

**IMPROVING STUDENTS' SPEAKING ABILITY BY USING
EVERYONE IS TEACHER HERE METHOD**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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MEDAN
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MAJELIS PENDIDIKAN TINGGI
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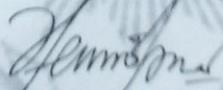
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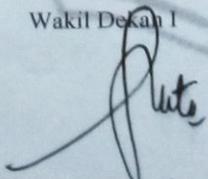
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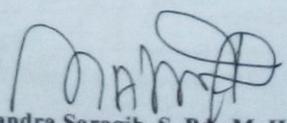

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SURAT PERNYATAAN

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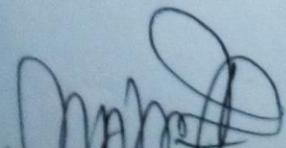
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ABSTRACT

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The objectives of this research were to find out the improvement students' ability in speaking by using Everyone is Teacher Here method. This research had been conducted by applying Classroom Action Research. The subject of this research was the eight grade students in SMP N 4 Kutacane academic year 2018/2019 which consist 23 students. This research was analyzed by using quantitative and qualitative data. The instruments in collecting data were test item and observation sheets. In conducting this research, the researcher used two cycles namely cycle I and cycle II. Before giving test in cycle I, the researcher gave pre-test. In pre-test the research findings show that the mean score was 67.17 with the success percentage at 34.78%, in the first cycle test the mean score was 81.08 with the success percentage at 65.21% and in the second cycle test the mean score was 88.04, with the percentage 100% which means all the students passed the standard minimum score. In term of students' activity in the learning process the average percentage was at 80.86%, and in the second cycle 87.39%. Then, the teachers' activities in teaching learning process in cycle I had the percentage was at 79.77% and 85.91% in the second cycle. Based on these research findings, it was concluded that speaking of students' ability was improvement by applying Everyone is Teacher Here Method.

Keyword : Speaking, Students' Speaking Ability, Everyone Is Teacher Here Method

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Medan, October 2018

The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Speaking is a language ability that humans have since birth. As a language speaking ability humans being that produce through body language, symbols, or directly in order give an information and get a message , which is delivered by the other person until became a communication between one and other. Generally, speaking was defined as the exchange between people's, knowledge, information, ideas, opinions, feelings so that it is should be a concept / idea and follow from what they say , or it may be referred to as an act of communication through speech generally appearing in the interaction and agreement phase as part of a dialogue or more precisely the exchange of verbs. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

According to Black (2017) the importance of speaking skill is to help someone in all areas of life. Having the vocabulary and wide range of English skills assist she in acquiring a good job, communicating well to others, in business, at work or in school. The more knowledgeable someone is in herspeaking skill, the less frustration in conveying yourself to others. Good speaking skills widens your options in job choices. Sales, business, teaching,communications, computers, management, administration, law, police work, government jobs, reception, hospitality industry, marketing, doctorates, customer service, all depend on excellent speaking skills, to name a few. Probably one of the most needed skills in advancing your profession or job. Thus, speaking skill was very important to acquire by someone particularly by students.

In K-13 curriculum, it was expected that the students should be able to express applying the structure of the text and linguistic elements to carry out social functions from the text of personal invitations and greetings (greeting cards), in accordance with the context of their use. Students can identify who, when, where and the theme or purpose of the personal invitation and greeting card, students can identify when the letter was made and who received the

personal invitation and greeting card. The criteria for students' completeness for each competency is 75(KKM) of students created by teachers around 70-75. Through speaking, students can be more brave to speak in front of the class to convey their ideas or opinion. And also speaking can develop their knowledge and experiences that they must have while study English.

In reality, many students think that speaking is the most difficult skill. It was because they have some problems when they are speaking. In fact many students are still unable to practice speaking in English. They are afraid to speak when things go wrong, for example when the pronunciation of a word is not clear. There was many students' unmotivated with speaking, they were thinking it's too difficult in pronouncing the words, many students who were less interested in learning English, the learners feel English is a boring lesson. When the teacher explained about the material, many students are busy with themselves by playing with their friends. So if the teacher asked them about the material, they were confused to answer it. Therefore the researcher chose Everyone is Teacher here as a method to solve the problem. Based the researcher experiences in SMP N 4 Kutacane for a week, there were many students have problem in English lesson especially in speaking. Many students felt confused with the lesson, the students found difficulty when the teacher explained about the material in the school. Also in the school the researcher found that the teacher still used old method in learning teaching activities.

The problem comes from two factors, namely internal factors and external factors. Internal factors were present in each learner, such as students felt too monotonous, lacking of vocabulary, students lacking vocabulary felt confused when gave a problem by the teacher, not knowing the tenses, the grammar is poorly understood, pronunciation of the wrong word, when students speak English there were still many wrong pronunciation. Especially those who live in rural areas or small towns, that still use the local language to speak, to speak Indonesian alone they were not too fluent, especially in speaking english. Mental problems also became one of the obstacles to the difficulty of the students speak English, because in general students speak in front of the class. They were felt nervous, of course those who appear the center of attention in class, all eyes be directed to him. Such as those that researchers encountered in the field when observing the students who were doing the learning process and interviews with teachers who teach the school during one week learning method become one of the cause of student unable to practice to speak in English was teacher who teach it. She taught only using lecture methods that cause students to got bored, beside the lacked of reliable media and projectors as an additional media to

attract students' learning interested made the classroom atmosphere was not active.

The problems that students experience in speaking English above was minimized with applying more interesting teaching method. One of teaching method believed as the interesting method was Everyone is Teacher Here. It was a learning method used by educators with the intention of asking learners to all play a role as a resource to all his friends in class learning (Sudjana, 1989). The advantages of the Everyone is Teacher Here method were giving every learner the opportunity to act as a teacher in the classroom, familiarizing the learners to be active individually, cultivating confidence and couraging to ask questions, and the right way to got class participation. Through the method everyone is a teacher here, learners more responsible to understand each material submitted, because each learner was required able to asked and explained each material submitted. When a student answers and explains a question in front of the class, the other students can give or add responses to their friend's explanations, so that an active learning environment be created. As Amza concluded it was a significant influence of everyone is a teacher here to increase students' speaking skill at the second year students of SMAN 12 Pekanbaru. This was finding showed that the students spoke by using everyone is a teacher here have good result in speaking skill than who were spoke by using conventional one. So this, method was very good to activate the students individually.

Based on the explanation above, the researcher got interested in conducting a research entitled "Improving Students' Speaking Ability by using Everyone is Teacher Here Method".

B. The Identification of the Problems

The problem of this research were identified as follows:

1. The students were not nervous in speaking English.
2. The students posseses limited vocabulary when the students practice in the classroom.
3. The teacher still dominantly applied the conventional method in teaching speaking.

C. The Scope and Limitation

Based on the problem above, the scope of this study was focused on speaking and the researcher limited the research on the use of Everyone is Teacher Here method in improving on students speaking ability in 8th grade students of SMP 4 Kutacane Grade VIII 2018-2019 academic year.

D. The Formulation of the Problem

The problem was formulated as the following: “Is there any significant improvement in students’ speaking ability by using Everyone is Teacher Here Method ?”

E. The Objective of the Study

The objective of the study was to investigate the students’ improvement in speaking ability by using Everyone is Teacher Here method.

F. The Significance of the Study

The findings of the study were expected to be useful theoretically and practically.

1. Theoretically

Theoretically the study provided, valuable information in teaching method especially in teaching speaking.

2. Practically

Beside the theoretical significance, this research is also expected to be useful practically for:

- a. Teachers, to adopt this teaching method to improve their students speaking ability.
- b. Students, to get more enjoyable learning process to encourage speaking.
- c. Researcher, to applied this method when the researcher teach.

- d. Other researcher, as reference for those who were interested in doing research related in this study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Speaking

Speaking is a language ability that humans have since birth. As a language speaking ability humans being that produce through body language, symbols, or directly in order gave an information and get a message , which is delivered by the other person until became a communication between one and other.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and

in what ways to produce language (*sociolinguistic competence*). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Thus, it was concluded that speaking was a human ability that produce through body language, symbols, directly and an interactive process of constructing meaning that involves producing also processing information.

2. Characteristics of Speaking

To attract the attention when someone talking, we must be able to compose the sentence properly and correctly, so that the conversation not be boring, we must be able to master some characters of speech skills to ensure what we say to the listener that the conversation has a purpose, information and benefits.

Sauvignon (1983) quoted Platt and Weber's statement that speaking as one of the communication competences has several essential characteristics:

- a. Knowledge of the rules of speaking, know how to begin and end conversation, know what topics can be talked about indifferent types of speaking events, know which address forms should be used with situation.
- b. Know how to use and response to different types of speech such as thanks, request, apologize, invitation, and command between the speaker and listener.
- c. Know how to use language appropriately from the characteristic of the communication competence. It means that speaking is not only a matter of how

to produce words but also to produce those words appropriately in a good arrangement in order to prevent misunderstanding between the speaker and the listener.

- d. Knowledge of grammar and vocabulary of language. The ability of expressing an opinion is successfully achieved by the students when they have these competences. They know how to use the expressions in certain situations, they know how to response and prevent the miscommunication and of course they know how to arrange the words appropriately and use good vocabulary.

From the statement above, it was concluded that speaking have many charactersuch as of know how to use the expressions in certain situations, to produce words appropriately, to response and use good vocabulary.

3. Processes of Speaking

According to Azis (2013),the process of Speaking, speaking is the direct and useful form communicating. This is one of the main macro forms of communication as it is physically interacting with another person through a certain language. To speake help us to communicate our thoughts , ideas, suggestion, comments, etc in the most natural and reliable way without much distortion of information. It requires resources that are naturally available every living thing by nature.

The speaking process includes activities that occure prior to, during, and after the factual event:

a. Pre-Speaking: Planning and Organizing

Pre-speaking activities involve thought and reflection, and provide opportunities for students to plan and organize for speaking. Some purposes for pre-speaking are listed below: (1) Choose a speaking topic, (2) Determine purpose, (3) Determine audience, (4) Determine format

b. Speaking: Going Public

In order to communicate and interact with others, students need to be engaged in a variety of formal and informal speaking situations, depending upon their purpose for speaking. Some purposes for speaking include the following: (1) To explore and experiment with a variety of ideas and formats, (2) To describe, (3) To inform or explain, (4) To clarify thinking, and (5) To converse and discuss

c. Post-Speaking: A Time for Reflection and Setting goals

Following speaking experiences, both formal and informal, it was important to have students reflect upon their performance. Some purposes for post-speaking activities were listed below: (1) To reflect upon performance, and (2) To set goals for improvement.

4. Speaking Assessment

Giving the score to the students' answer based on the scoring speaking. There are five scoring components scales namely pronunciation, accent, grammar, vocabulary, and fluency. Each of speaking scoring component is elaborate in the following table by H. Douglas.

Table 2.1
Speaking Scoring Component by Douglas (2001)

No	Scoring Aspect	Scale	Criteria	Indicators
1.	Pronunciation	17 – 20	Very Good	It was few traces of the foreign accent
		13 – 16	Good	Always intelligible though one is conscious of definitive
		9 – 12	Fair	Pronunciation problems necessitate concentrated
		5 – 8	Poor	Very hard to understand because of pronunciation, must frequently is asked to repeat
		0 – 4	Very Poor	Pronunciation problem so ever as to make speech virtually unintelligible
2.	Accent	17 – 20	Very Good	Native pronunciation with no trace of foreign accent
		13 – 16	Good	There is no conspicuous mispronunciation, but would not be taken from native speaker
		9 – 12	Fair	Marked foreign accent and occasional
		5 – 8	Poor	Mispronunciation that do not interface with understanding foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar as vocabulary
		0 – 4	Very Poor	Frequently gross errors and very heavy accent make understanding difficult requires frequent repetition
3.	Grammar	17 – 20	Very Good	Make few (in any noticeable) errors of grammar word order
		13 – 16	Good	Occasionally make grammatically and/or word order errors, which do not, however obscure meaning
		9 – 12	Fair	Makes frequent errors of grammar word order which

				occasionally obscure meaning
		5 – 8	Poor	Grammar & word order errors make comprehension difficult. Most of tent rephrase sentence and/or restrict him to basic pattern
		0 – 4	Very Poor	Errors in grammar and word order as severe as to make speech virtually intelligible
4.	Vocabulary	17 – 20	Very Good	Use of vocabulary and idioms is virtually that native speaker
		13–16	Good	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequate vocabulary
		9 – 12	Fair	Frequently uses the wrong word conversation some what limited because of in adequate vocabulary
		5–8	Poor	Misuese of word and limited vocabulary make
		0 – 4	Very Poor	Vocabulary limitation so extreme as to make conversation virtually impossible
5.	Fluency	17 – 20	Very Good	Speech as fluent and effort less as that of native speaker
		13 – 16	Good	Speed of speech seem to be slightly affected by language problem
		9 – 12	Fair	Speed and fluency are rather strongly by language problem
		5 – 8	Poor	Usually hesitant often forced into silence by language limitation
		0 – 4	Very Poor	Speech is a halting and fragmentary as make conversation virtually impossible

Based on these indicators then the students speaking ability were classified in quantitative and qualitative system. These scales were shown as follows:

Table 2.2

The Scale of Speaking Ability

Qualitative Forms	Quantitative Forms
Very Good	80 –100
Good	60 – 80
Fair	40 – 60
Poor	20 –40
Very Poor	0 – 20

5. Everyone is Teacher Here Method

The learning method, Everyone Is A Teacher Here is one of the methods in active learning model (Active Learning). Everyone Is A Teacher Here learning method is a learning method used by educators with the intention of asking learners to all play a role as a resource to all his friends in class learning. (Sudjana, 1989).

According to Suprijono (2009), “Everyone is Teacher Here Method is as a appropriate way to get class participation in overall or individual. This method gives opportunity or chance to every students to take action or participate as a teacher for all of his/her friends”.

Advantages and Disadvantages of each learning method has its own shortcomings and strengths, as well as the methods that the researcher wants to apply, namely the method of Everyone is Teacher Here the advantages of the Everyone Is A Teacher Here Method according to Rahayu (2011), are as follows: (1) this to improving the learning process of students, (2) it was adapted to the learning objectives of various subjects, (3) increasing the ability of students to express opinions, (4) improving the ability of students to analyze problems, (5)

improving the ability of students to write their opinions, and (6) increasing students' skills in making conclusions.

According to Widiyanti (2011), disadvantages of Everyone is Teacher Here Method are as follows: (1) requires an explanation of the material at the beginning by the teacher so that the questions made by students do not deviate from the learning objectives, and (2) it takes a long time to spend all the questions for the big class.

Based on statement above, it was concluded that Everyone is Teacher Here Method is a method with all of students to act as a teacher in order situation in the classroom active and all students have a chance to take action.

6. The Steps of Applying Everyone is Teacher Here Method

According to Hisham (2008), the steps of applying the method every one is a teacher here, are as follows: (a) provide reading materials and ask the learner to read the material, (b) distribute a piece of paper to all students, (c) ask the learner to make inquiries of the material and write in paper, (d) have the learners collect the written questions, (e) shuffle the question paper, then reload it to all learners, (f) ask students to read silently while thinking of the answer to the question, (g) call each learner to read each question and answer, (h) ask other students to respond.

B. Previous Relevant Studies

Numerous studies that are related to this study had been conducted before. One of them is conducted by Amza (2012) with the research title is *The Influence of Using Everyone is Teacher Here Strategy toward Students Speaking skill of second year students at SMAN 12 Pekanbaru*. The research found that there is significant influence of Everyone is Teacher Here to increase students' speaking

skill at the second year students of SMAN 12 Pekanbaru. This finding showed that the students spoke by using Everyone is Teacher Here have good result in speaking skill that who are spoke by using conventional one.

The second that is related to this research was conducted by Maryani (2015) with title *The Effectiveness of Everyone is Teacher Here Method in Germany Speaking Skill of second grade in SMAN 1 Pengasih Kulon Progo*. The result of the research was found that there was big different significant of students' achievement in speaking Germany with the score from experiment group of post test (24,964) so the researcher conclude that the method of Everyone is Teacher Here is effective in teaching learning process of German speaking skill.

C. Conceptual Framework

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. As an activity of language production, speaking needs creativity in it. In other words, someone needs creativity in conveying their ideas when speak with one and another . Before it, someone needs to get some ideas or some points that they transfer to another person.

Unfortunately, it was not easy for some people to speaking english. They were afraid that they made mistake while speaking english and some people also doesn't understand how to arrange the words into sentences when they were want to speak with another person. This condition also happens in the area of school;

there are many students who have difficulty in speaking english. Actually, for facing this problem, teachers should try to find an appropriate media which can help students to be more excited for speaking english, so it was easier for them to speak english. In this case, one of the method that used for helping students to speak english by using Everyone is Teacher Here. By using Everyone is Teacher Here, students got inspiration or motivation that help to speak english.

CHAPTER III

RESEARCH METHOD

A. Location and Time

The research was conducted at SMP N 4 Kutacane, Jl. Raja Bintang, Mbarung South East Aceh, Kutacane. The research was carried out during the academic year 2018/2019.

B. Research Design

This research was conducted by using classroom action research. Classroom Action Research is a method of finding out what works best in any own classroom so that it can improve students' learning.

There were four steps to conduct classroom action research namely:

1. Plan, involves thinking process and evaluating to reflect the event that happened and attempting to find out ways to overcome problem encounter.
2. Action, at this step, we think and consider what action done, how the method was provided.
3. Observation, is activity that consists of gathering data to identify the result action. Collecting data was considered form several factors: students, teacher, interaction between student and teacher. Observation process was done by the teacher or assist by other such as others teachers, consultant, headmaster, act.
4. Reflection, is activity the fairness of data for doing some improvement and revisions in another enhance the successful of teaching.

C. Subject of the Research

The subject of this research was 8th grade of SMP N 4 Kutacane in academic year 2018/2019. Based on the purposive sampling technique, the researcher take VIII students which consists of 23 students as the subject of the research. Because when the researcher taught in this class, the researcher found that they have a low ability in speaking.

D. Instrument of the Research

This research used two instruments, they were observation sheet and the test.

1. Observation Sheet

Observation sheet use to observe all activities that happened during the teaching learning process. The activities includestudents activities.

2. The test

To get the data the researcher was giving a test. The researcher was used oral production test. The test was took from English for Grade VIII Junior High School book that consists of oral production test.

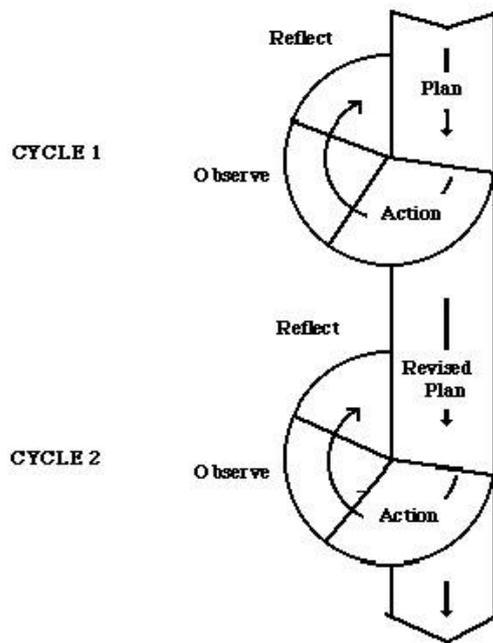
a. Scoring of oral production test

Giving the score to the students' answer, based on the scoring speaking, there were five scoring components scales namely pronouciation, accent, grammar, vocabulary, and fluency. This statement to know the students' speaking ability in asking and giving information.

E. Procedure of the Research

This research was conducted by using two cycles. The cycle has four stages; they are planning, action, observation and reflection.

Chart 3.1 Classroom Action Research Model by Kemmis and Mc. Taggart (1998).



1. Cycle I

- a. Planning ; the activities in the planning are: (1) making the lesson plan about invitation and greeting card , (2) designing the steps in doing Everyone is Teacher Here in teaching invitation and greeting card, (3) preparing the material, that invitation and greeting card, (4) preparing sheets for classroom observation (to know the situation of teaching learning process when the model is applied), (5) preparing a test that is speaking test.

b. Action ;teachers' activities include : (1) the teacher opened the class by greeting the students, (2) the teacher told what material they learn, (3) the teacher told the students about the advantages of learning invitation and greeting card, (4) the teacher gave the papper that have some information, (5) the teacher introduced Everyone is Teacher Here Method, (6) the teacher explained about invitation by using Everyone is Teacher Here Method, (7) the teacher asked the students to identify some information that included in the papper, (8) the teacher asked students to constructed their sentence to speak in front of the class, (9) after the students have finished speak up, the teacher concluded the material, (10) the teacher end the class by closing.

Students' activities include: (1) The students answer greeting from their teacher as response to the teacher, (2) The students listened what material they learn, (3) The students listened about the advantages of learning invitation and greeting card, (4) The students gave their opinion about the papper, (5) The students listened to the explanation about Everyone is Teacher Here,(6) The students listen to the explanation about invitation by using Everyone is Teacher Here Method, (7) The students identify some information in the papper, (8) The students constructe the sentences to speak in front of the class, and (9) The students listened the conclusion of the material.

c. Observation

Observation was doing to collected data namely, students activity attitude during teaching learning process. In this section the researcher do the formal

observation. The researcher an observer for the students of the class that consists of 36 students. The observer use indicators with note: 4 for very active, 3 for active, 2 quite active and 1 for passive, it used to see as indicators of students.

d. Reflection

Reflection is a feedback process from the action that was done. Reflection use to help the teacher to made decision. The researcher analyzes all recording information learning process by using observation sheet and the result that have done.

2. Cycle II

Cycle 2 is almost simmliar with cycle 1. If there is not significant result in cycle 1, so the researcher made cycle 2 to got significant result. When the researcher founds the significant result , it shows that Everyone is Teacher Here Method was improve students' speaking ability. The activities in cycle II were Planning, Designing, Preparing the material, Preparing sheets for classroom observation, Preparing a test that is speaking test.

F. The Technique of Analysis Data

There are some procedures in collecting data:

1. Pre-Test

Pre-test was gave before the treatment. The function of the pre-test is to know the mean scores of students before given a treatment.

2. Treatment

The treatment was gave to the students by using Everyone is Teacher Here in invitation and greeting card. The treatment be given in cycle.

3. Post Test

And after the treatment had given to the students, the researcher gave a test again to find out their score in invitation card and greeting card. The lowest score is 75. It is according to the standard English score in 8th grade in the school.

G. The Technique for Collecting Data

Qualitative and quantitative data were used in this study. The qualitative data was used to describe the situation during the teaching-learning process, and the quantitative data was used to analyze the students' score.

The qualitative data were analyzed from the observation sheets to describe the improvement of the students' vocabulary mastery in describing things.

The quantitative data were analyzed by using formula as follows:

$$\bar{x} = \frac{\sum x}{N} \times 100\%$$

Where:

\bar{x} : The mean of the students' score

Σ : The total score of students

N : The number of the students

Next, to categories the number of the students who pass the test successfully, the writer applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P : The percentage of those who getting score

R : The number of students' getting score

T : The total number of the student

The quantitative data were analyzed based on the students' motivation and the teachers' performance, category as proposed by Kunandar (2008).

Qualitative research method is the research method which based on post positivist philosophy, it was used to research in object condition naturally (in opposite is experiment) which the researcher is key of instrument. The inductive method is thinking method from the specific fact to general conclusion. Azwar (2003) states that inductive method is the process to organize the fact or the result of observation to be a set of connection or a generalization. It means that the researcher present the problems specifically then make a general conclusion.

H. Success Indicator

According to Arikunto (2013), this classroom action research is judged to succeed if $\geq 75\%$ of the total students reach the minimum grade score of 80 or with good criteria, as well as an increase on students' learning outcomes in each cycle.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

This study consisted of qualitative and quantitative data. The qualitative data were used to describe the situation during the teaching and learning process and the quantitative data were used to analyze the students' ability in speaking. Qualitative data were taken from the students' score of speaking test in pre-test, cycle I, and cycle II.

B. Data Analysis

After giving pre-test to 23 students, the researcher got that all of them still have not achieved the score with successful category. The data indicated that the students were still low in speaking ability. In other words, the percentage of students improvement was 0%. So the successful percentage of the students' speaking ability had not been improved. Thus, the researcher conducted cycle I to improve students' speaking ability.

4.1 Cycle I

In the cycle I, there were many activities done. All activities were elaborated by the researcher as follows:

a. Planning

Before implementing the action, the first action was planning. Planning was designed based on the result of the test and the initial observation, namely (a) designing lesson plan about invitation and greeting card as the material, (b) make observation sheet to see the improvement of the students' speaking ability, (c) preparing the research instruments to see an improvement in students speaking ability in the learning process.

b. Action

Implementation of the first cycle was done into two sessions (2x40 minutes). Learning activity in this cycle was implemented in accordance with a plan designed at the planning stage action. In early stage, the researcher explained the step applied to the learning method and learning objectives to be achieved. Then, the students were divided into six groups in accordance with the method of

Everyone is Teacher Here. Each group consisted of four students. After the group formed the teacher explaining briefly about the learning materials.

In applying this method, the researcher collaborated with the English teacher. The teacher integrated the invitation and greeting card with the students' environment and other subject. The teacher told about some examples of invitation and greeting card. In groups, the teacher asked the students to found the kind of invitation and greeting card.

In the implementation of the discussion, the students independently were gave a invitation and greeting card. Then the students started to analyze the information they got from members of the group and made some questions the collect it to the teacher so the teacher can shuffle it and then give it back to the students. The students took action as the teacher and stood in front of the class to answer the questions that they had been already discussed before. Finally, the other students gave some feedback or responses to their friends' answer.

c. Observing and Evaluating

1. Observation of students activity in learning process. The activity of students in learning process was presented in the following table:

Table 4.1
The Percentage of Students' Activity in Cycle I

No	Aspect of Observation	Score
1	Interest	53.55%
2	Attention	42.45%
3	Participation	54.31%
4	Presentation	41.40%
Means		48,75%

The data above show that the students' activity in learning process with Everyone is Teacher Here Method was relatively low at average percentage 48,75%. The highest percentage belonged to participation aspect at 54,31%. It is followed by interest aspect at 53,55%, and attention at 42.45%. Then, the lowest aspect was presentation at of 41.40%.

Referring to the Table 4.1, it was seen that participation aspect was the highest position in percentage because the students because students are excited about the new learning method, and an active atmosphere. When the learning

process took place the students are also happy because they are videotaped and also photographed, so they show up more.

Students did not have a vocabulary that is good enough so that it was difficult to understand the material being studied, when at the presentation they only explained a little of what they knew about the material on the other hand, the aspect of presentation experienced as the lowest percentage among the four aspects of students' ability. It was predicted due to the students.

2. The result of observation on teacher's performance in teaching and learning process by using Everyone is Teacher Here Method was presented in the table below:

Table 4.2

The Percentage of Teacher's Performance in Cycle I

No	Activity	Score	Catagory
1	Aperception	70,12%	
2	Material Explanation	76,22%	Highest
3	Explanation of Everyone is Teacher Here Method	62,80%	
4	The tehnicque part of group	64,63%	
5	Management of Discussion	62,20%	
6	Away question or quiz	65,24%	
7	Ability to evaluate	63,41%	
8	Rewarding individuals or group	60,37%	
9	Determining scores	71,34%	Lowest
10	Concluding learning materials	70,73%	
11	Closing the learning	57,92%	
Means		65,91%	

The data above shows that the ability of teacher's performance in applying the way Everyone is Teacher Here method in teaching speaking already looked relatively low at average percentage 65.91% while is the ideal score is 100%. The result of teachers activity , the highest score is material explanation at 76.22%, and the lowest score is of closing the learning at 57.92%. It was concluded that the teacher's performance in learning process is categorized as

quite good. The highest activity on material explanation, because the teacher had mastered the learning material well and she was able to speak to students easily by using sentences that were understood by the students. On the other hand, the lowest activity was on determining score. It was caused by the disability of the teacher in giving the students' score objectively.

3. The result of the students' learning mastery in cycle I. The level of students' learning mastery was good enough but it still had not reached the indicator of succes determined in this research, namely 85%. The means score achieved only reached 81.08 %, with details of values as follows: score of 90 was obtained by two students, score of 85 was gotten seven peoples, score of 80 was owned by eight students, and score of 75 was gathered by sixstudents.

d. Reflection

Based on the data obtained from the observations and evaluations above, there are some points to reflect as follow:

1. The students were still unable in learning group with Everyone is Teacher Here method. The students still were affected with individual learning, so that learning in group was not yet well developed. It was seen from the observation of students' activities in the teaching learning process by using Everyone is Teacher Here method were still relatively low with average percentage was 48.75%.
2. The teacher was still unable to create an active learning in groups with using Everyone is Teacher Here method. This was obtained from observation of teacher activities in Everyone is Teacher Here method was still relative low, that only reached the average percentage at 65,91%.
3. The result of evaluation indicated that students' mastery of leaning material wasstill inadequate. However, there was an increase. It was proven by the

comparison of the average of learning achievement in pretest and cycle I, that is 67,16% in pretest and 81,08% in cycle I.

4.2 Cycle II

The Cycle II was done because after reflecting the cycle I, it was still not good enough. Cycle II was conducted to improve the constraints encountered in cycle I.

a. Planing

Planning in the second cycle based on replanning cycle I, namely compiling learning design in accordance with the problems in the cycle I, to motivate the students to be more active in learning, reintroduce the steps of the learning method by using Everyone is Teacher Here method. So that students were more understand and active in discussion with that learning method, providing learning media to help increase students' motivation and attractiveness learning in speaking, help direct students to discuss with Everyone is Teacher Here method learning, and guide more intensive students who have difficulty understanding in learning the material.

b. Action

The implementation of the action in the cycle II was carried out because the learning in the cycle I action was less successful in overcoming students problems, so that achievement of values realized through scores is still relatively low. So that, the action carried out to sharpen the parts that are correct in cycle I, namely learning media. Proven from cycle I action, the ability of students enhancement from the result of cycle I. Thus, the problems in cycle II can be resolved.

Generally, the ability of students to improve from the results of pre-action Cycle1. The learning process begins with a technical explanation of about 30 minutes. In the second cycle action, at the beginning of the learning process in this cycle, a technical description of everyone is Teacher Here method learning in teaching speaking, still gave to students in order to improve students' ability to

took the advantage of the method. Then, the next learning process was not similar to previous meeting, but with the same learning materials.

c. Observing and Evaluating

1. Results of observations of student activities in the teaching and learning process. Student activity observed in the second cycle can be seen in the following table:

Table 4.3
Activity Score of Students' in Learning Process of Cycle II

No	Aspects of Observation	Score	Indicators
1	Interest	70,73%	Lowest
2	Attention	71,95%	
3	Participation	72,56%	Highest
4	Presentation	70,12%	
Means		71,34%	

From the data above shows that the highest score of student activity in learning is at 72.56% participation aspect, and the lowest is presentation aspect with 70.12%. And it was concluded that student activities in learning teaching are improved. In other word, there is an increase in students activity in learning or discussing between cycle I and cycleII, individually or in groups. This was shown from the comparison of the average score of student activity between cycle I, 48.75% and cycle II 71.34%. This shows that student activity in learning has improved from the first cycle.

2. The results of students' observations on the teacher's activities in teaching using the Everyone's Teacher Here method was shown clearly in the following table:

Table 4.4
The Percentage of Teacher's Performance in Cycle II

No	Activity	Score
1	Aperception	86,59%
2	Material Explanation	83,54%
3	Explanation of Everyone is Teacher Here	78,66%

	Method	
4	The tehnicque part of group	79,88%
5	Management of Discussion	78,69%
6	Away question or quiz	77,44%
7	Ability to evaluate	79,27%
8	Rewarding individuals or group	75,61%
9	Determining scores	71,34%
10	Concluding learning materials	84,15%
11	Closing the learning	82,31%
Means		79,77%

From the data above, the teacher activities in teaching and learning process are good. This shows that there is an increase/improvement of teacher activities in the teaching and learning process from cycle I and cycle II, that is from 65.91% became 79.77% or an increase of 13.82%.

3. Evaluation results about students' mastery of learning material in cycle II with the average score of acquisition is 68.09% of the ideal score of 100%, with details five peoples got score 80, score 85 is got by 5 peoples, 90 score got seven peoples and six people got 95 score. From these data it can be concluded that student learning outcomes in cycle II have improvements from cycle I, namely from 81.08% become 88.04% with comparison 6.24%. In other word students speaking skills have increased.

e. Reflection

Based on the data obtained from the results of observations and evaluations in the learning process in cycle II there is improvement or increase students speaking skills. But there are still obstacles or problems that need solution. As for the succes gained during cycle II, this as follows:

1. The activity of students in the teaching and learning process with Everyone is Teacher Here method has led to better. Student have been able to build cooperation in groups to understand the tasks gave by the teacher, and

participate in activities. Students begins to be able to present their work well. This was shown from the data from observations on students activities increasing from 48.75% in cycle I become 71.34% in cycle II.

2. The increase in the results of student activities in the learning process of invitation and greeting cards, supported by the increasing activity of teachers in maintaining and improving the atmosphere of learning Everyone is Teacher Heremethods. Teacher intensively guide the students especially when students have difficulties. This was shown from the data from observations of teacher activities in teaching and learning invitation and greeting cards by using the Everyone is Teacher Here method increasing , from 65.91% in cycle I become 79.77% in cycle II.
3. There was an increase on students' ability to mastery material about the invitation and greeting cards. This was shown from the average evaluation results, namely 81.08% in cycle I become 88.04% in cycle II.

C. Research Findings

Based on data analysis, the results of research were listed in the followings:

1. The students' ability increased after applying Everyone is Teacher Here Method. This was shown from pre-test average score was 67.17 with the succesfull percentage 34.78% and it increased in the cycle I with the average of the students score test was 81.08 with the succesful percentage 65.21% and in the cycle II the mean score was 88.08 with the succesful percentage 100%.

2. From the result of students' activities observation shown, there was increase in students' activities in teaching and learning process from the first cycle with average percentage 80.86% and in second cycle became 87.39%.
3. The teacher performance also showed a significant improvement. This were shown from the means percentage 79.77% in the first cycle to 85.91% in the second cycle.

D. Discussion

Based on the data analysis, it showed that the students' achievement in speaking invitation and greeting cards had been improved by applying Everyone is Teacher Here method. At this stage the students mastery level action were still very low and did not reach the percentage of graduation. At this stage students graduation rate are 80.86%. These result indicated that the level of learning achievement are still relatively less successful. In this action, the students' activities in learning process was relatively quite active with the means 87.39%. Students did not accustomed to the learning that needs to be improved on the second cycle.

The implementation of this second cycle starting from the problem at this stage I. Result measures the means score of the ability of students to mastery of the material in cycle II was 87.39%, with the graduation rate of 100%. Meanwhile, the teachers' performance in the study also experienced improvements, with a percentage of 85%. This means that there was a significant increased in students' achievement and learning activities, and otherwise managed very well.

Based on the research findings above, it was seen that there was an improvement of students' achievement in speaking invitation and greeting cards by implementing Everyone is Teacher Here method. From the explanation, the researcher took a conclusion that the application of Everyone is Teacher Here method in learning process can increase the achievement of students in the learning, especially the learning of speaking invitation and greeting cards. Then the Everyone is Teacher Here method in this research was believed to improve the students' achievement in speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, the conclusions were drawn as follows:

1. There was an improvement of students' achievement in speaking invitation and greeting cards through Everyone is Teacher Here method in speaking. The improvement of students' achievement was shown from the quantitative data. In cycle I and cycle II, namely 35% was increased to 85%.
2. Mastery of students towards learning material, speaking skills invitation and greeting cards experienced good development. average results of evaluation of students' mastery of learning material in the first cycle, namely 81.08% increased to 88.04% in cycle II. The level of increase in students' mastery of learning material from cycle I to cycle II is 6.9%
3. Learning using the Everyone is Teacher Here method can improve student motivation and participation in the learning process and is very relevant to contextual learning.
4. learning with the method everyone is Teacher Here is able to build good cooperation between students in group learning.
5. Through the method Everyone's Teacher Here enhances students' ability to build their own knowledge, find steps in finding solutions or solutions

to discussion a material which must be mastered by students, in individually or in groups.

6. with the Everyone is Teacher Here method in learning invitation and greeting cards, learning speaking is more enjoyable

B. Suggestion

Suggestion were given as follows:

1. It was better for English teacher to use this method to improve students' achievement in speaking.
2. It was good for students to use Everyone is Teacher Here method in learning speaking
3. It suggested for other researchers to use this research findings as the reference to investigate.

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Appendix 2

Instrument of research

A. Pre- Test

Read the following invitation to answer number 1 to 5.

Kutacane, September 20, 2018

To : All my beloved friends and family

Please, Come to my 10th birthday! And don't forget to bring your sincere present and don't forget to pray for God.

Place : Jln. Iskandar Muda No. 123, Kutacane

Attire : Casual Attire

Time : 09.00 – 12.00pm

Date : May, 30 2018

I'm waiting for your coming! Come before 10.00 pm and wear your casual attire!

My sincere greeting,

1. What kind of the text above?
 - a. Announcement
 - b. Advertisement
 - c. Invitation
 - d. Letter
 - e. Job vacancy
2. Where is the place of the party?
 - a. Jln . Iskandar Muda
 - b. Jln. Ahmad yani
 - c. Jln. Umar Ma'ruf
 - d. Jln. Nusantara

e. Jln.Tjut Nyak Dhien

3. What kind of attire to come to the party?

- a. Casual attire
- b. Formal attire
- c. Elegant attire
- d. Formal in black white colour attire
- e. Long dress and long shirt attire

4. I'm waiting for your coming! Come before 10.00 pm and wear your casual attire!

The underlined word means....

- a. Clothes
- b. Dress
- c. Garment
- d. To deceive
- e. To impose

5. When the time party be start?

- a. 09: 15 - 13:00
- b. 09: 00 – 12:00
- c. 09: 30 – 10:00
- d. 09: 20 – 11:00
- e. 09:15 – 12: 30

B. Cycle I

Read the following invitation to answer number 1 to 5.

To: Members of English Debate

I would like to invite you to join with English debate that be held next month in Suka Cita School on June 28th 2018. This event be start at 08.00 a.m until 16.00 p.m. Do not miss it!

Jason

1. To whom the invitation give by Jason?
 - a. Members of English Debate
 - b. Members of football
 - c. Members of his family
 - d. His friends
 - e. His family
2. Where is the English Debate be held?
 - a. In Muhammadiyah School
 - b. In Yos sudarso school
 - c. In Darma Wangsa School
 - d. In Cinta Maju School
 - e. In Suka Cita School
3. Who is write the invitation?
 - a. James
 - b. Jacob

- c. Jason
 - d. Jasmine
 - e. Jhon
4. When the event be held?
- a. June 20,2018
 - b. September 02, 2018
 - c. December 09,2018
 - d. June 28, 2018
 - e. July 07,2018
5. How long the event be held?
- a. At 08.00 a.m until 16.00 p.m
 - b. At 08.00 a.m until 18.00 p.m
 - c. At 09.00 a.m until 17.00 p.m
 - d. At 09.00 a.m until 16.00 p.m
 - e. At 09.00 a.m until 17.00 p.

C. Cycle II

Read the following invitation to answer number 1 to 5.

Come To My 17th Birthday Party!

There be : Anna Band and Lusi Band

it be hold on :

Date : 13 August 2018

Time : 7.00 p.m - 10.00 p.m

Place : Vanes Restaurant

Don't forget to bring a gift!

RSVP : 0123456 (Ollaf)

1. How many band will be perform in the party?
 - a. One band
 - b. Two bands
 - c. Three bands
 - d. Four bands
 - e. Five bands
2. If now 8 August, How many days again the party be held?
 - a. Two days
 - b. Three days
 - c. Four days
 - d. Five days
 - e. Six days
3. The invitation talks about...
 - a. Anna band and Lusi band
 - b. Vanes Restaurant
 - c. Birthday Party Personal invitation
 - d. Personal invitation
 - e. Birthday party
4. When The writer born?
 - a. 18 August 2002
 - b. 13 August 2001

- c. 15 August 2003
 - d. 18 August 2003
 - e. 18 August 2003
5. How long the event be held?
- a. Two hours
 - b. Three hours
 - c. Four hours
 - d. Five hours
 - e. Six hours

Appendix 3

Key Answer

I. Pre-Test

1. C
2. A
3. A
4. A
5. B

II. Cycle I Test

1. A
2. E
3. C
4. D
5. A

III. Cycle II Test

1. B
2. D
3. E
4. B
5. B