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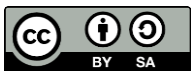

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The Effect of the Fishbowl Technique Implementation on Students' Speaking Skills for Twelfth-Grade Students at Senior High School

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Abstract

This study investigated the effect of the Fishbowl Technique on the speaking skills of twelfth-grade students at SMAN 2 Kotabumi, focusing on the problem of students' low speaking skills and high speaking anxiety. A quantitative methodology using a Quasi-experimental Design was used, with 72 students selected as participants (36 in the experimental group and 36 in the control group). Data were obtained through speaking assessments (pre-test and post-test) and analyzed through Independent Samples T-Test. The findings revealed a statistically significant difference in the post-test mean scores between the two. This result was reinforced by the calculated t-value (6.85), which was significant at $p < 0.05$. In addition, this study showed a strong effect, confirmed by the N-Gain score of 0.565 in the experimental group, which is classified as moderate effectiveness, compared to the N-Gain of 0.079 in the control group. This study concluded that the Fishbowl Technique is an effective and appropriate technique for improving students' speaking skills.

Keywords: *Fishbowl Technique, Speaking skills, Effect, Implementation*

Introduction

Teaching Speaking is very important process in the classroom. Learning occurs through interactions between students, teachers, and educational resources within the learning environment. Learning involves support provided by teachers to help students acquire knowledge and understanding. Teachers do not only educate about the language itself but also consider its context, because it is very important to equip students with essential aspects such as vocabulary, grammar, and pronunciation, so they can use these components effectively for

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communication and interaction. Effective speaking requires clarity, courage, confidence, and a good understanding of concepts. There are three main reasons for student participation in speaking activities in classroom. First, students are given guided speaking practice to train their skills in a comfortable classroom environment. Second, these speaking tasks require students to use their own words they know, so that they are able to provide suggestions to friends and tutors. Finally, students are given the opportunity to activate various language components in their minds, thereby expanding the use of language elements in their brains and improving their use of these elements.

This indicates that students are able to articulate their thoughts fluently using their language. Fanshuri & Andriyani (2019) emphasize that teaching speaking emphasizes training students to share ideas through interaction, complemented by conversational management for more effective communication. In teaching speaking, students are guided to articulate their thoughts and emotions coherently so that listeners can understand their messages (Abdurrahman Hi. Usman, 2015). Okar & Shahidy (2019) point out that teaching speaking focuses on improving students' fluency and motoric skills so they can convey their ideas in a well-organized manner to achieve desired communication goals. In English, speaking is the most important skills to be mastered by students, especially high school students. Brown (2002) considers speaking as an active activity that requires the ability to convey meaning directly and accurately.

According to Thornburry (2005) Speaking skills is a that requires clear and correct pronunciation, intonation and sentence structure. Many students still experience anxiety and lack confidence because they are afraid of making mistakes due to limited vocabulary (Leong and Ahmadi 2017; Pollard 2008). Cameron (2005) says that a comfortable learning environment is very important to encourage students to actively participate in learning. Success in speaking depends on the exchange of meaning that can be understood by others Arini and Wahyudi (2022). Chen and Hwang (2002) highlight that limited vocabulary and lack of adequate practice hinder students' Speaking skills. Kiruthiga and Christopher (2022) said that student motivation and self-confidence are the main keys to improving Speaking skills, which can be fostered through practice using interactive discussion techniques. That speaking instruction must be directed towards achieving communicative competence (Al-Hassani & Al-Saalmi;2022).

Teaching strategies must be systematic and can create a more engaging classroom environment Masih (2020). The main goal of teaching speaking is for students to actively use English orally, which is often considered challenging, so that it becomes active skills that enables students to convey thoughts and articulate ideas verbally clearly and fluently. Developing Speaking skills requires intensive practice to increase students' confidence and fluency. Therefore, speaking remains an essential and integral skill in education (Rosyid, 2022). Various approach techniques have been used to overcome obstacles in teaching speaking, ranging from role play, storytelling, to group presentations. However, these techniques are

less effective in overcoming the anxiety of students who tend to be reluctant to speak in class. In the context of this teaching, Fishbowl is used as a structured discussion technique that allows students to participate actively with clear guidance.

Fishbowl Technique is a collaborative teaching technique that emphasizes structured and active participatory discussions between students. This technique involves two group circles, namely the inner circle and the outer circle. The inner circle is the discussion group while the outer circle is the observer. The inner circle acts as discussion participants by discussing a topic and the outer circle acts as observers, listeners, and provides feedback. This technique allows for role rotation, so that all students get the opportunity to speak. Fishbowl Technique has been implemented across various educational levels. The fishbowl technique is a technique used to encourage group discussion among students so that they are brave in expressing their ideas and thoughts clearly. The Fishbowl Technique is a class discussion divided into two parts: an in-group and an out-group (Kasdi & Auzar, 2016:185). Kumia (2015) states that the Fishbowl Technique consists of two groups: an in-group and an out-group. The in-group discusses a topic, while the out-group acts as observers.

The teacher provides various topics for the in-group to debate, while the out-group observes. This technique is considered effective in encouraging students to think critically, discuss, and strengthen social and communication skills. Fishbowl is a group discussion technique that forms a circle. This technique emphasizes structured and participatory discussion. The Fishbowl Technique aims to encourage students to actively participate in discussions, especially during class speaking (Han & Hamilton, 2023). This technique is particularly useful in reducing students' hesitation when speaking. It allows them to articulate their thoughts freely. Ersanti and Rahman (2017:92) the fishbowl technique is a learning technique in the form of a discussion, where class students form a circle around the discussion group.

Arivananthan (2015) claims that "fishbowl" is a simple technique for presentations and group discussions that combines small groups with a spontaneous conversational style to discuss topics within a larger group. Anistantia, Sudirman, and Huzairin (2017) using the Fishbowl Technique is used to help build self-confidence and encourage spontaneous Speaking skills in English. Haryudin & Parmawati (2019) state that improving students' speaking skills through the Fishbowl technique can result in a more effective learning experience. Ilma & Manurung (2019) stated that the fishbowl technique, as an Inner & Outer Fishbowl (IOF) technique in education, is beneficial for both teachers and students, having a positive impact on both groups. The Fishbowl technique supports students in expressing their thoughts and expressing themselves with confidence.

According to Cholewinsky (2015), the Fishbowl Technique is an interactive

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technique. This technique is a communicative activity involving two groups. Each group creates an opportunity for each student to express their thoughts and ideas on a specific topic. Barkley et al. (2005:218) stated that in the fishbowl technique, students sit in an inner circle discussing and are surrounded by a larger outer circle. Similiarry, (Silberman & Sholeha et al. 2018:130) A technique that involves educators with students in discussion activities and giving them instructions to listen to the topic being discussed.

This indicates that the fishbowl technique is used to organize activities in medium to large groups consisting of various ability levels. In the fishbowl technique, students are given the opportunity to observe, take notes, and then provide comments. Each student takes a turn to speak after another student has finished speaking. Meanwhile, while the student is speaking, other students are required to pay attention to what they are saying. They must listen and pay close attention. Before responding, students must first note down the important points made by the previous student. Students can also provide corrections or questions to other students. Then, they must verbally respond to what they have observed and heard. The Fishbowl Technique encourages critical thinking among students, allowing them to share insights about an event or develop solutions collaboratively (Silitonga, 2023).

According to Ameen and Ahmed (2023) stated that Fishbowl encourages interactive and effective learning, where students are more connected to the material being discussed and to each other. Harmer (1998) said that structured discussion-based activities can create a comfortable learning atmosphere, so that students feel confident in expressing their opinions. With its dynamic and flexible structure, Fishbowl not only develops academic skills, but also builds self-confidence and collaboration between students, making this technique very relevant for use in learning, especially in teaching foreign languages such as English. Khadijah (2017) shows that the Fishbowl Technique is applied to make students play an active role in participating in group discussions. This technique can also help students in analyzing a topic critically. Harmer (2007) discussion techniques such as Fishbowl provide opportunities for students to speak in order to boost self-confidence and explore students' potential in more depth. Koterwas et al. (2021) stated that discussions using the Fishbowl Technique aim to encourage relaxed, open, and dynamic conversations among students.

Wulandari (2015), the Fishbowl Technique is a valuable teaching approach because it organizes students into groups, which can positively impact their speaking skill during speaking practice. Rahma (2015) observed significant differences with students who learn using the usual method traditional techniques and students who learn with Fishbowl Technique. The Fishbowl Technique significantly improved students' grammar, fluency, pronunciation, vocabulary, and comprehension of the material, as evidenced by Rahas (2019). The implementation of the Fishbowl Technique can be considered an effective strategy in speaking instruction in public secondary schools in indonesian. This research is important

because there is still lack of experimental research discussing the use of Fishbowl in public secondary schools in Indonesia, especially for students with basic English skills. This research aims to produce the best results to facilitate its structured and interactive implementation in the classroom.

The Fishbowl technique is known as an active learning technique that emphasizes structured discussions, which are important for developing students' confidence and continuous interaction in speaking skills. Research has shown that this technique is very effective in junior high and madrasah levels of education. (Kurnia, 2015) examined effect of the Fishbowl Technique on the Speaking skills of eighth-grade students at Semarang State Junior High Schools. After understanding the recount text material through the Fishbowl technique, students showed a significant increase in their level of participation, enthusiasm, and collaboration during the learning process. Similarly, quantitative studies conducted by (Anistantia, 2017) on junior high school students and (Amalia, 2017) on high school students concluded that the Fishbowl Technique was significantly effective in improving students' Speaking skills.

The Fishbowl Technique's effectiveness has also been measured quantitatively at the senior high school (SMA) level and similar institutions. Additional evidence was provided by Setyawati (2016) at SMKN 1 Karanganyar, where the experimental group's average score significantly surpassed that of the control group. This supports the idea that the Fishbowl Technique positively influences the speaking skills of 11th grade students. These findings are further backed by research conducted by Jaya & Habibi (2016) at SMK and Khusriyah et al. (2018), both of which noted that the Fishbowl Technique led to a meaningful improvement in speaking skill development.

The Benefits of the Fishbowl Technique

1. Benefits of the Fishbowl Technique
    a. This technique inspires students' creativity by generating innovative ideas and solutions to problems
    b. This technique fosters an appreciation for diverse perspectives
    c. This technique increases overall knowledge
    d. This technique encourages deliberation to reach consensus in problem-solving
    e. This technique stimulates critical thinking among students
    f. This technique motivates students to share their views openly

However, the most substantial evidence for the success of the Fishbowl Technique at the high school level comes from studies using research designs with better internal validity, specifically quasi-experimental designs. Studies conducted by Hertina (2018) and Intan (2019), both focused on high school students, clearly

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demonstrated that the Fishbowl Technique outperformed conventional teaching techniques. These results establish the validity criteria that must be met to confirm the efficacy of the Fishbowl Technique in high school English teaching. Although the Fishbowl Technique refers the strong validity of quasi-experimental studies conducted in high schools during 2018–2019, research conducted after 2020 shows a shift toward less valid methodologies. Recent studies at the high school level, such as those by Karouw et al. (2024) and Khair et al. (2023), primarily use pre-experimental designs without a control group, making them methodologically inadequate. In contrast, robust quasi-experimental designs are increasingly being implemented in junior high schools. This study aims to fill this gap by evaluating the use of the Fishbowl Technique in twelfth grade students at SMAN 2 Kotabumi, using a quasi-experimental design with a nonequivalent control group to produce results with the greatest validity in the current context.

The use of Fishbowl Technique has a significant effect on students Speaking skills compared to those taught compared to students taught using conventional methods. The independent variable in this study is the use of the Fishbowl Technique, while the dependent variable is students' Speaking skills, which are measured based on aspects of fluency, grammar, vocabulary, pronunciation, and comprehension (Brown, 2004). However, most of the existing research was conducted in junior high schools or universities, and very few focused on regular public senior high schools in Indonesia. Moreover, many studies employed only qualitative or descriptive method, lacking rigorous statistical comparison between the Fishbowl Technique and other teaching approaches.

As a result, the effectiveness of Fishbowl in regular classroom environments with experimental and control groups is still under-explored. There has been no study using a quasi-experimental design to empirically assess the effectiveness of the Fishbowl Technique on students' Speaking skills. In addition, there is still very little research discussing the use of Fishbowl in Indonesian public senior high schools where ineffective classroom conditions, low student motivation and anxiety are experienced by students. This gap serves as the rationale for the present study. By applying the technique in this underrepresented context, this study contributes to theory and practice.

Hence this research differs from the previous researches in the following things:

1. This study was conducted in a public senior high school in Indonesia, whereas most previous studies were carried out at the junior high school or university level
2. It focused on students with basic English proficiency, making the findings more relevant for contexts with similar students' populations
3. It employed a quasi-experimental design using both control and experimental groups

4. It applied the Fishbowl Technique in a formal classroom setting to see whether there is a significant effect on students' Speaking skills, which has rarely been examined in previous studies

This study aims to investigate the effect of the Fishbowl Technique Implementation on students' Speaking skills to twelfth-grade students at SMAN 2 Kotabumi in the 2024/2025 academic year. It seeks to present empirical data through a comparison of pre-test and post-test results, between the experimental and control group. Students Speaking skills will be assessed using a rubric that includes fluency, grammar, vocabulary, pronunciation and comprehension. Using inferential statistics, particularly T-test, this study aims to determine whether the Fishbowl Technique has a significant effect on students' Speaking skills. In addition, this study addresses the methodological gaps in previous research and provides insight for teacher on effective, student-centered approaches to teaching speaking. The findings are expected to contribute to both academic literature and classroom practice.

This article aims to address and answer the following research questions:

1. Is there a significant effect in the Speaking skills of students taught using the Fishbowl Technique compared to students taught using conventional methods?
2. How does Speaking skills of students taught by Fishbowl Technique differ from those taught conventional method?

Method

Research Design

This research is a quasi-experimental study. This type of research is quantitative research. The researcher used a non-equivalent control group design as the research design. According to (Rukminingsih et.all 2020;26) a non-equivalent control design is a design in which the experimental group and the control group are compared, both groups are selected without randomization. Similarly, Sugiyono (2013;79) states that this design is almost the same as the pre-test and post-test control group design, except in this design the experimental group and the control group are not selected randomly. This means that a non-equivalent control design is a design that is not selected randomly. The formula for a non-equivalent control group design is as follows:

Table 1. Nonequivalent Control Group Design

O_1	X	O_2

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O_3	-	O_4

Notes:

1 = pretest of the experiment group
2 = posttest of the experiment grop
3 = pretest of the control group
4 = posttest of the control group
X = treatment which is given to the experiment group

POPULATION

According to Sugiyono (2013), a population is defined as a collection of subjects with certain characteristics determined by the researcher. The population in this study was all twelfth-grade students at SMAN 2 Kotabumi for the 2024/2025 academic year. The total population of 12th-grade students was 204, divided into six classes.

Sample and Sampling Technique

The sample for this study consisted of two classes from the twelfth-grade population: Class XII-IPA 2 as the control group, and Class XII-IPA 3 as the experimental group. Each class consisted of 34 students. In quantitative research, there are two types of sampling techniques: Probability Sampling and Non-Probability Sampling. This study used Non-Probability Sampling with Purposive Sampling. The researcher chose purposive sampling because it aligns with the quasi-experimental design, which requires the formation of experimental and control groups from existing classes without random selection of individuals. The selection of these two classes was based on specific criteria established by the researchers, specifically:

1. Both classes were considered to have comparable early Speaking skills characteristics.
2. Both classes were taught by the same subject teacher.
3. The student population in both classes was similar, with each class consisting of 34 students.

Instrument

The main instrument used in this study was a speaking test evaluated using the Speaking Assessment Rubric. This rubric was adapted from Brown (2004) and assesses five essential elements of speaking proficiency: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension, using a rating scale ranging from 1 to 5.

Reliability

The reliability of the instrument was assessed before conducting the main analysis. This assessment utilized Inter-Rater Reliability (IRR) to compare the scores provided by Rater 1 and Rater 2, ensuring that the speaking rubric was interpreted consistently. The IRR coefficient calculated was r11 = 0.846. According to established standards of reliability, this coefficient reflects a very high degree of consistency between the raters, thus confirming that the data collected from the speaking test is dependable for statistical analysis.

Content Validity

The instrument's content validity was determined through various methods:

1. Curriculum Alignment: The five elements of speaking were selected because of their significant relevance to the learning objectives of speaking skills at the high school level.
2. Standard Model Adaptation: The rubric is derived from a standardized assessment framework (Brown, 2004), which is commonly supported in language testing.
3. Expert Judgment: Prior to implementation, the instrument and rubric were comprehensively evaluated by one or two English language experts or lecturers to ensure that the components and descriptors were clear, unambiguous, and relevant to the learning content. The experts confirmed the high relevance of the five components (Pronounciation, Grammar, Vocabulary, Fluency, and Comprehension) to the twelfth-grade curriculum.
4. Analysis Stage: Pre-test and post-test scores were evaluated independently by both raters. Inter-rater Reliability *(IRR)* was then conducted. The collected data were analyzed using inferential statistics, starting with prerequisite tests *(Normality and Homogeneity)* and ending with an Independent Sample T-Test to assess the research hypothesis.

Research Procedures

The research procedure was conducted in three main stages: preparation, implementation, and analysis.

1. Preparation Stage: This stage of the research process involved instrument validation and rater alignment. Experts validated the speaking assessment rubric to ensure its content validity. Additionally, Rater 1 and Rater 2 received instructions to ensure consistent interpretation of the rubric before administering the assessment.
2. Implementation Stage: The implementation began at the first meeting, starting with the researcher introducing himself and the researcher's

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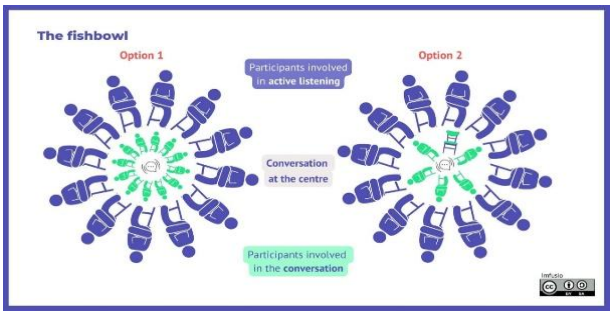
objectives, then distributing the initial oral test given to both groups, namely the experimental and control groups, to determine the students' initial skills before being given treatment, especially in the experimental class, then the researcher explained the pre-test.

The experimental group underwent treatment using the fishbowl technique over six sessions, each lasting three hours. Students were allotted about seven minutes to express their thoughts and organize their notes before changing roles. In contrast, the control group received instruction through the traditional method, specifically the question-and-answer format, covering the same material and duration (six sessions of three hours each) for an equitable comparison. Data from the post-test were gathered following the treatment implementation.

3. Procedure of Fishbowl Technique

The Fishbowl technique can be implemented by teachers through several steps. According to (Barkley et al 2005: 219) these steps include:

1. Select a small group of students to create an inner circle within the classroom, while asking the other students to form a larger outer circle surrounding them
2. Provide students with specific guidelines:
   a. Only those in the inner circle are permitted to speak
   b. Students in the outer circle will observe, take notes and provide feedback.
3. Supply students with guiding questions for their conversation
4. Researchers asked students to provide feedback on the results of group discussions, which involved discussing the content of the problems that emerged and sharing their thoughts on group dynamics.



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The data collection techniques are one of the techniques used to gather the necessary data to meet research objectives. In this study, researchers used tests to

collect data from the sample. The tests included a pre-test and a post-test presented in the form of oral assessments. These pre-tests and post-tests were administered to the experimental and control groups. Both sets of tests used oral assessments based on the topic of Descriptive Text. Students collaborated in groups to explain the concept of Descriptive Text, after which they were given time to discuss the material.

Data Analysis Technique

Sugiyono (2024) stated that the goal of data analysis is to present data in an easily understood manner and then draw conclusions about population characteristics from the collected sample data. The data used in this study consisted of pre-test and post-test results. Data analysis was conducted using parametric methods when prerequisite tests indicated that the data were normally distributed and derived from a homogeneous sample.

Results

This section presents the research results systematically, starting with a descriptive statistical analysis of students' speaking scores, followed by the prerequisite tests, and concluding with the results of the hypothesis testing. The preliminary results of this study revealed an increase in students' mean speaking scores between the pre-test and post-test phases for both the Experimental and Control classs. Table 1 details the specific numerical values, including the mean, minimum and maximum scores, and standard deviations for all groups.

The observed pattern indicates a significant increase in the Experimental Class's average score (from 57,47 to 80,97), when compared to the Control Class (from 55,94 to 59,35), which is further illustrated in *Figure 1*. The reliability of the instrument was confirmed prior to the main analysis; the calculated r_{11} value (0,846) thus ensuring the data's consistency. Next, normality test, homogeneity test, and finally the *t-test* on the *N-Gain* score will be provided to validate the effectiveness of the Fishbowl Technique in teaching speaking.

Table 1. Descriptive Statistics of Pre-test and Post-test Score

Group	Phase	N	Mean	Stdev	Min	Max
Experimental	Pre-test	34	57,47	9.2	36	72
Experimental	Post-test	34	80,97	6.4	70	94
Control	Pre-test	34	55,94	8.8	36	68
Control	Post-test	34	59,35	6.4	48	70

Based on the data in Table 1, descriptive statistics indicate that the initial

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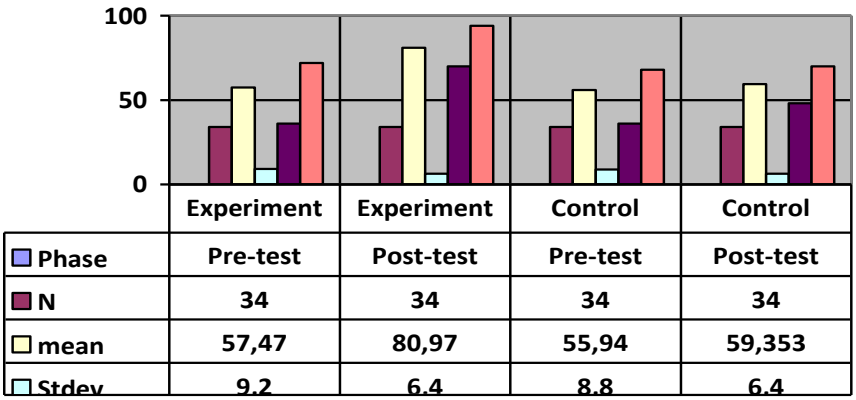
Speaking skills of both groups was balanced, with similar pre-test mean scores (Experimental Class: 57,47 and Control Class: 55,94).

However, the post-test results showed a significant difference between the two groups. The Experimental Class achieved a mean score of 80,97, accompanied by a decrease in the Standard Deviation *(SD)* from 9,2 to 6,4, indicating substantial improvement among the participants. Figure 1 illustrates these results visually. The data reflecting the increase in mean scores *(Gain Score)* showed a significant difference, reporting a value of 0,565 for the Experimental Group as opposed to 0,079 for the Control Group. This significant difference in both the post-test and *N-Gain* scores clearly demonstrates the greater effectiveness of the Fishbowl Technique in improving students' Speaking skills.



Picture 1. Comparison of Mean Experiment an Control Score

The findings in figure 1 provide strong empirical evidence for the effectiveness of Fishbowl. To validate the statistical differences and account for the independent samples *T-test*, a prerequisite assessment was performed. The results of the normality and homogeneity tests are outlined in Table 2.

Tabel 2. Summary of Normality and Homogeneity Test

Test	**Data Group**	***L-observed/F-count***	***L-tabel/F-tabel***	**Decision**
Normality	Pre-test Exp	***L-observed*** = 0,092	0,145	Normal
	Pre-test Co	***L-observed*** = 0,118	0,145	Normal
	Post-test Exp	***L-observed*** = 0,095	0,145	Normal
	Post-test Co	***L-observed*** = 0,107	0,145	Normal
homogeneity	Pre-test	***F-count*** = 1,120	1,787	homogeneous

Post-test	***F-count*** = 1,046	1,787	Homogeneous

Before the researcher conducted the hypothesis testing, a prerequisite assessment was conducted to verify the suitability of the data for parametric analysis. As explained in Table 2, the Normality Test was conducted using the Liliefors method, which showed that the observed *Lobserved* values (ranging from 0,092 to 0,118) for the Pre-test and Post-test data were lower than the *Ltable* value (0,145). This result confirmed that all data sets followed a normal distribution. Next, a Homogeneity Test was conducted to evaluate the variance across all groups. This test produced an *Fcount* value of (1,120) for the Pre-test and (1,046) for the Post-test, both of which were smaller than the *Ftable* value of (1,787).

This finding indicates that the assumption of equal variances is met. Given that the Normality and Homogeneity criteria were met at all stages of the testing, the data were statistically suitable to proceed with the Independent Samples *T-test* on the *N-gain* score. The results of the Normality and Homogeneity tests have been described based on the analysis results in Table 2. Then, an Independent Sample *T-test* was conducted on the *N-Gain* score to evaluate the main hypothesis of this study. The *T-Test* findings are represented in Table 3.

Tabel 3. Independent Sample T-test on the N-Gain Score

Test Statistic	**Value**	**df**	***Ttable (a = 0.05)***	**Conclusion**
Tcalculated ***(****t-count)*	6.85	66	1.997	H_o *Rejected*

The mean *N-Gain* scores for both groups are represented in a chart to visually enhance the statistical support concerning the efficacy of the fishbowl technique.

Figure 2. Comparison of Average N-Gain Score

The *N-Gain* score in the Experimental Group increased significantly (0,565)

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compared to the Control Group score of (0,079), as shown in Figure 2. These data fully support the statistical results presented in Table 3, which show that the Fishbowl Technique provides substantial improvements in students' Speaking skills.

Table 4. The Result Post-test

Speaking Component	Experiment	Control
Comprehension	84.5	71.5
Vocabulary	82.4	67.2
Pronunciation	77	77.3
Grammar	81.2	66.4
Fluency	79.4	68.8

The table presented shows the average post-test results for both the experimental and control groups. The experimental group outperformed the control group in all five areas, with the latter group scoring lower: Comprehension (84.5 vs. 71.5), Vocabulary (82.4 vs. 67.2), Pronunciation (77.0 vs. 77.3), Grammar (81.2 vs. 66.4), and Fluency (79.4 vs. 68.8). The most significant difference is observed in comprehension, where the gap is +15.2, while the pronunciation component reveals only slight variations. The control group had a higher score in pronunciation (77.3) compared to the experimental group (77.0).

Discussion

The primary aim of this research was to examine the effectiveness of the Fishbowl Technique in enhancing Speaking skills among twelfth-grade students. Quantitative analysis revealed that the use of the Fishbowl Technique in the Experimental group led to a significant improvement compared to the control group. Hypothesis testing also validated these results, as the *Tcalculated* value (6,85) exceeded the *Ttable* value (1,997), clearly rejecting the Null Hypothesis *(H_o)*. This statistical finding was further corroborated by the difference in *N-Gain* scores, with the Experimental Group showing an increase of 0,565, in contrast to the control group, which only improved by 0,079. This explanation will outline both the theoretical and empirical justifications for the success of this outcome and its implications for teaching English Speaking skills.

To answer the second research question in more detail, a comparison of the mean post-test scores across five aspects of speaking skills was conducted. The analysis showed that significant overall improvements, based on the N-Gain score, primarily occurred in the communicative sub-skills of Vocabulary, Grammar, and Comprehension. The experimental group recorded the highest improvement in Vocabulary (+15.2), followed by Grammar (+14.8), and Comprehension (+13.0).

The findings indicate that the implementation of the Fishbowl Technique, which emphasizes active interaction and spontaneous communication between students, is very effective in helping them enrich their vocabulary, construct better sentences, and understand messages from peers. Meanwhile, changes in Pronunciation were small and insignificant (-0.3). The focus on vocabulary and comprehension aligns with the fundamental learning principles underlying the Fishbowl Technique. In this method, students in the outer circle are required to actively listen, observe, and take notes before participating, thus directly helping to develop their comprehension skills.

Despite notable advancements in speaking skills, an analysis of the components indicated that the progress in pronunciation was limited (77.0 compared to 77.3 in the control group). This implies that while the Fishbowl Technique is very effective in enhancing fluency and building confidence via interaction, it may not sufficiently tackle the intricate linguistic challenge of precise pronunciation, which generally necessitates more focused phonetic training and direct error correction.

The significant increase in *N-Gain* scores in the experimental group is further supported by the core pedagogical principles underlying the Fishbowl Technique. This approach involves an inner circle of active speakers and an outer circle of observers, thereby increasing speaking time *(ST)* and encouraging students to generate discussions relevant to a particular topic for better understanding. By engaging students in a structured discussion, the Fishbowl Technique effectively encourages them to express themselves, demonstrate their skills, and improve their fluency. Meanwhile, students in the outer circle listen, observe, take notes, and then provide feedback as part of their role.

This second role can reduce their anxiety in speaking because they are given time to prepare their contributions before moving on to the inner circle. Therefore, the Fishbowl Technique is used in the classroom to encourage communication which is highly expected to reduce anxiety, and optimize the quality and quantity of students' skills, leading to a verified improvement in Speaking skills. The Fishbowl technique has demonstrated significant effectiveness in enhancing Speaking skills, as indicated by an *N-Gain* score of 0,565 in the experimental group, with this finding supported by concrete empirical data.

This result aligns closely with previous experimental studies, such as the one conducted by Rahma (2014), which also utilized the Fishbowl Method to enhance students' speaking skills. Furthermore, the *T-test* results from Kamisah, Pricilia, & Simbolon (2019) reveal that the *T-calculated* value (14,04) surpasses the *T-table* value (2,04) substantially, clearly demonstrating a notable effect. Additionally, the findings from Hariyudin & Patmawati (2019) indicate a significant rise in students' speaking scores following the application of the Fishbowl Technique in the classroom. The strong and consistent evidence presented in this study, along with previous research, confirms that the Fishbowl Technique is both

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effective and reliable for improving Speaking skills.

The definitive findings of this study reveal important implications for English language teaching, particularly in high schools in Indonesia. Given the proven effectiveness of the Fishbowl Technique, educators are strongly encouraged to implement this technique as a way to address low student engagement and significant speaking anxiety. In terms of oral practice, this technique also offers a viable solution to address similar issues. Furthermore, school principals are expected to provide information on the Fishbowl Technique during training and discussions, thus facilitating its implementation in the English teaching curriculum. While the research results are promising, this study has its limitations.

Firstly, the research was carried out over a short duration, which may not adequately reflect the long-term impacts of the fishbowl technique. Secondly, the sample consisted solely of students from one school, which restricts the applicability of the findings to all twelfth-grade students. It is strongly suggested that future studies broaden their scope to assess the effectiveness of the Fishbowl Technique on other language skills and explore its implementation across different educational levels.

Limitations of this study should be considered. These include the possible Hawthorne effect in the experimental group, which could lead to an overestimation of the observed improvement; issues related to generalizability because the study was conducted in a single school with purposive sampling; and the lack of long-term follow-up to evaluate the persistence of acquired speaking skills.

Conclusion

Based on the data analysis and discussion of the research results, it can be concluded that the use of the fishbowl technique has a significant and effective impact in improving the speaking skills of twelfth grade students at SMAN 2 Kotabumi. This conclusion is statistically supported by the results of the t-test, which showed a highly significant difference between the experimental and control groups ($t = 6.85$, $p < 0.05$). The effectiveness of this approach is also indicated by the N-Gain score of 0.565 achieved in the experimental group, which is classified as a moderate increase because it significantly exceeds the control group's score of 0.079.

Furthermore, this substantial increase is clearly seen in the aspects of speaking skills, especially Vocabulary, Grammar, and Comprehension, because the fishbowl technique is used to encourage students' active participation during speaking tasks. The researchers in this study suggest that the fishbowl technique is used as an efficient and effective technique to reduce students' speaking anxiety and significantly improve students' speaking skills, both inside and outside the classroom.

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