IMPLEMENTING ENGLISH IS A TEACHER HERE (ETH) STRATEGY TO ENHANCE SPEAKING SKILL FOR THE EARLY SEMESTER STUDENTS OF ENGLISH DEPARTMENT

by Meiga Ratih Tirtanawati

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ABSTRACT

Speaking learning is one essential skill in learning English since Speaking is considered as the most difficult and challenging skill to be mastered. It is also considered as a very crucial skill because it is one of the basic keys of communication. Many strategies are generated in order to create fun and enjoyable situation in learning Speaking, and the application of English is a Teacher Here (ETH) strategy is proposed in the teaching of speaking. This research investigates the implementation and the benefits of ETH strategy in enhancing speaking skill among students of English Department IKIP PGRI Bojonegoro in the early semester. The problem formulation in this research are: First, can the use of ETH strategy enhance students' speaking skill? And second, how is the situation of the class when ETH strategy implemented? The objectives of this research are to identify whether ETH strategy can enhance students' speaking skill and to describe the class situation when ETH strategy is implemented in teaching speaking. Classroom Action Research would be employed in conducting this research. The procedure included planning, implementing, observing, and reflecting. The results show that Everyone is a Teacher Here (ETH) strategy successfully enhance speaking skill for the early semester students of English Department.

Keywords: Everyone is a teacher here (ETH) strategy, speaking

INTRODUCTION

Speaking is one of main subjects in English Education Study Program at IKIP PGRI Bojonegoro. This subject is available at the first to fourth semester. This aimed the students will be producing some English pronunciation well, mastering to express their ideas and thoughts in English, and mastering to communicate others. And as the first semester students of English Department, it is the significant time for the students to adapt and socialize with the activities and campus routine. For some new students who are not accustomed to be active or those who are lack confidence, speaking is one of the scariest subjects. In speaking class they are supposed and forced to participate speaking English actively. Therefore, English lecturers play important role in the success of teaching and listening process. English lecturers must focus on the four basic skills; listening, speaking, writing and reading. Speaking is one of the most essential skills to be developed as means of effective communication.

According to Ur (1996:120), speaking seems intuitively the most important: people who know a language are reffered to as "speakers" of that language, and many foreign language learners are primarily interested in learning to speak. In addition, Nunan (1999) claims that the ability to function in another language is generally characterized in terms of being able to speak that language. People measure the mastery of a language by seeing whether one are able to speak the language or not. Hall and Verplaetse (2000) also explain that students should be given time and encouragement to speak extensively without too much control or too much stress on accuracy. He supports some teachers who believe that the skill of fluent speaking can be built by giving confidence, a sense of purpose and an emphasis on meaning rather than on formal accuracy. Getting students to have a free discussion, like having them take part to share their idea will bring the students into new situation.

In real condition, most students of 1B grade students of IKIP PGRI Bojonegoro have some difficulties in learning speaking. The reseacher found 70% students at the second semester in 2015/2016 were still less capability in speaking. Most of their difficulties are pronunciation,

grammar, and fluency. They are unable to produce simple utterances properly, they tend to be passive, they are afraid to express their ideas in front of the class, they do not know how to share with others in English, and they do not have strong motivation to learn English. The researcher believe that the students will be more difficult to express their ideas if there is no solution.

The effective teaching and learning process requires a two-way interaction between lecturer and students. In one hand lecturers should be creative in creating an enjoyable classroom atmosphere and in the other hand students have to be involved in teaching learning activity. One of the strategy that can be used by lecturer in teaching speaking is by applying Everyone is a teacher here strategy to cope this problems because the researcher assumes that the students need to be more relax in their classroom to express their ideas.

Everyone is a Teacher Here (ETH) is learning strategy which allows learners to be able to learn in a fun way. Everyone is a Teacher Here (ETH) is a strategy which is very appropriate to get class participation. This strategy provides the opportunity for each student to act as a teacher for his/her friends. Everyone is a Teacher Here (ETH) is one of strategy that emphasizes the ability to analyze problems, the ability to express opinions and ability to make conclusions by using question cards. According to Silberman (1996: 113), Everyone is a Teacher Here (ETH) is an easy strategy for obtaining classwide participation and individual accountability. It gives every student the opportunity to act as a "teacher" for other students. In addition, Nuraida in Silberman (2012: 1) says that Everyone is a Teacher Here is a strategy that students can get the material or knowledge from their own friend by taking 18 turns explaining what they have read from a book.

The implementation of Everyone is a Teacher Here (ETH) begins the teacher provides materials appropriate to the subject to be taught. Students are assigned to create a question. After the students finished making question, question cards are distributed to the student randomly. Furthermore, the student is given the task of doing a presentation by reading the questions and answer them, while other students are given the opportunity to respond. The teachers at this stage can evaluate.

Based on the explanation above, it can be concluded that Everyone is a Teacher Here (ETH) is a teaching strategy which can provide opportunity to the students to act as teacher for their friends. It provides opportunity to the students to participate actively in the teaching and learning process. This strategy can change the atmosphere of learning.

METHOD

The design of this study is Classroom Action Research (CAR) which aims to improve the process and learning outcomes in the class. The subjects are the 30 students of English program in the academic year 2015/2016 which consists 18 female and 12 male students. Here, the researcher accompanied by the collaborator in designing the lesson plan. The implementation of the research consists of two cycles.

In this research, they are four basic components of CAR applied, those are planning, acting, observing and reflecting (Kemmis in Hopkins, 1975). Its explanation is as follows:

a. Planning is a stage in which the researcher plans or designs a research based on his prior observation of a teaching and learning process. Here, the researcher's activities can be observing the teaching practice to find related data to the research, preparing interviews, preparing queationnaire, designing pre test, designing treatment, etc.

b. Acting, the researcher carries out a number of activities which she has prepared or designed. The teaching and learning activities are undertaken in a series of systematic cycles related to the design

c. Observing, the researcher observes the whole teaching and learning practice to identify meaningful and useful data concerning the teacher's activities and the students' participation during the teaching process itself.

d. Reflecting, the researcher evaluates and learns the treatment she has undertaken and identifies strengths and weaknesses with which she can design a treatment in the next cycle of the research.

The researcher used documents, observation, questionnaire, and speaking test to collect the data. The data were classified into qualitative and quantitative. Qualitative data was taken from the result of observation and questionnaire. And the quantitative data was taken from the result of the students' test in each cycle.

To analyze the data gathered from the observation and questionnaire, table of percentage was used. Then the data of the students's test in each cycle were put into table and calculated in quantitative data analysis.

FINDINGS

The overall implementation of the research can be seen in the table below.

Table 1. Research Findings

Solution	Everyone Is a Teacher Here Strategy	
Learners	Second Semester of English Dept. Students	
No of cycle	2	
Planning	- Arrange lesson plan, the objective and the planned schedule - Prepare teaching material, provide the topics and prepare the materials of index cards	
Acting	Meeting 1	
	Teacher's activities	Students' activities
	- Say greeting to the students	- Answer greeting
	- Gives questions about the previous lesson	- Respond and remember the previous lesson
	- Explain the topic and its examples	- Pay attention to the teacher's explanation
	- Divide the students into groups	- Students make groups
	- Handout an index cards to each students and ask students to write down a question they have about the learning material being studied in the class	- Students write question or specific topic they would like to discuss in the class.
	- Collect the cards, shuffle them and distribute one to each student	- Submit the index cards and take another cards from the teacher
	Meeting 2	
	- Say greeting	- Answer greeting
	- Gives questions about the previous activity	- Respond and remember about the previous activity
	- Asks the students to continue the previous activity	- Each group discussed and prepared material by discovering the important key ideas about their topic. They provide research material, information, ideas for demonstration.
	- Regroup the students	- The students were regrouped from other groups
	- Ask volunteers as "a teacher" who are willing to read out loud the card	- Students act as "a teacher" to read the questions they obtained and give response
	- Ask the other students in the class to add what the "teacher" has contributed	- Add some additional response, information and ideas
	Meeting 3	
	- The researcher gives speaking test (post test)	- The students do post test individually

Observation	Students :
	- Improvement of students' speaking skill
	- Improvement of students' motivation and participation in learning speaking
	- Improvement of students' critical thinking skills
	- Improvement of ability in delivering opinion
	Classroom :
	- Alive
	- Enjoyable
	- Group work was more effective
	- Pleasure
Reflection	The strengths of Everyone is a teacher strategy
	- The students are able to ascertain whether they have understood that things learned are correct.
	- It gives students' the opportunity to answer questions made by their friends.
	- It can develop students' ability to solve the problem.
	- It can improve students' ability to present and act as a teacher in front of their friends.
	- It can improve the students' ability in expressing opinion and making conclusion.
	- The students will master the material indirectly. By asking individually about what they have learned, each individual can compete to answer questions.
	- The teacher can determine the students mastery of the material explained.

Cycle 1 and two was conducted in three meetings. The planning, the implementation, the observation, and the reflection of this cycle are presented in this part. The activities of the students in Cycle 1 can be seen clearly in table. Some improvements were shown during the teaching and learning process. On the last meeting of the first cycle most of the students had tried to speak. Based on the observation, it also indicated that the students had started to express the idea by using some new vocabularies anf produced more than 12 sentences, even in communicating with their friends in group.

Besides the improvement shown by the students, some problems needed special attention and solution. Some of the students were still shy to talk in English and they preferred to talk other things while sitting in their groups. Sometimes whispering was better way than speaking loudly. This happened when they tried to formulate long sentences. The lack of vocabulary made them give up easily in speaking English. After analyzing the teaching and learning process and the students' learning result in speaking skill for three meetings, based on the result of the observation checklist, the field note and the interview with the students, the researcher and her collaborator drew a conclusion that the strategy needs to be improved on the next cycle.

All activities in the first meeting, cycle 2, were in order to make students were able to respond the questions with different topic from cycle 1. Here the teacher gave the interestig topic. The purpose of this is to get the students' interest in reading and discussing about the text. Hence, they could more expressive and creative in developing their critical thinking skills or idea.

The reflection in cycle 2 is similar to cycle 1. Based on the result of the observation checklist and   the field notes, it was identified that after being treated with the improved strategy, the teaching-learning process became much better and brought a good impact to the improvement of the learning result of the students. In terms of the students' participation in the learning process, it turned out that the activities applied in cycle 2 have worked well in motivating the students to speak.

In relation to the students' attitude which was shown from their response in questionnaire, most of the students gave positive points in respond to the effects they felt after experiencing speaking using Everyone is a teacher here strategy. Therefore, their answers in the questionnaire were dominated by item a and item b, it means that they strongly agreed that Everyone is a teacher here strategy brought positive influences in terms of raising their interest, confidence, and motivation in speaking. Related to the speaking aspects, most of the students also showed the same perception for the good effect of Everyone is a teacher here strategy in assisting them in speaking.

In order to assess students' speaking, the researcher used a scoring rubric. The scoring rubric was developed based on the need in scoring of speaking. The consideration of using analytic scoring adapted from Hughes (2003: 130).

Table 2. Scoring rubric of speaking skill

Criteria	Excellent A (4)	Good B (3)	Fair C (2)	Needs improvement D (1)
Pronunciation	Native pronunciation	Speaking with several incorrect pronunciation	Speaking with incorrect pronunciation but still understantable	Speaking words incomprehensily
Grammar	Grammar and usage were correct and contributed to clarity, style.	Grammar and usage were typically correct and errors did not distract from the topics.	Grammar and usage were typically correct but errors distracted from the topics	Repeated errors in grammar and usage distracted greatly from the topics.
Vocabulary	Unknown words circled on nearly ever page with definition. Perhaps synonym and a comprehensive vocabulary chart included.	Unknown words circled and defined on many pages	Some unkown words circled and defined, perhaps inconsistent definition	No vocabulary mark
Fluency	Speaking fluently	Speaking generally at normal speed	Speaking too slowly	Speaking with many pauses
Content	All the ideas the students presents, regarding his/her opinion are supported by additional information or explanation	Most the ideas the students presents, regarding his/her opinion are supported by additional information or explanation	Some ideas the students presents, regarding his/her opinion are supported by additional information or explanation	The ideas regarding his/her opinion are not supported by additional information or explanation

The formula for obtaining individual score is as follows:

$$\text{The students' score} = \frac{\text{Total score}}{20} \times 100$$

The following was the result of test

Table 3. The students' scores of pre test, post test of cycle 1 and post test of cycle 2

No	Explanation	Students' score		
		Pre test	Post test 1	Post test 2
1	Highest	75	85	95
2	Lowest	55	65	75
3	Average	65	70	85

Table 4. Recapitulation of Students' Speaking Level

LEVEL	PRE-TEST		CYCLE 1		CYCLE 2	
	NO	%	NO	%	NO	%
Under average	18	60	7	23	2	6.5
Average	8	27	10	33	13	43
Above average	4	13	13	43	15	50

Under Average : Students with speaking score 55-74
Average   : Students with speaking score 75-84
Above Average : students with speaking score 85-100

CONCLUSION AND SUGGESTION

Based on the result of the research, it can be concluded that Everyone is a teacher strategy proves to be a good and effective way to improve speaking skills of the students of English education Department, IKIP PGRI Bojonegoro. The improvement covers both quality of the learning process in the classroom and quality of the students' speaking ability which consist of vocabulary, pronunciation, grammar, fluency, and content. It is known that Everyone is a teacher strategy implementation can improve the class situation in which students become more active and participate in classroom activities. So it can be said that the students' good participation reflects joyful learning and conducive teaching process.

Considering that Everyone is a teacher is proved effective to help improve the students' speaking skills, the researcher strongly suggests teachers or lecturers, especially in teaching speaking, to implement the strategy in speaking class. During implementing Everyone is a Teacher   Here   (ETH) strategy, the teachers should give clear instructions and also examples in order that the students can follow the teaching procedures and get the complete benefit of Everyone is a Teacher Here (ETH) strategy.

There are three suggestions for the next researchers who want to conduct research about Everyone is a Teacher Here (ETH) strategy. Those suggestions are: (1) Other researchers can use the result of this research as the starting point and also as reference for the future research; (2) If the next researchers want to use the result of this research as additional reference to conduct the similar research, they should also consider the weaknesses which occur in this research. After they know the weaknesses of this research, they can create better research

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