

Promoting Critical Thinking, Communication Collaboration and Creativity (4C) in Teaching Speaking Using the Fishbowl Strategy

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Abstract: *There has been a lot of talk about 21st-century skills for learning which are required for progressive learning in modern and effective ways. The essence of these skills includes Critical Thinking, Communication, Collaboration, and Creativity which are often referred to as the 4Cs of learning. English teacher has to focus to improve the students' English proficiency and exploration of efficient ways of acquiring competence in the use of English for learning and the workforce in the future by implementing suitable and effective strategies in teaching. One of them is Fishbowl. It is a teaching strategy that helps students practice being contributors and listeners in a discussion. Students ask questions, present opinions, and share information when they sit in the "fishbowl" circle, while students on the outside of the circle listen carefully to the ideas presented and pay attention to the process, then the roles reverse. This strategy is especially useful when you want to make sure all students participate in the discussion, when you want to help students reflect on what a "good discussion" looks like, and when you need a structure for discussing controversial or difficult topics. This paper reveals an alternative strategy for the implementation of the 2013 curriculum in teaching speaking English.*

Keywords: *Fishbowl Strategy; Critical Thinking; Communication; Collaboration; Creativity; Speaking*

INTRODUCTION

Much educational research has shown a shift in learning from a passive process that is performed by someone else, to a more active personal and purposeful process. Cooperative learning and team assignments in which students work in a small groups are replacing the traditional lecture format assignments (Putri, Herdiana, Munawar, & Komalasari, 2021) Moreover, class discussions should involve all students, not just those who are vocal and always likely to respond, and they should result in more student–student interaction patterns rather than student–teacher patterns.

The four C's"- *critical thinking, collaboration, communication and creativity* - are increasingly important skills for all students. Teaching these skills effectively in the classroom has been a topic of discussion among educators for years. More recently, the discussion has included teaching these skills effectively to English

learners while learning the content being presented along with these important skills which has the challenge of learning English.

Therefore, English teachers are expected to integrate the 4Cs through the activities and tasks given in their class such as critical Thinking - the ability to make decisions, solve problems and take action as appropriate, communication -the ability to synthesize and transmit ideas in both written and oral formats, collaboration, the ability to work effectively with others, including those from diverse groups and with opposing points of view and creativity, the ability to see what's not there and make something happen. These four competencies are needed in order to prepare students to face the social life and global workforce (Pramesti, 2020).

So, what do we do? We continue to teach students to read and write, to think through their problems, to learn grammar and new vocabularies. But we also need to explicitly teach them how to work collaboratively with others and respect teamwork. We need to teach them to communicate effectively, both verbally and in writing, and to understand the role of effective communication as global citizens. We need to teach them to be creative and innovative so they seek new and different ways to tackle problems, and aren't afraid of risk. We need to teach them to be critical thinkers so they can effectively sift through and understand the overload of information available at their fingertips.

RESEARCH METHOD

This study employs a qualitative approach. Data reduction, data display, and making conclusions were used in the data analysis.

RESULT AND DISCUSSION

Teaching Speaking

Because oral interaction involves the negotiation of meaning between two or more people, speaking is always related to the context in which it occurs. According to Widowson (Rahmadi, 2019) speaking is the active production skill and use oral production. It is capability of someone to communicate orally with others. The one who has skills in speaking can be identified from his/her ability in using the oral language fluently, clearly and attractively.

Related to the reasons to speak, speaking means negotiate intended meanings and adjusting one's speech to produce the desired effect on the listener (Gunawan, 2010). The purpose of speaking might be to exchange some information, that is to say that speaking is an act to produce utterances. In other words, we genuinely want to communicate something to achieve a particular

end. This may involve expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationship and friendship.

In the light of the speaking terms above, it can be concluded that speaking is someone's activity in expressing his/her ideas in spoken language. It is natural means of communication to express human being through as well as from of social behavior, emotions, and feelings. Furthermore, speaking is an ability to interact or to do dialogue with others, to understand what someone says and to create utterances that can be understood. It is not only talking but the speaker needs special attention from others because he/she shares information to others. Thus, she/he must know how to use language in the social context. If she/he does not know the language used, the information will not be received.

Some experts in teaching speaking such as Harmer and Lawtie, have clarified why teaching speaking is very important. According to Harmer (Pura, Nuryadi, Universitas, & Karawang, 2021) the aim of teaching speaking is to train students for communication. Therefore, language activities in speaking class should focus to language use individually. This requires the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide each student to speak. In this case, the teacher creates strategies to improve the students' speaking ability such as by asking students to interact to their peers in pair work or groupwork activities.

(Prasetyo, 2015) Gives some reasons why teachers teach speaking skills in the classroom. *First*, many students equate being able to speak a language as knowing the language and, therefore, view learning the language as learning how to speak the language. The success of learning language is measured in terms of the ability to carry out a conversation in the target language. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom, they may soon get demotivated and lose interest in learning. *Second*, speaking is fundamental to human communication. If the goal of teaching language is to enable students to communicate in English, then speaking skills should be taught and practiced in the language classroom. Since most EFL learners learn the target language in their own culture, practice is available only in the classroom. So, a key factor in EFL language development is the opportunity given to the learners to speak in the language promoting interaction.

Related to the activities to do in teaching speaking, (Street, James, & Cutt, 2007) clarifies the characteristics of communicative activities that must be applied in teaching speaking:

1. *A desire to communicate.* In communicative activity, there must be a reason to communicate. When someone ask a question, the person must wish to get some information or some other form result. There must be an information gap or an opinion gap or some reasons to communicate.
2. *A communicative purpose.* When we ask students to describe their bedroom furniture to their partner, we are creating an artificial communicative purpose and making the activity more artificial by asking them to do it in English. We also create artificial information gaps by giving different information to pairs of students so that they can have reason to exchange information.
3. *A focus on language content not language forms.* In real life, we do not ask about our friends' family in order to practice "have got" forms. We ask the question because we are interested in the information.
4. *Language used variety.* In normal communication, we do not repeatedly language forms. In fact, we usually try to avoid repetition.
5. *No teacher intervention.* Teacher intervention in the class communicative activities adds to the artificially.
6. *No control or implication of the materials.* In the class, we often use graded or simplified materials as prompts for communicative activities. These will not be available in the real world.

(Nurastuti & Yuana, 2021) States that now many linguists and EFL teachers agree that students learn to speak in the foreign language by interacting. EFL teaching is based on real life situations that require communication, which have characteristics as follows:

1. the purpose is to accomplish a task, such as *conveying a telephone message, obtaining information, or expressing an opinion.*
2. the participants must manage uncertainty about what the other person will say.
3. it involves an information gap: each participant has information that the other does not have.
4. negotiation is central: participants may have to clarify their meaning or ask for confirmation of their own understanding.

(Hayati, 2021) states that there are three basic reasons why it is good idea to give students speaking tasks that provoke them to use all and any language at their command

1. Rehearsal: It means that getting the students to have the free discussion. It gives them a chance to rehearsal having discussion outside the class. It is a way for students to get the feel of what communicating in English.
2. Feedback. All speaking tasks applied in the class should provide feedback for both teacher and students. Speaking activities can give the students' confidence and satisfaction. The teacher' guidance can encourage them into further study.
3. Engagement. Good speaking tasks should be highly motivating, they should make all students involve and participate in the class. The teacher should set up the activities properly. If both of them have been well done, they can give sympathetic and useful feedback and students will get tremendous satisfaction from it.

Related to what activities the EFL teachers do in teaching speaking, some experts such (Kosasih & Kurnia, 2019) suggests five principles for teaching. First, be aware of the difference second language and foreign language. Second, give students to practice with fluency and accuracy. Third, provide opportunities for students to talk by using groupwork and pair work and limit the teacher's talk. Fourth, plan speaking task that involve negotiation of meaning. Fifth, design classroom activities that involve guidance and practice in both transactional and interactional speaking.

(Journal, Dermawan, Saputra, & Hutagalung, 2021) suggests the more details activities in teaching speaking. He suggests ten principles of teaching speaking that could be applied by teachers. First, provide maximum opportunity for students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and task, and shared knowledge. Second, try to involve each student in every speaking activity by practicing different ways of students' participation. Third, reduce teacher speaking time while increasing students speaking time. Fourth, indicate positive signs when commenting on a students' response. Fifth, ask eliciting questions in order to prompt students to speak more. Sixth, provide written feedback. Seventh, do not correct students' pronunciation mistakes very often. Eighth, circulate around classroom to ensure that students are on the right track and see whether they need help while they work in groups/pairs. Ninth, provide vocabulary beforehand that students need in speaking activities. Tenth, diagnose students' problems and provide more opportunities to practice spoken language.

In the light of suggestions for teaching above, English teacher should create a classroom environment where students have real life communication, authentic activities and meaningful tasks that promote oral language.

To understand the quality and the success of teaching speaking, (Ramadhan, 2019) tries to list the criteria namely:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk
2. Participation is even. Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak: and contributions are fairly evenly distributed.
3. Learner's motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Fishbowl Strategy

The definitions of fishbowl strategy have been discussed by some experts. (Prasetyo, 2015), for example, states that fishbowl is a kind of discussion which consists of a small group discusses an issue while seated in the center of a classroom (inner cycle) with the rest of the class seated in a larger cycle around the fishbowl. Often empty chair is included. Moreover, he added that fishbowl is a peer-learning strategy in which some participants are in an outer circle and one or more are in the center. In all fishbowl activities, both those in the inner and those in the outer circles have roles to fulfill. Those in the center model a particular practice or strategy. The outer circle acts as observers and may assess the interaction of the center group. Fishbowls can be used to assess comprehension, to assess group work, to encourage constructive peer assessment, to discuss issues in the classroom, or to model specific.

Fishbowl is a strategy used not only in classrooms but also in business meetings and other settings where group dynamics are important. It allows for a richer discussion of any given topic, and it frequently helps build community by focusing attention on the ways that particular group might work together more productively. In a literature classroom, it also demonstrates how different groups can collaborate to construct meaning from a text. As students analyze a text and connect their responses with others', they model peer literature circle discussions (Faroh, -, & Junaedi, 2014).

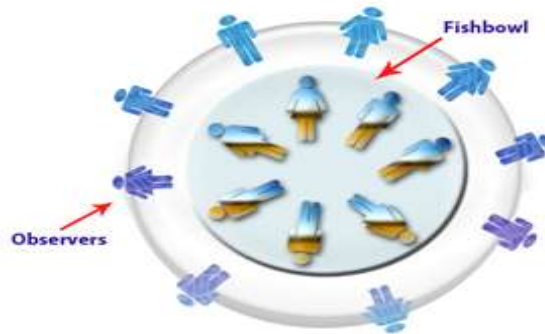


Figure 1. A Fishbowl Concept

From the figure above, A group of people (*the fish*) sit in an inner circle (*the fishbowl*) and discuss a topic introduced by the facilitator (e.g. through questions). At the same time, a wider group of participants sit in circle and listen to the discussion. People are allowed to contribute to the discussion only if they are sitting in the inner circle. While the discussion develops, people from the outer circle may join the discussion by taking a seat in the circle. Every time a person joins the inner circle discussion (*jumps into the fishbowl*), a person must leave the discussion and sit in the outer circle.

Fishbowls are used to stimulate conversation in class, with an emphasis on deep listening, critical thinking, critical questioning and thoughtful response. The class divides into a small group of students sitting in a circle in the center of the room. The rest of the students form a circle around this group. The inner circle conducts a discussion while those in the outer circle listen and take notes. The instructor can be part of the inner or the outer circle and can set up a method for rotating students if this is desired - the groups can switch or individual students can rotate into the small group. The class will debrief after the conversation is concluded

The advantages of implementing fishbowl strategy have been discussed by many experts such as Bowman and Sterling & Tohe Using fishbowl strategy gives many benefits such as (a). provides time for discussion; (b) Provides class interaction; (c) Allows student to learn from peers; (d) Involves student critical thinking; (e) Provides break from routine (Muzahid & Ar, 2019).

Meanwhile, Sterling & Tohe (2016) stated that there are five advantages of using fishbowl in teaching speaking.

1. Fishbowl is especially beneficial when using multicultural literature. It allows the teacher to see what misconceptions students have and address them. It also creates a safe forum for students to observe how charged a discussion of

cultural issues might become. Because there is always a post discussion analysis, fishbowl also allows a group to handle this together.

2. Students in the outside circle of a fishbowl can observe how specific individuals question, respond to, and make meaning of a text, which can model small-group literature circle discussions.
3. Fishbowl allows students to practice group discussion skills.
4. Fishbowl also teaches observation, listening, and community-building skills.
5. Fishbowls provides students with the opportunity to identify small-group discussion habits in an effort to improve upon them.

From above information, it could conclude that implementing fishbowl strategy will give benefits for teaching learning process. First, Classroom Management: Teacher will find easy to manage the class since only half the class is discussing at a time. The rules that engaged only students who sit in inner cycle to speak will make easy for teachers to assess students' speaking abilities. Second, Promotes Active Listening: Half the students have the explicitly given job of listening to the inner circle. They understand that their turn to talk will come, which is more likely to free their attention from trying to get a turn to share, and focus it on attentive listening. The students will focus to observe and listen the inner cycle students.

Third, training students to debate: The physical position of students makes it very clear when it's time to listen and when it's time to talk. You can switch through the roles a number of times during debate, and students have more incentive to listen when they are in the outer circle so that they can appropriately counter the points made from the inner circle. At last, Peer Evaluation and Modeling: This model presents a valuable opportunity for students to evaluate their peers. Successful student presenters also serve as wonderful models to other students who are not as skilled at class discussions. It is also motivated other students to speak and express their own ideas.

Brozo & Simpson (2007) have suggested some procedures of implementing fishbowl strategy in teaching speaking as follows:

1. Identify a focus for class discussion. The topic should be one related to the debatable and controversial issues. Typically, the more controversial and charged the issue, the greater level of engagement on the part of students.
2. Ask students to turn to a neighbor and talk about their ideas and opinions related to the issue. Tell students to take notes on their discussion. Allow enough time for a reasonable exchange of ideas and viewpoints, which can be determined by moving around the room to monitor and facilitate.

3. Demonstrate the format and expectations of a fishbowl discussion. This is best accomplished in a “dry run” of the activity. Ask for four or five volunteers to sit around a table or a cluster of desks in the middle of the room. Have the other students gathered in a circle?
4. Get the discussion started by telling the discussants 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 discussion and take notes or jot down questions to share afterward.
6. Allow the discussants to talk for 5 minutes or so, getting involved only if the discussion dies or to ensure everyone is contributing and taking turns.
7. When the small group finishes or is stopped, ask the other students to make comments on the discussion they observed and/or ask questions of the discussants. This is an ideal time to model appropriate comments and questions.
8. Gather another small group of volunteer discussants, and continue to the fishbowl process until all students have had the opportunity to be inside the fishbowl and they are clear about their roles and expectations.

CONCLUSION

Fishbowl strategy is useful in engaging students in discussions while giving the students autonomy. It helps build deep questioning skills, attention to detail, discussion etiquette and confidence. A small group of students (as many as half the class) arrange themselves in a circle in the center of a room. This small group will conduct a discussion together while the rest of the students watch, take notes, and later pose questions and give comments about what they observed. Once the discussion is completed, the students switch places in the circle and repeat. It also allows for a richer discussion of any given topic, and it frequently helps build community by focusing attention on the ways that a particular group might work together more productively. Fishbowl strategy provides English speaking class with the four C's. By participating in the strategy, students will learn how to work collaboratively with others and respect teamwork, to communicate effectively, both verbally and in writing, and to understand the role of effective communication as global citizens, to teach them to be creative and innovative so they seek new and different ways to tackle problems, and aren't afraid of risk and to teach them how to be critical thinkers.

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This page belongs to the Tadbir : Jurnal Studi Manajemen Pendidikan
Tadbir : Jurnal Studi Manajemen Pendidikan Vol. 7, No.2, November 2023
IAIN Curup – Bengkulu | p-ISSN 2580-3581; e-ISSN 2580-5037