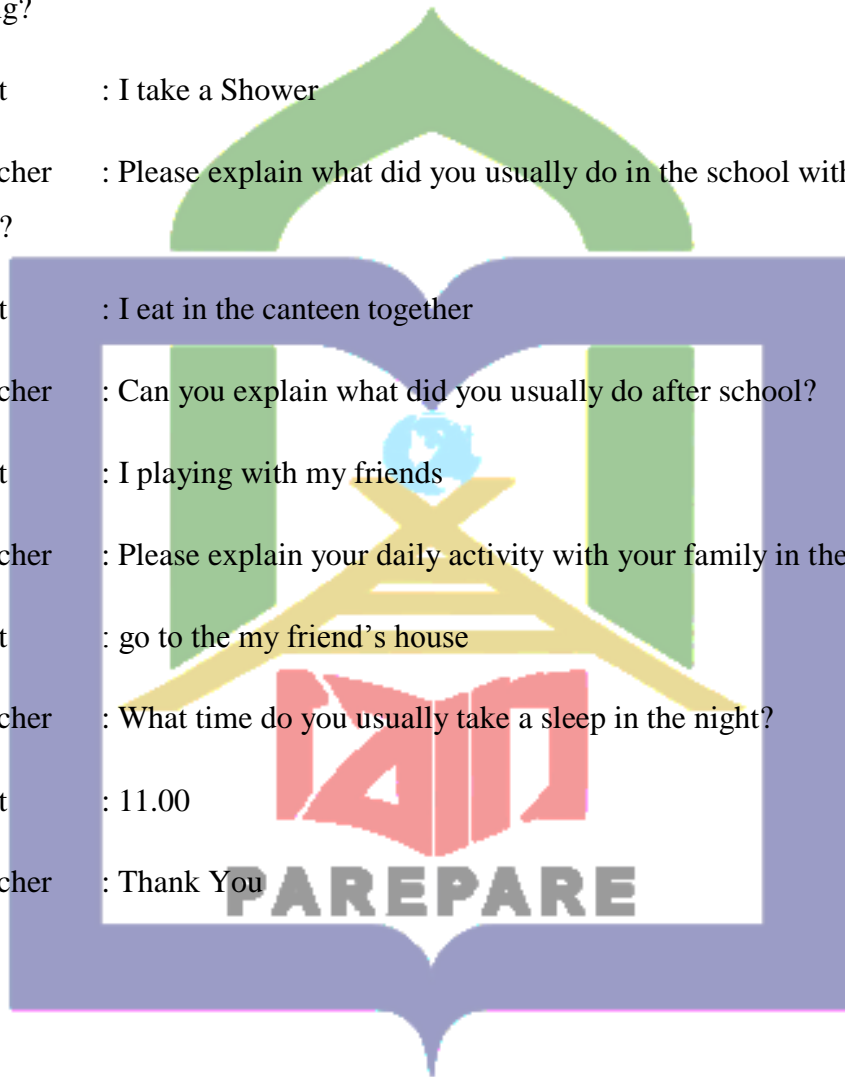
Kelas: XI A

Name: Rasmawati

Researcher : Please explain what did you usually do after you wake up in the morning?

Student : I always clean my bad

Researcher : Please explain what did you usually do in the school with your friends?

Student : study together

Researcher : Can you explain what did you usually do after school?

Student : Help my Mother

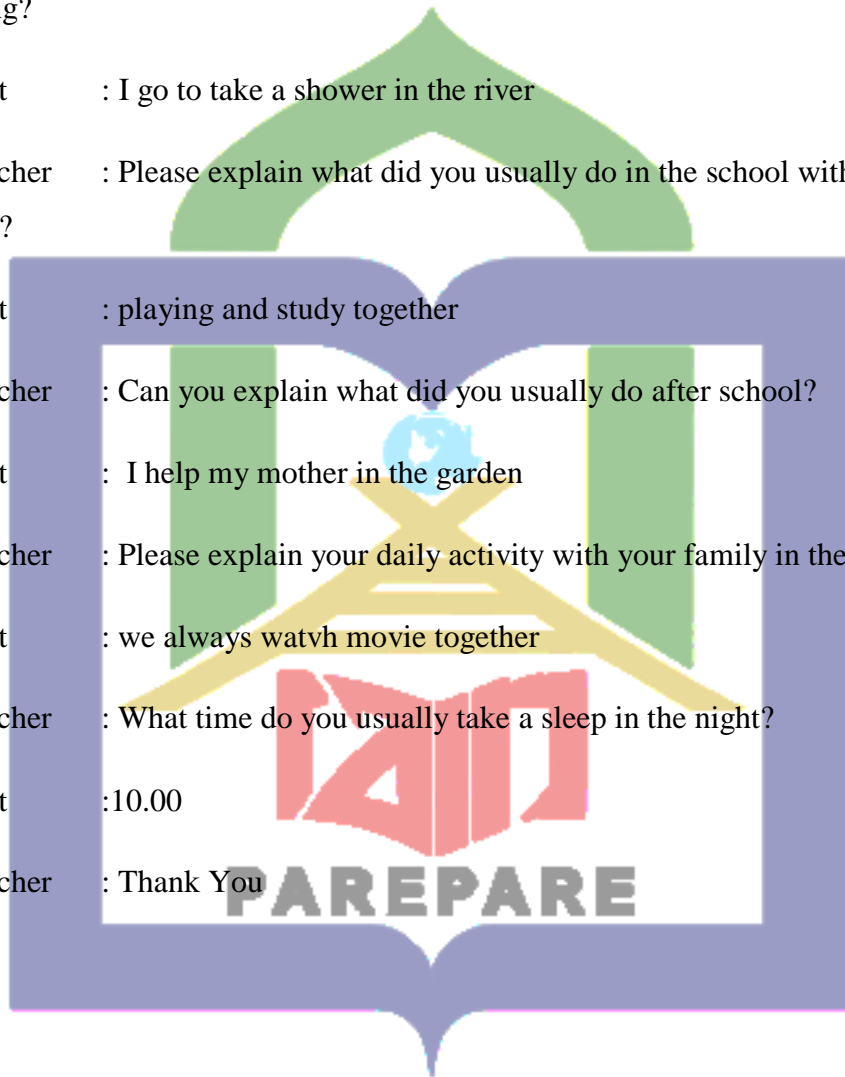Researcher : Please explain your daily activity with your family in the night?

Student : Watching Movie

Researcher : What time do you usually take a sleep in the night?

Student : 10.00

Researcher : Thank You

Kelas: XI A

Name: Fitri

Researcher : Please explain what did you usually do after you wake up in the morning?

Student : I go to take a shower in the river

Researcher : Please explain what did you usually do in the school with your friends?

Student : playing and study together

Researcher : Can you explain what did you usually do after school?

Student : I help my mother in the garden

Researcher : Please explain your daily activity with your family in the night?

Student : we always watvh movie together

Researcher : What time do you usually take a sleep in the night?

Student :10.00

Researcher : Thank You

Kelas: XI A

Name: Rasid

Researcher : Please explain what did you usually do after you wake up in the morning?

Student : I go the feed my chicken

Researcher : Please explain what did you usually do in the school with your friends?

Student : study

Researcher : Can you explain what did you usually do after school?
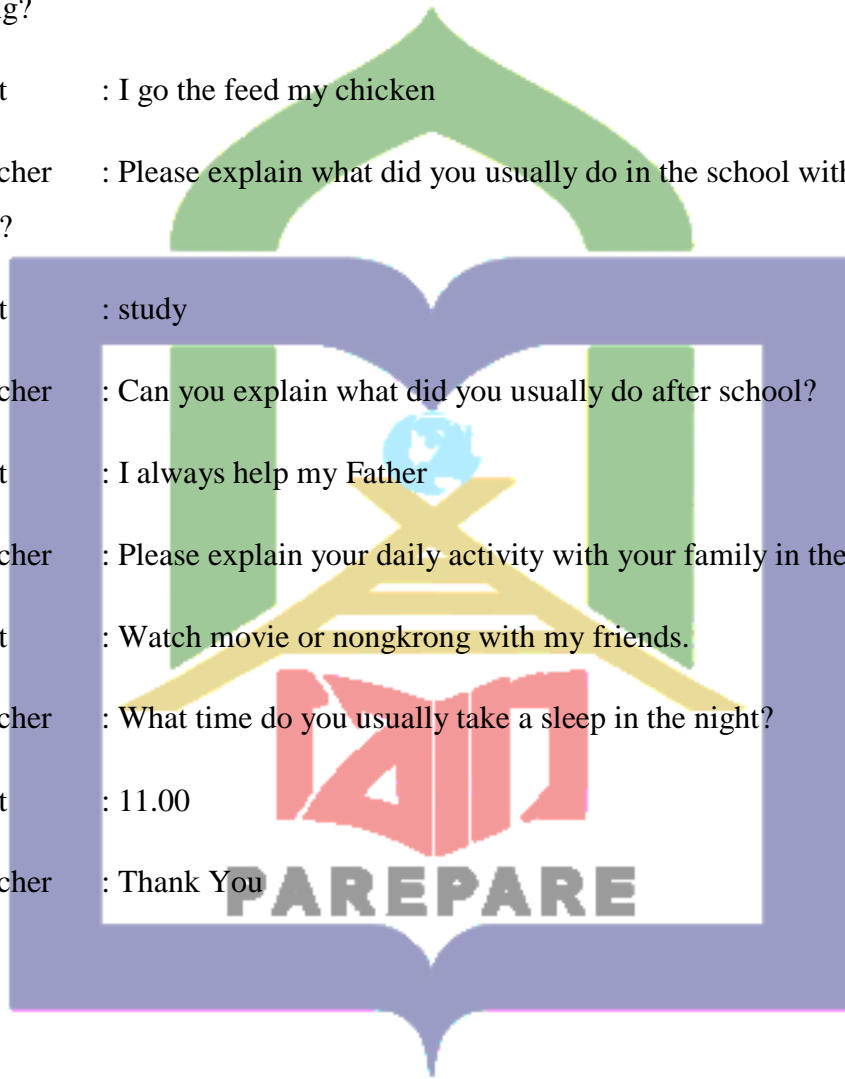
Student : I always help my Father

Researcher : Please explain your daily activity with your family in the night?

Student : Watch movie or nongkrong with my friends.

Researcher : What time do you usually take a sleep in the night?

Student : 11.00

Researcher : Thank You

Appendix 5 Students' Speaking Skill of Post-test Control Class

Nama : Masita

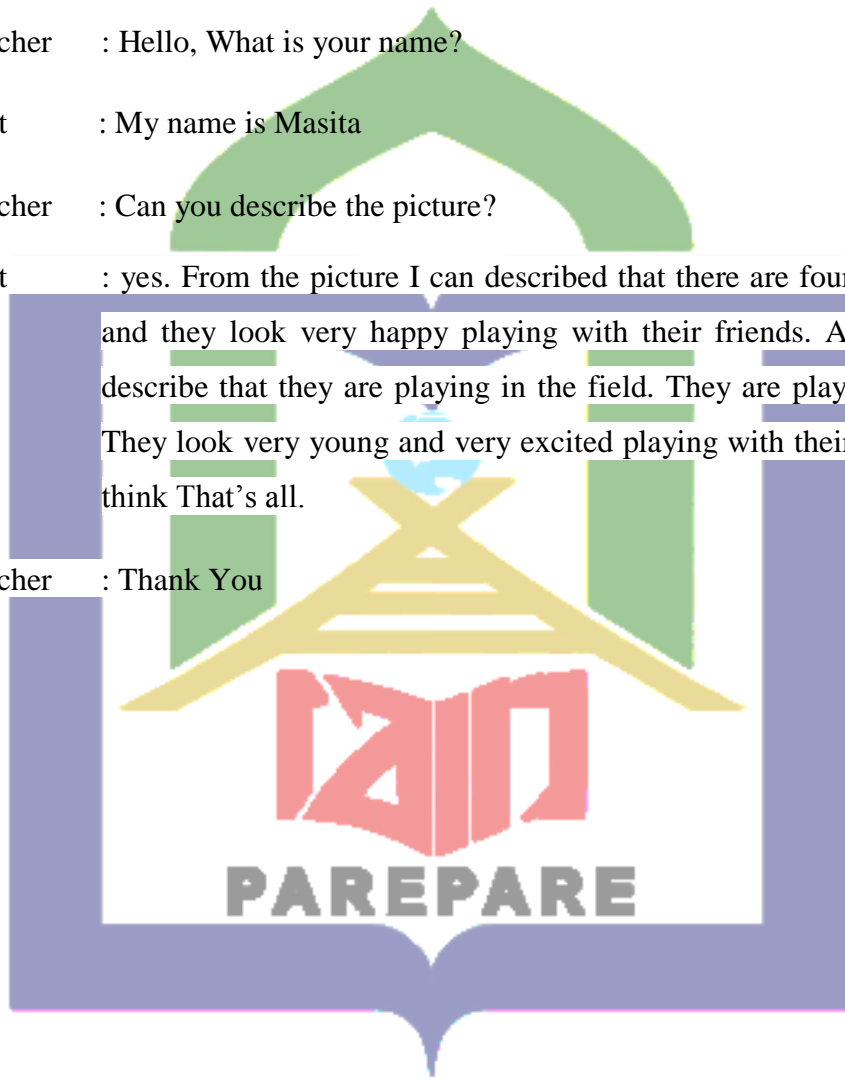Kleas: XI B

Researcher   : Hello, What is your name?

Student   : My name is Masita

Researcher   : Can you describe the picture?

Student   : yes. From the picture I can described that there are four children and they look very happy playing with their friends. Also I can describe that they are playing in the field. They are playing kites. They look very young and very excited playing with their friend. I think That's all.

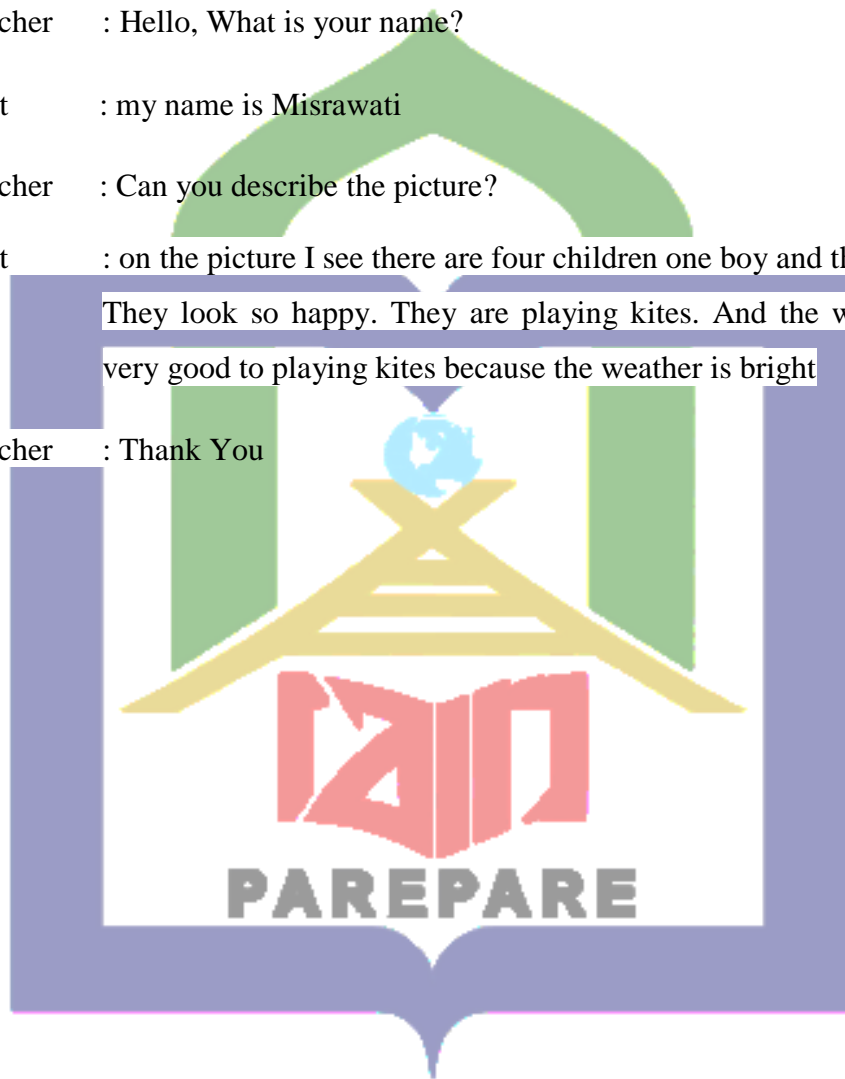Researcher   : Thank You

Nama : Misrawati

Kleas: XI B

Researcher : Hello, What is your name?

Student : my name is Misrawati

Researcher : Can you describe the picture?

Student : on the picture I see there are four children one boy and three girls. They look so happy. They are playing kites. And the weather is very good to playing kites because the weather is bright

Researcher : Thank You

Nama : Jufri
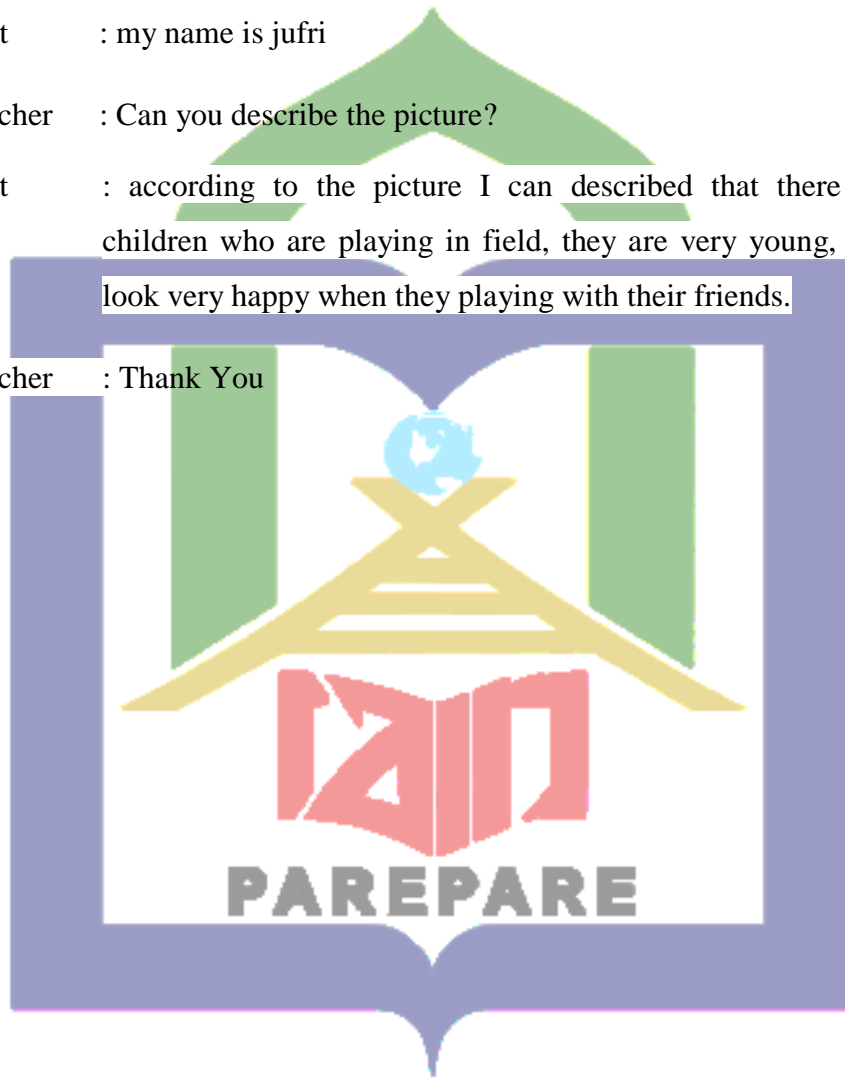
Kleas: XI B

Researcher   : Hello, What is your name?

Student   : my name is jufri

Researcher   : Can you describe the picture?

Student   : according to the picture I can described that there are four children who are playing in field, they are very young, also they look very happy when they playing with their friends.

Researcher   : Thank You

Nama : Jannah

Kleas: XI B

Researcher : Hello, What is your name?

Student : my name is jannah

Researcher : Can you describe the picture?

Student : based on the picture we can see that there are some children who are playing kites in the field. They look very happy. From the picture also we can see that the weather when the children playing si very good

Researcher : Thank You
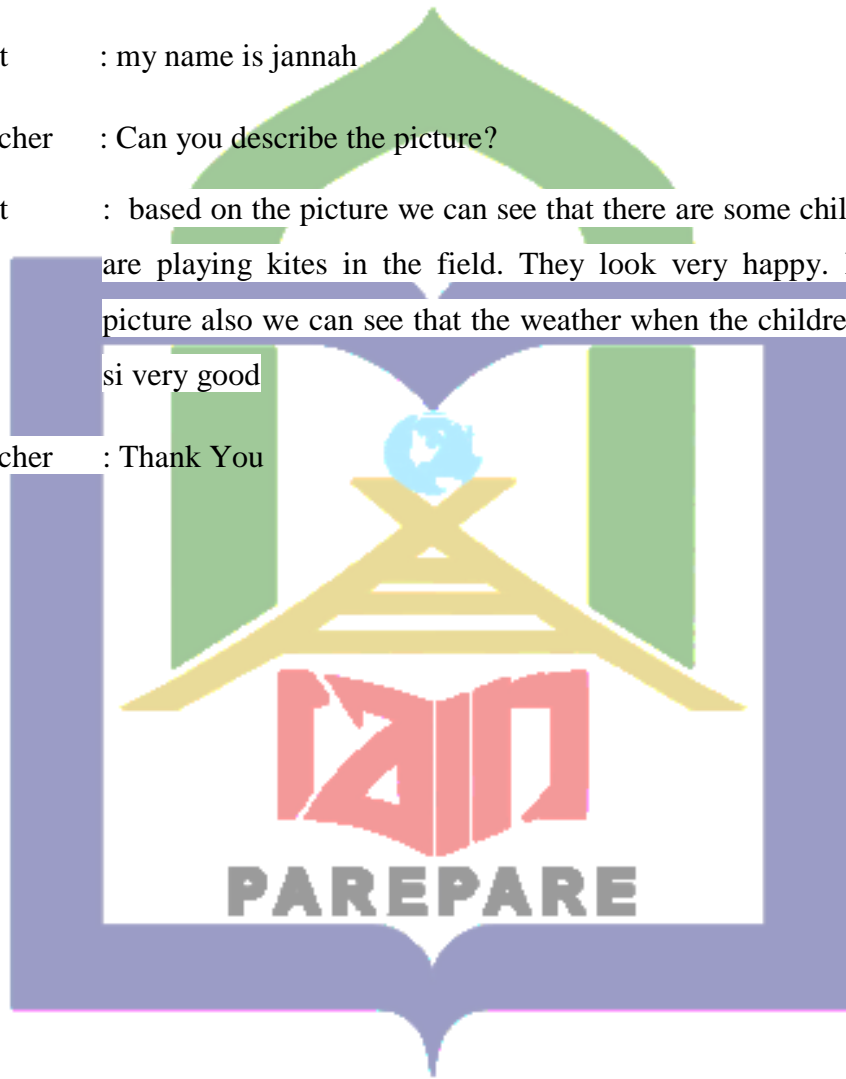
Appendix 6 Research Allowance

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-ⲓⲟⲟ⳽-/In.39.5.1/PP.00.9/06/2019
Lampiran : -
H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. GUBERNUR SULAWESI BARAT
C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
   KAB. POLEWALI MANDAR

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: INTAN	
Tempat/Tgl. Lahir	: PADANG MAWALLE, 17 Pebruari 1996	
NIM	: 15.1300.041	
Fakultas / Program Studi	: Tarbiyah / Tadris Bahasa Inggris	
Semester	: VIII (Delapan)	
Alamat	: PADANG MAWALLE, KEL. TARAMANU, KEC. TUTAR, KAB. POLMAN	

Bermaksud akan mengadakan penelitian di wilayah KAB. POLEWALI MANDAR dalam rangka penyusunan skripsi yang berjudul :

"APPLYING FISHBOWL TECHNIQUE TO ENHANCE STUDENTS' SPEAKING ABILITY AT ELEVENTH GRADE STUDENT OF SMA 1 TUTAR"

Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kersama diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

24 Juni 2019
Wakil Dekan I,

Herdah

Tembusan :

1. Rektor IAIN Parepare

PEMERINTAH KABUPATEN POLEWALI MANDAR

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN
NOMOR : 503/472/IPL/DPMPTSP/VI/2019

Dasar : 1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;

2. Peraturan Daerah Kabupaten Polewali Mamasa Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;

3. Memperhatikan :
   a. Surat Permohonan Sdr (i) INTAN
   b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik
      Nomor : B-466/Bakesbangpol/B.1/410.7/VI/2019,Tgl. 26 Juni 2019

MEMBERIKAN IZIN

Kepada :

Nama	:	INTAN
NIM/NIDN/NIP	:	15.1300.041
Asal Perguruan Tinggi	:	IAIN PAREPARE
Fakultas	:	TARBIYAH
Jurusan	:	PENDIDIKAN BAHASA INGGRIS
Alamat	:	TARAMANU KEC. TUTAR

Untuk melakukan Penelitian di SMA 1 Tutar Kecamatan Tutar Kabupaten Polewali Mandar, terhitung tanggal 27 Juni s/d 27 Juli 2019 dengan Judul " **APPLYING FISHBOWL TECHNIQUE TO ENHANCE STUDENTS' SPEAKING ABILITY AT ELEVENTH GRADE STUDENT OF SMA 1 TUTAR** ".

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
Pada Tanggal, 27 Juni 2019

a.n. **BUPATI POLEWALI MANDAR**
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

ANDI MASRI MASDAR, S.Sos., M.Si
Pangkat : Pembina
NIP : 19740206 199803 1 009

Tembusan:
1. Unsur Forkopinda di tempat;
2. Ka. Disdikbud Kab. Polman di tempat;
3. Camat Tutar di tempat;
4. Ka. SMA 1 Tutar di tempat.

Appendix 7 Documentation

Appendix 8

CURRICULUM VITAE

INTAN, the writer was born on February 17th 1996 in Padang Mawalle. She is the First child from six children in her family. From the couple, Hamarong and Napasia, She has three sisters and two brothers, the first sister name is Madina, the second sister name Ana Maria, the third sister name is Nuranita, and the first brother name is Dimas, the second brother name is Muhammad Alif.

She began his study in Elementry School in SDN 015 Pumbejagi and graduate on 2008. In the same year, he continued his studyin junior high school. She decided to continue his study at SMPN 1 Padang Mawalle, She finished his Junior High School on 2011. After that, she is registered as a student in SMK 1 Tinambung, Polman and graduate on 2015. In the same year he continues his study at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare. During she studies in IAIN Parepare. On 2019 she completed her skripsi with the title "Applying Fishbowl Technique to Enhance Students' Speaking Ability at Eleventh Grade Student of SMA 1 TUTAR ".

PAREPARE