

## THE USE OF EVERYONE IS A TEACHER HERE METHOD TO IMPROVE STUDENTS' SPEAKING SKILL

**\*Eka Permatasari<sup>1)</sup>, Abdul Kamaruddin<sup>2)</sup>, Mashuri<sup>3)</sup>**

<sup>1,2,3)</sup> English Education Study Program, Faculty of Teacher Training and Education  
Tadulako University, Indonesia

[\\*eka.permatasari.29.01@gmail.com](mailto:eka.permatasari.29.01@gmail.com)

### ABSTRAK

*Tujuan dari penelitian ini adalah untuk mengetahui apakah keterampilan berbicara siswa dalam berbahasa Inggris dapat ditingkatkan melalui Everyone is a Teacher Here Method dalam mengajarkan keterampilan berbicara bahasa Inggris kepada siswa kelas X di SMA Negeri 5 Palu. Penelitian ini menggunakan desain eksperimen kuasi, yang menggunakan dua kelas, yaitu kelas eksperimen dan kelas kontrol. Populasi penelitian ini adalah siswa kelas X SMA Negeri 5 Palu yang berjumlah 325 siswa. Sampel dipilih dengan teknik purposive sampling yaitu 17 siswa kelas X Mipa 6a dan 16 Siswa kelas X Mipa 6b. Instrumen penelitian ini adalah tes. Tes tersebut meliputi pre-test dan post-test, dengan rata-rata skor pre-test 35.29 untuk kelas eksperimen dan 35.63 untuk kelas kontrol. Sedangkan nilai rata-rata post-test adalah 45.29 untuk kelas eksperimen dan 37.50 untuk kelas kontrol. Data yang diperoleh dianalisis secara statistik dengan menggunakan rumus uji-t. Hasil analisis data menunjukkan nilai  $t_{counted}$  sebesar 2.45. Menerapkan 31 derajat kebebasan ( $N_x + N_y - 2 = 17 + 16 - 2$ ) dan tingkat signifikansi 0.05 nilai  $t_{tabel}$  adalah 1.567. Hasil perhitungan menunjukkan bahwa nilai t-test lebih tinggi dari nilai  $t_{tabel}$ . Artinya hipotesis penelitian diterima. Hal ini menegaskan bahwa metode Everyone is a Teacher Here dapat meningkatkan keterampilan berbicara bahasa Inggris siswa kelas X SMA Negeri 5 Palu.*

**Kata Kunci:** Berbicara, Metode Everyone is a Teacher Here, Meningkatkan

### ABSTRACT

The objective of this research is to investigate whether or not the students' speaking ability can improve through the Everyone is A Teacher Here Method in teaching speaking skill of tenth grade students at SMA Negeri 5 Palu. This research applies quasi experimental design, that used two classes, they are experimental class and control class. The research population was the tenth grade students of SMA Negeri 5 Palu which is consisted of 325 students. The samples were selected by purposive sampling technique and it was 17 students of X Mipa 6a and 16 students of X Mipa 6b. The instruments that was used to collect the data was tests. The tests include pre-test and post-test, with the pre-test mean score 35.29 for experimental class and 35.63 for control class. While post-test mean score is 45.29 for experimental class and 37.50 for control class. The result of the data is analyzed statistically by applying the t-test formula. The result of the data analysis show that the value of t-counted is 2.45. Applying the degree of freedom 31 ( $N_x + N_y - 2 = 17 + 16 - 2$ ) and 0.05 level of significance the value of t-table is 1.567. The calculation show that the t-test value is higher than the t-table value. It means that the hypothesis of this research is accepted. It affirms that Everyone is A teacher Here Method can improve students' speaking skill of the tenth grade students at SMA Negeri 5 Palu.

**Keywords:** Speaking, Everyone is a Teacher Here Method, Improve

## **INTRODUCTION**

Speaking is the activity of expressing or delivering information, thoughts, and feelings in spoken form, either formal or informal. Commonly speaking was interpret as the switcher between people's information, ideas, opinions, feelings from what they say orally. Fatawi (2014:9) defines that speaking as one of the important skills that need to be learned because by speaking the students can express their feeling, ideas, opinion, and make good relationships with other people.

In the 2013 Indonesia national curriculum, it is expected that students should be able to talking about self, congratulating and complementing others and expressing intention. However, based on the researchers's preliminary research that she did in SMA Negeri 5 Palu, there was some problems related to students' speaking ability. First, students was afraid to speak in English. They tend to be silent, when the teacher asked them to speak, in English subject. Second, they are very seldom to give respond or giving attention to their friend or their interlocutors, when it came to speaking. Third, students are lack of vocabulary. This problem can be seen when they were asked to speak in English there is a gap and delay before they speak because they do not know the words and do not know how to pronounce the words.

There are various methods to improve students speaking skills such as discussion, games, and role-playing. The researchers uses the Everyone is A Teacher Here method to improve students speaking skills. Students pretend they were in various social contexts and have a variety of social roles. In this method activities, the teacher offers information to the students such as who they are and what they think or sense. There are several research related to this study that have been indicated Everyone is a Teacher Here Method is effective in teaching speaking and improve students' speaking skill (Amza, 2012. Atikasari, 2014. Maryani, 2015. Elvionita, 2018. Suyudi, 2018. Hartinah, 2019).

Based on the explanation, the researchers is interested in conducted a research using the same method to see whether or not Everyone is a Teacher Here Method can improve students speaking skill of tenth grade students at SMA Negeri 5 Palu.

## **METHOD**

This research uses a quasi-experimental design by applying pre-test, treatment, and post-test. The researchers enforce the non-equivalent control group design. In this design, the entity of the study was divided into two classes, they are experimental class and control class. The experimental class would get a treatment, but the control class would not have a treatment. This design is raise by Sugiyono (2006) as follows:

$$\begin{array}{ccc} \mathbf{O_1} & \mathbf{X} & \mathbf{O_2} \\ \hline \mathbf{O_3} & & \mathbf{O_4} \end{array}$$

Where :

O<sub>1</sub> : Pre-test of the experimental group

O<sub>2</sub> : Post-test of the experimental group

O<sub>3</sub> : Pre-test of the control group

O<sub>4</sub> : Post-test of the control group

X : Treatment

The design of this research was quasi-experimental research by conducting pre-test, treatment, and post-test. The test was used to determine whether the treatment would affect students' speaking ability. In this research, the researchers arrange the test to pre-test and post-test, to examine the data of students' ability before and after the treatment. In this research, the researchers use an oral test. The population of this research was the tenth grade students at SMA Negeri 5 Palu. The researchers apply purposive sampling technique to determine the sample. The sample was MIPA 6a and MIPA 6b. In this research, the researchers was used a test as the research instruments, that is contain few questions for the students to find out their speaking ability before and after treatment.

**Table 1**  
**THE TEST SCORING CATEGORIES FOR SPEAKING**

Scores	Aspects	
	Fluency	Accuracy
5	Have to make an effort at times to search for words. However, swift delivery on the entire and only a few error	Understand the words at normal speech
4	Some hesitation and sometime has to search for words	Understand nearly everything at normal speech. Although occasional repetition may be necessary.

3	Quite hesitant, limited range of vocabulary and structure	Understand most of what is said at slower speed with repetition
2	Extremely hesitant; very limited range of language available	Difficult to understand what is said. Able to comprehend only social conversation spoken slowly and with frequent repetition
1	Almost unable to communicate	Almost unable to understand even simple conversation.

## FINDINGS AND DISCUSSION

### FINDINGS

The results of this research were analyzed statistically. In offering data, the researchers analyzed the data taken from pre-test and post-test that was given to both classes. The researchers use the data to measure the improvement of the treatment used in this research, which is everyone is a teacher here method.

The pre-test was given before conducting the treatment. This test is designed to know-how is the initial skills of students in speaking English before using everyone is a teacher here method. The researchers managed the post-test in order to know the improvement of students' scores in speaking tests since the treatment to measure the improvement of everyone is a teacher here method give to the students. The results of the pre-test and post-test in experimental and control class are shown in table 2 and 3.

**Table 2, the result of Pre-test and Post-test in experimental class**

Tests	Number of students	Total score	Mean score	Deviation	Square Deviation
Pre-test	17	600.00	<b>35.29</b>	<b>170.00</b>	<b>1400</b>
Post-test	17	770.00	<b>45.29</b>		

**Table 2, the result of Pre-test and Post-test in control class**

Tests	Number of	Total score	Mean score	Deviation	Square Deviation
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students					
Pre-test	16	570.00	<b>35.63</b>		
				<b>30.00</b>	<b>1443.75</b>
Post-test	16	600.00	<b>37.50</b>		

The pre-test total of the students' score in experimental class was 600.00 and in control class was 570.00. After calculating the total the researchers then analyzed the students' mean score. The result of students' mean score was 35.29 in experimental class and 35.63 in control class.

After conducting the treatment, the researchers gave a post-test. The result indicated that there was an improvement in experimental class by seeing the result of post-test. The table above indicates that the total of students' post-test score in experimental class 770.00 while in control class was 600.00. After getting the total score, the researchers calculated the mean score of post-test in both class and got the result of 45.29 in experimental class and 37.50 in control class. It means that there is significant improvement of the mean score of the experimental class from (35.29) in the pre-test to (45.29) in the post-test. Meanwhile in control class there is an improvement but not really significant from (35.63) in pre-test (37.50) in post-test.

After getting the mean score of pre-test and post-test, the researchers then calculated the mean deviation and the sum of square deviation of the students' pre-test and post-test in both class. The total deviation of experimental class was 170.00 and the total of squared deviation was 3100.00. After getting the total deviation and squared deviation, it can be found that the mean score of deviation was 10.00. Then, by getting the mean score of deviation, it was found that the sum of square deviation was 1400. Then the researchers calculated the the mean deviation and the sum of square deviation of the students' pre-test and post-test in control class. The total deviation of control class was 30.00 and the total of squared deviation was 1500.00. After getting the total deviation and squared deviation, it can be found that the mean score of deviation was 1.88. Then, by getting the mean score of deviation, it was found that the sum of square deviation was 1443.75.

After computed the sum of square deviation, the researchers counted whether or not the result is significant by applying  $t_{\text{-test}}$ . The testing hypothesis was used to prove

the research is accepted or rejected. The researchers reveal the criterion of the testing hypothesis was if t-counted is higher than t-table, the hypothesis is accepted, but if t-counted was lower than t-table the hypothesis is rejected. In order to obtain t-table value and to find out the significance difference between the value of t-counted and t-table, the researchers apply formula to count the degree of freedom of the t-table by applying the df ( $N_x + N_y - 2 = 17 - 16 - 2 = 31$ ) and 0.05 level of significance.

Furthermore, the value of the t-tcounted was 2.45, while the t-table was 1.567. As the result shows that the t-counted value was higher than the t-table value. It means that the research hypothesis was accepted. This research implies that the Everyone is a Teacher Here Method has an effect on improve speaking skill of the tenth grade students of SMA Negeri 5 Palu.

## **DISCUSSION**

The researchers discusses about the findings of the research. Sample of this research was the tenth grade students at SMA Negeri 5 Palu. The research used two classes that are suggested by the English teacher at SMA Negeri 5 Palu. The researchers applied the research method Everyone is a Teacher Here Method in experimental class but in control class the researchers did not applied the same teaching method.

The treatment is given six times after the pre-test to the experimental class using Everyone is a Teacher Here method. Everyone is a Teacher Here Method is a method where all of the students make a questions from the material that have been taught to them then the questions are collected, after the questions are collected, all of the students taken the questions randomly and try to answer the question they got. In first meeting the researchers found difficulties in doing the treatment, some of the students was afraid to speak in English because they are lack of vocabulary and they remain to be silent when the researchers asked something that related to the material. The second meeting they gained motivation to learn and become more confident, the students become more active in participated in teaching and learning process. Before the treatment the researchers explained the material first to explore students' knowledge.

The post-test was given after the treatment to the students in experimental class and control class. The mean score of post-test in experimental class was 45.29 while the

mean score of post-test in control class was 37.50. It showed that the mean score of post-test in experimental class was higher than the mean score of control class.

From the result above, the researcher be in line with the previous study that had been done by Elvionita (2018) and Suyudi (2018) that using Everyone is a Teacher Here Method can improve students' participation and motivation in learning process because the researchers also experience the students more active in the class during the second meetings until the last meetings. The researchers also agree with the result of the study that had been conducted by Maryani (2015) and Amza (2012) which there was improvement to the students' speaking skill by using everyone is a teacher here method. Hence that, the researchers agree with their study because the result of the writer findings was also showing that there was an improvement to student's speaking skill because as written in the previous paragraph, in the first meeting, the students tend to be silent since they were still afraid and shy to speak in front of the researchers and in front of the class. But at the second meeting they start to believe that it is doesn't matter to speak in front of the class and make a mistake, because they think not only one person have to do that but all of the students in the class also have to do the same thing. It is really hard to improve students' speaking skill if you cannot get the whole class to be participated in teaching and learning process or if the students are not confident enough to speak in front of the class. Through this method it can be happened because this method requires the students to be active and participated in teaching and learning process since for them teachers's orders are their duty. Therefore if this method applied in teaching and learning process, the students slowly but sure gain their confident to speak in front of the class.

## **CONCLUSION**

After conducting the treatment for six meetings and analyze the data the researchers concluded that Everyone is a Teacher Here Method can improve students' Speaking Skill of the tenth grade students at SMA Negeri 5 Palu. It was proven from the result of  $t_{counted}$  (2.45) was higher than  $t_{table}$  (1.567). Thus, the hypothesis of this research was accepted.

## **ACKNOWLEDGMENT**

Alhamdulillah rabbil aalamiin. The researchers expresses their highest gratitude to Allah SWT. because of his bless and mercy, the researchers in a good and healthy condition in writing this skripsi. The researchers also say their gratitude to the reviewer Dr. Darmawan, S.Pd., M.Phil who have provided kindness, valuable comments, suggestion, support and meaningful ideas for the arranging of this skripsi. Third, the researchers also would like to convey their thanks and appreciation to the Coordinator of English Education and Study Program, Dr. Hj. Rofiqoh, M.Ed. and all staffs and lecturers of English Education Study Program for their help, guidance and corporation concerning the academic.

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