Improving Senior High School Students' Ability in Speaking Using "Everyone is A Teacher Here Strategy"

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ARTICLE INFO

Article history:

Received Sep 28, 2018

Revised Jan 02, 2018

Accepted Jan 02, 2019

Keywords:

EFL,
Everyone is a teacher here
strategy,
Speaking

Conflict of Interest:

None

Funding:

None

ABSTRACT

This research was Classroom Action Research, aimed to improve the students' ability in speaking by using everyone is a teacher here strategy. The sample of this study was XI-IPA, which consisted of 14 students of SMA Free Methodist Medan. This research was done in two cycles. Each cycle was consisted of four steps, namely, planning, action, observing, and reflecting. The data of this study were obtained by using a test, interview sheet and observation sheet. Based on the analysis, it was found that there was an improvement on the students' ability in speaking from each cycle. It was showed from the mean of pre-test, which was 57,5. In the first cycle, there was an improvement of the result of the students' mean, which was 68,4 and for the second cycle there was an increasing of the students' mean which was 79,1. Moreover, in pre-test session there was 21% (3 students) who got point of ≥ 70 . In post-test for cycle I, there was 50% (7 students) who got point of ≥ 70 . In post-test for cycle II, there was 78% (11 students) who got point of ≥ 70 . So, the total percentage of the students' increasing from the pre-test to the post-test cycle II was 49%. And it indicates that the using everyone is a teacher here strategy can improve the students' ability in speaking.

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1. INTRODUCTION

Speaking is one of the important skills in language. According to Kayi Speaking is establishing and maintaining meaning with verbal and non-verbal symbols in a variety of context. It is also the most important part of second language learning and teaching. From that statement, the writer defines that speaking is one of the English skills that should be mastered by any foreign language learners, so that they can express everything they know, they see, they hear and they read to the people by oral production. In this field, the students should be able to save the natural of language so that the aim of communication will be achieved.

To be able in applying communicative English effectively in their real life is related to the teachers, students, and teaching-learning of English. English learning on Senior High School demand to the students to have the competence in speaking, but sometimes the students are doubt and shy to say anything when they want to express their ideas, opinions, and feelings in front of the class. To avoid that problem, the teachers should have the effective speaking strategies for the pupils so that

they will have the capability in oral communicative. Therefore, there is the correlation between a good speaking of the learners and a good strategy that the teacher used in instructional.

According to business consultant Ken Lizotte, “when your colleagues, prospects, and customers view you as one very smart guy or gal to know, then you’re a thought leader.” Even if you are not in an official leadership position, effective public speaking can help you become a “thought leader.” Then, Joel Kurtzman as the editor of *Strategy & Business*, coined this term to call attention to individuals who contribute new ideas to the world of business. And Hackman and Johnson assert that effective public speaking skills are a necessity for all leaders.

From the explanation above, the writer concludes that speaking skill is important for all people because by developing speaking skill, the people can develop a leadership in their individual. It relates to the teaching-learning process, the teacher should be success to teach speaking skill to their students, automatically the teachers also success to develop a leadership in their selves.

There are many kinds of strategy that can be used by the teacher in teaching-learning process such as jigsaw, index card match, role-play, everyone is a teacher here, etc. strategy. However, to teach speaking is not easy. Some English teachers still use traditional or conventional strategies in teaching which causes the students bored because the strategy is monotonous, and the students will be passive learners. Therefore, the teachers should use the appropriate strategy to teach English, especially speaking skill.

According to the researcher that *Everyone is a Teacher Here* can be used as an alternative strategy to teach Speaking skill. *Everyone is a Teacher Here* is one of the teaching strategies which give the challenge for the students, because each of them gives a chance to the students to be a teacher for their friends. Another reasons, *everyone is a teacher here strategy* force the students to show their ability in speaking and also help them to build up the confidence directly.

Based on the preliminary survey in SMA Free Methodist 2 Medan was found that most of the students still have the low ability at speaking. Therefore, they were passive in the class. When the researcher gave them questions in English, they always answered by Indonesian language. That’s why I want to conduct a study on the title “*Improving Students’ Ability in Speaking Using Everyone is a Teacher Here Strategy at SMA Free Methodist Medan*”.

2. LITERATURE REVIEW

2.1 *Everyone is a Teacher Here Strategy*

A teacher is someone who has the knowledge. It is the important part in the educational field. A teaching learning process happens because there is the knowledge that will be delivered by someone, it is the teacher. James M. Cooper said “A teacher is person charged with the responsibility of helping others to learn and to behave in new different ways”. It means, to be a teacher someone should have a good character such as responsibility, kindness, and sincerity in helping the people to get the knowledge.

Everyone could be a teacher, because to be a teacher should not be an adult person. The important thing is that the educators should know how to make the students understand every material which is delivered. To make it real, they should design and plan the ways to do a teaching learning process. A teacher who has a good way to teach the students is a professional teacher.

According to G. Morine-Dersheimer “A professional teacher is a person who possesses some specialized knowledge and skills, can weigh alternatives and select from among of potentially productive actions one that is particularly appropriate in given situation.” It means a teacher will be called a professional teacher if they have the knowledge, special skill to be a teacher and a leadership in their personality so that they can handle the class.

In teaching-learning activity, everyone is a teacher here means every student is a teacher for all their friends in the class. When they are asked to be a teacher it means that the real teacher believed that they had the capability to deliver the knowledge that they had. This strategy forces the students to show their oral production skill by presenting of something.

The main advantage of presentation is that they allow the students to prepare and practice in advance so that they can polish both content and language (e.g. vocabulary, pronunciation, intonation) before having to speak in English in front of the class. From that statement the writer

conclude that *Everyone is a Teacher Here* is the strategy that uses presentation to show the capability of students in speaking skill.

The strategy of “Everyone is a Teacher Here” is a suitable way to get the participation of the class fully and individually. This strategy gives the chance to every student to have a role as a teacher for his or her friends. By applying this strategy, the students who did not want to involve in the class, will participate in the learning actively.

Based on explanation above, the writer concludes “*Everyone is a Teacher Here*” is a good strategy to improve the student’s confidence so that in learning activity they will be more active. This is an easy strategy for obtaining class wide participant and individual accountability. It gives every student the opportunity to act as a “teacher” for other students. The procedures of applying the strategy are the first, hand out an index card to each student. Ask students to write down a question that they have about the learning material being studied in the class in the specific topic that they would like discussed in the class. The second, 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. The third, invite volunteers who are willing to read out loud the card they obtained and give a response. The fourth, after a response is give, ask the others in the class to add what the volunteer has contributed. The fifth, Continue as long as their volunteers.

The advantages of Everyone is a Teacher Here Strategy are to develop the students’ confidence in expressing their ideas, to achieve the goal of teaching learning activity in every subject, to improve the students’ ability in speaking skill, to improve the students’ capability in teaching skill and to force the students to be able to handle the situation of the class. In disadvantages, Everyone is a Teacher Here Strategy needs a long time to finish all of the questions and this strategy needs an explanation from the teacher in order to the question which relates to the topic.

2.2 Ability in Speaking

Every student has a different ability in learning process. The ability of the pupils in mastering the material can be seen from the result of learning itself. When the teacher delivers the knowledge, each student will get it by different way because their power to receive the material is different each other.

The ability has many synonyms, they are capacity, talent, skill, competence, and intelligence. R. Kurzweil said that intelligence is the ability to use optimally limited resources including time to achieve goals. It means, the intelligence is something, which is used to get everything that we want so that we can show to the people that we have a power in achieving something.

International Webster’s Quick Reference Dictionary Notebook defines ability as 1) power; 2) faculty; 3) competence; 4) endowed with skill. According to Widgor and Garner ability is systematic observation of performance on a task. The term of ability in education is the power of the students to understand every material that given by the teacher in the classroom so that the students can show and express their ideas by performing something in doing a task.

From the definitions above, the writer concludes that the ability is a skill, competence, and also a power, which means a thing that enable someone to do something. It is needed for the student that is used to achieve the goals of teaching learning process. Every student has the competence or skill, but they have a different ability each other.

Speaking is the verbal use of language to communicate with others. To communicate to the people, we should have a basic or skill. The ability to communicate and the steady development of speech are so natural that most people find it unremarkable. Speech is a focus for their stud and attention.

The Oxford Learner’s Pocket Dictionary defines speak as 1) talk to about; 2) be able to use a language; 3) to make a speech to an audience; and 4) say or state. Chamney and Burk, defines speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It means, speaking is a way to communicate to share everything by using symbol that is verbal and nonverbal so that there is a clear meaning that can take of the listener.

Based on the definition above, the writer concludes that speaking is one of type skill that is needs a verbal and non-verbal symbol in making the communication each other. In using the oral communication, the people should be aware that there are the important parts in these field, they are a speaker and a listener. It means, the people who will be a speaker should be sure that they listeners understand what they mean so that there will not be misunderstanding in delivering of meaning.

3. METHOD

This research was conducted at SMA Free Methodist 2 Medan, which is located at Jl. Sekolah No 33 Cinta Damai. The subject of this research was at the second grade of SMA Free Methodist 2 Medan. The class was at XI Science Program. All the students from XI-Science were taken as the subject. In collecting data, the researcher used Interview, observation and documentation. This research was conducted by Classroom Action Research in two cycles.

3.1 Cycle I

First cycle was conducted based on the problems that are found in the orientation test. In the orientation test, it was noted that the students have the difficulties to speak English fluently.

Planning

From the interview and the students' score in the orientation test, the students' problem in speaking was recognized and the solution was decided by planning. The following procedures are preparing lesson plan, preparing describing materials, preparing the media, preparing note to observe the students' behavior during the teaching learning process, and preparing the test for evaluation.

Action

The activities are the students was gave the card, each card has been written a question by the students that was about a topic which was explained by the teacher, the cards was collected to the teachers than take it again by each different student, the students gave their opinion based on the question which wrote on the card, and the other students were given the opportunity to add the explanation.

Observation

The observation of the action was the teacher and the students at SMA Free Methodist Medan. The researcher observed the students about their problem in speaking during the teaching learning process, and about what strategy that used the teacher during the teaching learning process.

Reflection

In this case, the cycle was reflected on everything that the researcher was done. If the result of cycle it has not reached the goal determined yet, so the cycle II was done to get the satisfied result.

3.2 Cycle II

Based on the reflection from the first cycle, the researcher did the second cycle.

Planning

Having the data of cycle I, and found the problems, the researcher must do cycle II:

- ✓ Changing the topic, it was more interesting topic
- ✓ Giving some motivation to the students, so that they were motivated to improve their speaking.

Action

In cycle II, the researcher kept applying the action as cycle I, but with some improvement as written in planning above.

Observation

The researcher was done the same as cycle I.

Reflection

In reflection of cycle II, the result was reached. It means the students' achievement in speaking was improved, the cycle was stopped.

Based on explanation about speaking assessment above, the researcher decided to use holistic scoring to assessing speaking. There are four categories to assessing speaking that is used by the researcher: They are Grammar and Vocabulary, Discourse Management, Pronunciation, and Fluency. The category is 5 = Excellent, 4 = good, 3 = moderate, 2 = less, and 1 = poor

The researcher used the holistic scoring to know whether the score of the students is fail or not:

$$\frac{(r + t)/2}{20} \times 100$$

Where: r : score from the researcher
t : score from the teacher
20 : maximum score

To know the mean of the students' score, the researcher applied the following formula:

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

Where: X: The mean of the students
 $\sum x$: The total score
N : The number of students

The range of mean are:

0-20 : very poor level 60-80 : good level
20-40 : poor level 80-100 : very good level
40-60 : fair level

The formula was used by the researcher to know the percentage of students for each cycle:

$$P = \frac{R}{T} \times 100\%$$

Where: P : the percentage score of students
R : the score that students got
T : the total score

4. RESULTS AND DISCUSSION

4.1 Results

The research was conducted only in one class which consisted of 14 students. The results were quantitative and qualitative.

Table I: The Percentage of Students' Ability in Speaking

Meeting		Students got ≥ 70	Percentage
Pre-Test	I	3	22%
Cycle I	II and III	7	50%
Cycle II	IV and V	11	78%

In the Pre-Test, there were 3 students who got scores ≥ 70 . But the percentage of the students' ability in speaking kept increasing when the strategy was used. At the end of the first cycle, there was 50% of students got point ≥ 70 . Whereas at the end of cycle II, there were 78% of students got scores ≥ 70 . The range of the first meeting (22%) and the last meeting (78%) were 57%. It can be concluded that in teaching speaking by using everyone is a teacher here strategy was effectively and also efficiently gave the effect to improve their ability.

Table II: The Percentage of The Students' Ability in Speaking by Using Everyone is a Teacher Here Strategy in Post-Test of The First Cycle and Post-Test of Second Cycle.

MEETING			THE STUDENTS WHO GOT ≥ 70	PERCENTAGE
Cycle I	1	Post-Test	7	50 %
Cycle	2	Post-Test	11	78 %

From the data, it can be indicated that using Everyone is a Teacher Here Strategy in teaching speaking skill was giving good effect. The researcher concluded that using this strategy could help the teacher to improve the students' ability in speaking. Based on the students' score and the students' response while learning teaching process, the researcher concluded that the effect of using everyone is a teacher here strategy can improve the students' ability in speaking.

4.2 Discussion

Everyone is a Teacher Here is a strategy that is used to give the effect to improve the students' ability in speaking. This strategy is suitable to use in teaching speaking skill because this is giving many chance to the students to explore their ideas directly. It is also can help the students to be more confidence while speaking in front of the class.

From the data and data analysis, it showed that the increasing of the students score was better and satisfied. Additionally, the teaching and learning process in the second cycle was more interesting and active. Most of the students have showed their ability in speaking, the students were not shy anymore while ask to speak in front of the class and share their ideas to others fluently. Based on the explanation above, it indicated that using everyone is a teacher here as strategy can help the teacher to give the effect to improve the students' ability in speaking. There was significant effect of using everyone is a teacher here strategy in improving students' ability in speaking.

5. CONCLUSION AND SUGGESTION

5.1 Conclusion

After analyzing the data, the researcher concluded that everyone is a teacher here strategy could improve the students' ability in speaking significantly at second grade of SMA Free Methodist 2 Medan, as seen in the following points:

1. After using everyone is a teacher here strategy, the students' ability in speaking was good than before. It could be seen from the students' score and the students' response during the learning process. The students showed their progress in each cycle. They were more confident to speak in front of the class.
2. There was the significant effect to improve the students' ability in speaking by using everyone is a teacher here strategy. It can be seen from the mean of the students' scores in the three tests: pre-test (57.5), post test I (68.4), and post test II (79.1).

5.2 Suggestion

The result of this research shows that using of every one is a teacher here strategy increases the students' ability in speaking significantly. The following suggestions are offered:

1. For the teacher: The teacher can use this strategy to solve the students' problem in learning speaking by using everyone is a teacher here strategy. It is better to do a teaching learning process because this strategy gives a chance for all the students to deliver their knowledge.
2. For the next researcher: The researcher gives the suggestion to the next researcher to choose the similar strategy with other respondents to improve this research by doing the further examination on the students' ability in speaking by using everyone is a teacher here as strategy.

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