

**THE INFLUENCE OF USING EVERYONE IS A TEACHER HERE
STRATEGY TOWARD STUDENTS SPEAKINGSKILL
OF SECOND YEAR STUDENTS AT SMAN 12
PEKANBARU**



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A Thesis

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(S.Pd.)



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SUPERVISOR APPROVAL

The thesis entitled “*The Influence of Using Everyone is a Teacher Here Strategy Toward Students Speaking Skill of Second Year Students at SMAN 12 Pekanbaru*” is written by Aan Amza, NIM. 10514000253. It is accepted and approved to be examined in the meeting of final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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ABSTRAK

AAN AMZA (2012) : “Pengaruh Menggunakan Strategi Semua Orang adalah Seorang Guru Disini Terhadap Kecakapan Keterampilan Berbicara para Siswa pada para Siswa Kelas Dua di SMAN 12 Pekanbaru”.

Penelitian ini adalah Penelitian yang bersifat percobaan. telah diselidiki untuk mengetahui siswa kecakapan keterampilan berbicara siswa dengan menggunakan strategy semua orang adalah seorang guru di sini dan untuk mengetahui pengaruh gurupenting didalam meningkatkan kecakapan keterampilan berbicara siswa. Mengenai Pokok penelitian ini adalah para siswa tahun kedua SMAN 12 Pekanbaru. Mereka terdiri dari dua kelas (80 para siswa). Peneliti mengambil dua kelas (40 para siswa) sebagai sampel penelitian. Sebagai tambahan, para siswa adalah dibagi menjadi 2 kelompok. Mereka adalah kelas bersifat percobaan terdiri dari 40 para siswa dan kelas kendali terdiri dari 40 para siswa.

Instrumen penelitian ini adalah pengamatan. Pengamatan telah digunakan untuk mengetahui aktivitas peneliti itu di dalam mengajar mengatakan ketrampilan dengan penggunaan semua orang adalah seorang guru di sini. Hasil Pengamatan dengan jelas dilihat bahwa peneliti yang telah melakukan aktivitas itu dengan sempurna. Itu dapat dilihat dari lembar;seprai pengamatan dari semua dari pengamatan. Sedangkan, untuk meneliti data itu, peneliti menggunakan " Statistik t-test".

Akhirnya, berdasarkan pada penemuan peneliti itu, hasil dihitung lebih tinggi dibanding t distribusi di dalam keputusan alfa mengukur(@) 0,05 dan dengan derajat-derajat kebebasan itu (df78) (3.298>1.671). mengenai kepada hasil itu, ha telah diterima dan ho telah ditolak. Itu berarti bahwa ada pengaruh penting semua orang adalah seorang guru di sini untuk meningkatkan keahlian berbicara para siswa pada tahun kedua SMAN 12 Pekanbaru. Ini menunjukkan bahwa para siswa berbicara dengan menggunakan strategi semua orang adalah seorang guru mempunyai hasil baik di dalam mengatakan keterampilan dibanding siapa yang berbicara dengan penggunaan konvensional

ABSTRACT

AAN AMZA (2012) : “The Influence of Using Everyone is a Teacher Here Strategy Toward Students Speaking Skill of Second Year Students at SMAN 12 Pekanbaru”.

This research was experimental research. It was investigated to know the students' speaking skill by using everyone is a teacher here and to know significant influence of teacher here strategy. Method in increasing students' speaking skill. The subject of this research was second year students of SMAN 12 Pekanbaru. They consist of two classes (80 students). The researcher took two classes (40 students) as the sample of the research. In addition, the students were divided into groups. They were experimental class consisting of 40 students and control class consisting of 40 students.

The instrument of this research were observation. The observation was used to know the researcher's activities in teaching speaking skill by using everyone is a teacher here. The observation result was clearly seen that the researcher had done the activities perfectly. It can be seen from the observation sheet from all of observation. Whereas, to analyze the data, the researcher used “t-test statistic”.

Finally, based on the researcher's findings, the result of calculated was higher than t distribution in alpha decision level (α) 0,05 and with the degree of freedom (df78) ($3.298 > 1.671$). regarding to the result, H_a was accepted and H_0 was rejected. It mean that there was significant influence of everyone is a 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 a teacher here have good result in speaking skill than who are spoke by using conventional one

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking as a communication process, the process of changing the form of speech or language sounds significant, submitted to the people is an event delivery other. Speaking is intent (ideas, thoughts, feelings) of one person to another by using spoken language (speech) so that purpose can understand other people.

Opinion was reinforced by Endang and Maliki, which says that the verbal skills of speaking is the ability to express verbally the talk in the language of words that many people understand and are easy to digest.¹

There are many aspects of the role of talk in children's development. Besides a role in the ability of individuals, children who have the ability to speak is also an effect on tuning in to the peer environment, in order to be accepted as a member of the group. The ability to speak the child is also likely to impact on intelligence. Usually the children who have high intelligence would learn to speak easily, quickly understand the speech of others and have more vocabulary.

Speaking skill in English is a skill and passion for someone to convey his thoughts to anyone orally. However, the difficulty to develop speaking skill that is not trained continuously and can be done by peers in the classroom, English teachers, or other teachers who can speak English. Its Objective are to facilitate speaking skills, enhance the use of vocabulary, improve speaking order, refine vocabulary words, sentences in English, and to train hearing the message of the speaker.

¹<http://gudangmakalah.blogspot.com/2012/03/skripsi-ptk-upaya-meningkatkan.html>, accessed on 4 Mei 2012

Conversational skill is a necessary language skill well controlled. This skill is an important indicator for students' success, especially in learning English. By mastering a good speaking skills, students can communicate their ideas, both at school and with foreign speakers, and also maintain good relations with others.

Speaking of the education system in which it is a tool to run an education, whether or not education is dependent on how the education system was implemented. In this case the education system here should be emphasized on ethics and moral mastery of high quality. Besides mastering both of these broad acquisition of knowledge is necessary so that education is not solely intended only to enrich the students' thinking with a wide range of knowledge, but also aims to uphold ethics.²

Learning in a definition is seen as an effort to influence the students to learn or in brief we can say that learning is an effort of students. A result which may appear from the act of learning is that students will (1) learn something that they would not have learned without the learner's action, or (2) learn something with a more efficient manner. Furthermore, according to Uno, expressing opinions about the learning strategy, which cites the opinion of experts of learning (instructional technology)³, as follows: According to Gerlach and Ely, learning strategies are ways that the learning method chosen to equate in a particular learning environment. Further elaborated by them that learning strategies shall include the nature of the scope and sequence of learning activities that can provide learning experiences for learners.⁴ According to Dick and Carey, learning strategy consists of all components of the learning materials and procedures or stages of learning activities or used by teachers in order to help

²Mukhtar, *Desain Pembelajaran Pendidikan Islam*, Jakarta, CV Misaka Galiza, 2003, Pp. 14.

³ B. Uno, Hamzah, 2007. *Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*, Jakarta: Bumi Aksara

⁴Gerlach dan Ely (1971). *Teaching & Media: A Systematic Approach*. Second Edition, by V.S. Gerlach & D.P. Ely, 1980, Boston, MA: Allyn and Bacon. Copyright 1980 by Pearson Education

learners achieve specific learning goals. According to their learning strategy is not just limited to the procedures or stages of learning alone, but includes material setting or package to be delivered in learning programs to students.⁵ He asserted that every behavior that is expected to be achieved by learners in learning activities should be practiced. Starting from the above explanation, the teacher is expected to have the ability to choose an appropriate strategy used to implement the learning process in class, so that the objectives that have been written in the teaching plan can be achieved. So it is clear that a teacher is required to master the method. The steps that must be taken by a teacher before making the method of preparation is concerned(lesson plan)that includesan understanding of thepurpose.

Conversational skill is a necessary language skillwell controlled. This skill is an important indicator forstudents success, especially in learning English. By mastering a good speaking skill, students can communicate their ideas,both at school and with foreign speakers, and also maintain good relationswith others.

In general, senior high school studentsstillhave difficultiestoconveyideas, thoughts, questions, etc. in Englishusing avariety oforal languageproperly and correctly. It is alsoexperienced bymost studentsof SMAN12Pekanbaru which was causedby poortechniquein teaching conversational skill theteaching and learning Englishin the classroomis morelikely to focus onotherskills, such asreadingskills(reading), writing skill(writing) andlisteningskill(listening). This was causedby teacherswhomorefocused ontheUN(National Examination) to be achieved bythe studentslater.This phenomenonis a problem thatneeds asolution. One effortthat canbemade as solutionis the practice oflearning speakingskillswith the"Everyone is a Teacher Here".

⁵Dick, W & Carey, 1990, *The Systematic Design of Instruction*. Scott: Foresman and Company

Based on the above explanations is interested in doing research entitled: "The Influence Of Using Everyone Is A Teacher Here Strategy Toward Students Speaking Skill Of Second Year Students At SMAN 12 Pekanbaru".

B. Definition of the Term

1. Skill is the skill to complete the task. Skill is the skill to carry out the task, which includes not only motor skills movement, but also involves cognitive mental function, which is a mental action in an effort to gain knowledge.
2. Talking is the ability to utter or articulate sounds or words to express and communicate thoughts, ideas, and feelings.
3. Speaking skill is the ability to express, and use the English language orally with the use of English vocabulary and the idea/notion conveyed properly.

C. Formulation of the Problem

Based on the background the above, the problems can be formulated as follows:

1. How is the students' speaking skill at the second year students of SMAN 12 Pekanbaru without using everyone is a teacher here strategy?
2. How is the students' speaking skill at the second year students of SMAN 12 Pekanbaru by using everyone is a teacher here strategy?
3. Is there any significant influence of using everyone is a teacher strategy ?

D. Limitation of the Problem

Based on the identification of the problems mentioned above, not all problems will be discussed considering the limited funds, time and effort. It is limited on the

influence of using everyone is a teacher here strategy toward students speaking skill of second year students at SMAN 12 Pekanbaru.

E. Objective and Significance of the Research

1. Objective of the Research

- a. To find out the use of everyone is a teacher here strategy to improve speaking skill of second year students at SMAN 12 Pekanbaru
- b. To find out the students' speaking skill of second year students at SMAN 12 Pekanbaru
- c. To find out whether any or not any significant influence of using everyone is a teacher here strategy to improve speaking skill of second year students at SMAN 12 Pekanbaru

2. Significance of the Research

By doing the research, the writer hopes that it can:

- a. Enlarge writers' knowledge about the real teaching process
- b. Give information to the teacher about picture series in teaching speaking
- c. To increase students' speaking ability using picture series

CHAPTER II

THEORETICAL FRAMEWORK

A. Understanding of Learning Strategies

According to Sanjaya, the strategy is defined as a plan, method, or series of activities to design a particular educational goal. Thus, learning strategies can thus be interpreted as a plan that contains a series of activities designed to achieve specific educational goals.¹

Based on the above understanding, there are two things we should look at. First, the learning strategy is a plan of action including the use of methods and utilization of resources or power in learning. This means drafting a new strategy to the process of preparing the work plan has not come to the action. Second, structured to achieve certain goals. That is, the direction of all the decisions of strategy is the achievement of goals. Thus, the preparation of learning steps, the use of various facilities and learning resources are all geared towards establishment in keeping with the achievement of goals. Therefore, before determining the strategy, objectives need to be formulated in the spirit in the implementation of a strategy.

The general strategy of having a sense of the outlines of the bow to act in order to achieve predetermined goals. Further more, if associated with teaching and learning, the strategy can be interpreted as a general pattern of activity in the embodiment of the students teachers teaching and learning activities to achieve the goals outlined.²

There are four basic strategies in teaching and learning in the following:

- a. Identify and define the specifications and qualification changes in behavior and personality of the students as well as expected

¹Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. (Jakarta: Kencana, 2007), P. 124

²Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*. (Jakarta: Rineka Cipta 2006), P. 5

- b. Choose a system of teaching and learning approach based on community aspirations and view of life
- c. Select and establish procedures, methods, and techniques of teaching and learning that is considered most appropriate and effective so that you can rely on the teacher in performing teaching activities
- d. Establish the norms and minimum standards and criteria of success or the success that can be used as guidance by the teacher in evaluating the results of teaching and learning activities which will further be used as feedback for improvement of the system as a whole is concerned in instructional

B. Learning Everyone Is a Teacher Here Strategy

Everyone Is a Teacher Here strategy is a very appropriate strategy to obtain the participation of a whole class and individually. This strategy gives students the chance to play a role as tutor to his friends. With this strategy, students who had been involved would not want to participate in active learning³.

Hisyam Zaini et al explained there are several steps that can be applied in Everyone Is a Teacher Here strategy:

1. Distribute a piece of paper/card index to all students. Ask students to write down one question about the subject matter being studied in class (eg the task of finding fragments) or a special topic will be discussed in the classroom.
2. Collect paper, random paper is then distributed to each student. Make sure that no student who receives written about themselves. Ask them to silently read the question paper and then think about the answer.
3. Ask students to volunteer to read the question and answer.
4. Once the answer is given, ask other students to add.

³Hisyam Zaini, dkk, *Strategi Pembelajaran Aktif*, (Yogyakarta: Center For Teaching Staff Development, 2007), P. 63

5. Continue with the next volunteer.⁴

Similar disclosed by Silberman that there are some steps that can be applied in Everyone Is a Teacher Here Strategy :

1. Distribute index cards to each learner. Ask students to write down one question about the subject matter being studied in the classroom or a specific topic they will discuss in class.
2. Collect the cards, shake and give one to each student. Have students read silently a question or topic on a card and think of one answer.
3. Call on volunteers who will read the card aloud, and they will be able to respond.
4. Once given the response, ask others in the class to add what has been donated by the volunteer.
5. Continue as long as there are volunteers.⁵

Silberman further explained that there are several variations that can be applied in Everyone Is a Teacher Here Strategy:

1. Collect these papers. Prepare the panelists who will answer that question. Read out each paper and discuss it, replace the panelists in turn.
2. Ask students to write in the paper and the results of their observations about a given subject matter.⁶

C. Speaking

Talking is a form of information delivery by using words or sentences. In other words, talk means using language to vary depending on the speakers. Speaking skills is the ability to express their opinions or thoughts and feelings to a person or group verbally, either face or by distance. Harmer stated that speaking is a natural

⁴Hisyam Zaini, *Op., Cit*, P. 63

⁵ Silberman, *Active Learning*, (Yogyakarta: Yayasan Pengkajian dan Pengembangan Ilmu-Ilmu Pendidikan Islam, 2002), P. 164

⁶*Ibid* P. 164

means of communication between members of the public to express their thoughts and as a form of social behavior. Furthermore, Harmer states that speaking skill are the ability to arrange the sentences because the communication takes place through the sentences to show the differences in behavior that varies from different people.⁷

Based on the concept of receiving means students have saved a lot of preparation to practice speaking skill. Then the next is the student's ability to establish and grow new expressions, such as: ask, explain, discuss, and even help his classmates. In this case, students are given the opportunity as much as possible to use a new variety of English sentences according to grade level. The influence of productive speaking can be an indication that students are highly capable in the skill of speaking it will be more successful in developing self-field of English speaking skills in English language courses

According to Brown, speaking skill is a complex skill and is associated with various micro-skills such as⁸ :

1. Produce utterances that varied language
2. Produce phonemes and variants of oral allophones different in English
3. Generate pressure patterns, words that have and do not get pressure, rhythmic structure and intonation
4. Produce other forms of shortened words and phrases
5. Use a word to achieve pragmatic goals
6. Conversation produces fluent in a variety of different speeds

⁷ Harmer, J. 1983. *The Practice of English Language Teaching*. England: Longman, P. 12

⁸ Brown, H.D. (2001). *Teaching by Principles: An Active Approach to Language Pedagogy*. (2nd ed). San Francisco: Addison Wesley Longman, Inc.

7. Observe the resulting spoken language and use different strategies varied, including suspension, correcting himself, repetition, for the clarity of the message
8. Use word class (noun, verb, etc.) System (tenses, agreement and plural), sorting words, patterns, rules and forms of ellipsis
9. Produce speech that uses natural elements in the phrase, stop, breath and proper sentence
10. Express a particular meaning in the forms of different grammatical
11. Use cohesive forms in oral discourse
12. Complete the communication functions properly according to circumstances, participants and goals
13. Use register, rules of pragmatic and sociolinguistic features of the right in the direct communication
14. Show the relationship between the event and communicate the relationships between main ideas, supporting ideas, old information, new information, generalizations and examples
15. Use the language of the face, kinetic, body language and nonverbal languages of others along with verbal language to convey meaning
16. Develop and use a variety of speaking strategies, such as putting pressure on key words, paraphrasing, providing context for interpreting the meanings of words, ask for help and accurately assess how well the interlocutors understand what is being said.

Richard divides the talk into three functions as follows⁹:

1. Talk as interaction

⁹Richards, J.C. (2006), *Curriculum development in language teaching*, New York: Cambridge University Press. P. 21-28

Speaking as a function of interaction refers to the usual activities and conversations that relate to social functioning. Its primary focus is to the speaker and how they show themselves to others. Formal language of ordinary conversation or a discussion that is often used in everyday conversation. Some of the capabilities come to be involved in speaking as an interaction, among others:

- a) Opening and closing the conversation
- b) Choose the topic
- c) Make small conversations / mild
- d) Joking
- e) Telling the events and personal experiences
- f) Do alternately
- g) The interrupt / interrupt a conversation
- h) Reacting to one another
- i) Using the appropriate style of speaking

2. Talk as transaction

Speaking activities as a transaction focus to the message to be conveyed in speaking activities. There are two types of activity as an interaction that is:

- a) The main focus of activities is to give and receive information, in other words to make others understand clearly and accurately to the message rather than the participant said and how they interact with others. Accuracy rather than a major focus for information successfully communicated and understood.
- b) The second is an activity whose main focus is to acquire goods or services, for example in a conversation someone ordering food in restaurants.

3. Talk as performance

Speaking as an appearance refers to the activities of speaking to convey information in public or participants. Speaking in this model is to speak in one direction rather than the two-way (dialogue) and more impressed as a conversation rather than written language. The main characteristic is the appearance of speaking activities as :

- a) Focus on the message and to participants
- b) Emphasis on form and precision of speech
- c) The language used seemed like a written language,
- d) more frequent monologues, and
- e) Structure and sequence can be predicted.

In language learning, according to Bygate, there are two basic ways that often we do that can be categorized skills:¹⁰

- a) Motor-perceptive skill which includes interpreting, generating, and utter sounds and language structures correctly.
- b) Interaction skill which includes making decisions about such a communication to reveal what, how to say it, develop it in accordance with that intended by others.

Learning English means having the ability to produce grammatically speech of a language and know how to use it properly to be able to communicate effectively.¹¹. In studying the language in the classroom, students are more likely to pay attention to become more conscientious but essentially they will also be trained to use the language fluently. There are several reasons for talking about doing exercises in the classroom during class, among others:

¹⁰http://www.pps.unud.ac.id/thesis/pdf_thesis/unud-413-473527986thesis%20ia%20ekayudha%20pratiwi.pdf. accessed on 2 Mei 2012

¹¹Harmer, J. 1983. *The Practice of English Language Teaching*. England: Longman, Page. 13

- a) Speaking activities will strengthen the acquisition of new vocabulary, grammar, and language are functionally
- b) Gives students the opportunity to use the language learned
- c) Provides the opportunity for more advanced students to try a language they already know in different situations and topics
- d) Provides the opportunity for more advanced students to try a language they already know the topic of different situations and thus, to facilitate teachers in designing a good teaching program in order to achieve the purpose of communication, the teachers are required to know the function of language that will be used to interact with students in a communication.

D. Speaking Skills

1. The Nature of Speaking Skills

Speaking is the process of building and sharing meaning by verbal and non-verbal symbols. Speaking is a crucial part of foreign language learning and teaching. However, today's world requires the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language.

According to Wood in Yasir (2005:11) stated, speaking can perform in helping develop communicative ability as follows:

- a. It opens a rich stimulus of communicative interaction, namely the varied experience, interest and opinion of the learners.
- b. It thus provides a context for wide range of communicative function domain of meaning learners must practice the skill required for managing longer session of social interaction such as introducing a new topic, turn-taking or sustaining through difficult periods.

- c. It provides learners with opportunities to express to their own experiences through the foreign language. It also gives them the valuable experience in using the language as means of handling their own social relationship.

Based on the explanation above, we can say that the success of learning speaking is irrefutable with the response of students to the language, where they will be more successful than the others. Edge in Yasir (2005:11) elaborates the factors that will probably influence the success of learner in which they are as follows:

- a. They have a positive attitude about the language they want to learn and about the speakers of that language.
- b. They have a strong personal motivation to learn the language.
- c. They are confident that they will be successful learners.
- d. They are prepared to risk making mistakes and they learn from their mistake that they make.
- e. They organize their own practice of language.

2. The Components of Speaking

According to Kalayo and Ansyari (2007:113) language learners need to recognize that speaking involves three of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary). The language learner should use the right words in the right order with the correct pronunciation.
- b. Functions (transaction and interaction). The language learner should know when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- c. Social and culture rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants). The language learner

should understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

According to Haris (1974: 81), there are five components which are generally recognized in analyzing speaking. There are following:

a. Pronunciation.

Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. According to Longman (1992:81) states pronunciation is the way of certain sounds are produced. In communication process, one needs to pronounce and to produce the words uttered clearly and correctly in order to miscommunication.

b. Grammar

According to Nunan (1992:296) stated grammar remains us how to make the use of words: that is to say, it teaches us how to make the use of them in proper manner, to be to choose the words which ought to be placed. We must be acquainted with certain principles and rules constitute what is collect grammar.

c. Vocabulary

Vocabulary is one of word include in language, have many words that must mastery by who person to speak or writing something.

Nunan (1991:117) views vocabulary as the acquisition of an adequate vocabulary as essential for successful second language use, because without an extensive vocabulary we will be unable to use the structures and the function that we have learned fir comprehensible communication. It means that vocabulary mastery is one of the important components in communication.

d. Fluency

According to Brown (1994) “fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility”.

e. Comprehension

In brief, speaking requires not only know how to produce specific points of language includes grammar, pronunciation, vocabulary, and fluency, but also to understand the when, why, and in what ways to produce the language.

E. Factors Supporting the Effectiveness Speaking

A good speaker must be able to give the impression that he had mastered the issues being discussed. A good mastery of topics will foster courage and smooth. In addition to mastering a topic, a speaker must pronounce the sounds of spoken language with clear and precise. Pronunciation of the sounds of language that is not proper to divert the attention of the listener. There are several factors to consider someone to be a good speaker. Those factors are the factors of verbal and non-verbal factors.¹²

1. Factor Verbal

a) The accuracy of speech

A speaker must get used to pronounce the sounds of the language appropriately. Pronunciation of the language sounds quite right to divert the attention of the listener. This would interfere with the effectiveness of speech. The spoken language sounds are not quite right or defect would cause boredom, less fun, less interesting, or at least be able to divert the attention of the listener. The spoken language sounds are considered disabled if you stray

¹²Arsjad Maidar G, U.S. Mukti (1988) *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. Jakarta: Erlangga, P. 17-24

too far from the usual range of verbal, so little interest, interfere with communication or the wearer (the speaker) considered odd.

b) Placement pressure, tone, joints, and duration

Conformity pressure, tone, joints, and the duration are the main attraction in speaking, sometimes even a deciding factor. Although the problems discussed are less attractive, with the placement of stress, tone, joints, and the corresponding duration will cause the problem to be interesting. Conversely, if the delivery is flat, almost certainly will lead to boredom and effectiveness would be reduced. Placement of stress on words or syllables that are less fit will result in irregularities. This discrepancy will result in the listener's attention will turn to the speaker's manner of speaking, so they remain subject to the messageless attention. As a result, the effectiveness of communication will be disrupted.

c) Choice of words

Choice of words should be precise, clear and varied. In every conversation using popular words would be more effective than that of turgid words. Words that are not yet known result of curiosity, but it would hamper smooth communication. Speakers should be aware of who the audience, what the topic, and customize the options and he said the subject of his audience. Listeners will be more interested and happy to listen if the speaker spoke clearly in a language mastered. d) The accuracy of the target speech. This involves the use of the phrase. The speaker whose effective sentence will facilitate the listener to catch his talk. A speaker must be able to develop effective sentences, sentences that hit the target, so as to cause the effect, leaving the impression or cause and effect.

2. Factor Nonverbal

a) A reasonable attitude, calm, and not rigid

The talks are not quiet, lethargic and stiff certainly will provide a less attractive first impression. The natural attitude of the speaker is actually able to show authority and integrity. This attitude is very much determined by the situation, the place and control of matter. A good mastery of the material will at least eliminate the jitters. However, this attitude requires practice. If you have used, in the long run nervousness will disappear and there will be calm and reasonable manner.

b) The view should be directed to the listener

View of the speaker should be directed to all listeners. Fixed on the view that only one direction will cause the listener to feel overlooked. Many speakers when speaking listeners do not notice, but look up, sideways or down. As a result, reduced the listener's attention. Care should be taken so that listeners feel involved and note.

c) A willingness to appreciate other people's opinions

In presenting the contents of the conversation, a speaker should have an open attitude, in a sense to accept the opinion of others, willing to accept criticism, willing to change his opinion if it is wrong. However, the speaker does not mean blindly follow what other people think and change his opinion. He also must be able to maintain his opinion and convince others. Of course, that opinion must contain a strong argument, which is believed to be the truth.

d) The movements and the exact expression

Move and proper expression can also support the effectiveness of speech. Important things than getting pressure, usually aided by gestures or facial. It can turn on the communication, that is not rigid. However, excessive

movements would interfere with the effectiveness of speech. Perhaps the listener's attention will focus on the movements and excessive expression of this, so the message is poorly understood.

e) The sound loudness

Loudness level is certainly adapted to the situation, place, and the number of listeners. To note is do not yell. We set the loudness of our voice to be heard by the audience clearly.

f) The smooth

A fluent speaker that will allow listeners capture the conversation. Often the speaker spoke haltingly, even between the severed parts were inserted certain sounds that interfere with the arrest of the listener, such as tucking the sound ee, oo, aa, and so forth. Instead, the speaker speaks too fast which will also complicate the listener catch the topic.

g) Relevance / Reasoning

The idea for the idea to be associated with a logical (Thought process to arrive at a conclusion must be logical. This means that the relationship of the parts in a sentence, sentence by sentence relations must be logical and related to the subject.

h) Control Topics

Formal talks are always demanding preparation. Another goal is to select topics truly mastered. A good mastery of topics will foster courage and smooth. Thus, mastery of this topic is very important, even a major factor in speech.

F. Relevant Research

According to Syafi'i³⁵, relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research itself. Below are some researches that we are conduct by previous students of English Education Department Of State Islamic University Of Sultan Syarif Kasim Riau that is relevant to this research.

1. A research that was conducted by Nanda Hadi Putra, the title "The Effect of Using Picture Series to Increase Speaking Ability at the Second Year Students of MTs Negeri Naumbai". After analyzing the research, based on the writer's findings, the result of $t_{calculated}$ is higher than $t_{distribution}$ in alpha decision level (α)0,05 and with the degree of freedom (df 38) ($2.382 > 1.684$). Regarding to the result, H_a is accepted and H_o is rejected. It means that there is significant effect of picture series to increase students' speaking ability at the second year of MTs Negeri Naumbai. This finding shows that the students who are taught by using picture series have better result in speaking than who are taught by using conventional one.
2. A research that was conducted by Hardi Mulia, the title "The Use of Guessing Word Game Technique in Increasing Students Motivation in Speaking English at the Second Year Students Of SMPN 1 Muara Lembu". He found that there is a significant different on the students' motivation in speaking English those who use guessing word game and those who do not.

¹ M. Syafi'i S, 2007. *From Paragraphs to a Research Report: A Writing of English for Academic Purpose*. (Pekanbaru: LBSI, 2011). P 122

G. The Operational Concept

Operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic students speaking skill. Therefore, the variables investigated should be clearly and operationally defined into simple words, so that they can be easily measured and evaluated through the ways of treatments and assessments applied by the research.¹³

There are two variables in this research; they are variable X as everyone is a teacher here Strategy and variable Y as students speaking skill. Thus, the writer determines some indicators of both variables.

- a. The indicator Everyone is a Teacher Here Strategy
 - 1) Provide learners with a speaking choice from a number of appropriate.
 - 2) Distribute copies of the Everyone is a Teacher Here instructions and outline sheet. Use visually. Appealing handouts or overheads to review the instructions as a class before getting started.
- b. The indicator of variable Y or speaking skill can:
 - 1) The students can produce the topic sentences in speaking skill by using correct grammar, punctuation and spelling (Grammar)
 - 2) The students articulate English words pronunciation well.
 - 3) The students use appropriate vocabularies.
 - 4) The students grammatically correct content.
 - 5) The students can express their idea in speak fluently.
 - 6) The students comprehend what they hear.

H. The Assumption and the Hypothesis

1. The Assumption

In general, the assumptions of such research can be expressed that:

¹³ M. Syafi'I S, From Paragraphs to a Research Report: A Writing of English for Academic Purpose.(Pekanbaru: LBSI,2011). P 122

- a. The students speaking skill.
- b. There some techniques that can affect the speaking skill.

2. The Hypothesis

Based on the background of the problem above the researcher formulates two hypothesis as follows:

Ho: There is no significant effect of the everyone is a teacher here toward student's speaking skill of the second year students at SMAN 12 Pekanbaru.

Ha: There is significant effect of everyone is a teacher here toward student's speaking skill of the second year students at SMAN 12 Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of the study is a quasi-experimental design. The design of a quasi-experiment relates to a particular type of experiment or other study in which one has little or no control over the allocation of the treatments or other factors being studied. The key difference in this empirical approach is the lack of random assignment. Another unique element often involved in this experimentation method is use of time series analysis, both interrupted and non-interrupted. Experiments designed in this manner are referred to as having quasi-experimental design.

The first part of creating a quasi-experimental design is to identify the variables. The quasi-independent variable will be the x-variable, the variable that is manipulated in order to affect a dependent variable. "X" is generally a grouping variable with different levels. Grouping means two or more groups such as a treatment group and a placebo or control group (placebos are more frequently used in medical or physiological experiments). The predicted outcome is the dependent variable, which is the y-variable. In a time series analysis, the dependent variable is observed over time for any changes that may take place. Once the variables have been identified and defined, a procedure should then be implemented and group differences should be examined.

Experimental research is the only of research that can test hypothesis cause and effect relationship. The writer used two classes. The first class used as control class was taught by

using ordinary strategy and another was used as experimental class which was taught by using everyone is a teacher here.

Table III.1
Research Design

Class	Pre-test	Treatment	Post-test
Experiment	X_1	T	X_2
Control	Y_1		Y_2

Where:

X_1 : The students' speaking skill before treatment of experimental class

Y_1 : The students' speaking skill before treatment of control class

T : Teaching speaking by using everyone is a teacher here strategy(treatment)

X_2 : The students' speaking skill after treatment of experimental class

Y_2 : The students' speaking skill after treatment of control class

B. The Location and Time

The location of this research is in SMAN 12 Pekanbaru, it was held on April until Mei 2012. The subject of this research was the second year students of SMAN 12 Pekanbaru registered in 2011/2012 academic year.

C. Subject and Object of the Research

The subject of this research was the second year students at SMAN 12 Pekanbaru, while the object of this research was speaking skill through Everyone Is a Teacher Here Strategy.

D. Population and Sample

A population is any entire collection of people from which we may collect data. It is the entire group we are interested in, which we wish to describe or draw conclusions about. In order to make any generalization about a population, a sample, that is meant to be representative of the population, is often studied. For each population there are many possible samples. A sample statistic gives information

about a corresponding population parameter. For example, the sample mean for a set of data would give information about the overall population mean. It is important that the investigator carefully and completely defines the population before collecting the sample, including a description of the members to be included.

A sample is a group of units selected from a larger group (the population). By studying the sample it is hoped to draw valid conclusions about the larger group. A sample is generally selected for study because the population is too large to study in its entirety. The sample should be representative of the general population. This is often best achieved by random sampling. Also, before collecting the sample, it is important that the researcher carefully and completely defines the population, including a description of the members to be included.

Table III.2

The Population of the Research

No	Class	Population
1	XI 1 IPA	40
2	XI 2 IPA	40
3	XI 1 IPS	38
4	XI 2 IPS	39
5	XI3 IPS	42
6	XI4 IPS	41
Total		240

From the table above, it is seen that the total of population is 240. In addition, in taking sample of the population the researcher used cluster-sampling technique. He took only two classes from four classes as sample of the research. The sample was divided into two groups. The first group was experimental class, it consisted of 40 students and the other one was control class that consisted of 40 students.

Table III.3

The Sample of the Research

No	Class		Population
1	XI 1 IPA	Experimental Class	40
2	XI 2 IPA	Control Class	40
Total			80

E. The Technique of the Data Collection

The researcher used two kinds of instruments. They were test and observation. These instruments were used to find the influence of using everyone is a teacher here strategy and to know the significant influence of using everyone is a teacher here strategy toward students speaking skill. The test consisted of pre-test and pos-test. The test was done by giving students a passage to read loudly and to answer the questions. The kind of the test was multiple choices. It consisted of 25 items. Every item of the test was multiplied 4. Therefore, the total score was 100 if the students could answer all the items correctly. While observation was used to know the researcher and students' activity during teaching and learning process by using everyone is a teacher here strategy.

F. The Techniques of Data Analysis

1. Observation.

In analyzing observation data, the researcher used qualitative and quantitative forms. Qualitative means the data is presented in the form of verbal report and described in the graphic forms. In this case the data were gotten from observation and checklist.

After that, the data were analyzed quantitatively. Quantitative means the data was presented in form of numerical report of percentage and were described on the graphic form. Furthermore to analyze the data and to find out the researcher progress

in teaching by using everyone is a teacher here strategy, the following formula can be used:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

F = Number of Correct Answer

N = Number of Items.¹

The score of the researcher was classified to the classification below:

Table III.4
Classification of Teacher' Score

Score	Category
80-100	Good to Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

2. *t* - test.

In analyzing test data, the researcher used score of pre-test and post-test of the students. The score was classified into classification of students' score as follows:²

Table III.5
Classification of Students' Score

Score	Category
80-100	Good to Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

After the score was classified, the scores were analyzed by using statistical analysis t_{test} , variance, and homogeneity should be found first. Homogeneity test was

¹Haris, D.P. *Testing English as a Second Language*. New York: Mc. Grawbook Company. 1974. p. 79.

²Haris, D.P. *Ibid.* p. 28.

used to find out whether the two classes have homogenous variance or not. The process to analyze the data is as follows:

1. To find out the means score of control (M_x) and means score of experiment class (M_y), the formula is as follow:

$$M_x = \frac{\sum x}{N} \text{ and } M_y = \frac{\sum y}{N}$$

Where:

- M_x = Mean score of control class
- M_y = Mean score of experimental class
- x = Difference score of control class
- y = Difference score of experimental class
- N = Number of students

2. To find out the variance of control class ($\sum x^2$) and the variance of experimental class ($\sum y^2$), the formula is as follow:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N} \text{ and } \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where:

- x^2 = Variance of control class
- y^2 = Variance of experimental class
- x = Difference score of control class
- y = Difference score of experimental class
- N = Number of students

3. To find out homogeneity test, the formula is as follows:

$$f_{calculated} = \frac{\text{thegreater variance}}{\text{thelesser variance}}$$

4. To find out t-test statistic, the formula is as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

- Where: t = The t-test statistic
- M_x = Mean score of control class
- M_y = Mean score of experimental class
- x^2 = Variance of control class
- y^2 = Variance of experimental class
- N = Number of students.³

³ Suharsimi, Arikunto. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Rineka Cipta : Jakarta. 311.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

1. Description of the Research Variable

This research consists of two variables; they are X, teaching using Everyone Is A Teacher Here Strategy, and Y is students' speaking skills at the second year students of SMAN 12 Pekanbaru. Therefore, X is an independent variable and Y is a dependent variable.

2. Data Presentation

a. Pre-Test of Experiment Class Score

Table IV.1
Students' Speaking Skills Score in Pre-Test of Experimental Class

Sample	Score	Category
Student 1	40	Poor
Student 2	52	Poor to Average
Student 3	52	Poor to Average
Student 4	52	Poor to Average
Student 5	36	Poor
Student 6	48	Poor
Student 7	60	Average to Good
Student 8	52	Poor to Average
Student 9	56	Poor to Average
Student 10	44	Poor
Student 11	60	Average to Good
Student 12	36	Poor
Student 13	40	Poor
Student 14	48	Poor
Student 15	52	Poor to Average
Student 16	56	Poor to Average
Student 17	52	Poor to Average
Student 18	60	Average to Good
Student 19	44	Poor

Student 20	48	Poor
Student 21	48	Poor
Student 22	52	Poor to Average
Student 23	56	Poor to Average
Student 24	52	Poor to Average
Student 25	60	Average to Good
Student 26	44	Poor
Student 27	48	Poor
Student 28	48	Poor
Student 29	52	Poor to Average
Student 30	52	Poor to Average
Student 31	56	Poor to Average
Student 32	36	Poor
Student 33	48	Poor
Student 34	60	Average to Good
Student 35	60	Average to Good
Student 36	60	Average to Good
Student 37	52	Poor to Average
Student 38	56	Poor to Average
Student 39	52	Poor to Average
Student 40	60	Average to Good

Based on the table above, it can be seen that the students' speaking skill score can be categorized into good to excellent, average to good, poor to average, and poor level. No one of the students got good to excellent level, 8 (20%) students of 40 students got average to good level, 17 (42.5%) students got poor to average level, and 15 (37.5%) students got poor level. To make the percentage of the students' speaking skills score clear, it can be seen in the following table:

Table IV.2
Percentage of Students' Speaking Skills Score in Pre-Test of Experimental Class

No	Category	Frequency	Percentage
1	Good to Excellent	0	0
2	Average to Good	8	20

3	Poor to Average	17	42.5
4	Poor	15	37.5
Total		40	100%

$$\text{Percentage: } \frac{\sum F}{N} \times 100\% = \frac{17}{40} \times 100 = 42.5\%$$

Students' speaking skills score in pre-test of experimental class falls into the level 50-59, meaning that, they belong to poor to average categories because the highest score is 17 (42.5%) of 40 students.

b. Pre-Test of Control Class

Table IV.3
Students' Speaking Skills Score in Pre-Test of Control Class

Sample	Score	Category
Student 1	48	Poor
Student 2	48	Poor
Student 3	44	Poor
Student 4	56	Poor to Average
Student 5	36	Poor
Student 6	48	Poor
Student 7	60	Average to Good
Student 8	52	Poor to Average
Student 9	56	Poor to Average
Student 10	36	Poor
Student 11	64	Average to Good
Student 12	36	Poor
Student 13	44	Poor
Student 14	48	Poor
Student 15	52	Poor to Average
Student 16	56	Poor to Average
Student 17	52	Poor to Average
Student 18	68	Average to Good
Student 19	44	Poor
Student 20	36	Poor
Student 21	60	Average to Good

Student 22	52	Poor to Average
Student 23	56	Poor to Average
Student 24	36	Poor
Student 25	60	Average to Good
Student 26	60	Average to Good
Student 27	52	Poor to Average
Student 28	36	Poor
Student 29	60	Average to Good
Student 30	52	Poor to Average
Student 31	48	Poor
Student 32	60	Average to Good
Student 33	56	Poor to Average
Student 34	52	Poor to Average
Student 35	60	Average to Good
Student 36	52	Poor to Average
Student 37	60	Average to Good
Student 38	52	Poor to Average
Student 39	56	Poor to Average
Student 40	48	Poor

Based on the table above, it can be seen that the students' speaking skill score can be categorized into good to excellent level, average to good level, poor to average level, and poor level. No one of the students got good to excellent categories, 10 (25%) students of 40 students got average to good level, 15 (37.5%) students got poor to average level, and 15 (37.5%) students got poor level. To make the percentage of the students' speaking skills score clear, it can be seen in the following table:

Table IV.4
Percentage of Students' Speaking Skills Score in Pre-Test of Control Class

No	Category	Frequency	Percentage
1	Good to Excellent	0	0
2	Average to Good	10	25
3	Poor to Average	15	37,5
4	Poor	15	37,5
Total		40	100%

$$\text{Percentage: } \frac{\sum F}{N} \times 100\% = \frac{15}{40} \times 100 = 37.5\%$$

Students' reading Comprehension score in pre-test of control class falls into the level 50-59 and 60-79, meaning that, they belong to between poor and poor to average categories because the highest score is 15 (37.5%) of 40 students.

c. Post-Test of Experiment Class

Table IV.5
Students' Speaking Skills Score in Post-Test of Experimental Class

Sample	Score	Category
Student 1	64	Average to Good
Student 2	72	Average to Good
Student 3	76	Average to Good
Student 4	84	Good to Excellent
Student 5	64	Average to Good
Student 6	56	Poor to Average
Student 7	64	Average to Good
Student 8	72	Average to Good
Student 9	64	Average to Good
Student 10	68	Average to Good
Student 11	64	Average to Good
Student 12	56	Poor to Average
Student 13	56	Poor to Average
Student 14	60	Average to Good
Student 15	56	Poor to Average
Student 16	60	Average to Good
Student 17	64	Average to Good
Student 18	76	Average to Good
Student 19	60	Average to Good
Student 20	64	Average to Good
Student 21	76	Average to Good
Student 22	80	Good to Excellent
Student 23	68	Average to Good
Student 24	56	Poor to Average
Student 25	60	Average to Good

Student 26	80	Good to Excellent
Student 27	60	Average to Good
Student 28	76	Average to Good
Student 29	60	Average to Good
Student 30	56	Poor to Average
Student 31	60	Average to Good
Student 32	84	Good to Excellent
Student 33	56	Poor to Average
Student 34	80	Good to Excellent
Student 35	56	Poor to Average
Student 36	60	Average to Good
Student 37	52	Poor to Average
Student 38	76	Average to Good
Student 39	52	Poor to Average
Student 40	56	Poor to Average

Based on the table above, it can be seen that the students' speaking skill can be categorized into good to excellent level, average to good level, poor to average level, and poor level. 5 (12.5%) students of 40 students got good to excellent level, 24 (60%) students got average to good level, 11 (27.5%) students got poor to average level, and no one got poor level. To make the percentage of the students' speaking skills clear can be seen in the following table:

Table IV.6
Percentage of Students' Speaking Skill Score in Post-Test of Experiment Class

No	Category	Frequency	Percentage
1	Good to Excellent	5	12,5
2	Average to Good	24	60
3	Poor to Average	11	27,5
4	Poor	0	0
Total		40	100%

$$\text{Percentage: } \frac{\sum F}{N} \times 100\% = \frac{5}{40} \times 100 = 12.5\%$$

Students' speaking skillscore in post-test of experiment class falls into level 60-79, meaning that, they belong to average to good categories because the highest score is 24 (60%) of 40 students.

d. Post-Test of Control Class

Table IV.7
Students' Speaking Skill in Post-Test of Control Class

Sample	Score	Category
Student 1	52	Poor to Average
Student 2	56	Poor to Average
Student 3	48	Poor
Student 4	60	Average to Good
Student 5	48	Poor
Student 6	56	Poor to Average
Student 7	64	Average to Good
Student 8	56	Poor to Average
Student 9	56	Poor to Average
Student 10	52	Poor to Average
Student 11	68	Average to Good
Student 12	56	Poor to Average
Student 13	60	Average to Good
Student 14	56	Poor to Average
Student 15	56	Poor to Average
Student 16	56	Poor to Average
Student 17	52	Poor to Average
Student 18	64	Average to Good
Student 19	68	Average to Good
Student 20	56	Poor to Average
Student 21	52	Poor to Average
Student 22	56	Poor to Average
Student 23	60	Average to Good
Student 24	60	Average to Good
Student 25	48	Poor
Student 26	56	Poor to Average
Student 27	52	Poor to Average
Student 28	72	Average to Good
Student 29	56	Poor to Average
Student 30	56	Poor to Average
Student 31	52	Poor to Average

Student 32	56	Poor to Average
Student 33	76	Average to Good
Student 34	60	Average to Good
Student 35	48	Poor
Student 36	56	Poor to Average
Student 37	68	Average to Good
Student 38	56	Poor to Average
Student 39	56	Poor to Average
Student 40	56	Poor to Average

Based on the table above, it can be seen that the students' speaking skill can be categorized into good to excellent level, average to good level, poor to average level, and poor level. No one student got good to excellent level, 12 (30%) students of 40 students got average to good category, 24 students (60%) got poor to average level, 4 (10%) students got poor level. To make the percentage of the students' speaking skills clear can be seen in the following table:

Table IV.8
Percentage of Speaking Skill Comprehension Score in Post-Test of Control Class

No	Category	Frequency	Percentage
1	Good to Excellent	0	0
2	Average to Good	12	30
3	Poor to Average	24	60
4	Poor	4	10
Total		40	100%

$$\text{Percentage: } \frac{\sum F}{N} \times 100\% = \frac{24}{40} \times 100 = 60\%$$

Students' speaking skill in post-test of control class falls into level 50-59, meaning that, they belong to poor to average categories because the highest score is 24 (60%) students of 40 students.

B. The Data Analysis

Table IV. 9
Calculated Table of Control and Experimental Class

Control Class				Experimental Class			
Student	Pre-test	Post-test	Difference	Student	Pre-test	Post-test	Difference
	(X_1)	(X_2)	(x)		(Y_1)	(Y_2)	(y)
1	48	52	4	1	40	64	24
2	48	56	8	2	52	72	20
3	44	48	4	3	52	76	24
4	56	60	4	4	52	84	32
5	36	48	12	5	36	64	28
6	48	56	8	6	48	56	8
7	60	64	4	7	60	64	4
8	52	56	4	8	52	72	20
9	56	56	0	9	56	64	8
10	36	52	16	10	44	68	24
11	64	68	4	11	60	64	4
12	36	56	20	12	36	56	20
13	44	60	16	13	40	56	16
14	48	56	8	14	48	60	12
15	52	56	4	15	52	56	4
16	56	56	0	16	56	60	4
17	52	52	0	17	52	64	12
18	68	64	-4	18	60	76	16
19	44	68	24	19	44	60	16
20	36	56	20	20	48	64	16
21	60	52	-8	21	48	76	28
22	52	56	4	22	52	80	28
23	56	60	4	23	56	68	12
24	36	60	24	24	52	56	4

25	60	48	-12	25	60	60	0
26	60	56	-4	26	44	80	36
27	52	52	0	27	48	60	12
28	36	72	36	28	48	76	28
29	60	56	-4	29	52	60	8
30	52	56	4	30	52	56	4
31	48	52	4	31	56	60	4
32	60	56	-4	32	36	84	48
33	56	76	20	33	48	56	8
34	52	60	8	34	60	80	20
35	60	48	-12	35	60	56	-4
36	52	56	4	36	60	60	0
37	60	68	8	37	52	52	0
38	52	56	4	38	56	76	20
39	56	56	0	39	52	52	0
40	48	56	8	40	60	56	-4
$\sum N$	$\sum X_1$	$\sum X_2$	$\sum x$	$\sum N$	$\sum Y_1$	$\sum Y_2$	$\sum y$
=40	=2052	=2292	=240	=40	=2040	=2604	=564

From the table above, it can be found that $\sum N=40$, $\sum X_1=2052$, $\sum X_2=2292$,

$\sum x=240$, $\sum Y_1=2040$, $\sum Y_2=2604$, and $\sum y=564$.

Furthermore, to find out the means score of control (M_x) and means score of experiment class (M_y), can be seen as follows :

$$M_x = \frac{\sum x}{N}$$

$$= \frac{240}{40}$$

$$M_x = 6$$

$$M_y = \frac{\sum y}{N}$$

$$= \frac{564}{40}$$

$$M_y = 14.1$$

Then, Finding out the variance of control class ($\sum x^2$) and the variance of experimental class ($\sum y^2$) are as follows:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$= 5312 - \frac{240^2}{40}$$

$$= 5312 - \frac{57600}{40}$$

$$= 5312 - 1440$$

$$\sum x^2 = 3872$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

$$= 13488 - \frac{564^2}{40}$$

$$= 13488 - \frac{318096}{40}$$

$$= 13488 - 7952.4$$

$$\sum y^2 = 5535.6$$

From the analysis above, it was found that the means of control class was 6 and the variance was 3872. While the means of experimental class was 14.1 and the variance was 5535.6.

From the finding above, there is the difference between the experimental class and control class in term of means, and variance. In order to find out the variance homogeneity of both classes, F value can be calculated in the following:

$$f_{observed} = \frac{\text{the greater variance}}{\text{the lesser variance}}$$

$$= \frac{5535.6}{3872}$$

$$f_{observed} = 1.43$$

The value of $f_{observed}$ is compared with the value of f_{table} with dk denominator (40-1=39) and dk counter (40-1=39). Based on the dk and for 5%, f_{table} value is 1.69. From the explanation, it was found that $f_{observed}$ was less than f_{table} (1.43 < 1.69). Thereby, it can be said that both of groups' variance are homogenous.

Then find out t-test statistic.

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$= \frac{6 - 14.1}{\sqrt{\left(\frac{3872 + 5535.6}{40 + 40 - 2}\right) \left(\frac{1}{40} + \frac{1}{40}\right)}}$$

$$= \frac{-8.1}{\sqrt{\left(\frac{9407.6}{78}\right) \left(\frac{2}{40}\right)}}$$

$$= \frac{-8.1}{\sqrt{\frac{18815.2}{3120}}}$$

$$= \frac{-8.1}{\sqrt{6.03}}$$

$$= \frac{-8.1}{2.456}$$

$$t = 3.298$$

By observing the data analysis, it can be described that $t_{observed}$ is 3.298, then to prove whether there is a significant influence or not, $t_{observed}$ is turned to level in alpha decision level (α) 0.05 and with the degree of freedom of 78 ($df = N_1 + N_2 - 2 = 40 + 40 - 2 = 78$). The degree of freedom of 78 was not found in the $t_{distribution}$ table. Therefore, the researcher has chosen the closest one that is 60. In the degree of freedom of 60 was found that $t_{distribution}$ was 1.671. It can be concluded that $t_{observed} > t_{distribution}$ ($3.298 > 1.671$). It means that H_a is accepted and H_o is rejected. In short, there is significant influence of using Everyone Is a Teacher Here Strategy to increase students' speaking skill at second year students of SMAN 12 Pekanbaru.

C. Researcher's Activity

The data were presented as the result of observation conducted by the researcher in the class. English teacher of SMAN 12 Pekanbaru observed the researcher as long as the researcher taught the students by using Everyone Is a Teacher Here strategy. The researcher presented the result of observation in following table:

Table IV.10
The Percentage of Teacher's Activity

No	Teacher's Activity	Observation
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		I	II	III	IV	V	VI	VII	VIII	Total
1	Distribute a piece of paper / card index to all students. Ask students to write down one question about the subject matter being studied in class (eg the task of finding fragments)	V	V	V	V	V	V	V	V	8
2	Collect paper, random paper is then distributed to each student. Make sure									
	that no student who receives written about themselves. Ask them to silently read the question paper and then think about the answer	V	V	V	V	V	V	V	V	8
3	Ask students to volunteer to read the question and answer	X	X	X	X	V	V	V	V	4
4	Once the answer is given, ask other students to add	X	X	V	V	V	V	V	V	6
Total		2	2	3	3	4	4	4	4	30
Mean		0,5	0,5	0,75	0,75	1	1	1	1	0.812
Percentage (%)		50	50	75	75	100	100	100	100	81.25

$$\text{Means: } \frac{\sum \text{observatio nscore}}{\text{writer' sactivity}} = \frac{2}{4} = 0,5$$

$$\text{Percentage: } \frac{\sum \text{observatio nscore}}{\text{writer' sactivity}} \times 100\% = \frac{2}{4} \times 100 = 50\%$$

From the table above, the researcher has completed all of aspects that have been observed. Every aspect improves from observation I until observation VIII. In observation I, the total researcher's activity is 2 (50%) of 4 indicators, in observation II is 2 (50%), in observation III is 3 (75%), in observation IV is 3 (75%), in observation V is 5 (100%), in observation VI is 5 (100%), in observation VII is 5 (100%), and in observation VIII is 5 (100%).

Furthermore, to know the score classification, the data can be interpreted to classification of teacher's score. From the teacher's classification score, it can be seen that 81.25% of teacher's activity categorized good to excellent. It means that the teacher has done all the indicators of teacher's activities.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students' reading Comprehension of the second year students at SMAN 12 Pekanbaru by using Everyone Is a Teacher Here Strategy.

A. Conclusion

Research findings about using Everyone Is a Teacher Here Strategy show that there was a significant difference between students who were taught conventionally and taught by using Everyone Is a Teacher Here Strategy. This can be seen in the comparison between the two groups clearly.

1. In the first formulation of the problem, how is the influence of Everyone Is a Teacher Here Strategy on speaking skill of the second year students at SMAN 12 Pekanbaru? It can be answered that the implementation of everyone is a teacher here strategy on students' speaking skill can be classified into Good Level.
2. In the second formulation of the problem, how is the influence without using of Everyone Is a Teacher Here Strategy on speaking skill of the second year students at SMAN 12 Pekanbaru? It can be answered that without using the implementation of everyone is a teacher here strategy on students' speaking skill can be classified into Poor Level.
3. In the last formulation of the problem, is there any significant influence of Everyone Is a Teacher Here Strategy on students' speaking skill of the second year students at SMAN 12 Pekanbaru? It can be answered that

there is significant influence of Everyone Is a Teacher Here Strategy on students' speaking skill of the second year students of SMAN 12 Pekanbaru. This statement can be seen from the result of $t_{observed}$ is higher than $t_{observed}$ ($3.298 > 1.671$) in alpha decision level (α) 0,05 with the degree of freedom (d.f. 78). It means that H_0 is rejected and the H_a is accepted. In other words, there is significant influence of Everyone Is a Teacher Here Strategy in increasing students' speaking skill.

B. Suggestions

1. Suggestion for the Teacher

The researcher hopes to English teacher to choose the effective method to increase students' speaking skill. Related to the result of the research, the researcher offers some suggestions as follows:

- a. Everyone Is a Teacher Here Strategy can give the students chance to apply their skill in speaking skill. It is suggested that English teacher can adopt and apply this method in order to improve the students' speaking skill.
- b. English teacher should have various methods in teaching and learning process especially in teaching speaking skill.

2. Suggestions for the Students

- a. The students may realize that reading is very important.
- b. The students may use Cooperative Integrated Reading and Composition (CIRC) to help their speaking skill.
- c. The students may be able to understand the speaking English.

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