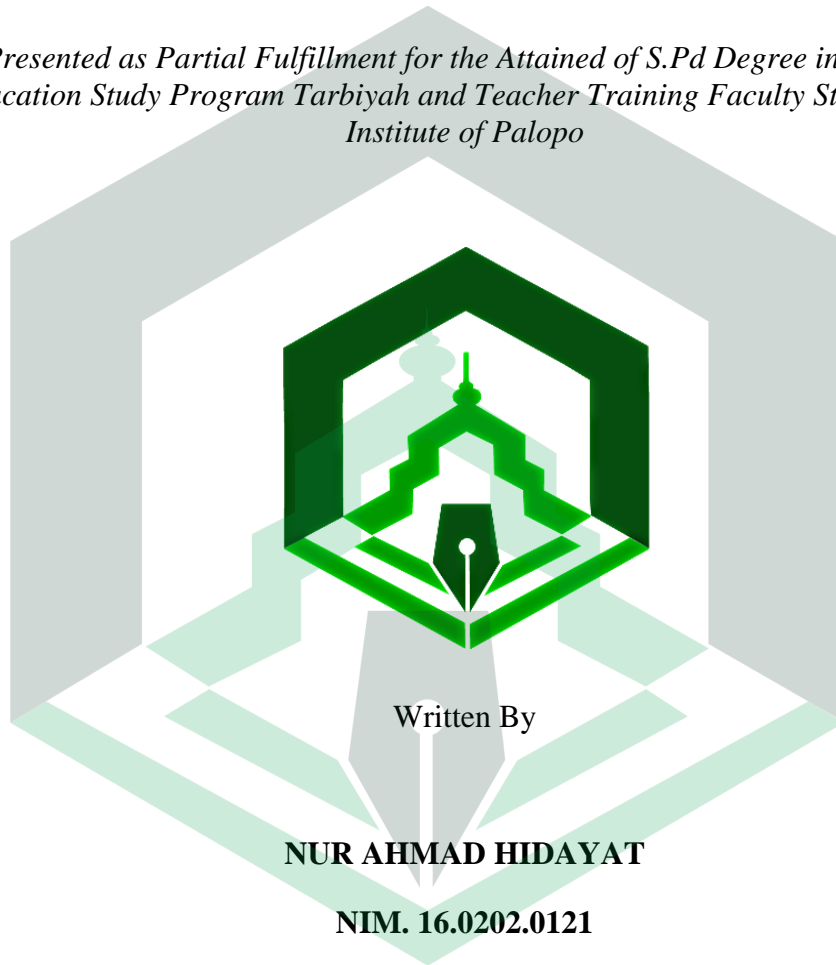


**USING *EVERYONE IS A TEACHER HERE* STRATEGY TO INCREASE THE  
SPEAKING SKILL OF TEENAGERS AT BATU WALENRANG, PALOPO**

*A Thesis*

*Presented as Partial Fulfillment for the Attained of S.Pd Degree in English  
Education Study Program Tarbiyah and Teacher Training Faculty State Islamic  
Institute of Palopo*



Written By

**NUR AHMAD HIDAYAT**

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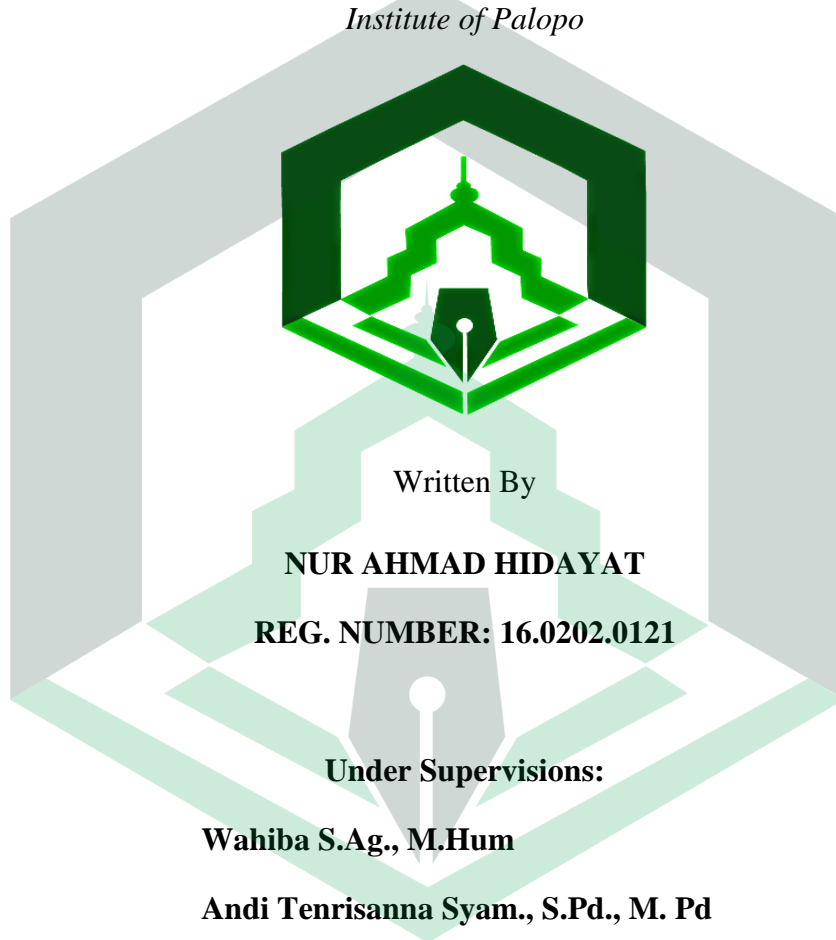
**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2021**

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**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2021**

## THESIS APPROVAL

This thesis entitled “Using *Everyone Is A Teacher Here* Strategy To Increase The Speaking Skill Of Teenagers At Batu Walenrang, District Of Palopo” Which is Written by Nur Ahmad Hidayat, Reg. Number. 16.0202.0121, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on Friday, 23<sup>rd</sup> of October 2020 M, coincided with 6<sup>th</sup> Rabi’ul Awwa 1442 H, it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

Friday, 4<sup>th</sup> of February 2021  
22<sup>nd</sup> Jumadil Akhir 1442 H

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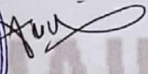
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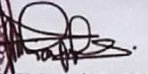
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Assalamu'Alaikum Wr.Wb

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Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr.Wb.

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Lampiran : -

Kepada Yth

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

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Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya.

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Researcher



  
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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا  
مُحَمَّدٍ وَعَلَى آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ، أَمَّا بَعْدُ

The author prays to Allah SWT for all graces and gifts so he can complete the thesis entitled **“Using Everyone Is A Teacher Here Strategy to Increase the Speaking Skill of Teenagers at Batu Walenrang, Palopo”** to be submitted as one of the requirements to achieve a Bachelor's degree of Education at the State Islamic Institute Palopo.

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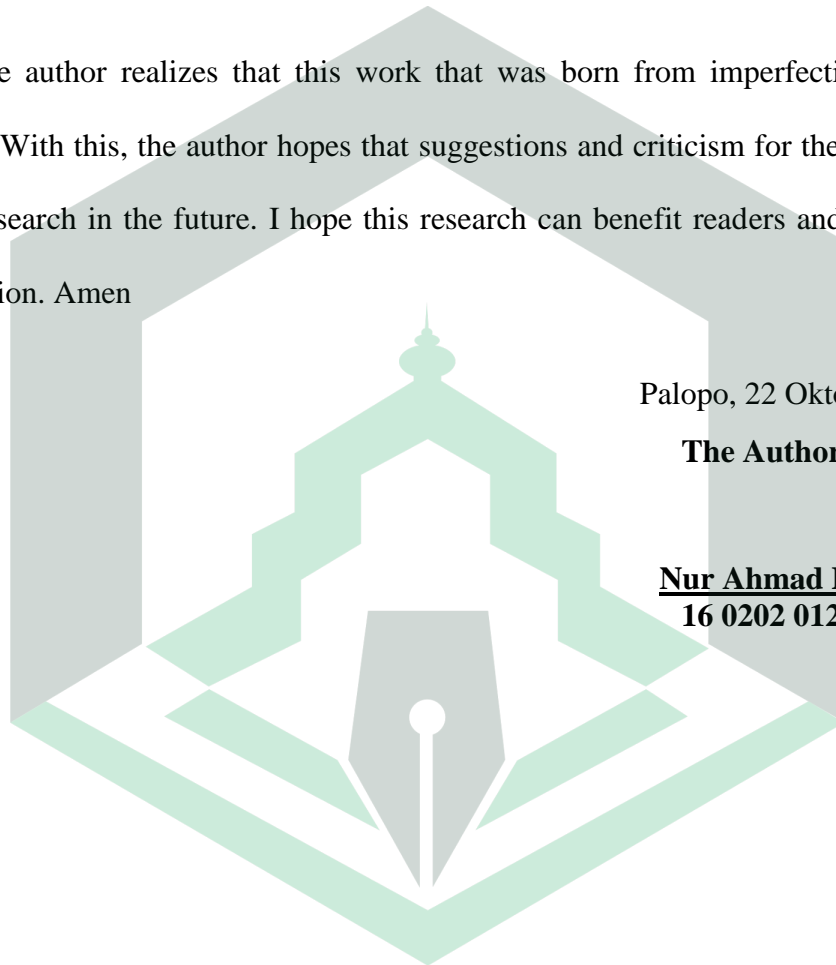
The author realizes that this work that was born from imperfection has many flaws. With this, the author hopes that suggestions and criticism for the perfection of this research in the future. I hope this research can benefit readers and the world of education. Amen

Palopo, 22 Oktober 2020

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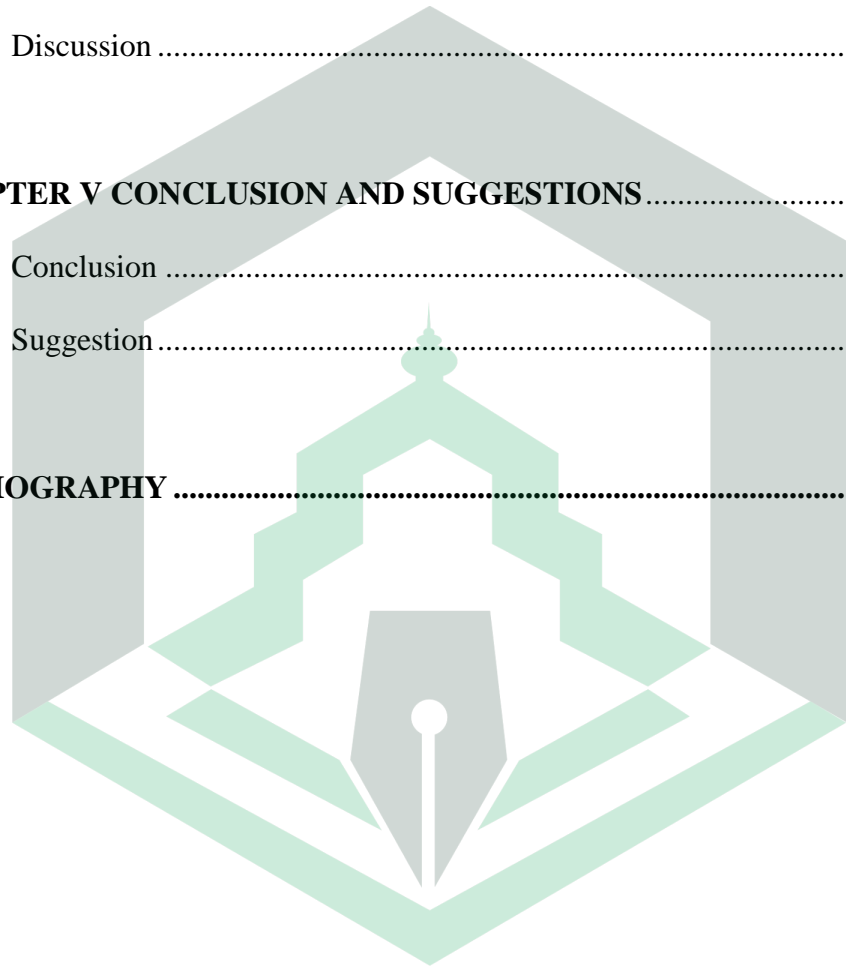


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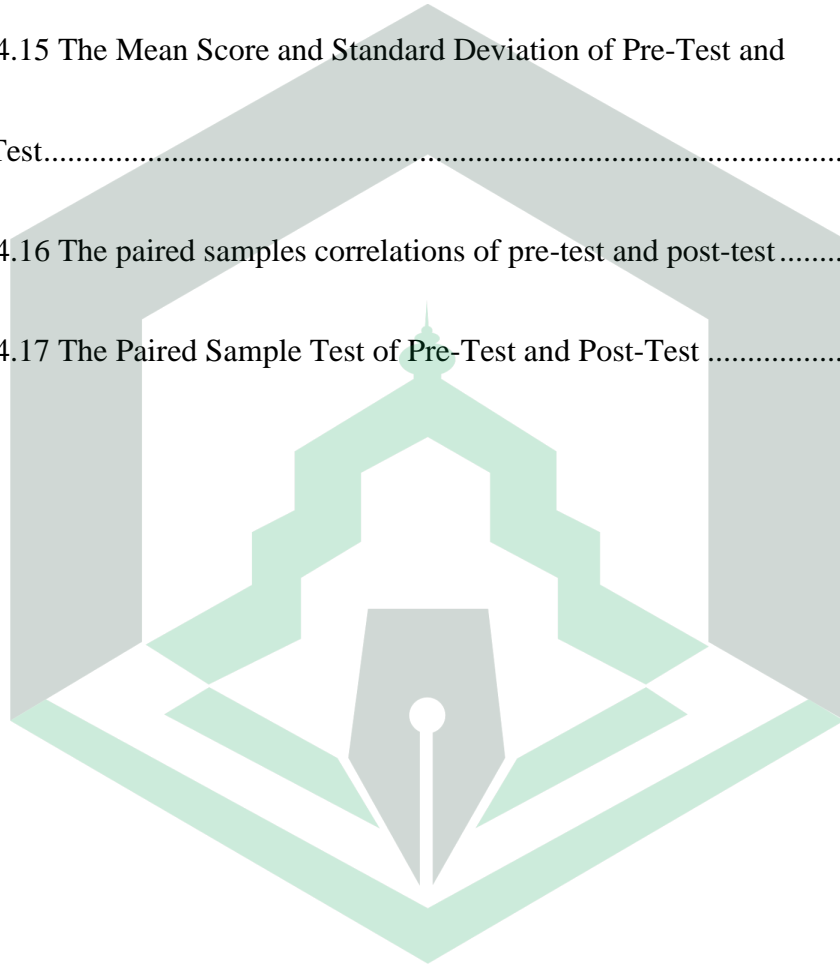
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## ABSTRACT

**Nur Ahmad Hidayat, 2020.** *“Using Everyone Is A Teacher Here Strategy to Increase the Speaking Skill of Teenagers at BatuWalenrang, Palopo”*. Thesis English Study Program Educational Department in the State Islamic Studies Palopo as Supervised by Wahibah and Andi Tenrisanna Syam.

This thesis examines whether using everyone is a teacher here strategy can increase teenagers' speaking ability

The research question of this thesis is “Does the use of everyone is a teacher here strategy increase speaking skill of the teenagers at Batu, Palopo?” The objective of the research is to find out whether or not the use of everyone is a teacher here strategy increase speaking skill of the teenagers at Batu, Palopo. This research used pre-Experimental method the author uses three aspects of research assessment, namely, fluency accuracy and comprehensibility with pretest and posttest design. The author took the sample by using purposive sampling technique. The population of this research was 16 years old teenagers at Batu, Palopo and the author chose 8 teenagers to become the sample. The data collected through the speaking test to find out the teenagers' speaking ability. The data calculated by the author by using SPSS. The author found that Everyone is a teacher here increases the teenagers' speaking ability. The data showed that the t-test (6.201) was higher than t. table (2.365). It shows that everyone is a teacher here strategy is effective to increase teenagers' achievement in speaking skill. Then, the author expected that this research will bring benefit for the teachers, the teenagers, and the further researcher.

**Keywords:** Teaching Speaking, Everyone is a Teacher Here Strategy, Descriptive Text

# CHAPTER I

## INTRODUCTION

### A. Background

Speaking is an important skill in the language learning process. Teens communicate through verbal expressions to get a lot of information effectively and efficiently. The teacher must be aware of the speaking ability of adolescents because it has a significant effect on the success of other teenagers in language learning. Foreign language ability is the language skill that is most highly valued. Many teenagers consider speaking skills as a measure of language acquisition. According to Richard (2008), in English teaching, as one of the productive skills, speaking activity should centralize on how to assist learners to practice and to speak in English.<sup>1</sup>

Based on the author' interview with teenagers at Batu Palopo about teaching English speaking, there are some problems faced by the teenagers. Teenagers are difficult in speaking English well because the teenagers rarely use English speaking in English class, the teenagers are afraid of making mistakes. The same finding is shared by other research conducted by Ballard (1996, in Yan-hua, 2007) who found that teenagers are unsuccessful in participating the English discussion because of their troubles on learning vocabulary and afraid of making mistakes affecting in their

---

<sup>1</sup> Jack C Richard, "Teaching Listening and Speaking From Theory to Practice, Available on: Www.

inability to speak English well.<sup>2</sup> It is very necessary for the teachers to reassure their learners that they do not have to be frightened to convey their thought orally since it is natural if their utterances are incorrect (Juhana, 2012)<sup>3</sup>. The teenagers also are rarely to practice. And the participation of teenagers in class is not focused because they are bored because they learn to speak by reading conversations in books so that they are not interested.

To overcome the problem above, an innovative strategy is needed to teach English speaking skills. One of the techniques that can be used is the strategy of everyone is a teacher here. This strategy makes teenagers as subjects in the learning process. Teenagers are trained to develop their creativity, it is demanded that they understand what they are learning because teenagers will act as teachers for their friends. This method also trains teenagers to be more confident and actively asking for material that is not understood so that the teacher can know the level of ability of teenagers. Therefore, everyone is a teacher here strategy expected to expedite the process learning and improve the ability to speak English.

This research focuses on how to increase the teenagers' speaking skill by using everyone is a teacher here strategy.

---

<sup>2</sup> Jin Yan Hua, *Investigating the Difficulties in Speaking English for Academic: A Case Study of an Overseas Chinese Student*, vol. 4 (China: Sino-US English Teaching, 2007).

<sup>3</sup> Juhana, "Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia)," *journal of education* 3, no. 1 (2012): 12.

## **B. Research Question**

Based on the background, the author formulate the following research questions:

Does Everyone is a Teacher Here Strategy increase students' speaking skill...?

## **C. Objective of the Research**

Based on research question the author intended to find out whether or not the use of everyone is a teacher here increase students' speaking skill....?

## **D. Significances of the Research**

The advantages that can be acquired from this research are:

### 1. For teenagers

It can encourage teenagers to be more independent, active, and creative in learning

### 2. For the teachers

As input to the teacher how to determine and use the right learning model to present English learning especially learning speaking skills

### 3. Further research

This research may become a reference and contribute information input to solve a similar problem.

## **E. Scope the of Research**

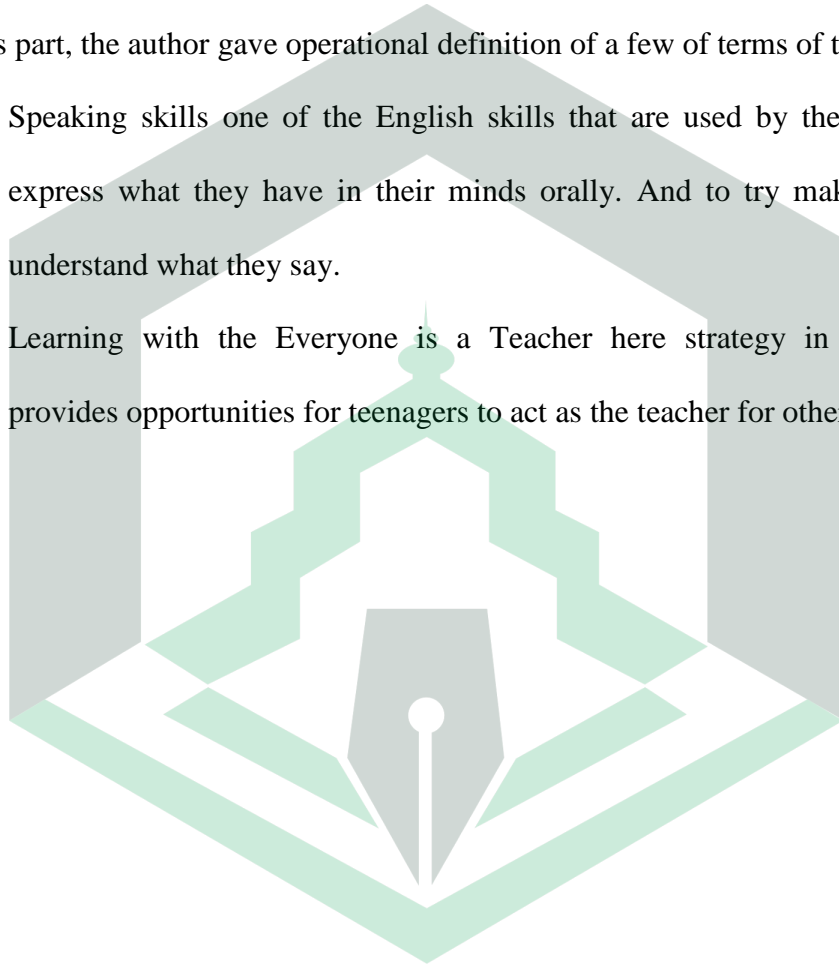
By discipline, this research focused on teaching speaking skill by using everyone is a teacher here at teenagers At Batu Walenrang, Palopo. By content, the

author uses everyone is a teacher here as a techniques to improve students' speaking skill in describing people and things. In this study, the author assessed accuracy, fluency, and comprehensibility in speaking.

### **F. Operational Definition of Terms**

This part, the author gave operational definition of a few of terms of the topic

1. Speaking skills one of the English skills that are used by the teenagers to express what they have in their minds orally. And to try make each other understand what they say.
2. Learning with the Everyone is a Teacher here strategy in this strategy provides opportunities for teenagers to act as the teacher for other teenagers



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Studies

Before the author researched the learning model everyone is a teacher here, there have been several previous studies that are similar or related to the research that the author will do.

1. Aan Amza (2012) in his research "*The Influence of Using Everyone is a Teacher Here Strategy toward Students Speaking skill of Second Year Students at SMAN 12 Pekanbaru*" found that the result of calculated was higher than t distribution in alpha decision level (@ 0,05 and with the degree of freedom (df78) ( $3.298 > 1.671$ ). Regarding the result,  $H_1$  was accepted, and  $H_0$  was rejected This suggests that at the second-year students of SMAN 12 Pekanbaru, there was a major effect of someone becoming an instructor here to improve the speaking skills of students. This finding shows that the students spoken here by using everyone as a teacher had a good result in speaking capacity than those said by using traditional.<sup>4</sup>

Amza used quasi-experiment as a research method while the author used pre-experiment as the research method.

2. Anniatus Sa' diyah (2015) in her research "*The Use of Talk Time Software with Everyone is a Teacher Here Strategy to Develop Students' Participation in Speaking Class* (Classroom Action Research of The Seventh Grade Students of

---

<sup>4</sup> Aan Amza, "The Influence of Using Everyone Is a Teacher Here Strategy Toward Students Speaking Skill Of Second Year Students At Sman 12 Pekanbaru" (UIN Sultan Syarif Kasyim Riau Pekanbaru, 2012).

SMP IT Nurul Islam Tengarani in the Academic Year of 2015/2016)" The data are obtained from the accomplishment test and assessment. The experiments were performed in cycle 1 and cycle 2 in the context of pre-test and post-test I, post-test II. The analysis resulted: using talk time software for everyone is a teacher technique here to improve the involvement of students in speaking class, it is shown for the tests' enhancement score of the students. The pre-test average is 70.55, the post-test average is 70.74 and the post-test average is 87.03 II.<sup>5</sup>

Sa' Diya applied Classroom Action Research while the author applies Pre-experiment. Sa' Diya used scoring rubrics participation as her instrument of the research while the author uses the speaking test as his the instrument of the research.

3. Surya SetiadiTarigan, HasrulFahmi and SuryUtami (2019): *"Improving Senior High School Students' Ability in Speaking Using "Everyone is A Teacher Here Strategy"*. This 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. A test, interview sheet, and observation sheet were used to obtain the data from this study. Based on the study, it was observed that the capacity of the learners to communicate from each cycle was enhanced. The mean pre-test meaning, which was 57.5, was seen. There was a change in the outcome of the student average in the first period, which

---

<sup>5</sup> ANNIATUS SA'DIYAH, "Everyone Is a Teacher Here Strategy to Develop Students," *ia in salatiga* 2, no. 1 (2016): 1-94.



was 68.4, and a rise in the student average of 79.1 for the second cycle. This suggests that having anyone as an instructor will increase the capacity of students to communicate.<sup>6</sup>

Targian, Fahmi, and Utami applied Classroom Action Research while the author applies Pre-experiment. Targian, Fahmi, and Utami used a test, interview sheet and observation sheet. As the instrument of the research while the author uses the speaking test as his instrument of the research.

4. Lisa Elvionita (2018) This study aims to determine the improvement of students' abilities in speaking using the Everyone is Teacher Here method. This research has been conducted by applying Classroom Action Research. The subject of this research is a class VIII student of SMP N 4 Kutacane in the 2018/2019 academic year consisting of 23 students. This research was analyzed using quantitative and qualitative data. The data collection instruments were test questions and observations bed sheets. In conducting this research, the researcher used two cycles, namely cycle I and cycle II. Before giving the test in cycle I, the researcher gave a pre-test. In the pre-test The results showed that the average score was 67.17 with success the percentage of 34.78%, in the first cycle test an average value of 81.08 with the percentage of success is 65.21% and in the second cycle the average score is 88.04, with a percentage of 100% meaning that all students passed the standard minimum score. Judging from the activeness of students in the

---

<sup>6</sup> Surya Setiadi Tarigan, Hasrul Fahmi, and Sury Utami, "Improving Senior High School Students' Ability in Speaking Using 'Everyone Is A Teacher Here Strategy,'" *SALTeL Journal (Southeast Asia Language Teaching and Learning)* 2, no. 1 (2019): 35–41.

learning process on average percentage 80.86%, and cycle II 87.39%. Then, the teachers Activities in the teaching and learning process in cycle I had a percentage of 79.77% and 85.91% in cycle II. Based on the findings of this study, it is concluded that the students' speaking ability improved by applying Everyone is a teacher Here strategy.<sup>7</sup>

Lisa Elvonita, applied Classroom Action Research while the author applies Pre-experiment. Lisa Elvonita conducted research at junior high school, while the author conducted research on students aged 16 years

## **B. Some Pertinent Ideas**

### **1. Definition of Speaking**

Talking is also one of the language arts that people around the world most commonly use, according to Hornby.<sup>8</sup> Speaking is oral contact in transmitting ideas or knowledge to others, another concept also put forth by Harmer.<sup>9</sup>

Brown defines speaking as a productive ability that can be directly and empirically observed, the findings are varied based on the accuracy and efficacy of the listening abilities of the test taker, which obviously jeopardizes the reliability and validity of the oral production test.<sup>10</sup>

<sup>7</sup> Lisa Elvonita, "Improving Students' Speaking Ability By Using Everyone Is Teacher Here Method" (USU, Medan, 2018).

<sup>8</sup> Hornby, *Advanced Learners' Dictionary of Current Language*, ed. Oxford (Oxford University Press, 1995).

<sup>9</sup> Rismawati, "Teaching the Eleventh Years Students English Speaking Skill Self Talk Strategi at SMA Negeri 4 Palopo" (IAIN Palopo, 2010).

<sup>10</sup> Sri Endang Kursmayati, "Improving English Speaking Ability Through Classroom Discussion For Students of MA NU Banat Kudus" (Universitas Muria Kudu, 2009).

The author may infer, based on any of the above explanations, that speaking is a way to orally express one's concepts, emotions, opinions, experience, and facts to others. Speaking is also among the most widely spoken languages in the world.

## 2. Teaching Speaking

We first need to understand the concept of teaching when teaching language or English. Teaching guides and facilitates learning, allows teenagers to learn, regulates learning conditions, and.<sup>11</sup>

Speaking teaching starts by teaching students how to say English as their foreign language, and telling them to properly pronounce the language. It then continues to direct learners to a point where they can start determining whether or not their sound performance is right. The instructor is no longer the first to correct at this stage, but he is supposed to motivate learners to practice speaking the target language.

Meanwhile, the instructor must be willing to enable students to pronounce multiple sounds, repeat, and mimic. Finally, students are required to get used to speaking and practicing the language.<sup>12</sup>

It is a good idea to encourage students to do speaking tasks, which causes students to use all and any language at their command.

There are numerous explanations why the English of high school graduates is not adequate, as follows:<sup>13</sup>

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<sup>11</sup> H Douglas Brown, "Principle of Language Learning & Teaching" (San Francisco Sate University, 2007).

<sup>12</sup> Ibid.

<sup>13</sup> Jodih Rusmajadi, *Terampil Berbahasa Inggris* (Jakarta: Indeks, 2010).

1. several high schools in Indonesia, in English classes, the more regular attention to the teaching phase is based on mastery of grammar and reading comprehension as well as communication competencies. This demonstrates that the teacher does not allow students to increase their speaking creativity. Whereas the teacher acts only as a lecturer, the students become passive.
2. In the school, where the teacher serves as the primary source of language feedback, much of the teaching and practicing of English takes place. Taking outdoor lessons or sending students to English competitions seldom or never.
3. National exam-oriented learning goals. Both actions are then geared at achieving the full outcomes of the test. Test materials do not protect fluency of languages. Accuracy is a top concern and mastery of regular grammar. The activities in the class are dominated by essay activities and reading comprehension, explaining grammar or vocabulary if speaking practice is used only to create grammatical phrases.
4. The failure of the teacher factor was seen. There are still teachers who cannot verbally communicate. If there are those that are "able to talk orally" yet also weak and difficult to pronounce, that's why it sounds terrible. Don't ignore the language must be well spoken and pronounced. The beauty of speaking English is that it is well pronounced word for word and phrase by phrase and in addition to having a good intonation and emphasis as well.
5. One of the main focuses of teaching English is teaching speech in junior high schools in Indonesia. The concept of teaching English is that all teaching

processes must be communicative because, in addition to being able to continue their studies to a higher level, junior high school graduates are directed to have life skills to interact in order to meet job needs. The English teacher must therefore seek to find and develop new models in the presentation of materials to enhance the English language skills of students.<sup>14</sup>

### 3. Principles for Teaching Speaking

It is necessary to know concepts for teaching speaking prior to teaching speaking in class. Because as guides, it will help us understand what the teaching of talking is like. It will also make it simpler for instructors to coordinate students and the learning method in the speaking class and make it easier to fulfill the aims of speaking teaching itself.<sup>15</sup>

For foreign language learners, speaking is very difficult because efficient spoken communication requires the ability to use language appropriately in social interactions. Principles for teaching speech exist:

1. Be mindful of the variations in the sense of second language learning and international language learning.

The context of a foreign language is a context in which the language of expression in culture is not the target language. For students with a foreign language context, acquiring speech skills is very daunting since they have very

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<sup>14</sup> Darwis Susmedi, "Improving the Students Ability to Speak English Using Their Own Pictures through Pair Work."

<sup>15</sup> Richard, "Teaching Listening and Speaking From Theory to Practice, Available on: [www.Finchpark.Com/Courses/Tkt/Unit\\_07](http://www.Finchpark.Com/Courses/Tkt/Unit_07)."

little chances outside the school to use the target language. The second language sense is that the language of expression within culture is the target language.<sup>16</sup>

## 2. Smoothly and reliably supply learners with the activities

Fluency is the degree of which speakers, with little hesitations or unnatural delays, word searches, etc., easily and comfortably use the language. Learners must be provided opportunities to improve both their fluency and their consistency in language lessons, especially at the beginning and intermediate stages. If the instructor is continually interrupting them to fix their oral mistakes, they can not develop fluency. Teachers ought to provide learners with experience of fluency-building and recognize that making errors is a normal part of studying a foreign language.<sup>17</sup>

## 3. Provide students with chances to speak and restrict the teacher's dialogue

One of the approaches to strengthen the speech capacity of students is by practice. The instructor must therefore put importance on learners, especially in the classroom, to practice speaking. The instructor must also give students opportunities to talk not only with participating students, but also with all students who wish to speak..

## 4. Design of speaking activities requiring negotiation of sense

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<sup>16</sup> Kathleen M. Bailey, *Practical English Language Teaching*, ed. David Hunan (USA: McGraw-Hill, 2005, 2004).

<sup>17</sup> Ibid.

Negotiating meaning involves checking whether learners understand what someone says, clarifying their understanding, and ensuring that the meaning has been understood by someone. Students ask the individual they are talking to to answer them in vocabulary at a level they will absorb and appreciate by asking for clarity, repetition, or interpretation during a discussion.<sup>18</sup>

5. Design class operations in transactional and interactional conversations requiring guidance and experience.

Interactional speech is communicating with someone for social purposes. It involves both establishing social relationships and maintaining them. Transactional speech includes communicating, including the exchange of goods and/or services, to get something done. As language learners will have to speak the target language in both transactional and interactional settings, speaking activities within the classroom must embody both interactional and transactional purposes.<sup>19</sup>

#### **4. Assessing Speaking**

Theory through a book by J.B. Heaton, a performance system to measure students' degree of speech ability. The performance system contains precision, fluency, and completeness. The authors separate speaking abilities into three key components, as follows, based on this statement:

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<sup>18</sup> Ibid.

<sup>19</sup> Ibid.

a Accuracy

Accuracy is the ability of the target language to use specific intelligible, grammatical and lexical speech and the accuracy of speech by Brownian is achieved to some extent by allowing students to concentrate in spoken output on grammatical elements of phonology and discourse.

b Fluency

Fluency is the capacity to create the desire to talk fluently and without undue uncertainty. Talking without too much initiative in previous studies with a comparatively large variety of terms, Tasyid and Nur observed that there was a reasonably fluent engagement in the speaking skills of students by saying 75-89 words per minute with no more than three errors and repetitions. And not more than seven words of filler per 100 words.

c Comprehensibility

Comprehensibility is the capacity, with a lot of repetition and disclosure, to comprehend subject nominations quite well. Understanding is an exercise to increase the understanding of one's.

The author believes, based on the aforementioned view, that comprehension is one of the requirements for speech evaluation, which depends on the degree to which the speaker may comprehend what the interlocutor intends while speaking. It would be simpler for the author to render an appraisal of the speech from this analysis in addition to the data gathered, after



understanding some of the speech evaluation requirements according to the above opinion.

## 5. The Problem of Speaking

Students are often not allowed to study English as a second language because of several concerns that do not render them comfortable in studying. There are several elements that can make it impossible for protesters to speak some spoken language attributes that can make oral performances simpler and easier:<sup>20</sup>

### 1) Clustering

It is an expression-not a name-to talk fluently. Via this classification, students may coordinate their performance both cognitively and physically (breath groups).

### 2) Redundancy

By vocabulary redundancy, speakers have the potential to clean up definitions

### 3) Reduce Form

Contraction, lifting, vowel reduction, etc. all forms especially problems in teaching speaking English.

### 4) Performance Variable

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<sup>20</sup> Brown H Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy* (New York: Prentice Hall, 2001).

One of the strengths of spoken language is that the thinking mechanism helps you to convey a variety of reservations regarding results, pauses and corrections while you talk.

#### 5) Colloquial Language

Be sure that the students recognize sufficiently colloquial terms, idioms and phrases and that they eliminate these types.

#### 6) Rate of Delivery

The pace of execution is another quiet feature of fluency. How to enable students hit an appropriate speed along with other qualities of fluency.

#### 7) Stress, Rhythm, and Intonation

Adapted to moments of tension and intonation, the rhythm of spoken English conveys essential messages.

Brown also put out another comment about talking issues, there are many variables that can influence speaking disorders; several of these variables are:<sup>21</sup>

##### a) Inhabitation

Speaking involves a degree of real-time sensitivity to the listener, unlike reading, writing, and listening practices. Learners sometimes get lost attempting to express something in class in a foreign language: worried about making errors, worried about getting judged or losing face, or simply afraid of the attention because their voice is a treatise.

##### b) Nothing to Say

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<sup>21</sup> Ibid.

You often hear students complain that they can't think of anything to say, even if they're not deterred: they have no motive to express themselves beyond the guilt that they should speak.

c) Low or Uneven Participation

If he or she needs to be understood, only one person will talk at a time, and this ensures that each person has very limited speech time in big classes. The propensity of some learners to overpower, while others say very little or nothing exacerbates this issue.

d) Mother-tongue Use

The same mother tongue is spoken by many pupils. When communicating in their mother tongue, they may prefer to use it because it is clearer, they find it unnatural to talk to each other in a foreign language, and because they feel less 'accessible'. It would be very challenging to get any classes-particularly those who lack consistency or inspiration-to adhere to the target language if they talk in small groups.

It may be inferred, on the basis of the explanations of the two specialists above, that they may have differing points of view on speaking issues. Seven problems in speaking were listed by the first specialist, namely: grouping, repetition, type reduction, output variables, colloquial language, delivery pace, and tension, rhythm, and intonation. The second specialist, meanwhile, listed four separate ones. There is little to tell for them

as a place to work, poor or unfair engagement and usage of the mother tongue.

## 6. Techniques in Teaching Speaking

It seems that the four speech abilities (listening, speaking, reading, and writing) are most significant. He listed some of the concerns that might discourage students from learning their ability to communicate, including obstacles to utilizing their mother tongue, lack of shy ideas, low engagement, and student interests. Speaking is an important ability that must be learned by learners to speak fluently in English, based on the aforementioned argument.

The teacher's method should allow both students the same chance to talk in class Such that students in class will practice communicating. Language teachers ought to realize how frequently they communicate in the classroom so that they don't waste so much time communicating to pupils.

## 7. The Roles of Teacher in Speaking Class

Three have special relevance if the teacher tries to make students speak fluently: <sup>22</sup>

1. Prompter: students get confused often, can't think about what to tell next, or lose the fluency the instructor wants from them otherwise. However, by giving various ideas, the instructor can be able to support them and the activity move forward. If this can be accomplished in a respectful way without interrupting the conversation or pushing students out of their position, as they come to the

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<sup>22</sup> Jeremy Harmer, *The Practice of English Language Teaching*, ed. Longman (New York, 1991).

"action" of language or concepts, it can avoid the anger some students experience.

2. Participants: When telling students to create language, teachers must be strong animators. This may sometimes be done by planning an operation in a simple and enthusiastic way. Some occasions, though, the instructor might choose to take part on his own in debates or role-playing. They will therefore submit submissions, incorporate new knowledge for help events, ensure continued participation of students and overall sustain a innovative environment.
3. Input provider: After deliberately evaluating the potential consequences of various interventions, obnoxious concerns on whether and how to offer feedback on speaking practices are addressed. Over-correction will interrupt them while students are in the midst of a speech exercise and eliminate the contact from the exercise. Useful and compassionate corrections, on the other side, will hold learners out of challenging misunderstandings and suspicions. In special cases, it all relies on our discretion and the quality of the teacher's input.

### **C. Concept of Everyone is a Teacher Here Strategy**

#### **1. The Understanding learning of Everyone is a Teacher Here Strategy**

Silberman (2009) state that Everyone is A Teacher here (all can be teachers) is an easy-to-use strategy gain great class participation and responsible individual. This model offers an incentive for each student to serve as a "teacher" to other students as participants.

The purpose of implementing this learning strategy is to get students used to active learning individually and to cultivate the nature of being brave and not afraid of being wrong. So this learning strategy indeed requires students to be active in making questions and answers so that it is impossible for students to be sleepy or daydreaming when learning takes place.

## 2. The Steps in Learning Strategy Everyone Is a Teacher Here

The steps of the learning method everyone is the teacher here are described by Hisham Zaini (2007) are as follows<sup>23</sup>

1. Distribute to all students a portion of paper / index cards. Ask them to write a question about the subject matter being studied in class or a specific topic that will be discussed in class.
2. Collect papers, then randomly share the paper with each student. Make sure that none of the students accepts the questions written on their own. Ask them to silently read the questions in the paper then think about the answers.
3. Ask students to volunteer to read the question and answer it.
4. After the answers are given, ask other students to add and continue with the next volunteer

Everyone is a teacher here, moderated by the author, the steps of the teaching strategy

1. The author give teenagers index card

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<sup>23</sup> Hisyam Zaini, *Strategi Pembelajaran Aktif*. (Yogyakarta: Center for Teaching Staff Development, 2007).

2. The author asking teenagers to write the theme of the lesson on index card.
3. The author proposes the theme of the lesson then shuffles it.
4. After that teenagers are mentioned by name then read the theme that have been lot by the author
5. Then the teenagers describe the lesson they have in front of their friend
6. After teenager describe the lesson other teenagers to respond who teenager describe in front of them
7. After teenagers finish responding, continue with the next student until the lesson time is over.

### **3. The Advantages of Everyone Is A Teacher Here Strategy**

There are advantages to implementing the learning strategy; everyone is a teacher here, including:

1. Increase both overall and individual class participation
2. Enabling students
3. Generating student responses

### **4. Disadvantages of Learning Strategies Everyone Is The Teacher Here**

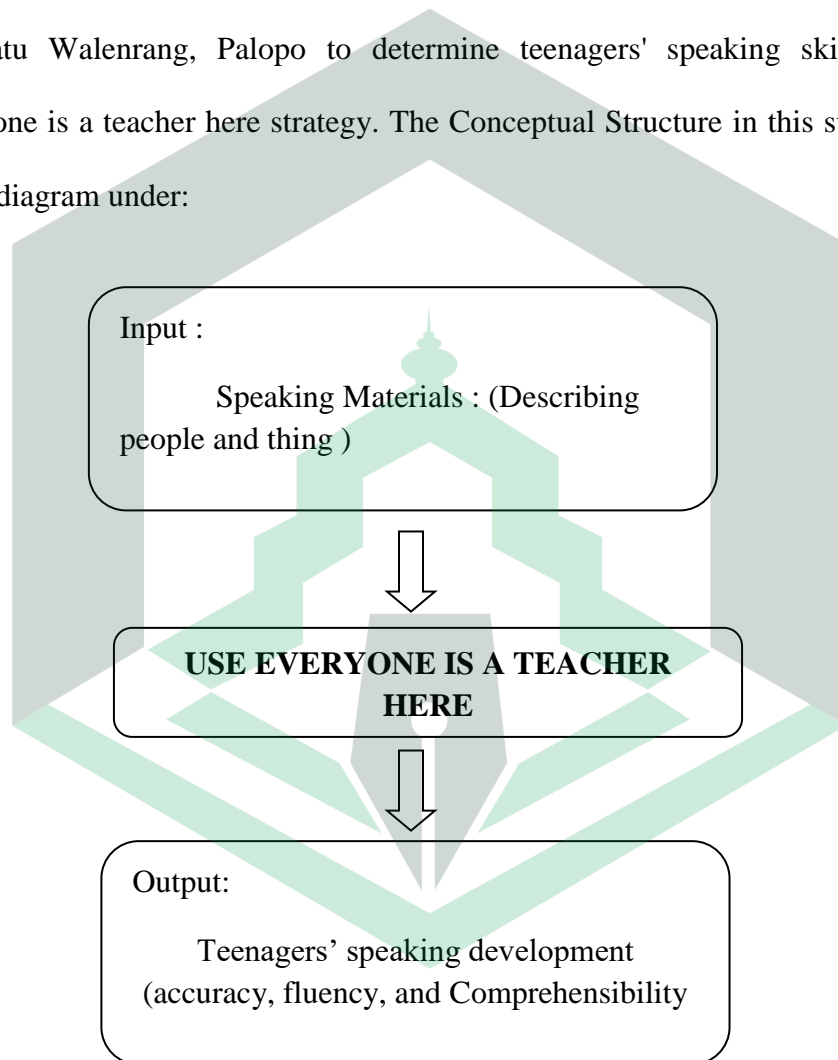
Each method has advantages and disadvantages, the learning strategies of Everyone Is Teacher Here are as follows:

1. It takes a lot of time.
2. Students feel afraid if the teacher does not encourage students to be brave, by creating an atmosphere that is not tense.

3. It is not easy to make questions that are appropriate to the level of thinking and easily understood by students.<sup>24</sup>

#### D. Conceptual Framework

The focus of this research is the abilities of teenagers aged sixteen years old At Batu Walenrang, Palopo to determine teenagers' speaking skills using the Everyone is a teacher here strategy. The Conceptual Structure in this study is shown in the diagram under:



**Figure 2.1 Conceptual Framework**

<sup>24</sup> Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*. (Jakarta: Rineka Cipta, 2006).

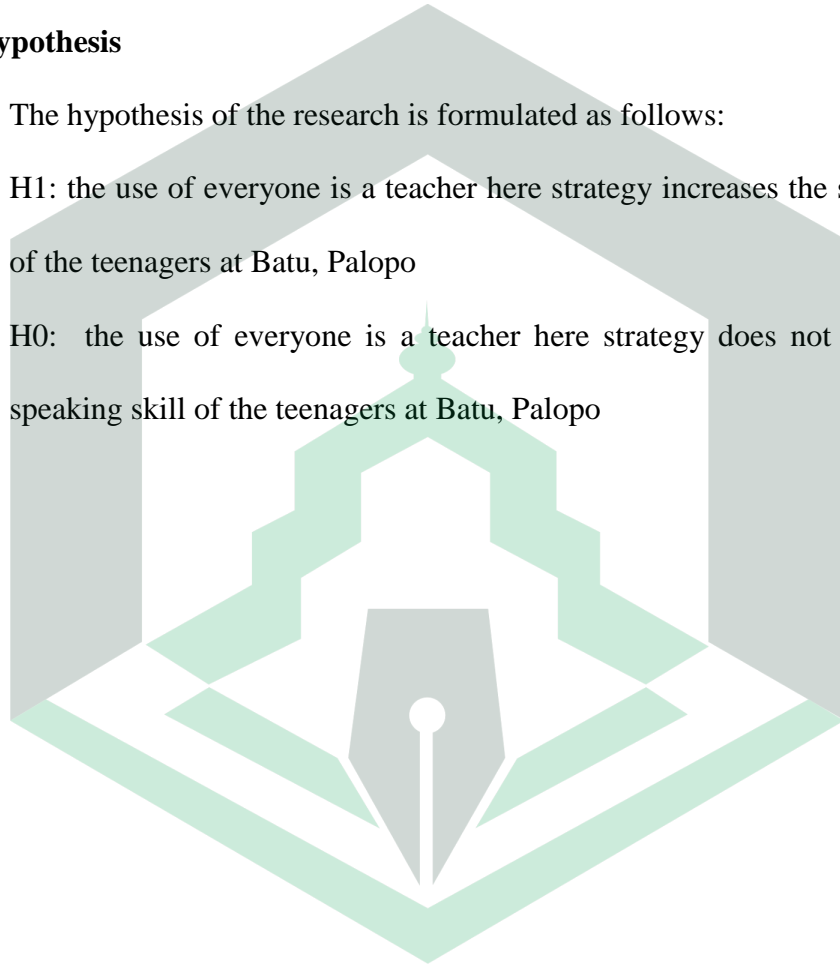


From the diagram above, the authors conducted research at Batu Walenrang Palopo. That the author teaches describing material using everyone is a teacher here strategy. The author gives material about describing people and things. The teenagers are said to be improving their abilities speak if accuracy, fluency, and comprehensibility are good.

### **E. Hypothesis**

The hypothesis of the research is formulated as follows:

1. H1: the use of everyone is a teacher here strategy increases the speaking skill of the teenagers at Batu, Palopo
2. H0: the use of everyone is a teacher here strategy does not increases the speaking skill of the teenagers at Batu, Palopo



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The authors introduced a pre-experimental methodology to this analysis. Creswell (2012) notes that pre-experimental approaches were selected as treatments focused on limited trials of one party pre test configuration (to promote implementation) or short term treatments. Select a sample of population participants and present them with the results. The pre-experimental process consisted of three steps: pre-test, treatment and post-test. This thesis attempts to decide whether everyone is a teacher here in teaching speaking.

Pretest	Treatment	Post-test
01	X	02

01 = pre-test

X = Treatment

O<sub>2</sub> = post-test<sup>25</sup>

#### B. Population and Sample

##### 1. Population

The population of this Research are teenagers' at BatuWalenrang in Palopo consisted of 16 years old and all teenagers are students in Islamic Boarding School Hidayatullah Palopo the population are eight teenagers at Batu Walenrang in Palopo.

<sup>25</sup> Sugiyono, *Metode Kombinasi (Mix Method)* (Bandung: Alfabata, 2013).

## 2. Sample

In this research, the author used purposive sampling. As a sample, the author chose eight learners. These teens are all students and are very eager to learn, particularly English.

## C. Variable of the research

In this section the author include the dependent variable and the independent variable.

1. The dependent variable is the speaking skills of teenagers.
2. Independent variable was everyone is a teacher here strategy.

## D. Research Instrument

### 1. Speaking Test.

The speaking test is a tool used to collect data from this research. The author tests the basic abilities of teenagers in speaking using English

### 2. Tape recorder

Listening to the teenagers carefully while speaking, then recoding and transcribing into phonetic transcription.

## E. Procedure of Collecting Data

The procedures used in collecting the data are:

### 1) Pretest

The author performed the pre-test to consider the capacity of teenagers before giving treatment. The author gave one topic in this pretest about describing themselves, and the teenagers describe themselves as the subject. It is to consider

teenagers' previous ability to communicate. The author documented the testing of teenagers speaking

## 2) Treatment

The treatment was carried out in the sixth meeting. The steps in teaching descriptive text to the teenagers are described as follows:

### a. The first meeting

1. The author explaining the language patterns that should be used when teenagers identify people and things.
2. The author has the thing that would be present in the explanatory material
3. The author explain an example of how everyone is a teacher here.

### b. The second meeting

- 1) To teenagers, the author distributed index cards
- 2) The teenagers who write on an index card the names of the "fruits" they want
- 3) The author selects teenager index cards, and the author randomized the index cards
- 4) The author explain the material supplied
- 5) The author ask the teenagers to pick a random index card
- 6) Teenagers explain the material they get
- 7) Other teenagers ask teenagers about the material mentioned

- 8) Teenager answer questions until there are no more questions from his friends
  - 9) Continue until class ended for other teenagers.
- c. The third meeting
- 1) To teenagers, the author distributed index cards
  - 2) The author ask teenagers to write one of the names of "animals" they want on an index card
  - 3) The author selects teenager index cards, and the author randomized the index cards
  - 4) The author explain the material supplied
  - 5) The author ask the teenagers to go to the class front and then pick a random index card
  - 6) Teenagers explain the material they get
  - 7) Other teenagers asked teenagers about the material mentioned
  - 8) Teenager answer questions until there are no more questions from his friends
  - 9) Continue until class ended for other teenagers
- d. The fourth meeting
- 1) To teenagers, the author distributed index cards
  - 2) The author ask students to write one of the names of "tourist attractions" they know on an index card.

- 3) The author selects teenager index cards, and the author randomized the index cards
  - 4) The author explain the material supplied
  - 5) The author ask the teenagers to pick a random index card
  - 6) Teenagers are asked to explain the material they get
  - 7) Other teenagers asked teenagers about the material mentioned
  - 8) Teenager answers questions until there are no more questions from his friends
  - 9) Continue until class ended for other teenagers
- e. The fifth meeting
- 1) To teenagers, the author distributed index cards
  - 2) The writer asks students to write on an index card one of the “career” names they want.
  - 3) The author selects teenager index cards, and the author randomized the index cards
  - 4) The author explain the material supplied
  - 5) The author asks the teenagers to pick a random index card
  - 6) Teenagers are asked to explain the material they get
  - 7) Other teenagers asked teenagers about the material mentioned
  - 8) Teenager answers questions until there are no more questions from his friends
  - 9) Continue until class ended for other teenagers

f. The sixth meeting

- 1) To teenagers, the author distributed index cards
- 2) The author asks teenagers to write one of the names they want on an index card of "Transportation"
- 3) The author selects teenager index cards, and the author randomized the index cards
- 4) The author explain the material supplied
- 5) The author asks the teenagers to pick a random index card
- 6) Teenagers are asked to explain the material they get
- 7) Other teenagers asked teenagers about the material mentioned
- 8) Teenager answers questions until there are no more questions from his friends
- 9) Continue until class ended for other teenagers

**3) Posttest**

The post-test was done after treatment has conducted. The form of post-test is the same as the pretest. After giving treatment, the author gave them post-test namely speaking test. The test was given orally with theme "describing my favorite idol". The author recorded the teenagers speaking test.

**F. Technique of Data Analysis**

**1. Scoring Classification**

To analyze the data, the author determined the scoring classification uses profile J.B Heaton which includes of Accuracy, Fluency, comprehensibility. Those assessment criteria as follows<sup>26</sup>

**Table 3.1. Students' Rubric Scoring**

<b>Rating</b>	<b>Accuracy</b>
<b>6</b>	Pronunciations are only slightly affected by the mother tongue. Two or three minor grammar or lexical errors.
<b>5</b>	The mother tongue affects pronunciation slightly. There are a few small grammatical and lexical mistakes, but most sentences are correct.
<b>4</b>	The mother tongue also significantly influences pronunciation, but there are no significant phonological mistakes: a few grammatical and lexical mistakes, but just one or two big confusion-causing errors.
<b>3</b>	The mother tongue affects pronunciation, but there are just a few significant phonological and lexical mistakes, some of which create misunderstanding..
<b>2</b>	The mother tongue severely affects pronunciation with mistakes that trigger a contact failure. Multiple basic and grammatical mistakes.
<b>1</b>	Significant mistakes in grammar, as well as several grammatical and lexical essential mistakes. No verification that all of the language abilities and places practiced in the course have been learned.
<b>Rating</b>	<b>Fluency</b>

<sup>26</sup> J.B Heaton, *Writing English Language Test* (New Nyork: New York, Inc, 1995).



<b>6</b>	Speaks in a reasonably large variety of phrases without too big an effort. Searchers frequently, but not just one or two unnatural delays, for terms.
<b>5</b>	Speaks without too great an effort in a reasonably large variety of phrases. Sometimes, though not just one or two unnatural pauses, searchers for words.
<b>4</b>	While he made an attempt to look for phrases, there are not so many delays that are unnatural. Relatively smooth distribution primarily. Occasionally fragmentary, however conveying the overall sense succeeds. Expression of Fair Range.
<b>3</b>	Most of the time, he needs to make an attempt. You also have to dig for the desired meaning. Instead, stop distribution and fragmentation. The language spectrum is always limited.
<b>2</b>	Long paused for the desired significance when he was the writing. Fragmentary and slowing delivery, sometimes. At the time-limited range of speech, they almost give up making the attempts.
<b>1</b>	Complete of long and unnatural stopped transmission, very stopping and fragmentary. Even he avoids making an attempt. Minimal speech spectrum.
<b>Rating</b>	<b>Comprehensibility</b>
<b>6</b>	It is easy for the audience to grasp the purpose and ultimate sense of the speaker. There were very few interruptions or clarifications required.
<b>5</b>	The speaker 's purpose and general sense are reasonably clear. A few interruptions by the listener are necessary for clarification purposes.
<b>4</b>	Much of what the orator suggests is quick to obey. His intent is always clear, but it takes several interruptions to help him convey

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the message in order to seek clarification.

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**3** A lot of what is said can be comprehended by the listener, but he must continually seek clarification. Many of the more complex or longer sentences of the speaker cannot be understood..

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**2** Just little parts (usually brief phrases and sentences) may be grasped by anyone who is accustomed to listening to the speaker with great effort.

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**1** None of what is mentioned can be interpreted at all. Even as a big attempt is disrupted by the listeners, something he appears to have said will not be explained by the speakers.

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## 2. Scoring the teenagers' answer

The score has been translated to a maximum score collection using the following basic formula:

$$\text{Score} = \frac{\text{total correct answer}}{\text{total test items}} \times 100$$

## 3. Classifying the teenagers' score

The teenagers' performance will be divided into five levels, as follows: the teenagers' speaking skills' scoring classification

**Table 3.2. The Classification Score For-Test**

No	Score		Classification
1	86-100	6	Excellent

<b>2</b>	71-86	5	Very good
<b>3</b>	56-70	4	Good
<b>4</b>	41-55	3	Average
<b>5</b>	26-40	2	Poor
<b>6</b>	< - 25	1	Very poor

#### 4. Calculating the rate percentage of the teenagers' score

The percentage of the teenagers' scores on speaking test both one pretest and post-test would be calculated by using SPSS 20 version.

#### 5. Determining the hypothesis acceptability

In addition, the author used the criteria of hypothesis acceptability to know whether the pre- and post-tests were acceptable, which is:

If  $t_0 \geq t_1$  it means the null hypothesis rejected.

If  $t_0 < t_1$  it means the null hypothesis accepted

**CHAPTER IV**  
**FINDING AND DISCUSSION**

**A. Findings**

This segment displays the statistically calculated and tabulated effects of the data. It consisted of pre-test and post-test scores for teenagers, grouping of pre-test and post-test scores for teenagers, the mean performance and standard deviation of the pre-and post-test score for teenagers. Analysis of teenagers' score in test

**a. Pretest**

In this section, the author show that the accuracy, fluency, and comprehensibility of the teenagers completeness scores on the teenagers pretest in f terms are shown in the table, the mean standard deviation score, and the percentage of teenagers score percentages calculated using SPSS 20.

**Table 4.1. The Score of Teenagers' Speaking Skill in the Pretest**

No	Respondents	Three Aspects of Speaking Assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	RD 01	2	2	2	35
2	RD 02	2	2	1	30
3	RD 03	2	2	2	35
4	RD 04	1	1	1	20
5	RD 05	2	2	2	35
6	RD 06	2	1	1	22
7	<b>RD 07</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>30</b>
8	RD 08	1	1	1	22

<b>TOTAL</b>	<b>14</b>	<b>13</b>	<b>11</b>	<b>229</b>
	Mean Score			30.6250

### 1) Accuracy

To see the average accuracy score for teenagers at the pretest, the authors calculated it using SPSS 20. The results can be presented in a descriptive statistical table as follows:

**Table 4.2 Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	8	1.00	2.00	1.7500	.46291
Valid N (listwise)	8				

Based on the table 4.2 above, it is known that the mean score is 1.75. The accuracy score presented through the table of rate percentage score. Can be seen from the table shown as follow:

**Table 4.3 The Rate Percentage Score of Teenagers' Accuracy in Pretest**

No	Classification	Rating	Pretest	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	0	0%
5	Poor	2	6	75%
6	Very Poor	1	2	25%
Total			8	100%

There was no excellent, very good, good and average score for any student. There were six students (75%) with a poor performance and two students with a really poor score.

## 2.) Fluency

The investigator measured it by using SPSS 20 to look at the mean score of adolescent fluency in the pre-test. The mean score was 1.62 for the fluency portion.

The outcome is presented in Table 4.4 below:

**Table 4.4 The Mean Score of Teenagers' Fluency in the Pretest**

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	8	1.00	2.00	1.6250	.51755
Valid N (listwise)	8				

The fluency score was presented via the rate percentage score chart. It can be shown as follows from the table shown:

**Table 4.5 The Rate Percentage Score of Teenagers' Fluency in Pretest**

No	Classification	Rating	Pretest	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	0	0%
5	Poor	2	5	63%
6	Very Poor	1	3	37%

Total	8	100%
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it will see from the table above that no student earned an exceptional, really decent, decent and average ranking. There were five students (63%) with a poor score, and there were three (37%) students with a very poor performance.

### 3.) Comprehensibility

The investigator measured it by using SPSS 20 to look at the mean score of understandability of teenagers in the pre-test. The mean comprehensibility factor score was 1.37. In the informative statistical table below, the outcome was presented:

**Table 4.6. The Mean Score of Teenagers' Comprehensibility in the Pretest**

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	8	1.00	2.00	1.3750	.51755
Valid N (listwise)	8				

The table rate percentage score indicates the comprehensibility score. It can be shown as follows from the table shown:

**Table 4.7 The Rate Percentage Score of Teenagers' Fluency in Pretest**

No	Classification	Rating	Pretest	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	0	0%
5	Poor	2	3	37%

6	Very Poor	1	5	63%
Total			8	100%

It will see from the table above that no student has achieved an exceptional, really decent, decent and average ranking. There were three students (37%) with a bad ranking, and there were 5 (63%) students with a very poor performance.

#### b. Posttest

The author revealed the percentage rate of teenagers' ratings of speaking skills in the post-test in this segment. The outcome was presented in charts, the full ranking of teens in their capacity to talk as follows:

**Table 4.8. The Score of Teenagers' Speaking Skill in the Post-test**

No	Respondents	Three Aspects of Speaking Assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	RD 01	5	4	4	70
2	RD 02	4	3	4	60
3	RD 03	5	4	4	70
4	RD 04	2	3	2	40
5	RD 05	3	4	3	55
6	RD 06	3	2	2	40
7	RD 07	3	3	3	45
8	RD 08	2	3	2	40
		27	26	24	420
TOTAL		MEAN SCORE			52.50



On the other hand, the author also ranked teenagers in speaking ability, which was treated by using everybody as a teacher. The distribution frequency and percentage table were presented as follows:

### 1) Accuracy

To look at the mean accuracy score of teenagers in the post-test, the teenagers used SPSS 20 to measure it. The mean score for the precision portion was 3.37. The outcome can be described in the following detailed statistical chart:

**Table 4.9 The Mean Score of Teenagers' Accuracy**

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	8	2.00	5.00	3.3750	1.18773
Valid N (listwise)	8				

The accuracy score was displayed via the rate percentage score chart. The following can be shown from the table shown:

**Table 4.10. The Rate Percentage Score of Teenagers' Accuracy in Post-test**

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	2	25%
3	Good	4	1	12 %
4	Average	3	3	38%
5	Poor	2	2	25%
6	Very Poor	1	0	0%
Total			8	100%

It will see from the table above that no student got outstanding, 2 (25 percent) students got a very good score, 1 (12 percent) student got a good score, 3 (38 percent) got an average score, 2 students (25 percent) got a bad score, and no one got a very poor score.

## 2) Fluency

The investigator measured it by using SPSS 20 to analyze the mean score of adolescent fluency in the post-test. The mean score was 3.25 for the fluency portion. The findings were described as follows in the Descriptive Statistical Table:

**Table 4.11 The Mean Score of Teenagers' Fluency in the Post-Test**

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	8	2.00	4.00	3.2500	.70711
Valid N (listwise)	8				

The rate percentage of students' fluency was presented through the table below:

**Table 4.12. The Rate Percentage Score of Teenagers' fluency in Post-Test**

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	3	38%
4	Average	3	4	50%
5	Poor	2	1	12%
6	Very Poor	1	0	0%
Total			8	100%

From the table above, we can see that there was no student got excellent and very good score, 3 (38 percent) students got good score, 4 (50 percent) got average score, 1 student (12 percent) got poor score and there was no one got very poor score.

### 3) Comprehensibility

The author cultivated it by using SPSS 20 to look at the mean score of teenage understandability in the post-test. The mean comprehensibility factor score was 3.0.0. The outcome was presented as follows in the descriptive statistical table:

**Table 4.13. The Mean Score of Teenagers' Comprehensibility in the Post-Test**

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	8	2.00	4.00	3.0000	.92582
Valid N (listwise)	8				

Table 4.14 below shows that there were no students who had excellent and really high grades, 3 (38 percent) had a good score, 2 (37 percent) had an acceptable score, 3 students had a poor score, and no one had a very poor score.

**Table 4.14. The Rate Percentage Score of Teenagers' Comprehensibility in Post-Test**

No	Classification	Rating	Post-Test	
			frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	3%
3	Good	4	3	38%
4	Average	3	2	25%

5	Poor	2	3	37%
6	Very Poor	1	0	0%
Jumlah			8	100%

It will see from the table above that no student had an excellent and very good score, 3 (38 percent) students had a good score, 2 (25 percent) had an acceptable score, 3 students (37 percent) had a poor score, and no one had a very poor score.

This analysis also provided the overall mean score and standard deviation on the pretest and post-test, in addition to displaying the average score of each speaking capacity subject (accuracy, fluency, and comprehensibility) one by one, then contrasted the two. The mean post-test performance was better than the average pre-test score ( $52.5 > 30.62$ ). The findings as shown below in Table 4.15:

**Table 4.15 The Mean Score and Standard Deviation of Pretest and Post- Test**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	30.6250	8	4.17261
	Posttest	52.5000	8	13.09307

The association of the potential of teenagers before and after treatment in teaching speaking by utilizing everyone is a teacher strategy here before and after treatment was presented in Table 4.16 below.

**Table 4.16 The Paired Samples Correlations of Pre-test and Post-test**

	N	Correlation	Sig.
Pair 1 pretest & posttest	8	.817	.013

**Table 4.17 The Paired Samples Correlation of Pre-test and Post-test****Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest – posttest	-21.87500	9.97765	3.52763	-30.21653	-13.53347	-6.201	7	.000

$$6.201 > 2.365$$

The author found that  $t_o$  ( $t_{count}$ ) = 6,201 and DF (degree of freedom) = 7. While the  $t_t$  = 2,365, the degree of freedom (DF) = 7, with the standard of significant = 5%.

Based on the findings that ( $t_o > t_t$ ) the  $t_{\text{count}}$  higher than  $t_{\text{table}}$ . It can be terminated that there is a significant deficiency between the teenagers' speaking skills score before and after the teaching using The Everyone is a teacher here strategy

## **B. Discussion**

Centered on the studies done in teaching the usage of the Everyone is a Teacher Here to describe people and things that are successful in developing the speaking skill of teenagers. In the post-test, it can be seen the table before after giving treatment using everyone is a teacher here strategy

After the author finished the pre-test the author continued to give treatment to the students, at the first meeting students still did not fully understand how to use the strategy given by the author, at the second meeting, students began to understand the strategy given by the author, but there were some students who did not understand using the strategy given by the author, at the third meeting almost all students understand the strategy given, only a few students experienced difficulties until the end of the meeting, there were some students whose skills did not improve greatly from before the treatment to the treatment was carried out, some of these students had difficulty speaking using English even though there was an increase but unlike most students other so that the authors assign grades to students, according to their respective abilities

The Everyone is a Teacher here strategy. In descriptive things and people students can be motivated to talk, find out, and ask questions. Because they are

required to understand the contents of the description to be described, so that learning is created that is active and interesting, so that no time is wasted, then in this study students can improve their speaking skills, not only that the teenagers can also add insight more broadly because of the sharing of knowledge so that all teenagers can increase their knowledge. Beside those teenagers who speak in front of their friends who act as teachers can increase student self-confidence.

This research is in line with some scholars' research findings; Tagiran, Fahmi (2019) found that it can be indicated that by using Everyone is a Teacher Here Strategy in teaching speaking skill was giving good effect. The author concluded that using this strategy could help the teacher to improve the students' ability in speaking. Fauzi (2017) found that the use of everyone is a teacher here an alternative way to teach grammar, especially to improve the student's grammar. Also, Suyudi (2018 ) claimed that the introduction of Everybody is a teacher strategy will increase the sense of duty of students to communicate their ideas, students would be better equipped to solve problems without shyness in speaking, will improve teenager abilities to express ideas, can increase student morale and make students more involved.

Based on the explanation, teaching speaking by using everyone is a teacher here skills at Batu Walenrang, Palopo, the teenagers got a significant improvement in their speaking skills score in posttest. Therefore, it can be stated that the everyone is a teacher here strategy in teaching speaking learning have solved teenagers' speaking problems and improved teenagers speaking skills at Batu Walenrang, Palopo. So, the

hypothesis put forward in this study that says "using everyone is a teacher here strategy to teach speaking skills is accepted. And then based on the above explanation that using everyone is a teacher here is not only good for speaking skills but also good for teaching English grammar.

The limitations of this research are:

- 1) The teenagers were still shy and nervous to stand up in front of their friends
- 2) Some teenagers even read the text to speak because they did not have enough vocabulary to speak. So, it made them difficult to speak without reading the book.
- 3) The author still provided a vocabulary list to stimulate teenagers ' ability to describe their descriptions
- 4) Teenagers were given a little time to study if they did not understand the contents of the description that would be described
- 5) Some teenagers did not respect the author.
- 6) Some of the student's pretest that still used Indonesian to speak or tell something whereas in post-test, the students can speak by using English although they still read the text they could speak a little fluent. It means using everyone is a teacher here to teach English, especially for speaking is effect

Result of research analysis. In addition, the author proves the results of this study by presenting teenagers' speaking test:



## a.) The Pre-test

The author conducted a pre-test using the material the teenagers described themselves

1. My name is...

2. You can call me...

3. Im from...

4. Im.... Years old

5. My hobby is/are..

6. My favorite food is/are...

R1 my name is syahril mubarak you can call me syahril im from takalar im sixteen years old my favorite food is pacco

maɪ neɪm ɪz **syahril mubarak** ju: kæn kɔ:l mi: **syahril im** frɒm **takalar im** 'sɪks' tɪ:n jɪəz əʊld maɪ 'feɪvərɪt fu:d ɪz **pacco**

R2 my name is muh fairun nizam I am sixteen years old my hobby is play football my favorite food is dange

maɪ neɪm ɪz **muh fairun** naɪ'zæm aɪ æm 'sɪks' tɪ:n jɪəz əʊld maɪ 'hɒbi ɪz pleɪ 'fʊtbɔ:l maɪ 'feɪvərɪt fu:d ɪz **dange**

R3 my name is aliman you can call me iman im come from flores im sixteen years old my hobby is playing football my favorite food is rice

maɪ neɪm ɪz **aliman** ju: kæn kɔ:l mi: **iman im** kʌm frɒm 'flɔ:z **im** 'sɪks' tɪ:n jɪəz əʊld maɪ 'hɒbi ɪz 'pleɪŋ 'fʊtbɔ:l maɪ 'feɪvərɪt fu:d ɪz raɪs

R4 My name is reski

maɪ neɪm ɪz ˌriːˈski:

R5 my name is Muh Hadi im come from flores im am sixtiyur

maɪ neɪm ɪz **Muh Hadi im** kʌm frɒm ˈflɔːz **im** æm **sixtiyur**

R6 my name is ahmad harsoyo from flores

maɪ neɪm ɪz **ahmad harsoyo** frɒm ˈflɔːz

R7 my name is faiz im from in beringin

maɪ neɪm ɪz **Muh Hadi im** kʌm frɒm ˈflɔːz **im** æm **sixtiyur**

R8 my name is adnan saputra

maɪ neɪm ɪz **adnan saputra**

b.) Post-test

In the post-test, the writer asked teenagers to describe their idol

Description:

- a. She, he, they has/have ...
- b. The popularitas of her/his...
- c. He, she, they is/are... very/so....
- d. He, she, they ... has... body...
- e. The colour His, her, their is/are....
- f. You can find His, her, their at .....
- g. His, her, their favorite.....
- h. His, her, theirs can bee

## i. Ect.....

R1 Prophet muhammad saw my idol (peace be upon him) was born in mecca. he was born about the year of 570 and it is believed as the year of rabbiul awal. he was orphaned since like and was raised by his uncle abu thalib. his father was abdullah bin abu thalib and his mother was aminah. muhammad was a pure, clean and wise man. he married khadijah as his first wife. islam started to be there when after in the year 620 muhammad experienced isra and mi'raj. his miracle was al-quran. muhammad was in deep sadness when in 619 he lost his wife khadijah and his uncle abu thalib.

'prɒfɪt mə'hæmɪd sə: maɪ 'aɪdl (pi:s bi: ə'pʊn hɪm) wɒz bɔ:n ɪn 'mekə.hi: wɒz bɔ:n ə'baʊt ðə jɪər ɒv 570 ænd ɪt ɪz bi:'li:vɪd æz ðə jɪər ɒv rabbiul awal. hi: wɒz 'ɔ:fənd sɪns laɪk ænd wɒz reɪzd baɪ hɪz 'ʌŋkl 'æbʊ θalɪb. hɪz 'fɑ:ðə wɒz ʌbdʊləh bɪn 'æbʊ θalɪb ænd hɪz 'mʌðə wɒz əmɪnəh. mə'hæmɪd wɒz ə pjʊə, kli:n ænd waɪz mæn. hi: 'mæɪɪd khədɪdʒəh æz hɪz fɜ:st waɪf. 'ɪzlɑ:m 'stɑ:tɪd tu: bi: ðeə wen 'ɑ:ftər ɪn ðə jɪə 620 mə'hæmɪd ɪks'pɪəriənst ɪsrə ænd mi'raɪd.hɪz 'mɪrəkl wɒz æl-qʊrən. mə'hæmɪd wɒz ɪn di:p 'sædnɪs wen ɪn 619 hi: lɒst hɪz waɪf khədɪdʒəh ænd hɪz 'ʌŋkl 'æbʊ θalɪb.

R2 Neymar da Silva Santos Júnior born February 5, 1992 at the age of 28, commonly known as Neymar or Neymar Jr, is a Brazilian professional footballer who plays for French club Paris Saint-Germain. He plays as a striker or winger. nyemar has a height of 175 cm and has a handsome face

Neymar da: 'sɪlvə 'sæntəʊz dʒeɪ'ju:nɪər bɔ:n 'febrʊəri 5, 1992 æt ði eɪdʒ ɒv 28, 'kɒmənli nəʊn æz Neymar ɔ: Neymar Jr, ɪz ə brə'zɪliən prə'feʃənəl 'fʊtbɔ:lə

hu: pleɪz fə: frɛntʃ klʌb 'pærɪs seɪnt-Germain. hi: pleɪz æz ə 'straɪkər ɔ: 'wɪŋə.  
nyemar hæz ə haɪt ɒv 175 cm ænd hæz ə 'hænsəm feɪs

R3 His name is Cristiano Ronaldo. We can call him as Ronaldo. But, Madridista (Real Madrid's fans) often calls him CR7. CR is the abbreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid. Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia. Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United. People knows Cristiano Ronaldo is a good football player. He can run fast and dribble well. As a striker, he becomes a goal getter for Manchester United and Real Madrid along his career. He can get more than 30 goals every season.

ɪz neɪm ɪz Cristiano Ronaldo.wɪ: kæn kɔ:l hɪm æz Ronaldo. bʌt, Madridista (rɪəl mə'drɪdz fænz) 'ɒf(ə)n kɔ:lz hɪm si:-ɑ:7. si:-ɑ:r ɪz ðɪ ɒbreavɪeɪʃən ɒv Cristiano Ronaldo, ænd 7 ɪz hɪz ʃɜ:t 'nʌmbə wen 'pleɪŋ fə: bəʊθ 'mæntʃɪstə jʊ'natɪd ænd rɪəl mə'drɪd. Ronaldo wɒz bɔ:n ɪn Funchal, mə'dɪərə, 'pɔ:ʃəgəl ɒn 5 'febrʊəri 1985.hɪz 'fɑ:ðəz neɪm ɪz həʊ'zeɪ Dinis Aveiro. hɪz 'mʌðəz neɪm ɪz mə'ri:ə də'lɔ:rɪs du:z 'sæntəʊz Aveiro. hi: hæz wʌn 'brʌðə, 'hju:gəʊ, ænd tu: 'sɪstəz, Elma ænd Liliana Catia. Cristiano Ronaldo ɪz ə 'feɪməs 'fʊtbɔ:lə.hi: ɪz frɒm 'pɔ:ʃəgəl, ə 'kʌntri ɪn 'jʊərəp. bɪ'fɔ: 'pleɪŋ fə: rɪəl mə'drɪd, hi: hæz pleɪd fə: 'spɔ:tɪŋ 'lɪzbən ænd 'mæntʃɪstə jʊ'natɪd.'pi:pl nəʊz Cristiano Ronaldo ɪz ə gʊd 'fʊtbɔ:l 'pleɪə.hi: kæn rʌn fɑ:st ænd 'drɪbl wɛl. æz ə 'straɪkə, hi: bɪ'kʌmz ə gəʊl 'getə fə: 'mæntʃɪstə jʊ'natɪd ænd rɪəl mə'drɪd ə'lɒŋ hɪz kə'riə. hi: kæn get mɔ: ðæn 30 gəʊlz 'evri 'si:zn.

R4 My mother is a very beautiful woman, my mother who has white skin, a sharp nose, who has round black eyes, long hair and a tall body. Besides being beautiful, my mother is also good at cooking. My mother is the person I love the most because she is the one who is most patient in educating me.

maɪ 'mʌðər ɪz ə 'veri 'bju:təfʊl 'wʊmən, maɪ 'mʌðə hu: hæz waɪt skɪn, ə ʃɑ:p  
nəʊz, hu: hæz raʊnd blæk aɪz, lɒŋ heər ænd ə tə:l 'bɒdi. bɪ'saɪdz 'bi:ɪŋ  
'bju:təfʊl, maɪ 'mʌðər ɪz 'ɔ:lsəʊ gʊd æt 'kʊkɪŋ.maɪ 'mʌðər ɪz ðə 'pɜ:sn aɪ lʌv  
ðə məʊst bɪ'kɒz ʃɪ: ɪz ðə wʌn hu: ɪz məʊst 'peɪʃənt ɪn 'edʒu (: ) keɪtɪŋ mi:

R5 Prabowo Subianto is short. He is known as the founder of the Gerindra party as well as the general chairman. He is also known to have been a candidate for President or Vice President several times in several presidential rounds from 2004 to 2019. now he is measured as Minister of Defense in the era of President Joko Widodo's administration

Prabowo Subianto ɪz ʃɔ:t. hi: ɪz nəʊn æz ðə 'faʊndər ɒv ðə Gerindra 'pɑ:ti æz  
wel æz ðə 'dʒenərəl 'tʃeəmən.hi: ɪz 'ɔ:lsəʊ nəʊn tu: hæv bi:n ə 'kændɪdeɪt fɔ:  
'prezɪdənt ɔ: vaɪs 'prezɪdənt 'sevrəl taɪmz ɪn 'sevrəl 'prezɪ'denʃəl raʊndz frɒm  
2004 tu: 2019. naʊ hi: ɪz 'meɪʒəd æz 'mɪnɪstər ɒv dɪ'fens ɪn ðɪ 'ɪərə ɒv  
'prezɪdənt dʒo:kə wɪdodə's əd'mɪnɪ'streɪʃ(ə)n

R6 Jokowi was born in Surakarta, 21 June 1961. He has 3 children. Jokowi is thin. He has brown skin, short hair, and tall body. He looks friendly because he often keeps smile to everybody near him. Jokowi is an Indonesian politician. He is president of Indonesia

Jokowi wəz bɔ:n ɪn sʊrəkɑ:tɑ, 21 dʒu:n 1961.hi: hæz 3 'tʃɪldrən. Jokowi ɪz  
θɪn.hi: hæz braʊn skɪn, ʃɔ:t heər, ænd tə:l 'bɒdi. hi: lʊks 'frendli bɪ'kɒz hi:

'ɒf(ə)n ki:ps smaɪl tu: 'ɛvrɪbɒdi nɪə hɪm. Jokowi ɪz ən ,ɪndəʊ'nɪ:ziən  
,pɒlɪ'tɪʃən.hi: ɪz 'prezɪdənt ɒv ,ɪndə'nɪ:ziə

- R7 Lionel Messi Full name: Luis Lionel Andrés Messi Birth day: June 24, 1987  
Birthplace: Rosario, Argentina Nationality: Argentinian Height: 169 cm  
Weight: 67 kg Club: FC Barcelona Position: Forward

laɪən(ə)l Messi fʊl neɪm: Luis 'laɪən(ə)l Andrés Messi bɜ:θ deɪ: dʒu:n 24,  
1987 'bɜ:θ,pleɪs: Rosario, ,ɑ:ɖʒən'ti:nə ,næʃə'nælɪti: ,ɑ:ɖʒ(ə)n'tɪnɪən haɪt: 169  
cm weɪt: 67 kg klʌb: ɛf-si: ,bɑ:si'ləʊnə pə'ziʃən: 'fɔ:wəd

- R8 Prophet Muhammad SAW.is the Messenger of God, the last prophet of 25  
prophet, that Allah send to guide us to the right path. Prophet Muhammad is  
the best of Allah's creations. Yet he's a human being, Allah created him and  
made him the best of the Prophets. His Miracle is the long-lasting Miracle, Al-  
Qur'an.

prɒfɪt mə'hæmɪd sɔ: . ɪz ðə 'mesɪndʒər ɒv ɡɒd, ðə lɑ:st 'prɒfɪt ɒv 25 'prɒfɪt,  
ðæt 'ælə send tu: ɡaɪd ʌs tu: ðə raɪt pɑ:θ. 'prɒfɪt mə'hæmɪd ɪz ðə best ɒv 'æləz  
kri(:)'eɪʃənz. jət hi:z ə 'hju:mən 'bi:ɪŋ, 'ælə kri(:)'eɪtɪd hɪm ænd meɪd hɪm ðə  
best ɒv ðə 'prɒfɪts. hɪz 'mɪrəkl ɪz ðə lɒŋ-'lɑ:stɪŋ 'mɪrəkl, æl- Qur'an

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

This section presents the discussion based on the result of the research and discussion that has been presented in the previous chapter, it can be concluded that there are significant differences in the learning result it can be seen in the pre-test, the teenagers' mean score is 30.62. And while the teenagers' mean score in the post-test is 52.50. Based on the data analysis, that teaching speaking by using everyone is a teacher here is useful. It proved that the teenagers score in post-test higher than the teenagers' score in the pre-test.

#### B. Suggestions

Based on the conclusion of the research, the author suggests for the following parties:

1. For the teacher, If the English teacher can use the Everyone is a Teacher here strategy, if you want to increase class participation so that the class does not become bored or monotonous, using this strategy will undoubtedly increase students' ability, especially in speaking, as well as increase students' confidence and new knowledge.
2. For students, they should still be more active in learning speaking. The students have to pay attention to the teacher so that they can improve their speaking skills. To solve their problem in communicating, they have to try to talk and then their speaking can be increased.

3. For further authors, the author suggests implementing the Everyone is a Teacher here strategy, especially in improving the students' speaking ability. The author hopes that the next author will use speaking learning material in addition to descriptive learning material in his research, then choose a suitable student level for the application of this strategy, besides that the author also suggests paying attention to the things that are weaknesses in this research, so that the author results can be more.

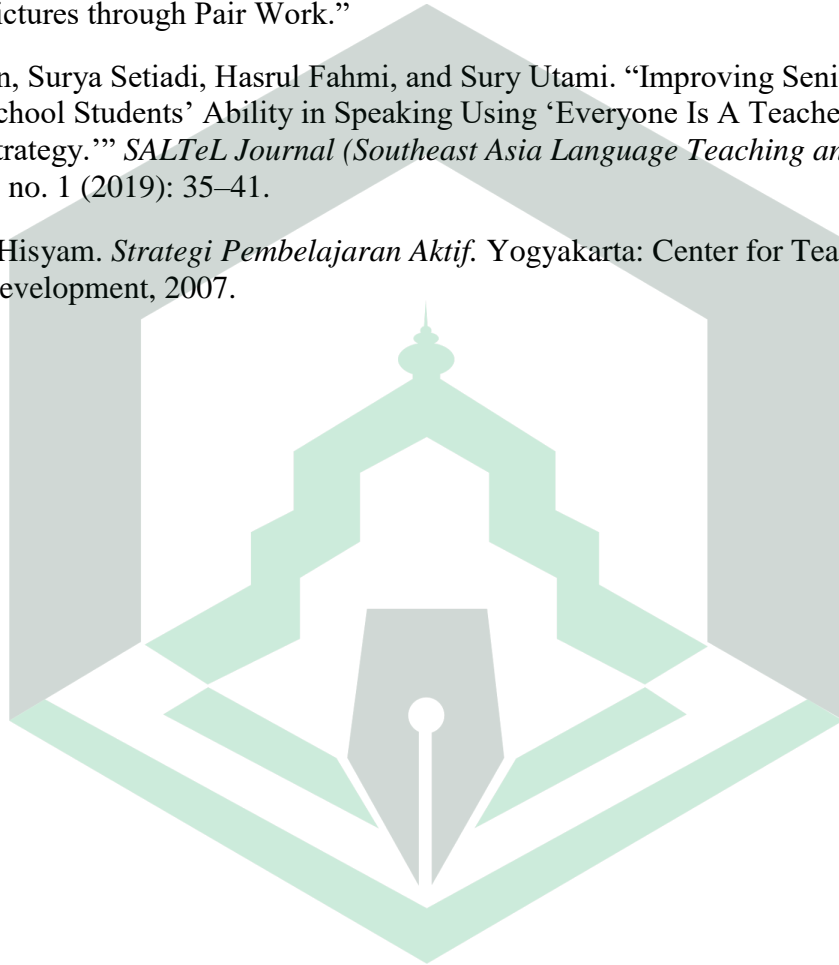




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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### LESSON PLAN (1)

Mata Pelajaran : Bahasa Inggris  
Topik Pembelajaran : Descriptive Text (Describe things)  
Alokasi Waktu : 2 x 45 menit

#### A. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuanfaktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkaitpenyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

#### B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 menganalisis fungsi social,	3.1.1 Mendeskripsikan topik-topik

struktur teks, dan unsur kebaahasaan pada teks descriptive sederhana tentang orang, tempat wisata,, Pekerjaan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya	yang diberikan 3.1.2 Menangkap informasi spesifik pada topik
4.1 menangkap makna teks deskriptif lisan dan tulis sederhana	4.1.1 Merespon argument pada topik 4.1.2 mengidentifikasi eksprsi-ekspresi yang digunakan saat menjelaskan sebuah topik.

### C. TUJUAN PEMBELAJARAN.

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topic.
4. Siswa diharapkan mampu mengidentifikas ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

### D. MATERI PEMBELAJARAN

- Description about Family

### E. METODE PEMBELAJARAN.

- ✓ Model : *Everyone is a Teacher Here*
- ✓ Pendekatan : *saintifik*
- ✓ Metode : belajar mandiri, latihan terbimbing.

### F. MEDIA DAN SUMBER PEMBELAJARAN

1. Media pembelajaran : kartu indeks.
2. Alat/Bahan : Spidol, papan tulis, penghapus.

3. Sumber Belajar :

- buku bahasa inggris kelas X
- internet

**G. LANGKAH- LANGKAH PEMEBELAJARAN**

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
Pedahuluan	<ul style="list-style-type: none"><li>• Guru memberi salam</li><li>• Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik</li><li>• Guru menyiapkan peserta didik untuk mengikuti kegiatan pembelajaran</li><li>• Guru menyampaikan Tujuan Pembelajaran</li></ul>	± 10 Menit
Kegiatan inti	<ul style="list-style-type: none"><li>➤ Guru menjelaskan tentang materi deskriptif text</li><li>➤ Guru membagikan kartu indeks kepada siswa</li><li>➤ Guru menjelaskan materi yang di berikan</li><li>➤ Guru meminta kepada siswa untuk menuliskan salah satu nama buah-buhan yang mereka sukai kedalam kartu indeks</li><li>➤ Guru mengumpulkan kartu indeks dari siswa, guru mengacak kartu indeks tersebut</li><li>➤ Guru meminta siswa naik kedepan kelas kemudian memilih kartu indeks yang di acak</li><li>➤ Siswa di minta mendeskripsikan materi yang</li></ul>	± 70 Menit

	<p>ia dapat</p> <ul style="list-style-type: none"> <li>➤ Siswa lainnya bertanya kepada siswa yang mendeskripsikan materi</li> <li>➤ Siswa menjawab pertanyaan hingga tidak ada lagi pertanyaan dari teman-temanya</li> <li>➤ Lanjutkan dengan siswa berikutnya hingga waktu yang ditentukan usai.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Peserta didik bersama guru menyimpulkan materi yang telah di pelajari</li> <li>• Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa inggris siswa khususnya dalam hal berbicara (speaking)</li> <li>• Guru mengakhiri pertemuan dengan mengucapkan salam.</li> </ul>	± 10 Menit

### LANGUAGE PATTERN (THINGS)

#### 1. Opening

- a. I am going to describe about....
- b. I'd like to talk you about.....
- c. I'd like to say a few words about.....
- d. Let me tell you about

#### 2. Descriptions

- a. You can see here.....
- b. My..... Has/have some parts.
- c. It has..... part(s)
- d. The shape of this ..... is/are.....

- e. The colour of this ..... is/are.....
- f. The material of this ..... is/are .....
- g. The benefit of this ..... is/are .....
- h. This ..... has ..... colour.
- i. This ..... has ..... shape.
- j. They are.....

### 3. Conjunction

- a. Next :Selanjutnya
- b. Furthermore : Selanjutnya
- c. Then : Kemudian
- d. In addition : Tambahan
- e. The first : Pertama....
- f. Second : Kedua.....
- g. The thirs : Ketiga.....
- h. The last : Terakhir.....

### 4. Question from friends

- a. How many....?
- b. Excuse me....
- c. Make it clear please
- d. What kind of the taste?
- e. How many colour?
- f. What material of.....
- g. What time it works?
- h. Is it familiar for me?
- i. How can I found it...
- j. What kind of this thin

After students describe the material and answer questions from their friends



## 5. Closing

- a. Thanks for your attention. Assalamualaikum Wr. Wb.
- b. Ok/well. I think enough, thanks for your attention. Assalamualaikum Wr. Wb.
- c. Ok/well, I think enough for my persentation today. Assalamualaikum Wr.Wb

## H. PENILAIAN

### 1. Rumus perhitungan skor

$$\frac{\text{jumlahperolehanskor}}{\text{skormaksimal}} \times 100$$

Rubrik penilaian

Element	Score
Accuracy	100
Fluency	100
Comprehensibility	100

### Standard

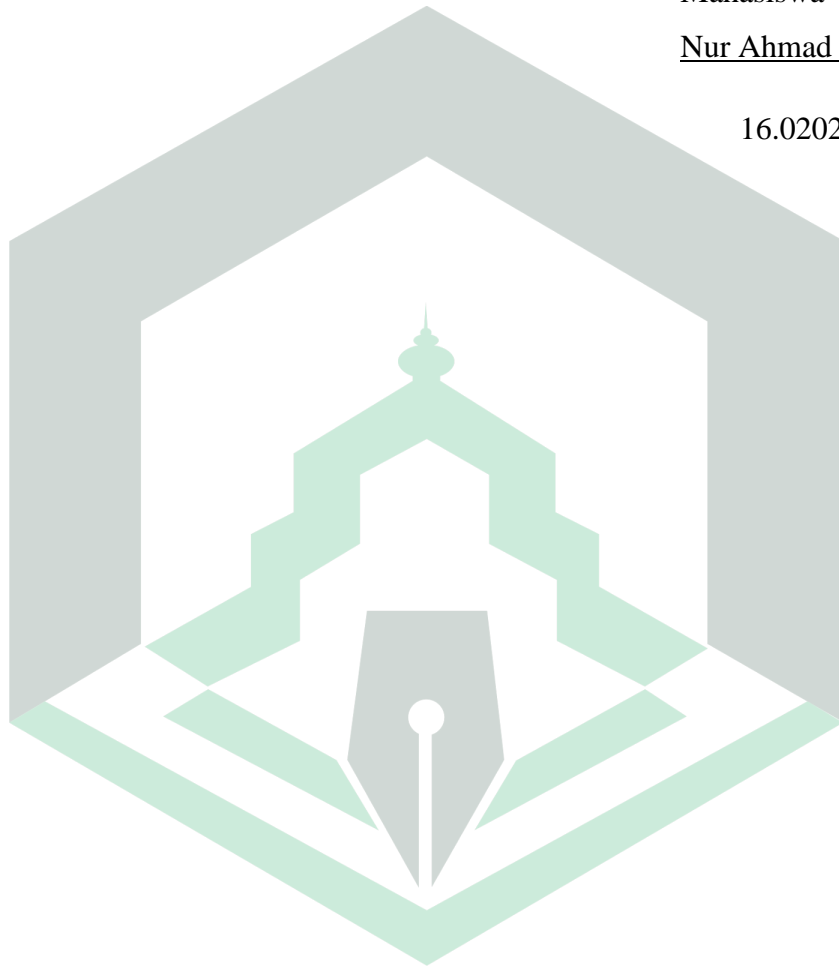
Classification	Scale	Rating
Excellent	86-100	6
Very Good	71-85	5
Good	56-70	4
Average	41-55	3
Poor	26-40	2
Very Poor	25	1

Palopo 15 agustus 2020

Mahasiswa`

Nur Ahmad Hidayat

16.0202.0121



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### LESSON PLAN (2)

Mata Pelajaran : Bahasa Inggris  
Topik Pembelajaran : Descriptive Text (describe Things)  
Alokasi Waktu : 2 x 45 menit

#### A. KOMPETENSI INTI

- a. Menghayati dan mengamalkan ajaran agama yang dianutnya
- b. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- c. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuanfaktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkaitpenyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- d. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

#### B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi
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<p>3.1 menganalisis fungsi social, struktur teks, dan unsur kebaahasaan pada teks descriptive sederhana tentang orang, tempat wisata,, Pekerjaan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya</p>	<p>3.1.1 Mendeskripsikan topik-topik yang diberikan 3.1.2 Menangkap informasi spesifik pada topik</p>
<p>4.1 menangkap makna teks deskriptif lisan dan tulis sederhana</p>	<p>4.1.1 Merespon argument pada topik 4.1.2 mengidentifikasi eksprsi-expresi yang digunakan saat menjelaskan sebuah topik.</p>

### C. TUJUAN PEMBELAJARAN.

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topic.
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

### D. MATERI PEMBELAJARAN

- Description about Family

### E. METODE PEMBELAJARAN.

- ✓ Model : *Everyone is a Teacher Here*
- ✓ Pendekatan : *saintifik*
- ✓ Metode : belajar mandiri, latihan terbimbing.

### F. MEDIA DAN SUMBER PEMBELAJARAN

1. Media pembelajaran : kartu indeks.

2. Alat/Bahan : Spidol, papan tulis, penghapus.

3. Sumber Belajar :

- buku bahasa inggris kelas X
- internet

### G. LANGKAH- LANGKAH PEMEBELAJARAN

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
Pendahuluan	<ul style="list-style-type: none"><li>• Guru memberi salam</li><li>• Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik</li><li>• Guru menyiapkan peserta didik untuk mengikuti kegiatan pembelajaran</li><li>• Guru menyampaikan Tujuan Pembelajaran</li></ul>	± 10 Menit
Kegiatan inti	<ul style="list-style-type: none"><li>➤ Guru menjelaskan tentang materi deskriptif text</li><li>➤ Guru membagikan kartu indeks kepada siswa</li><li>➤ Guru menjelaskan materi yang di berikan</li><li>➤ Guru meminta kepada siswa untuk menuliskan salah satu nama hewan yang mereka sukai kedalam kartu indeks</li><li>➤ Guru mengumpulkan kartu indeks dari siswa, guru mengacak kartu indeks tersebut</li><li>➤ Guru meminta siswa naik kedepan kelas kemudian memilih kartu indeks yang di acak</li></ul>	± 70 Menit

	<ul style="list-style-type: none"> <li>➤ Siswa di minta mendeskripsikan materi yang ia dapat</li> <li>➤ Siswa lainnya bertanya kepada siswa yang mendeskripsikan materi</li> <li>➤ Siswa menjawab pertanyaan hingga tidak ada lagi pertanyaan dari teman-temanya</li> <li>➤ Lanjutkan dengan siswa berikutnya hingga waktu yang ditentukan usai.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Peserta didik bersama guru menyimpulkan materi yang telah di pelajari</li> <li>• Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa inggris siswa khususnya dalam hal berbicara (speaking)</li> <li>• Guru mengakhiri pertemuan dengan mengucapkan salam.</li> </ul>	± 10 Menit

## H. PENILAIAN

### 1. Rumus perhitungan skor

$$\frac{\text{jumlahperolehanskor}}{\text{skormaksimal}} \times 100$$

Rubrik penilaian

Element	Score
Accuracy	100

Fluency	100
Comprehensibility	100

**Standard**

<b>Classification</b>	<b>Scale</b>	<b>Rating</b>
Excellent	86-100	6
Very Good	71-85	5
Good	56-70	4
Average	41-55	3
Poor	26-40	2
Very Poor	25	1

Palopo..... 2020

Mahasiswa

Nur Ahmad Hidayat

16.0202.0121

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### LESSON PLAN (3)

Mata Pelajaran : Bahasa Inggris  
Topik Pembelajaran : Descriptive Text (Describe Place)  
Alokasi Waktu : 2 x 45 menit

#### A. KOMPETENSI INTI

- a. Menghayati dan mengamalkan ajaran agama yang dianutnya
- b. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- c. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuanfaktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkaitpenyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- d. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

#### B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 menganalisis fungsi social,	3.1.1 Mendeskripsikan topik-topik



struktur teks, dan unsur kebaahasaan pada teks descriptive sederhana tentang orang, tempat wisata,, Pekerjaan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya	yang diberikan 3.1.2 Menangkap informasi spesifik pada topik
4.1 menangkap makna teks deskriptif lisan dan tulis sederhana	4.1.1 Merespon argument pada topik 4.1.2 mengidentifikasi eksprsi-ekspresi yang digunakan saat menjelaskan sebuah topik.

### C. TUJUAN PEMBELAJARAN.

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topic.
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

### D. MATERI PEMBELAJARAN

- Description about Family

### E. METODE PEMBELAJARAN.

- ✓ Model : *Everyone is a Teacher Here*
- ✓ Pendekatan : *saintifik*
- ✓ Metode : belajar mandiri, latihan terbimbing.

### F. MEDIA DAN SUMBER PEMBELAJARAN

1. Media pembelajaran : kartu indeks.
2. Alat/Bahan : Spidol, papan tulis, penghapus.

3. Sumber Belajar :

- buku bahasa inggris kelas X
- internet

**G. LANGKAH- LANGKAH PEMEBELAJARAN**

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
Pendahuluan	<ul style="list-style-type: none"><li>• Guru memberi salam</li><li>• Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik</li><li>• Guru menyiapkan peserta didik untuk mengikuti kegiatan pembelajaran</li><li>• Guru menyampaikan Tujuan Pembelajaran</li></ul>	± 10 Menit
Kegiatan inti	<ul style="list-style-type: none"><li>➤ Guru menjelaskan tentang materi deskriptif text</li><li>➤ Guru membagikan kartu indeks kepada siswa</li><li>➤ Guru menjelaskan materi yang di berikan</li><li>➤ Guru meminta kepada siswa untuk menuliskan salah satu nama objek wisata yang mereka ketahui kedalam kartu indeks</li><li>➤ Guru mengumpulkan kartu indeks dari siswa, guru mengacak kartu indeks tersebut</li><li>➤ Guru meminta siswa naik kedepan kelas kemudian memilih kartu indeks yang di acak</li><li>➤ Siswa di minta mendeskripsikan materi yang</li></ul>	± 70 Menit

	<p>ia dapat</p> <ul style="list-style-type: none"> <li>➤ Siswa lainnya bertanya kepada siswa yang mendeskripsikan materi</li> <li>➤ Siswa menjawab pertanyaan hingga tidak ada lagi pertanyaan dari teman-temanya</li> <li>➤ Lanjutkan dengan siswa berikutnya hingga waktu yang ditentukan usai.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Peserta didik bersama guru menyimpulkan materi yang telah di pelajari</li> <li>• Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa inggris siswa khususnya dalam hal berbicara (speaking)</li> <li>• Guru mengakhiri pertemuan dengan mengucapkan salam.</li> </ul>	± 10 Menit

### LANGUAGE PATTERN (PLACE)

#### 1. Opening

- a. I am going to describe about....
- b. I'd like to talk you about.....
- c. I'd like to say a few words about.....
- d. Let me tell you about

#### 2. Descriptions

- a. It has distance about from
- b. a popular place to visits..
- c. The shape of this... is/are..

- d. The colours of this... is/are...
- e. The benefit of this.... is/are...
- f. This... has... shape.
- g. it is... very/so....
- h. This... has... body...
- i. You can find it .....
- j. The most visits in...
- k. It can be....
- l. There a lot of ..... seller
- m. It can be visits just on.....
- n. It has rules to
- o. Don't visit it in.....
- p. Ect.....

### 3. Conjunction

- a. Next :Selanjutnya
- b. Furthermore : Selanjutnya
- c. Then : Kemudian
- d. In addition : Tambahan
- e. The first : Pertama....
- f. Second : Kedua....
- g. The thirs : Ketiga....
- h. The last : Terakhir....

4. Question from friends

- a. How many....?
- b. May you repeat it?
- c. What kind of the place?
- d. How many people there?
- e. What kind of the rules...
- f. What time it available?
- g. Is it familiar for me?
- h. How can I found it...
- i. According to you have I visit it?
- j. Is it a free place?
- k. Etc.....

5. Closing

- a. Thanks for your attention. Assalamu'alaikum Wr. Wb
- b. Ok/Well. I think enough, thanks for your attention. Assalmu'alaikum Wr. Wb
- c. Ok./well, that is all from me, assalamu'alaikum Wr. Wb

**H. PENILAIAN**

1. Rumus perhitungan skor

$$\frac{jumlahperolehanskor}{skormaksimal} \times 100$$

Rubrik penilaian

<b>Element</b>	<b>Score</b>
Accuracy	100
Fluency	100
Comprehensibility	100

**Standard**

<b>Classification</b>	<b>Scale</b>	<b>Rating</b>
Excellent	86-100	6
Very Good	71-85	5
Good	56-70	4
Average	41-55	3
Poor	26-40	2
Very Poor	25	1

Palopo..... 2020

Mahasiswa

Nur Ahmad Hidayat

16.0202.0121

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### LESSON PLAN (4)

Mata Pelajaran : Bahasa Inggris  
Kelas : X  
Topik Pembelajaran : Descriptive Text (describe place)  
Alokasi Waktu : 2 x 45 menit

#### A. KOMPETENSI INTI

- a. Menghayati dan mengamalkan ajaran agama yang dianutnya
- b. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- c. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuanfaktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkaitpenyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- d. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

#### B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 menganalisis fungsi social,	3.1.1 Mendeskripsikan topik-topik

struktur teks, dan unsur kebaahasaan pada teks descriptive sederhana tentang orang, tempat wisata,, Pekerjaan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya	yang diberikan 3.1.2 Menangkap informasi spesifik pada topik
4.1 menangkap makna teks deskriptif lisan dan tulis sederhana	4.1.1 Merespon argument pada topik 4.1.2 mengidentifikasi ekspresi-ekspresi yang digunakan saat menjelaskan sebuah topik.

### C. TUJUAN PEMBELAJARAN.

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topic.
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

### D. MATERI PEMBELAJARAN

- Description about Family

### E. METODE PEMBELAJARAN.

- ✓ Model : *Everyone is a Teacher Here*
- ✓ Pendekatan : *saintifik*
- ✓ Metode : belajar mandiri, latihan terbimbing.

### F. MEDIA DAN SUMBER PEMBELAJARAN

1. Media pembelajaran : kartu indeks.
2. Alat/Bahan : Spidol, papan tulis, penghapus.



3. Sumber Belajar :

- buku bahasa inggris kelas X
- internet

**G. LANGKAH- LANGKAH PEMEBELAJARAN**

TAHAPAN	URAIAN KEGIATAN	RENCANA WAKTU
Pedahuluan	<ul style="list-style-type: none"><li>• Guru memberi salam</li><li>• Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik</li><li>• Guru menyiapkan peserta didik untuk mengikuti kegiatan pembelajaran</li><li>• Guru menyampaikan Tujuan Pembelajaran</li></ul>	± 10 Menit
Kegiatan inti	<ul style="list-style-type: none"><li>➤ Guru menjelaskan tentang materi deskriptif text</li><li>➤ Guru membagikan kartu indeks kepada siswa</li><li>➤ Guru menjelaskan materi yang di berikan</li><li>➤ Guru meminta kepada siswa untuk menuliskan salah satu nama fasilitas public yang mereka sukai kedalam kartu indeks</li><li>➤ Guru mengumpulkan kartu indeks dari siswa, guru mengacak kartu indeks tersebut</li><li>➤ Guru meminta siswa naik kedepan kelas kemudian memilih kartu indeks yang di acak</li><li>➤ Siswa di minta mendeskripsikan materi yang</li></ul>	± 70 Menit

	<p>ia dapat</p> <ul style="list-style-type: none"> <li>➤ Siswa lainnya bertanya kepada siswa yang mendeskripsikan materi</li> <li>➤ Siswa menjawab pertanyaan hingga tidak ada lagi pertanyaan dari teman-temanya</li> <li>➤ Lanjutkan dengan siswa berikutnya hingga waktu yang ditentukan usai.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Peserta didik bersama guru menyimpulkan materi yang telah di pelajari</li> <li>• Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa inggris siswa khususnya dalam hal berbicara (speaking)</li> <li>• Guru mengakhiri pertemuan dengan mengucapkan salam.</li> </ul>	± 10 Menit

## H. PENILAIAN

### 1. Rumus perhitungan skor

$$\frac{\text{jumlah perolehan skor}}{\text{skor maksimal}} \times 100$$

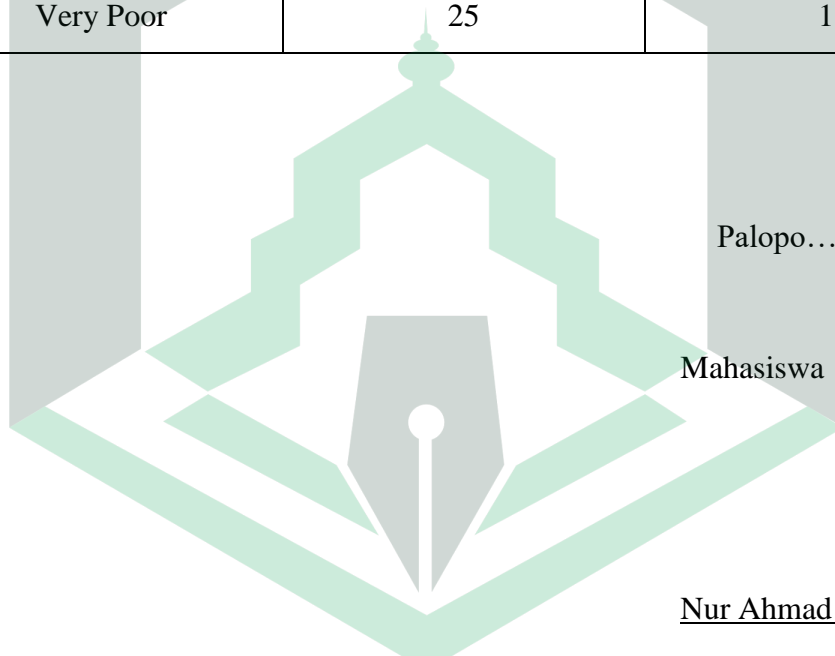
Rubrik penilaian

Element	Score
Accuracy	100
Fluency	100

Comprehensibility	100
-------------------	-----

**Standard**

<b>Classification</b>	<b>Scale</b>	<b>Rating</b>
Excellent	86-100	6
Very Good	71-85	5
Good	56-70	4
Average	41-55	3
Poor	26-40	2
Very Poor	25	1



Palopo..... 2020

Mahasiswa

Nur Ahmad Hidayat

16.0202.0121

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### LESSON PLAN (5)

Mata Pelajaran : Bahasa Inggris  
Kelas : X  
Topik Pembelajaran : Descriptive Text (describe things)  
Alokasi Waktu : 2 x 45 menit

#### A. KOMPETENSI INTI

- a. Menghayati dan mengamalkan ajaran agama yang dianutnya
- b. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- c. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuanfaktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkaitpenyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- d. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

#### B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 menganalisis fungsi social,	3.1.1 Mendeskripsikan topik-topik

struktur teks, dan unsur kebaahasaan pada teks descriptive sederhana tentang orang, tempat wisata,, Pekerjaan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya	yang diberikan 3.1.2 Menangkap informasi spesifik pada topik
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### C. TUJUAN PEMBELAJARAN.

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2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topic.
4. Siswa diharapkan mampu mengidentifikas ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

### D. MATERI PEMBELAJARAN

- Description about Family

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1. Media pembelajaran : kartu indeks.
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Pendahuluan	<ul style="list-style-type: none"><li>• Guru memberi salam</li><li>• Guru mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik</li><li>• Guru menyiapkan peserta didik untuk mengikuti kegiatan pembelajaran</li><li>• Guru menyampaikan Tujuan Pembelajaran</li></ul>	± 10 Menit
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	<ul style="list-style-type: none"> <li>➤ Siswa di minta mendeskripsikan materi yang ia dapat</li> <li>➤ Siswa lainnya bertanya kepada siswa yang mendeskripsikan materi</li> <li>➤ Siswa menjawab pertanyaan hingga tidak ada lagi pertanyaan dari teman-temanya</li> <li>➤ Lanjutkan dengan siswa berikutnya hingga waktu yang ditentukan usai.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Peserta didik bersama guru menyimpulkan materi yang telah di pelajari</li> <li>• Guru memberikan motivasi untuk selalu belajar dan memperdalam bahasa inggris siswa khususnya dalam hal berbicara (speaking)</li> <li>• Guru mengakhiri pertemuan dengan mengucapkan salam.</li> </ul>	± 10 Menit

## H. PENILAIAN

### 1. Rumus perhitungan skor

$$\frac{\text{jumlahperolehanskor}}{\text{skormaksimal}} \times 100$$

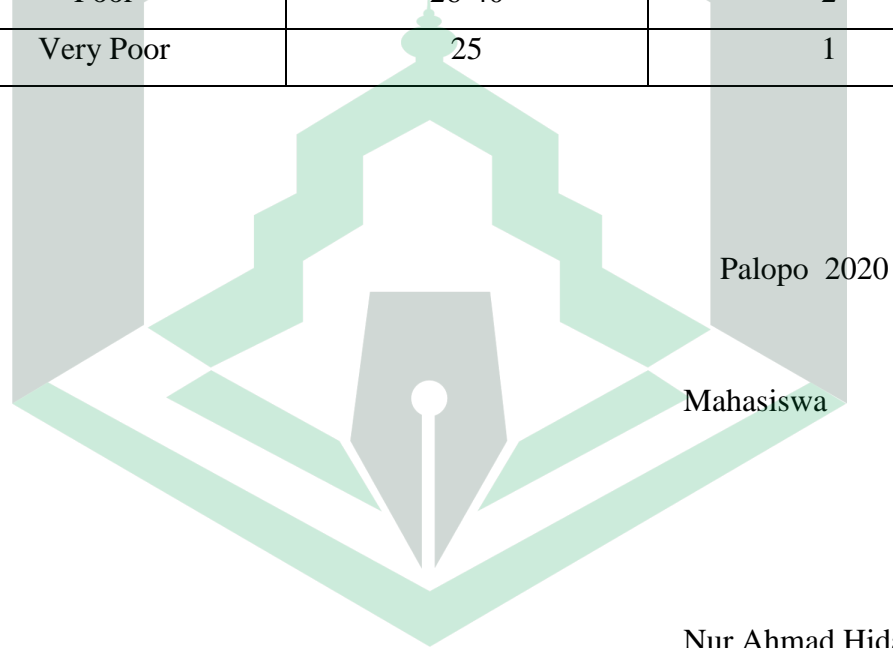
Rubrik penilaian

Element	Score
Accuracy	100

Fluency	100
Comprehensibility	100

### Standard

Classification	Scale	Rating
Excellent	86-100	6
Very Good	71-85	5
Good	56-70	4
Average	41-55	3
Poor	26-40	2
Very Poor	25	1



Nur Ahmad Hidayat

16.0202.0121



## In Pre test

1. The author conducted a pre-test using the material the teenagers described themselves
  - A. My name is...
  - B. You can call me...
  - C. Im from...
  - D. Im.... Years old
  - E. My hobby is/are..
  - F. My favorite food is/are...



## Treatment

- a. The first meeting  
Teenagers describe the name of the fruits



- b. The Second Meeting
  - 1. Teenagers describe about animals



c. The third meeting

1. Teenagers describe the tourist attraction



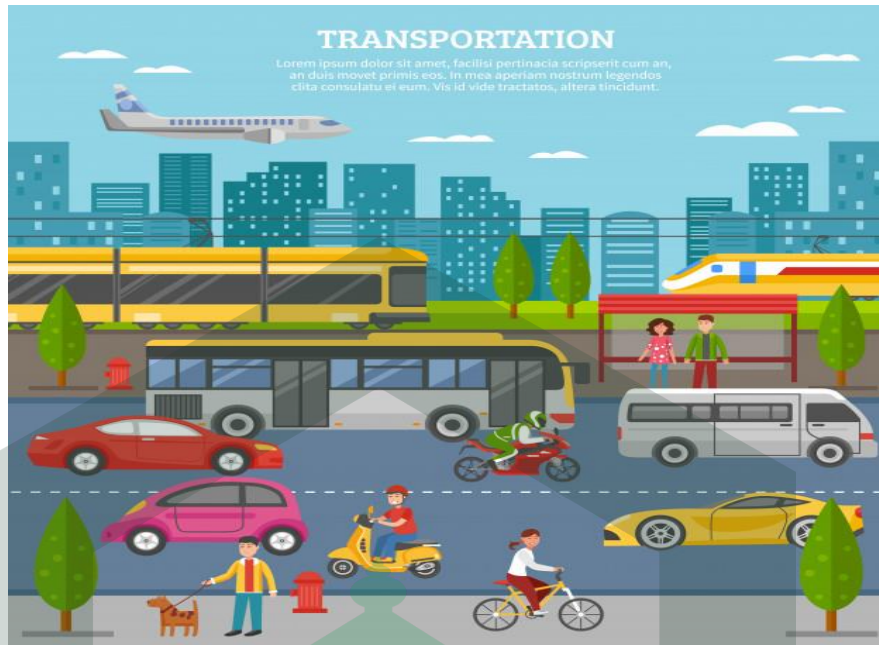
d. The fourth meeting

1. Teenagers describe about job



e. The fifth meeting

1. Teenagers describe about public transportation



Post-test

In post-test the teenagers describe their idol

Description

- j. She, he, they has/have ...
- k. The popularitas of her/his...
- l. He, she, they is/are... very/so....
- m. He, she, they ... has... body...
- n. The colour His, her, their is/are....
- o. You can find His, her, their at .....
- p. His, her, their favorite.....
- q. His, her, theirs can bee

r. Ect.....



**TABLE T**

d.f.	TINGKAT SIGNIFIKANSI						
	20%	10%	5%	2%	1%	0,2%	0,1%
dua sisi	20%	10%	5%	2%	1%	0,2%	0,1%
satu sisi	10%	5%	2,5%	1%	0,5%	0,1%	0,05%
1	3,078	6,314	12,706	31,821	63,657	318,309	636,619
2	1,886	2,920	4,303	6,965	9,925	22,327	31,599
3	1,638	2,353	3,182	4,541	5,841	10,215	12,924
4	1,533	2,132	2,776	3,747	4,604	7,173	8,610
5	1,476	2,015	2,571	3,365	4,032	5,893	6,869
6	1,440	1,943	2,447	3,143	3,707	5,208	5,959
7	1,415	1,895	2,365	2,998	3,499	4,785	5,408
8	1,397	1,860	2,306	2,896	3,355	4,501	5,041
9	1,383	1,833	2,262	2,821	3,250	4,297	4,781
10	1,372	1,812	2,228	2,764	3,169	4,144	4,587
11	1,363	1,796	2,201	2,718	3,106	4,025	4,437
12	1,356	1,782	2,179	2,681	3,055	3,930	4,318
13	1,350	1,771	2,160	2,650	3,012	3,852	4,221
14	1,345	1,761	2,145	2,624	2,977	3,787	4,140
15	1,341	1,753	2,131	2,602	2,947	3,733	4,073
16	1,337	1,746	2,120	2,583	2,921	3,686	4,015
17	1,333	1,740	2,110	2,567	2,898	3,646	3,965
18	1,330	1,734	2,101	2,552	2,878	3,610	3,922
19	1,328	1,729	2,093	2,539	2,861	3,579	3,883
20	1,325	1,725	2,086	2,528	2,845	3,552	3,850
21	1,323	1,721	2,080	2,518	2,831	3,527	3,819

22	1,321	1,717	2,074	2,508	2,819	3,505	3,792
23	1,319	1,714	2,069	2,500	2,807	3,485	3,768
24	1,318	1,711	2,064	2,492	2,797	3,467	3,745
25	1,316	1,708	2,060	2,485	2,787	3,450	3,725
26	1,315	1,706	2,056	2,479	2,779	3,435	3,707

27	1,314	1,703	2,052	2,473	2,771	3,421	3,690
28	1,313	1,701	2,048	2,467	2,763	3,408	3,674
29	1,311	1,699	2,045	2,462	2,756	3,396	3,659
30	1,310	1,697	2,042	2,457	2,750	3,385	3,646
31	1,309	1,696	2,040	2,453	2,744	3,375	3,633
32	1,309	1,694	2,037	2,449	2,738	3,365	3,622
33	1,308	1,692	2,035	2,445	2,733	3,356	3,611
34	1,307	1,691	2,032	2,441	2,728	3,348	3,601
35	1,306	1,690	2,030	2,438	2,724	3,340	3,591
36	1,306	1,688	2,028	2,434	2,719	3,333	3,582
37	1,305	1,687	2,026	2,431	2,715	3,326	3,574
38	1,304	1,686	2,024	2,429	2,712	3,319	3,566
39	1,304	1,685	2,023	2,426	2,708	3,313	3,558
40	1,303	1,684	2,021	2,423	2,704	3,307	3,551
41	1,303	1,683	2,020	2,421	2,701	3,301	3,544
42	1,302	1,682	2,018	2,418	2,698	3,296	3,538
43	1,302	1,681	2,017	2,416	2,695	3,291	3,532
44	1,301	1,680	2,015	2,414	2,692	3,286	3,526
45	1,301	1,679	2,014	2,412	2,690	3,281	3,520
46	1,300	1,679	2,013	2,410	2,687	3,277	3,515
47	1,300	1,678	2,012	2,408	2,685	3,273	3,510
48	1,299	1,677	2,011	2,407	2,682	3,269	3,505

49	1,299	1,677	2,010	2,405	2,680	3,265	3,500
50	1,299	1,676	2,009	2,403	2,678	3,261	3,496
51	1,298	1,675	2,008	2,402	2,676	3,258	3,492
52	1,298	1,675	2,007	2,400	2,674	3,255	3,488
53	1,298	1,674	2,006	2,399	2,672	3,251	3,484
54	1,297	1,674	2,005	2,397	2,670	3,248	3,480
55	1,297	1,673	2,004	2,396	2,668	3,245	3,476
56	1,297	1,673	2,003	2,395	2,667	3,242	3,473
57	1,297	1,672	2,002	2,394	2,665	3,239	3,470
58	1,296	1,672	2,002	2,392	2,663	3,237	3,466
59	1,296	1,671	2,001	2,391	2,662	3,234	3,463
60	1,296	1,671	2,000	2,390	2,660	3,232	3,460
61	1,296	1,670	2,000	2,389	2,659	3,229	3,457
62	1,295	1,670	1,999	2,388	2,657	3,227	3,454
63	1,295	1,669	1,998	2,387	2,656	3,225	3,452
64	1,295	1,669	1,998	2,386	2,655	3,223	3,449
65	1,295	1,669	1,997	2,385	2,654	3,220	3,447
66	1,295	1,668	1,997	2,384	2,652	3,218	3,444
67	1,294	1,668	1,996	2,383	2,651	3,216	3,442
68	1,294	1,668	1,995	2,382	2,650	3,214	3,439
69	1,294	1,667	1,995	2,382	2,649	3,213	3,437
70	1,294	1,667	1,994	2,381	2,648	3,211	3,435
71	1,294	1,667	1,994	2,380	2,647	3,209	3,433
72	1,293	1,666	1,993	2,379	2,646	3,207	3,431
73	1,293	1,666	1,993	2,379	2,645	3,206	3,429
74	1,293	1,666	1,993	2,378	2,644	3,204	3,427



75	1,293	1,665	1,992	2,377	2,643	3,202	3,425
76	1,293	1,665	1,992	2,376	2,642	3,201	3,423
77	1,293	1,665	1,991	2,376	2,641	3,199	3,421
78	1,292	1,665	1,991	2,375	2,640	3,198	3,420
79	1,292	1,664	1,990	2,374	2,640	3,197	3,418
80	1,292	1,664	1,990	2,374	2,639	3,195	3,416
81	1,292	1,664	1,990	2,373	2,638	3,194	3,415
82	1,292	1,664	1,989	2,373	2,637	3,193	3,413
83	1,292	1,663	1,989	2,372	2,636	3,191	3,412
84	1,292	1,663	1,989	2,372	2,636	3,190	3,410
85	1,292	1,663	1,988	2,371	2,635	3,189	3,409
86	1,291	1,663	1,988	2,370	2,634	3,188	3,407
87	1,291	1,663	1,988	2,370	2,634	3,187	3,406
88	1,291	1,662	1,987	2,369	2,633	3,185	3,405
89	1,291	1,662	1,987	2,369	2,632	3,184	3,403
90	1,291	1,662	1,987	2,368	2,632	3,183	3,402
91	1,291	1,662	1,986	2,368	2,631	3,182	3,401
92	1,291	1,662	1,986	2,368	2,630	3,181	3,399
93	1,291	1,661	1,986	2,367	2,630	3,180	3,398
94	1,291	1,661	1,986	2,367	2,629	3,179	3,397
95	1,291	1,661	1,985	2,366	2,629	3,178	3,396
96	1,290	1,661	1,985	2,366	2,628	3,177	3,395
97	1,290	1,661	1,985	2,365	2,627	3,176	3,394
98	1,290	1,661	1,984	2,365	2,627	3,175	3,393

99	1,290	1,660	1,984	2,365	2,626	3,175	3,392
100	1,290	1,660	1,984	2,364	2,626	3,174	3,390



## DOCUMENTATION









**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
Jl. Agatis Kel.Balandai Kec.Bara 91914 Kota Palopo  
Email:pbi.fik@gmail.com

### SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Nur Ahmad Hidayat  
NIM : 16 0202 0121  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Alamat/ No. HP : dusun amboli desa padang kalua kec. Lamasi  
Hp. 085396194016

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 28 September 2020

Ketua Program Studi

a.n. Dekan  
Wakil dekan I  
Fakultas Tarbiyah dan Ilmu Keguruan

Dr. Munir Yusuf, S.Ag., M.Pd  
NIP. 19740602 199903 1 003



Amalia Yahya, SE., M.Hum  
NIP. 19771013 200501 2 006



PEMERINTAH KOTA PALOPO  
KECAMATAN TELLUWANUA  
**KELURAHAN BATU WALENRANG**

Jalan: Dr. Ratulangi Km.09 Telp .....

**SURAT KETERANGAN PENELITIAN**

Nomor : 070/242/KBW/IX/2020

Yang bertanda tangan di bawah ini :

Nama : MUNAHIRAH,S.Sos  
NIP : 19710404 199101 2 005  
Jabatan : Kasi Pelayanan Umum

Dengan ini menerangkan bahwa :

Nama : NUR AHMAD HIDAYAT  
Tempat/Tgl. Lahir : Padang kalua, 16-04-1998  
Jenis Kelamin : Laki-laki  
Alamat : Dsn. Amboli Desa Padang Kalua Kec.Lamasi, Kab. Luwu  
Pekerjaan : Pelajar/Mahasiswa  
NIM : 16 0202 0121

Yang bersangkutan benar-benar mengadakan penelitian di Wilayah Kami Kelurahan Batu Walenrang Kecamatan Telluwanua Kota Palopo, sehubungan dengan penulisan skripsi yang berjudul **"USING EVERYONE IS A FEACER HERE STRATEGY TO INCREASE THE SPEAKINGSKIIL OF TEEHAGERS AT BATU WALENRANG, PALOPO"** .

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 17 September 2020

a.n. Lurah  
Kasi Pelayanan Umum



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**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

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**Surat Keterangan Bebas Mata Kuliah**

Sehubungan dengan selesainya “Mata Kuliah Mahasiswa” sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nur Ahmad Hidayat

Nim : 16 0202 0121


Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 29 September 2020

Ketua Prodi  
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## **CURRICULUM VITAE**



**Nur Ahmad Hidayat**, born on April 16th, 1998 in Padang Kalua Village, Lamasi District, Luwu Regency, the son of Abbas Mula and Siti Nurhati, is the fourth of five children. The author completed his education at SDN 377 Kampung Baru in 2010, then continued to the Junior High School level at SMP Negeri 2 Lamasi and graduated in 2013. In the same year, the author continued high school at SMA Negeri 1 Walenrang and graduated in 2016. In the same year, the author continued his studies at the State Islamic College at the Palopo State Islamic Institute (IAIN) at the Tarbiyah and Teacher Training Faculty of English Education Study Program. In the final stage of completing the study, the author compiles a thesis by writing the title "Using Everyone is a Teacher Here Strategy to Increase The Speaking Skill of Teenagers AT Batu Walenrang Palopo" as a requirement to obtain a bachelor's degree in the undergraduate program (S1).