

**The Effects of Using “Everyone is A Teacher Here” Strategy in
Teaching Grammar**

SKRIPSI

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ABSTRACT

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This study deals with the effect of using *Everyone is A Teacher Here* strategy in teaching grammar. The objective of this research was to investigate the significant effect of using *Everyone is A Teacher Here* strategy in teaching grammar. This study was conducted at SMA Negeri 1 Stabat, Ten Grade during 2016-2017 academic years. The population was 342 students and the sample was 76 students. Random sampling technique was applied to take the sample. Class X MIA-2 was chosen as the experimental class and was treated by using *Everyone is A Teacher Here* strategy and class X MIA-5 as the control class and was treated by using lecturer method. The instrument in collecting the data was a completion test. The pre-test and post-test were conducted in both classes. From the analysis, it was found that using *Everyone is Teacher Here* strategy caused positive effect on the students' achievement in learning simple future tense, which was proven from the result of analysis showed that t-observed (38,58) was higher than t-table (1,665). It meant that the hypothesis was accepted or there was significant effect of using *Everyone is A Teacher Here* strategy in teaching grammar.

Keywords: *Everyone is a Teacher Here* Strategy, Simple Future Tense

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CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays in Indonesia, English is taught in every level of education with either in primary, junior, or senior high school. The objective of teaching English is to enable the student to use English in communication. In studying English there are many basic rules of language that must be studied and mastered by the students, namely vocabulary, pronunciation, spelling and grammar.

According to Richards et al in Nunan (2005: 2) grammar is a description of a language and the way in which units such as word and phrases are combined to produce sentences in the language. From this definition, it seems that grammar plays an important role in combining units of language to form sentences. The sentences are acceptable or grammatically if they follow the rules of grammar.

There are lot of points of grammar, one of them is tenses. There are sixteen tenses found in English but there are four tenses that often used in English such as simple present tense, simple progressive, simple past tense and simple future tense. Nowadays, based on newest curriculum that is K-13, the student are expected to master those four skills in order to be able to use English communicatively.

When the researcher did PPL, the researcher found some problem in teaching grammar especially tenses. First, the students have a difficulties in applying formulas in tenses . Second, the method or strategy of teaching could not

attract students' interest. The teacher just taught with the same way that made them felt bored and taught that grammar is very difficult to understand. The situation made the student passive their learning process. Teacher must use many strategy or method. The strategy is in teaching and learning process influence the result of learning and a strategy is also an important component in education. The teacher should know what is suitable to use. The suitable strategy can make student become active and interest in learning process.

One of strategy that can be used is "Everyone is A Teacher Here". According to Hamruni (2011: 163), "Everyone is A Teacher Here" is an easy strategy for obtaining class-wide participation and individual accountability. It gives every student the opportunity to act as a "teacher" for others.

Based on the statement previously, the researcher took the title of the research **"The Effect Of Using "Everyone is A Teacher Here" Strategy in Teaching Grammar"**

B. The Identification of the Problem

Based on the background stated previously, the problem of this research were identified as follow:

1. The students have difficulties in applying formulas in tenses.
2. The students feel bored in learning process which is using conventional method.
3. The students are less active in learning process
4. The strategy of teaching grammar could not attract students' interest.

C. The Scope and Limitation

The scope of this study was about grammar. And the limitation was teaching simple future tense by using “Everyone is A Teacher Here” strategy.

D. The Formulation of the Problem

Based on identification of the problem, the problem of this study was formulated as is there any significance effect of using “Everyone is A Teacher Here” strategy in teaching grammar?

E. The Objective of the Study

The objective of study was formulated as to find out whether “Everyone is A Teacher Here “ strategy has any significance effect in teaching grammar.

F. The Significance of the Study

The study were expected to be useful in terms of theoretically and practically, it is described as follows:

1. Theoritically

Hopefully, The findings of this research can open and add new horizons in theories of language learning, and the findings can be used as references for further study.

2. Practically

The result of the study expected to be useful for the students, the teachers or the lecturers, and other researcher.

- a. For the students, to make them enjoy and active in learning process.
- b. For English Teacher, to add information about the various of strategy that can use in teaching grammar.
- c. For other researcher, to use the result of this study as a reference a further research in the same interest.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

To conduct a research, any theories related to the study should be stated, classified, clarified and described. To do so, researcher has described few terms to avoid misinterpretation and misunderstanding. These terms are used to limit the scope and avoid ambiguous interpretation between researcher and reader. The terms used in this study also function as the basic concept on how the researcher will carry on the research. The description of the terms are as following:

1. The Description of Effect

The word “effect” which the synonym of effectual, efficacious, efficient meaning the capability of producing desired result. When something is deemed effective, it means it has intended or expected outcome of produces a deep, vivid impression. According to Allen and Valled (1991 : 133) effect is defined to changes of ability that the students have after being treated by using certain technique of teaching. It usually in experimental method and it is an approach to education research in which the relationship between subjects or variable can be determined.

The effect of teaching treatment in language is related to the changes of getting something into our improvement of ability. The ability is the result of

learning process which involves teachers with students which is reflected knowledge the students have.

Based on the quotation above it is conclude that it can give positive regard after doing something and it is also apply to method, system or technique administrated do the student which is sure to give result. In order words, effect is influence or impression that can change a condition from bad into good or good into bad. From a quotation above, it can be conclude that term effect is define as a result of doing something.

2. The Description of Teaching

In teaching learning process, a teacher should have strategy and method so that the students can learn effectively. Teacher should have certain method and strategy in teaching. Hornby (2000 : 13) stated that teach can mean give lessons to students in school, college, university, ect; to help somebody learn something by giving information about it. Based on this statement, we can say that taching is more than giving information or lesson to the students but it is how to give by certain method or strategy in teaching.

Teaching refers to the process of imparting knowledge and skills form a teachers to a learner. It encompasses the educating or instructing. It is an act or experience that has a formative effect on the mine, character or physical ability of an individual.

Teaching is a systematic enquiry about the ultimate realities in the universe. It is a study of general principles and understanding of all that comes in the range of human experiences.

There are two type of teaching:

1. Formal - which is systematic deliberate direct and consciously impart by specially.

Informal – it is teaching one get outside of classroom.

3. The Description of Strategy

Teaching is an activity which done by teacher or those by teacher or those who love teaching. A strategy will influence the students' achievement in teaching and learning process and it is suitable to increase students' learning achievement.

According to Hammer (2001: 78) strategy is plan design for particular purpose. It is also defines that strategy is specific method of approaching a problem task, model of operation for achieving a particular end, planed and design for controlling and manipulating certain information.

Strategy in an education method for furling knowledge into learning. A sub strategy is any medium which enhance the effect of a teaching strategy. This several limits the teacher overall effectiveness. When a teacher relies upon a single approach such a drill as an instructional strategy, students can easily create learning disciplin problems. Teacher need to vary their teaching strategies in different classroom situation but many competenly utilize only a few and many

time only one. There at least five solid reason for teacher being proficiently prepare in a wide assortment of strategies:

- a. Different students learn best in different ways at different time.
- b. Some subject matter is best served by used of particular stratetgy of combination there.
- c. Diverse adjectivies call for deserved approach to meet the objective.
- d. The innate abilities of the teachers may determine the effectiveness of some strategies.

Enviromental features (money, supplies, facilities, time, etc) often dedicate which strategy will be most effective.

4. The Description of Grammar

Based on Hornby, (1995 : 57) grammar of a language is a description of the way in which that language behaves. It means that, grammar is the rules in a language for changing the form of words and combining them into sentence. An understanding of grammar speeds up our language learning. The functions of understanding grammar are helping the learners to understand that is why some ways of using language are more efficient than other, and to choose and use the form of language best suited to each particular situation.

Based on the statement previously about grammar rules, it can be understand that every language has its own grammar rules, so does English. Therefore, every student who learns English is required to learn the English rules, because it is an integral part of English. Hence, they cannot be avoided by the

English language learners so that they must be learnt, in many how. So in order to master English well, English grammar rules are very important to learn.

The word time stand as a concept with which all mankind is familiar. It is divided into past, present and present and future. It is something independent of language. The word tense stand for a verb form or series of verb form used to express a time relation.

From the statement previously, the researcher might then define that tense is the form of a verb which shows the time and state of action or event. Based on the time, tense can be divided into several time types. There are sixteen forms of English tense. The present tense has four forms, the past tense has four forms, the future tense has four forms and perfect tense has four forms. In this study, the researcher just specify about the future tense.

5. The Importance of Grammar

When teaching a language, teachers actually have two purposes; insure fluency and accuracy in all language skills. Fluency is the ability to speak fluently whereas accuracy is ability to speak with correct grammar structures, such as the using of verb forms correctly, phrasal verbs, prepositions, etc. To communicate intelligibly, to make sense with each sentence, a learner should know the grammar of the target language. According to Penny (1991 : 76) "Grammar does not only affect how units of language are combined in order to "look right", it also affects their meaning". Supporting his opinion, Knapp and Watkins (: 32) state that "Grammar is a name for the resources available to users of a language system for

producing texts. A knowledge of grammar by a speaker or writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate text". From that statement, it is clear that grammar is one of the important things in English because it is not just to make the sentence good but also it will refer to its meaning. "A knowledge of grammar in this sense is not just concerned with rules for what can and can't be done with the organization and use of words in English sentences, but also with the way written English function". Therefore, to write or speak in a clearer and more effective manner, people have to study grammar. For the people who have unconscious knowledge of grammar, it may be sufficient for simple language use. But the people who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers.

6. Grammar Test

The testing of grammar is one of the mainstays of language testing. A basic knowledge of grammar underlies the ability to use language to express meaning, and so grammar tests have an important part in language program. This is in line with Madsen's opinion that "Grammar tests are designed to measure student proficiency in matters ranging from inflections in syntax. Syntax involves the relationship of words in a sentence, including matters such as word order, use of the negative, question forms and connectives".

Madsen (1983: 34) presents two basic ways to measure the grammar skills of the beginning-level students:

a. Individual Testing

Individual testing is a test that designed for testing students individually by using oral test. These requests can ask for easy spoken replies or simply for nonverbal actions. This tests should use the familiar vocabulary in the test question as well as structures those students have been taught.

b. Group Testing

In group testing, the teacher gives the students test by using directed physical responses. First, the teacher explains and illustrates any new vocabulary words. Then, he or she asks the students to make a drawing according to teacher's spoken instruction.

Moreover, in testing grammar, there are also some types that could be used by the teacher to measure students' achievement in grammar subject. And according to Heaton (1988 : 34), there are some of the most common types that used to test of the grammatical features of the language. The types of the test such as:

a. Multiple- choice

Probably the most common way of testing grammatical knowledge is the multiple choice test. These tests have the advantage of being easy to grade and being able to cover a lot of grammatical points quickly.

b. Error Correction

Error correction items are also useful for testing grammar. An error correction item is one in which the student is given a sentence with an error. Four words or phrase in the sentence marked by letters, and the students need to decide which of the words or phrases has the error.

c. Completion Items

Completion items are items in which the testees are asked to fill in blanks in sentences. The advantage of completion items is that they test production, not just recognition. The disadvantage is that they need to be marked by hand and there will be some cases where the marker needs to make judgments about whether a response is correct.

d. Transformation Items

The transformation type of item is extremely useful for testing ability to produce structures in the target language and helps to provide a balance when included in tests containing multiple-choice items.

e. Items Involving the Changing of Words

Another type of item is one in which testees are given a sentence and a word which they need to fit into the sentence by changing the form of the word. This type of grammar test item tests students' knowledge of different word forms and how they are used in sentences.

f. Broken Sentence Items

This type of item tests the student's ability to write full sentence from series of words and phrases, and thus does not allow the test writer to concentrate exclusively on testing those particular grammatical features which may have just

been practiced in class. When setting this item, make sure that the instructions are very clear indeed and provide one or two examples.

g. Pairing and Matching Items

This type of item usually consists of a short conversation; a stimulus in the form of a statement or question followed by a response often in the form of statement. The item is more useful for testing students' sensitivity and their awareness of the functions of language rather than their knowledge of grammar. Students are simply required to write the letter of the correct response in the space provided.

h. Combination Items and Addition Items

These objective-type items have long been used in past tests. They should be used, sparingly, however, as they involve largely mechanical responses on the part of students. Note that although the separate sentences are linked to one another by theme, the items can hardly be described as being contextualized in any real way.

7. Future Tense

In [grammar](#), a future tense ([abbreviated](#) FUT) is a [verb](#) form that generally marks the event described by the verb as not having happened yet, but expected to happen in the future. An example of a future [tense](#) form is the [French](#) aimera, meaning "will love", derived from the verb aimer ("love"). [English](#) does not have a future tense formed by verb [inflection](#) in this way, although it has a number of ways to express the future, particularly the construction with the [auxiliary verb](#) will or shall or is/am/are going to and grammarians differ in whether they describe such constructions as representing a future tense in English.

The "future" expressed by the future tense usually means the future relative to the moment of speaking, although in contexts where [relative tense](#) is used it may mean the future relative to some other point in time under consideration. Future tense can be denoted by the [glossing abbreviation](#) FUT.

7.1 Type of Future Tense

The future tense is categorized further depending on whether the action will be in progress or will be completed. Here we will discuss four important types: the simple future, future progressive, future perfect, and future perfect progressive. The four future tense are:

7.1.1 Simple Future Tense

You can use the simple future to talk about something (like an action or event) that will happen any time in the future, and also to talk about something that will happen one time. In the simple future, we use the base form of the verb with a modal auxiliary, like will. So, the simple future follows the form Subject + modal + Base Verb.

- a. I *will eat* a cheeseburger for dinner.
- b. Jane *might buy* a new car tomorrow.
- c. You *will look* great in that dress!
- d. She *should pass* the exam, I'm not worried.

7.1.2 Future Progressive Tense

The future progressive tense is used for an on-going action that will occur in the future. To show this, we use a modal, the verb to be, and a verb ending in ing.

Sentences in the future progressive tense follow the Subject + modal + Verb to be + ing Verb model:

- a. Jane *will be driving to work*.
- b. I *will be eating* a cheeseburgers until the day I die.
- c. They *should be running* the race at 6 pm.
- d. The dogs *could be barking* loudly when you arrive.

7.1.3 Future Perfect Tense

The future perfect tense shows that an event will have happened before another thing in the future. It often expresses that by the time one action or event happens, another will have happened. To use the future perfect, we need to place the modal *will* and the auxiliary *have* before the *past* form of the main verb (this shows that we “will have done” an action). Using a past verb in the future tense may seem confusing, but remember, it’s to show that something will have happened before another thing, so we need it!

So, a sentence written in the future perfect should follow the Subject + will + have + Past form of main verb pattern:

- a. Jane *will have traveled* the world by the time she turns 30.
- b. When you get home I *will have eaten* dinner already, but we can go out for dessert!
- c. They *will have lived* in 10 states once they move to New York.
- d. He *will have taken* the exam already, so he won’t need to study more.

7.1.4 Future Perfect Progressive Tense

The Future Perfect Progressive describes events and/or actions that have been going on continuously until a certain time in the future. Often, it's used to show cause and effect; in other words, because one thing will have been happening, another will happen. To use it, we need to combine *have* and *been* with the continuous form of the verb (ending in *ing*), this shows that the action or event “will have been” happening.

A sentence in the future perfect continuous follows Subject + modal + have been + ing Verb:

- a. Jane *will have been working* for 12 hours, so I don't think she will want to cook.
- b. I *should have been watering* the plants every day; I hope they won't die.
- c. They *will have been living* in that house for 10 years this March.
- d. He *will have been driving* since noon, so he will need a rest.

8. “Everyone is A Teacher Here” Strategy

“Everyone is A Teacher Here” is one of some active learning strategies. “everyone is a teacher here” can be used to teach any subject. According to Hamruni (2011: 163), “ Everyone is A Teacher Here” is an easy strategy for obtaining class-wide participation and individual accountability. It gives every student the opportunity to act as a “teacher” for others.

8.1 Teaching Procedure

Hamruni (2011:163) mentions teaching procedures of “everyone is a teacher here” as follows:

- a. Hand out an index card to each student and asks them to write down a question about the learning material being studied in the classroom.
- b. Asks the students to submit the card.
- c. After it, distribute one of them to each student. Check that no student has his/her own question. Ask them to read silently the question or topic on their card and think the answer.
- d. Point some students to read the questions they have and answer the question.
- e. Ask the other students to add the answer.
- f. Continue as long as there are students.

8.2 Advantages and Disadvantages of “Everyone is A Teacher Here”

Strategy

8.2.1 Advantages

- a. Supporting in teaching the students in the classroom.
- b. This strategy can be adapted to the learning objectives on various subjects.
- c. Develop the courage and skills of students in answering and expressing their opinions.
- d. Stimulate students to train and develop the power of thought, including memory.
- e. students will active to speak english and their participation in class will increase.

8.2.2 Disadvantages

- a. Takes a long time to spend all questions to a large class.
- b. Student will be afraid when teachers cannot motivate the students.
- c. Sometimes the question asked by the student do not correspond to the learning objectives.

9. Lecturing Method

According to McKeachie and Svincki (2006) “the lecture is probably the oldest teaching method and still most widely used in the world”. Lecturing is a special form of communication in which voice, gesture movement, facial expression, and eye contact can either complement or detract from the content. This teaching method is one way channel of communication of information. Students’ involvement in this teaching method is just to listen and sometimes pen down some notes is necessary during the lecture, combine the information and organized it. So, lecturing method also can be considered as a popular teaching model in different subjects. The lecture is the traditional style of teaching still found in many schools and colleges.

In designing a classroom lecture, teacher should make the material meaningful to the students, which means you need to assess students’ background knowledge of the topic. One of the problem in this method is to grab the attention of students in classroom. Another big problem is that many student in the class cannot follow the theme. Learning has a strong influence on method of teaching.

9.1 Advantages and Disadvantages of Lecturing Method

9.1.1 Advantages

- a. The proper perspective and orientation of a subject can be presented and the general outline of scope of the subject can be brought out.
- b. Many fact can be presented in a short time in an impressive way.
- c. The lecture can stimulate very good interest the subject.
- d. Spoken word has greater weight than mute appeal by book.
- e. Lecture can present a number of facts belonging to different subjects and also it can facilitate inter-disciplinary approach to topic.
- f. The language may be made suitable to all the members of the audience.

9.1.2 Disadvantages

- a. It is waste of time to repeat the matter already present in books.
- b. The teacher to make the lecture impressive may care more manner and style but very little for matter or content.
- c. If the lecture is very fast, the pupil cannot easily take notes and will not have any written record of the salient points made out.
- d. In the process of lecturing, the students are more passive than be active in class.
- e. The problem solving attitudes of pupils may disappear in the lecturing method

B. Previous Related Study

1. Title "*The implementation of Hollywood square review strategy in incresing the students' ability in using future tense*". Thesis. Medan : Department of English Educational Tarbiyah Faculty State For Islamic Studies North

Sumatera, Medan (2012). This research is aimed to increase the students' ability in mastering future tense by using Hollywood square review strategy in MTsS Nurul Islam Aceh Tenggara. In this research, it was found out that the students' ability in the simple future tense got improvement by Hollywood square review strategy. It showed from mean of the score. The mean of the students score for pre-test was 17,64% and the mean of the students score for post-test was 91,17%. The total improvement of the student's score from pre-test and post-test was 73,53%. It is concluded that the application of Hollywood Square Review Strategy significantly improve the students' ability in learning Simple Future Tense. It is suggested that English teachers apply this strategy as one of the alternative in teaching English.

2. Title "*Using song lyric to improve students' understanding on simple future tense*". Thesis. Semarang. Faculty of Tarbiyah Walisongo State Institute for Islamic Students, Semarang (2011). This research is aimed to describe the implementation of using song lyrics in improving students understanding on simple future. This research shows us that the using song lyrics can help the students to improve understanding on Simple Future Tense. The test result indicates that the students varied in their understanding on Simple Future Tense. After three cycles, there is a significant improvement of students understanding on Simple Future Tense in every test. Based on the calculation result after getting all of the treatment using song lyrics, the students' average score increases significantly, the students' average score

from first cycle is 52.8, the second cycle is 67.5, and the average score of students score in the third cycle is 88,1. It shows that the use of song lyrics can improve students understanding on Simple Future Tense.

C. Conceptual Framework

The teacher must be aware that the spirit of the student create a conducive environment and make the active class are the keys to gain success. For this reason, the strategy for teaching English plays a very important role. Student are demand to do much communication, for example find much information from any sources, like newspaper, magazine, etc and giving opinion, sharing ideas, answering question, make comments and so on.

Teaching English grammar also need a very important role, it will teach in the communicative situation. Practicing English that is combine with the real situation in the process of learning can stimulate the student to develop the spirit to build up their mind.

“Everyone is A Teacher Here” strategy is a strategy that requires the students’ participation. The student are expect not only to remember a set of fact, but also to make their own contribution. The student are force to find out any information from the material they are learning. This strategy gives a chance for a student to be a teacher for the other students and make the learning process more active.

CHAPTER III METHOD OF RESEARCH

A. Location

This research was conducted on SMA Negeri 1 Stabat, at Jl.Proklamasi Kwala Bingai during the academic year 2016/2017. The reason for choosing this school because based on the researcher teaching practice program (PPL), the researcher found that the students had problems in learning grammar.

B. Population and Sample

1. Population

Sugiyono (2012 : 117) stated, the population is general are which consist of object or subjects that has a certain quality and characteristic to be studied by the researcher and take conclusion.

Ten grade of SMA Negeri 1 Stabat were taken for this research as the population, that consist of X MIA-1 until X MIA-6, X IIS-1, until X IIS-3. Where X MIA-1 consists 41 students, X MIA-2, 38 students, X MIA-3, 43 students, X MIA-4, 42 students, X MIA-5, 38 students, X MIA-6, 39 students, X IIS-1, 38 students, X IIS-2, 32 students, and X IIS-3, 31 students. So, the number of the population of this research is 342 students. Then the population of this research is distributed in table 3.1 below:

**Table 3.1
Table of Populations**

Class	Amount of Student
X MIA-1	41 students
X MIA-2	38 students
X MIA-3	43 students
X MIA-4	42 students
X MIA-5	38 students
X MIA-6	39 students
X IIS-1	38 students
X IIS-2	32 students
X IIS-3	31 students
Total Populations	342 students

2. Sample

Sample is a final of phase in taking data, where only a part of population would be taken and used to determine the characteristic from the population. The researcher was used random sampling techniques. Random sampling is a sampling technique which the sample would be taken randomly, and all the samples have the same probability of being selected. The sample were taken by using random sampling techniques from the populations are as below:

Table 3.2
Sample of Research

Class	Amount of Student
X MIA-2	38 Students
X MIA-5	38 Students
Total Sample	76 Students

Then, the sample class would be divided into two class, control and experimental class. Control class would be taught using a normal lecture method, while, experimental class is the class which would be taught by using “Everyone is A Teacher Here” strategy.

C. Research Design

In this research, the experimental quantitative method was being applied. It deal with quantitative design. The experimental quantitative method was study with two different groups, experimental and control group. The experimental group taught by using everyone is a teacher here strategy, and the control group was learn through the lecturing method used by regular teacher in the school. Both classes were given pre-test and post test in order to find out whether there is a significance between the class that were taught by Everyone is A Teacher Here” strategy and lecturing method. Researcher then measured it after both pre-test and post-test result were acquired from both class.

Table 3.3
Research Design

Pre-Test	Treatment	Post-Test
X ¹	Everyone is A Teacher	X ²

	Here strategy	
Y^1	lecture method	Y^2

X^1 : Test result before giving treatment to the Experimental Class

X^2 : Test result after giving treatment to Experimental Class

Y^1 : Test result before giving treatment to Control Class

Y^2 : Test result after giving treatment to Control Class

Where:

- a. Pre-test is the test which will be conducted before the learning process begin or before the treatment, the pre-test was given to both groups with the same test.
- b. Treatment is an action given to the students. To the experimental groups the treatment was given using “Everyone is A Teacher Here” strategy, while to the control group was Lecturing Method. The steps of the treatment given as stated below:

Table 3.4

Procedure of Research in Experimental Group

No	Teacher Activities	Students Activities
1.	1.1 Teacher greets the student to open the class	1.1 The students greet the teacher.
	1.2 Teacher will give the pre-test which the students will be asked to choose the right answer.	1.2 Student do the test.
	1.3 Teachers collected the students' answer sheets.	1.3 The students give the answer sheets.
2.	2.1 Teacher tells about the material that going to study.	2.1 The studets listening the teacher.
	2.2 Teacher give an index card to	2.2 The student write down the

	each student and asked them to write down a question about what they want to know about future tense.	question.
	2.3 Teacher collect an index card.	2.3 The students submit the card.
	2.4 Teacher shuffling the index card and distribute to every single of student and checked that no student has his/her question.	2.4 The student accept the card
	2.5 Teacher asked the student to read the question on their card and think the answer.	2.5 The students read and think the answer.
	2.6 Teacher point some student to read the question they have and answer the question.	2.6 The student answer the question they have.
3	3.1 Teacher will give the post-test to the students.	3.1 The students do the test.
	3.2 Teacher collect the students work.	3.2 Students submit their work to their teacher.

Table 3.5
Procedure of Research in Control Group

No	Teacher Activities	Students Activity
1.	Teacher greets the student to open the class.	The students greet the teacher.
2.	Teacher will give the pre-test which the student will be asked to choose the right answer.	Student do the test.
3.	Teacher collected the students' answer sheets.	The students give the answer sheets.
4.	Teacher will distribute about simple future tense on the	The students listening and comprehend for teachers'

	whiteboard. Teacher will elaborate by using simple words and giving short sentences about simple future tense.	explanation.
5.	Teacher will be asked students orally the students answer orally. After that students will be asked to make a note from what teachers' said.	The students answer the teachers' questions and make a note.
6.	Teacher will give the post-test to the students.	The students do the test.
7.	Teacher collect the students work.	The students submit their work to their teacher.

- c. Post-test, the function of post-test to know the students' achievement after the implementation of Everyone is a Teacher Here Strategy and Lecturing Method. Both groups was given the same test. It is used to know the effect of the treatment or to find out the differences of the students' score.

D. The Instrument of the Research

The instrument for collecting data in this study was a completion test in mastering future tense. There was 10 test item. The score would be 1 point for each right answer and score 0 for wrong answer or not answer. The material of the test was taken from the students's handbook Bahasa Inggris. Jakarta : Kementrian Pendidikan dan Kebudayaan, 2014.

E. Technique of Collecting the Data

In collecting the data, the steps were applied as follows:

1. Giving pre-test to both experimental and control class.
2. Collecting the students' worksheet.
3. Giving the treatment to experimental group by "Everyone is A Teacher Here" strategy.
4. Giving the treatment to control group by applying Lecturing Method.

5. Giving post-test to both classes, by giving multiple choice test to the students in experimental and control groups.
6. Collecting the students' worksheet.
7. Scoring the students' answer of the two groups.

F. Technique of Analyzing Data

The following steps were implemented for analyzing the data:

1. Scoring the students' answer
2. Listing their score in two tables, first for the experimental group score and the second for the control group scores.

The calculating was conducted by using T-test as show below, according Sugiyono:

a. Coefficient r, According Sugiyono(2010 : 183-197)

$$R_{xy} = \frac{n \sum xiyi - (\sum xi)(\sum yi)}{\sqrt{\{n \sum xi^2 - (\sum xi)^2\}\{n \sum yi^2 - (\sum yi)^2\}}}$$

b. Testing Hypothesis

$$t = \frac{\bar{X}_1 - \bar{Y}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}}\right) \left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

c. Determining the percentage of the effect (Sugiyono, 2011 : 274)

$$D = (r_{xy})^2 \times 100\%$$

In which:

- S_1 : Standard deviation of experimental group
- S_2 : Standard deviation of control group
- X_1 : Mean scores of sample experimental group
- X_2 : Mean scores of sample control group
- N_1 : The amount of sample in experimental group
- N_2 : The amount of sample in control group
- r : coefficient of r
- x : variable of control class
- y : variable of experimental class

G. Statistical Hypothesis

In this research, statistical hypothesis will be used to describe whether the hypothesis will be accepted or rejected. The statistical hypothesis formula:

$$H_0 : T - \text{critical} < T - \text{table}$$

$$H_a : T - \text{critical} > T - \text{table}$$

Where :

H_0 : there is no significant effect of Using “Everyone is A Teacher Here” Strategy. (the hypothesis is rejected)

H_a : there is a significant effect of Using “Everyone is A Teacher Here” Strategy. (the hypothesis is accepted)

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data

The data was collected by giving completion test that consist of 10 items to the students. Every correct answer was given 1 score, the highest score was 10. In this study the sample was divided in two groups, the experimental and control groups, that consisted of 38 student in both experimental group and control group. Each group was given a pre-test and post-test.

The data of this research were the score of pre-test and post-test of two groups that can be seen in the table 4.1 that is the result of the pre-test and post-test in experimental group and table 4.2 that is the result of the pre-test and post-test in control group.

Table 4.1
The scores of the pre-test and pos-test in experimental group

No.	Students' Initial	Scores	
		Pre-test	Post-test
1	AC	40	70
2	AHS	60	80
3	AK	30	80
4	AzK	60	80
5	AR	80	100
6	DA	30	70
7	DBW	60	80
8	DDS	50	80
9	DF	30	70
10	DH	30	80
11	DR	40	70
12	DSA	30	80
13	EPS	70	90
14	GP	70	80
15	If	70	80
16	IJB	80	80

17	IR	50	70
18	IPS	30	60
19	IS	40	90
20	JNL	50	80
21	Kh	30	70
22	MNT	30	70
23	NA	50	90
24	NAP	40	70
25	NFHL	30	90
26	NUR	60	100
27	PKS	50	70
28	RAN	50	60
29	RGDS	40	70
30	RT	50	80
31	RTW	60	90
32	Ru	50	90
33	SAH	60	80
34	TA	40	70
35	TM	50	80
36	WN	50	70
37	NZ	30	70
38	ZN	50	90
TOTAL		1820	2980
MEAN		47.89	78.42

The data in the table 4.1 showed the result of pre-test and post-test in experimental group. The highest score of pre-test was 80 while the lowest score was 30 with the total score was 1820. For the scores of post-test in experimental group showed that the highest score was 100 while the lowest score was 60 with the total score was 2980.

Table 4.2
The scores of the pre-test and pos-test in control group

No.	Students' Initial	Scores	
		Pre-test	Post-test
1	AFG	40	60
2	AHH	40	50
3	AM	40	60
4	AS	40	60
5	AWS	30	50
6	AR	70	80
7	DCS	40	60
8	EAC	30	50
9	FAW	20	60
10	FMA	40	60
11	FM	10	60
12	FZ	40	60
13	ICY	20	50
14	IM	30	60
15	IPS	20	50
16	IS	60	80
17	LDS	30	50
18	MAD	50	60
19	MAS	40	60
20	MR	30	40
21	MKR	40	50
22	MRL	40	40
23	MRA	30	50
24	MS	30	60
25	MZ	10	50
26	OS	20	50
27	RA	50	60
28	RAD	30	50
29	RAP	30	60
30	RIA	20	50
31	RK	40	70
32	RS	40	70
33	SA	30	50
34	TRG	30	50

35	WS	20	50
36	YAI	60	60
37	YP	40	40
38	ZSH	60	70
TOTAL		1340	2140
MEAN		35.26	56.31

The data in the table 4.2 showed the result of pre-test and post-test in Control group. The highest score of pre-test 70 while the lowest score was 10 with the total score was 1340. For the scores of post-test in control group showed that the highest score was 80 while the lowest score was 40 with the total score was 2140.

B. Data Analysis

After scoring and listing the students' pre-test and post-test scores, the next step was analyzed the data by measuring the mean score of experimental and control group. From The result of the test in the table 4.1 and 4.2 the data was collected to find out whether everyone is a teacher here strategy had significant effect on teaching simple future tense. The collected data was analysis by using t-test independent sample formula. From the result of the test in experimental group the highest score of the post-test was 100, and the test in control group the highest score of the post-test was 80. By firstly finding out the standard deviation of the post-test between experimental and control group by using the formulas:

$$S_1^2 = \frac{n_1(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1 - 1)} \quad \text{(for experimental group)}$$

$$S_2^2 = \frac{n_2(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2 - 1)} \quad \text{(for control group)}$$

In calculating standard deviation, the table of the score should be changed into the table of calculating of standard deviation. It can be seen in table 4.3 below.

Table 4.3
The calculation table of standard deviation

No.	X_1	X_2	X_1^2	X_2^2
1	70	60	4900	3600
2	80	50	6400	2500
3	80	60	6400	3600
4	80	60	6400	3600
5	100	50	10000	2500
6	70	80	4900	6400
7	80	60	6400	3600
8	80	50	6400	2500
9	70	60	4900	3600
10	80	60	6400	3600
11	70	60	4900	3600
12	80	60	6400	3600
13	90	50	8100	2500
14	80	60	6400	3600
15	80	50	6400	2500
16	80	80	6400	6400
17	70	50	4900	2500
18	60	60	3600	3600
19	90	40	8100	1600
20	80	50	6400	2500
21	70	40	4900	1600
22	70	50	4900	2500
23	90	60	8100	3600
24	70	50	4900	2500
25	90	70	8100	4900
26	100	50	10000	2500
27	70	60	4900	3600
28	60	50	3600	2500
29	70	60	4900	3600
30	80	50	6400	2500

31	90	70	8100	4900
32	90	60	8100	3600
33	80	50	6400	2500
34	70	50	4900	2500
35	80	50	6400	2500
36	70	60	4900	3600
37	70	40	4900	1600
38	90	70	8100	4900
Total	$\Sigma X_1 = 2980$	$\Sigma X_2 = 2140$	$\Sigma X_1^2 = 237200$	$\Sigma X_2^2 = 123800$

NOTES:

X_1 = post- test (experimental group)

X_2 = post- test (control group)

X_1^2 = quadrate of post test (experimental group)

X_2^2 = quadrate of post test (control group)

ΣX_1 = total of value in post-test (experimental group)

ΣX_2 = total of value in post-test (control group)

ΣX_1^2 = total of quadrate in post-test (experimental group)

ΣX_2^2 = total of quadrate in post-test (control group)

Based on the table previously, the calculation of standard deviation was as below:

For experimental group:

$$S_1^2 = \frac{n_1(\Sigma X_1^2) - (\Sigma X_1)^2}{n_1(n_1 - 1)}$$

$$S_1^2 = \frac{38(237200) - (2980)^2}{38(37)}$$

$$S_1^2 = \frac{9013600 - 8880400}{1406}$$

$$S_1^2 = \frac{133200}{1406}$$

$$S_1^2 = 94,73$$

For control group:

$$S_2^2 = \frac{n_2(\Sigma X_2^2) - (\Sigma X_2)^2}{n_2(n_2 - 1)}$$

$$S_2^2 = \frac{38(123800) - (2140)^2}{38(37)}$$

$$S_2^2 = \frac{4704400 - 4579600}{1406}$$

$$S_2^2 = \frac{124800}{1406}$$

$$S_2^2 = 88,76$$

Table 4.4
The calculation table

NO	X	Y	$X_i (X-\bar{X})$	$Y_i (Y-\bar{Y})$	X_i^2	Y_i^2	$X_i Y_i$
1	60	40	-18.42	-16.31	339.29	266.02	300.43
2	60	40	-18.42	-16.31	339.29	266.02	300.43
3	70	40	-8.42	-16.31	70.89	266.02	137.33
4	70	50	-8.42	-6.31	70.89	39.82	53.13
5	70	50	-8.42	-6.31	70.89	39.82	53.13
6	70	50	-8.42	-6.31	70.89	39.82	53.13
7	70	50	-8.42	-6.31	70.89	39.82	53.13
8	70	50	-8.42	-6.31	70.89	39.82	53.13
9	70	50	-8.42	-6.31	70.89	39.82	53.13
10	70	50	-8.42	-6.31	70.89	39.82	53.13
11	70	50	-8.42	-6.31	70.89	39.82	53.13
12	70	50	-8.42	-6.31	70.89	39.82	53.13
13	70	50	-8.42	-6.31	70.89	39.82	53.13
14	70	50	-8.42	-6.31	70.89	39.82	53.13
15	70	50	-8.42	-6.31	70.89	39.82	53.13
16	80	60	1.58	3.69	2.49	13.62	5.83
17	80	60	1.58	3.69	2.49	13.62	5.83
18	80	60	1.58	3.69	2.49	13.62	5.83
19	80	60	1.58	3.69	2.49	13.62	5.83
20	80	60	1.58	3.69	2.49	13.62	5.83
21	80	60	1.58	3.69	2.49	13.62	5.83
22	80	60	1.58	3.69	2.49	13.62	5.83
23	80	60	1.58	3.69	2.49	13.62	5.83
24	80	60	1.58	3.69	2.49	13.62	5.83
25	80	60	1.58	3.69	2.49	13.62	5.83
26	80	60	1.58	3.69	2.49	13.62	5.83
27	80	60	1.58	3.69	2.49	13.62	5.83
28	80	60	1.58	3.69	2.49	13.62	5.83
29	90	60	11.58	3.69	134.09	13.62	42.73
30	90	60	11.58	3.69	134.09	13.62	42.73

31	90	60	11.58	3.69	134.09	13.62	42.73
32	90	60	11.58	3.69	134.09	13.62	42.73
33	90	60	11.58	3.69	134.09	13.62	42.73
34	90	70	11.58	13.69	134.09	187.42	158.53
35	90	70	11.58	13.69	134.09	187.42	158.53
36	90	70	11.58	13.69	134.09	187.42	158.53
37	100	80	21.58	23.69	465.69	561.22	511.23
38	100	80	21.58	23.69	465.69	561.22	511.23
Total	$\sum X = 2980$	$\sum Y = 2140$	$\sum X_i = 10.04$	$\sum X_y = 30.22$	$\sum X_i^2 = 3636.62$	$\sum Y_1^2 = 3205.76$	$\sum xiyi = 3163.24$
Average	78.42	56.31					

Based on calculation scores of experimental and control group, it showed that the Sum of calculation table in experimental group was $\sum X = 2980$, $\sum X_i = 10.04$, $\sum X_i^2 = 3636.62$, $\sum X_y^2 = 3205.76$ and the result of $\sum xiyi = 3163.24$. The table 4.4 previously, calculating table that explained formula for post-test in experimental and post-test in control group was implemented to find t-critical value both groups as the basic to the hypothesis of the research.

The following formula t-test was implantiing to find out the t-observed value both groups as the basic to test hypothesis of this research.

a. Coeficient r

$$R_{xy} = \frac{n \sum xiyi - (\sum xi)(\sum yi)}{\sqrt{\{n \sum xi^2 - (\sum xi)^2\}\{n \sum yi^2 - (\sum yi)^2\}}}$$

$$R_{xy} = \frac{38 (3163.24) - (10.04)(30.22)}{\sqrt{\{38 (3636.62) - (10.04)^2\}\{38(3205.76) - (30.22)^2\}}}$$

$$R_{xy} = \frac{120203.12 - 303,41}{\sqrt{\{(138191.56) - (10.04)^2\}\{(121818.88) - (30.22)^2\}}}$$

$$R_{xy} = \frac{119899.71}{\sqrt{\{138191.56 - (100.80)\}\{121818.88 - (913.25)\}}}$$

$$R_{xy} = \frac{119899.71}{\sqrt{(138090.76)(120905.63)}}$$

$$R_{xy} = \frac{119899.71}{\sqrt{(16695950335)}}$$

$$R_{xy} = \frac{119899.71}{129212.81}$$

$$R_{xy} = 0.93$$

b. Testing hypothesis

$$t = \frac{\bar{X}_1 - \bar{Y}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}}\right) \left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

$$t = \frac{78,42 - 56,31}{\sqrt{\frac{94,73}{38} + \frac{88,76}{38} - 2(0,93) \left(\frac{9,73}{\sqrt{38}}\right) \left(\frac{9,42}{\sqrt{38}}\right)}}$$

$$t = \frac{22.11}{\sqrt{\frac{183,49}{38} - (1,86) \left(\frac{9,73}{6,16}\right) \left(\frac{9,42}{6,16}\right)}}$$

$$t = \frac{22.11}{\sqrt{(4.83) - (1,86) (1,58)(1,53)}}$$

$$t = \frac{22.11}{\sqrt{(4.83) - (1,86) (2.42)}}$$

$$t = \frac{21,95}{\sqrt{(4.83) - (4,5012)}}$$

$$t = \frac{22.11}{\sqrt{0.3275}}$$

$$t = \frac{22.11}{0.573}$$

$$t = 38.58$$

c. Determining the percentage of the effect

$$\begin{aligned} D &= (r_{xy})^2 \times 100\% \\ &= (0.93)^2 \times 100\% \\ &= (0,8649) \times 100\% \\ &= 86.49\% \end{aligned}$$

It means that the effect of using everyone is a teacher here strategy in teaching grammar was 86.49%. Based on calculation of t-test, it was found that t-test was 38.58 and based on the level of significant of 5% with the degree of freedom (df) $76(n_1 + n_2 - 2)$, t- table was 1,665. The conclusion, was because $t_{observer} > t_{table}$ or , $38.58 > 1,665$. So H_o is rejected. It means that H_a accepted or there is a significant effect of using everyone is a teacher here strategy in teaching grammar.

C. Finding

The findings of the research were described as following:

1. The t_o value was greater than t_t in which t_o was 38.58 , and t_t was 1,665 (38.58,> 1,665).

2. The null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted. It means that there was significant effect of using everyone is a teacher here strategy in teaching grammar.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis in Chapter IV, the conclusion can be drawn as following:

Based on the result of the pre-test and post-test researcher found there was any significant effect of Using Everyone is a Teacher Here Strategy in Teaching Grammar, which was proven from the result of the test $t_{observed} > t_{table}$ or 38.58 > 1,665. The fact hypothesis H_a was accepted and H_o was rejected.

B. Suggestions

In relation to the conclusion above, suggestions were put forward as follows:

1. The teacher can use this strategy in learning grammar, because it is an interesting strategy and easy to understand by the students. The teacher should try to make some variation in teaching grammar so the students feel more interest to follow the lesson. The teacher should be creative in choosing the teaching strategy until she/he is successful in teaching the subject, and the teacher should motivate the students especially in giving and guiding the students to get their achievement in the study.

2. It is also suggested to school management to encourage the teachers to increase their teaching skills. Not only by using Everyone is a Teacher Here Strategy but also other strategy that are believed to give better understanding for students.

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LESSON PLAN

(Control Group)

Name of School : SMAN 1 STABAT
Subject : English
Class/Semester : X MIA 4 / 2
Allocation : 2x 45 minutes

A. CORE COMPETENCY

1. Comprehend and apply the professed religious teachings.
2. Comprehend and apply honesty, discipline, responsibility, caring (tolerance, mutual co-operation, peace), polite, confident, and shows the attitude as part of the solution to various problems and interact effectively with the social environment and nature, as well as in placing itself as a reflection of the nation in the association world.
3. Comprehend, apply, and analyze the factual knowledge, conceptual, and procedural based on curiosity about science, technology, arts, culture and humanities with the insight of humanity national, state, and civilization-related causes of phenomena and events, as well as in specific areas of study in accordance with their talents and interests to solve problem.
4. Processing, reasoning, and presents the concrete realm associated with the development of the learned in school and are able to use the method according to the rules of science.

B. Basic Competence and Indicators

No	Basic Competence	Indicators
1.	3.3 Applying the social function, text structure and elements of linguistics for the statement and question about the actions/event that occurred in the future time, appropriate with the context of its use.	3.3.1 Write the social function, text structure and elements of linguistics, transactional interaction oral and written 3.3.2 Comprehend statement and question about the actions/event that occurred

		in the future time, appropriate with the context of its use.
2.	4.3 Building the oral and written text to express and ask about the actions/event that occurred in the future time, fokus on social function, text structure, and elements of linguistics, correct and appropriate with the context.	4.3.1 Found social function, text structure and elements of linguistics, correct and appropriate with the context.

C. Learning Objective

The students must be able to comprehend, express, and ask/build oral and written text to express and ask the actions/events that occurred in the future time by using good attitude, knowledge and skill that appropriate with the context.

D. Learning Materials

Analyze social function, text structure and elements of linguistics, correct and appropriate with the context.

- Analyze some sentence about an activity in the future tense
- Compare the meaning of English sentence about future tense

E. Method of Learning

1. Approach : Scientific Approach
2. Method : Lecturing Method
3. Technique : Lecturing, question and answer

F. Media, Tools, and Learning Resources

- Media : Students worksheet
- Tools : White board, Marker
- Learning Resources : Text books

G. Steps of Learning

Activities	Description of Activities	Time Allocation
Preface	<ul style="list-style-type: none"> • Asking the students to open the class. • Teacher frequently asked questions about various matters relating to students' condition. • Teacher explain the importance of the material will be studied following competence that must be mastered by students. 	10 minutes
Core Activities	<p>Observing</p> <ul style="list-style-type: none"> • The students listen the explanation the material about grammar : future tense. • Teacher write some pattern of simple future tense on white board. • Teacher explains the pattern of simple future tense to the students. • Teacher gives the example based on the pattern of simple future tense. <p>Asking</p> <ul style="list-style-type: none"> • Asking the students, are they already understood about the material or not yet. • Asking the students to make some sentences based on the pattern. • After done, asking the students to do the exercise about the simple future tense. <p>Exploration</p> <ul style="list-style-type: none"> • Teacher give facilities to the students with giving the assignment to blow up the new ideas it can be orally or written. <p>Associating</p> <ul style="list-style-type: none"> • Teacher gives changes to think, analyze, solve the problem and conducting without worry. • Teacher gives facilities to the students 	70 minutes

	<p>to make a competence to increase their achievement in learning process.</p> <ul style="list-style-type: none"> • Teacher gives facilities conduct the activities that growing proud and self-confidence of students. • Teacher gives positive feedback and reinforcement with orally, written, or gesture toward the students' achievement. • Teacher gives the information toward exploration and elaboration's result of the students through some source. <p>Communicating</p> <ul style="list-style-type: none"> • Teacher gives facilities to the students to do reflection to get their experience in study that the done. • Teacher gives facilities to the students to get experience in achieve the basic competence. 	
Closing	<ul style="list-style-type: none"> • Together with the students make summarize of the lesson. • Teacher grades the students' work. • Convey the lesson plan for the next time. 	10 minutes

H. Evaluation Guide

Every correct answer score = 1

Amount of maximum score 1x10 = 10

Maximum mark = 100

Students' mark = $\frac{\text{Greeting Score}}{\text{Amount of Maximum score}} \times 100\%$

Stabat, February 2017

English Teacher

Researcher

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(Muhammad Fauzi)

Known by Headmaster

(Purwito, S.Pd, M.Pd)

LESSON PLAN
(Experimental Group)

Name of School : SMAN 1 STABAT
Subject : English
Class/Semester : X MIA 2 / 2
Allocation : 2x 45 minutes

A. CORE COMPETENCY

5. Comprehend and apply the professed religious teachings.
6. Comprehend and apply honesty, discipline, responsibility, caring (tolerance, mutual co-operation, peace), polite, confident, and shows the attitude as part of the solution to various problems and interact effectively with the social environment and nature, as well as in placing itself as a reflection of the nation in the association world.
7. Comprehend, apply, and analyze the factual knowledge, conceptual, and procedural based on curiosity about science, technology, arts, culture and humanities with the insight of humanity national, state, and civilization-related causes of phenomena and events, as well as in specific areas of study in accordance with their talents and interests to solve problem.
8. Processing, reasoning, and presents the concrete realm associated with the development of the learned in school and are able to use the method according to the rules of science.

B. Basic Competence and Indicators

No	Basic Competence	Indicators
1.	3.3 Applying the social function, text structure and elements of linguistics for the statement and question about the actions/event that occurred in the future time, appropriate with the context of its use.	3.3.1 Write the social function, text structure and elements of linguistics, transactional interaction oral and written 3.3.2 Comprehend statement and question about the actions/event that occurred

		in the future time, appropriate with the context of its use.
2.	4.3 Building the oral and written text to express and ask about the actions/event that occurred in the future time, fokus on social function, text structure, and elements of linguistics, correct and appropriate with the context.	4.3.1 Found social function, text structure and elements of linguistics, correct and appropriate with the context.

C. Learning Objective

The students must be able to comprehend, express, and ask/build oral and written text to express and ask the actions/events that occurred in the future time by using good attitude, knowledge and skill that appropriate with the context.

D. Learning Materials

Analyze social function, text structure and elements of linguistics, correct and appropriate with the context.

- Analyze some sentence about an activity in the future tense
- Compare the meaning of English sentence about future tense

E. Method of Learning

4. Approach : Scientific Approach
5. Method : Everyone is a teacher here Strategy
6. Technique : Lectures and assignment

F. Media, Tools, and Learning Resources

- Media : Index Card
- Tools : Paper, pen
- Learning Resources : Text books

G. Steps of Learning

Activities	Description of Activities	Time Allocation
Preface	<ul style="list-style-type: none"> • Asking the students to open the class. • Teacher frequently asked questions about various matters relating to students' condition. • Teacher explain the importance of the material will be studied following competence that must be mastered by students. 	10 minutes
Core Activities	<ul style="list-style-type: none"> • Teacher give an index card to each student and asked them to write down a question about what they want to know abot future tense. • Teacher collect an index card. • Teacher shuffling the index card and distribute to every single of student and checked that no student has his/her question. • Teacher asked the student to read the question on their card and think the answer. • Teacher point some student to read the question they have and answer the question. • Continue as long as there are students. 	70 minutes
Closing	<ul style="list-style-type: none"> • Together with the students make summarize of the lesson. • Teacher grades the students' work. • Convey the lesson plan for the next time. 	10 minutes

H. Evaluation Guide

Every correct answer score = 1

Amount of maximum score 1x10 = 10

Maximum mark = 100

Students' mark = $\frac{\text{Greeting Score}}{\text{Amount of Maximum score}} \times 100\%$

English Teacher

()

Stabat, February 2017

Researcher

(Muhammad Fauzi)

Known by Headmaster

(Purwito, S.Pd, M.Pd)

Complete the sentences with the appropriate future expressions.

1. You.....on holiday soon.
2. A : Where will you go?
B : I will go to Bali for vacation.
3. You..... work at a company. By the age 25 you
marry an English gentleman.
4. You..... rich, but you should be careful with your money.
5. Father : There is something in my mind.
Mother : tell me about it?
6. Mother : Good Heavens! Look at the time! Your father.....
come home in a
minute. I haven't prepared the dinner yet.
Kiki : Take it easy, mom. I help you.
7. I back again by the end of this month.
8. A piece of cake. If I pass my driving test, I drive to my
hometown and I take my mom for a ride.
9. come to my birthday party along with your little sister?
10. Your parents happier if you visit your parents at least once a week

KEY ANSWER

1. Will be
2. Tomorrow/next week/next month
3. Will, will
4. Will be
5. Will you
6. Will, shall
7. Will be
8. Shall, shall
9. Will she/he
10. Will be

ATTENDANCE LIST EXPERIMENTAL CLASS

NO	STUDENTS' NAME	SIGNATURE
1	Ad Cahyadi	1.
2	Andi Halim S	2.
3	Azzahra Khairuna	3.
4	Alya Khairunnisa	4.
5	Alvio Raihannur	5.
6	Detia Ayuni	6.
7	Dendy Bayu Wardhana	7.
8	Dini Dwi Saharani	8.
9	Dinda Febrian	9.
10	Dadi Hendardi	10.
11	Dimas Ryandi	11.
12	Dheana Salfadiah Arika	12.
13	Esty Purnama Sari	13.
14	Gilbert Pandiangan	14.
15	Irsan Farhan	15.
16	Inggrid Janna Bella Sihaloho	16.
17	Ikhwan Ridho	17.
18	Irma Purnama Sari	18.
19	Icha Syahfitri	19.
20	Jeffy Natanael Lingga	20.
21	Khairatunnisa	21.
22	Mimi Nufiana Tarigan	22.
23	Nurul Anggita	23.
24	Nurul Azhari Putri	24.
25	Nurul Fitria Hidayah L	25.
26	Nurhayani	26.
27	Nadiyah Zahra	27.
28	Putri Kanaya Salsabila	28.

29	Rieska Audry Narasya	29.
30	Riston Guna Darma Sihombing	30.
31	Ranti Tryandini	31.
32	Rika Tiara Wati	32.
33	Rusdanila	33.
34	Salsabila Azzahra Harahap	34.
35	Tengku Arifa Aulia	35.
36	Tritia Mutiara	36.
37	Wanda Nurtia	37.
38	Zahratun Nissa	38.

Februari 2017

Known by Headmaster

(Purwito, S.Pd, M.Pd)

Fauzi)

Stabat,

Researcher

(Muhammad

ATTENDANCE LIST CONTROL CLASS

NO	STUDENTS' NAME	SIGNATURE
1	Aldo Fahlevi Gibran	1.
2	Adinda Afthal Asiva	2.
3	Afrah Rijhani	3.
4	Agus Setiawati	4.
5	Alfiani Wahyu Syahfitri	5.
6	Aulia Haryani Hasyim	6.
7	Arya Maggi Siregar	7.
8	Budi Santoso	8.
9	Dea Cici Sukawati	9.
10	Egidia Ajeng chairani	10.
11	Fauzan Zulfikri	11.
12	Fazar Khairi Maulana	12.
13	Fitra Andira Wardana	13.
14	Fitri Mustika	14.
15	Ika Maharani	15.
16	Indah Permata Sari	16.
17	Ilham Sidiq	17.
18	Irma Chairisma Yani	18.
19	Levana Dwi Anjani	19.
20	Mailinda Sinulingga	20.
21	Maydi Aigi Syahputra	21.
22	M. Arya Putra Fadilillah	22.
23	Miftha Alfa Denna	23.
24	Miranda	24.
25	M. Rafli Lintang	25.
26	M. Kelvin Ermawan	26.
27	M. Rizky Adrian	27.
28	M. Syahril Arrasit	28.

29	M. Zulfirmsyah	29.
30	Oky Syahputra	30.
31	Radika Ananda	31.
32	Rafli Aulia Daulay	32.
33	Reza Afni Putri	33.
34	Ria Karina	34.
35	Risma Sari	35.
36	Tri Rahmat Gunawan	36.
37	Widya Sari	37.
38	Zahra Shafa Hudzaifa	38.

Februari 2017

Known by Headmaster

(Purwito, S.Pd, M.Pd)

Fauzi)

Stabat,

Researcher

(Muhammad

CURRICULUM VITAE

Name : MUHAMMAD FAUZI

Place/ Date of Birth : Teluk Bakung/ 22 December 1995

Register Member : 1302050314

Sex : Male

Religion : Moslem

Material Status : Single

Hobbies : Watching Anime and Travelling

Fathers' Name : Usman S.

Mothers' Name : Siti Rahmah

Brothers' Name : Rudi Azman, Syafrijal, Najmul Husni, Khairil Ansyari,
Muhammad Fadli

Sisters' Name : Nur' Aini Humaira

Address : Teluk Bakung, Tanjung Pura, Langkat

Email : muhamatfauzi36@gmail.com

Education

1. Primary School at MIS Rantau Panjang 2000-2007
2. Junior High School at MTsS Tarbiyah Waladiyah 2007-2010
3. Senior High School at MAN Negeri 2 Tanjung Pura 2010-2013
4. Student Of English Departement Of FKIP University of Muhammadiyah Sumatera Utara 2013-2017

Medan, March 2017
The Researcher

Muhammad Fauzi