THE EFFECTIVENESS OF FISHBOWL TECHNIQUE IN TEACHING COMPREHENSION OF SPOKEN LANGUAGE AT THE EIGHTH GRADE STUDENTS OF MTS AL HIDAYAH PURWOKERTO

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree

by:

KHARIS NUR FAUZI
STUDENT NUMBER. 1817404021

ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2023

STATEMENT OF ORIGINALITY

Here with I,

Name : Kharis Nur Fauzi

Student Number/S N : 1817404021

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study Program : English Education

Deaclare that thesis I have completed, with the title, **"The Effectiveness of Fishbowl Technique in Teaching Comprehension Of Spoken Language At The Eighth Grade Students' of MTs Al Hidayah Purwokerto"** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, I am willing to accept the applicable academic sanctions (revocation of my thesis and academic degrees).

Purwokerto, Juny 24, 2023

I who declare,

Kharis Nur Fauzi

S.N. 1817404021

APROVAL SHEET

This thesis, entitled

THE EFFECTIVENESS OF FISHBOWL TECHNIQUE IN TEACHING COMPREHENSION OF SPOKEN LANGUAGE AT THE EIGHTH GRADE STUDENTS OF MTs AL HIDAYAH PURWOKERTO

Written by Kharis Nur Fauzi (Student Number. 1817404021) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto has examined on 13 July 2023 and declared qualified for achiving Sarjana Pendidikan (S.Pd.) Degree by the examiners.

Purwokerto, Juli 28th 2023

Approved by:

Examiner I/Head of Examiners,	Examiner II/Secretary,
Dr. Maria Ulpah, M.Si.	**Khairunnisa Dwinalida, M.Pd.**
NIP. 198011152005012004	**NIP. 199211152019032034**

Supervisor,	The Main Examiner,
Yulian Purnama, S.Pd., M.Hum.	**Muflihah, S.S.,M.Pd.**
NIP. 197607102008011030	**NIP. 197209232000032001**

Legalized by:

The Head of Education Department,

Dr. Maria Ulpah, M.Si.

NIP. 198011152005012004

OFFICIAL NOTE OF SUPERVISOR

OFFICIAL NOTE OF SUPERVISOR

To:
The Head of Education Department
Faculty Tarbiya and Teacher Training,
State Islamic University
Prof. K.H. Saifuddin Zuhri Purwokerto
In
Purwokerto

Assalamu'alaikum Wr.Wb

After conducting guidance, review, direction, and correction, through this later I convery that:

Name	: Kharis Nur Fauzi
Student Number	1817404021
Department	: Education
Study Program	: English Education
Faculty	: Tarbiya and Teacher Training
Title	: **The Effectiveness of Fishbowl Technique in Teaching Speaking Ability at the Eight Grade Students' of Mts Al Hidayah Purwokerto**

I recommended the thesis to be submited to Head of Education Department Faculty of Tarbiya and Teacher Trainng, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Undergraduate Degree in English Education (S.Pd.)

Wassalamu'alaikum Wr.Wb

Purwokerto, 03 July 2023

Supervisor

Yulian Purnama, S.Pd., M.Hum
NIP. 19760710 200801 1 030

THE EFFECTIVENESS OF FISHBOWL TECHNIQUE IN TEACHING COMPREHENSION OF SPOKEN LANGUAGE AT THE EIGHTH GRADE STUDENTS OF MTS AL HIDAYAH PURWOKERTO

MTs AL HIDAYAH PURWOKERTO

KHARIS NUR FAUZI

S.N. 1817404021

Abstract: This research aims to find out whether the fishbowl technique is effective towards comprehension of spoken language but focus on speaking ability and whether there is a significant difference between the experimental class and control class. This research used a quasi-experimental design and quantitative approach. The population is the eighth grade students of MTs Al Hidayah Purwokerto in the academic year of 2022/2023. The sample was selected using a cluster sampling technique, with 8A as the experimental class and 8B as the control class. The instrument was speaking oral tests. The tests were given at the beginning and the end of the treatments. The data from pre-tests and post-tests were analyzed using the t-test. IBM SPSS Statistic 26 software for Windows was used to help analyze the data. The result of the pre-test scores from both classes showed that the average score of the experimental class was higher than the control class. Meanwhile, the result of the post-test scores revealed that the score of the experimental class was significantly higher than the control class. The result showed that the sig 2 tailed was p (0.000). Moreover, the alpha (α) was (0.05). Therefore, the t-test was $p < \alpha$. Furthermore, the effect size was 1.288, which referred to a strong level. In conclusion, using the fishbowl technique was strongly effective to develop students' speaking skill.

Keywords: *Fishbowl Technique, Comprehension of Spoken Language, Speaking Skill*

MOTTO

"The key to succes is to focus our conscious mind on things we desire not things we fear".

DEDICATION

I dedicated this thesis to:

Myself, thank you for the effort and enthusiasm

My beloved parents, Mr. Marsidin and Mrs. Sutiroh

My beloved sister Faiqoh Ghina Fauziah

My family and my friends

Thank you for all the prays and support to finish my study

UIN PROF. K.H. SAIFUDDIN ZUHRI

ACKNOWLEDGEMENT

In the name of Allah, all praise and thanks be to Allah, who has given His grace, guidance, love, and help to the writer so far in completing this thesis. Sholawat and greetings are poured out on our prophet Muhammad SAW, who has guided us to the path of truth and led us to the path of the light of life.

This thesis is presented as partial fulfilment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto. The writer would like to express deep gratitude and appreciation to:

1. Prof. Dr. H. Suwito, M. Ag., as the Dean of Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
2. Dr. Suparjo, S. Ag., M. A., as the I Deputy of Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
3. Prof. Dr. Subur, S. Ag., M. A., as the II Deputy of Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
4. Dr. Sumiarti, M. Ag., as the III Deputy of Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
5. Dr. Maria Ulpah, M. Si., the Head of Education Department of Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
6. Mrs. Desi Wijayanti Ma'rufah, M. Pd., Coordinator of English Education Program in Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.

7. Mr. Yulian Purnama, S.Pd., M.Hum., as the supervisor who always gives support, knowledge, suggestions, and motivation for finishing the thesis.
8. All the lecturers and staffs of Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
9. All staff and officials of the State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
10. Mr. Adi Nugraha, S.Pd., the headmaster MTs Al Hidayah Purwokerto and also the English teacher of MTs Al Hidayah Purwokerto.
11. All staff and officials of MTs Al Hidayah Purwokerto.
12. All the students of eight grade of MTs Al Hidayah Purwokerto who have given me the chance to do experiments on them.
13. My beloved parents, Mr. Marsidin and Mrs. Sutiroh who always loved me, supported me, and prayed the best for me.
14. My beloved sister Faiqoh Ghina Fauziah who gave me support.
15. All my family, who have supported me and prayed the best for me.
16. S.N owner 1817302015, my support system, a friend and a comfortable "home". Thank you for your support and for taking the time, energy, and thoughts to hear my complaints and comfort me.
17. All my friends in Al Hidayah Islamic Boarding School, classmate, and roommates.
18. All of my classmates of TBI A 2018, who have shared memories and togetherness.
19. Everyone who has contributed and supports me to finish the study.

Purwokerto, 24 of Juny 2023

The researcher ,

Kharis Nur Fauzi

S.N. 1817404021

TABLE OF CONTENTS

STATEMENT OF ORIGINALITY i
APROVAL SHEET ii
OFFICIAL NOTE OF SUPERVISOR iii
ABSTRACT iv
Abstract iv
MOTTO v
DEDICATION vi
ACKNOWLEDGEMENT vii
TABLE OF CONTENTS ix
CHAPTER 1 INTRODUCTION 1
A. Background of the Study 1
B. Clarification of Key Terms 4
C. Operational Definition 5
1. Speaking 6
2. Fishbowl Technique 6
D. Research Questions 6
E. Aims and Significances of The Research 7
1. The Aims of this research 7
2. Significances of this Research 7
F. Organization of the Paper 8
CHAPTER II LITERATURE REVIEW 9
A. Theoretical Framework 9
1. Teaching and Learning 9
2. Relation between Teaching and Learning 10
3. Speaking 10
4. Fishbowl Technique 17
B. Review of Relevant Studies 21
C. Hypothesis 22
CHAPTER III RESEARCH METHODOLOGY 24
A. Research Design 24

B. Research Site and Time 25
C. Population and Sample of the Research 26
D. Variable and Indicators of the Research 27
E. Data Collection Techniques 29
F. Data Analysis 32
G. The Effect Size 34
H. Validity and Realibility 34
CHAPTER IV RESEARCH FINDING AND DISCUSSION 35
A. Research Findings 35
1. Description of the Data 35
2. Analysis of the Data 38
3. Test of Effect Size 43
B. Discussion 44
CHAPTER V CONCLUSION AND SUGGESTION 46
A. Conclusion 46
B. Suggestion 46
1. For the Teacher 46
2. To the students 47
3. To the Educational Institution 47
REFERENCES 48
APPENDICES 52

UIN PROF. K.H. SAIFUDDIN ZUHRI

LIST OF TABLE

Table 3.1 Schedule of the Research
Table 3.2 Sample of the Research
Table 3.3 Material of the research
Table 4.1 Pre-test and Post-test Result of Experimental Class (VIII A)
Table 4.2 Pre-test and Post-test Result of Control Class (VIII B)
Table 4.3 The Normality Test of Pre-Test Experimental Class and Control Class
Table 4.4 The Normality Test of Post-Test Experimental Class and Control Class
Table 4.5 The Homogeneity Test of Pre-Test Experimental Class and Control Class
Table 4.6 The Homogeneity Test of Post-Test Experimental Class and Control Class
Table 4.7 The Result of T-Test Calculation
Table 4.8 The Result of Independent Sample Test

UIN
PROF. K.H. SAIFUDDIN ZUHRI

LIST OF APPENDICES

Appendix 1 Surat Keterangan Telah Melakukan Penelitian

Appendix 2 Lesson Plan

Appendix 3 Research Instrument

Appendix 4 Pre-test and Post-test score

Appendix 5 Rubric of Speaking

Appendix 6 Documentation

Appendix 7 Validation Sheet

Appendix 8 Biography

UIN PROF. K.H. SAIFUDDIN ZUHRI

CHAPTER 1
INTRODUCTION

This chapter explains the overview of the thesis. It delivers a brief introduction to the study conducted. The topics tackled in this chapter are the Background of the Study, Clarification of Key Terms, Operational Definition, Research Questions, Aims and Significance of the Research, and Organization of the Paper.

A. Background of the Research

Communication plays a vital role in people's everyday lives, and language serves as a powerful tool for expressing thoughts and emotions. It enables individuals to effectively convey their ideas and establish meaningful connections with others. Language, as a symbol, facilitates mutual understanding and fosters positive interactions. Therefore, it is crucial for people to learn and apply language skills in their lives in order to enhance their communication abilities. Language is not solely a means of expressing personal experiences and identities, it is also a means of engaging with others. It enables individuals not only to express emotions, feelings, needs, and thoughts but also to comprehend and respond to others' communicative messages. Furthermore, language facilitates the formation of relationships and the maintenance of social interactions with both individuals and groups. Without language, people would be unable to effectively engage and interact with one another.

According to Patel and Jain (2008: 31), language is a means of communication for expressing thoughts and ideas. It serves the function of conveying feelings, desires, thoughts, and ideas, thereby facilitating communication within society. Effective interaction is fostered when individuals understand each other's intended meanings.

English is one of the many international languages spoken around the world. While Harmer (2001: 2) acknowledges that English is not the only dominant

language globally, it undoubtedly remains a crucial tool for business people, academics, tourists, and individuals seeking to communicate across different nationalities. It enables people to connect and exchange ideas worldwide, opening doors to knowledge. With the advent of various communication mediums such as telephones and social media, people can interact and communicate with individuals from around the world, expanding their understanding and connections.

English as a subject matter covers the four basic language skills: writing, reading, listening and speaking. All those are including some component such as vocabulary, grammar, pronunciation, spelling, comprehension, etc. The focus of this discussion is on comprehension of spoken language.

Comprehension of spoken language is ordinarily conducted without apparent effort, it is among the most complex of human activities. In Comprehension of Spoken Language there are two elements. The first is listening skill, and the second is speaking skill. (Wingfield A, Tun PA., 2007). But this research will be focus on the speaking ability or speaking skill.

Speaking is an important part of effective communication. Speaking is a tool of communication and used to share any information. “Speaking is one of the most important and essential skills that must be practiced to communicate orally” (Casilli, 2013).

In fact, someone with a good speaking ability will be easier in communicating as well as sending and receiving information to others. Therefore, it can be concluded that speaking is a technique of constructing and sharing information, both verbal and nonverbal based on various context. Speaking is a technique in building meaning, including producing, receiving, and processing records. Speaking and the meaning of it relies on the context of where that happened, which is consist of contribution, experience, environment, and the function. Harmer (2007) stated that speaking is the core skill of mastering how to speak fluently. Speaking is the cap potential to manner facts and language. Moreover, Quianthy (1990) defines “speaking is a process of transmitting thoughts and facts orally based on the situations.

Speaking is one of skill that should be taught by English teacher because it is set in curriculum and also as component of English learning. Richard (2008:19) stated that the mastery of speaking skill in English is a priority for many second-language or foreign-language learners. Most of learners feel difficult to mastery speaking English because of many factors. Although this skill is most hard but this skill is the most essential to produce the English language. In this skill, people feel hardly when they master English that have many factors. The most factors are caused by pronunciation, grammar, vocabulary, comprehension and fluency.

Several factors caused their problems. First, the factors came from the students of eighth-grade students at MTs Al Hidayah Purwokerto themselves. Second, came from the teacher.

The factors came from students themselves. For example, some of them said they did not listen to a native English speaker a lot. Hoge (2014) said, "According to academic studies on language acquisition, listening regularly ranks as the most important aspect of overall language proficiency, especially in the beginning." Moreover, every level of the educational system didn't teach a student a lot of listening. The next factor that came from the teacher concerned with their teaching techniques. For example, their English accent was hard to understand, and the learning process lacked various methods.

Considering the speaking difficulties faced by the students, it is crucial for English teachers to act as facilitators in helping students develop their speaking abilities. Teachers should employ effective methods, encourage language practice, provide motivation, and select appropriate teaching techniques to engage students in the learning process. The students at MTs Al Hidayah Purwokerto need to establish good interactions with others, and the teacher's role is instrumental in assisting them in this regard. The teacher should introduce various methods to practice speaking abilities in the classroom and the surrounding environment. Despite the efforts of the teachers at MTs Al Hidayah Purwokerto to provide better teaching methods and enhance student motivation, the students still struggle with their speaking abilities.

There are many techniques to teach and to learn speaking. Based on this fact, attempts to apply the best technique to explore the students' speaking ability. One of the techniques that can be applied in teaching speaking is Fishbowl technique. Fishbowl technique is a format discussion that some students make discussion circle and other students make listener circle in around of discussion group that gives opportunity of every student to speak about the topic. The inner circle is given a situation which is the participants discuss and come up with a solution to while the outer circle is able to be the listener of the discussion, logic, group interaction, content by reserving their observation, suggestion and feedbacks. Fishbowl technique will be able to help students to share their opinion and to develop their speaking skill. Besides, it plays as a creative role to the teacher to handle boring situation in the speaking class.

From the explanation above, it is interested in arranging research titled "The Effectiveness Of Fishbowl Technique In Teaching Comprehension Of Spoken Language At The Eighth Grade Students Of MTs Al Hidayah Purwokerto." This research aims to determine whether the Fishbowl technique affects students' speaking skill. When the results of this demonstrate the improvement in students' speaking, it is beneficial for students to enhance their speaking skill, particularly at MTs Al-Hidayah Purwokerto.

B. Clarification of Key Terms

Here some terms that will be clarified to evade misunderstanding according to the relevant theory, they are as follows:

1. Comprehension of Spoken Language

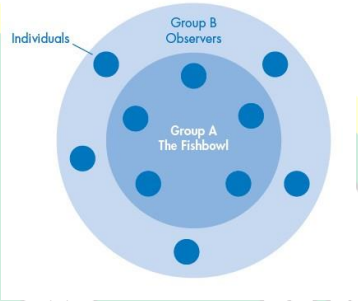
   In Comprehension of Spoken Language there are two parts. The first is listening skill, and the second is speaking skill. But this research will be focus on the speaking ability or speaking skill.

2. Fishbowl Technique

   The Fishbowl is the technique of learning any language. This system makes the learner more active. The material used in this technique are giving

instruction and invitation. This technique there are some steps. According to Wood (2007:55), the steps of Fishbowl Technique, are as follows:

a) The teacher arranges the room in the fishbowl. The form of the fishbowl technique is inner and outer circle of students. It is often assign a text (section of text book or book, a poem, an article, or a video) to be read or viewed prior to the discussion.



Source: http://www. kstoolkit.org

b) The teacher can generate a set of questions about the issues or the topic by writing them on slips of paper. Before that, the teacher explains the Fishbowl process, the objective and the issue or the topic will be discussed.

c) The students (four or five students) sit in the inner circle begin a discussion using the question, only these students can talk.

d) Finally, the teacher open the floor for debriefing (review key points, interesting comments, the groups' feeling. The students are allowed to develop their own conclusions freely.

3. Speaking Skill

Sari (2019) state that the most crucial ability to acquire while learning English is speaking since this involves practically all of the language's components and is a process of creating meaning. One may convey their thoughts, ideas, and feelings freely and spontaneously by speaking.

C. Operational Definition

It is important to define the variables of this study to keep away from a false impression of the problem. Besides that, the definition from the variables

of this study is to guide the analysis data. This study will be focused on the effectiveness of fishbowl technique in teaching speaking. These are the definition of the brief definition of terms that are used in this study:

1. **Speaking**

   Speaking is one of ability that should be taught by English teacher because it is set in curriculum and also as component of English learning. And speaking ability is most important in English as a foreign language. A stated by Richard (2008: 19), Speaking is one of ability that should be taught by English teacher because it is set in curriculum and also as component of English learning. And speaking ability is most important in English as a foreign language. The mastery of speaking ability in English is a priority for many second-language or foreign-language learners. Thus, speaking ability is important basic of language for communication that should master in the second-language or foreign language learners. As the teacher should be help the student to master speaking ability. They should know about definition of speaking first.

2. **Fishbowl Technique**

   Fishbowl technique is a way to discuss through large groups. This technique is used to verbally interact in the classroom which is expected to be an interaction between class members to share knowledge and opinions. According to Silberman (2005:130) said that Fishbowl is a discussion format that some students make discussion circle and other students make listener circle in around of discussion group. Fishbowl is the growing structure discussion method that is very useful for the speaking class.

D. Research Questions

Based on the research problem, decided on the research question as follows:

“Is there any significant effect of using Fishbowl Technique on eighth grade students’ Speaking skill in MTs Al Hidayah Purwokerto?”.

E. Aims and Significances of The Research

The research aims are as follows, and it wsas hoped this research can contribute to English teaching and learning. It has two major significances, i.e., theoretical and practical significances:

1. The Aims of this research

Referring to the research question above, the aims of the research are mentioned below: "To know whether the Fishbowl Technique effectively improves students' speaking skill".

2. Significances of this Research

The writer hopes this research can give contribution to the English teaching and learning. It has two major significances; practical and theoretical significances:

a. Theoretical Significant

This research is expected to support previous theories about teaching speaking, to develop knowledge teachers' in practicing theory and providing information about students' problem in speaking through fishbowl technique. So, this research can provide information to students, teachers, readers, and other teachers about how students problem in speaking through fishbowl technique.

b. Practical Significant

a) For Teacher

For teachers, it can be a source of information and knowledge about types of teaching techniques, especially in speaking ability and can also be applied by teachers in teaching and learning English to understand students speaking and to find out students' problems in speaking ability through fishbowl technique.

b) For Student

This research will motivate them to practice more than they did before and encourage them to learn speaking in English better and

help students to get information about their problems in speaking ability through fishbowl technique.

c) For Other Teacher

This study serves as additional information for other teacher who wants to conduct further research on the related field. Increases their knowledge in teaching and learning speaking. It hoped that the result of this study can be a reference to conduct a similar research by using Fishbowl method in deeper investigation

F. Organization of the Paper

To make a systematic research, it is necessary to classify the structure of this research. The structure of this research will explain as follow:

Chapter I contains an introduction which consists of the background of the study, operational definition, research questions, objectives and significances of the research methods and structure of the research.

Chapter II explain the theories related to the effectiveness of fishbowl technique in teaching speaking.

Chapter III consists of a research method that deals with the research design, time and place of the research, population, sample, instruments for obtaining data, and techniques for collecting data, and analyzing data.

Chapter IV presents the results of the research which consist of findings and discussion of the effectiveness of fishbowl technique in teaching.

Chapter V presents the conclusion and suggestion of the research. In this chapter, the data will be concluded and suggestions given regarding the research.

CHAPTER II
LITERATURE REVIEW

This chapter discusses the theories underlying the study applied in this research. It deals with theoretical review, teaching speaking, fishbowl technique, review of relevant studies, and hypothesis.

A. Theoretical Framework

1. Teaching and Learning

a. Definition of Teaching

Teaching is the most important process in the classroom to reach the objectives of educational system. Teaching is the practice to contaminate the information to the learning process and it is the facilitation of learning (Hausbakk and Nordkvelle in Huda, 2015:6). It means, the practice is the delivery ways from the teacher to the students.

Furthermore, Brown (2000:2) said that teaching is one of the most pervasive of human enterprises, encompassing as it does any activity designed to facilitate learning. It means that teaching is not easy way in delivering without any appropriate facilitation.

According to both theories, that teaching is the activities of transferring the information and knowledge to the students through interaction effectively in the teaching and learning process.

b. Definition of Learning

Learning is not only related to teachers and students, but also many aspects in this life. Brown (2007:7-8) stated that learning is acquiring or getting of knowledge of a subject or skill by study, experience or instruction. While, Richard and Schmidt (2010:298) said that learning is the process by which change in behavior, knowledge, skills, etc., comes about through practice, instruction or experience and the result of such a process. It can be concluded that learning is

stages of change in human behavior as a result of experience and interaction with the environment.

2. Relation between Teaching and Learning

Teaching and learning are two words that have different meanings and process. It is like two sides of the same coin but both have significant influence on each other. Though both of them take place in the classroom, the success of teaching and learning cannot be separated from the teachers' role. Besides, the success of teachers' working cannot be neglected from students' participant.

Teaching and learning is process of transferring and gaining knowledge between teacher and students. Thus, it has relationship between the teacher and the students directly. The teachers help students to gain knowledge by giving instruction to facilitate progress of the students.

Brown (2007:7) said that teaching cannot be defined apart from learning. The concept to teach is differently interpreted to the concept of learning. Teaching is to guide and to give facilities in learning process that enables the learner to learn and to set the conditions for learning. Meanwhile, learning is a process of gaining knowledge. What is learned is not merely information or knowledge, but also an expression of values and attitudes. It means that teaching and learning cannot work without the involvement of both teaching and learning.

3. Speaking

a. Definition of Speaking

According to Brown (2004:140), speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and fluency. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved their spoken language proficiency. Furthermore, Thornbury (2003:1) state that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that.

The conclusion that the activity of speaking it self has a very necessary role in the human life. Speaking is also used to communicate with other such as; telling information, asking helps, expressing idea, etc. Without speaking people will never know everybody's feel.

b. Basic Types of Speaking

Brown (2000:271) mentions and explains 6 basic types of speaking:

1) Imitative

The students have opportunity to listen, to orally repeat some words that imitating a word, phrase or sentence agree with the teacher who uses drilling in the teaching learning process. The examples of imitative assessment tasks given here are words repetition task and phone pass test.

2) Intensive

It usually places students doing the task in pairs (group work). The examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion and translation up to the simple sentence level.

3) Responsive

This is a kind of short replies to teacher or student initiated giving instructions, directions, questions or comments. Those replies are usually sufficient and meaningful.

4) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example, here is conversation which is done in pair work.

5) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of information and facts. The example of interpersonal speaking performance is interview, role play, discussions, conversations and games.

6) Extensive (monologue)

The teachers give students extended monologues in the form of oral reports, summaries, storytelling or perhaps short speech. The example of

extensive oral production task included speech, oral presentations, listener is either highly limited or ruled out altogether.

c. Elements of Speaking

Speaking has several components that language should be concerned by a speaker. It is an important thing way to assess speaking. Harmer said if learners need to talk English fluently, they have to properly pronounce phonemes, use spare stress and intonation, and speak in connected speech (Harmer, 2007). It means each student has to strive for some speaking aspects that need to be achieved, like pronunciation, grammar, vocabulary, fluency, and comprehension. These parts will get assessing of scholars' speaking skills.

1) Pronunciation

In language learning activities, mastering pronunciation skills, especially for EFL students, is one of the most common and challenging aspects of teaching and learning speaking. It happened because each of the learners has different backgrounds. According to Anne and Christine, pronunciation has an important part in conveying meaning because it is used to get the idea through the sound used in communication (M & Burns, 2012:255). It means the pronunciation learning activities will help the learners quickly understand the spoken ideas so the communication will go smoothly.

2) Grammar

Grammar is significant for students in order for them to be able to process and produce correct language usage. However, some do not mind their grammar in their communication as long as the intended idea can be conveyed. However, grammar knowledge is vital for learning processes.

3) Vocabulary

Vocabulary is also critical when it comes to teaching and learning how to speak. When someone wants to convey a message, they should be well-versed in the necessary vocabularies. Vocabulary is also a set of frequently used words by a large number of people and has linguistic meaning.

4) Fluency

Fluency is the fast well on speaking, but it also focuses on correcting the placement of doing stop and pause. In speaking, the activity has a goal to speak understandably and easily. With more practice in speaking, students can get speak easily and rapidly. Brown (2001:269) stated that fluency is the ability to communicate plainly, run smoothly, and maintain contact while having insufficient communicative skills to comprehend. In general, the educator will be pointed in mastering fluency and accuracy to arrive at a reason for curriculum on understudies talking.

5) Comprehension

Comprehension is one of the important things in teaching speaking to get the meaning when somebody takes the communication. In the classroom, the teacher can be looking for who was a misunderstanding about comprehension in their lesson that had gotten before. Hughes Arthur stated that somebody fathoms the language when they understand everything in both formal and informal discourse, not out of the ordinary of an informed local speaker (Hughes, 2000).

According to the description above, these five elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension, are required for measuring spoken production.

d. Speaking Difficulties

In speaking, people may find difficulties. As Khan (2005) stated in his research that several of his participants have problems to speak. Several factors that caused speaking difficulties may come several problems, such as:

1. Linguistic Problem

Linguistic is a study of language, which studies about the language structure (grammar), words, and phonology. Generally, linguistic consists of information about vocabulary, pronunciation, and grammar. Linguistic problem is the problem that hinders students' speaking skills. According to Richard (2008), several students' problems in speaking are:

a) Vocabulary

Vocabulary is someone's knowledge about words and the meanings. There are two forms of vocabulary, namely oral vocabulary and printed vocabulary. Oral vocabulary is the word that we understand when we speak and read it orally. Printed vocabulary is the word that we understand when we speak and read it silently. Khan (2005) stated that most foreign learners have difficulties to use words and expressions when they speak. This problem occurs because the students do not know how to combine their vocabularies to be a meaningful utterance.

b) Grammar

Grammar is the most important part of language. It is a examine, where sentences are established and formatted. Students' problem in grammar is they are not capable of recognizing the regulations of the grammar, so that they cannot speak in English effectively.

c) Pronunciation

Pronunciation means how to say the words. Students' difficulties in pronouncing word are because they do not know the correct way to spell it. This problem makes the students' pronunciation gone wrong, then the meaning is not appropriate.

2. Psychological Problems

Psychology is a study that study the process of human thought and behavior in interaction with the environment. Psychological problems of speaking are related to students' emotional and physical health that can bring negative impacts to the students' speaking abilities.

3. Less Confident

Self-confidence is someone's capacity in doing good thing with positive thinking. Self-confidence is related to someone's personality, someone's ability, someone's power, that sometimes manifested excessively. Good self-confidence comes from focusing on self.

Less confident may occur because of bad feelings and thinking's, such as feel guilty, shy, unrealistic expectation, false sense of humility, fear,

depression, and so on. Less confident can make students become bad speaker. Thus, it is really important to build up student's confidents, so that they can express their utterances in good manner when they speak.

e. Kinds of Speaking Activities

According to Harmer (2001:348-352), there are six types of classroom speaking activities that actively support students in speaking English:

1) Acting from script

Teachers can engage students in playing and acting out dialogues from scripts. Students benefit from the experience and should be given time to rehearse their dialogues before performing. In the playing scripts, it is important for the students to teach it as real acting. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experiences in the process.

2) Games

Games designed based on the principle of information gap require students to talk to their partners to solve puzzles, draw pictures, arrange items in the correct order, or find similarities and differences between pictures.

3) Discussion

Discussion is probably the most commonly used activity in the oral skills class. Through discussion, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole group staged events to informal small-group interactions.

4) Prepared Talks

Students have the opportunity to make presentations on topics of their choice. These talks are more formal and prepared, resembling written work. However, students are encouraged to speak from notes rather than scripts.

5) Questionnaires

Questionnaires ensure that both the questioner and respondent have something to contribute to the conversation. Teachers can assist students in designing questionnaires on appropriate topics, and the results can be used for written work, discussions, or prepared talks.

6) Simulation and Role Play

Students engage in simulated situations or role play, either as themselves or by taking on different characters. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

In conclusion, teachers can utilize these activities to effectively teach speaking skills. They should choose activities that align with the lesson's topic and objectives, considering the students' situation, condition, and the materials to be taught. These activities are essential in promoting active speaking among students during the teaching and learning process.

f. Teaching Speaking

Speaking is the most important aspect of learning for students. Teaching speaking has become central in the English classroom. The goal of teaching speaking is communicative efficiency. It means the teachers encourage the students to make themselves understood and to avoid confusion in aspect of speaking skill like fluency, pronunciation, vocabulary and grammar.

Brown (2001:275-276) stated that there are seven principles for designing speaking techniques. Those are as follows:

1) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based on interaction, meaning, and fluency.
2) Provide intrinsically motivating techniques.
3) Encourage the use of authentic language in meaningful contexts.
4) Provide appropriate feedback and correction.
5) Capitalize on the natural link between speaking and listening.
6) Give students opportunities to initiate oral communication.
7) Encourage the development of speaking strategies.

The conclusion that all of principles can see for designing speaking techniques are very necessary for the students. English is included as students' need in examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak English in the communicative purpose.

4. Fishbowl Technique

a. Definition of Fishbowl Technique

The students need some support to change their thought and place the English language as important to practice, usually to deliver speech through the mouth. Therefore, it is still relatively easy for students to express their ideas orally in English. The only way to change their thought is as it mentions before, use another technique to advised for example fishbowl technique.

According to Wood (2007:54), the fishbowl technique is a method of organizing students into an inner circle and an outer circle to encourage their active participation. It serves as a model for small group activities and discussions.

Additionally, Silberman (2005:130) describes the fishbowl technique as a discussion format where a portion of the group forms a discussion circle, while the remaining participants form a listening circle around them. In this technique, a selected group of students engage in a discussion on the topic, while the rest of the students observe and listen to the discussion.

According to Dutt in Smart (2006:276), fishbowl technique is the activity of discussion that the students meet in the center of the classroom as the active participants, with the remaining members of the class seated around the discussion group as observers, listener, and evaluator. Additionally, it provides opportunities to the students to present evidence, to listen actively, to form opinion, to research topic or issue which focused on verbal skills in the communication activities. Thus, it helps the students to identify and to practice effective interpersonal behaviors, to explore the relevant issues and to gain the essential verbal skills.

The conclusion that fishbowl method is a way to organize discussion group which contains of inner circle and outer circle to closely observe and learn about social interactions with respectful and equal communication. Thus, it is suitable method to teach speaking by group because it focused on verbal skills in the communication activities. It helps to the students in which it engages them in active communication, active listening and increased understanding of a variety of viewpoints. Besides, it helps by allowing them to explicitly teach a variety of social skill.

b. Types of Fishbowl Technique

There are 2 types of Fishbowl Technique, those are:

1) Open Fishbowl

In this format, the rules are set either by the facilitator or the group itself. The inner circle initially has several empty chairs, and participants from the outer circle can join the discussion by occupying these empty chairs at any time. They have multiple opportunities to move into the inner circle and contribute to the discussion.

2) Close Fishbowl

In this format, all chairs in the inner circle are filled. The facilitator divides the participants into two groups, assigning the role of speaker to one group and the role of observers and listeners to the other. The facilitator introduces the topic, and the participants start discussing it. The inner circle participants have a designated time to speak, and when their time is up, participants from the outer circle can enter the inner circle and share their viewpoints.

From these explanations, it can be inferred that the Fishbowl Technique can be implemented in two formats: open (with several empty chairs in the center circle) and closed (with all chairs filled in the center circle). Both formats provide opportunities for students to speak and share their opinions in the Fishbowl setting prepared for them. The Fishbowl Technique involves participants sitting in concentric circles (inner and outer circle), allowing

students to actively contribute in the classroom, especially during speaking classes (www.kstoolkit.org).

c. Functions of Fishbowl Technique

Based on Coverdell (2004) research, points out two functions of the fishbowl technique. Those functions are related to fishbowl as a structured brainstorming and fishbowl as a group activity. Furthermore, Taylor (2007: 55) stated two function of conducting fishbowl technique on teaching speaking. Those are fishbowl as a student-centered activity and fishbowl as a tool for modelling a discussion.

d. Advantages of Fishbowl Technique

According to Clifford (2010:52), fishbowl technique will directly engage students to resolve conflicts and problem. Moreover, (Anderson in Smart, 2006:277) said that there are several strengths of fishbowl technique such as; to provide an opportunity for the students to participate actively, to promote the students' interpersonal effectively, to push students to conduct research from their opinions on topics relevant to the course as well as their professional life.

There are some advantages of using fishbowl to teach speaking proposed by experts. Based on Taylor (2007:55) research, there are some advantages of using fishbowl in teaching speaking. Those are:

1. Effective teaching tools for modelling group process
2. Useful for engaging students or other groups in the discussions of cross-cultural or challenging topics
3. Give students greater autonomy in classroom discussion

e. Disadvantages of Fishbowl Techniques

According to (Taylor, 2007:54-55) research fishbowl technique has some disadvantages such as:

1. There may be conflicts between students,
2. May provide false information,
3. Some students may have difficulty expressing themselves,
4. The focus of the subject may change.

Based on the explanation above that through fishbowl technique students gave the motivation to speak actively by sharing their opinion, solving their problem, participating to communicate each other. The weakness of Fishbowl technique is that to applied Fishbowl technique the maximal preparing is provided included management of time and managing the students in their group.

f. Procedure of Fishbowl Techniques

A speaking class should involve all students, not just those who are dominant and vocal. More than that, student-student interaction is more important than student-teacher interaction. There are some steps that should be considered for conducting fishbowl so that each student has an equal position to talk. According to Brozo's (2007) research presented some steps how to use fishbowl in speaking classroom activities. Those are:

1) Identify a focus for classroom activities. The topic is related to the students' interest in order to maintain their motivation and attention.
2) Ask students to turn to a neighbor and talk about their thoughts related to the topic. Tell to the students to take notes on their activities.
3) Demonstrate the format and expectations of a fishbowl activity. Giving clear instruction about the rules of fishbowl activity and the goal that will be achieved.
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.
5) Tell the other students to listen carefully to their classmates while they engage in a small group activity and take notes.
6) When the small group finishes or is stopped, ask the other students to have responses. This is an ideal time to model appropriate comments and questions.
7) Make some variations to conduct fishbowl more interesting.

Teuscher also suggests some variations to conduct the Fishbowl Technique, those variations are:

1) Develop one or more topics for the group activities.

2) Set up chairs in fishbowl design. Having an inner circle and a surrounding outer circle.
3) Instruct the members of the inner circle to talk based on the topic discussed while the outer circle listen, take notes, and learn.
4) Allow members of the outer circle to tap on inner circle members in order to switch positions.

B. Review of Relevant Studies

In this part was describes some previous researches. The review of related literature was taked from the other research as comparison.

The first, thesis is under the title *"The Effectiveness of Fishbowl Technique on Students' Speaking Skill in Giving Opinions and Arguments in the Academic Year 2020/2021"* which was written by Fahmi Alfin Ibrahim in 2020. The research is to find out the effectiveness of Fishbowl Technique on Students' Speaking Skill in Giving Opinions and Arguments at eleventh grade of SMA Negeri 10 Kota Tangerang Selatan. The research applied quasi-experimental quantitative method. The result of the research showed that the pre-test scores from both classes that the average score of the experimental class was a little bit higher than the Control class. Meanwhile, the result of the post-test scores revealed that the score of the experimental class was significantly higher than the Control class. The result showed that the *sig* 2 tailed was p (0.045). Moreover, the alpha (α) was (0.05). Therefore, the t-test was $p < \alpha$. Furthermore, the effect size was 0.488, which referred to a modest level. In conclusion, using Fishbowl Technique was modestly effective to develop students' speaking skill at the eleventh grade of SMA Negeri 10 Kota Tangerang Selatan in academic year 2020/2021.

The second thesis is under the title *"The Effectiveness of Fishbowl Method on Students' Speaking Skill at The Second Grade Students of SMA N 8"* which was written by Ayu Wulandari in 2015. The aims of this research are to find out the effectiveness of fishbowl method to improve the students' speaking skill. This study was conducted by using quantitative research and experiment research. The result if this research is that the alternative hypothesis (Ha) is received and the Null Hypothesis (Ho) is refused where t-test < t-table or <0,05. It means that there is any significant effectiveness of using fishbowl

method to improve students' speaking skill the second-grade students of SMA N 8 Cirebon.

The third thesis is under the title *"The Effectiveness of Fishbowl Technique Towards Students' Self Efficacy in Speaking for second grade students of SMP N 1 Sikur academic year 2017/2018."* which was written by Azwan Effendi in 2017. The research applied experimental research (quantitative approach) method. The result of this research, and the correlation between self-efficacy and speaking was r-test (2,70) > r-table (0,320). It can be concluded that the use of fishbowl technique has positive effect toward students' self- efficacy in speaking and has correlation both of them at the second-grade students SMPN 1 Sikur academic year 2017/2018.

This research has similarities and differences from those previous researches above. The similarities are on Fishbowl technique and dealing with speaking ability. On the other hand, also finds the differences between the present research and the three previous researches. The differences from the first research are the sample. The sample of research is Eleventh Grade Students of SMA Negeri 10 Kota Tangerang Selatan in the Academic Year of 2020/2021. The differences from the second research are the sample. The sample of research is Second Grade Students of SMA N 8. The differences from the third is the sample. The sample of research is second grade students SMPN 1 Sikur academic year 2017/2018.

C. Hypothesis

From the background of the study above, the hypothesis of the study is:

1. H_0 : Null hypothesis, there is no significant effect fishbowl technique in teaching speaking at eight grade in MTs Al Hidayah Purwokerto.
2. H_a : Alternative hypothesis, there is a significant effect fishbowl technique in teaching speaking at eight grade in MTs Al Hidayah Purwokerto.

If the result from each test is similar or higher than critical value of $\alpha = 0.05$, therefore the null hypothesis (H_0) is rejected because there is a significant effect fishbowl technique in teaching speaking at eight grade in MTs Al Hidayah Purwokerto. In other hand, if the result is less than critical value of $\alpha = 0.05$, the null

hypothesis (H_0) is accepted because it means that there is no significant effect fishbowl technique in teaching speaking at eight grade in MTs Al Hidayah Purwokerto.

CHAPTER III
RESEARCH METHODOLOGY

This part describes the research method, which focuses on the method used in this research; it covers the Research Design, Research Site and Time, Population and sample, Variables and Indicators of the Research, Data Collection Techniques, Data Analysis, Effect size, and Validity and Reliability.

A. Research Design

The research used quasi-experimental design. It is an approach of the research that used two groups, which are experimental class and controlled class. In this case, experimental class is given treatment by implementing Fishbowl technique in learning giving instruction and invitation text while controlled class is taught without Fishbowl technique. A quasi-experiment has two kinds of design, pre-test and post-test design and post-test only design (Creswell, op. cit., p. 310.).

Table 3.1 Design of the Research

Group	Measurement	Independent variable	Measurement
Experimental group	Pre-Test	Fishbowl Technique (Treatment)	Post-Test
Controlled group	Pre-Test	Without treatment (Conventional teaching)	Post-Test

The research applied the pre-test and post-test design. The procedure was begun by giving the pre-test for both classes, experimental and controlled class. Then the experiment class got the treatment, while the controlled class was used conventional teaching. After giving five days of treatment, the writer gave post-test for both classes to gather the end of the result of given treatment. Finally, the data were processed by statistic calculation as quantitative method. The

research used two types of variable. First variable is Fishbowl Technique as independent variable which was going to give effect to depend variable. Second variable is students' the students' spoken language as dependent variable which was going to get the effect from independent variable.

B. Research Site and Time

This research was done at MTs Al Hidayah Purwokerto, located in Letjend. Pol. Soemarto Street, Purwanegara, Watumas, North Purwokerto, Banyumas. The research was done on May 2023, in academic year of 2022/2023. These were the step on the research:

Table 3.2 Schedule of the Research

No.	Date	Time	Activity
1.	10 April 2023	09.45-10.25	Pre-test in Experimental class
2.	10 April 2023	11.05-11.45	Pre-test in Control class
3.	15 May 2023	09.45-11.05	1st treatment in Experimental class
4.	15 May 2023	11.05-12.50	1st teaching in Control class
5.	22 May 2023	09.45-11.05	2nd treatment in Experimental class
6.	22 May 2023	11.05-12.50	2nd teaching in Control class
7.	25 May 2023	11.05-11.45	Post-test in Experimental class
8.	25 May 2023	09.45-10.25	Post-test in Control class

In the research divides it into three parts of the research; pre test, treatment, and post test. The students pre-test was given on 10 April 2023 in experimental class. Then, the students pre-test on 10 April 2023 in control class. After getting pre-test, the students of experimental class gave 1st treatment on 15 May 2023 and 2nd treatment on 22 May 2023. In control class gave 1st teaching on 15 May 2023 and 2nd teaching on 22 May 2023. The last part, was conducted post-test on 25 May 2023 to the students of experimental class. In control group, the post-test given on 25 May 2023.

C. Population and Sample of the Research

Leavy (2017) said, “Research subjects or respondents should be identified and recruited in accord with your research purpose and hypothesis or research questions.”

1. Population

The research aims, hypothesis, and questions should guide identifying and recruiting research participants or responders. Probability sampling, which, as noted in Chapter 3, is based on probability theory and involves the use of any strategy in which samples are chosen in a way that ensures every person (element) in the population has a known and nonzero chance of being selected, is frequently used in quantitative research. The probability of any element in the population being included in the sample can be calculated statistically, and for every element, the probability of inclusion, no matter how little, will be greater than zero (Leavy, 2017).

The population of the research is the eighth grade students of MTs Al Hidayah Purwokerto in the academic year of 2022/2023 which consists of VIII A and VIII B, there are 56 students.

2. Sample

Based on Sugiyono (2017), “Sample is part of the number and characteristics possessed by the population.” The sample research used Cluster samples. Sugiyono (2009) states, “The Cluster sample is where all population members are sampled.” All students are chosed as the sample the eighth-grade students of MTs Al Hidayah Purwokerto in the academic year of 2022/2023.

Table 3.3 Sample of the Research

No.	Classes	Clas	Number of Students
1.	VIII A	Experimental	28
2.	VIII B	Control	28
Total of the students			56

Thus, the sample in this research is 56 students, it consists of two classes, they are VIII A as experimental class and the other one is VIII B as control class.

In this research, there were two classes chosen through the cluster sampling. Cluster sampling was used in taking the sample. The reason of chooses this sampling is because of the limitation of the time. The consideration that to complete in preliminary research was the sample that will be chosen has to be homogeny, so that the research will be a good and valid research. Because we know that something that can be compared is something that has the similar characteristic. One class was treated as the experimental class and the other as the control class. They are VIII A as the experimental class with 28 students and VIII B with 28 students as the control class.

D. Variable and Indicators of the Research

Arikunto (2010:161) states that variable are the object of a research or the things that become points of attention of a research. The following is an explanation of the research variables and the indicators.

1. Variables

Variables can be defined as an attribute of a person to person or object to object. There are two variables. They are independent variable and dependent variable.

a. Indepedent Variable

The independent variable is the major variable, which is hoped to investigate. It is often called as stimulus variable, predictor, and antecedent. In Indonesian language is called free variable. Free variable is variable which influents or becomes cause of change or appear of dependent variable (Sugiyono, 2010:4).

b. Dependent Variable

The dependent variable is the variable that observes and measures to determine the effect of independent variable. It is called output

variable, criteria, and consistent. Dependent variable is a variable which is influents or becomes effect from free variable (Sugiyono, 2010:4). In SEM (Structural Equation Modeling), it is called endogen variable.

There are two variables that are used in this study: independent and dependent variables. Independent variable of this research is using fishbowl technique, which is symbolized by X. Dependent variable is the students' speaking ability, which is symbolized by Y.

2. Indicators

According to Brown (2004), there are six indicators of speaking: grammar, vocabulary, comprehension, fluency, pronunciation, and task.

a. Grammar

Grammar is useful for learning the right approach to becoming proficient in a language both orally and in writing. Grammar describes how words are grouped, organized, and utilized to create coherent spoken or written communication (Herring, 2016).

b. Vocabulary

Using vocabulary effectively is a crucial part of language competency and is the foundation for how well learners talk, listen, read, and write (Renandya, 2002).

c. Comprehension

Comprehension is the ability to perceive and process stretches of discourse to formulate representations of the meaning of sentences.

d. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to expressing oral language freely without interruption.

e. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar.

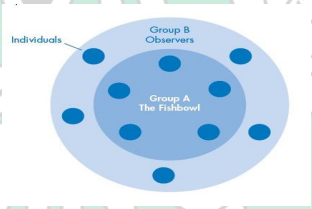
E. Data Collection Techniques

In collecting the data, the speaking test and recording was used as the instrument. Consequently, the following are the data collection methods:

1. Test

In this research, there are two kinds of tests, the first is a pre-test, and the second is a post-test. The pre-test was conducted by giving 4-5 questions about giving instruction and invitation topics. The students took a test before the treatment. The test consists of 1-2 minutes of English speaking in front of the handphone. Each student uses the English language to respond to the teachers' questions. The test's goal is to evaluate student speaking skill. Then, after the pre-test, the students will be treated using the Fishbowl Technique. The procedures treatment was:

a. The teacher arranges the room in the fishbowl. The form of the fishbowl technique is the inner and outer circle of students. It is often assigned a text to be read or viewed before the discussion.



Source: http://www. kstoolkit.org

b. The teacher can generate a set of questions about the issues or the topic by writing them on slips of paper. Before that, the teacher will explain the Fishbowl process, the objective and the case or the topic will be discussed.

c. The students (four or five students) sit in the inner circle and begin a discussion using the question, only these students can talk.

d. The students (four or five students) sit in the inner circle begin a discussion using the question, only these students can talk.

e. Finally, the teacher opens the floor for debriefing (review key points, interesting comments, the groups' feeling. The students are allowed to develop their conclusions freely.

And the last step is the post-test. The post-test was carried out by giving 4-5 questions about giving instruction and invitation topics. The test aimed to know the speaking ability of students after treatment.

2. Recording

In this research, the recording was used as a study tool to see whether or not there has been an improvement before and after giving the treatment and doing an evaluation. Recordings can help teacher s improve their test-taking and evaluation procedures. The ability of students was arranged. The result of the speaking test was scored by scoring elements of speaking abilities, adapted from Brown (2004).

Table 3.4 Assessment of Speaking

Aspect	Score	Description
Fluency	1	(No specific fluency description. Refer to the other four language areas for an implied level of fluency).
	2	The student can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	The student can discuss particular interests Can participate effectively in competence with reasonable ease. Rarely has to grope for words.
	4	The student can use the language fluently on all levels, ordinarily pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	5	The student has completed fluency in the language, so his speech is entirely accepted by educated native speakers.
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is intelligible, though it often quite faulty.

	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be foreign.
	4	Errors in pronunciation are rare.
	5	The student is equivalent to a fully accepted by educated native speakers.
Comprehension	1	Within his minimal language experience, the student can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrasing.
	2	The student can get the gist of most conversations od non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is complete at a standard rate of speech.
	4	The student can understand any conversation within the range of his experience.
	5	The student is equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
	2	The student has a speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	The student can speak the language with sufficient vocabulary to participate effectively in most formal and informal practical, social, and professional conversations. Their speech is broad enough that he rarely has to grope for a word.
	4	The student can understand and participate in any conversation within the range of his experience with a high degree of precision in vocabulary.
	5	Speech on all levels is entirely accepted by educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

Grammar	1	Grammar errors are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	The student can usually handle elementary constructions accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	The student can use the language accurately on all levels normally pertinent to professional needs. Grammar errors are rare.
	5	The student is equivalent to that of an educated native speaker.

F. Data Analysis

Data analysis is a step in quantitative research that occurs after all data from all respondents has been collected. Data analysis examines, categorizes, and groups data to develop working hypotheses and transform them into conclusions or theories as research findings.

1. Descriptive Statistic

   According to Jonker (2010) said, "Statistics summarize collected numerical data that readers can understand, allowing the study findings to be used for evidence-based practice and closing the theory-practice gap. Descriptive statistics is ideal for gathering and summarizing quantitative data." Descriptive statistics' objective is to display data in a form that allows for particular interpretations or inferences to be made from it.

2. Statistics Required for Testing Hypothesis

   The pre-test and post-test data were used to analyze and know the effects of using the fishbowl technique on students' speaking ability in the experimental and control class. The T-test was used in this study because it

allowed teachers to compare pre-tests and post-test, resulting in experimental and control class results. In this section, the normality and homogeneity checks were conducted before the final test was determined.

This research also helps with IBM SPSS Statistics 26 software for Windows to help with data analysis techniques. Data analysis techniques that were used in this research are:

a. Normality Test

Sugiyono (2010:79) states that normality test data (X2) is done by comparing the data that has been collected with the standard normal curve/standard. Test is usually carried out by using the test for normality distribution with the chi square technique (x).

The normality test aims to decide whether or not data distribution in both the experimental and regulated groups is normal. The Kolmogorov Smirnov normality test was used in this analysis, which was performed using IBM SPSS Statistics 26 software for Windows. If $p \geq \alpha$ and α as the significance level was 0.05, the data were considered regular. On the other hand, if the normality test result was less than 0.05, it was possible to claim that the data distribution was not expected.

b. Homogenity test

The homogeneity test is used to determine the similarity of the population and to find out before comparing several groups (Arikunto, 1993:280). Homogeneity test using the help of the IBM SPSS 26 software for windows.

c. Hypothesis Test

Test of hypothesis in this research is used to describe whether the use of Fishbowl technique in teaching speaking at the eighth grade students of MTs Al Hidayah Purwokerto in the academic year 2022/2023 is effective or not. To decide which hypothesis that will be accepted or rejected, the test formula is used to compare two samples.

G. The Effect Size

The final step in this analysis test in order to measure how we are strengthening the technique or the media, the Cohen's formulation was used based on Cohen was cited by Daniel Muijs as follows (Muijs, 2004:139):

$$d = \frac{(\text{mean of group A} - \text{mean of group B})}{\text{Pooled Standard Deviation}}$$

$$\text{Pooled Standard Deviation} = \frac{(\text{standard deviation of group 1} + \text{standard deviation of group 2})}{2}$$

Whereas the criteria of the effect size level are:

0.00 – 0.20 : weak effect

0.21 – 0.50 : modest effect

0.51 – 1.00 : moderate effect

> 1.00 : strong effect

H. Validity and Reliability

1. Validity

   This research uses content validity to know whether the instruments used by teacher are valid or not by expert judgment. The instrument of this study will be valid after the expert checks the instruments of this research. The expert judgment of this research is one of the English language lectures of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, Mrs. Windhariyati Dyah K, M.A., M.Pd.

2. Reliability

   The instrument can be clarified to be reliable if the instrument has a similarity of the data at different times. Reliability is the consistency of the test. This research uses expert judgment.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter, discusses about the result of this thesis. This chapter divided into two sections. The data was collected in the form of test score before providing treatment (pre-test) and test score after treatment (post-test) from 56 students of the eight grade students of MTs Al Hidayah Purwokerto in the academic year of 2022/2023.

A. Research Findings

1. Description of the Data

In conducting this research, two classes were taken. They were 56 students. The experimental class are 28 students (VIII A) and control class are 28 students (VIII B). By using the test, some data concerning the test results of pre-test and post-test. Furthermore, the test results will be explained in the following section to see if the Fishbowl technique effectively in teaching students' speaking ability at eight grade students of MTs Al Hidayah Purwokerto in the academic year of 2022/2023.

a. The Score of Pre-Test and Post-Test of Experimental Class

In this research, class VIII as the experimental class. In class, VIII A consisted of 28 students who learned the English language and taught by using the fishbowl technique in teaching speaking skill of giving instruction. At first, was doing a pre-test to know students' speaking skills in giving instruction. After doing the pre-test, the class was treated for one time using the Fishbowl Technique during the teaching and learning process before followed by a post-test at the end. The goal of doing the speaking test in this research is to know the ability of the students in mastering the material. The result of pre-test and post-test is used from the experimental class and control class. The test result

of students in experimental class and control class would be presented in detail:

Table 4.1 Pre-test and Post-test Result of Experimental Class (VIII A)

No.	Name	Pre-test	Post-test
1.	Alifah Nur Hidayah	70	85
2.	Bunga Oktavian	60	70
3.	Damar Riadiansah	65	75
4.	Erfan Dwi Satrio	60	75
5.	Fachrul Nur Dwi Andro	65	80
6.	Fathan Wafabshar	65	75
7.	Fathqul Azra Ramadhan	75	85
8.	Fardan Danial Anaqi	65	80
9.	Farellino Bagas Pratama	70	80
10.	Fiana Azizah	75	80
11.	Ferdinand Gabriel	70	85
12.	Husein Azzamul Aflah	70	85
13.	Intan Nava Havivah	75	90
14.	Laurella	55	70
15.	Muhammad Fauzan	55	75
16.	Nabil Raihan Abdurrahman	75	85
17.	Nurul Chanifah	65	80
18.	Rado Nur Ardiansyah	55	75
19.	Rahmah Umayyah	55	75
20.	Rakha Rahdatul Aisy	75	85
21.	Sabikah Aini Khasanah	65	80
22.	Safira	60	75
23.	Serlyta Roseviana	55	80
24.	Sri Andani	65	75
25.	Suci Cahya Ramadhani	55	65
26.	Syahrul Saputra Febrian	60	70
27.	Varhel Dayu	70	85
28.	Basith Al-Mustofa	75	85
Total		1845	2205
Average		65,9	78,75
Maximum Score		75	90
Minimum Score		55	65

Table 4.1, shows that the highest pre-test score for the experimental class was 75, and the lowest score was 55 with a mean pre-test score of 65,9. Moreover, the highest post-test score for the experimental class was 90, and the lowest score was 65, with a mean post-test score of 78,7. It can be seen that there was a substantial influence on the ability of students speaking ability.

b. The score of Pre-Test and Post-Test of Control Class

Class VIII B is used as a control class in this study. This class had to take the same pre-test at the beginning and learned how to express giving instruction. Following that, this class will be taught how to express giving. However, when it comes to the material, there is a distinction between the experimental and control classes. The fishbowl technique is used as a treatment in the experimental class but did not provide any treatment in the Control class. After doing the teaching and learning process, the Control class also had to do a similar post-test as the experimental class. Table 4.2, displays the outcomes of the Control class pre-tests and post-test. The test result of students in control class would be presented in detail:

Table 4.2 Pre-test and Post-test Result of Control Class (VIII B)

No	Name	Pre-test	Post-test
1	Amelia Anjaza Mekawati	70	75
2	Disti Ayu Anandhyta	75	80
3	Diva Ramadhan	55	75
4	Elang Hanifah Hadi Pratiwi	60	70
5	Fahri Ade Saputra	50	65
6	Febri Mistianto	65	75
7	Gari Zaynzuuka	60	70
8	Halimatun Nisa	65	65
9	Hilmy Asyrof	65	75
10	Lubu Ridho	60	70
11	May Yulia Puspitasari	70	75
12	Misda Asyifa	60	70
13	Muhammad Irwan	50	65

14	Mohammad Zulfikar	70	80
15	Noval Widias	40	60
16	Ramdan Nur Hidayat	55	60
17	Reifa Nur Desta	70	75
18	Retno Tri Astuti	70	80
19	Risky Kurniawan Saputra	55	65
20	Sabrina Khairunnisa	60	60
21	Sade Riski	55	65
22	Saeful Jamil	80	80
23	Safa Nur Fitriani	75	80
24	Slamet Riyadi El-Hanif	60	65
25	Stevano Aurel Azri	60	65
26	Windi Astiwi	70	80
27	Yudi Arif Nugraha	50	60
28	Rafael Bagas Saputra	45	50
.	**Total**	1720	1955
	Average	61,4	69,8
	Max	80	80
	Min	40	50

It can be explained from Table 4.2, the highest pre-test score in the Control class was 80 and the lowest score was 40 with a mean pre-test score of 61,4, while the highest post-test score in the Control class was 80 and the lowest score was 50 with a mean post-test score of 69.8. It is known that the Control class pre-test and post-test rankings had a significant effect on students' speaking skills.

2. Analysis of the Data

Before evaluating the T-test and value in this analysis, normality and homogeneity tests were used to evaluate the results. Both tests will determine whether the data was transmitted normally and whether it was homogeneous. IBM SPSS Statistics 26 software is used to analyze the normality and homogeneity of the data. The result of analysis data can be viewed as follows:

a. The Normality Test

Table 4.3 The Normality Test of Pre-Test Experimental Class and Control Class

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result of the Study	Pre-test Experimental Class	,139	28	**,174**	,887	28	,006
	Pre-test Control Class	,135	28	**,200***	,969	28	,556

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According to Table 4.3, the significance of the experimental class in the pre-test of the Kolmogorov-Smirnov was 0.174, while the Control class was 0.200. The data were normally distributed if the significance level was greater than or equal to 0.05. Since the significances of both experimental and Control classes are greater than 0.05, it means that the pre-test of experimental and Control class data can be concluded to be normally distributed.

Table 4.4 The Normality Test of Post-Test Experimental Class and Control Class

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result of the Study	Post-test Experimental Class	,172	28	**,034**	,927	28	,051
	Post-test Control Class	,170	28	**,037**	,922	28	,038
a. Lilliefors Significance Correction							

Table 4.4, shows that in the Kolmogorov-Smirnov rows of the two classes in the post-test, the experimental class was 0.34, and the Control class was 0.037. Data found in the experimental class and the Control class was above 0.05. This implies that study information was normally distributed and that using the Fishbowl technique as a treatment was effective for students' speaking ability.

b. The Homogeneity Test

After conducting a normality test to determine whether the data were normally distributed, then a homogeneity test is carried out. The homogeneity of the test was designed to see how similar the experimental and control class samples were. In IBM SPSS Statistics 26 software for window, the Levene statistical method is used to assess the homogeneity test. The following table are the results of the homogeneity test:

Table 4.5 The Homogeneity Test of Pre-Test Experimental Class and Control Class

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result of the Study	Based on Mean	1,871	1	54	**,177**
	Based on Median	1,368	1	54	,247
	Based on Median and with adjusted df	1,368	1	47,625	,248
	Based on trimmed mean	1,926	1	54	,171

Table 4.5, above shows that the significance value (sig) of the pre-test between the experimental class and the control class was 0.177. Otherwise, this data can be proven homogenous if the significance value better than significance α (significance level) was 0.05. It implies

that the pre-test data in the experimental class and the control class is homogeneous because it was bigger than significance α (0.177 > 0.05).

Table 4.6 The Homogeneity Test of Post-Test Experimental Class and Control Class

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result of the Study	Based on Mean	3,114	1	54	**,083**
	Based on Median	3,120	1	54	,083
	Based on Median and with adjusted df	3,120	1	51,931	,083
	Based on trimmed mean	2,952	1	54	,092

Table 4.6, above displayed that the significance value (sig) of the post-test between the experimental and control classes was 0.083. This data could be proven homogenous if the significance value higher than significance α (significance level) was 0.05. Then, it implies that the post-test data in the experimental class and the control class is homogeneous because it was higher than significance α (0.083 > 0.05).

c. Research Hypothesis

The next step of calculation was to test the hypothesis after conducting some data analysis procedures that conducted a normality test and homogeneity test, and the data were normally and homogeneously distributed. The data is measured using the t-test in order to test the hypothesis. The purpose of using the t-test is to ensure a significant differences of fishbowl technique in students speaking ability in the experimental class and the control class. Therefore, to test the hypothesis of this study, the IBM SPSS Statistics 26 software for Windows was used and formulated it using the average scores of the experimental and control groups. The significance value or alpha (α)

was determined from the formula that is 0.05 or 5%. Then, the result of the t-test is previewed in the table below:

Table 4.7 The Result of T-Test Calculation

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result of the Study	Post-test Experimental Class	28	**78,75**	**6,028**	1,139
	Post-test Control Class	28	**70,00**	**7,577**	1,432

Table 4.7 above, the post-test findings from both the experimental class and the control class were presented. Each class had identical numbers of 28 students, symbolized by N when looking at Table 4.7. Furthermore, the Mean column showed that the average post-test score came from both the experimental and control classes. According to Table 4.7, the experimental class's mean score was 78.75, while the mean score of the control class was 70.00. Then, it can be said that the experimental class has a higher average score instead of the control class.

UIN PROF. K.H. SAIFUDDIN ZUHRI

Table 4.8 The Result of Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result of the Study	Equal variances assumed	2,289	,136	4,782	54	,000	8,750	1,830	5,081	12,419
	Equal variances not assumed			4,782	51,405	,000	8,750	1,830	5,077	12,423

The consequence of the t-test review of the post-test score of both the experimental class and the control class is presented, according to Table 4.8 above. Equal variance is used in the table to read the result based on the data in Table 4.8 and referred to the significant value of sig α = 0.05. (5%). In SPSS computation, a significance value of 0.00 has been found. It is lower than sig α = 0.05. (5%), it means that the result is significant. Thus, it was concluded that the null hypothesis (H_0) was rejected, and the alternative hypothesis (Ha) was accepted. It means Fishbowl method is effective in teaching speaking ability.

3. Test of Effect Size

Cohen's formula is used in this analysis to assess the effect size level of this study as follows:

$$PSD = \frac{(\text{std. deviation group A} + \text{std. deviation group B})}{2}$$

*PSD = Pooled Standard Deviation

$$d = \frac{(\text{mean score of group A} - \text{mean score of group B})}{\text{Pooled standard deviation}}$$

Mean score of group A (Experimental Class) = 78.75

Mean score of group B (Control Class) = 70.00

Standard Deviation of group A (Experimental Class) = 6.028

Standard Deviation of group B (Control Class) = 7.577

Pooled Standard Deviation = $\frac{(6.028 + 7.577)}{2}$ = 6.8025

$$\frac{d = (78.75 - 70.00)}{6.8025} = \mathbf{1.288}$$

Whereas the criteria of the effect size level are:

0.00 – 0.20 : weak effect

0.21 – 0.50 : modest effect

0.51 – 1.00 : moderate effect

> 1.00 : strong effect

Based on the criteria above, the conclusion is that in this study, the effect size in this research is 1.288. According to the criteria that have been presented, the effect size of 1.288 is categorized as the strong effect size level. So, it means there is a strong effect of using the Fishbowl Technique on Students' Speaking Ability at the eighth grade of MTs Al Hidayah Purwokerto.

B. Discussion

The pre-test was given to the eighth grade of MTs Al Hidayah Purwokerto in 4-5 topic questions. Then, given treatment to students using the Fishbowl Technique for learning speaking English. After the treatment was carried out, the post-test is given with the same questions as the pre-test and in accordance with the treatment that had been given. The results can be seen from the pre-test and post-test score.

The treatment was offered in eighth grade of MTs Al Hidayah Purwokerto, and the methods used are as follows:

1) Develop topics for the group activities.
2) Set up chairs in fishbowl design. Having an inner circle and a surrounding outer circle.

3) Instruct the members of the inner circle to talk based on the topic discussed while the outer circle listen, take notes, and learn.
4) Allow members of the outer circle to tap on inner circle members in order to switch positions.
5) After explaining and providing guidelines for completing the practice, students are welcome to ask questions about what they did not yet understand.

Fishbowl technique has some advantages that make it a preferred choice for language learners as follow:

a. Effective teaching tools for modelling group process
b. Useful for engaging students or other groups in the discussions of cross-cultural or challenging topics
c. Give students greater autonomy in classroom discussion

The finding of the research shows that using the Fishbowl technique was effective in improving speaking skill. It was clear from the comparison between the pre-test and post-test after giving treatment using the Fishbowl technique that the mean score of the experimental class was 78.75, while the mean score of the control class was 70.00. So, the standard deviation score of the experimental class was 6.028, and the standard deviation score of the Control class was 7.577.

Moreover, based on t-test, it was found that sig. The (2-tailed) score was 0.000, which was less than the 0.05 value of significance. It is also possible to conclude that $p < \alpha$; ($0.000 < 0.05$), indicating that the alternative hypothesis (Ha) was accepted and the null hypothesis (H_0) was rejected. So, it indicates that using Fishbowl technique on students' speaking ability is effective.

The Fishbowl technique is an alternative for teachers who find some method to teach their students to speak. For everyone who will learn English by themselves, Fishbowl technique is the answer because this system focuses on speaking a lot rather than on grammar and memorizing a bunch of vocabulary. It is easier to practice everyday life.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, presents the results of the research. It includes the conclusion and suggestion that were taken from the analysis of finding result in previous chapter.

A. Conclusion

Based on the result and discussion of the data analysis, the conclusion of the research can be presented as follow:

The conclusion can be drawn that there is effectiveness of using Fishbowl technique in teaching speaking at the eighth grade of students of MTs Al Hidayah Purwokerto in the academic year of 2022/2023. It can be seen from IBM SPSS computation, which is as significance value is 0.00. It is lower than 0.05, it means that the result is significant. Moreover, the result of mean score of the students who are taught by using Fishbowl technique is 78.75, and the mean of the students who are taught without it is 70.00. In short, the hypothesis was accepted. Fishbowl technique also gave a positive contribution toward the students' speaking ability. It can be seen from the result of the post-test that higher than pre-test. It means that treatment which was given to the students is effective.

B. Suggestion

Based on the results of the research and some experience, it is hoped that this thesis will be useful and helpful for the teacher, students, and the educational institution who are interested in speaking English. Those are follows:

1. For the Teacher

The teacher could help the school resolve the English-speaking problem by using the Fishbowl technique as a medium for learning English speaking

skills. Using the Fishbowl technique system can improve students' speaking skills and be an alternative education medium to solve the problem of teaching and learning English speaking.

2. **To the students**
   - The students are more active in the teaching and learning process especially in speaking class to build their knowledge.
   - The students will improve their responsibility as a team work in speaking class.
   - The students should contribute their ideas and participation in speaking class.
3. **To the Educational Institution**

   It should facilitate the teachers to be successful teachers who have to achieve the best result of their students' speaking ability by supporting the teaching and learning materials, media, facilities, and positive environment in teaching and learning process.

UIN PROF. K.H. SAIFUDDIN ZUHRI

REFERENCES

Arikunto, Suharsimi. 1993. *Prosedur Penelitian Suatu Pendekatan Praktik 2nd Revision*. PT. Rineka Cipta: Jakarta. p. 280.

Briggs, Beatrice. 2005. *'Conference Dinamics: When and How to Use A Fishbowl'*. Retrieved on 21st November 2012. http://www.iifac.org/bonfire/pdf/146_en.pdf.

Brozo, W., & L Michele, S. 2007. *Literacy for Today's Adolescents: Honoring Diversity and Building Competence*.

Brown, H.D. 2000. *Teaching by Priciples: An Interactive Approach to Language Pedagogy,Second Edition*. New York: A Pearson Education Company.

_____. 2001. *Teaching by Principle An Interactive Approach to Language Pedagogy*. New York: Pearson Education, 269.

_____. 2004. *Language Assessment Principles and Classroom Practices.* Longman: San Fransisco State university.

_____. 2007. *Principles of Language Learning and Teaching, Fifth Edition*. New York: A Pearson Education Company.

Chaer, Abdul. 2009. *Psikolinguistik*. Jakarta: Rineka Cipta.

Clifford, A. 2010. *Teaching Restorative Practices with Classroom Circles.* San Fransisco: San fransisco United School District.

Creswell, John W. 2012. *Education Research*. Boston: Pearson Education.

_____. 2009. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. India. SAGE.

Effendi, Azwan. "*The Effectiveness Of Fishbowl Technique Towards Students' Self Efficacy In Speaking*", *Journal of Languages and Language Teaching.* 2017. Vol. 5, No. 2.

Harmer, J. 2001. *The practice of English Language Teaching (Third Edition)*. New York. Longman ELT.

_____. 2007. *The Practice of English Language Teaching*. England: Pearson Longman.

Huda, M. 2015. *Model-model Pengajaran dan Pembelajaran*. Yogyakarta: Pustaka Pelajar.

Hughes, A. 2000. *Testing for Language Teachers Second Edition. United Kingdom*: Cambridge Language Teaching Library.

Ibrahim, F,A. 2020. "*The Effectiveness of Fishbowl Technique on Students' Speaking Skill in Giving Opinions and Arguments (A Quasi-experimental study at Eleventh Grade Students of SMA Negeri 10 Kota Tangerang Selatan in Academic Year 2020/2021)",* Thesis. Jakarta: Syarif Hidayatullah State Islamic University Jakarta.

Khan. (2005). *Language in India.* From : www.languageinindia.com. (Accessed on February 17th, 2022).

M, C. C., & Burns, A. 2012. *Teaching Speaking: A Holistic Approach*. Cambridge University Press, 1-255.

Muijs, D. 2004. *Doing Quantitative Research in Education with SPSS*. London: Sage Publications, 139.

Nashruddin, Wakhid. 2013. *Understanding the Teaching of Listening and Speaking*. malang: State of University of Malang Press.

Patel, M. F, Praveen M. Jain. 2008. *English Language Teaching.* Jaipur: Sunrise Publishers & Distributors.

Pollard, Lucy. 2008. Teaching English. London.

Richard, and Schmidt. 2010. *Longman Dictionary of Applied Linguistics*. London: Pearson Education.

Richard, C Jack. 2008. *Teaching Listening and Speaking From Theory to Practice.* New York: Cambridge University Press.

Santoso, Singgih. 2014. *Statistik ParametrikI*. (Rev, Ed), Jakarta: Elex Media Komputindo, p. 265.

Silberman, M. 2005. *101 Ways to Make Training Active*. San Fransisco: Pfeiffer.

Smart, K.L. 2006. *Business Communication Quarterly: Developing Effective Interpersonal Communication and Discussion Skills.* Journal Association for Business Communication, Vol. 69 No. 3, September 2006,pp.276-283.

Sugiyono. 2010. *Statistika untuk Penelitian*. Bandung: Alfabeta.

Taylor, D. Bruce. 2007. *Fostering Engaging and Active Discussion in Middle School Classrooms*. New York: Allyn & Bacon. 54-59.

Teuscher, Shanae. 2009. *Fishbowl Method.* Retrieved on 03 May 2023. *http://programs.weber.edu/hpstudents/shanaeteuscher/myprofessionalstuff/coursework/methodsinhealtheducation/fishbowlmethodclasshandout.pdf*.

Thornbury, S. 2005. *How to Theach Speaking*. New York: Longman.

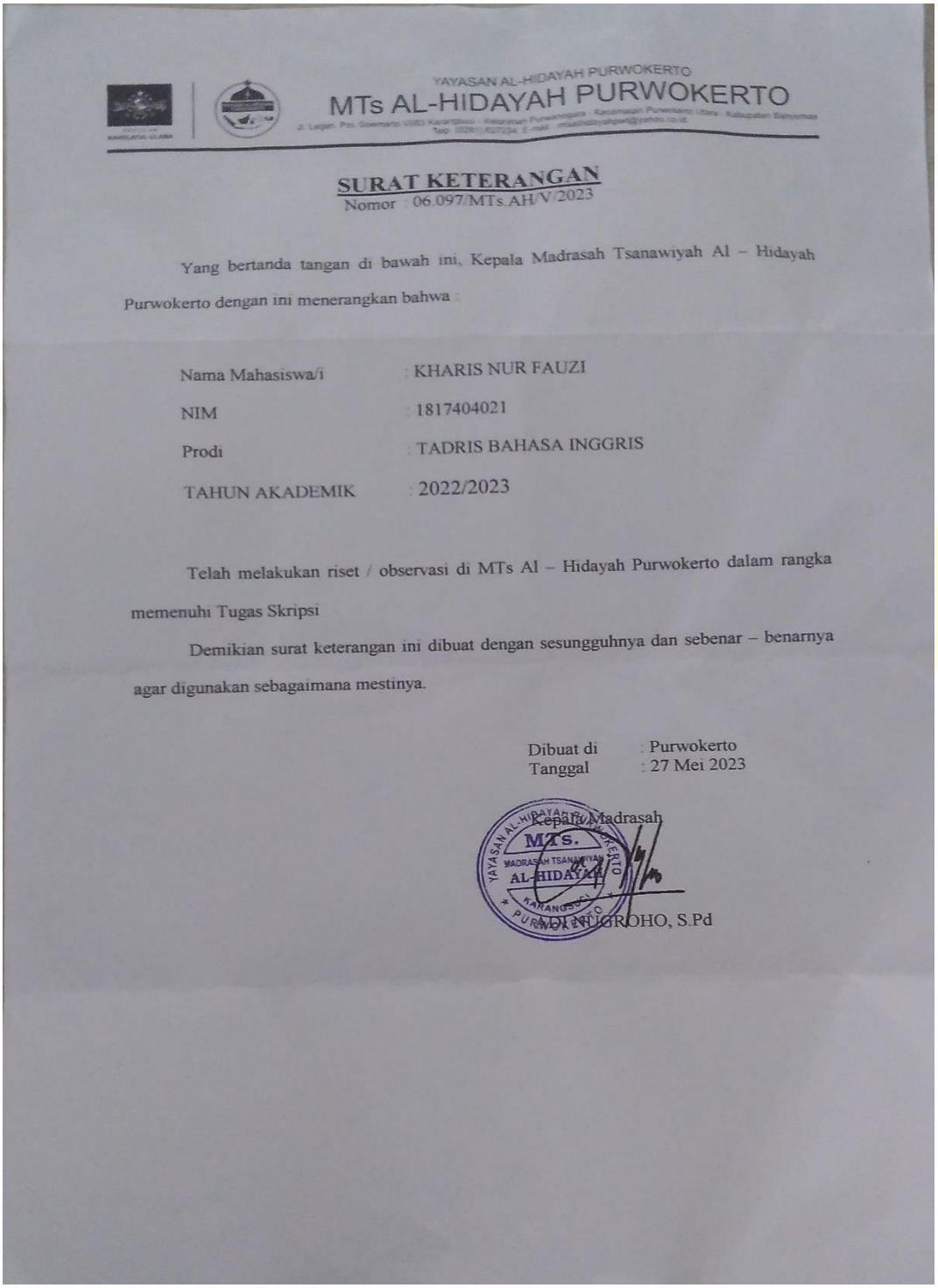
Wood, Karen. 2007. Article: *Fostering Engaging and Active Discussion in Middle School Classrooms.* Middle School Journal University of North Carolina at Charlotte, September 2007,pp.54-59.

Wulandari, Ayu. 2015. "*The Effectiveness Of Fishbowl Method On Students' Speaking Skill at The Second Grade Students of SMA N 8"*, Thesis. Cirebon: Syekh Nurjati State Islamic Institute Cirebon.

http://www.kstoolkit.org. Taken on May 8th, 2023 at 09.00 p.m.

APPENDICES

Appendix 1 Surat Keterangan Penelitian



YAYASAN AL-HIDAYAH PURWOKERTO

MTs AL-HIDAYAH PURWOKERTO

SURAT KETERANGAN

Nomor : 06.097/MTs.AH/V/2023

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Al – Hidayah Purwokerto dengan ini menerangkan bahwa :

Nama Mahasiswa/i	: KHARIS NUR FAUZI
NIM	: 1817404021
Prodi	: TADRIS BAHASA INGGRIS
TAHUN AKADEMIK	: 2022/2023

Telah melakukan riset / observasi di MTs Al – Hidayah Purwokerto dalam rangka memenuhi Tugas Skripsi

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar – benarnya agar digunakan sebagaimana mestinya.

Dibuat di : Purwokerto
Tanggal : 27 Mei 2023

Kepala Madrasah

MTs. MADRASAH TSANAWIYAH AL-HIDAYAH

ADI NUGROHO, S.Pd

Appendix 2 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah **: MTs Al-Hidayah Purwokerto**
Mata Pelajaran **: Bahasa Inggris**
Kelas/Semester **: VIII A (*Experimental Class*)**
Materi Pokok **: Giving Instruction : *Verbal Instruction.***
Alokasi Waktu **: 2 JP (2 x 40 menit)**

A. Kompetensi Inti

- **KI1:** Menghargai dan menghayati ajaran agama yang dianutnya
- **KI2:** Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Menerapkan (C3) fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya	3.4.1 Mengamati (C1) ungkapan yang digunakan untuk ungkapan menyuruh, mengajak dan meminta izin dalam bahasa Inggris 3.4.2 Menentukan (C3) ungkapan yang digunakan untuk ungkapan menyuruh, mengajak dan meminta izin dalam bahasa Inggris 3.4.3 Menganalisis (C4) ungkapan yang digunakan untuk ungkapan menyuruh, mengajak dan meminta izin dalam bahasa Inggris

4.4 Menyusun (KA6) teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.4.1 Menyajikan (KA5) teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks 4.4.2 Menulis (KA6) teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran menggunakan model pembelajaran Problem Based Learning, dengan metode diskusi, dan bermain peran peserta didik diharapkan dapat mengamati, menentukan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya, serta peserta didik dapat menyajikan dan menulis teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. Dalam kegiatan pembelajaran ini peserta didik dapat menunjukkan sikap disiplin, santun, kerjasama dan menghargai pendapat orang lain dalam berdiskusi.

D. Materi Pembelajaran

- **Fungsi Sosial**
  Menjaga hubungan interpersonal dengan guru dan teman.
- **Struktur teks**
  - Memulai
  - Menanggapi (diharapkan/di luar dugaan)
- **Unsur Kebahasaan**
  - Ungkapan a.l *let's ...*, *can you ...*, *would you like ...*, *may I, please?*
  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

➢ **Topik**

Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta izin yang dapat menumbuhkan perilaku yang termuat di dalam KI.

E. Metode Pembelajaran

- Metode Tanya jawab, diskusi,dan bermain peran
- *Fishbowl Technique*

F. Media Pembelajaran

1) **Media**
   - ❖ Worksheet atau lembar kerja (siswa)
   - ❖ Lembar penilaian
2) **Alat/Bahan**
   - ❖ Penggaris, spidol, papan tulis
   - ❖ LCD
   - ❖ Laptop

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017
- ❖ Kamus Bahasa Inggris

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 40 Menit)
Kegiatan Pendahuluan (10 Menit)

Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingatkan kembali materi prasyarat dengan bertanya.
- Guru mengawali pembelajaran dengan memberi menampilkan gambar instruksi kepada peserta didik.
    - Stand up, please!
    - Sit down, please!
    - Open your book, please!
    - Smile, please!

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkahlangkah pembelajaran.

Kegiatan Inti (60 Menit)	
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**
Orientation	1. Peserta didik mendengarkan percakapan telepon yang dibacakan oleh guru 2. Siswa menyimak berbagai contoh teks giving instruction yang diberikan/ diperdengarkan guru. 3. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya. 4. Siswa belajar menemukan informasi rinci dan informasi tertentu dari teks giving instruction.
Bertanya	1. Siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris. 2. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu.

Mengeksplorasi	1. Siswa mencari beberapa giving instruction dari berbagai sumber. 2. Siswa berlatih menentukan informasi rinci dan informasi tertentu.
Pengorganisasian Siswa	1. Guru membagikan peserta didik dalam 2 kelompok; kelompok A dan B. 2. Masing-masing kelompok terdiri dari; inner circle yang terdiri dari 5 siswa dan 9 siswa lainnya membentuk outer circle. 3. Guru menampilkan beberapa gambar terkait ungkapan menyuruh yang ditampilkan LCD. 4. Peserta didik diminta untuk menentukan ungkapan menyuruh dan menanggapinya. 5. Guru memberikan sebuah konteks situasi kepada peserta didik (*When English Rings a Bell* buku kelas VIII). Konteks situasi: ➢ Edon dan Beni lewat percakapan telpon akan menghadiri acara ulang tahun Lina. ➢ Percakapan saat perayaan ulang tahun Lina ➢ Percakapan saat di sekolah 6. Peserta didik dengan bimbingan guru menganalisis masalah yang terdapat dalam konteks situasi tersebut. ➢ Tentukan ungkapan yang menyatakan suruhan berdasarkan gambar di atas, kemudian isi pada tabel yang telah disediakan. 7. Guru memberikan instruksi bagaimana proses, tujuan, dan cara belajar dengan mengguanakan fishbowl technique.. 8. Guru memberikan pertanyaan sesuai dengan topik/ isu yang terdapat dalam teks giving Instruction. 9. Guru memberikan kesempatan kepada siswa yang terdapat dalam posisi inner circle untuk memberikan argumen/ tanggapan terhadap pertanyaan yang telah diberikan oleh guru sesuai dengan topik/ isu dari teks giving Instruction. 10. Siswa yang berada dalam posisi outer circle mendengarkan seluruh argumen dari siswa yang berada di dalam inner circle. 11. Siswa yang berada dalam outer circle berkesempatan untuk memberikan argumen/ pertanyaan kepada siswa yang berada dalam inner circle dengan menepuk bahu siswa yang berada di dalam inner circle. 12. Siswa dalam inner circle yang telah ditepuk bahu nya berdiri dan menggantikan posisi tempat duduk siswa yang berada dalam outer circle. 13. Setelah semua siswa memberikan argumen/ pertanyaan, siswa kembali ke tempat duduknya masing-masing.

Mengkomunikasikan	1. Siswa yang berada dalam inner circle maupun outer circle membuat catatan hasil mendengarkan argumen/ pertanyaan. 2. Siswa bertukar pendapat/ argumen tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan kebahasaannya. 3. Guru memberikan masukan/ feed back tentang hasil argumen para siswa baik dalam innewr circle/outer circle. 4. Guru memberikan reward kepada siswa terbaik dan kelompok terbaik.
Kegiatan Penutup (10 Menit)	
1. Guru dengan siswa menyimpulkan hasil pembelajaran dan feed back. 2. Guru memberikan Homework kepada siswa. 3. Guru memotivasi siswa. 4. Berdoa secara hikmat dan salam.	

I. Penilaian Hasil Pembelajaran

1) **Jenis/ teknik Penilaian:**

a. Prosedur test : Pre-test dan post-test
b. Jenis test : Lisan
c. Scoring :

Speaking Test

N	Name	Comprehension	Grammar	Vocabulary	Fluency	Pronounciation	Score	Total Score (Score x4)
1	A	5	5	5	5	5	25	100

Source Brown (2004: 172-173)

2) **Instrument**

Word in Group.

a. The students make group inner circle (5 students) and outer circle (9 students).
b. Students read the topic about giving instruction.
c. Teacher gives question orally according to the topic.
d. Students answer the question by giving argument orally.
e. Teacher gives feedback and argument for the student's answer.
f. Teacher gives reward to the best answer.

3) **Unjuk kerja/praktek/lisan :**

Please listen carefully the conversation below and then write in your book what the teacher said!

Conversation by telephone Beni and Lina. (Dialog 1.)

Edo : Hello, Beni. This is Edo. How are you?
Beni : I'm fine.
Edo : Beni, are you coming to Lina's birthday party?

Beni *: Yes. You are coming too, aren't you?*

Edo *: Of course. Let's walk together to her house.*

Beni *: Ok. Don't forget to wear a T-shirt. We will play outdoor games there. Edo : Really? Okay, I will wear my purple T-shirt. So, we'll just walk to Lina's party, right? Wait for me near the bridge.*

Beni *: Ok. We'll meet at 9 there. Be there on time. Don't let me wait too long.*

Edo *: Yes. Don't forget to have your breakfast before you go.*

Beni *: Certainly. See you then. Thanks.*

After you repeat the conversation, with your friend perform the conversation!

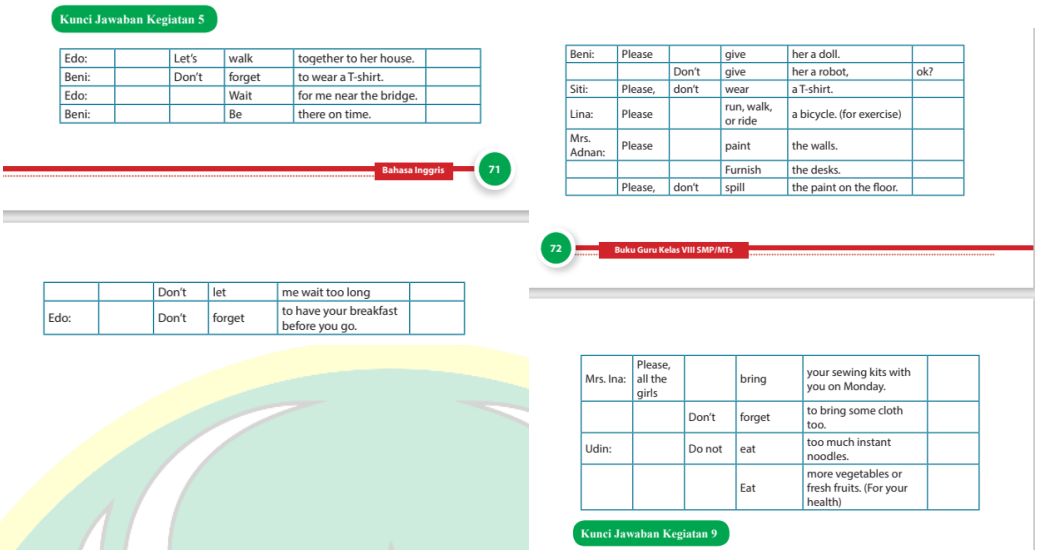
1. Dayu says, "Siti and Lina, let's play football tomorrow afternoon."
2. Siti says, "You can wear a *batik* shirt or a formal shirt. But please don't wear a T-shirt."
3. Lina says, "For exercise, please run, walk, or ride a bicycle. Don't use expensive tools."
4. Mr. Adnan says, "Please paint the walls or furnish the desks. But please don't spill the paint on the floor."
5. Mrs. Ina says, "Everybody, please bring your sewing kits with you on Monday. We will learn to sew. Don't forget to bring some cloth too."
6. Udin says, "For your health, do not eat too much instant noodles. Eat more vegetables or fresh fruits."

Dialog 2

Dayu:					
Siti:					

Beni:					
Siti:					
Lina:	Please		run, walk, or ride	a bicycle. (for exercise)	
Mr. Adnan:					
Mrs. Ina:					
Udin:					
			Eat	more vegetables or fresh fruits. (For your health)	

Kunci jawaban :



Kunci Jawaban Kegiatan 5

Edo:		Let's	walk	together to her house.	
Beni:		Don't	forget	to wear a T-shirt.	
Edo:			Wait	for me near the bridge.	
Beni:			Be	there on time.	

Bahasa Inggris 71

Beni:	Please		give	her a doll.	
		Don't	give	her a robot,	ok?
Siti:	Please,	don't	wear	a T-shirt.	
Lina:	Please		run, walk, or ride	a bicycle. (for exercise)	
Mrs. Adnan:	Please		paint	the walls.	
			Furnish	the desks.	
	Please,	don't	spill	the paint on the floor.	

72 Buku Guru Kelas VIII SMP/MTs

		Don't	let	me wait too long	
Edo:		Don't	forget	to have your breakfast before you go.	

Mrs. Ina:	Please, all the girls		bring	your sewing kits with you on Monday.	
		Don't	forget	to bring some cloth too.	
Udin:		Do not	eat	too much instant noodles.	
			Eat	more vegetables or fresh fruits. (For your health)	

Kunci Jawaban Kegiatan 9

Please read some dialogues before and then let's find the sentences in each conversation that tell or give instruction. Then put each one of them into the table of analysis.

Dialog 1.

	Subject	**Verb**	**Object**	**Adverb**
Edo				
Beni				
Edo				
Beni				

Dialog 2.

	Subject	**Verb**	**Object**	**Adverb**
Beni				
Siti				
Lina				
Mr. Adnan				
Mrs. Isa				
Udin				

Purwokerto, 15 Mei 2023

Mengetahui
Kepala MTs Al-Hidayah Purwokerto

Adi Nugraha, S.Pd
NIP.

Guru Mata Pelajaran

Kharis Nur Fauzi
NIM. 1817404021

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah **: MTs Al-Hidayah Purwokerto**
Mata Pelajaran **: Bahasa Inggris**
Kelas/Semester **: VIII B (*Control Class*)**
Materi Pokok **: Giving Instruction : *Verbal Instruction.***
Alokasi Waktu **: 2JP (2 x 40 menit)**

A. Kompetensi Inti

- **KI1:** Menghargai dan menghayati ajaran agama yang dianutnya
- **KI2:** Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Menerapkan (C3) fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya	3.4.1 Mengamati (C1) ungkapan yang digunakan untuk ungkapan menyuruh, mengajak dan meminta izin dalam bahasa Inggris 3.4.2 Menentukan (C3) ungkapan yang digunakan untuk ungkapan menyuruh, mengajak dan meminta izin dalam bahasa Inggris 3.4.3 Menganalisis (C4) ungkapan yang digunakan untuk ungkapan menyuruh, mengajak dan meminta izin dalam bahasa Inggris

4.4 Menyusun (KA6) teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.4.1 Menyajikan (KA5) teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks 4.4.2 Menulis (KA6) teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran menggunakan model pembelajaran Problem Based Learning, dengan metode diskusi, dan bermain peran peserta didik diharapkan dapat mengamati, menentukan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya, serta peserta didik dapat menyajikan dan menulis teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. Dalam kegiatan pembelajaran ini peserta didik dapat menunjukkan sikap disiplin, santun, kerjasama dan menghargai pendapat orang lain dalam berdiskusi.

D. Materi Pembelajaran

- **Fungsi Sosial**

  Menjaga hubungan interpersonal dengan guru dan teman.

- **Struktur teks**
  - Memulai
  - Menanggapi (diharapkan/di luar dugaan)
- **Unsur Kebahasaan**
  - Ungkapan a.l *let's ..., can you ..., would you like ..., may I, please?*
  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

➢ **Topik**

Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta izin yang dapat menumbuhkan perilaku yang termuat di dalam KI.

E. Metode Pembelajaran

- *Lecturing/Ceramah*

F. Media Pembelajaran

1) **Media**
   - ❖ Worksheet atau lembar kerja (siswa)
   - ❖ Lembar penilaian
2) **Alat/Bahan**
   - ❖ Penggaris, spidol, papan tulis
   - ❖ LCD
   - ❖ Laptop

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017
- ❖ Kamus Bahasa Inggris

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 40 Menit)
Kegiatan Pendahuluan (10 Menit)

Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingatkan kembali materi prasyarat dengan bertanya.
- Guru mengawali pembelajaran dengan memberi menampilkan gambar instruksi kepada peserta didik.
    - Stand up, please!
    - Sit down, please!
    - Open your book, please!
    - Smile, please!

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkahlangkah pembelajaran.

Kegiatan Inti (60 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Orientation	1. Peserta didik mendengarkan percakapan telepon yang dibacakan oleh guru 2. Siswa menyimak berbagai contoh teks giving instruction yang diberikan/ diperdengarkan guru. 3. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya. 4. Siswa belajar menemukan informasi rinci dan informasi tertentu dari teks giving instruction
Bertanya	1. Siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris. 2. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu.

Mengeksplorasi	1. Siswa mencari beberapa giving instruction dari berbagai sumber. 2. Siswa berlatih menentukan informasi rinci dan informasi tertentu.
Pengorganisasian Siswa	1. Siswa mencari beberapa text giving instruction dari berbagai sumber. 2. Siswa berlatih menentukan gagasan utama, informasi rinci dan informasi tertentu. 3. Siswa secara berkelompok menuliskan/ menyalin teks giving instruction dengan memperhatikan fungsi sosial, struktur dan kebahasaan dengan runtut. 4. Siswa membacakan teks giving instruction kepada teman dengan menggunakan unsur kebahasaan yang tepat
Mengasosiasi	1. Secara berpasangan siswa menganalisis beberapa teks giving instruction dengan fokus pada fungsi sosial, struktur dan unsur kebahasaan. 2. Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.
Mengkomunikasikan	1. Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan. 2. Siswa berkelompok, bertukar pendapat/ argumen tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan kebahasaannya. 3. Siswa mempresentasikannya di kelas
Kegiatan Penutup (10 Menit)	
1. Guru dengan siswa menyimpulkan hasil pembelajaran dan feed back. 2. Guru memberikan Homework kepada siswa. 3. Guru memotivasi siswa. Berdoa secara hikmat dan salam.	

I. Penilaian dan Instrument Penilaian Hasil Pembelajaran

1) **Jenis/ teknik Penilaian:**

a. Prosedur test : Pre-test dan post-test
b. Jenis test : Lisan
c. Scoring :

Speaking Test

N	Name	Comprehension	Grammar	Vocabulary	Fluency	Pronounciation	Score	Total Score (Score x4)
1	A	5	5	5	5	5	25	100

Source: Brown (2004: 172-173)

2) **Instrument**

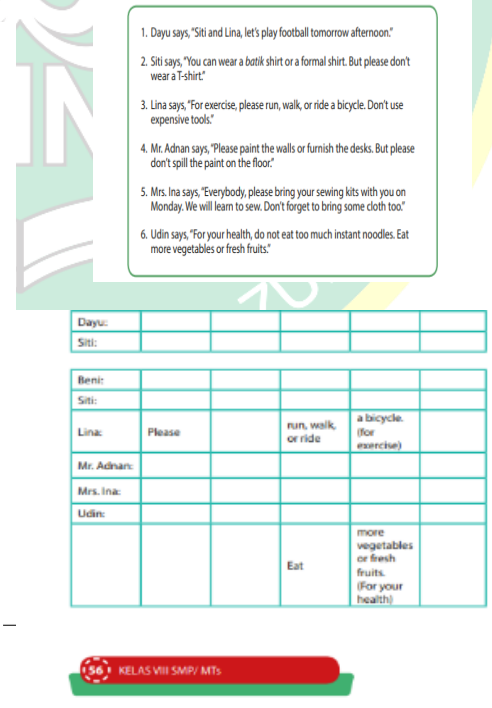
Work in Group.

a. The students make group consist of 7 students.
b. Students read the giving instruction.
c. Teacher gives question orally according to the topic.
d. Students answer the question by giving argument orally.

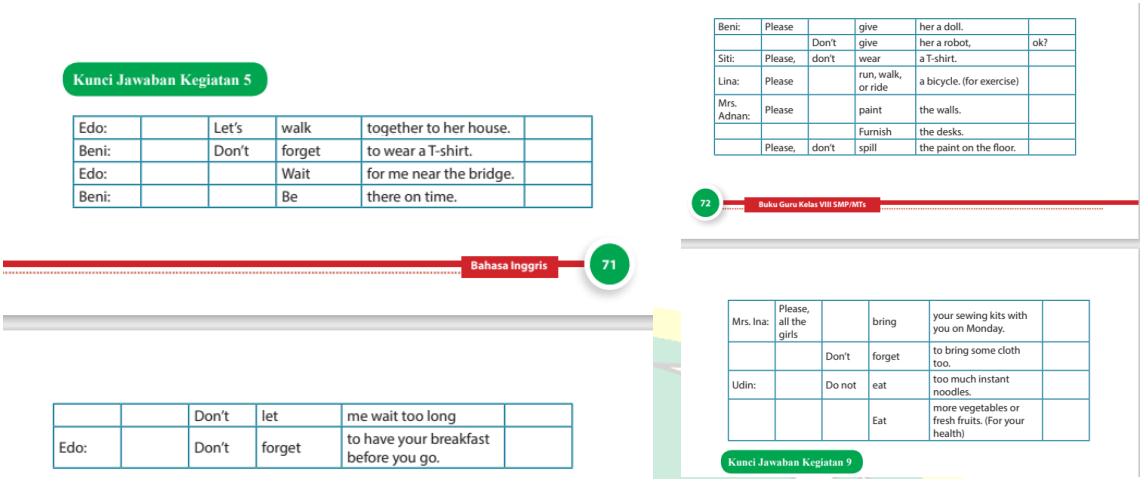
e. Teacher gives feedback and argument for the student's answer.
f. Teacher gives reward to the best answer.

- Unjuk kerja/praktek/lisan :
  Please listen carefully the conversation below and then write in your book what the teacher said!
  Conversation by telephone Beni and Lina. (Dialog 1.)
  Edo : Hello, Beni. This is Edo. How are you?
  Beni : I'm fine.
  Edo : Beni, are you coming to Lina's birthday party?
  Beni : Yes. You are coming too, aren't you?
  Edo : Of course. Let's walk together to her house.
  Beni : Ok. Don't forget to wear a T-shirt. We will play outdoor games there. Edo : Really? Okay, I will wear my purple T-shirt. So, we'll just walk to Lina's party, right? Wait for me near the bridge.
  Beni : Ok. We'll meet at 9 there. Be there on time. Don't let me wait too long. Edo : Yes. Don't forget to have your breakfast before you go.
  Beni : Certainly. See you then. Thanks.
  After you repeat the conversation, with your friend perform the conversation!

Dialog 2.



Kunci jawaban :



Kunci Jawaban Kegiatan 5

Edo:		Let's	walk	together to her house.	
Beni:		Don't	forget	to wear a T-shirt.	
Edo:			Wait	for me near the bridge.	
Beni:			Be	there on time.	

Bahasa Inggris 71

		Don't	let	me wait too long	
Edo:		Don't	forget	to have your breakfast before you go.	

Beni:	Please		give	her a doll.	
		Don't	give	her a robot,	ok?
Siti:	Please,	don't	wear	a T-shirt.	
Lina:	Please		run, walk, or ride	a bicycle. (for exercise)	
Mrs. Adnan:	Please		paint	the walls.	
			Furnish	the desks.	
	Please,	don't	spill	the paint on the floor.	

72 Buku Guru Kelas VIII SMP/MTs

Mrs. Ina:	Please, all the girls		bring	your sewing kits with you on Monday.	
		Don't	forget	to bring some cloth too.	
Udin:		Do not	eat	too much instant noodles.	
			Eat	more vegetables or fresh fruits. (For your health)	

Kunci Jawaban Kegiatan 9

Please read the some dialogues before and then let's find the sentences in each conversation that tell or give instruction. Then put each one of them into the table of analysis.

Dialog 1.

	Subject	**Verb**	**Object**	**Adverb**
Edo				
Beni				
Edo				
Beni				

Dialog 2.

	Subject	**Verb**	**Object**	**Adverb**
Beni				
Siti				
Lina				
Mr. Adnan				
Mrs. Isa				
Udin				

Purwokerto, 15 Mei 2023

Mengetahui
Kepala MTs Al-Hidayah Purwokerto

Adi Nugraha, S.Pd
NIP.

Guru Mata Pelajaran

Kharis Nur Fauzi
NIM. 1817404021

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah **: MTs Al-Hidayah Purwokerto**

Mata Pelajaran **: Bahasa Inggris**

Kelas ***:*** **VIII A *(Experimental Class)***

Materi **: Invitation/ *Greeting Card***

Alokasi Waktu **: 2 JP (2 x 40 menit)**

A. Kompetensi Inti

- **KI1:** Menghargai dan menghayati ajaran agama yang dianutnya.
- **K12:** Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- **KI3:** Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- **KI4:** Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi

3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (*greeting card*), sesuai dengan konteks penggunaannya.	3.4.1 Membuat undangan pribadi sesuai dengan koteks penggunaan. 3.4.2 Membuat ucapan selamat sesuai dengan konteks penggunaan.
4.4 Menangkap makna undangan pribadi dan ucapan selamat (*greeting card*), sangat pendek dan sederhana.	4.4.1 Mengidentifikasi struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosial dari text undangan pribadi sesuai dengan konteks penggunaannya. 4.4.2 Mengidentifikasi struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosial dari text ucapan selamat sesuai dengan konteks penggunaannya.
4.5 Menyusun teks tulis undangan pribadi dan ucapan selamat (*greeting card*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.5.1 Siswa membuat kartu undangan pribadi menggunakan kata dan tata bahasa yang lazim digunakan dalam kartu undangan. 4.5.2 Siswa membuat *Greeting Card* menggunakan kata dan tata bahasa yang lazim digunakan dalam ucapan selamat.

C. Tujuan Pembelajaran

- Pada akhir pembelajaran siswa dapat mengidentifikasi berbagai informasi dalam teks fungsional pendek berupa undangan.
- Pada akhir pembelajaran siswa dapat mengidentifikasi tujuan komunikatif teks fungsional pendek berupa undangan.

D. Materi Pembelajaran

- **Fungsi Sosial**

  Menjaga hubungan interpersonal dengan guru dan teman.

- **Struktur teks**

  1. Identitas (nama peristiwa, hari istimewa) yang bersifat khusus.
  2. Ungkapan khusus yang relevan.
  3. Gambar, hiasan, komposisi warna.

- **Unsur Kebahasaan**

  1. Ungkapan dalam undangan (*you are invited, please come, will you come to… I want you , please come to* dsb.)
  2. Ungkapan dalam ucapan selamat (*Congratulations, Well done, Good job..*, dsb.)
  3. Makna kata berkaitan dengan tema berupa kata/frasa/kalimat yang berkaitan dengan ungkapan dalam undangan dan ucapan selamat (*invited, blessed, with fun, be held*, dsb.)
  4. Ucapan/pelafalan, tekanan kata, dan intonasi dari kosa kata (berupa kata/frasa/kalimat) berkaitan dengan tema.

- **Topik**

  Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan, dsb. yang dapat menumbuhkan perilaku interaksi antara guru dan peserta didk di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran

- Metode Tanya jawab, diskusi,dan bermain peran
- *Fisbowl Technique*

F. Media Pembelajaran

1) **Media**
   - Worksheet atau lembar kerja (siswa)
   - Lembar penilaian
2) **Alat/Bahan**
   - Penggaris, spidol, papan tulis
   - LCD
   - Laptop

G. Sumber Belajar

- Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, *When English Rings The Bell*, Kemendikbud, Revisi Tahun 2017

UIN PROF. K.H. SAIFUDDIN ZUHRI

- ❖ Buku Penunjang BAHSA INGGRIS Untuk Kelas VIII-1 SMP/MTs, KURIKULUM 2013
- ❖ Kamus Bahasa Inggris

H. Langkah-Langkah Pembelajaran

<table>
<tr><td colspan="2">1. Pertemuan Ke-1 (2 x 40 Menit)</td></tr>
<tr><td colspan="2">Kegiatan Pendahuluan (10 Menit)</td></tr>
<tr><td colspan="2">1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
2. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
3. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
4. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.</td></tr>
<tr><td colspan="2">Kegiatan Inti (60 Menit)</td></tr>
<tr><td>Sintak Model Pembelajaran</td><td>Kegiatan Pembelajaran</td></tr>
<tr><td>Mengamati
(10 Menit)</td><td>1. Peserta didik mendengarkan kalimat-kalimat pada kartu undangan yang dibacakan oleh guru.
2. Peserta didik mengulangi kalimat-kalimat yang telah dibacakan oleh guru
3. Siswa diminta membaca dan memperhatikan bahwa dalam kartu undangan terbagi menjadi 4 bagian :
-Ungkapan yang menunjukkan makna mengundang untuk suatu acara
-Nama (event)
-Hari/ tanggal/ waktu dan tempat penyelenggaraan
-Nama orang yang mengundang dan yang diundang/ closing
4. Peserta didik membaca dan sekaligus mengidentifikasi hal-hal dari bacaan yang ada:
a. Invitation statement
b. Informasi pelaksanaan
c. Nama orang yang mengundang dan yang diundang
5. Peserta didik men share kan hasil pekerjaannya dengan sopan.</td></tr>
</table>

Menanya (15 Menit)	1. Siswa diberi pendampingan dan di beri motivasi untuk saling bertanya jawab dengan menggunakan *WH-questions* 2. Siswa ditunjukkan kartu-kartu undangan yang harus dijadikan sumber untuk bertanya jawab 3. Siswa membuat pertanyaaan-pertanyaan berdasarkan kartu undangan yang telah ditunjukkan 4. Siswa menjawab pertanyaan-pertanyaan yang disampaikan oleh teman-teman yang lain
Mengeksplorasi (10 Menit)	1. Siswa secara spontan membuat *invitation statement* berdasarkan gambar yang ditunjukkan. 2. Siswa secara individu berlomba untuk mengekpresikan invitation statement berdasarkan gambar yang ditunjukkan. 3. Siswa menuliskan hasil pengamatan yang ditemukan di kartu-kartu yang ditunjukkan oleh guru tentang : *a. Invitation statement* b. Information pelaksanaannya (waktu dan tempat) c. Additional information d. Closing nya/ nama pengirim dan penerima).
Mengasosiasi (15 menit)	1. Siswa bekerjasama membuat rancangan surat undangan untuk sebuah acara. 2. Siswa melakukan analisis terhadap undangan yang dibuat secara individu. 3. Siswa bisa mengungkapkan makna undangan, struktur teks, dan unsur kebahasaannya. 4. Siswa diberi feed back atas hasil kerja nya untuk memperbaiki hasil kerja kelompoknya.
Analisis dan Evaluasi (10 enit)	1. Setiap peserta didik menempel undangan di papan tulis atau papan tempel yang lain. 2. Peserta didik mengungkapkan pengalaman yang mereka peroleh selama pembelajaran dengan mengisi '*My Journal'* pada buku catatan. 3. Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.
Kegiatan Penutup (10 Menit)	

1. Guru dan peserta didik secara bersama-sama membuat kesimpulan materi yang sudah dipelajari pada pertemuan ini.
2. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
3. Guru meminta siswa secara individu untuk membuat surat undangan pada selembar kertas dan dihias dengan baik.
4. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

I. Penilaian Hasil Pembelajaran

1) **Jenis/ teknik Penilaian:**

a. **Prosedur tes : Pre-test dan post-test**
b. **Jenis tes : Lisan**
c. **Scoring :**
Speaking Test

N	Name	Comprehension	Grammar	Vocabulary	Fluency	Pronounciation	Score	Total Score (Score x4)
1	A	5	5	5	5	5	25	100

Source : Brown (2004 172-173)

2) **Instrument**

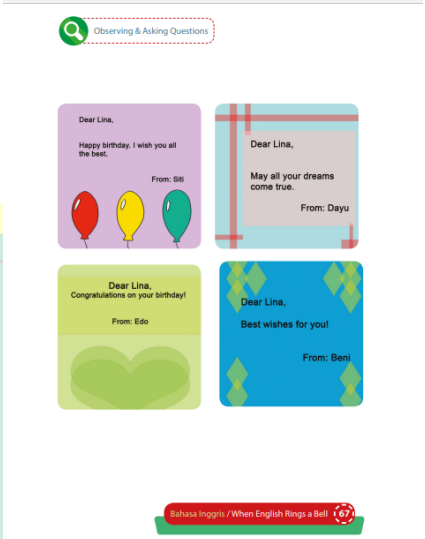
Work in Group.

a. The students make group inner circle (5 students) and outer circle (9 students).
b. Students read the invitation/greeting card.
c. Teacher gives question orally according to the topic.
d. Students answer the question by giving argument orally.
e. Teacher gives feedback and argument for the student's answer.
f. Teacher gives reward to the best answer.

UIN PROF. K.H. SAIFUDDIN ZUHRI

Pengayaan dilakukan diberi materi tentang greeting card

Materi Pembelajaran



Worksheet siswa

Collecting Information

We will identify what the greeting cards say.

Here are what we will do. We will work in groups. **First**, we will look more closely into the greeting cards above by using a table of analysis. **Second**, we will discuss to identify the different pieces of information in each greeting card and put them into the table. **Third**, we will handwrite the analysis in our notebooks.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Happy Father's Day
2	Prayer/Wish	No	Happy Father's Day
3	Special Quotes	Yes	Thanks for being there through the tears, laughter, and love.
4	Ritual	No	-
5	Endearment	No	-
6	Receiver	No	-
7	Sender	No	-

72 KELAS VIII SMP/ MTs

Kunci Jawaban

Kunci Jawaban Kegiatan 3

Tabel Analisis Kartu Ucapan 1

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Happy Father's Day
2	Prayer/Wish	No	Happy Father's Day

78 Buku Guru Kelas VIII SMP/MTs

No	Parts	Available?	Expressions
3	Special Quotes	Yes	Thanks for being there through the tears, laughters, and dirty diapers.
4	Ritual	No	-
5	Endearment	No	-
6	Receiver	No	-
7	Sender	No	-

Tabel Analisis Kartu Ucapan 2

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Happy Mother's Day
2	Prayer/Wish	Yes	I wish your days be blessed with smiles, love, and happiness.
3	Special Quotes	Yes	Love you so much.
4	Ritual	No	-
5	Endearment	Yes	Dear, Mom.
6	Receiver	Yes	Mom
7	Sender	Yes	Your Son

Tabel Analisis Kartu Ucapan 3

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Happy Teacher's Day
2	Prayer/Wish	Yes	Wish you all the best.
3	Special Quotes	Yes	I found discipline, guidance, friendship, and love, all at once in one person – that is you!
4	Ritual	No	-

Bahasa Inggris 79

No	Parts	Available?	Expressions
5	Endearment	Yes	My Dear Teacher
6	Receiver	Yes	A teacher
7	Sender	Yes	Athan

Tabel Analisis Kartu Ucapan 4

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Congratulations for the new baby!
2	Prayer/Wish	Yes	-
3	Special Quotes	No	-
4	Ritual	Yes	I cannot wait to play football with him!
5	Endearment	Yes	Dear Aunty Melvin.
6	Receiver	Yes	Aunty Melvin
7	Sender	Yes	Your nephew, Kiki

Tabel Analisis Kartu Ucapan 5

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Happy New Year
2	Prayer/Wish	Yes	May your dreams come true!
3	Special Quotes	Yes	The countdown has done. It's time to welcome the New Year with a fresh mind and clear heart!
4	Ritual	No	-
5	Endearment	No	-
6	Receiver	Yes	My friend
7	Sender	Yes	Adnan

80 Buku Guru Kelas VIII SMP/MTs

Tabel Analisis Kartu Ucapan 6

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Happy Wedding Day
2	Prayer/Wish	Yes	I wish you have a happy Wedding Day.
3	Special Quotes	No	-
4	Ritual	Yes	Welcome to the family! Don't forget to come to our monthly Family Gathering!
5	Endearment	No	-
6	Receiver	Yes	Uncle Ipan and Aunty Rikeu
7	Sender	Yes	Your Nephew, Shilmi

Tabel Analisis Kartu Ucapan 7

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Get well soon
2	Prayer/Wish	Yes	I'm praying for your quick recovery. Get better soon.
3	Special Quotes	No	-
4	Ritual	No	-
5	Endearment	No	-
6	Receiver	Yes	Meysiska
7	Sender	Yes	Your friend, Yayang

Tabel Analisis Kartu Ucapan 8

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Winner of the News Reading Contest
2	Prayer/Wish	Yes	I'm so happy for you!
3	Special Quotes	Yes	Congratulations for being the first winner of the News Reading Contest!
4	Ritual	No	-
5	Endearment	No	-
6	Receiver	Yes	Ganjar
7	Sender	Yes	Zifa

Tabel Analisis Kartu Ucapan 9

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Grandma Lost
2	Prayer/Wish	Yes	Best pray for her
3	Special Quotes	Yes	I'm so sorry for your lost
4	Ritual	No	Your Grandma was one of the nicest woman I've known
5	Endearment	Yes	My dear best friend
6	Receiver	Yes	A best friend
7	Sender	Yes	Your friend

Tabel Analisis Kartu Ucapan 10

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Lost a tooth
2	Prayer/Wish	No	-
3	Special Quotes	Yes	I heard you lost a tooth
4	Ritual	No	Don't worry, you'll get the new one (tooth) soon
5	Endearment	No	-
6	Receiver	Yes	Anas
7	Sender	Yes	Anis

Purwokerto, 22 Mei 2023

Mengetahui
Kepala MTs Al-Hidayah Purwokerto

Guru Mata Pelajaran

Adi Nugraha, S.Pd
NIP.

Kharis Nur Fauzi
NIM. 1817404021

UIN PROF. K.H. SAIFUDDIN ZUHRI

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah **: MTs Al-Hidayah Purwokerto**
Mata Pelajaran **: Bahasa Inggris**
Kelas ***:*** **VIII B *(Control Class)***
Materi **: Invitation/ *Greeting Card***
Alokasi Waktu **: 2 JP (2 x 40 menit)**

A. Kompetensi Inti

- **KI1:** Menghargai dan menghayati ajaran agama yang dianutnya.
- **K12:** Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- **KI3:** Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- **KI4:** Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (*greeting card*), sesuai dengan konteks penggunaannya.	3.4.1 Membuat undangan pribadi sesuai dengan koteks penggunaan. 3.4.2 Membuat ucapan selamat sesuai dengan konteks penggunaan.
4.4 Menangkap makna undangan pribadi dan ucapan selamat (*greeting card*), sangat pendek dan sederhana.	4.4.1 Mengidentifikasi struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosial dari text undangan pribadi sesuai dengan konteks penggunaannya. 4.4.2 Mengidentifikasi struktur text dan unsur kebahasaan untuk

	melaksanakan fungsi sosial dari text ucapan selamat sesuai dengan konteks penggunaannya.
4.5 Menyusun teks tulis undangan pribadi dan ucapan selamat (*greeting card*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.5.1 Siswa membuat kartu undangan pribadi menggunakan kata dan tata bahasa yang lazim digunakan dalam kartu undangan. 4.5.2 Siswa membuat *Greeting Card* menggunakan kata dan tata bahasa yang lazim digunakan dalam ucapan selamat.

C. Tujuan Pembelajaran

- Pada akhir pembelajaran siswa dapat mengidentifikasi berbagai informasi dalam teks fungsional pendek berupa undangan.
- Pada akhir pembelajaran siswa dapat mengidentifikasi tujuan komunikatif teks fungsional pendek berupa undangan

D. Materi Pembelajaran

- **Fungsi Sosial**
  Menjaga hubungan interpersonal dengan guru dan teman.
- **Struktur teks**
  1. Identitas (nama peristiwa, hari istimewa) yang bersifat khusus.
  2. Ungkapan khusus yang relevan
  3. Gambar, hiasan, komposisi warna.
- **Unsur Kebahasaan**
  - Ungkapan dalam undangan (*you are invited, please come, will you come to… I want you , please come to* dsb.)
  - Ungkapan dalam ucapan selamat (*Congratulations, Well done, Good job..*, dsb.)
  - Makna kata berkaitan dengan tema berupa kata/frasa/kalimat yang berkaitan dengan ungkapan dalam undangan dan ucapan selamat (*invited, blessed, with fun, be held,* dsb.)
  - Ucapan/pelafalan, tekanan kata, dan intonasi dari kosa kata (berupa kata/frasa/kalimat) berkaitan dengan tema.
- **Topik**
  Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan, dsb. yang dapat menumbuhkan perilaku interaksi antara guru dan peserta didk di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran

- Metode Tanya jawab, diskusi,dan bermain peran

F. Media Pembelajaran

1) **Media**
   - ❖ Worksheet atau lembar kerja (siswa)
   - ❖ Lembar penilaian

2) **Alat/Bahan**
   - ❖ Penggaris, spidol, papan tulis
   - ❖ LCD
   - ❖ Laptop

G. Sumber Belajar

- ❖ Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, *When English Rings The Bell*, Kemendikbud, Revisi Tahun 2017
- ❖ Buku Penunjang BAHSA INGGRIS Untuk Kelas VIII-1 SMP/MTs, KURIKULUM 2013
- ❖ Kamus Bahasa Inggris

H. Langkah-Langkah Pembelajaran

<table>
<tr><td colspan="2">1. Pertemuan Ke-1 (2 x 40 Menit)</td></tr>
<tr><td colspan="2">Kegiatan Pendahuluan (10 Menit)</td></tr>
<tr><td colspan="2">1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
2. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
3. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
4. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.</td></tr>
<tr><td colspan="2">Kegiatan Inti (60 Menit)</td></tr>
<tr><td>Sintak Model Pembelajaran</td><td>Kegiatan Pembelajaran</td></tr>
<tr><td>Mengamati
(10 Menit)</td><td>1. Peserta didik mendengarkan kalimat-kalimat pada kartu undangan yang dibacakan oleh guru.
2. Peserta didik mengulangi kalimat-kalimat yang telah dibacakan oleh guru
3. Siswa diminta membaca dan memperhatikan bahwa dalam kartu undangan terbagi menjadi 4 bagian :</td></tr>
</table>

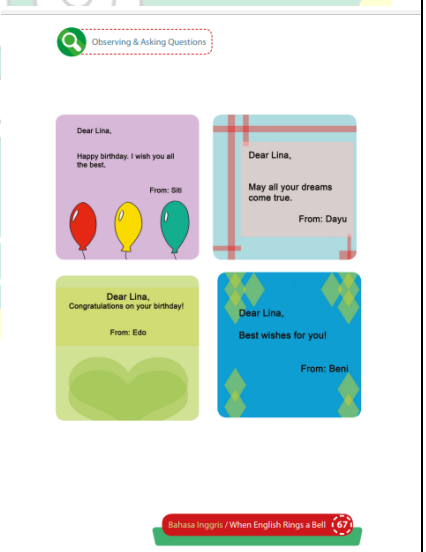
	-Ungkapan yang menunjukkan makna mengundang untuk suatu acara -Nama (event) -Hari/ tanggal/ waktu dan tempat penyelenggaraan -Nama orang yang mengundang dan yang diundang/ closing 4. Peserta didik membaca dan sekaligus mengidentifikasi hal-hal dari bacaan yang ada: d. Invitation statement e. Informasi pelaksanaan f. Nama orang yang mengundang dan yang diundang 5. Peserta didik men *share* kan hasil pekerjaannya dengan sopan.
Menanya (15 Menit)	1. Siswa diberi pendampingan dan di beri motivasi untuk saling bertanya jawab dengan menggunakan *WH-questions* 2. Siswa ditunjukkan kartu-kartu undangan yang harus dijadikan sumber untuk bertanya jawab 3. Siswa membuat pertanyaaan-pertanyaan berdasarkan kartu undangan yang telah ditunjukkan 4. Siswa menjawab pertanyaan-pertanyaan yang disampaikan oleh teman-teman yang lain
Mengeksplorasi (10 Menit)	5. Siswa secara spontan membuat *invitation statement* berdasarkan gambar yang ditunjukkan. 6. Siswa secara individu berlomba untuk mengekpresikan invitation statement berdasarkan gambar yang ditunjukkan. 7. Siswa menuliskan hasil pengamatan yang ditemukan di kartu-kartu yang ditunjukkan oleh guru tentang : a. *Invitation statement* b. Information pelaksanaannya (waktu dan tempat) c. Additional information d. Closing nya/ nama pengirim dan penerima).
Mengasosiasi (15 menit)	8. Siswa bekerjasama membuat rancangan surat undangan untuk sebuah acara. 9. Siswa melakukan analisis terhadap undangan yang dibuat secara individu. 10. Siswa bisa mengungkapkan makna undangan, struktur teks, dan unsur kebahasaannya. 11. Siswa diberi feed back atas hasil kerja nya untuk memperbaiki hasil kerja kelompoknya.

Analisis dan Evaluasi (11 menit)	12. Setiap peserta didik menempel undangan di papan tulis atau papan tempel yang lain. 13. Peserta didik mengungkapkan pengalaman yang mereka peroleh selama pembelajaran dengan mengisi '*My Journal'* pada buku catatan. 14. Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.
Kegiatan Penutup (10 Menit)	
1. Guru dan peserta didik secara bersama-sama membuat kesimpulan materi yang sudah dipelajari pada pertemuan ini. 2. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. 3. Guru meminta siswa secara individu untuk membuat surat undangan pada selembar kertas dan dihias dengan baik. 4. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	

I. Penilaian Hasil Pembelajaran

1) **Penilaian Sikap**
2) **Pengayaan**

Pengayaan dilakukan bersamaan dengan berlangsungnya remidial yakni diberi materi tentang greeting card.

Materi Pembelajaran


Associating

Happy Mother's Day!

Dear Mom,
I wish your days be blessed with smiles, love, and happiness.

Love you so much.

Your Son

My Dear Teacher,

I found discipline, guidance, friendship, and love, all at once in one person – that is you!

Happy teacher's day!
Wish you all the best.

Athan

Dear Aunty Melvin,

Congratulations for the new baby! I cannot wait to play football with him!

Your nephew,
Kiki

Associating

The countdown has done.
It's time to welcome the New Year with a fresh mind and clear heart!

Happy New Year, my friend!
May your dreams come true!

Adnan

To Uncle Ipan and Aunty Rike,

I wish you a happy Wedding Day.
Welcome to the family!
Don't forget to come to our monthly Family Gathering!

Your Nephew,
Shilmi

To Maysiska,

I'm praying for your quick recovery.
Get better soon.

Your friend,
Yayang

Worksheet siswa

Collecting Information

We will identify what the greeting cards say.

Here are what we will do. We will work in groups. **First**, we will look more closely into the greeting cards above by using a table of analysis. **Second**, we will discuss to identify the different pieces of information in each greeting card and put them into the table. **Third**, we will handwrite the analysis in our notebooks.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

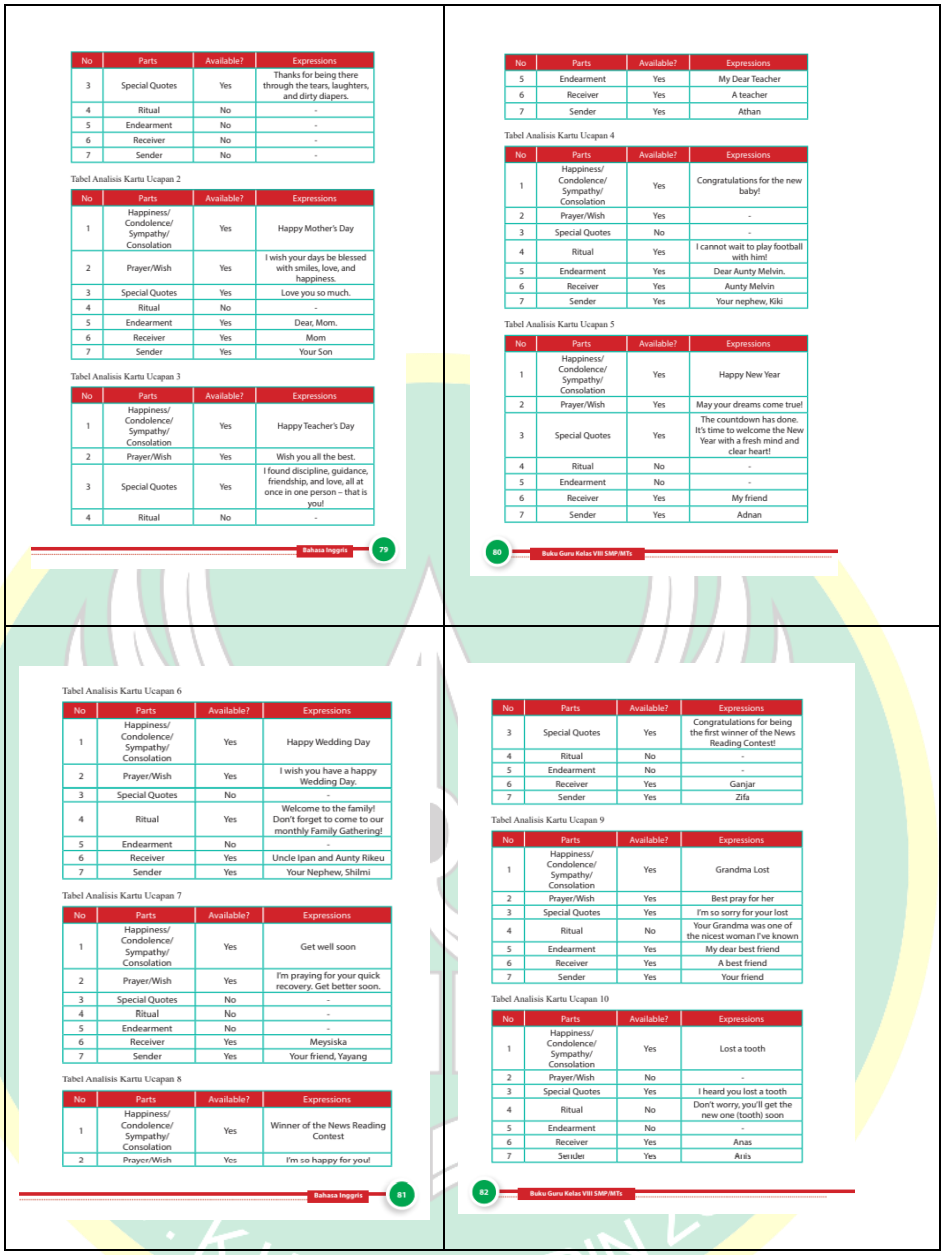
No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Happy Father's Day
2	Prayer/Wish	No	Happy Father's Day
3	Special Quotes	Yes	Thanks for being there through the tears, laughter, and love.
4	Ritual	No	-
5	Endearment	No	-
6	Receiver	No	-
7	Sender	No	-

Kunci Jawaban

Kunci Jawaban Kegiatan 3

Tabel Analisis Kartu Ucapan 1

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Happy Father's Day
2	Prayer/Wish	No	Happy Father's Day



No	Parts	Available?	Expressions
3	Special Quotes	Yes	Thanks for being there through the tears, laughters, and dirty diapers.
4	Ritual	No	-
5	Endearment	No	-
6	Receiver	No	-
7	Sender	No	-

Tabel Analisis Kartu Ucapan 2

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Happy Mother's Day
2	Prayer/Wish	Yes	I wish your days be blessed with smiles, love, and happiness.
3	Special Quotes	Yes	Love you so much.
4	Ritual	No	-
5	Endearment	Yes	Dear, Mom.
6	Receiver	Yes	Mom
7	Sender	Yes	Your Son

Tabel Analisis Kartu Ucapan 3

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Happy Teacher's Day
2	Prayer/Wish	Yes	Wish you all the best.
3	Special Quotes	Yes	I found discipline, guidance, friendship, and love, all at once in one person – that is you!
4	Ritual	No	-

Bahasa Inggris 79

No	Parts	Available?	Expressions
5	Endearment	Yes	My Dear Teacher
6	Receiver	Yes	A teacher
7	Sender	Yes	Athan

Tabel Analisis Kartu Ucapan 4

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Congratulations for the new baby!
2	Prayer/Wish	Yes	-
3	Special Quotes	No	-
4	Ritual	Yes	I cannot wait to play football with him!
5	Endearment	Yes	Dear Aunty Melvin.
6	Receiver	Yes	Aunty Melvin
7	Sender	Yes	Your nephew, Kiki

Tabel Analisis Kartu Ucapan 5

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Happy New Year
2	Prayer/Wish	Yes	May your dreams come true!
3	Special Quotes	Yes	The countdown has done. It's time to welcome the New Year with a fresh mind and clear heart!
4	Ritual	No	-
5	Endearment	No	-
6	Receiver	Yes	My friend
7	Sender	Yes	Adnan

80 Buku Guru Kelas VIII SMP/MTs

Tabel Analisis Kartu Ucapan 6

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Happy Wedding Day
2	Prayer/Wish	Yes	I wish you have a happy Wedding Day.
3	Special Quotes	No	-
4	Ritual	Yes	Welcome to the family! Don't forget to come to our monthly Family Gathering!
5	Endearment	No	-
6	Receiver	Yes	Uncle Ipan and Aunty Rikeu
7	Sender	Yes	Your Nephew, Shilmi

Tabel Analisis Kartu Ucapan 7

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Get well soon
2	Prayer/Wish	Yes	I'm praying for your quick recovery. Get better soon.
3	Special Quotes	No	-
4	Ritual	No	-
5	Endearment	No	-
6	Receiver	Yes	Meysiska
7	Sender	Yes	Your friend, Yayang

Tabel Analisis Kartu Ucapan 8

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Winner of the News Reading Contest
2	Prayer/Wish	Yes	I'm so happy for you!

Bahasa Inggris 81

No	Parts	Available?	Expressions
3	Special Quotes	Yes	Congratulations for being the first winner of the News Reading Contest!
4	Ritual	No	-
5	Endearment	No	-
6	Receiver	Yes	Ganjar
7	Sender	Yes	Zifa

Tabel Analisis Kartu Ucapan 9

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Grandma Lost
2	Prayer/Wish	Yes	Best pray for her
3	Special Quotes	Yes	I'm so sorry for your lost
4	Ritual	No	Your Grandma was one of the nicest woman I've known
5	Endearment	Yes	My dear best friend
6	Receiver	Yes	A best friend
7	Sender	Yes	Your friend

Tabel Analisis Kartu Ucapan 10

No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Lost a tooth
2	Prayer/Wish	No	-
3	Special Quotes	Yes	I heard you lost a tooth
4	Ritual	No	Don't worry, you'll get the new one (tooth) soon
5	Endearment	No	-
6	Receiver	Yes	Anas
7	Sender	Yes	Anas

82 Buku Guru Kelas VIII SMP/MTs

Purwokerto, 22 Mei 2023

Mengetahui

Kepala MTs Al-Hidayah Purwokerto

Adi Nugraha, S.Pd

Guru Mata Pelajaran

Kharis Nur Fauzi

NIP. NIM. 1817404021

Appendix 3

Research Intrument

THE EFFECTIVENESS OF FISHBOWL TECHNIQUE IN TEACHING COMPREHENSION OF SPOKEN LANGUAGE AT THE EIGHTH GRADE STUDENTS OF MTs AL HIDAYAH PURWOKERTO

A. Pre-Test

Students' Identity

Teacher	: Kharis Nur Fauzi
Student's Name	:
Date/Time	:

Instruction:

1. Pay attention to the following questions.
2. The speaking test lasts 1-2 minutes.
3. The examiner will make a recording of your answer.
4. You answer questions will be about giving insructions and the invitation.
5. Answer the questions orally in your own words.
6. Speak in a clear and loud voice.
7. Do not be nervous.
8. Good luck.

Giving Intruction

Conversation between Dayu, Edo and Lina.

Dayu : Open the box, please. There is something in it.
Lina : Sure. Let me open it now.
Dayu : I hope you like it.
Lina : Dayu, this cup is lovely. Thanks.
Dayu : I am happy you like it. Remember, never put hot water on it.
Lina : Okay, got it.

Questions for numbers 1- 4.

1. Based on the conversation above, what is the purpose of giving instructions expression?
2. Based on the conversation above, what command sentences are contained in the conversation?
3. After you read the conversation above, please give me an example of how to express instructing other people.
4. After you read the conversation above, please provide an example of how to accept instructing other people.

Invitation

Conversation between Ahmad and Jacky

Ahmad : Good Morning. Jacky.
Jacky : Good Morning, Ahmad. How are you today?
Ahmad : I am good, thank you.
Jacky : Are you free tomorrow at 7 p.m.?
Ahmad : I think so. Why?
Jacky : Would you like to come to my birthday party this Saturday?
Ahmad : Your birthday is nice. Sure, I can come.
Jacky : You do not have to bring anything. It is just some of the coworkers and staff.
Ahmad : Where is it?
Jacky : It is at Santorini Cafe.
Ahmad : Ah, I know that place. Okay, I will see you there at 7 p.m.
Jacky : Thank you so much.

Questions for numbers 1-5.

1. Based on the conversation above, what is the purpose of invitation expression?
2. Based on the conversation above, when the party will be held?
3. Based on the conversation above, what kind occasion will be held?
4. After you read the conversation above, please give me an example of how to express an invitation to another person.
5. After you read the conversation above, please provide an example of how to accept invitation from another people.

The Rubric of Assessment for Student

Aspect	Score	Description
Fluency	1	(No specific fluency description. Refer to the other four language areas for an implied level of fluency).
	2	The student can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	The student can discuss particular interests Can participate effectively in competence with reasonable ease. Rarely has to grope for words.
	4	The student can use the language fluently on all levels, ordinarily pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	5	The student has complete fluency in the language, so his speech is entirely accepted by educated native speakers.
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is intelligible, though it often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be foreign.
	4	Errors in pronunciation are rare.
	5	The student is equivalent to an fully accepted by educated native speakers.
Comprehension	1	Within his minimal language experience, the student can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrasing.

	2	The student can get the gist of most conversations od non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is complete at a standard rate of speech.
	4	The student can understand any conversation within the range of his experience.
	5	The student is equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
	2	The student has a speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	The student can speak the language with sufficient vocabulary to participate effectively in most formal and informal practical, social, and professional conversations. Their speech is broad enough that he rarely has to grope for a word.
	4	The student can understand and participate in any conversation within the range of his experience with a high degree of precision in vocabulary.
	5	Speech on all levels is entirely accepted by educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Grammar	1	Grammar errors are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	The student can usually handle elementary constructions accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and

		informal conversations on practical, social, and professional topics.
	4	The student can use the language accurately on all levels normally pertinent to professional needs. Grammar errors are rare.
	5	The student is equivalent to that of an educated native speaker.

Pre-Test Score

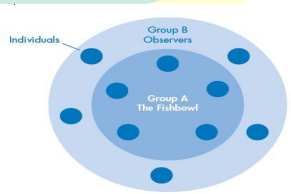
No.	Aspect	Score
1.	Fluency	
2.	Pronunciation	
3.	Comprehension	
4.	Vocabulary	
5.	Grammar	
TOTAL SCORE		

B. Treatment

In this session, the teacher will use the Fishbowl Technique as a learningtool for students to learn spoken language comprehension and focus on speaking skills by themself for 5 days of practice. The Fishbowl Technique, including the material about giving instruction and invitation.

The steps of the Fishbowl Technique are as follows:

6) The teacher arranges the room in the fishbowl. The form of the fishbowl technique is the inner and outer circle of students. It is often assigned a text (a section of a textbook or book, a poem, an article, or a video) to be read or viewed before the discussion.



Source: http://www. kstoolkit.org

7) The teacher can generate a set of questions about the issues or the topic by writing them on slips of paper. Before that, the teacher will explains the Fishbowl process, the objective and the case or the topic will be discussed.
8) The students (four or five students) sit in the inner circle and begin a discussion using the question, only these students can talk.
9) The students (four or five students) sit in the inner circle begin a discussion using the question, only these students can talk.
10) Finally, the teacher opens the floor for debriefing (review key points, interesting comments, the groups' feeling. The students are allowed to develop their conclusions freely.

UIN PROF. K.H. SAIFUDDIN ZUHRI

C. Post-Test

Students' Identity

Teacher	: Kharis Nur Fauzi
Student's Name	:
Date/Time	:

Intruction:

1. Pay attention to the following questions.
2. The speaking test lasts 1-2 minutes.
3. The examiner will make a recording of your answer.
4. You answer questions will be about giving insruction and the invitation.
5. Answer the questions orally in your own words.
6. Speak in clear, and laud voice.
7. Do not be nerveous.
8. Good luck.

Conversation by telephone between Beni and Lina.

Edo : Hello, Beni. I am Edo. How are you?
Beni : I am fine.
Edo : Beni, are you coming to Lina's birthday party.
Beni : Yes. You are coming too, aren't you?
Edo : Of course. Let's walk together to her house.
Beni : Okay. Don't forget to wear a T-shirt. We will play outdoor games there.
Edo : Really? Okay, I will wear my purple T-shirt. So, we'll walk to Lina's party. Could you wait for me near the bridge?
Beni : Okay. We'll meet there at nine. Be there on time. Don't let me wait too long.
Edo : Yes. Don't forget to have your breakfast before you go.
Beni : Certainly. See you then. Thanks.

Questions for numbers 1-4.

1. Based on the conversation above, what is the purpose of giving instructions expression?
2. Based on the conversation above, what command sentences are contained in the conversation?
3. After you read the conversation above, please give me an example of how to express instructing other people.
4. After you read the conversation above, please provide an example of how to accept instructing other people.

Conversation between Vika and Fatma.

Situation: Vika will invite her close friend, Fatma, to her Wedding Day.

Vika : Hi, Fatma. How is it going?

Fatma : I am good. And how about you?

Vika : I am fantastic, Fatma. Do you know? This Saturday will be my Wedding Day.

Fatma : Are you serious? What good news, Vika. Congratulation.

Vika : Thanks, Fatma. I want to invite you to my moment. Will you come?

Fatma : Of course, my dear. I will be there. So tell me, where and when?

Vika : It will be at Pradana's house, Deluxe Apartment, third floor, at 2 a.m., saturday morn

Fatma : Oke. I will not break your heart, my dear.

Vika : Thanks, Fatma. You are the best.

Questions for numbers 1-5.

1. Based on the conversation above, what is the purpose of invitation expression?
2. Based on the conversation above, when the party will be held?
3. Based on the conversation above, what kind occasion will be held?
4. After you read the conversation above, please give me an example of how to express an in to another person.
5. After you read the conversation above, please provide an example of how to accept invitat another people.

The Rubric of Assessment for Student

Aspect	Score	Description
Fluency	1	(No specific fluency description. Refer to the other four language areas for an implied level of fluency).
	2	The student can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	The student can discuss particular interests Can participate effectively in competence with reasonable ease. Rarely has to grope for words.
	4	The student can use the language fluently on all levels, ordinarily pertinent to professional needs. Can participate in any conversation

		within the range of this experience with a high degree of fluency.
	5	The student has complete fluency in the language, so his speech is entirely accepted by educated native speakers.
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is intelligible, though it often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be foreign.
	4	Errors in pronunciation are rare.
	5	The student is equivalent to an fully accepted by educated native speakers.
Comprehension	1	Within his minimal language experience, the student can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrasing.
	2	The student can get the gist of most conversations od non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is complete at a standard rate of speech.
	4	The student can understand any conversation within the range of his experience.
	5	The student is equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
	2	The student has a speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	The student can speak the language with sufficient vocabulary to participate effectively in most formal and informal practical, social, and professional conversations. Their speech is

		broad enough that he rarely has to grope for a word.
	4	The student can understand and participate in any conversation within the range of his experience with a high degree of precision in vocabulary.
	5	Speech on all levels is entirely accepted by educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Grammar	1	Grammar errors are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	The student can usually handle elementary constructions accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	The student can use the language accurately on all levels normally pertinent to professional needs. Grammar errors are rare.
	5	The student is equivalent to that of an educated native speaker.

Post-Test Score

No.	Aspect	Score
1.	Fluency	
2.	Pronunciation	
3.	Comprehension	
4.	Vocabulary	
5.	Grammar	
TOTAL SCORE		

Appendix 4

Pre-test 8A

No	Name	F	P	A	C	PS	Score	Total Score = x5
1	Alifah Nur Hidayah	3	2	3	3	3	14	70
2	Bunga Oktavian	2	2	3	3	2	12	60
3	Damar Riadiansah	3	2	2	3	3	13	65
4	Erfan Dwi Satrio	2	2	3	2	3	12	60
5	Fachrul Nur Dwi Andro	3	2	3	2	3	13	65
6	Fathan Wafabshar	3	4	2	2	2	13	65
7	Fathqul Azra Ramadhan	4	3	2	3	3	15	75
8	Fardan Danial Anaqi	3	3	3	2	4	15	75
9	Farellino Bagas Pratama	2	3	3	3	3	14	70
10	Fiana Azizah	2	4	3	3	3	15	75
11	Ferdinand Gabriel	3	3	2	3	3	14	70
12	Husein Azzamul Aflah	3	3	3	2	3	14	70
13	Intan Nava Havivah	3	3	3	3	3	15	75
14	Laurella	2	2	3	2	2	11	55
15	Muhammad Fauzan	3	3	3	2	2	13	65
16	Nabil Raihan Abdurrahman	3	3	3	3	3	15	75
17	Nurul Chanifah	2	3	2	3	3	13	65
18	Rado Nur Ardiansyah	2	2	2	3	2	11	55
19	Rahmah Umayyah	2	3	2	2	2	11	55
20	Rakha Rahdatul Aisy	3	3	3	3	3	15	75
21	Sabikah Aini Khasanah	3	2	3	2	3	13	65
22	Safira	2	3	3	2	2	12	60
23	Serlyta Roseviana	2	2	2	2	3	11	55
24	Sri Andani	3	2	2	3	3	13	65
25	Suci Cahya Ramadhani	3	2	1	3	2	11	55
26	Syahrul Saputra Febrian	3	2	2	2	3	12	60
27	Varhel Dayu	2	3	3	2	4	14	70
28	Basith Al-Mustofa	4	3	2	3	3	15	75
TOTAL								1845
AVERAGE								65,8
MAXIMAL SCORE								75
MINIMAL SCORE								55

Post test 8A

No	Name	F	P	A	C	PS	Score	Total Score = x5
1	Alifah Nur Hidayah	3	4	3	3	4	17	85
2	Bunga Oktavian	2	3	3	3	3	14	70
3	Damar Riadiansah	3	3	2	3	4	15	75
4	Erfan Dwi Satrio	2	3	3	4	3	15	75
5	Fachrul Nur Dwi Andro	3	3	3	3	4	16	80
6	Fathan Wafabshar	3	4	2	2	4	15	75
7	Fathqul Azra Ramadhan	4	4	3	3	3	17	85
8	Fardan Danial Anaqi	4	3	3	2	4	16	80
9	Farellino Bagas Pratama	2	4	3	4	3	16	80
10	Fiana Azizah	2	4	3	3	4	16	80
11	Ferdinand Gabriel	3	4	4	3	3	17	85
12	Husein Azzamul Aflah	3	4	3	3	4	17	85
13	Intan Nava Havivah	4	4	3	3	4	18	90
14	Laurella	2	3	3	2	4	14	70
15	Muhammad Fauzan	2	3	4	2	4	15	75
16	Nabil Raihan Abdurrahman	4	3	3	3	4	17	85
17	Nurul Chanifah	2	3	3	4	4	16	80
18	Rado Nur Ardiansyah	4	3	3	3	2	15	75
19	Rahmah Umayyah	2	3	4	2	4	15	75
20	Rakha Rahdatul Aisy	3	3	4	3	4	17	85
21	Sabikah Aini Khasanah	4	3	4	2	3	16	80
22	Safira	2	3	3	4	3	15	75
23	Serlyta Roseviana	2	3	3	4	4	16	80
24	Sri Andani	3	3	2	3	4	15	75
25	Suci Cahya Ramadhani	3	3	2	3	2	13	65
26	Syahrul Saputra Febrian	4	3	2	2	3	14	70
27	Varhel Dayu	3	3	3	4	4	17	85
28	Basith Al-Mustofa	4	4	3	3	3	17	85
TOTAL								2205
AVERAGE								78,75
MAXIMAL SCORE								90
MINIMAL SCORE								65

No	Name	F	P	A	C	PS	Score	Total Score = x5
1	Amelia Anjaza Mekawati	4	3	3	2	2	14	70
2	Disti Ayu Anandhyta	4	3	2	3	3	15	75
3	Diva Ramadhan	3	2	2	2	2	11	55
4	Elang Hanifah Hadi Pratiwi	3	2	2	2	3	14	60
5	Fahri Ade Saputra	3	2	2	1	2	10	50
6	Febri Mistianto	4	2	2	2	3	13	65
7	Gari Zaynzuuka	4	1	2	2	3	12	60
8	Halimatun Nisa	3	2	2	3	3	13	65
9	Hilmy Asyrof	4	2	2	2	3	13	65
10	Lubu Ridho	3	2	3	2	2	12	60
11	May Yulia Puspitasari	4	3	2	2	3	14	70
12	Misda Asyifa	3	3	2	2	2	12	60
13	Muhammad Irwan	3	2	2	1	2	10	50
14	Mohammad Zulfikar	4	2	3	2	3	14	70
15	Noval Widias	2	1	2	1	2	8	40
16	Ramdan Nur Hidayat	3	2	2	2	2	11	55
17	Reifa Nur Desta	3	3	2	3	3	14	70
18	Retno Tri Astuti	3	3	2	3	3	14	70
19	Risky Kurniawan Saputra	3	2	2	2	2	11	55
20	Sabrina Khairunnisa	3	2	2	2	3	12	60
21	Sade Riski	3	2	2	2	2	11	55
22	Saeful Jamil	4	3	3	3	3	16	80
23	Safa Nur Fitriani	4	3	3	2	3	15	75
24	Slamet Riyadi El-Hanif	3	2	2	2	3	12	60
25	Stevano Aurel Azri	3	2	3	2	2	12	60
26	Windi Astiwi	4	2	3	2	3	14	70
27	Yudi Arif Nugraha	3	1	2	2	2	10	50
28	Rafael Bagas Saputra	3	2	1	1	2	9	45
TOTAL								1720
AVERAGE								61,4
MAXIMAL SCORE								80

MINIMAL SCORE	40

Pre-test 8B

Post-test 8B

No	Name	F	P	A	C	PS	Score	Total Score = x5
1	Amelia Anjaza Mekawati	4	3	3	3	2	15	75
2	Disti Ayu Anandhyta	4	3	2	4	3	16	80
3	Diva Ramadhan	3	2	3	4	3	15	75
4	Elang Hanifah Hadi Pratiwi	3	2	2	3	4	14	70
5	Fahri Ade Saputra	3	2	3	2	3	13	65
6	Febri Mistianto	4	3	3	2	3	15	75
7	Gari Zaynzuuka	4	2	3	2	3	14	70
8	Halimatun Nisa	3	2	2	3	3	13	65
9	Hilmy Asyrof	4	2	3	3	3	15	75
10	Lubu Ridho	3	3	4	2	2	14	70
11	May Yulia Puspitasari	4	3	3	2	3	15	75
12	Misda Asyifa	4	3	2	2	3	14	70
13	Muhammad Irwan	3	2	3	3	2	13	65
14	Mohammad Zulfikar	4	2	4	3	3	16	80
15	Noval Widias	3	2	2	2	3	12	60
16	Ramdan Nur Hidayat	3	2	2	2	3	12	60
17	Reifa Nur Desta	3	3	2	3	4	15	75
18	Retno Tri Astuti	3	4	2	3	4	16	80
19	Risky Kurniawan Saputra	3	3	2	2	3	13	65
20	Sabrina Khairunnisa	3	2	2	2	3	12	60
21	Sade Riski	3	2	2	3	3	13	65
22	Saeful Jamil	4	3	3	3	3	16	80
23	Safa Nur Fitriani	4	3	4	2	3	16	80
24	Slamet Riyadi El-Hanif	3	2	2	2	4	13	65
25	Stevano Aurel Azri	3	2	3	3	2	13	65
26	Windi Astiwi	4	3	3	3	3	16	80
27	Yudi Arif Nugraha	3	1	2	3	3	12	60
28	Rafael Bagas Saputra	3	2	2	1	2	10	50
TOTAL								1955
AVERAGE								69,8
MAXIMAL SCORE								80
MINIMAL SCORE								50

Appendix 5 Rubric of Speaking

Aspect	Score	Description
Fluency	1	(No specific fluency description. Refer to the other four language areas for an implied level of fluency).
	2	The student can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	The student can discuss particular interests Can participate effectively in competence with reasonable ease. Rarely has to grope for words.
	4	The student can use the language fluently on all levels, ordinarily pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	5	The student has complete fluency in the language, so his speech is entirely accepted by educated native speakers.
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is intelligible, though it often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be foreign.
	4	Errors in pronunciation are rare.
	5	The student is equivalent to an fully accepted by educated native speakers.
Comprehension	1	Within his minimal language experience, the student can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrasing.
	2	The student can get the gist of most conversations od non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is complete at a standard rate of speech.
	4	The student can understand any conversation within the range of his experience.

	5	The student is equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
	2	The student has a speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	The student can speak the language with sufficient vocabulary to participate effectively in most formal and informal practical, social, and professional conversations. Their speech is broad enough that he rarely has to grope for a word.
	4	The student can understand and participate in any conversation within the range of his experience with a high degree of precision in vocabulary.
	5	Speech on all levels is entirely accepted by educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Grammar	1	Grammar errors are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	The student can usually handle elementary constructions accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	The student can use the language accurately on all levels normally pertinent to professional needs. Grammar errors are rare.
	5	The student is equivalent to that of an educated native speaker.

Appendix 6

Documentation

Pre-test 8A	**Post-test 8A**
Treatment 1 8A	**Treatment 2 8A**
Pre-test 8B	**Post-test 8B**

Appendix 7

Validation Sheet

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Windhariyati Dyah K, M.A., M.Pd.

Instansi : UIN SAIZU PURWOKERTO

Jabatan : Dosen

Telah membaca instrument penelitian, berupa tes wawancara (pre-test dan post-test) yang akan digunakan dalam penelitian skripsi dengan judul "The Effectiveness Of Fishbowl Technique In Teaching Comprehension Of Spoken Language At The Eighth Grade Students Of MTs Al Hidayah Purwokerto" oleh peneliti:

Nama : Kharis Nur Fauzi

NIM : 1817404021

Prodi : Tadris Bahasa Inggris

Setelah memperhatikan instrument yang dibuat , maka masukan instrument tersebut adalah:

Aspek validity dalam instrumen terdiri dari :

1. Face Validity
2. Construct "
3. Content "
4. Criterion "

Aspek tersebut sudah di-follow-up dengan baik.

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Purwokerto, 11 Agustus 2023
Validator

Windhariyati Dyah K, M.A., M.Pd.
NIDN. 2001049001

Appendix 8

BIOGRAPHY

PERSONAL INFORMATION

Name	Kharis Nur Fauzi
Student Number	1817404021
Date of Birth	November 05th, 2000
Address	Danasri Lor 02/06, Nusawungu Sub-District, Cilacap District, Central Java Provience
Marital Status	Single
Sex	Male
Nationality	Indonesian
Religion	Islam
Father Name	Marsidin
Mother Name	Sutiroh

EDUCATIONAL BACKGROUND

2018-2023	State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, English Education Study Program. Education Department, Faculty of Tarbiya and Teacher Training.
2015-2018	SMA MA'ARIF NU 1 KEMRANJEN
2012-2015	MTs Al-Hidayah Nusawungu
2006-2012	SD Negri 01 Sikanco