

**THE USE OF EVERYONE IS A TEACHER HERE TECHNIQUE
IN TEACHING SPEAKING AT MTsN LEMBEBAN
IN ACADEMIC YEAR 2017/2018**

THESIS



By

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ABSTRACT

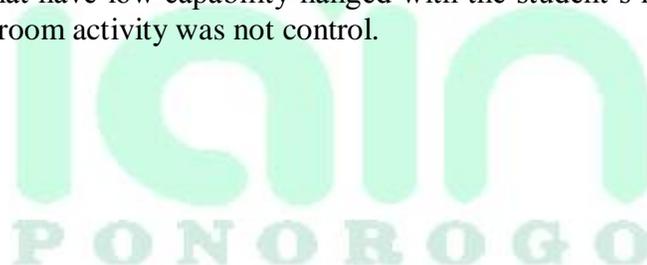
SUYUDI, AGUS.2018.*The Use of Everyone is a Teacher Here (ETH) in Teaching Speaking Forthe Eight Grade Students at MTsNLembeyan in Academic Year 2017/2018.*Thesis, English Education Department, Faculty of Teaching and Education, the State Institute for Islamic Studies of Ponorogo. Advisor Dr. Ahmad Nadhif, M.Pd.

Key Words: Teaching Speaking and Everyone is a Teacher Here

The aim of this study was to know the implementation of Everyone is a Teacher Here in teaching speaking class of the eight grade students of MTsN Lembeyan Magetan, it is advantages and disadvantages.

The research method was descriptive. The instruments for collecting data were observations, interviews and questionnaires. The data were about using of Everyone is a Teacher Here in teaching speaking class of the eight grade students of MTsN Lembeyan Magetan in academic year 2017/2018. The validity of data used was triangulation technique and the data were analyzed by reduction, data display, and data verification/conclusion.

The result of this research that was conducted 2 meetings, the first meeting on Friday, 20-04-2018 and second meeting on Sunday, 23-04-2018. The result shows that the implementation of Everyone is a Teacher Here technique in teaching speaking for the eighth grade students at MTsN Lembeyan, the students has three steps in teaching English, that were: asking the question, thinking together and answering. As for the advantages of implementation this Everyone are a Teacher Here technique could increase students sense of responsibility in express their ideas, the students will be more ready to solve the problem without feeling shy in their speaking, could develop the students ability to express their ideas, could increase students motivation, and made students more active. Furthermore, the disadvantages of implementation this Everyone is a Teacher Here technique needed a lot of time, the other students that have low capability hanged with the student's high capability and sometimes classroom activity was not control.



APPROVAL SHEET

This is to certify that the sarjana's thesis of:

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In Teaching Speaking at MTsN Lembeyan in Academic
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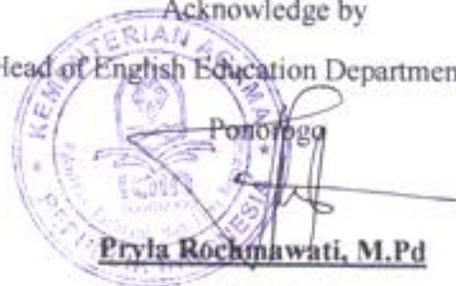


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RATAFICATION

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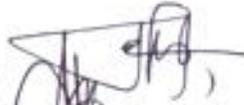
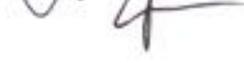
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CHAPTER I

INTRODUCTION

This chapter presents the general account of the present research. It covers background of the study, research focus, statement of the problems, and objective of the study, research method and organization of the thesis.

A. Background of Study

One of the basic competences of language is speaking. Using speaking we can express our idea to communicate with other people. Speaking skill is taught to students to make them capable of communicating by using English correctly. There are some elements of teaching speaking that need to be mastered, namely grammar, vocabulary, pronunciation (stress, intonation, and pitch), fluency, and gesture. The elements are needed in teaching learning process in teaching speaking skill so that the students are capable of and self confident in speaking. The elements are needed to measure the capability of the students in speaking using appropriate technique.

Speaking is part of the skill in English that very important to mastery it, beside reading, listening and writing. With speaking, the people can share and communicate with other people about the information, receiving and sending or message to another people. Because the function of speaking skill are to express

our ideas, feelings and thoughts.¹ Speaking is very relationship with listening skill, in speaking skill they not only just speak up but also listen and speak up spontaneously.

The most people don't understand that speaking skill is very relationship with listening skill. They can't share all ideas, feeling and their thought without them. Because speaking is very difficult for the student to master it, so it is very important to introduce as a second language when they in kindergarten and always practice it every day with their friends and their around peoples.

The English language they cannot communicate with their friends and they don't understand about the English subject. To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies. Then, the teacher can use media in teaching of English language, method are used to help the students for speaking to make interaction between the teacher and students. But the results nothing, it means that it can't develop their speaking skill.

According to Silberman "When I only hear, I forget. When I hear and see, I remember a little. When I hear, see, and ask question and discuss with someone else, I begin to understand. When I hear, see, question, discuss and do, I quire knowledge and skill. When I teach someone, I master what I have learned. Lecture 5 percent, reading 10 percent, audiovisuals 20 percent, demonstration 30

¹ Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (Singapore: McGraw Hill, 2005), 2.

percent, discussion 50 percent, Practice by doing 75 percent, teaching others 90 percent”²

The purpose of the above statement is if I just hear, I am will forget. If I hear and see, I remember some of it. If I hear, see, ask and discuss with someone, I begin to understand, if I hear, see, ask, discuss and do, I acquire knowledge and skills. If I teach someone, I am an expert in that field. Lecture 5%, reading 10%, audiovisual 20%, 30% demonstration, 50% discussion, practice by doing 75%, teaching others 90%.

In teaching speaking, the teacher gives instruction to students in order communications and guidance since the students learn English. The teacher will give some materials that use for the students to understand and also they can practice it with their friends.

The goal of teaching speaking is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

There are so many factors of how people can master specially for speaking skill, it is one of the four skills of language. It is about how to express their desire with other orally. It will be important when they want to out ideas, feeling and

² Melvin L Silberman, Active Learning A Handbook Of Techniques, Designs, Case Examples, And Tips. Third Edition (America: Pfeiffer: 2006), 2.

their thoughts, they must express it verbally directly. So it is one of the ways to communicate with other peoples.

However good a student may be at listening and understanding, it need not follow that he will speak well. A discriminating ear does not always produce a fluent tongue. There has to be training in the productive skill of speech as well. In many cases, listening should lead naturally on to speaking³

In fact, teaching speaking in some schools is still far from the perfection as the statement above. Many aspects have to develop in teaching speaking in learning English by the teacher and students. The most case is the students are difficult to build an effective communication while they are confused to create a sentence in English beside they are also weak in mastering English Vocabulary.

The listener of the speaking also still need to be observed because of the students weaknesses in their vocabulary mastery the listener get some troubles in understanding the message. It becomes the first source of their confusion to create and understand the speaking. So between speaker and listener misunderstand the messages that will be effect in their communicating.

Based on observation in MTsN Lembeyan Magetan, when the researcher had taken, the researcher found some problems in learning English; they just keep silent and follow it when they teach by teacher's English. The students still afraid to pronounce words, they prefer speak Javanese's language than English, they

³ Geoffrey, Broughton. Teaching English as a foreign language—(Routledge Education books).page 76.

bored and lazy in learning English, they also didn't understand about materials and shy when they order to presenting. Because the students not familiar in learning English.

When the students of MTsN Lembeyan don't improve their English language they cannot communicate with their friends and they don't understand about the English subject. To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies. Then, the teacher can use media in teaching of English language, method are used to help the students for speaking to make interaction between the teacher and students. But the results nothing, it means that it can't develop their speaking skill.

Everyone is a Teacher Here is a cooperative learning strategy that in his book, Suprijono (2013: 110) explains that method.

Everyone is a Teacher Here this is a support and development method of cooperative learning. Where the important thing that characterizes in cooperative learning is to prioritize the groups working together.

In connection with cooperative learning which is identical with the group, a named expert Chaplin (Suprijono, 2013: 56) defines the group as "a collection of individuals who have some characteristic in common or who are pursuing a common goal. Two or more persons who interact in any way constitute a group to interact directly or in face to face manner".

In this case, the researcher thoughts how to solve this problems and the ending can improve of learning English commonly in teaching speaking. So the researcher decision to use everyone is a teacher here in teaching speaking in learning English process.

B. Research Focus

To avoid irregularities in the research, this study only focused on using everyone is a teacher here (ETH) in teaching speaking for the eighth grade students at MTsN Lembeyan in academic year 2017/2018.

C. Statement of the Problem

The writer intended to focus on how to find out the answer of the following questions:

1. How does teacher use of “Everyone is a Teacher Here” technique in teaching speaking?
2. What are the advantages and disadvantages of the use of “Everyone is a Teacher Here” technique in teaching speaking?

D. Objective of the Study

1. To know how the teacher uses of “Everyone is a Teacher Here” technique in teaching speaking.

2. To know what the advantages and disadvantages of the use of "Everyone is a Teacher Here" technique in teaching speaking.

E. Research Method

This research includes many research methods. It research approach and design, research location, source of data, technique of data collection, and technique of data analysis, checking of validity and research procedure.

1. Research Approach and Design

Descriptive study is describing or interpreting a phenomenon or seeking to understand participants point of view identifies recurrent pattern of theme⁴. Based on statement above descriptive study is describing or interpreting the phenomenon in social science. The purpose to understand a phenomenon, or a particular point of view.

The researcher used qualitative design in this research. Qualitative research is any kinds of research that produces findings that are not arrived at by means of statistical procedures or other

Means of quantifications.⁵The characteristic of qualitative research is descriptive. The data collected take the form of words or pictures rather than

⁴ Karyn Cooper & Robert E. White, Contexts of Qualitative Research, (New York: Springer, 2012), 4.

⁵ J. Amos Hatch, Doing Qualitative Research in Education Settings. (Albania: State University of New York press, 2002), 6.

number.⁶ The written results of the qualitative research contain quotation from the data to illustrate and substantiate the presentation.

In conclusion, the characteristic of qualitative research is descriptive. So, the data collected take from word or picture rather than number. The written results of the qualitative research contain quotation from the data that take from observation, interview, and questionnaire.

This research applies a qualitative research. According to Bogdan and Tailor in Hatch, qualitative research is “research produces which produce descriptive data: people’s own written or spoken words and observable behavior”.⁷ It means that qualitative research is focused on people’s opinion, experiences and feelings to produce the subjective data.

In this research method, the writer uses in form descriptive qualitative research, it means that, the descriptive qualitative research has a goal of describing the process, condition, and characteristic of an event. The data analysis is presented inductively. The data analysis is presented in a form of description of the event as it is, not examining a hypothesis. Therefore, this study merely describes about what happens in the field.

⁶ Robert C. Bogdan & Sari Knopp Biklen, *Qualitative Research For Education: An Introduction to Theory and Methods*, (USA: Pearson, 2007), 5.

⁷ J. Amos Hatch, *Doing Qualitative Research in Education Settings*. 2002. New York: University of New York. page: 6.

The researcher used qualitative descriptive in this research because the researcher described and to know the depth understanding the phenomenon rather than a numbers analysis of data.

2. Research Location

The researcher done in research's location at MTsN Lembeyan Magetan. This research is for the eighth grades students at MTsN Lembeyan Magetan in Academic Year 2017/2018. Some reasons for selecting this place are:

- a. English is taught to the students of MTsN Lembeyan.
- b. The place of the researcher is reachable.
- c. Everyone is a teacher here technique is frequently applied in teaching speaking for the eighth grade students at MTsN Lembeyan Magetan in academic year 2017/2018.

3. Source of Data

a. Primary Data

The source of data for this research is in form of the information that the researcher got from the subjects. This information related with the use of everyone is a teacher here (ETH) in teaching speaking of eight grade students MTsN Lembeyan Magetan in academic year 2017/2018. The primary data in this research takes from observation with take a video, interview and questionnaire.

b. Secondary Data

To support the primary data to make it suitable to answer the statement of the problems, the researcher use documents, books other written sources that related and appropriate with everyone is a teacher here in teaching speaking.

4. Technique of Data Collection

a. Observation

Observation is one of methods for collecting data. It is directly research that focusing the attention to the specific object by using all senses. Morris (1973) offers a broad explanation of observation that defines it as “the act of noting a phenomena, often with instruments, and recording it for scientific or the other purposes”. Naturalistic observation is going to a social situation and looking. Thus, the researcher must conduct a face to face interaction with subject of the research.

In this research, the researcher watching and listening to the events, and recording what occurred. In watching, researcher carefully scrutinizes the physical setting to capture its atmosphere. For listening, the researcher listen carefully to phrases, accents, and incorrect grammar, listening both to what is said and how it is said or what was implied.

And also, to strong data collection, the researcher in this instrument’s research uses videos and field note to observe and to collecting data. In taking video, the researcher uses 2 cameras to take the

process learning English in class. The researcher takes a video in 8A classes in 2 meetings. The first meeting on Thursday, 09-04-2018 and second meeting on Friday, 16-04-2018. The duration of taking a video about one hour at the eighth grade students 8A. When the researcher takes a video the students are more active that can make process of teaching English become more fun. Besides that, the researcher writes field note about the process teaching English using everyone is a teacher here in classes 8A

b. Interview

Interview is the dialogues conducted by interviewer to get the information from the people are interview. The interview is a conversation, the art of asking question and listening. Interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statement from the interviewee. By an interview with respondents, the interviewer can obtain information used as source of data.⁸In this research, the researcher done interview with:

- a. Mrs. Nita Gumarasari is the English teacher for the eighth grade. It aims to get the data about how the teacher uses everyone is a teacher here, advantages and disadvantages of the use everyone is a teacher here, especially in teaching speaking.

⁸ Oktavia, Antin. Teaching Speaking By Using Audio-Lingual Method to the Eighth Grade Students of MTsNPonorogo Academic Year 2012/2013.2014. English Education Department State Islamic College Of Ponorogo. page: 11

- b. Students at class 8A to get data about after the teacher uses everyone is a teacher here technique in teaching speaking.⁹

Collecting data use interview can make the researcher more know using everyone is a teacher here and the result it after implied of this technique.

c. Questionnaire

Questionnaire is a written instruments consisting of questions to be answered or statements to be responded by respondents. It used to gather information about fact or about opinion/attitude. Some researchers use a separate instruments to gather information on opinion or attitude using attitude scale, some others use questionnaire to gather both information about fact as well as about opinion or attitude.¹⁰

After the researcher has done with take a video in the class 8A, the researcher share questionnaire and ask all the students to fill this questionnaire with their honesty. Questionnaire consists of ten questions that related with using everyone is a teacher here in learning English. Collecting data with questionnaire can make the researcher more understand about the use of everyone is a teacher here in teaching speaking.

⁹ See appendix 4.

¹⁰ Muhammad Adnan Latief, *Research Methods On Language Learning An Introductions* (Malang: UM Press, 2014,) 193.

5. Technique of Data Analysis

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes and other source to make people easy to understand the research finding. Based on the statement, data analysis is conducted when the researcher complete of the process of collecting data.

Qualitative data analysis is a process of searching and arranging the data taken from the observation, interview, and questionnaire. Qualitative data analysis consists of three current flows of activity: data reduction, data display, and data verification.¹¹

Based on the statement above, in data analysis researcher processed the data so can be understood or communicated to others. The process includes identify patterns, find relationship among data, make deep explanations, make interpretations, or generate theories of data.

The stages of interactive analysis applied in this research are presented in the following:

a. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. In this stage, the researcher summarizes,

¹¹ Miles, Matthew B. and Michael Huberman. An Expanded Sourcebook Qualitative Data Analysis. page: 10

classifies and focused on essential things. Also, in this stage, the researcher needs to separate the accurate data from the inaccurate ones. Through the data reduction, the researcher may focus on the data that will be analyzed. The data that will be reduced is about the use of everyone is a teacher here in teaching speaking.

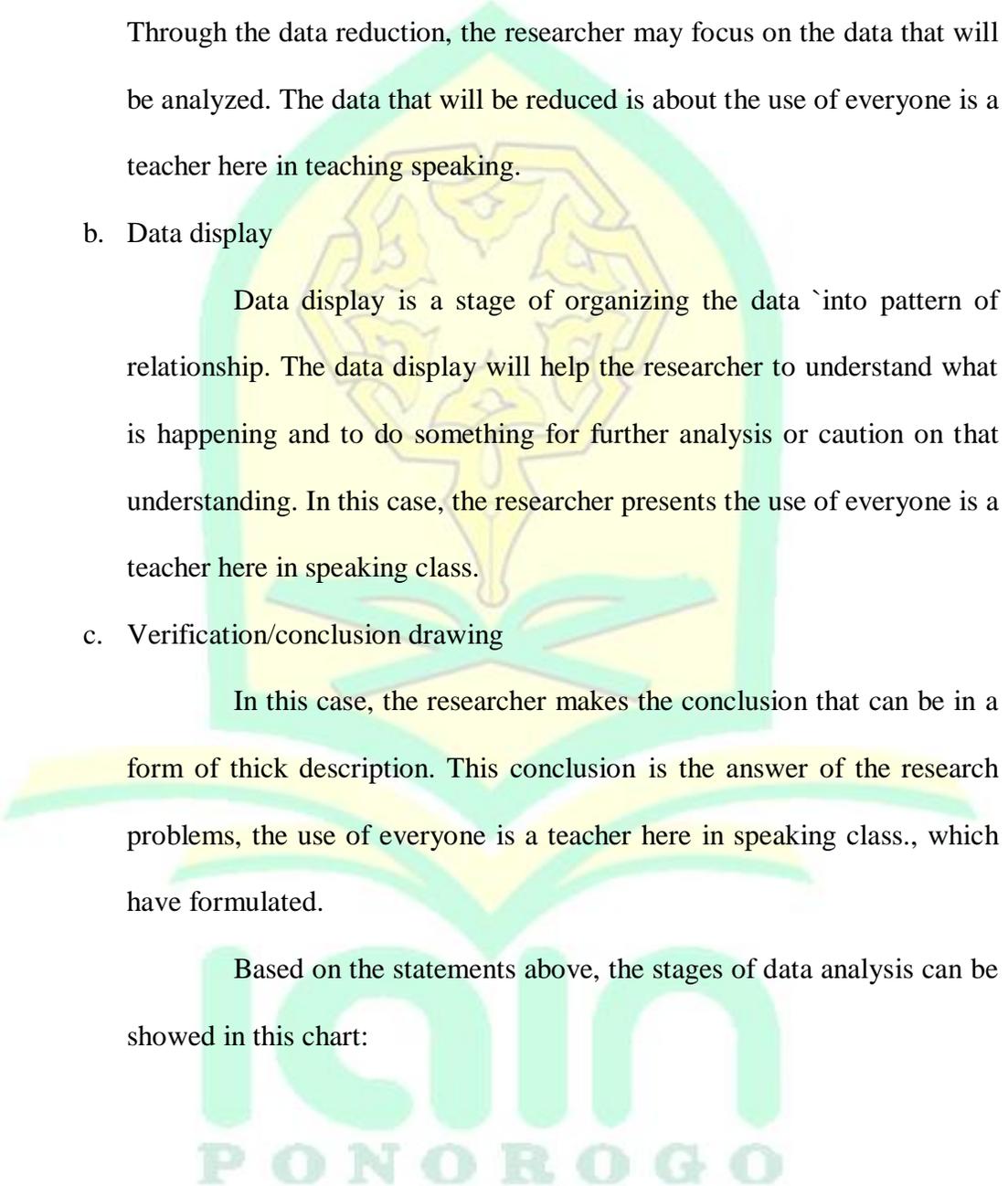
b. Data display

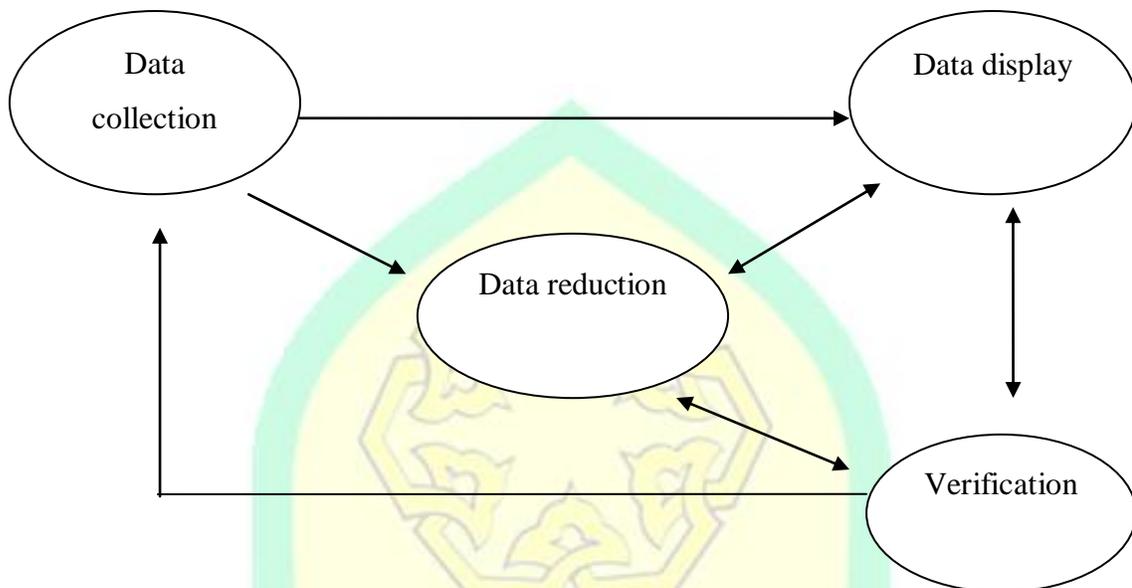
Data display is a stage of organizing the data into pattern of relationship. The data display will help the researcher to understand what is happening and to do something for further analysis or caution on that understanding. In this case, the researcher presents the use of everyone is a teacher here in speaking class.

c. Verification/conclusion drawing

In this case, the researcher makes the conclusion that can be in a form of thick description. This conclusion is the answer of the research problems, the use of everyone is a teacher here in speaking class., which have formulated.

Based on the statements above, the stages of data analysis can be showed in this chart:


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6. Checking of Validity

To get the valid and credible data, the researcher uses triangulation technique. Triangulation is a kind of technique of control the data readability used the other data to controlling needs or as comparison on the data. There are four triangulations as kind of controlling technique to use a source, method, observe and theory.

In this research, the researcher uses triangulation technique with the data source. It means that the researcher compares and checks the validity of collection information through the different time and tool in qualitative method.¹² The triangulation methods there are two strategies, that is: (1) checking the validity of research result by using some of data collection

¹² Ismayati. Teaching English in Perspective of Lesson Study. 2014. Ponorogo: State Islamic College. Page 15-16

techniques, (2) checking the data validity of data sources by using same method. Triangulation investigating officer is checking the validity of data by exploit the other researcher or observer. In this study, the researcher uses the triangulation technique to investigate data of the teaching speaking using everyone is a teacher here for the eighth grade at MTsN Lembeyan Magetan in academic year 2017/2018.

7. Research Procedure

There are four procedures for this research:

a. Planning

This procedure includes arranging the research plan, choosing, the field of data the research location, organizing permission, observing, preparing instrument, and something that related with research ethic.

b. Application

In this procedure involves:

- a. Collecting data.
- b. Coding the collected data.
- c. Analyzing the collected data.
- d. Reducing the data
- e. Presenting the data
- f. Making conclusion of the data analysis.

c. Analysis data

It includes analyzing data, observing the students and the teacher in speaking class using everyone is a teacher here.

d. Research report

The researcher writes the research report in form of the thesis writing with the title “everyone is a teacher here (ETH) In Teaching Speaking for The Eight Grade Students at MTsN Lembeyan Magetan in Academic Year 2017/2018”.

F. Organization of the Thesis

This research includes many parts that explain about the research planning. The organization of the thesis is formulated into:

CHAPTER I : Introduction

Consist of Background of study, research focus, and statements of the problem, objective of the study, research methodology and organization of the thesis.

CHAPTER II : Review of related literature

That contains of the Definition of teaching, the definition of speaking, the definition of teaching speaking, the definition of cooperative learning, the definition of everyone is a teacher here, and the step of everyone is a teacher here,

The influence of cooperative learning model everyone is a teacher here toward students' learning outcome.

CHAPTER III : Research Findings

The chapter also contains the explanation and analysis of specific data such as the analysis of the teacher use of everyone is a teacher here, advantages and disadvantages in teaching speaking.

CHAPTER IV : Discussion

This chapter discussed of how the teachers use everyone is a teacher here of the eighth grade MTsN Lembeyan Magetan, advantages and disadvantages in teaching speaking.

CHAPTER V : Conclusion

This chapter contains of conclusion of the whole thesis and also the recommendation from the researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter review of related literature is used in this study. The review of related literature has a purpose and information concerned with the research problems, including over views of the nature of speaking, the principles of teaching speaking, and the theory of everyone is a teacher here. All the theories which are in the introduction will be explained here and this chapter is also capture the previous study.

A. The Nature of Speaking

Speaking is one of important English skill. Speaking is interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open ended, and evolving. Speaking consist of producing systematic verbal utterance to convey meaning.¹³Based on statement above, speaking is the action to conveying information or expressing one's feeling in speech.

Speaking is making use words in an ordinary voice, uttering words, knowing and being able to use language; expressing the words; making speech. While skill is the ability to do something well. Therefore, the writer can infer that speaking is the ability to make use of words or a language to express oneself in an

¹³ Kathleen M. Bailey, Practical English Language Teaching: Speaking (Singapore: McGraw Hill, 2005), 2.

ordinary voice. In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and need orally.¹⁴

1. The Definition of Speaking

Brown and Yule stated in their book, speaking is to express the needs request, information, service, etc.¹⁵ Among four skills in English, speaking is the most important skill to be learned. Speaking becomes the important skill that mostly requested after graduation from college to work in a company. Nevertheless, it is not the only useful of having a good ability in communicating but also speaking is important as a tool for personal relationship. The activity in speaking always involves to one or more people in oral communication to give the information share the ideas, express feeling, transfer knowledge an build social relationship among society. Rivers stated that one can express idea, communicating intention, react to other persons and situations and influence other human being through speaking.

In speaking activity there are two sides that need to be observed they are speaker and hearer. This Both people has equal self-interest in speaking activity. If one of them could not be able to communicative effectively, the communication will be not efficiency. Therefore, it is really needed the ability

¹⁴ Hornby, As. Oxford Advanced Learner's Dictionary of Current Language. (New York: Oxford University Press, 1995), 826..

¹⁵ Gillian brown and George Yule, Teaching the Spoken Language: An Approach Based on the Analysis of Conversation English, 14.

to pronounce and choose the words as simple as possible to avoid ambiguity and misunderstanding between speaker and hearer. It is based on Nunan statement “Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information orally”. Thus, both of speaker and hearer contributes the same function in speaking process.¹⁶

According to Hutchison and Waters “Speaking accumulates some linguistic aspect and non linguistic aspect which help people to build a warm communication”. The linguistic aspect in speaking is pronunciation, structure and vocabulary. It is frequently found misunderstanding during communication activity. It is caused of disability of speaker to master pronunciation, structure and vocabulary well. This means that communication is not effective yet. However, the meaning of communication is transferring the meaning from one mind to another.

According to Vicars Non linguistic aspect means not using language. In other words, it is about sending and receiving messages without using a communication system such as body language, condition of speaking time, object of the speaking, gesture and intonation. Nonlinguistic communication is the imparting of information without using language. This aspect is also important in speaking to build an effective communication people need to concern about where is the place of speaking, when is the time of speaking, which is the object of speaking, what is the topic of speaking. These aspects

¹⁶ David, Nunan, Teaching English to speakers of other languages: an introduction (1999), 10.

are important because the speaker need to think the difference of the way of communicating in different situation. Therefore even though a person masters pronunciation, grammar and vocabulary, it is not guaranteed that person can speak efficiently.¹⁷

2. The Elements of Speaking

Many students have difficulties in speaking. They are many elements of speaking that must be mastered by students in order to be a good speaker:

a. Language features, the elements necessary for spoken production, are the following:

1) Connected speech

In connected speech sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning). It is also for this reason that we should involve students in activities designed specifically to improve their speaking skill.

2) Expressive devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and nonverbal (paralinguistic) means how they are

¹⁷ Rahmi, Regina danSyahputra, Mulyadi, The Use Of Numbered Heads Together (NHT) in Teaching Speaking for Junior High School, 39.

feeling(especially in face to face interaction). The use of these devices contributes to the ability to convey meanings.

3) Lexis and grammar

Teacher should therefore supply variety of phrases of different function such as agreeing or disagreeing, expressing surprise, shock, or approval.

4) Negotiation language

Effective speaking benefits from the negotiations language we use to seek clarification and show the structure of what we are saying.¹⁸ We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b. Mental / social processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates such as:

- 1) Language Processing: Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
- 2) Interacting with other: effective speaking also involves a good deal of listening, an understanding or how the other participants are feeling,

¹⁸ Jeremy Harmer, the Practice of English Language Teaching, (Pearson Education Limited England: 2002, 3rd ed., p. 269.

and knowledge of how linguistically to take turns allows others to do so.

- 3) Information processing (On the spot): Quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.¹⁹

3. The components of Speaking

If the students want to be a master in speaking, they must be a master in all components of speaking. The components are what aspect influencing how well people speak English. According to Syakur, "speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation and fluency."²⁰ Those components will be explained as follow:

a) Grammar

Every language in the world has their own rule. The rule or grammar in the language can be help the speaker or writer. In speaking skill for the example, students need o be able to arrange the sentence correctly, because according to Harmer, "Through organizing the sentence grammatically the listener can easily get the message from the

¹⁹ Aris, zulfa. The implementation of student teams' achievement Division (STAD) method to improve student's speaking skill, (A Classroom Action Research at the Second Grade Students of MANTengaran in the Academic Year of 2014/2015), 14-16.

²⁰ Syakur, Language Testing and Evaluation. (Surakarta: Sebelas Maret University Press), 5.

speaker”.²¹The students’ ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The grammar is either need in oral and written English.

b) Vocabulary

Vocabulary is a list of word with its meanings, especially in a book for learning a foreign language. Vocabulary is one of the most important parts in a language as it is the smallest meaningful part of human communication tool. Webster (1990, as cited by Mishferi 2011:7) explained that vocabulary is a list of words that understood by a particular person in communicating with others, therefore, it is impossible for someone to understand a language and use it in communication without understanding it’s vocabulary.

c) Comprehension

Understanding the language is not enough in learning a language however, comprehending of a language is more important. According to Hornby, “that comprehension is the ability to understand or an exercise that trains the students to understand a language or the act of capacity for understanding”.²²

²¹ JeremyHarmer, the Practice of English Language Teaching: Third Edition Completely Revised and Updated Cambridge, UK: Longman, 2001, 48.

²² Hornby, As. Oxford Advanced Learner’s Dictionary of Current Language. (New York: Oxford University Press, 1995), 83.

d) Pronunciation

Pronunciation is the way how the students produce a clear oral language when they speak. According to Hornby, “define pronunciation as the way in which a language or a particular word or sound is speaking”.²³ Moreover, pronunciation becomes one of the important aspects of the language. Because the good pronunciation will gain the good comprehension. In order to get the good pronunciation, the students need to practice their language with their partner, listen to the native speaker speaking, and open the dictionary to find the right pronunciation or ask to their teacher how the correct pronunciation of a word or a sentence pronounced.

e) Fluency

Some expert defines fluency as the ability to speak fluently and accurately. Fluency is the common goal of students in speaking in any languages. According to Brown who explain that signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “erm”.²⁴ These signs indicate that the speaker does not need to think about the arrangement of the sentence in his/her mind before expressing the message.

²³ Ibid, page 343.

²⁴ Douglas Brown, Language Assessment Principles and Classroom Practices, (Pearson: 2000),

The features of fluency can now be summarized:²⁵

- 1) Pauses may be long but not frequent.
- 2) Pauses are usually filled.
- 3) Pauses occur at meaningful transition points.
- 4) There are long runs of syllables and words between pauses.

4. The Function of Speaking

According to Richards, “distinguishes three functions of speaking as an expanded version of Brown and Yule’s framework (after Jones, 1996, and Burns, 1998): (1) talk as interaction, (2) talk as transaction; (3) talk as performance”.²⁶ These three speech activities have different form, function and teaching approaches.

a. Talk as interaction

Talk as interaction is commonly recognized as conversation. It deals with the functions of interaction within people in a certain society. By means of interaction, people in a society exchange greetings, engage in small talk, tell experiences and so on in order to be friendly and to develop a good relationship with others. The focus of interaction is more on the speakers and the way they introduce themselves to each other.

²⁵ Scott, Thornbury. *How to Teach Speaking*, page 8.

²⁶ Jack. C. Richards. *Teaching Listening and Speaking from Theory to Practice*. 2008. New York: Cambridge University Press. 21-28.

b. Talk as transaction

Talk as transaction is the circumstance where the focus of the communication is no longer about how people interact socially with each other but more on the message delivered. The way the messages are conveyed has to make the other party understand what is being communicated.

c. Talk as performance

Talk as performance which is easily recognized as public talk. Public talk is the talk that transfers the information in front of a group of people such as speeches, lectures, classroom reports and sales presentations. Talk as performance tends to be in the front of monolog rather than dialog, often follow a recognizable format, and is closer written language than conversational language. Similarly, it is often evaluation according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.²⁷

B. The Principles of Teaching Speaking

These principles were originally articulated by Kathleen Bailey in her Introduction to the teaching of speaking. That is:

²⁷ Anne Burns, Teaching Speaking: Annual Review of Applied Linguistics, 1998, 123.

- a) The difference between a second language and a foreign language learning context.
- b) Students practice fluently and accurately.
- c) Students have the opportunity to speak using group work or partner work, and minimize teacher talk.
- d) Tasks involving meaning negotiation.
- e) Class activities involving good guidance and practice in transactional and interactive talk.²⁸

Speaking in the classroom thus has two functions: one is to learn the language; the other is to use it as people do in real life. The two functions often overlap: speaking to learn can lead to speaking to communicate, and this in turn consolidates learning.²⁹

1. Teaching Speaking

Teaching speaking is started at teaching the students how to speak in English as their foreign language, for then ask them to be able to pronounce the new language accurately. It's continued then to guide students to a point where they can begin to judge whether their sound production are correct or not. At this point, teacher is no longer primarily to correct, but he or she is supposed to encourage students to practice speaking the target language. Meanwhile, teacher should be able to encourage students speaking some

²⁸ David, Nunan., Teaching English to speakers of other languages: an introduction, 54-56.

²⁹ Walter Grauberg., The Elements of Foreign Language Teaching, Vol. 7 Rn Languages in Practice. 1997. Great Brittany: WBC Book Manufacturers Ltd. Page: 201-202

sounds, repeating, and imitating him/her. Finally, the students are required to be used practice and do oral language.

In recent years, the teaching of speaking skills has moved away from a focus on accuracy towards a focus on fluency and communicative effectiveness. This has affected the kind of activities used by the teachers in the classroom. These communicative activates promote students' ability to understand and communicate real information. It also provides opportunities for them to engage in interaction that is as close as possible to real life situations.³⁰

2. Technique in Teaching Speaking

Many of classroom speaking activities which are currently used are:

a. Acting from script

This activity encourages students to act out scene from plays or their course books, sometimes filming the result.³¹ Students will often act on dialogues they have written themselves. This frequently involves them in coming out the front of the class.

b. Communication Games

Speaking activities based on games are often a useful way of giving students valuable practice, where younger learners are involved.

³⁰ Sharon, wynne. M.S. NYSTCE English to Speakers of other languages, 57.

³¹ Jeremy Harmer, the Practice of English Language Teaching, (Pearson Education Limited England: 2003, 27.

Game based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback.

c. Discussion

One of the reason that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely expose in discussion situation.

d. Prepared talks

A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Students should speak from notes rather than from a script. Prepared talks represent a defined and useful speaking game, and if properly organized, can be extremely interesting for both speaker and listener.

e. Simulation and role play

Many students derive greet benefit from simulation and role play. Students simulate a real life encounter as if they were doing in the real world. A simulation and role play can be used to encourage general oral fluency to train students for specific situation.

f. Debate

Debate is an activity in which opposite points of view are presented and argued. Debate can present opportunities for students to

engage in using extended shunts of language for a purpose: to convincingly defend one side of an issue.³²

All of speaking activities above encourage students to practice speaking in classroom. Teacher should choose appropriate activities above based on the level of the students. Every teaching and learning process can be enjoyable if teacher gives the appropriate activity based on the student's levels. Beside it, the process of transferring knowledge can be done easily.

3. Guidance for Teachers in Teaching Speaking

Here is some guidance for English language teachers while teaching oral language:

- a. Students have the maximum opportunity to speak the target language by providing a rich environment that contains collaborative work, materials and authentic tasks, and shared knowledge.
- b. Involves every student in every speaking activity; for this purpose practiced different ways of student participation.
- c. Reduces speaking of teachers in the classroom while improving students' speaking time. Step back and observe the students.

³² D.Nunan, 1991/2003. Language Teaching Methodology. Hemel, Hempstead: Prentice Hall. Page 143-145.

- d. Demonstrate positive signs when commenting on student responses.
Asking questions came up like, "What do you mean? How did you reach that conclusion?" to encourage students to talk more.
 - e. Providing a written response such as "Your presentation is very good this is a good job I really appreciate your efforts in preparing your material and your voice usage efficiently."
 - f. It does not correct students' pronunciation errors very often when they speak.
 - g. Correction should not distract the student from his speech.
 - h. Involves speaking not only in the classroom but also outside the classroom; contacting parents and other people who can help.
 - i. Walk around the classroom to make sure that students are on the right track and see if they need your help as they work in groups or couples.
 - j. Give vocabulary previously required by students in speaking activities.
 - k. Diagnose problems encountered by students who have difficulty in expressing themselves in the target language and providing more opportunities to practice spoken language.³³
4. Character Education in Teaching Speaking

Lickona defined character education as the deliberate, proactive effort to develop good character education in students or more simply, to teach

³³ Sasli, Afandi, TheEffectiveness of Numbered Heads Together, page 17.

children get right from wrong.³⁴ It means that character education teach is deliberate process to teach the students become good character and teach the students from wrong to right.

Character education is a national movement creating schools that foster ethical, responsible and caring young people by modeling and teaching good character through emphasizing on universal values that people share. Good character is not formed automatically. It is developed over time through a sustained process of teaching, example, learning and practice. It is developed through character education.

Character values can be taught during the speaking class. Students communicate with others are not merely for the sake of speaking, but also for building a convenient conversation which is ethically appropriate. They should learn pragmatic competence (functional and sociolinguistic) and strategic competence. Students know the difference of Indonesian culture and western culture; how to start the conversation with foreigners and how to interrupt it; how to be a good listener; how to respect someone's opinion and deliver it and so forth. During the cooperative learning, character values can be conducted when students learn how to work with different people; how to delegate duty to friends; how to respect one another and so forth.

³⁴ Jason Alex Ampel, "Character Education:Examining the Perception of Elementary, Middle, and High School Teachers in a Central Florida School District," (Dissertation, University of Central Florida, Florida, 2009), 1.

5. The Roles of the Teacher in Speaking

During speaking activities, teachers need to help student of different roles. They can be prompter, participant, even feedback provider as viewed by Harmer as follow:

a. Prompter

When student sometime get lost in speaking, teacher can leave them to struggle out of situation on their own, and indeed sometimes, this may best option. However, teacher may be able to help the students and the activity to progress by offering discrete suggestions.

b. Participant

Teachers can join in a discussion with the students. As a participant the teacher can prompt secretly, introduce new information, ensure continuing students involvement and maintain creative atmosphere. However the teacher should be very careful not to participate too much or dominate the discussion.

c. Feedback provider

In giving feedback, teachers should be very careful because over-correction may restrain them and take the communicativeness out of the activity.

Conversely, positive and encouraging correction may get students out of difficult misunderstanding and hesitation. Everything depends upon teacher's tact and the appropriateness of the feedback given.³⁵

C. Theory of Everyone is a Teacher Here in Cooperative Learning

Cooperative Learning model everyone is a teacher here indirectly trains students to share information, listen carefully and speak with the full calculation, so that students are more productive in learning.

Cooperative learning that is everyone is a teacher here technique is kind of individual work where students are given different question which is suitable with their ability. And other students can do answer the question

The Everyone is a Teacher Here method is a great way to gain overall classroom participation and individual accountability. And have meaning every student can be a teacher. This method provides an opportunity for students to act as teachers for other students so as to make passive students will play an active role.

The method Everyone is a Teacher Here is expected to have a significant effect on students' activity and achievement because this method has a goal that all students can actively participate to explore the learned knowledge by observing, composing questions, expressing opinions and declaring it in front of

³⁵ Jeremy Harmer, the Practice of English Language Teaching, Forth edition (Harlow; Pearson education limited, 2007), p. 347-348.

the class, opinions, and trained in summarizing the material or issues being discussed. With so students can think critically, rationally, and active in learning so that the purpose of learning can be achieved.³⁶

1. Cooperative Learning

Cooperative learning is learning activity organized so that learning is dependent on the socially structured exchange of information between learners and which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. It define that cooperative learning is the process of learning activity where student work to solve the problems, to motivated each students, and give information between each other.

a. Definition of Cooperative Learning

The Everyone is A Teacher Here method is one of the active learning methods. According to M. Hosnan Active learning is a learning that leads students to experience themselves, practice, activities so that the power of thought, emotional and skills. The position of educator is as a facilitator, mentor, and giver of direction. In the acceptance of the lesson if the student's own activities, the impression will not pass away, but thought and remembered by students rather than passive learning that makes students easy to forget the subject matter.

³⁶ Dinda Septianingrum dan Suripno. *Pendidikan Kewarganegaraan dan Hukum, Fakultas Ilmu Sosial*, Universitas Negeri Yogyakarta. (dindaseptianingrum990@gmail.com diaaksesmaret 2018), 4 - 5

Humans have a degree of potential, historical background, as well as future expectations are different. Because of the differences, humans can educate Cooperative learning is consciously creating successive loving each other interactions so learning resources for students not only teachers and textbooks but also fellow students. Human beings are individual, different from each other. Due to the individual nature of the human being in need of other human beings so as a logical consequence of man must be social creatures, creatures that interact with each other. Because one another require that there must be interaction successive compassion (loves each other or loves each other). Cooperative learning is learning to consciously and deliberately create a loving interaction between fellow students.³⁷

b. Characteristics of Cooperative Learning

Characteristics of cooperative learning cooperative learning have the following characteristics:

- a) Work in groups of students to complete the learning materials.
- b) Establish groups of students who are high, moderate, and low (heterogeneous).

³⁷ Munawaroh. The Comparative Study between the Cooperative Learning Models Of Numbered Heads Together (Nht) And Student Team Achievement Division (Stad) To The Learning Achievement In Social Subject. IOSR Journal of Research & Method in Education (IOSR-JRME). (www.iosrjournals.org, diakses Maret 2018), 15.

- c) Removing group members of different races, cultures, tribes, and genders.
- d) Award more group to oriented than individual cooperative learning languages. Learn social language, meanwhile simultaneously.³⁸

2. Everyone is a Teacher Here

This is an easy method for obtaining class wide participation and individual accountability. This method provides opportunities for individual learners to act as a "teacher" to other learners. With this method, learners who had been involved would not want to participate in active learning will be active.³⁹

According to Suprijono everyone is a Teacher Here method or everyone is a teacher here is a great way to get class participation as a whole or individually. This provides an opportunity for every learner to act as an educator for his friends. This is in line with the opinion expressed by Silberman that Everyone is a Teacher Here is an easy method to gain the participation of the whole class and individual accountability. This method provides an opportunity for each learner to act as a "teacher" for other learners.

Suprijono explains that Everyone is a Teacher Here method is a support and development method of cooperative learning. Where the

³⁸ Abdul Majid, Strategi Pembelajaran, cetakan ketiga, Bandung: PT Remaja Rosdakarya. Page 176.

³⁹ Melvin L Silberman, Active Learning A Handbook Of Techniques, Designs, Case Examples, And Tips. Third Edition (America: Pfeiffer: 2006), 2113

important thing that characterizes in cooperative learning is to prioritize the groups working together. Based on the above understanding, it is said that in a group can consist of only two people, but also can consist of many people. It is also suggested that group members do not have to interact directly ie face to face.

3. The Procedure of “Everyone is a Teacher Here”

- a. Hand out an index card to each student. Ask students to write down a question they have about the learning material being studied in the class (e.g., a reading assignment) or a specific topic they would like discussed in class.

In a class on American short stories, for example, the teacher might set the foundation for class discussion on Shirley Jackson’s story “The lottery” by distributing index cards and asking students to write down a question they have about the story. Here are some of the questions submitted by students and then redistributed to the class for response:

- 1) Whom were the villagers attempting to please by holding the lottery?
- 2) How did the ritual of the lottery start?
- 3) Why did not anyone stop the stoning?
- 4) Why was Mr. Summers in charge of the lottery?

- b. Collect the cards, shuffle them, and distribute one to each student. Ask students to read silently the question or topic on their card and think of a response.

- c. Invite volunteers who are willing to read out loud the card they obtained and give a response.
- d. After a response is given, ask the others in the class to add to what the volunteer has contributed.
- e. Continue as long as there are volunteers.⁴⁰

VARIATIONS:

- a. Hold onto the cards you collect. Create a panel of respondents. Read each and ask for discussion. Rotate the members of the panel frequently.
- b. Ask students to write down on cards an opinion or observation they have about the learning material. Have other students agree or disagree with the opinion or observation.

4. The Basic Principle of “Everyone is a Teacher Here”

There are seven basic principles that must be implemented by a teacher in terms of teaching methods, namely:

- a. Knowing the motivations, needs, and interests of their students.
- b. Knowing the educational goals that have been implemented prior to the implementation of education.
- c. Knowing the stage of maturity, the development, as well as changes in students.
- d. Knowing the individual differences of students.

⁴⁰Siti Zuriyah, *Improving the Students' Speaking Ability by Using “Everyone is a Teacher Here” Method*, (A Classroom Action Research of the Second Grade of MAN Salatiga in the Academic Year of 2011/2012.

- e. Attention to understanding and knowing the relationships, and freedom of thought.
 - f. Making the process of education as an exciting experience for students.
 - g. Enforcing a good example (Uswatun hasanah).
5. Everyone is a teacher here method, the expected results are:
- a. Each student dared to express ideas or opinions or arguments (expressed correctly) through a text that have been made based on the topics are given.
 - b. Being able to express ideas or opinions or arguments through speaking and present it in front of the class.
 - c. Another student dares to express opinions and states error response from another group that refuted and correct it.
 - d. Trained the students in summing up the problem and the results of studies on the problem studied.

D. Previous Study

Before the researcher holds this research, the researcher studied previous research as follows:

1. Arum Cahyani Catur Wijayanti. 2014. Using Everyone is a Teacher Here Technique in Teaching Reading German Language to the Tenth Grade Students of SMA N 1 Sedayu, Bantul in Academic Year 2014/2015. In this research, the researcher formulated some following problems:

- a. Is there a difference in learning achievement of language reading skills German learner class XI SMA N 1 Sedayu, Bantul between yang taught by the method Everyone is a Teacher Here and taught using conventional methods?
- b. What is Everyone is a Teacher Here method in learning skills to read German students XI grade high school N 1 Sedayu, Bantul more effective than conventional methods?

The role of learners during learning using the method Everyone is a Teacher Here that learners act as subject in learning. Learners play an active role in understanding reading, making questions related to reading and then answer the questions gained. Learners also required to be able to think critically understand the reading, make a question and answer questions. They will automatically exchange opinions and discussion both in determining what questions will be submitted as well as to answer questions asked. This is what makes learning to be active and interactive and interesting so that learners do not feel bored in following learning in the classroom.

The learners respond positively during learning using the Everyone is a Teacher Here method. It can be seen of the cooperation of the learners. From here the motivation of the participants learners are becoming increasingly to learn the language of the Gamers especially on reading skills. These factors can be the state of the learner itself, the quality teachers as facilitators and motivators, school environment, family environment, facilities, infrastructure and school facilities

available. It is also a factor the position of the German language in SMA / MA as a local content of a foreign language which are studied in the short term also affect results of data obtained.



CHAPTER III

RESEARCH FINDINGS

This chapter will explain the research findings that have been collected. The research findings focus on two things: 1) the use of everyone is a teacher here, 2) the advantages and disadvantages of everyone is a teacher here in teaching speaking.

A. The Use of Everyone is a Teacher Here (ETH) In Teaching Speaking for the Eighth Grade Students at MTsN Lembeyan Magetan

The result of the observation in 8A class showed that the teacher began the class by greeting the students and asking how they were. The teacher always did these activities before her starting the meeting. Its aims to manage the class and to control the students to be ready for joins the lesson and made them more comfortable. Then she asked how many students were present and who absence was. After that, she reviewed of the topic which is going to discuss by the students.

The teacher reminded the students about the last topic that they learned. She kept explaining it again with a simple example, so the students can be remembered it easily. Then she gave some questions to the students related to the topic, to make the students active and interested to join the class. The teacher tried to make such kind of cross questions before delivering the real material.

After the teacher gave the students short explanation, then the teacher asked them to sit in 5 groups which consisted of 5 students for each group. She chose the member of the group to ensure each of group contain with different level of capability in English. The measurement of choosing the member of group is the result of test in the previous semester.

After all the students are grouped, the teacher asks the students to look for difficulties then make the question about the material to be written on the card. Some students start to get confused in this activity they wonder what is the purpose of the teacher to make a question on the cards but they seem to enjoy the activity. The students start making a fuss in the classroom but the teacher asks them to sufficiently while starting to look for difficulties and discuss about the material in each group.

Teachers give students about 20 minutes to find difficulties and discuss. In this section, teachers run among students to control the classroom and help students if they find problems during discussion.

During grouping of member of the group, the teacher was very responsive to the discipline of the classroom. However, it can be known through the effort of the teacher to master the class. When some students started to be obstreperous, she told them to keep quite during the class activity. It made the division and election activity in an orderly. The discipline was not the only aspect that teacher focused but also timing became a part of the aspect to be noted, she looked at her

watch and counted every second. It makes the activities effective without wasting a lot of time.

After that the students find their difficulties begin to make inquiries about the difficulties in the material and write them down on the cards. In a student make a question. And then the teacher asks the students to collect the question cards of each student then randomly distributed again.

After the discussion, the teacher remains the finished student for discussion. She calls students at random to name a question. All students volunteered to answer. The teacher calls the first student randomly. He/She stands in front of the class and reads the questions and answers them as well as his group helps to answer if it is difficult to answer.

A student read the question "What do you know about notice?" and then gives the answer (her name is Intania): "notice is giving warning to everyone". Then the second student says (her name is Aisyah Lutfi): "notice is instruction" and the last student says (his name is Emil Mustafidul): "notice is a sign in public place giving information or instructions". In this case, teaching is presented in a bilingual system because teachers expect students to learn what the teacher says.

The teacher asks the other students to say their opinion for the opportunity to share group ideas in front of their friends. To get the right answer. In the end, the teacher closes his words by giving students the students involved.

Based on the interview with first informant at eight grade students of MTsN Lembeyan Magetan, she stated that:

It is very interesting, because I can be free to say opinions about the material even though my opinion is altogether okay and for the sake of developing speech in English.⁴¹

From the interview above, the use of everyone is a teacher here in the class is very interesting and also and she feel brave to speak English.

Based on observation result, researcher found that student more active when they learned English by English teacher. And also the researcher found the student felt brave to answer the question.

Based on interview with second informant eight grade students of MTsN Lembeyan Magetan, she stated that:

It is enjoyable, when the teacher give a question and I feel little nervous when I ask to answer.⁴²

From the interview above, the students feel enjoyable and also little nervous when to ask their answer.

Based on observation result, researcher found that student felt enjoy when the teacher use everyone is a teacher here technique in teaching speaking class.

Based on interview with third informant eight grade students of MTsN Lembeyan Magetan, she stated that:

It is interesting and very enjoy because I more understand with the material object given by the teacher, and then I more believe to speak English.⁴³

⁴¹ Appendix 4, The interview with first student.

⁴² Appendix 4, The interview with second student.

From the interview above, the students feel enjoyable, more understand, and also they felt more believe to share their answer.

Based on observation result, researcher found that student more enjoy when the teacher give material about notice and the students more confident to share their answer.

Based on interview with fourth informant eight grade students of MTsN Lembeyan Magetan, she stated that:

I think it is very interesting and I feel embarrassed to answer the question.

But my group always supports me to the best answer and I can understand the material.⁴⁴

From the interview above, everyone is a teacher here technique is very interesting in learning English but sometime she felt embarrassed to answer the question.

Based on observation result, researcher found that student felt embarrassed to answer the question and nervous. They felt doubt about their answer of the group.

Based on interview with fifth informant eight grade students of MTsN Lembeyan Magetan, she stated that:

⁴³ Appendix 4, The interview with third student.

⁴⁴ Appendix 4, The interview with fourth student.

*It is very interesting but I feel nervous to speak English in the class because I afraid to answer the question. But I can understand the material given by the teacher.*⁴⁵

From the interview above, technique of everyone is a teacher here is very interesting in learning English and she felt nervous to answer the question but she can understand the material given by their teacher.

Based on observation result, the researcher found that the student felt nervous to ask the answer question and nervous. But they can more understand the material after the teacher uses everyone is a teacher here technique in teaching English.

Based on interview and observation above, the researcher concluded that the use of everyone is a teacher here technique in teaching speaking is very interesting and enjoyable; they more active and also more understand the material given by their teacher, although they little nervous and embarrassed to answer the question, it can see from the interview above.

B. The advantages and disadvantages of the use of Everyone is a Teacher Here (ETH) in Teaching Speaking for the Eighth Grade Students at MTsN Lembeyan Magetan.

In the teaching learning process the teacher as facilitator, manager and also motivator for the students in the classroom activity. So, she has many roles to

⁴⁵ Appendix 4, The interview with fifth student.

manage her class. Actually there are advantages and disadvantages of everyone are a Teacher Here in teaching speaking skill for 8th grade students of MTsN Lembeyan. Based on the interview with Mrs. Nita Gumarasari, S.Pd. of MTsN Lembeyan Magetan. The result of interview is:

*Everyone is a teacher here has many advantages to be gained. For example, students find it difficult to create a question to solve a problem without embarrassment in speaking. Another benefit of using cooperative learning techniques including everyone is a teacher here is that high-ability students will better understand through teaching their friends. While those who do not understand will feel helped by the explanation of their friends.*⁴⁶

Based on interview with the eighth grade students at MTsN Lembeyan Magetan, they stated that advantages of everyone is a teacher here is it can make the students more study about pronoun words and more active.

From interview above, the use of everyone is a teacher here has advantages likes make opportunity and the students will be more ready to solve the problem. Other advantage using everyone is a teacher here technique is students who have high capability will be more understand and who do not understand yet will find it helpful by their friends' explanations and from interview with student 8A class, this everyone is a teacher here technique can make them more study about pronoun words and more active.

⁴⁶ Appendix 4, The interview with teacher of advantages.

And also the use of everyone is a teacher here has disadvantages, based on interview with Mrs. Nita Gumarasari, S.Pd. of MTsN Lembeyan Magetan. The result of interview is:

The technique everyone is a teacher here has an ineffective disadvantage to use in the classroom with a large number of students, as it will take a long time to share the opportunity. Many groups will make the learning process takes a lot of time and sometimes the students are not controlled. What else English should translate and arrange the vocab.⁴⁷

Based on interview with the eighth grade students at MTsN Lembeyan Magetan, they stated that there are disadvantages of everyone is a teacher here that is the other students who have low capability hanged with the student's high capability.

From interview above, the use of everyone is a teacher here has disadvantages that are: this technique is not effectively used in a classroom with a lot of number of students, lot of time if the material more and the class sometime are not controlled. And from interview with the students, the disadvantages of everyone is a teacher here technique are the other students who have low capability hanged with the student's high capability.

Based on data obtained from a questionnaire distributed to 20 respondents indicated that questionnaire of the use everyone is a teacher here in teaching speaking showed that from 20 students: 17 students choose very agree (85%), 2

⁴⁷ Appendix 4, The interview with teacher of disadvantages.

students agree (10%) and 1 student less agree (0,5%) to the first question. 14 students choose agree (70%), 4 students very agree (20%) and 2 students less agree (10%) to the second question. 16 students choose agree (80%), 2 students very agree (10%) and 2 students less agree (10%) to the third question. 16 students choose agree (80%), 3 students very agree (15%) and 1 student less agree (0,5%) to the four question. 16 students choose agree (80%), 2 students very agree (10%) and 2 students less agree (10%) to the five question. 17 students choose agree (85%), 2 students very agree (10%) and 1 student less agree (0,5%) to the six question. 17 students choose very agree (85%), 2 students agree (10%) and 1 student less agree (0,5%) to the seven question. 15 students choose agree (75%), 3 students very agree (15%) and 2 students less agree (10%) to the eight question. 12 students choose agree (60%), 7 students very agree (35%) and 1 student less agree (0,5%) to the nine question. 14 students choose agree (70%), 5 students very agree (25%) and 1 student less agree (0,5%) to the ten question.

CHAPTER IV

DISCUSSION

In this chapter the researcher discuss the result of the research based on the statements of the problem. The result of the research is taken from the result of the observation, interview, and questionnaire. This chapter discusses about two things: (1) the use of everyone is a teacher here, (2) advantages and disadvantages of everyone is a teacher here in teaching speaking.

A. The Use of Everyone is a Teacher Here in Teaching Speaking for the Eighth Grade Students at MTsN Lembeyan Magetan Academic Year 2017/2018

Based on the observation data there are several steps that should be used by teachers in teaching speaking by using everyone is a teacher here techniques. The teacher starts the lesson by greeting and checking attendance list of students while she is observing the class cleanness, students' uniform, as well as the arrangement of chairs and tables in the classroom. This is a common thing which always done by every teacher in teaching.

Then teachers review the previous material by asking several questions related to the previous material that has been taught. In this case the teacher randomly selects a few students to answer the question from the teacher related with the subject material. That is notice text.

The next step is discussing the material. In this case the teacher explains about the notice text contains with the intent and its purpose. In explaining this

material teacher should focus on the students speaking such as how they interact with teachers using English. Teacher did more interaction with students rather than explaining it to the students in the classroom. The teacher wants to establish a pattern of interaction in the discussion of the material.

After finding that most of students had already understood the material then the teacher steps into the next activity. Teacher divides students into some groups and places students by different abilities of them in one group.

According Aronson has noted that cooperative learning approach encourages listening, engagement and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal and each person depends on all the others.

This activity determines the successful of ETH due to the differences of capability of the students those who has low English ability will be directed by their friends. After grouping, the teacher gives a card to each student in each group that will be used to write questions later in the discussion. After grouping and card giving activities, the teacher asks the students to discuss the material by looking for difficulties and writing them on the cards in the form of questions for the students in the group. This stage is Hand out an index card to each student the first stage in ETH activity.

Then after students find difficulties and write it in the form of questions in the card then the teacher asks the students to collect the card and shuffle it and

share one for each student. Then ask students to read the questions or messages in their cards. This stage is Collect the cards.

Then the teacher asks a student to volunteer who will issue the card they give and give a response. After the answer is given, ask the others in the class to add what the volunteers have given. And then continue as long as there are volunteers to respond to other students to find the right answers if it is still inappropriate the teacher can give a more appropriate answer.

According Harmer teachers can join in a discussion with the students. As a “participant” the teacher can prompt secretly, introduce new information, ensure continuing students involvement and maintain creative atmosphere. However the teacher should be very careful not to participate too much or dominate the discussion.

Furthermore, in this answering question the teacher be feedback, it means that the teacher gives a feedback to the students when the students even wrong their answering.

According Harmer, in giving feedback, teachers should be very careful because over-correction may restrain them and take the communicativeness out of the activity.

Conversely, positive and encouraging correction may get students out of difficult misunderstanding and hesitation. Everything depends upon teacher’s tact and the appropriateness of the feedback given.

The everyone is a teacher here technique that used by English teacher suitable with the theory. According to Suprijono everyone is a Teacher Here method or everyone is a teacher here is a great way to get class participation as a whole or individually. This provides an opportunity for every learner to act as an educator for his friends.

This is in line with the opinion expressed Silberman that Everyone is a Teacher Here is an easy method to gain the participation of the whole class and individual accountability. This method provides an opportunity for each learner to act as a "teacher" for other learners.

B. The Advantages and Disadvantages of the Use of Everyone is a Teacher Here in Teaching Speaking for the Eighth Grade Students at MTsN Lembeyan Magetan in Academic Year 2017/2018

1. The advantages of everyone is a teacher here technique

In this research explain about the advantages of everyone is teacher here technique in teaching speaking for the eighth grade students at MTs N Lembeyan Magetan. The teacher found there are several advantages of everyone is a teacher here technique that everyone is a teacher here has a lot of advantages that can be obtained. For example, everyone is a teacher here make the opportunity be evenly given; students will be more ready to solve the problem without feeling shy in their speaking. Other advantage using cooperative learning technique including everyone is a teacher here is students

who have high capability will be more understand through teaching their friends. While those who do not understand yet will find it helpful by their friends' explanations.

Everyone is a teacher here the learning model motivates students to discuss with group members, and train themselves in the material and perform the task. The students find difficulties about the material and write it down on the cards in the form of questions and then answer by other students with different opinions to solve the problem voluntarily. This means that every student has the same possibility to speak in front of the class. The author hopes that by using the learning model everyone is a teacher here, no students are not involved in bent learning activities or even students who are responsible for certain students.

Through the application of learning everyone is a teacher her model, the teacher will check how far students' understanding toward the material that has been taught is, and whether the discussion is effective.

Everyone is a Teacher Here (ETH) is an easy strategy, in order to achieve overall class participation and responsibility individual. This strategy gives every student the opportunity to act as a "teacher" to other students. With this strategy, students who are as long as it does not want to be involved will participate in the learning actively. This is aligned by Silberman that "some experts believe that a new subject is completely mastered when

learners are able to teach it to others ".⁴⁸It means, everyone is a teacher here technique facilitates the student's to share the idea with their friends to find the correct answer. This technique also can motivate the students to learn and to compete positively with their friends in the other groups. Then, everyone is a teacher here can be implemented in any kind of material and any student's level.

And also according to Djamarah and Zaini also explain the advantages the advantages of everyone is a Teacher Here method, namely: (1) Questions can attract and focus the attention of learners, though when the learner was noisy, the sleepy return fresh and lost sleep. (2) Stimulate learners to train and develop thinking power, including memory power. (3) Develop courage and appear confident in answering and expressing opinions. From the statements above that number head together technique facilitates the students to share the idea with their friends to find the correct answer. This technique also can motivate the students to learn and to compete positively with their friends in the other groups. Then, everyone is a teacher here can be implemented in any kind of material and any student's level.

2. The disadvantages of everyone is teacher here technique

In this research explain about the disadvantages of everyone is teacher here technique in teaching speaking for the eighth grade students at MTsN

⁴⁸ Amral, Usman Mulbar, Ilham Minggu. *The Effectiveness of the Implementation of Cooperative Learning Model of Everyone is A Teacher Here (ETH) Type in Improving Learning Independence and Mathematics Communication Abilities of Class XI Students at SMKT Somba Opu Sungguminasa Gowa District. Prodi Pendidikan Matematika PPs UNM, Makassar, Indonesia, 4*

Lembeyan Magetan. The teacher found there are several disadvantages of everyone is teacher here technique that everyone is teacher here technique has disadvantage that is not effectively used in a classroom with a lot of number of students, because it will take a long time for sharing them the opportunity. A lot of group will make teaching and learning process need a lot of time and sometime the students is not controlled.

And also the disadvantages of everyone is a teacher here technique are the other students who have low capability hanged with the student's high capability.

According to Djamarah and Zaini explain the disadvantages of the method everyone is a teacher here, namely: (1) Questions asked students do not fit the learning objectives. (2) It takes a long time to spend all the questions for the class big. (3) Students are afraid when they cannot answer questions.⁴⁹

In conclusion, using everyone is a teacher here technique the teacher should be able to regulate the learning process as possible. The teacher should be able to create the conditions for effective learning so the disadvantages can be minimized.

⁴⁹ Arum Cahyani Catur Wijayanti. *Keefektifan Metode Everyone is a Teacher Here Dalam Pembelajaran Keterampilan Membaca Bahasa Jerman Peserta Didik Kelas XI SMA N 1 Sedayu, Bantul*, 2014, 38-39

CHAPTER V

CONCLUSION

After the researcher discusses the research result, the last step in this research is conclusion, the conclusion contents is making conclusion and giving suggestion that related to the conclusion.

A. Conclusion

After describing and analyzing the data based on the observation and interview about the use of Everyone is a Teacher Here technique in teaching speaking for 8A grade students at MTsN Lembeyan the writer draws the conclusion as follows:

1. The process of Everyone is a Teacher Here technique to teach speaking skill for 8th grade students at MTsN Lembeyan is successful to make students more active. It can be seen from the process learning English where the students were active in joining the teaching learning process until the end of the meeting. And the use of Everyone is a Teacher Here technique in teaching speaking for 8A grade students at MTsN Lembeyan, the teacher has four steps in teaching. English, that is: asking the question, thinking together and answering.
2. The advantages of Everyone is a Teacher Here technique are can increase students sense of responsibility in express their ideas or students spirit, the students will be more ready to solve the problem without feeling shy in their

speaking, can develop the students ability to express their ideas, can increase students motivation, and made students more active. And the disadvantages of Everyone is a Teacher Here technique are need a lot of time, the other students that have low capability hanged with the student's high capability and sometimes classroom activity is not control.

B. Suggestion

After having concluded the result of the research, the writer would like to propose some suggestion that hopefully will be useful for students, other English teacher and the other researcher.

1. For Students

Mastering the art of talk is very important recently. The students should motivated themselves to read a lot of books more often and do more practice, the students should have willing to show their own idea, the student should be brave to take a risk, the student should believe with their own ability, the student should have self-confidence to share or show their idea.

2. For Teacher

The process of everyone is a teacher here technique in teaching English should be conducted by the teacher in creative, various and interesting practice. So the students will feel enjoy to join the teaching learning process. The teacher should give a motivation or stimulus to the students to be active in the class, the teacher had to understand well the characteristic of each

student in the class, and the teacher had to control all of the students in the class.

The teacher should choose the appropriate teaching and learning materials based on the students' proficiency in the classroom. Similarly, teacher is expected to explain the topic clearly to the students then ask them whether they understand or not about the topic. When they get problems in discussing and responding the topic, teacher can be a facilitator to explain or show them another answer which is easily to be understood.

3. For Other Researcher

This research paper was not perfect yet. There are many weaknesses dealing with the theories technique and method because of the limits of the skill of the writer. The writer also understood that this research paper only gave a little contribution for the English learning, especially in study about teaching speaking skill using everyone is teacher here technique. However, the writer hopes the result of the study can be used as an additional references or further research with different discussion.

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