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THE USE OF EVERYONE IS A TEACHER HERE TO INCREASE SPEAKING ABILITY OF ELEVENTH GRADE STUDENTS AT SMK NEGERI 1 PASARWAJO

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Abstract

Problem statement in this research was whether the use of everyone is a teacher here increase students speaking ability on eleventh grade students at SMK Negeri 1 Pasarwajo. Objective in this research was to found out the significant increasing of students speaking ability by using everyone is a teacher here compared using conventional method in class XI students.This research used quasy experimental research with quantitative approach. Population in this research were all eleventh grade students of SMK Negeri Satu Pasarwajo with total population were 64 students. This research used random sampling technique. Data collection in this research was carried out using research instrumen of test. The test was collect administering pre-test, treatment, and post-test. Pre-test and post-test was given to know the students speaking ability before get treatment and after get treatmen. The data obtained in this research were analyzed by descriptive statistic and inferential statistic. Based on the finding of the research, the research obtained the mean value of pretest in Experimental class was 46.66 and the mean value of post test in Experimental class was 63.57, the mean value of pretest in Control class was 45.57 and the mean value of post test in Control class was 45.85. The significant value was 0.000, tcount was greater than t-table (8.336 > 2.021). Based on the result, the researcher conclude that there is an improve in students' speaking ability using the everyone is a teacher here method.

Abstrak

Rumusan masalah dalam penelitian ini adalah apakah penggunaan metode setiap orang adalah guru meningkatkan kemampuan speaking siswa di kelas sebelas SMK

Negeri 1 Pasarwajo. Tujuan dalam penelitian ini adalah untuk menemukan peningkatan yang signifikan pada kemampuan berbicara siswa menggunakan metode setiap orang adalah guru di bandingkan menggunakan metode yang biasa di kelas sebelas SMK Negeri 1 Pasarwajo. Penelitian ini menggunakan kuasi eksperimental dengan pendekatan kuantitatif. Populasi dalam penelitian ini adalah semua murid kelas sebelas SMK Negeri 1 Pasarwajo dengan total populasi 64 siswa. Penelitian ini menggunakan tekhnik sampel acak. Pengumpulan data dalam penelitian ini dilakukan dengan menggunakan instrumen penelitian berupa tes. Data di kumpulkan melalui pre-test, treatment, dan post-test. Pre-test dan post-test di berikan untuk mengetahui dan mengukur kemampuan siswa sebelum dan sesudah mendapatkan perlakuan. Data yang diperoleh dalam penelitian ini dianalisis dengan statistik deskriptif dan statistik inferensial. Berdasaarkan hasil penelitian peneliti memperoleh nilai mean pada pretest di kelas eksperimental adalah 46,66 dan nilai mean pada posttest di kelas eksperimental adalah 63,57. Nilai mean pada pretest di kelas kontrol adalah 45,57 dan nilai mean pada posttest di kelas kontrol adalah 45,85.nilai signifikan adalah 0.000 ,tcount lebih besar dari t-table (8.336>2.021) Berdasarkan hasil tersebut dapat disimpulkan bahwa ada peningkatankemampuan berbicara siswa menggunakan metode setiap orang adalah guru di sini.

INTRODUCTION

Since birth humans have had the ability in languange, one of which is speaking. Generally, speaking is the ability of words in order to convey or express intentions, ideas,thoughts, and feelings which are compiled and developed according to the needs of the listener so that what is said can be carried out by the listener. Utami in Hariyadi and Zamzami [1] said that speaking is essentially a communication process, because in it a message occurs from one source to another. From the understanding that has been mentioned, it can be concluded that speaking is a process of expressing, and conveying ideas, thoughts, ideas, or the contents of the heart to others by using spoken language that can be understood by others. Based on Competence Based Curriculum, speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes. Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Harmer [2] writes that when teaching speaking or producing skill, we can apply three major stages, those are: Introducing new language, Practice, and Communicative activity.

Many students think that speaking is the most difficult skill. It was because they have some problems when they are speaking. In fact many students are still unable to practice speaking in English. They are afraid to speak when things go wrong, for example when the pronunciation of a word is not clear. There was many students' unmotivated with speaking, they were thinking it's too difficult in pronouncing the words , many students who were less interested in learning English, the learners feel English is a boring lesson. When the teacher explained about the material, many students are busy with themselves by playing with their friends. So if the teacher asked them about the material, they were confused to answer it. Therefore the researcher chose Everyone is Teacher here as a method to solve the problem.

One of teaching method believed as the interesting method is Everyone is Teacher Here. It was a learning method used by educators with the intention of asking learners to all play a role as a resource to all his friends in class learning Sudjana [3]. The advantages of the Everyone is Teacher Here method is giving every learner the opportunity to act as a teacher in the classroom, familiarizing the learners to be active individually, cultivating confidence and couraging to ask questions, and the right way to got class participation. Through the method everyone is a teacher here, learners more responsible to understand each material submitted, because each learner was required

able to asked and explained each material submitted. When a student answers and explains a question in front of the class, the other students can give or add responses to their friend's explanations, so that an active learning environment be created.

The researcher interest in discussing becauses the after the researcher conduct field research training activities at the high school level the researcher found the fact that many high school students who cannot speak English even though they are students who have been sitting in class XI and XII they are still lacking in English speaking, even they feel unfamiliar with simple sentences that we usually use. Another fact that the researcher found is that they can write most of them using Google but after being asked to speak many of them can not speak. there are those who have sufficient ability for speaking but they don't dare because they are afraid of being wrong and ashamed. therefore the researcher taked this technique because according to my observations this technique provides the opportunity and necessity for each individual student to speak so that there is encouragement for them to try to learn speaking and fight fear and shame.

1.1 Speaking

Speaking is a language ability that humans have since birth and it is a ability of a person to say words to express and convey ideas and feelings verbally to others, and also ability humans being that produce through body language, symbols, or directly in order give an information and get a message, which is delivered by the other person until became a communication between one and other. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information Brown [4]. Its form and meaning are dependent on the context in which itoccurs, including the participants themselves, their collective experiencses, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted Burns & Joyce [5]. For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, andin what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language Burns & Joyce [5]. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Thus, it was concluded that speaking was a human ability that produce through body language, symbols, directly and an interactive process of constructing meaning that involves producing also processing information. the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, andin what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language Burns & Joyce [5]. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Thus, it was concluded that speaking was a human ability that produce through body language, symbols, directly and an interactive process of constructing meaning that involves producing also processing information.

1.2 Characteristic of speaking

To attract the attention when someone talking, we must be able to compose the sentence properly and correctly, so the conversation not be boring, we must be able to master some characters of speech skills to ensure what we say to the listener that the conversation has a purpose, information and benefits.

Sauvignon in Huang [6] quoted Platt and Weber's statement that speaking as one of the communication competences has several essential characteristics:

a. Knowledge of the rules of speaking, know how to begin and end conversation, know what topics can be talked about indifferent

types of speaking events, know which address forms should be used with situation.

b. Know how to use and response to different types of speech such as thanks, request, apologize, invitation, and command between the speaker and listener.
c. Know how to use language appropriately from the characteristic of the communication competence. It means that speaking is not only a matter of how to produce words but also to produce those words appropriately in a good arrangement in order to prevent misunderstanding between the speaker and the listener.
d. Knowledge of grammar and vocabulary of language. The ability of expressing an opinion is successfully achieved by the students when they have these competences. They know how to use the expressions in certain situations, they know how to response and prevent the miscommunication and of course they know how to arrange the words appropriately and use good vocabulary.

1.3 Everyone is a teacher here methode

The learning method, Everyone Is A Teacher Here is one of the methods in active learning model (Active Learning). Everyone Is A Teacher Here learning method is a learning method used by educators with the intention of asking learners to all play a role as a resource to all his friends in class learning. Sudjana [3].

According to Suprijono [7], "Everyone is Teacher Here Method is as a appropriate way to get class participation in overall or induvidual. This method gives opportunity or chance to every students to take action or participate as a teacher for all of his/her friends"Advantages and Disadvantages of each learning method has its own shortcomings and strengths, as well as the methods that the researcher wants to apply, namely the method of Everyone is Teacher Here the advantages of the Everyone Is A Teacher Here Method according to Rahayu [8], are as follows: (1) this to improving the learning process of students, (2) it was adapted to the learning objectives of various subjects, (3) increasing the ability of students to express opinions, (4) improving the ability of students to analyze problems, (5)improving the ability of students to write their opinions, and (6) increasing students' skills in making conclusions.

According to Widiyanti in Elvionita [9], disadvantages of Everyone is Teacher Here Method are as follows: (1) requires an explanation of the material at the beginning by the teacher so that the questions made by students do not deviate from the learning objectives, and (2) it takes a long time to spend all the questions for the big class.

Based on statement above, it was concluded that Everyone is Teacher Here Method is a method with all of students to act as a teacher in order situation in the classroom active and all students have a chance to take action.

According to Hisham in Elvionita [9] , the steps of applying the method every one is a teacher here, are as follows: (a) provide reading materials and ask the learner to read the material, (b) distribute a piece of paper to all students, (c) ask the learner to make inquiries of the material and write in paper, (d) have the learners collect the written questions, (e) shuffle the question paper, then reload it to all learners, (f) ask students to read silently while thinking of the answer to the question, (g) call each learner to read each question and answer, (h) ask other students to respond.

RESEARCH METODOLOGY

Type of the Research

The research will use a quasy-experimental research with a quantitative approach using the Pretest-Posttest. The quasy experimental are divide into two group, one class an experimental groups and control groups. The first stage will conduct a pretest on the experimental class group and the control class group. After the pretest will carry out, then the experimental class will get treatment, namely everyone is a teacher here method. The control class will not get treatment like the experimental class. After it will get treatment in the experimental class, then a posttest will carry out. This research have two variables; those are independent variable (X) and dependent variable (Y). The independent variable in this research is everyone is a teacher here method and the dependent variable is to increasing speaking ability

Time and Place of the Research

The place of the research is at grade XI students of SMKN 1 Pasarwajo and the time of this research is plan on May 2021.

Population and Sample of the Research

The population in this research is all of eleventh grade students of SMK Negeri 1 Pasarwajo in school year of 2020/2021. Based on the data obtained from the school, the total population is 64 students which consist of 3 classes.In taking of sample, this research will use a cluster random sampling to the two classes of eleven grade students at SMK Negeri 1 Pasarwajo. Total of this sample will taken is twenty one students and twentyone for each class as the sample. The total number of students as the sample is 42 students.

Instrument and Technique of Data Collection

Instrument of Data Collection

The instruments in this research used speaking test. Speaking test used to find out the increasing of the student's speaking ability after given pre-test and post-test. There are three criterias of speaking that is use to score student's speaking ability . There are accuracy, fluency, and comprehensibility.

Technique of Data Collection

To collect the data, the researcher is collect administering pre-test, treatment, and post-test. To know more the details of the test accomplished, as follows:

a. Pre-Test

The pretest is aimed to know the students' speaking ability before the treatment carried out. Pretest is conduct to figure out the initial differences between the groups of students who have similar level of speaking competence. It has been given to both of the groups: control and experimental.

b. Treatment

The experimental stage is the stage of giving treatment or treatment to students. Provision of treatment in question is the use of the method Everyone is A Teacher to the experimental class, while the control class is taught using conventional methods.

c. Post-Test

At this stage students were given a final test or post-test in the control class and the experimental class. This post-test is a test given to find out the level of learning achievement of English speaking ability of students taught using the method of everyone is a teacher and taught using conventional methods.

Technique of Data Analysis

The technique of data analysis applied in this research was a descriptive statistic and inferential statistic.

Descriptive Statistic

The descriptive statistic is consist of a descriptive statictic for test (pretest and posttest). A descriptive statistic for test is the statistic use to describe the information obtained through score of mean score, modus, median and standard deviation of the students result. To know whether are the effect of using describing picture toward students' speaking skill by using SPSS program 21.0 version.

Inferential Statistic

In this test, the researcher used SPSS to find out the students' mean score speaking skill and test hypothesis by pretest and posttest. The criteria of testing hypothesis can be illustration as follows:

If $t_{test} \geq t_{table}$ the hypothesis is accept, it means that there is significant difference of the students' speaking achievement by the first semester of SMK Negeri 1 Pasarwajo.

If $t_{test} \leq t_{table}$ the hypothesis is rejected, it means that there is not a significant different of the students' speaking achievement by the first semester of SMK Negeri 1 Pasarwajo.

Calculating the mean score of the student speaking skill (accuracy, fluency, comprehensibility and content). In calculating them, the researcher used

software IBM SPSS program version 21.0 for windows

RESEARCH FINDING AND DISCUSSION

Descriptive Statistic

a. Students' Speaking Ability in Experimental Class and Control Class

The data of the students' speaking ability in Experimental Class and Control class are gotten from pre test and post test of XI Akuntasi as the Experimental class and XI Perikanan as the Control class.

1) Result of Pre Test in Experimental Class and Control Class

The results of the pretest in the Experimental Class and Control class are explained in accordance with the three aspects accuracy, fluency, and comprehensibility.

a) Accuracy

The results of the descriptive analysis of the Experimental Class and Control Class pretest can be seen in the following table:

Table 1. Pretest Result on Accuracy Aspect in Both Classes

NO.	Statistics	Eksperimental Class	Control Class
1.	Mean	2.80	2.80
2.	Median	3.00	3.00
3.	Mode	3.00	3.00
4.	Std. Deviation	.749	.813
5.	Variance	.562	.662
6.	Range	2.00	3.00
7.	Minimum	2.00	2.00
8.	Maximum	4.00	5.00

Based on the table, it shows that the mean score in Experimental Class is 2.80 and the mean score in Control Class is 2.80, the median in Experimental Class is 3.00 and the median in Control Class is 3.00, the mode in Experimental Class is 3.00 and the mode in Control Class is 3.00, the standard of deviation in Experimental Class is .749 and in Control Class is .813, the variance in Experimental Class is .562 and in Control Class is .662, the minimum score in Experimental Class IS 2.00 and Control Class IS 2.00 and the maximum score in Experimental Class is 4.00 and Control Class is 5.00. After getting the mean score, to know the score is categorized as what can be seen from frequency distribution in table 7.

Table 2 explains table frequency distribution. Table frequency distribution is a type of table statistic in which is presented the frequency of the number data, where the numbers are grouped. One of the frequency distribution table is in table 2 below:

Table 2. Frequency Distribution on **Accuracy Aspect in Both Classes**

Classification	Score	Experimental Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
Excellent	86–100	0	0%	0	0%
Very Good	71–85	0	0%	1	4.76%
Good	56–70	2	9.52%	2	9.52%
Average	41–55	9	42.86%	10	47.61%
Poor	26–40	8	38.10%	8	38.10%
Very Poor	< 25	0	0%	0	0%

Based on the table above, it is found that in pre test in Experimental Class is 0 student or 0% in Excellent and Control Class is 0 students or 0% in Excellent, Experimental Class is 0 student or 0% in Very Good and Control Class is 1 students or 4.76% in Very Good, Experimental Class is 2 student or 9.52% in Good and Control Class is 2 students or 9.52% in Good , Experiemntal Class is 9 student or 42.86% in Average and Control Class is 10 students or 47.616% in Average, Experimental Class is 8 student or 38.10% in Poor and Control Class is 8 students or 38.10% in Poor and Experimental Class 0 student or 0% in Very Poor and Control Class is 0 students or 0%

in Very Poor. Based on the score of mean, it show that the classification of students speaking skill in Experimental Class is average and Control Class is average

b) Fluency

The results of the descriptive analysis of the Experimental Classs and Control Class pretest can be seen in the following table:

Table 3. Pretest Result on Fluency Aspect in Both Classes

NO.	Statistics	Eksperimental Class	Control Class
1.	Mean	2.80	2.57
2.	Median	3.00	3.00
3.	Mode	3.00	3.00
4.	Std. Deviation	.749	.507
5.	Variance	.562	.257
6.	Range	2.00	1.00
7.	Minimum	2.00	2.00
8.	Maximum	4.00	3.00

Based on the table, it shows that the mean score in Experimental Class is 2.80 and the mean score in Control Class is 2.57, the median in Experimental Class is 3.00 and the median in Control Class is 3.00, the mode in Experimental Class is 3.00 and the mode in Control Class is 3.00, the standard of deviation in Experimental Class is .749 and in Control Class is .507, the variance in Experimental Class is .562 and in Control Class is .257, the minimum score in Experimental Class IS 2.00 and Control Class IS 2.00 and the maximum score in Experimental Class is 4.00 and Control Class is 3.00. After getting the mean score, to know the score is categorized as what can be seen from frequency distribution in table 9.

Table 4 explains table frequency distribution. Table frequency distribution is a type of table statistic in which is presented the frequency of the number data, where the numbers are grouped. One of the frequency distribution table is in table 4 below:

Table 4. Frequency Distribution on Fluency Aspect in Both Classes

Classification	Score	Experimental Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
Excellent	86–100	0	0%	0	0%
Very Good	71–85	0	0%	0	0%
Good	56–70	4	19.04%	0	0%
Average	41–55	9	42.86%	12	57.14%
Poor	26–40	8	38.10%	9	42.86%
Very Poor	< 25	0	0%	0	0%

Based on the table above, it is found that in pre test in Experimental Class is 0 student or 0% in Excellent and Control Class is 0 students or 0% in Excellent, Experimental Class is 0 student or 0% in Very Good and Control Class is 0 students or 0% in Very Good, Experimental Class is 4 student or 19.04% in Good and Control Class is 0 students or 0% in Good , Experiemntal Class is 9 student or 42.86% in Average and Control Class is 12 students or 57.14% in Average, Experimental Class is 8 student or 38.10% in Poor and Control Class is 9 students or 42.86% in Poor and Experimental Class 0 student or 0% in Very Poor and Control Class is 0 students or 0% in Very Poor. Based on the score of mean, it show that the classification of students speaking skill in Experimental Class is average and Control Class is average.

c) Comprehensibility

The results of the descriptive analysis of the Experimental Class and Control Class pretest can be seen in the following table:

Table 5. Pretest Result on Comprehensibility Aspect in Both Classes

NO.	Statistics	Eksperimental Class	Control Class
1.	Mean	2.80	2.85
2.	Median	3.00	3.00
3.	Mode	3.00	2.00
4.	Std. Deviation	.601	.792
5.	Variance	.362	.629
6.	Range	2.00	2.00
7.	Minimum	2.00	2.00
8.	Maximum	4.00	4.00

Based on the table, it shows that the mean score in Experimental Class is 2.80 and the mean score in Control Class is 2.85, the median in Experimental Class is 3.00 and the median in Control Class is 3.00, the mode in Experimental Class is 3.00 and the mode in Control Class is 2.00, the standard of deviation in Experimental Class is .601 and in Control Class is .792, the variance in Experimental Class is .362 and in Control Class is .629, the minimum score in Experimental Class IS 2.00 and Control Class IS 2.00 and the maximum score in Experimental Class is 4.00 and Control Class is 4.00. After getting the mean score, to know the score is categorized as what can be seen from frequency distribution in table 11.

Table 6 explains table frequency distribution. Table frequency distribution is a type of table statistic in which is presented the frequency of the number data, where the numbers are grouped. One of the frequency distribution table is in table 6 below:

Table 6. Frequency Distribution on Comprehensibility Aspect in Both Classes

Classification	Score	Experimental Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
Excellent	86–100	0	0%	0	0%
Very Good	71–85	0	0%	0	0%
Good	56–70	2	9.52%	5	23.80%
Average	41–55	13	61.90%	8	38.10%
Poor	26–40	6	28.57%	8	38.10%
Very Poor	< 25	0	0%	0	0%

Based on the table above, it is found that in pre test in Experimental Class is 0 student or 0% in Excellent and Control Class is 0 students or 0% in Excellent, Experimental Class is 0 student or 0% in Very Good and Control Class is 0 students or 0% in Very Good, Experimental Class is 2 student or 9.52% in Good and Control Class is 5 students or 23.80% in Good , Experiemntal Class is 13 student or 61.90% in Average and Control Class is 8 students or 38.10% in Average, Experimental Class is 6 student or 28.57% in Poor and Control Class is 8 students or 38.10% in Poor and Experimental Class 0 student or 0% in Very Poor and Control Class is 0 students or 0% in Very Poor. Based on the score of mean, it show that the classification of students speaking skill in Experimental Class is average and Control Class is average.

Table 7. Postest Result on General Aspect in Both Classes

NO.	Statistics	Eksperimental Class	Control Class
1.	Mean	46.66	45.57
2.	Median	44.00	44.00
3.	Mode	39.00	30.00
4.	Std. Deviation	7.45	6.12
5.	Variance	55.53	37.55
6.	Range	22.00	16.00
7.	Minimum	39.00	39.00
8.	Maximum	61.00	55.00

Based on the table, it shows that the mean score in Experimental Class is 46.66 and the mean score in Control Class is 45.57, the median in Experimental Class is 44.00 and the median in Control Class is 44.00, the mode in Experimental Class is 39.00 and the mode in Control Class is 30.00, the standard of deviation in Experimental Class is 7.45 and in Control Class is 6.12, the variance in Experimental Class is 55.53 and in Control Class is 37.55, the minimum score in Experimental Class IS 39.00 and Control Class IS 39.00 and the maximum score in Experimental Class is 61.00 and Control Class is 55.00. After getting the mean score, to know the score is categorized as what can be seen from frequency distribution in table 8.

Table 8 explains table frequency distribution. Table frequency distribution is a type of table statistic in which is presented the frequency of the number data, where the numbers are grouped. One of the frequency distribution table is in table 8 below.

Table 8. Frequency Distribution on General Aspect in Both Classes

Classification	Score	Experimental Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
Excellent	86–100	0	0%	0	0%
Very Good	71–85	0	0%	0	0%
Good	56–70	2	9.52%	0	0%
Average	41–55	12	57.14%	14	66.66%
Poor	26–40	7	33.33%	7	38.10%
Very Poor	< 25	0	0%	0	0%

Based on the table above, it is found that in pre test in Experimental Class is 0 student or 0% in Excellent and Control Class is 0 students or 0% in Excellent, Experimental Class is 0 student or 0% in Very Good and Control Class is 0 students or 0% in Very Good, Experimental Class is 2 student or 9.52% in Good and Control Class is 0 students or 0% in Good , Experiemntal Class is 12 student or 57.14% in Average and Control Class is 14 students or 66.66% in Average, Experimental Class is 7 student or 33.33% in Poor and Control Class is 7 students or 33.33% in Poor and Experimental Class 0 student or 0% in Very Poor and Control Class is 0 students or 0% in Very Poor. Based on the score of mean, it show that the classification of students speaking skill in Experimental Class is average and Control Class is average.

2) Result of Post Test in Control Class and Control Class

The results of the posttest in the Experimental Class and Control class are explained in accordance with the three

aspects Accuracy, Fluency, and Comprehensibility.

a) Accuracy

The results of the descriptive analysis of the Experimental Class and Control Class posttest can be seen in the following table:

Table 9. Posttest Result on Accuracy Aspect in Both Classes

NO.	Statistics	Eksperimental Class	Control Class
1.	Mean	2.90	2.57
2.	Median	4.00	3.00
3.	Mode	3.00	3.00
4.	Std. Deviation	.830	.507
5.	Variance	.690	.257
6.	Range	2.00	1.00
7.	Minimum	3.00	2.00
8.	Maximum	5.00	3.00

Based on the table, it shows that the mean score in Experimental Class is 2.90 and the mean score in Control Class is 2.57, the median in Experimental Class is 4.00 and the median in Control Class is 3.00, the mode in Experimental Class is 3.00 and the mode in Control Class is 3.00, the standard of deviation in Experimental Class is .830 and in Control Class is .507, the variance in Experimental Class is .690 and in Control Class is .257, the minimum score in Experimental Class IS 3.00 and Control Class IS 2.00 and the maximum score in Experimental Class is 5.00 and Control Class is 3.00. After getting the mean score, to know the score is categorized as what can be seen from frequency distribution in table 10.

Table 10 explains table frequency distribution. Table frequency distribution is a type of table statistic in which is presented the frequency of the number data, where the numbers are grouped. One of the frequency distribution table is in table 10 below.

Table 10. Frequency Distribution on Accuracy Aspect in Both Classes

Classification	Score	Experimental Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
Excellent	86–100	0	0%	0	0%
Very Good	71–85	6	28.57%	0	0%
Good	56–70	7	33.33 %	0	0%
Average	41–55	8	38.09%	12	57.14%
Poor	26–40	0	0%	9	42.85%
Very Poor	< 25	0	0%	0	0%

Based on the table above, it is found that in pre test in Experimental Class is 0 student or 0% in Excellent and Control Class is 0 students or 0% in Excellent, Experimental Class is 6 student or 28.57% in Very Good and Control Class is 0 students or 0% in Very Good, Experimental Class is 7 student or 33.33% in Good and Control Class is 0 students or 0% in Good , Experiemntal Class is 8 student or 38.09% in Average and Control Class is 12 students or 57.14% in Average, Experimental Class is 0 student or 0% in Poor and Control Class is 9 students or 42.85% in Poor and Experimental Class 0 student or 0% in Very Poor and Control Class is 0 students or 0% in Very Poor. Based on the score of mean, it show that the classification of students speaking skill in Experimental Class is average and Control Class is average.

b) Fluency

The results of the descriptive analysis of the Experimnetal Class and Control Class posttest can be seen in the following table:

Table 11. Posttest Result on Fluency Aspect in Both Classes

NO.	Statistics	Eksperimental Class	Control Class
1.	Mean	3.71	2.85
2.	Median	4.00	3.00
3.	Mode	4.00	2.00
4.	Std. Deviation	.643	.792
5.	Variance	.414	.629
6.	Range	2.00	2.00
7.	Minimum	3.00	2.00
8.	Maximum	5.00	4.00

Based on the table, it shows that the mean score in Experimental Class is 3.71 and the mean score in Control Class is 2.85, the median in Experimental Class is 4.00 and the median in Control Class is 3.00, the mode in Experimental Class is 4.00 and the mode in Control Class is 2.00, the standard of deviation in Experimental Class is .643 and in Control Class is .792, the variance in Experimental Class is .414 and in Control Class is .629, the minimum score in Experimental Class IS 3.00 and Control Class IS 2.00 and the maximum score in Experimental Class is 5.00 and Control Class is 4.00. After getting the mean score, to know the score is categorized as what can be seen from frequency distribution in table 12.

Table 12 explains table frequency distribution. Table frequency distribution is a type of table statistic in which is presented the frequency of the number data, where the numbers are grouped. One of the frequency distribution table is in table 12 below:

Table 12. Frequency Distribution on Fluency Aspect in Both Classes

Classification	Score	Experimental Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
Excellent	86–100	0	0%	0	0%
Very Good	71–85	2	9.52%	0	0%
Good	56–70	11	52.38 %	0	23.80%
Average	41–55	8	38.09%	8	38.09%
Poor	26–40	0	0%	8	38.09%
Very Poor	< 25	0	0%	0	0%

Based on the table above, it is found that in pre test in Experimental Class is 0 student or 0% in Excellent and Control Class is 0 students or 0% in Excellent, Experimental Class is 2 student or 9.52% in Very Good and Control Class is 0 students or 0% in Very Good, Experimental Class is 11 student or 52.38% in Good and Control Class is 5 students or 23.80% in Good, Experimental Class is 8 student or 38.09% in Average and Control Class is 8 students or 38.09% in Average, Experimental Class is 0 student or 0% in Poor and Control Class is 8 students or 38.09% in Poor and Experimental Class 0 student or 0% in Very Poor and Control Class is 0 students or 0% in Very Poor. Based on the score of mean, it show that the classification of students speaking skill in Experimental Class is good and Control Class is average.

c) Comprehensibility

The results of the descriptive analysis of the Experimental Class and Control Class posttest can be seen in the following table:

Table 13. Posttest Result on Comprehensibility Aspect in Both Classes

NO.	Statistics	Eksperimental Class	Control Class
1.	Mean	3.85	2.85
2.	Median	4.00	3.00
3.	Mode	4.00	3.00
4.	Std. Deviation	.654	.853
5.	Variance	.429	.729
6.	Range	2.00	3.00
7.	Minimum	3.00	2.00
8.	Maximum	5.00	5.00

Based on the table, it shows that the mean score in Experimental Class is 3.85 and the mean score in Control Class is 2.85, the median in Experimental Class is 4.00 and the median in Control Class is 3.00, the mode in Experimental Class is 4.00 and the mode in Control Class is 3.00, the standard of deviation in Experimental Class is .654 and in Control Class is .853, the variance in Experimental Class is .429 and in Control Class is .729, the minimum score in Experimental Class IS 3.00 and Control Class IS 2.00 and the maximum score in Experimental Class is 5.00 and Control Class is 5.00. After getting the mean score, to know the score is categorized as what can be seen from frequency distribution in table 14.

Table 14 explains table frequency distribution. Table frequency distribution is a type of table statistic in which is presented the frequency of the number data, where the numbers are grouped. One of the frequency distribution table is in table 14 below.

Table 14. Frequency Distribution on Comprehensibility Aspect in Both Classes

Classification	Score	Experimental Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
Excellent	86–100	0	0%	0	0%
Very Good	71–85	3	14.28%	1	4.76%
Good	56–70	12	57.14%	3	14.28%
Average	41–55	6	28.57%	9	42.85%
Poor	26–40	0	0%	8	38.09%
Very Poor	< 25	0	0%	0	0%

Based on the table above, it is found that in pre test in Experimental Class is 0 student or 0% in Excellent and Control Class is 0 students or 0% in Excellent, Experimental Class is 3 student or 14.28% in Very Good and Control Class is 1 students or 4.76% in Very Good, Experimental Class is 12 student or 57.14% in Good and Control Class is 3 students or 14.28% in Good , Experimental Class is 6 student or 28.57% in Average and Control Class is 9 students or 42.85% in Average, Experimental Class is 0 student or 0% in Poor and Control Class is 8 students or 38.09% in Poor and Experimental Class 0 student or 0% in Very Poor and Control Class is 0 students or 0% in Very Poor. Based on the score of mean, it show that the classification of students speaking skill in Experimental Class is good and Control Class is average.

Table 15. Posttest Result on General Aspect in Both Classes

NO.	Statistics	Eksperimental Class	Control Class
1.	Mean	63.57	45.85
2.	Median	61.00	44.00
3.	Mode	55.00	39.00
4.	Std. Deviation	7.58	6.19
5.	Variance	57.55	38.32
6.	Range	23.00	16.00
7.	Minimum	55.00	39.00
8.	Maximum	78.00	55.00

Based on the table, it shows that the mean score in Experimental Class is 63.57 and the mean score in Control Class is 45.85, the median in Experimental Class is 61.00 and the median in Control Class is 44.00, the mode in Experimental Class is 55.00 and the mode in Control Class is 39.00, the standard of deviation in Experimental Class is 7.58 and in Control Class is 6.19, the variance in Experimental Class is 57.55 and in Control Class is 38.32, the minimum score in Experimental Class IS 55.00 and Control Class IS 39.00 and the maximum score in Experimental Class is 78.00 and Control Class is 55.00. After getting the mean score, to know the score is categorized as what can be seen from frequency distribution in table 16.

Table 16 explains table frequency distribution. Table frequency distribution is a type of table statistic in which is presented the frequency of the number data, where the numbers are grouped. One of the frequency distribution table is in table 16 below:

Table 16. Frequency Distribution on General Aspect in Both Classes

Classification	Score	Experimental Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
Excellent	86–100	0	0%	0	0%
Very Good	71–85	6	28.57%	0	0%
Good	56–70	8	38.09%	0	0%
Average	41–55	7	33.33%	14	66.66%
Poor	26–40	0	0%	7	38.10%
Very Poor	< 25	0	0%	0	0%

Based on the table above, it is found that in pre test in Experimental Class is 0 student or 0% in Excellent and Control Class is 0 students or 0% in Excellent, Experimental Class is 6 student or 28.57% in Very Good and Control Class is 0 students or 0% in Very Good, Experimental Class is 8 student or 38.09% in Good and Control Class is 0 students or 0% in Good , Experiemntal Class is 7 student or 33.33% in Average and Control Class is 14 students or 66.66% in Average, Experimental Class is 0 student or 0% in Poor and Control Class is 7 students or 33.33% in Poor and Experimental Class 0 student or 0% in Very Poor and Control Class is 0 students or 0% in Very Poor. Based on the score of mean, it show that the classification of students speaking skill in Experimental Class is good and Control Class is average.

1. Inferential Statistics

In counting inferential statistic, the researcher was using Independent Sample T-test for hypothesis testing. The test was used to see if there was any significant in improving writing narative paragraph ability on students who are taught by

Everyone is a teacher here method and who are taught by Conventional method. The significance value (α) = 0.05. The result of Independent Sample T-test is presented as follow:

Table 17. The result of independent sample T-test

	Lavene's Test for Equality of Variances		T-test for Equality of Means				
	F	Sig	T	Df	Sig. (2-tailed	Mean difference	Std. error difference
Equal variances assumed	1.831	.184	8.290	40	.000	17.71429	2.13682
Equal variances not assumed			8.290	38.454	.000	17.71429	2.13682

Based on the table above, it can be obtained the number of sig. (2-tailed) was 0.000 which it was between 0.05, means that the value is significant. Beside that, the number of t-count was 8.290 and the degree of freedom was 40. If the value compared to the result of t-table, then the result was t-count > t-table (8.290 > 2.021), so Ha is accepted and Ho is rejected. It means that there is significant difference on students' speaking ability between using the use of everyone is a teacher here method at SMK Negeri 1 Pasarwajo. This is supported by the mean value difference of the Experimental class and the Control class after giving treatment. The mean of Experimental class was 63.57, which is greater that the mean of Control class was 45.85.

3.2 Discussion

This research is a study using quasi-experimental method using two classes and the class was divided into experimental classes and control classes, where samples were taken from class XI Accounting and offices with a total of 21 students. Researchers gave pre test to both classes to see their initial results and gave post test to see their final results.

After analyzing the test results, the researchers found that student scores improved significantly on post tests in experimental classes using the Everyone Is A Teacher Here method. This can be proven by the mean score of students in the experimental class is 46.66 while in the control class is 45.57, and in the post test in experimental class the mean student's score is 63.57 while in the control class is 45.85. Based on the above grades, it appears that students' speaking ability is significant improved by using everyone is a teacher here method. From this explanation, the researchers decided that Everyone Is A Teacher Here method is believed to improve students' speech performance.

This is reinforced by the results of research from Elvionita (2018) it was concluded that speaking of students' ability was improvement by applying everyone is teacher here method. And this result is supported by Silberman (2009) that Everyone Is A Teacher Here method is an easy learning method to obtain large class participation and individual responsibilities. In this study, everyone is a teacher here strategy will help students acquire knowledge, skills and can improve students' speaking ability.

CONCLUSION

This research is a study using quasi-experimental method using two classes and the class was divided into experimental classes and control classes, where samples were taken from class XI Accounting and Offices with a total of 21 students.

Researchers gave pre test to both classes to see their initial results and gave post test to see their final results.

After analyzing the test results, the researchers found that student scores improved significantly on post tests in experimental classes using the Everyone Is A Teacher Here method. This can be proven by the mean score of students in the experimental class is 46.66 while in the control class is 45.57, and in the post test in experimental class the mean student's score is 63.57 while in the control class is 45.85.

Based on the above grades, it appears that students' speaking ability is significant improved by using everyone is a teacher here method. From this explanation, the researchers decided that Everyone Is A Teacher Here method is believed to improve students' speech performance. This is reinforced by the results of research from Lisa Elvionita [9] it was concluded that speaking of students' ability was improvement by applying everyone is teacher here method. And this result is supported by Mel Silberman [10] that Everyone Is A Teacher Here method is an easy learning method to obtain large class participation and individual responsibilities. In this study, everyone is a teacher here strategy will help students acquire knowledge, skills and can improve students' speaking ability.

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