THE EFFECTIVENESS OF EVERYONE IS A TEACHER HERE AND SCAFFOLDING STRATEGY FOR TEACHING SPEAKING AT MA AL-MAWADDAH JETIS PONOROGO

THESIS

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THESIS
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ABSTRACT

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Keywords:Everyone is Teacher Here, Scaffolding Strategy, Speaking skill.

English is an international language, but many students in Indonesia think that English is quite difficult to be studied because of its complexity. However, speaking difficulties is still going on among experts and researchers for many years. Speaking difficulties are also found in MA Al-Mawaddah Jetis Ponorogo due to some reasons. One of the alternative ways is by applying an appropriate strategy in teaching learning process. Here, one of the effective strategy is called "Everyone is A Teacher Here and Scaffolding Strategy"

The objective of this research is to examine whether or not there is a significant effect of using "Everyone is A Teacher Here and Scaffolding Strategy" on speaking skill at the tenth grade of MA Al-Mawaddah Jetis Ponorogo in academic year 2020/2021.

This research applies quantitative approach and uses the quasi experimental design. This research uses two classes as experimental class and control class. The population is taken from the tenth grade students of MA Al-Mawaddah Jetis Ponorogo in academic year 2020/2021. The population of this research is 71 students, and the number of sample in this research is 28 students of experimental class and 25 students of control class.

The data is collected through the test. The result of the research shows Mean score in the experimental class is 75.43. Whereas the post-test Mean score in the control is 52.08. It shows that the students who

are taught by using "Everyone is A Teacher Here and Scaffolding Strategy" get better scores than the students who are taught by using conventional method. The significant standard 5% the value of ttest is 10.609. Then the value of the ttable is 2.00. It indicates that ttest >ttable .Thus, Ha (Alternative Hypothesis) is accepted and Ho (Null Hypothesis) is rejected. From the computation, it can be concluded that there is a significant difference in speaking scores between students who are taught by using "Everyone is A Teacher Here and Scaffolding Strategy" and those who are not.

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CHAPTER I
INTRODUCTION

This chapter consists of the background of the study, identification of the problem, limitation of the problem, objectives of the study, and the significance of the study.

A. Background of the Study

English is a foreign and an international language. English becomes the most essential language in the world. People use it as a medium of communication to make interactions. English is one of the most important subjects in Indonesia curriculum as it is an element for developing human resources. Not only students, but everyone is also expected to learn English because almost all aspects need English.

English is not a native language in Indonesia. In this country, English has been taught since elementary school. Unfortunately, many students in Indonesia think that English is quite difficult to be studied because of its complexity. They have limited resources in learning vocabulary and pronunciation. Instead, the teacher is the only source. They also lack of self-confidence and motivation. They tend to be passive and just listen to the teacher. The teacher controls most of the activities and uses minimal media to support teaching English.

In addition, English language is included in Indonesia's curriculum considering to its importance. It becomes a compulsory subject to be learned from elementary schools to universities.In learning English, there are four

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skills that should be mastered namely listening, speaking, reading and writing. As one of the basic skills of English, speaking has an important role in language learning process. Speaking is one type of skills that is productive and active. Through these four equally important skills, speaking is the most important communication tool that needsto be achieved sincethe purpose of language is communication. Speaking is the ability of people to communicate with others using verbal language.Speaking is the most essential skills in English to master in school. Through speaking, students express their ideas, feeling and desires to others. At school, students learn how to speak English easier because there are teachers and friends who can be facilitators and partners to practice English.

However, the discussion of speaking difficulties is still going on among experts and researchers for many years. Oral skills have not always figured so centrally in second and foreign language pedagogy. It has less attention by the practitioners in education field.[1] Even in Indonesia, English instruction is focused on reading and listening as the preparation for national examination. In fact, the ability to speak is similar with knowing the language itself since oral communication is the most basic means of human communication. This may be one of the reasons why there are so many researchers get interested in holding studies which focused on improving the students' speaking skill.

Based on the researcher's observation, speaking difficulties are also found in MA Al-MawaddahJetisPonorogo due to some reasons. First, studentsare afraid of making mistakes. Second, they are afraid of being laughed at by his friends. Third, they are lacking of confidence in their abilities. Students also think that learning English is not interesting because the methods or strategies used are less attractive. Therefore, students must study harder to be able to increase their speaking skill.

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[1]Lazaraton, Teaching English as a Second or Foreign Language, (USA, Thomson learning Inc. 2001) P.103

Thus, one of the alternative way is by applying an appropriate strategy in teaching learning process. Here, one of the effective strategy is called "Everyone is a Teacher Here and Scaffolding Strategy". It is a learning strategy used by educators with the intention of asking learners to all play a role as a resource to all his friends in class learning.[2]Everyone is Teacher Here is a strategy that is very appropriate for obtaining class participation as a whole and individually. This strategy provides an opportunity for every student to act as a teacher for their friends. With this strategy, students who have been unwilling to be involved will participate in learning actively.[3]

Furthermore, Scaffolding is the temporary assistance by which a teacher helps a learner knows how to do something so that the learners will later be able to complete a similar task alone.[4] The example of temporary assistance can be giving clue, warning, giving support, giving example or something else that can make students learn by themselves. Instructional scaffolding differs from other instructional support strategies and tools in terms of what students are intended to get out of it, the timing of the support, and the form of the support.[5] In this case, scaffolding is really proposed because this strategy can improve the students' speaking skill.

From many references read by the researcher, these two strategies have many advantages in improving speaking skill of the students. Therefore, the researcher wants to combine these two strategies in teaching speaking at MA Al-. Mawaddah Jetis Ponorogo.

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[2]Sudjana, Active Learning, (Bandung : Alfabeta, 2007) P. 171
[3]Zaini, Hisyam, dkk. *StrategiPembelajaranAktif,* (Yogyakarta : Center For Teaching Staff Development, 2007) P. 60
[4] Gibbons, Pauline. *Scaffolding Language, Scaffolding Learning,(* Heinemann : Vicki kasabian Production, 2015) P. 16
[5]Belland, R. Brian, *Instructional Scaffolding in STEM Education*,(USA : Springer International, 2017) P. 5

Overall, a researchentitles "The Effectiveness of Everyone is A Teacher Here and Scaffolding Strategy for Teaching Speaking at MA Al-MawaddahJetisPonorogo" was conducted.

B. Scope and Limitation of the Study

Scope of this study is to focus on speaking. The researcher has limited the research on the effectiveness of Everyone is a Teacher Here and Scaffolding Strategy for teaching speaking of tenth graders at MA Al-MawaddahJetisPonorogo academic year 2020/2021.

C. Research Questions

Based on the background and the limitation of the research, the problem of this research as follows:

- Do the students who are taught by usingEveryone is ATeacher Here and Scaffolding strategy get better score in speaking achievement than those who are not?

D. Research Objectives

Based on the problem statement above, the aim of the research is:

- To know if the students who are taught by usingEveryone is A Teacher Here and Scaffolding Strategy get better score in speaking achievement than those who are not .

E. Significances Of The Study

The study is expected to be useful theoretically and practically.

1. Theoretically

The result of this research will give additional contribution in education field and it may support or verify the previous research or theory.

2. Practically

This research is also expected to be useful practically for:

- Teacher : to adopt this teaching strategy to improve their students speaking ability.
- Students : to get more enjoyable learning process to encourage speaking.
- Researcher : to apply this strategy when the researcher becomes a teacher.

F. Organization of the Study

The researcher has reported this thesis in five chapters, the organization of the thesis are:

CHAPTER I : INTRODUCTION

The first chapter discusses the background of the study that explains the reasons behind conducting this research and the basic pattern of the entire contents of the thesis. This chapter also discusses the limitation of the study, research questions, research objectives, significance of the study, and organization of the study.

CHAPTER II: REVIEW RELATED LITERATURE

The second chapter contains the previous related study, which is very important to support the theories and ideas aboutEveryone is A Teacher Here and Scaffolding Strategy, and speaking skill. The researcher also took theories from many experts as references to support this research. This chapter also discusses the conceptual framework and hypothesis.

CHAPTER III: RESEARCH METHOD

The third chapter talks about the research method, design of the research which was used by the researcher, and general data which consists of the information related to the data source such as population and sample. In addition, this chapter also discusses the research procedure, instrument, data collection technique, and data analysis technique.

CHAPTER IV: FINDING AND DISCUSSION

The fourth chapter is also important, because this chapter explains the result of research findings and discussions which present the

process of conducting the pre-test until the post test. The researcher used SPSS 18 applications to calculate the students' scores.

CHAPTER V: CONCLUSION AND RECOMMENDATION

The last chapter explains the conclusion and recommendation. This chapter answers the research objective that "Everyone is A Teacher Here and Scaffolding Strategy" is effective to improve students' speaking skill.

CHAPTER II
REVIEW RELATED LITERATURE

In this chapter the researcher gives an overview of the previous studies, the theoretical background, the theoretical framework, and the hypothesis.

A. Previous Related Study

Considering the topic discussed in this research, there are some related research to this research as follows:

The first one is the research by Amza (2012) under the research title "The Influence of Using Everyone is Teacher Here Strategy toward Students Speaking skill of second year students at SMAN 12 Pekanbaru". The researcher found that there is significant influence of Everyone is Teacher Here to increase students' speaking skill at the second year students of SMAN 12 Pekanbaru. This finding shows that "Everyone is Teacher Here" has good result in speaking skill.

The second one is the research by Lisa Elvionita (2018), under the research is "Improving Students' Speaking Ability by Using Everyone is Teacher Here Method". The results of the there was an improvement of students' achievement in speaking invitation and greeting cards through Everyone is Teacher Here method in speaking. The improvement of students' achievement was shown from the quantitative data. In cycle I and cycle II, 35% was increased to 85%. The subject of this research was the eighth grade students in SMP N 4 Kutacane academic year 2018/2019 which consist 23 students.

The third one is the research by Asran (2018), under the research title is "The Influence of Using Everyone is A Teacher Here Strategy toward the Students' Learning Outcome on Learning English at the Second Year of MTs YMPI Rapping". The results of this study indicate that the use of Everyone is a Teacher Here strategy on learning English is in the high category is 84.60%, as the

evidenced by analyzing the results of questionnaires from 90 respondents.

The fourth one is the research by Mastuti Ajeng Subianti (2018), under the research title "The Implementation of Scaffolding in Speaking Class of Akademi Asih Husada Semarang". This study is descriptive qualitative research. The aims of the study are to find out types of scaffolding techniques that is used in the classroom. The results show that there are three types of questions that are procedural question, convergent question and divergent question. Those questions are used to help the students to improve their speaking skills.

The last one is the research by Fitrhi Uswatun Hasanah (2012), under the research title "Improving Students' Speaking Skill Using Scaffolding Strategy (A Classroom Action Research at the Seventh Grade of SMP Negeri 4 Sukoharjo in the Academic Year 2010/2011)". The writer found that scaffolding strategy can improve students' speaking skill in speaking of opinion and asking/giving things. Students were more enthusiastic in joining the English lesson. Furthermore, there was also improvement in students' achievement. The Mean score in pre test is 35.66 increased to 59.74 in the post test 1, and 72.5 in the post test 2.

The above previous studies show that "Everyone is A Teacher Here Strategy" is effective to improve the students' speaking skill. What makes this

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study different from previous studies is this study combines two strategies (Everyone is A Teacher Here and Scaffolding Strategy) into one strategy. It is a learning strategy used with the intention of asking learners to all play a role as a resource for their peers in class learning.

B. Literature Review

In this research, the researcher is using theories that are relevant with the title. The theories are:

1. Speaking Skill

Nunanstates that mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in the term of the ability to carry out the conversation in the language.[6] Considering of the importance, it is necessary to know the definitions first.

a. Definition of Speaking

Many definitions about speaking have been proposed by language. Speaking derives from the word "speak". According to Oxford dictionary, "speak" means say things, talk, be able to use a language, make a speech, express ideas, feelings, etc. [7] Speaking is the verbal use of language to communicate with others.[8]

Speaking is the productive aural/oral skill. It consists of producingsystematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation.

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[6] Nunan, D, (1991), *Language Teaching Methodology*. London: Prentice-Hall. P.39

[7] Martin H. Manser, (1995), *Oxford Learner's Pocket Dictionary,* New York:Oxford University Press, p.398

[8]Fulcher, G. (2003). *Testing Language Second Language Speaking*. Sydney:Longman. p.79

Although speaking is totally natural, speaking in a language other than our own is anything but simple.[9]

The point of speaking is to communicate. So we are must convey thoughts and feelings effectively, and the speaker must understand the meaning to be communicated in order to make other people understand what they are talking about. It means the people of the world have the ability to speak because speaking is an activity that we always do in every activity time to communicate with others and build good relationship public.

From the description above, the researcher concludes that speaking is a process to convey shared ideas and feelings verbally. Speaking involves some skills such as vocabulary, pronunciation, accuracy, and fluency. Students need to master all of these elements. Speaking, especially in a foreign language is an indispensable activity for all ages of learners because of this community activity can understand what other people who speak foreign languages are saying too.

b. The Purpose of Speaking

Communication is the main purpose of speaking. According to Tarigan, there are four basic important purposes of speaking, namely:

1) To inform
2) To entertain
3) To persuade
4) To discuss.[10]

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[9] David Nunan, (2003), *Practical English Language Teaching,* (New York:McGraw-HillCompanies, Inc., p.48

[10] H. G. Tarigan, *BerbicaraSebagaiSuatuKeterampilanBerbahasa*, (Bandung: Angkasa Bandung, 2008), 15.

Through speaking, people can inform, make some decision, and ask listeners to do activities based on the information from the speakers.

c. **The Components of Speaking**

In general, there are four aspects to measure speaking competence:

1) Grammar

Every language has a rule of grammar. Grammar concerns with someone's ability to organize words inti sentences in appropiate grammatical rule in order to speak easily.

2) Pronunciation

Pronunciation includes the segmental features-vowels and consonant –and the stress and intonation patterns.[11]

3) Vocabulary

Hatch and brown state that the term of vocabulary refers to a list or set of words for particular language or set of words that individual speakers of a language might use In other words, English can be learnt easily by having many vocabularies.

4) Comprehension

Comprehension is the ability of some to understand or comprehend something that another speaker says. According Sudjiono, in comprehending something, someone has to give explanation by using her own word.[12]

5) Fluency

[11]David p Harris, *Testing English As A Second Language* , (New York, McGraw-Hill), 81.

[12]AnasSudjiono, *PengantarStatistikPendidikan*, (Jakarta: RajawaliPers, 2009), 50.

Capacity of speak fluidly, confidently, and at a rate consistent with the norm of the relevant native speech community.[13]

d. Teaching Speaking

Teaching speaking is a very important part for foreign language learning. The ability to communicate in a foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired.

With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations. From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001) states that there are seven principles for designing speaking techniques:

1) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.

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[13]Kathelen M. Bailey, *Practical English Language Speaking* (McGraw Hill, 2005), 5.

2) Provide intrinsically motivating techniques.

3) Encourage the use of authentic language in meaningful contexts.

4) Provide appropriate feedback and correction.

5) Capitalize on the natural link between speaking and listening.

6) Give students opportunities to initiate oral communication.

7) Encourage the development of speaking strategies.[14]

2. Teaching Speaking Strategies for EFL

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.[15]

The first is acting from script.Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In playing scripts, it is important for the students to be taught real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues

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[14] Brown, *The Practice of English Language Teaching 3rd Edition,* (London: Longman Group Ltd, 2001) P.275

[15] Jeremy Harmer, "The Practice of English Language, 3rd Edition, (London: Pearson Education Limited, 2001), P. 348-352

before the performance.The students will gain much more from the whole experience in the process.

The second is Communication games. Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

The third is discussion. Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. Discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions

The fourth is prepared talks. Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

The fifth is questionnaires. Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

The last is simulation and role play. Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different

character and express thoughts and feelings as they doing in the real world.

Therefore, teachers must create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that improve speaking skills in English. This can happen when students collaborate in groups to achieve an indicator or complete a task. Except the above strategies there is also another strategythat is used in this study, which is called "Everyone is A Teacher Here and Scaffolding Strategy".

3. **Everyone is A Teacher Here and Scaffolding 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 have been involved would not want to participate inactive learning.[16]

Scaffolding isthe temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone.[17] The example of temporary assistance can be giving clue, warning, giving support, giving example or something else that can make students learn by themselves. Instructional scaffolding differs from other instructional support strategies and tools in

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[16]HisyamZaini, dkk, *StrategiPembelajaranAktif,* (Yogyakarta: *Center For Teaching StaffDevelopment*, 2007), P. 63

[17] Gibbons, Pauline. *Scaffolding Language, Scaffolding Learning,(* Heinemann : Vicki kasabian Production, 2015) P. 16

terms of what students are intended to get out of it, the timing of the support, and the form of the support.[18]

Based on the above statements, it can be concluded that Everyone is A Teacher Here and Scaffolding Strategy are the strategies by which all students act as teacher in order situation, the class is active and all students have the opportunity to take action.

a) The Implementation of Everyone is A Teacher Here and Scaffolding StrategyAccording to HisyamZaini, the steps of applying the strategyEveryone is Teacher Here, are as follows:
1) Provide reading materials and ask the learner to read it.
2)Distribute a piece of paper
3) Collect the question paper, then shuffle to all

students

4) Call each student to read questions and answers
5.)Ask other students to respond.

Thus, through "Everyone is A Teacher Here and Scaffolding Strategy" expected results are:
1) Each students has the courage to express his opinion (state correctly) through the answers to the questions that have been made based on the reading sources given.
2) Able to express opinions in writing and state them in front of the class.
3) Other students who dare to express opinions and state refuted errors from others students' answer
4) Trained in concluding problems and results of studies on problems being studied.

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[18]Belland, R. Brian, *Instructional Scaffolding in STEM Education*,(USA : Springer International, 2017) P. 5

b) The Advantages and Disadvantages of Everyone is Teacher Here and Scaffolding Strategy

Each learning strategyhas its own advantages and disadvantages. As well as the strategy that the researcher wants to apply, namely "Everyone is Teacher Here and Scaffolding Strategy". The advantages of "Everyone is Teacher Here and Scaffolding Startegy" are as follows:

1) Questions can be interesting and focused students' attention, even when the students are noisy, and who are sleepy will be refreshed.
2) Stimulate students to train and develop thinking power, including memory power,
3) Develop students' courage and skills in answering and expressing opinion.

Meanwhile, the disadvantages of "Everyone is A Teacher Here and Scaffolding Strategy" among others:

1) Requires a lot of time to solve questions in classes with a large number of students.
2) Students feel afraid to express their opinions if the teacher is not able to encourage students to be brave by creating an atmosphere that is not tense.
3) It is not easy to make appropriate questions level of thinking and easy for students to understand.[19]

4. **Recount Text**
   a. Definition of Recount Text

Recount is one of the easier non-fiction text types because it focuses on telling what happened. It is a way of retelling event or describing an experience such as a school trip or a funny experience. The social function of recount text is to retell past events in chronological order. It means

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[19]Musnaeni and Nasaruddin, *Pembelajaran Everyone Is Teacher Here Dan PengaruhnyaTerhadapHasilBelajarMatematikaSiswa*

writing in the order in which the events happened. Recounts present the past experiences in order of time or place. Therefore, recounts use lots of descriptive words and phrases to make it seem like the reader is there with you.

b. Language Features of Recount Text

Recount text tells past events occurred in a sequence. It use past tense, either simple past tense or past perfect tense. The following are the language features of recount text.

1) Use of simple past tense. It shows the activity began and ended in the past.

   Past Actions (Subject + verb 2), for example: *I spent my holiday in Bandung*.

   Past for Adjectives (Subject + was/were + Adjective), for example: *I was surprised when I met my idol*.

2) Use of action verbs.

3) Focus on temporal sequence. Recounts are written in chronological order. We also use time connectives to introduce each section, such as *first, then, after that, before, when, at last, finally*.

4) Focus on specific participants. Recounts are written in the first person. It means it use pronouns such as "I" and "we".

C. Conceptual Framework

Speaking is an interactive process in constructing meaning that involves producing and receiving and processing information. As a language activity production, speaking requires creativity in it. In other words, students need creativity in conveying ideas when talking to each other. Before that, they need to get some ideas or points which they transfer to someone else person.

Unfortunately, it is not easy for some people to speak English. They are afraid of making mistakes when speaking English. Besides, some people also don't understand how to arrange words

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into desired sentences to talk to other people. This condition also occurs in the school environment, many students have difficulty speaking English. Actually for facing this problem, teachers must try to find the right strategy and can help students to be more enthusiastic in speaking English, making it easier for them speak English. In this case, one of the strategieswhich is able to help students to speak English is through"Everyone is Teacher Here and Scaffolding Strategy" as students get inspiration or motivation that helps them to speak English.

The theoretical framework is a concept in the thesis about how theorist can be related to the factors which are identified as important problems. There are two variables in this research, they are variable X as Everyone Is a Teacher Here and Scaffolding Strategy, and variable Y as students speaking skill.

There are two classes in this research. Class X A is experimental class, where the class is given treatment by using "Everyone is Teacher Here and Scaffolding Strategy." Then class X B is control class, where the class is given no treatment. They are taught by using conventional method.

D. Hypothesis

Hypothesis is simply an educated and testable guess about the answer to research question. A hypothesis is often described as an attempt by the researcher to explain the phenomenon of interest. Hypotheses can take various forms, depending on the question being asked and the type of study being conducted. A key feature of all hypotheses is that each must make a *prediction.* Hypotheses are the researcher's attempt to explain the phenomenon being studied, and

that explanation should involve a prediction about the variables being studied.[20]

From the explanation, the researcher takes the hypothesis that:

Ha: There is a significant difference in speaking achievement between students who are taught by using Everyone is A Teacher Here and Scaffolding Strategy and those who are not.

Ho: There is no significant difference in speaking achievementbetween students who are taught by using Everyone is A Teacher Here and Scaffolding Strategy and those who are not.

The hypothesis criterion states that; if t0>tt = Ha is accepted and Ho is rejected, and if t0<tt = Ha is rejected and Ho is accepted t0 is t observation, and tt is t test.

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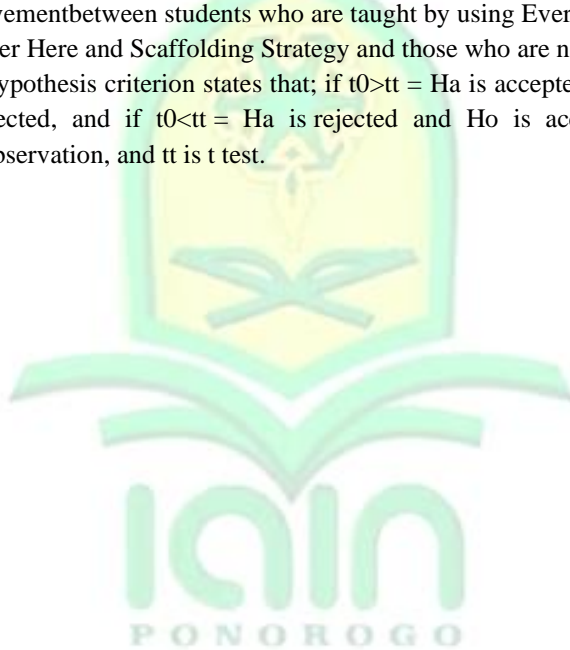
[20]Geoffrey Marczyk, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology*, (Canada: John Willey & Sons, Inc., 2005), 8.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher applied a quantitative research design. The researcher used experimental design that was Quasi-exprimental. Quasi-exprimental designs mean to approximate as closely as possible the advantages of true experimental designs where the problems mentioned above occur, such as having to implement a programme in a natural school setting.[21] The researcher investigated and explained the problem which existed in MA Al-Mawaddah JetisPonorogo.

Quasi-experimental designs consistsof pre-test and post-test. In this design, the researcher took two classes: experimental and control class which were selected by random sampling.[22] To get the data, the researcher gave pre-test for both of the classes (experimental and control class). After giving pre-test, the researcher gave treatment to both of group (experimental and control class). The researcher used Everyone is A Teacher Here and Scaffolding strategy to experimental group and conventional strategy to control group. After giving treatment, both of groups were given a post-test.

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[21]Ibid, 26.

[22] John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, (Los Angeles: SAGE, 2009), 160-161.

One of the most commonly used quasi experimental designs in educational research can be represented as:[23]

Experimental	*O*1	*X*	*O*2
	- - - - - - - - - - - - - - -		
Control	*O*3		*O*4

Notes:

X	: Treatment by using Everyone is A Teacher Here and Scaffolding Strategy
O1	: Pre-test for the experimental class
O3	: Pre-test for the control class
O2	: Post-test for the experimental class
O4	: Post-test for the control class

There are two classes in this research. The class of XB is control class, where the class was given no treatment. They were taught by using conventional strategy. Then, the class of XA is experimental class, where the class was given treatment by using Everyone is A Teacher Here and Scaffolding Strategy.

In this research, the researcher conducted three steps:

1. Pre research step

    The first step was preparation. The researcher determined the experimental class and control class, prepared lesson the plan and instrument to get the data.

2. Research step

    The second step was acting. The researcher applied the treatment in experimental class. The researcher taught the class by using Everyone is A Teacher Here and Scaffolding Strategy. There were two test conducted: Pre test and Post test.

3. Data analysis step

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[23] Louis Cohen, Lawrence Manion, and Keith Morrion, *Research Methods in Education*, (London and New York: Routledge, 2007), 283.

The third step was collecting data. The data were analyzed by researcher by conducting the following steps:

a. Collected the post-test score from experimental class and control class.

b. Tested the data using T-test

T-test is one of statistical test used for testing the correctness or error of null hypothesis which declare between two samples mean. It was taken from randomly same population and indicated no significant difference.[24]

B. Population and Sample

1. Population

The population of this research is all of the tenth grade students of MA Al-Mawaddah JetisPonorogoin Academic year 2020-2021. The total number of the population is71 students.

2. Sample

In this study, the whole sample was taken to be investigated. The technique of deriving samples of the population adopted from Isaac and Michael's table. They provided a table for deciding amount of samples that are going to be analyzed.

Sampling can be defined as the process or technique of selecting a suitable sample, representative of the population from which it is taken, for the purpose of determining parameters or characteristics of the whole population.[25]The researcher used probably sampling by using cluster sampling. Cluster sampling signifies that instead of selecting individual units from the population, entire group or clusters are selected at random. In cluster sampling, first she divided the population into clusters.

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[24]RetnoWidyaningrum, *Statistika*(Yogyakarta: PustakaFelicha, 2015), 151.

[25]Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage Publications Inc, 2007), 102.

Then she randomly selected some clusters from all clusters formed to measure all units within sampled clusters in the end.[26]

Therefore, the samples analyzed were around 71 students of population. To avoid error sampling and to get the representative of the population, the samples were chosen by using random sampling. It means that the 28 students of A class and 25 students from B class were chosen as the samples.

C. Research Instruments

In this research, the instrument of data collection used test.The data in this research is the result of test and taken from oral test. Test is used for getting data research result and students' activities in teaching learning process. There are two tests used in this research.They arepre test and post test. Pre test is done before implementing the treatment. Post test is implemented after implementing the treatment.

The assessment of the oral test is adapted from rubric for speaking. An analytic rubric provides information broken down into different categories. They are pronunciation, accent, grammar, vocabulary and fluency.

In collecting the data, the researcher tested the students by asking them to give a report orally either in individual test or group test based on the topic given. In scoring the data of speaking test, she used the category that evaluates for criterions. Each criterion was scored 20 point. All criterions students would get 100 point. Every aspect of speaking was arranged from 0-20. The categories are pronunciation, accent, grammar, vocabulary and fluency.[27]

Table 3.1

Speaking Scoring Componentby Douglas

[26]*Ibid*.,105.

[27] Brown, H Douglas, *Teaching by Principle an Interactive Approach to Language Pedagogy* (San Fransisco State University, 2001), P.269

No	Scoring Aspect	Scale	Criteria	Indicators
1.	Pronunciation	17-20	Very Good	It was few traces of the foreign accent
		13-16	Good	Always intelligible though one is conscious of definitive
		9-12	Fair	Pronunciation problems necessitate concentrated
		5-8	Poor	Very hard to understand because of pronunciation, must frequently is asks to repeat
		0-4	Very Poor	Pronunciation problem so ever as to make speech virtually unintelligible
2.	Accent	17-20	Very Good	Native pronunciation with no trace of foreign accent
		13-16	Good	There is no conspicuous mispronunciation, but would not be taken from native speaker
		9-12	Fair	Marked foreign accent and occational
		5-8	Poor	Mispronunciation that do not interface with understanding foreign accent requires concentrated listening and mispronunciation lead to

				occational misunderstanding and apparent errors in grammar as vocabulary
		0-4	Very Poor	Frequently gross errors and very heavy accent make understanding difficult requires frequent repetition
3.	Grammar	17-20	Very Good	Make few (in any noticeable) errors of grammar word order
		13-16	Good	Occasionally make grammatically and/or word order errors, which do not, however obscure meaning
		9-12	Fair	Makes frequent errors of grammar word order which occasionally obscure meaning
		5-8	Poor	Grammar & word order errors make comprehension difficult. Most of tent rephrase sentence and/or restrict him to basic pattern
		0-4	Very Poor	Errors in grammar and word order as severe as to make speech virtually intelligible
4.	Vocabulary	17-20	Very Good	Use of vocabulary and idioms is virtually that native speaker
		13-16	Good	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequate

				vocabulary
		9-12	Fair	Frequently uses the wrong word conversation some what limited because of in adequate vocabulary
		5-8	Poor	Misuese of word and limited vocabulary make
		0-4	Very Poor	Vocabulary limitation so extreme as to make conversation virtually impossible
5.	Fluency	17-20	Very Good	Speech as fluent and effort less as that of native speaker
		13-16	Good	Speed of speech seem to be slightly affected by language problem
		9-12	Fair	Speed and fluency are rather strongly by language problem
		5-8	Poor	Usually hestitant often forced into silence by language limitation
		0-4	Very Poor	Speech is a halting and fragmentary as make conversation virtually impossible

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D. Checking Validity

Before the instrument used in this research, the research tested the instrument with two tests, the first is validity test and the second is reliability test.

a) Validity

Validity is a process of checking, questioning and theorizing, not as the strategy for establishing rule-based correspondence between researcher's finding and the real world.[28]The validity is measured with SPSS. SPSS is probably the most common statistical data analysis software package used in education research.[29]

Construct validity is one kind of validity that measures the ability which is supposed to measure. Based on theory above, in this test, the researcher asked the students to answer the question based on reading text to measure the students' speaking skill and this fulfill the construct of speaking test and therefore valid in term of construct validity.

$$rxy = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(n\Sigma X^2 - (\Sigma X)^2)(n\Sigma Y^2 - (\Sigma Y)^2)}}$$

Information:

rxy :Coefficient correlation between variable x and y

N :Total respondent

ΣXY :Total product score with score total

ΣX :scores item total

ΣY :scores total

(ΣX^2) :quadrate score item total

(ΣY^2) :quadrate score total

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[28]*Ibid*, 41

[29] Daniel Mujis, *Doing Quantitative Research in Education with SPSS* (California: Sage Publication, 2004) 85.

To test the validity and reliability of the item, the researcher gave 1 question to retell the story by using their own sentences with the speaking scoring rubric (pronunciation, grammar, accent, vocabulary, fluency). The researcher calculated the validity test from five scoring rubrics of speaking. The result of all items was valid. The calculation of validity as follows:

Table 3.2
Recapitulation Test Item of Validity

Item	r-calculated	r-table	Explanation
Pronunciation	0,846	0,423	Valid
Grammar	0,462	0,423	Valid
Accent	0,859	0,423	Valid
Vocabulary	0,771	0,423	Valid
Fluency	0,856	0,423	Valid

From the above table, it is concluded that all of the items is valid.

b) Reliability

Reliability is a second element that determines the quality of our measurement instruments. Reliability then refers to the extent to which test scores are free of measurement error.[30] The

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[30] Daniel, Muijs, *Doing Quantitave Research in Education*, (London: Sage Publications, 2004),71.

researcher used SPSS 18 version to calculate the reliability test. The reliability test is a comparisonof the score product moment with r_{table} if the product moment score is higher than r_{table} it meant that the test is reliable.[31]

According to James Dean, reliability is the extent to which the result can be considered or stable[32]. In reliability by K-R. 20 (Kuder-Richardson 20) formula as follows:

$$rxx = \frac{K}{K-1}\left(\frac{s_x^2 \Sigma pq}{s_x^2}\right)$$

Information:

rxx :reliability of the whole test

K   :Number of items on the test

s_x^2 :variance of scores on the total test (acquired standard deviation)

P   :Proportion of correct responses on a single item

Q   :Proportion of incorrect responses on a single item

The level of reliability of an instrument shows how many times the data is taken it will remain the same. Reliability also shows the level of reliability of a test. The most important thing that needs to be trusted is the data, not the data collection tools. A reliable instrument actually

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[31]*Ibid*., 20-21

[32]James Dean Brown, *Testing in Language Program: a Comprehension Guide to English Language Assessment,* (New York: McGraw-Hill ESL/ELT, 2005), 175

contains that the instrument is good enough to collect research data, so that it is able to reveal reliable data.

Table 3.3
Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded[a]	0	.0
	Total	25	100.0

a.   Listwise deletion based on all variables in the procedure.

Table 3.4
Reliability Statistics

Cronbach's Alpha	N of Items
,804	5

Table 3.5
Test Item Reliability

r-alpha	r-table	Explanation
0,804	0,423	Reliable

The sample in the reliability test is X A (n), n = 25 and the significance of the table in 5% is 0,423. Based on the calculation, the reliability of students' instruments is 0,804. It means the rcount>rtable= 0,804 > 0,423 so the test is reliable.

E. Data Collection Technique

The test in this research are divided into two parts, those are pre-test and post-test. Pre-test is used for knowing the students' previous level of the speaking ability, while the post-test also is used for knowing the students' level of their speaking ability after treatment.

In collecting data, the researcher taught speaking class by using "Everyone is Teacher Here and Scaffolding Strategy" for the tenth grade students of MA Al-Mawaddah JetisPonorogo.

F. Data Analysis Technique

1. Assumtive Test

After the test was given to the students in pre-test and post-test, then the results of test were analyzed by using assumption test. It covers normality and homogeneity test.

a. Normality test is supplementary to the graphical assessment of normality. The normality test can be conducted in SPSS Explorer procedure (analyze – descriptive statistic- explorer – plots – normality plots with test).

b. Homogeneity test uses Harley test. Homogeneity test is the variance ratio test between two groups or more.

2. Hypothesis Test

For testing hypothesis, the researcher used the T-test to know the difference between two variables. The researcher used SPSS 18 program for windows to analyze the T-test. The criteria of testing hypothesis are as below:

a) Ho : if t-test < t-table in significant degree 5%

b) Ha : if t-test > t-table in significant degree 5%

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, researcher discusses the general findings, data description, data analysis and discussion.

A. General Findings

1. The Profile of MA Al-Mawaddah Boarding School Ponorogo.

   PesantrenPutri Al-Mawaddah is an Islamic education institution specially for educating young girls that was founded on 9 dzulqo'dah 1409 H/21 October 1989, as a realization of the late's ideas and ideals. KH. Ahmad Sahal, founder and caretaker of Pondok Modern Gontor, which was inherited and mandated by his wife and sons and daughters as a complement to the Pondok Modern Gontor specially for boys, namely:

   - NyaiHj. SoetichahSahal (late)
   - Drs. H. Ali SaifullahSahal (late)
   - KH. Hasan Abdullah Sahal.

   Located in the village of Coper, Jetis sub-district, Ponorogo east java (5 KM from Pondok Modern Gontor). This educational institution is registered under the auspices of the Al-Arham foundation (notarial deed no.12 of 1989). The status of the institution is fully private, standing above and for all groups.

2. Vision, Mission of MA Al-MawaddahJetisPonorogo

   a. Vision

      To become a leading female special education institution to procedure Islamic students, high-minded, knowledgeable, skilled, creative and innovative on the basis of Islamic values.

   b. Mission

      1) Foster love for Islamic teachings and practice them with full confidence, awareness and responsibility.

2) To instill the exemplary attitude of the students in society.

3) Train students to be able to communicate religious ideas and knowledge to various groups in society.

4) Preparing students to continue to a higher level of education, both at home and abroad.

5) Equip students with skills and expertise that can be developed professionally.

6) Producing graduates who have an advantage in the midst of competition.\

Table 4.1

Students Data of MA Al-MawaddahJetisPonorogo

(Academic year 2020/2021)

Kelas X			Kelas XI				Kelas XII				Jumlahseluruhsiswa
X IPS A	X IPS B	X IPA	XI IPS A	XI IPS B	XI IPS C	XI IPA	XII IPS A	XII IPS B	XII IPS C	XII IPA	
28	25	18	27	26	25	20	28	24	21	20	262

B. Data Description

There are two classes which are used as the subjects of the study. The first class is XA as the experimental group and the second one is XB as the control group. They were chosen by cluster random sampling technique. The experimental group was given "Everyone is Teacher Here and Scaffolding Strategy" as the strategy in teaching speaking. While, the control group was given a conventional strategy that the teacher often used.

Before and after giving the treatments to both groups, the researcher conducted tests to get the scores of students' speaking

skill. Both control and experimental groups were given two types of test. They were pre-test(the test before giving the treatment) and post-test (the test after conducting the treatment). After obtaining the pre-test and post-test scores from experimental and control groups, the researcher made the categorization of students' speaking scores.

1. The Schedules of Research

In conducting this research, there were five meetings for both experimental and control class. Pre-test was given in the first meeting.The treatment was given in the second, third and fourth meeting.Post-test was given in the fifth meeting. The schedule of experimental and control classes can be seen the table.

Table 4.2
Experimental Class Schedule (X A)

Date	Activities
Jan, 19th 2021	Pre-Test
Jan, 24th 2021	First treatment
Jan, 26th 2021	Second treatment
Jan, 31st 2021	Third treatment
Feb, 2nd 2021	Post-Test

Table 4.3
Control Class Schedule (X B)

Date	Activities
Jan, 19th 2021	Pre-Test
Jan, 24th 2021	First treatment
Jan, 26th 2021	Second treatment

Jan, 31st 2021	Third treatment
Feb, 2nd 2021	Post-Test

2. The Procedure of the Research in Experimental and Control Class

In the experimental class at XA, the researcher taught the students by using "Everyone is A Teacher Here and Scaffolding Strategy". There are 5 steps in conducting "Everyone is A Teacher Here and Scaffolding Strategy":

a. Provide reading materials and ask the learner to read it.
The researcher started by distributing a text to the students. The students read it silently. After reading, she asked the students to ask questions about the vocabulary.

b. Distribute a piece of paper
In this case, the researcher distributed a small piece of paper. She asked the students to write questions on it.

c. Collect the question paper, then shuffle to all students.
Make sure that no student accepted questions from their own writing. Then, the researcher gave some time for students to think about the answers.

d. Call each student to read questions and answers
In this case, the researcher called students randomly to read the questions they get and their answers.

e. Ask other students to respond.
The researcher asked the other students to give an opinion toward their friends' answers. Then the researcher discussed the answers together with the students.

3. Students' Speaking Skill Score of Experimental Class (XA)
a. Pre Test Scores of Experimental Class

This table below showed the results scores of the students who were taught by using "Everyone is A Teacher Here Scaffolding Strategy". This table indicated thepre test and post test scores for experimental class.

Table 4.4
The Students' Scores of Experimental Class

NO.	NAME	PRE-TEST SCORE	POST-TEST SCORE
1	AMB	46	72
2	AFA	42	64
3	AFNP	40	67
4	ANR	40	81
5	ANS	46	73
6	AAA	42	70
7	AAR	40	71
8	CPM	57	84
9	CS	42	72
10	CND	40	75
11	DPR	42	59
12	DF	46	74
13	DA	42	71
14	FKR	57	88
15	IM	39	73

16	INN	45	78
17	KSM	41	75
18	MPA	33	69
19	MMF	34	58
20	NKNK	50	85
21	NLS	43	75
22	RFW	47	78
23	RKP	39	67
24	TS	57	88
25	VAG	44	76
26	WPD	43	83
27	YDWS	53	86
28	ZH	46	77

After getting the students' scores of experimental class, the researcher formulated the frequency distribution as follows

Table 4.5
Frequency Distribution of Pre-test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33	1	3.6	3.6	3.6
	34	1	3.6	3.6	7.1

39	2	7.1	7.1	14.3
40	4	14.3	14.3	28.6
41	1	3.6	3.6	32.1
42	5	17.9	17.9	50.0
43	2	7.1	7.1	57.1
44	1	3.6	3.6	60.7
45	1	3.6	3.6	64.3
46	4	14.3	14.3	78.6
47	1	3.6	3.6	82.1
50	1	3.6	3.6	85.7
53	1	3.6	3.6	89.3
57	3	10.7	10.7	100.0
Total	28	100.0	100.0	

The Hologram for the above table is below:

Histogram

Mean = 44.14
Std. Dev. = 6.133
N = 28
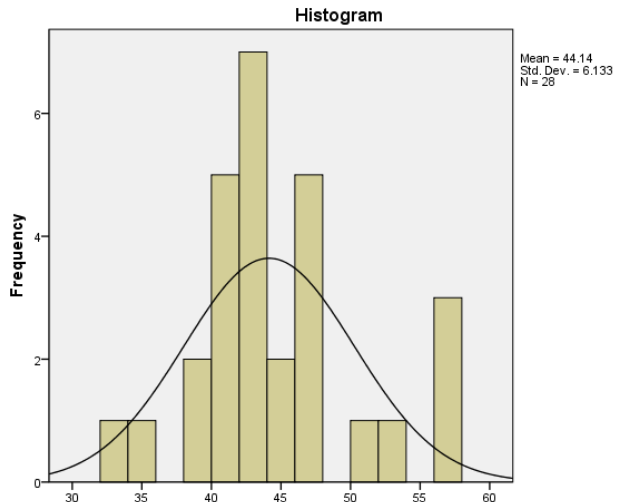
Figure 4.1

Histogram of Pre-Test in Experimental Class

Based on the hologram above, the experimental class gets Mean 44.14, and Standard Deviation is 6,133. The researcher divided them into three categories of pre-test scores for the experimental class, namely low, medium and good. The division of these categories according to Heke, R.R is done by:

a. X>Mean+SD (X>50.273)
   = Good
b. Mean-SD$\leq$X $\leq$Mean+SD   (38.007$\leq$X$\leq$50.273)
   = Medium
c. X<Mean-SD (X<   38.007)
   = Low

Overall, the categorization students' pre test in experimental class could be seen below:

Table 4.6

The Category of Students' Pre-test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	4	14.3	14.3	14.3
	Medium	21	78.6	78.6	93.0
	Low	2	7.1	7.1	100.0
	Total	28	100.0	100.0	

The table 4.6 indicates, 14.3% students are categorized into low. 78.6% students are categorized into medium, and 7.1% students are categorized into good.

b. Post Test Scores of Experimental Class

After getting the students' scores of experimental class, the researcher formulated the frequency distribution as follows

Table 4.7

Frequency Distribution of Post-test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	1	3.6	3.6	3.6
	59	1	3.6	3.6	7.1
	64	1	3.6	3.6	10.7
	67	2	7.1	7.1	17.9
	69	1	3.6	3.6	21.4
	70	1	3.6	3.6	25.0
	71	2	7.1	7.1	32.1
	72	2	7.1	7.1	39.3
	73	2	7.1	7.1	46.4
	74	1	3.6	3.6	50.0

75	3	10.7	10.7	60.7
76	1	3.6	3.6	64.3
77	1	3.6	3.6	67.9
78	2	7.1	7.1	75.0
81	1	3.6	3.6	78.6
83	1	3.6	3.6	82.1
84	1	3.6	3.6	85.7
85	1	3.6	3.6	89.3
86	1	3.6	3.6	92.9
88	2	7.1	7.1	100.0
Total	28	100.0	100.0	

The Hologram for the above table is below:

Histogram

Mean = 74.61
Std. Dev. = 7.871
N = 28
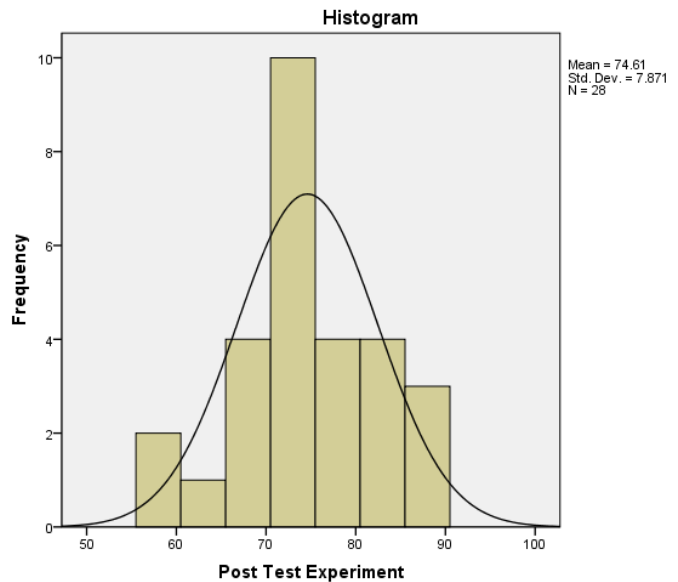
Histogram of Post-Test in Experimental Class

Based on the hologram above, the experimental class gets Mean 74.61, and Standard Deviation is 7.871. The researcher divided them into three categories of pre-test scores for the experimental class, namely low, medium and good. The division of these categories according to Heke, R.R is done by:

a. X>Mean+SD (X>82.481)
   = Good
b. Mean-SD≤X ≤Mean+SD (66.739≤X≤82.481)
   = Medium
c. X<Mean-SD (X<   66.739)   = Low

Overall, the categorization students' post test in experimental class could be seen below:

Table 4.8
The Category of Students' Post-test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	good	6	21.4	21.4	21.4
	medium	17	67.8	67.8	89.2
	low	3	10.8	10.8	100.0
	Total	28	100.0	100.0	

The table 4.6 indicates, 10.8% students are categorized into low, 67.8% students are categorized into medium, and 21.4% students are categorized into good category.

4. Students' Speaking Skill Score of Control Class (XB)
   a. Pre Test Scores of Control Class

   Table 4.9shows the results scores of the students who were not taught by using "Everyone is Teacher Here and Scaffolding Strategy". This class was taught by using conventional strategy. The following table shows pre and post-test scores for the control class

Table 4.9
The Students' Scores of Control Class

NO.	NAME	PRE-TESTSCORE	POST-TEST SCORE
1	ASB	40	51
2	AYF	52	54
3	BA	38	38
4	DP	33	45
5	EFN	51	64
6	FKD	48	45
7	HM	55	52
8	JDW	49	53
9	KMPP	33	49
10	LTW	51	57
11	LSS	64	71
12	MH	43	62

13	MHQ	44	52
14	MM	56	68
15	NSS	58	51
16	NES	39	46
17	RNZ	46	53
18	SF	44	60
19	SZK	39	57
20	SAZ	49	46
21	TSN	41	41
22	TSZM	38	54
23	WMV	41	52
24	YEF	43	49
25	ZS	56	48

After getting the students' scores of control class, the researcher formulated the frequency distribution as follows:

Table 4.10

Frequency Distribution of Pre-test in Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	33	2	8.0	8.0	8.0
	38	2	8.0	8.0	16.0
	39	2	8.0	8.0	24.0
	40	1	4.0	4.0	28.0
	41	2	8.0	8.0	36.0
	43	2	8.0	8.0	44.0
	44	2	8.0	8.0	52.0
	46	1	4.0	4.0	56.0
	48	1	4.0	4.0	60.0
	49	2	8.0	8.0	68.0
	51	2	8.0	8.0	76.0
	52	1	4.0	4.0	80.0
	55	1	4.0	4.0	84.0
	56	2	8.0	8.0	92.0
	58	1	4.0	4.0	96.0
	64	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

The Hologram for the above table is below:

Mean = 46.04
Std. Dev. = 7.992
N = 25
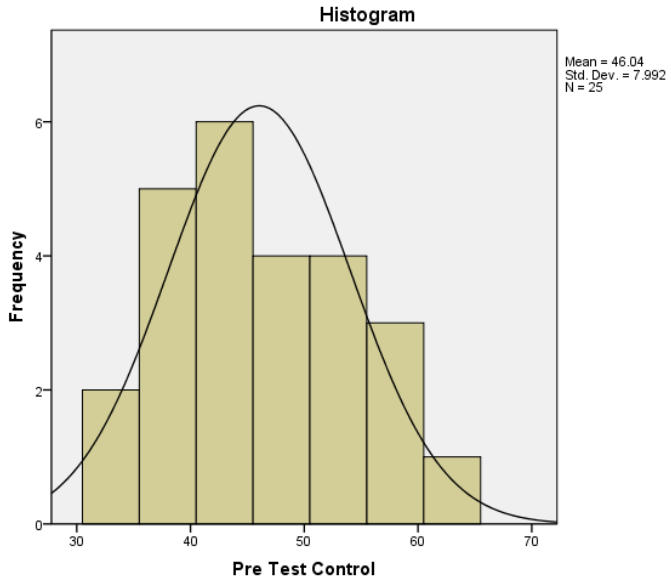
Histogram of Pre-Test in Control Class

Based on the hologram above, the control class gets Mean 46.04, and Standard Deviation is 7.992. The researcher divided them into three categories of pre-test scores for the experimental class, namely low, medium and good. The division of these categories according to Hayek, R.R is done by:

a. $X>Mean+SD$ ($X>54.032$)
   = Good
b. $Mean-SD \leq X \quad \leq Mean+SD$ ($38.048 \leq X \leq 54.032$)
   = Medium
c. $X<Mean-SD$ ($X< \quad 38.048$)
   = Low

Overall, the categorization of students' pre test in control class could be seen below:

Table 4.11

The Category of Students' Pre-test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	5	20.0	20.0	20.0
	Medium	16	64.0	64.0	84.0
	Low	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

The table 4.11 indicates, 16% students are categorized into low. 68% students are categorized into medium. 20% students are categorized into good

b. Post Test Scores of Control Class

After getting the students' scores of control class, the researcher formulated the frequency distribution as follows:

Table 4.12

Frequency Distribution of Post-test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38	1	4.0	4.0	4.0
	41	1	4.0	4.0	8.0
	45	2	8.0	8.0	16.0
	46	2	8.0	8.0	24.0

|				
48	1	4.0	4.0	28.0
49	2	8.0	8.0	36.0
51	2	8.0	8.0	44.0
52	3	12.0	12.0	56.0
53	2	8.0	8.0	64.0
54	2	8.0	8.0	72.0
57	2	8.0	8.0	80.0
60	1	4.0	4.0	84.0
62	1	4.0	4.0	88.0
64	1	4.0	4.0	92.0
68	1	4.0	4.0	96.0
71	1	4.0	4.0	100.0
Total	25	100.0	100.0	

The Hologram for the above table is below:

Histogram

Mean = 52.72
Std. Dev. = 7.893
N = 25
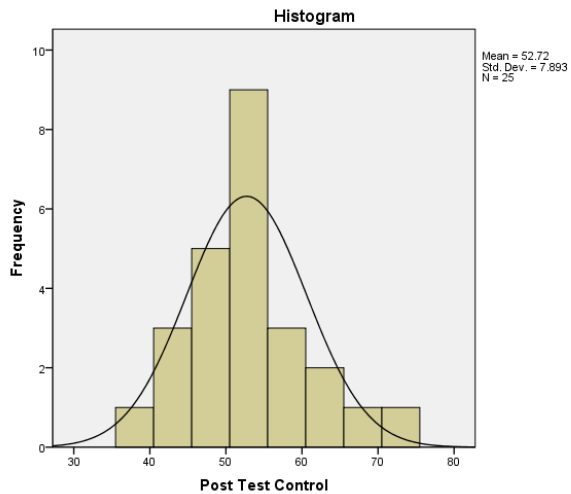
Post Test Control

Figure 4.4
Histogram of Post-Test in Control Class

Based on the above hologram, the control class gets Mean 52.72, and Standard Deviation is 7,893. Based on the hologram, several categories are divided below:

a. Good, if the value is above 60,613
b. Medium, if it is in the range 44,827 thru 60,613
c. Low, if it is below 44,827

Overall, the categorization of students' post test in control class could be seen below:
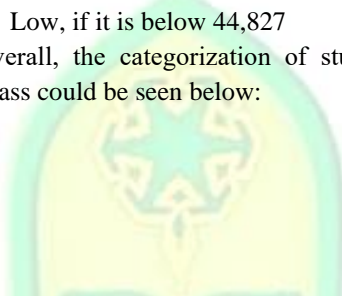
Table 4.13

The Category Of Students' Pre-test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	4	16.0	16.0	16.0
	Medium	17	76.0	76.0	92.0
	Low	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

The table 4.13 indicates, 8% students are categorized into low. 76% students are categorized into medium. 16% students are categorized into good.

C. Data Analysis

1. Assumption Test

Before the researcher tested the hypothesis, the data must fulfill the assumption test of normality and homogeneity.

a. Normality Test

This normality test is used for determining whether the data is normally distributed or not. Data normality is an absolute requirement for the next step, namely parametric statistical analysis (paired sample t test and independent sample t test). Meanwhile, if it is not normal, then the alternative analysis will use Wilcoxon and Mann Whitney. The normality test used by the researchers is Kolmogrov-Smirnov. The reason for using Kolmogrov Smirnov is the amount of data, which is more than 50. When the amount of analyzed data is less than 50, it will use saphiro-wilk. The result is presented below:

Table 4.14
Tests of Normality

Class		Kolmogorov-Smirnov[a]		
		Statistic	df	Sig.
Learning Outcomes	Pre-Test of Experimental Class	.167	28	.055
	Post-Test of Experimental Class	.087	28	.200[*]
	Pre-Test of Control Class	.121	25	.200[*]
	Post-Test of Control	.156	25	.121

From the table 4.14, we need only pay attention to the Kolmogrov-Smirnov level of significance. It can be seen that the significance level of four data, ranging from pre-test experimental class to control class is normally distributed, as evidenced by the significance value>0.05. Because the data in this study is normally distributed, the researcher could proceed to the next process, namely the parametric statistical test (paired sample t test and independent sample t test).

b. Homogeneity

Testingwhether or not the sample variance is homogeneous is also crucial to be conducted. The homogeneity test aims to determine whether a variance of two or more data is homogeneous or heterogeneous. In this study, the homogeneity test was later intended as a prerequisite for the independent sample t test, by testing the experimental class post test and the control class post test.

Table 4.15

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score Post-test Experimental classand Control class.	Based on Mean	.019	1	51	.892
	Based on Median	.038	1	51	.845
	Based on Median and with adjusted df	.038	1	50.690	.845
	Based on trimmed mean	.023	1	51	.879

What can be seen from the table is the Sig. Based on

Table 4.16

Paired Samples Test

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			
Pair 1	Pre testEksperiment - Post Test Eksperiment	-29.750	4.843	.915	-31.628	-27.872	-32.506	27	.000
Pair 2	Pre Test Control - Post Test Control	-5.240	6.869	1.374	-8.076	-2.044	-3.814	24	.001

the mean is 0.892>0.05, so it can be concluded that

the post-test data between the control class and the experimental class are the same or homogeneous.

2. **Testing Hypothesis**

After the researchertested the normality and homogeneity data, she tested the hypothesis by comparing the

output value of the post-test experimental class (XA) and post-test control class (XB). The researcher used the T-test to analyze the data by using SPSS program version 18.

a. **Paired Sample T Test**

The purpose of this sample T test is to test whether or not there is a difference in the mean of the paired data. In this study, the paired sample t test was used to answer the problem formulation of "Do the students who are taught by using Everyone is A Teacher Here and Scaffolding Strategy get better score than those who are not?". To answer this question, the researcher conducted a paired sample t test experimental class data pre-test with post test, and control class data pre-test with post-test.

Based on the output pair 1 in the table, the value of Sig. (2-tailed) is 0.000<0.05.It is concluded that there is a difference between the pre-test and post-test in the experimental class. Likewise with the output pair 2, the value of Sig. (2-tailed) is 0.001,0.05, which indicated that there is a difference between the pre-test and post-test in the control class.

Based on the pair 1, it can be seen that there is a significant effect in improving students' speaking skill by using "Everyone is Teacher Here and Scaffolding Strategy". Here is the descriptive table of the paired sample t test.

Table 4.17

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean

Pair 1	Pre testEksperiment	44.86	28	6.654	1.257
	Post Test Eksperiment	75.43	28	8.208	1.551
Pair 2	Pre Test Control	46.48	25	8.047	1.609
	Post Test Control	52.08	25	7.756	1.551

b. Independent Sample T Test

The independent sample T Test was conducted to know whether there is a difference in the average between two unpaired samples, which in this study was a post-test experimental class with a control class pos-test. The requirement of the independent sample t test it is to answer the problem formulation, there are differences in students' learning outcomes between those who use"Everyone is A Teacher Here and Scaffolding Strategy" than those who do not. To answer this question, the independent sample t test was carried out on the post-test of the experimental and control class.

Table 4.18
Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Learning Outcomes	Equal variances assumed	.019	.892	10.093	51	.000	21.887	2.169	17.534	26.241
	Equal variances not assumed			10.091	50.295	.000	21.887	2.169	17.531	26.243

Based on the table, the value of Sig. (2-tailed) is 0.000<0.05 , with an average difference of 21,887, this proves that there is a difference in students' learning outcomes between those who use "Everyone is A Teacher Here and Scaffolding Strategy" than those who do not. Here are the differences in detail.

Table 4.19

Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean

Students' Learning Outcomes	Post Test of Eksperimental Class	28	74.61	7.871	1.487
	Post Test of Control Class	25	52.72	7.893	1.579

From the descriptive table above, it is known that the post –test score of the experimental class is higher than the control class post-test with a gain of 74.61versus 52.72. This proves that teaching speaking by using everyone is teacher here and scaffolding strategy is more effective than learning in conventional classrooms.

D. Discussion and Interpretation

Having finished conducting the study in MA Al-Mawaddah boarding school JetisPonorogo, the researcher, then analyzed the obtained data by using SPSS 18 version with the selected formulas. She found that the obtain data proves the theory to support the hypothesis. The data were collected before (pre-test) and after (post-test) conducting the experiment in MA Al-Mawaddah Jetis Ponorogo by using "Everyone is A Teacher Here and Scaffolding Strategy" to teach speaking English in the experimental class and using conventional strategy in the control class.

Before analyzing about the experiment effect of using "Everyone is A Teacher Here and Scaffolding Strategy" to teach speaking English, the researcher conducted some analysis tests of:validity test, reliability test, normality test and homogeneity test. The validity test was used to test whether the instrument was appropriate or not to measure the research variables. The reliability test was used to test the instrument reliability. The normality test was used to test whether the distribution of research data consistent with

the normal distribution. The Homogeneity test was used to test whether the variance of data were homogeneous or not.

In this sub chapter, researcher tried to answer the hypothesis that "Everyone is A Teacher Here and Scaffolding Strategy" is effective for teaching speaking skill at tenth grade students at MA Al-Mawaddah JetisPonorogo academic year 2020/2021. Here, researcher compared the result of the data t test with t table. If t test is higher than t table, it meansHa is accepted and Ho is rejected.

There are two hypothesis of this research:

Ha : There is a significant difference in speaking achievement between students who are taught by using "Everyone is A Teacher Here and Scaffolding Strategy" and those who are not.

Ho :There is no significant difference in speaking achievement between students who are taught by using "Everyone is A Teacher Here and Scaffolding Strategy" and those who are not.

From the calculation, the result shows that ttest is 10.093 and value of t table of degree of freedom = 51 is 2.00. It means that the output value of ttest is higher than ttable (10.093> 2.00). Therefore, Ha was accepted and Ho was rejected. It can be concluded that there was a significant difference in speaking achievement between students who are taught by using "Everyone is A Teacher Here and Scaffolding Strategy" and those who are not.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter discusses the conclusion and recommendation of the research.

A. Conclusion

The main purpose of this research is to improve the speaking skill of the students. This research was conducted to the tenth grade students of MA Al-Mawaddah Jetis Ponorogo started on 19th January 2021 up to 2nd February 2021. "Everyone is A Teacher Here and Scaffolding Strategy" is successful to improve the speaking skill of the X A students at MA AL-Mawaddah Jetis Ponorogo.

Based on the data calculation of research of the tenth grade students at MA Al-MawaddahJetisPonorogo, it is concluded that the students' mean score in the experimental class is 75.43. While the post test score mean in the control class is 52.08. It indicates that the students who are taught by using "Everyone is A Teacher Here and Scaffolding Strategy" get better scores than those who are not.

The conclusion from the result of the statistical calculation in the fourth chapter shows that the value of the t test is higher than the t table (10.609 > 2.00). It can be concluded that "Everyone is A Teacher Here and Scaffolding Strategy" is an effective strategy for teaching speaking to the tenth grade students of MA Al-Mawaddah JetisPonorogo academic year 2020/ 2021.

B. Recommendation

Based on the research results,the researcher gives recommendations as follows:

1. For English teacher

It will be a broad opportunity to improve the quality of English teaching and learning process. The researcher hopes that the English teachers wantto adopt this teaching strategy to improve their students speaking skill because the students' needs and interest before designing the speaking materials.

2. For the Students

The researcher hopes that the students enjoy the learning process to encourage speaking especially by using "Everyone is A Teacher Here and Scaffolding Strategy". The application of this strategy is expected to be the other way to develop their communicative competence to face the global communication.

3. For future researchers

For the further researchers who are interested in applying "Everyone is A Teacher Here and Scaffolding Strategy", understanding the steps is really important. In addition, the researcher hopes this research can be useful to improve the students' speaking skill.

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