

**COMPARATIVE STUDIES ON THE USING OF ACTIVE LEARNING STRATEGY
TYPE EVERYONE IS A TEACHER HERE AND JIGSAW LEARNING
ON STUDENT'S SPEAKING SKILL AT 5 GRADE
ISLAMIC ELEMENTARY SCHOOL MOHAMMAD HATTA MALANG**

THESIS

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TARBIYAH AND TEACHER TRAINING FACULTY

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

July, 2018

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ISLAMIC ELEMENTARY SCHOOL MOHAMMAD HATTA MALANG

THESIS

Presented to Tarbiyah and Teacher Training Faculty
Maulana Malik Ibrahim State Islamic University Malang
In Partial Fulfillment of the Requirments for the Degree of
Sarjana Pendidikan (S.Pd)

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ISLAMIC ELEMENTARY EDUCATION DEPARTMENT

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APPROVAL SHEET

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ELEMENTARY SCHOOL MOHAMMAD HATTA MALANG**

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**COMPARATIVE STUDIES ON THE USING OF ACTIVE LEARNING
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ON STUDENT'S SPEAKING SKILL AT 5 GRADE
ISLAMIC ELEMENTARY SCHOOL MOHAMMAD HATTA MALANG**

THESIS

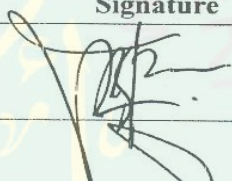
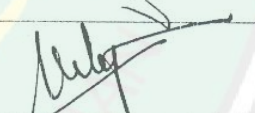
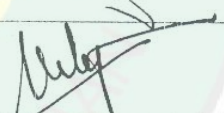
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DEDICATION

In the name of Allah the most gracious and the most merciful

Thanks and pray unto god, Allah SWT. Who has been giving me mercies and blessing until I have finished my last task in this undergraduate degree. Sholawat and salam always be with our prophet Muhammad SAW. Who has guided us to get islam is perfect religion.

This thesis is dedicated to my parent, Mr Asy'ari and Mrs Nur sa'adah, who have always take care and pray for me to finish this thesis. They have supported me to be patient and spirit to finish this great this task. Alhamdulillah, I am glad to be their daughter. I also dedicate this thesis to my beloved brothers, Syah As Shiddiqi and Ahmad Akbar Reezaqi and my big family who has been encourage and pray for me in my life. Unforgettable big thanks to my family in Bait Tahfidz Quran (BTQ), Haiah Tahfidz Quran (HTQ), Griya Tahfidz Quran (GTA), Ma'had Sunan Ampel Al'Aly (MSAA), Family Love, Ponpes Almunawaroh, KKM 129 family, PGMI ICP 14, and Mabna Arrazi members. All of them are the best memory and best family in my history life. I hope all of us will gether in paradise of Allah. Aamiin..

MOTTO

هُوَ الَّذِي بَعَثَ فِي الْأُمِّيِّينَ رَسُولًا مِنْهُمْ يَتْلُو عَلَيْهِمْ آيَاتِهِ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ الْكِتَابَ
وَالْحِكْمَةَ وَإِنْ كَانُوا مِنْ قَبْلُ لَفِي ضَلَالٍ مُبِينٍ

Artinya:

“Dialah yang mengutus kepada kaum yang buta huruf seorang Rasul di antara mereka, yang membacakan ayat-ayat-Nya kepada mereka, mensucikan mereka dan mengajarkan mereka Kitab dan Hikmah (As Sunnah). Dan sesungguhnya mereka sebelumnya benar-benar dalam kesesatan yang nyata.”
(Q.S Al-Jumu’ah: 2)

Dr. H. Nur Ali, M.Pd
The Lecturer of Tarbiyah and Teacher Training Faculty
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ADVISOR OFFICIAL NOTE

Matter : Thesis of Anny Rizqia Rahmah
 Malang 2018
 Appendixes : 4 (Four) Copies

Dear,
 The Dean of Tarbiyah and Teacher Training Faculty
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 Malang

Assalamu'alaikum Wr. Wb

After carrying out several times to guidance, both in terms of content, language, and writing techniques, and after reading the following thesis:

Name : Anny Rizqia Rahmah
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 Type Everyone Is A Teacher Here And Jigsaw Learning On
 Student's Speaking Skill At 5 Grade Islamic Elementary School
 Mohammad Hatta Malang

As the advisor, we argue that this thesis has been proposed and tested decent.
 Thus, please tolerate presence.

Wassalamu'alaikum Wr. Wb.

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STATEMENT LETTER

Hereby state that on this thesis there is no work that ever submitted to obtained a bachelor of education on one university, and as far as I know there is no work or opinion that ever written or published by another person, except for in writing for references on this thesis and mentioned on the bibliography.

Malang, 25 Mei 2018



Anny Rizqia Rahmah

GUIDELINES FOR ARABIC-LATIN transliteration

Arab-Latin transliteration writing in this thesis uses the transliteration guidelines based on a joint decision of the Minister of Education and Culture number 158 year 1987 and number 0543/b/U/1987 can be broadly described as follows:

A. Letter

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= kh	ظ	= zh	ع	= ,
د	= d	ع	= ‘	ه	= h
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Length Vocal

Vocal (a) length = â

Vocal (i) length = î

Vocal (u) length = û

C. Diphthong Vocal

أَوْ = aw

أَيَّ = ay

أُو = û

إِي = î

PREFACE

In The Name Of Allah The Most Gracious And The Most Merciful

Thanks and pray unto our god, Allah SWT. who has been giving his affection so that the writer can complete the thesis task by title “Comparative Studies On The Using Of Active Learning Strategy Type Everyone Is A Teacher Here And Jigsaw Learning On Student’s Speaking Skill At 5 Grade Islamic Elementary School Mohammad Hatta Malang”. Sholawat and salam be with our prophet Muhammad SAW. Who has guided us from jahiliyah era to ilmiyah era it’s islam the perfect religion.

Writing this thesis will not be realized without the help, encouragement, and guidance from various parties. Therefore, on this occasion the authors extend their greatest gratitude to:

1. Both my parents, Mr. Asy’ari and Mrs. Nur Sa’adah who always pray and support my choice and my prohibition so that I can complete this thesis task surely.
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3. Dr. H. Agus Maimun, M.Pd., as Dean of Tarbiyah and Teacher Training Faculty, Maulana Malik Ibrahim State Islamic University Malang.
4. H. Ahmad Sholeh, M.Ag., as Chief of islamic primary teacher education program
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9. Musyrifah Mabna Arrazi who always give me smiling and support to be hurry in finishing this thesis. And finally, they are success in supporting me. Thank you so much.

I hope this thesis can be useful for readers and anyone who needs it. I realize that in writing this thesis there are still shortcomings and far from perfection, therefore the authors expect criticism and suggestions that build for the achievement of perfection this thesis.

Malang, 25 May 2018

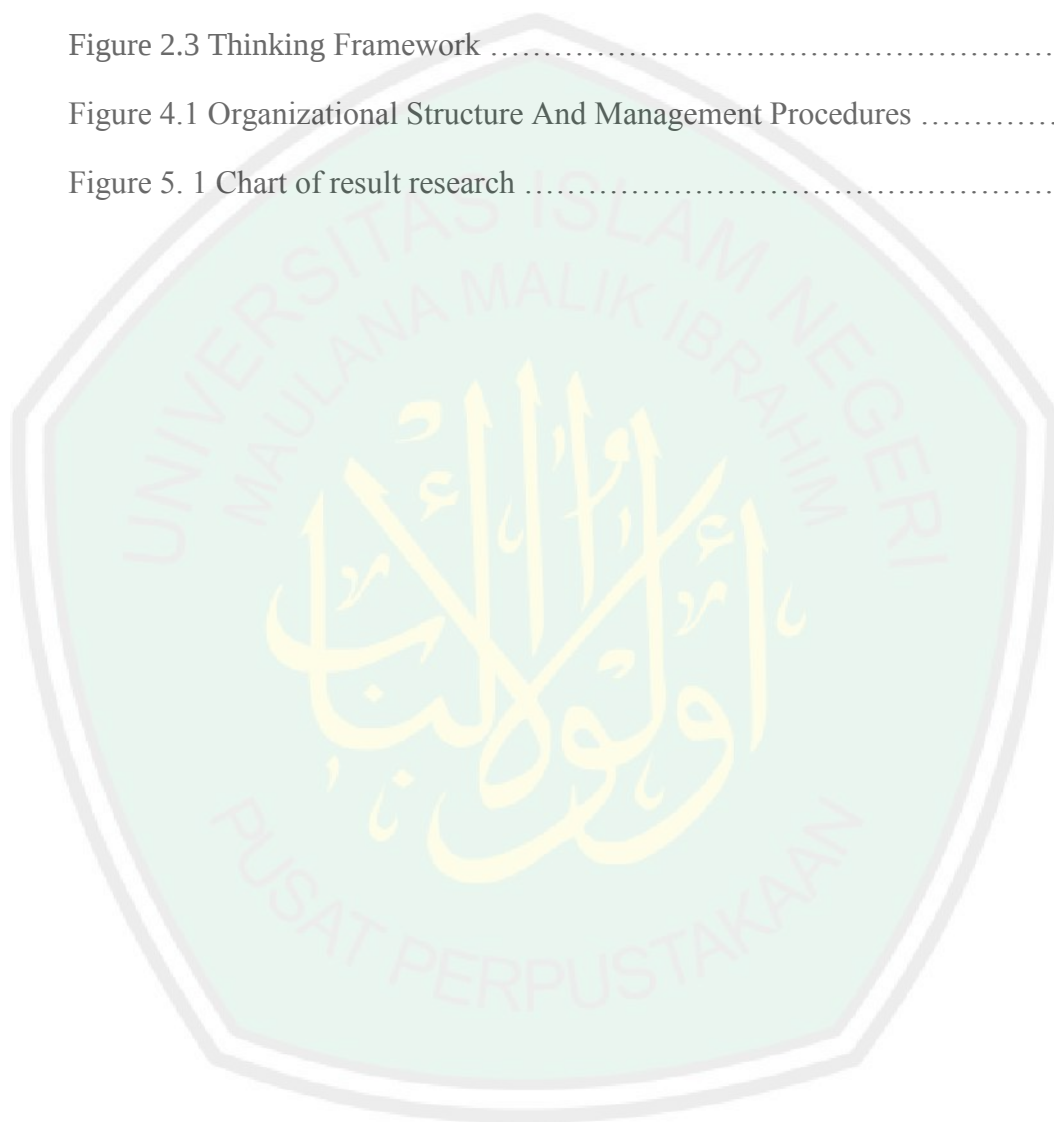
Anny Rizqia Rahmah

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ABSTRAK

Rahmah, Anny Rizqia. 2018. Studi Komparasi Penggunaan Strategi Pembelajaran Aktif Tipe *Everyone Is A Teacher Here* dan *Jigsaw* Terhadap Keterampilan Berbicara Siswa Kelas 5 SD Islam Mohammad Hatta Malang. Skripsi. Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. H. Nur Ali, M.Pd.

Usaha untuk meningkatkan mutu pendidikan dan pengajaran salah satunya adalah dengan memilih strategi pembelajaran dalam kelas. Penerapan strategi pembelajaran dalam kelas juga harus sesuai dengan objek (Siswa) dan indikator pembelajaran. Salah satu indikator pembelajaran dari mata pelajaran Bahasa Indonesia adalah siswa mampu berbicara atau bercerita di depan teman-temannya. Untuk mencapai indikator tersebut dibutuhkan strategi pembelajaran yang tepat agar keterampilan berbicara siswa benar-benar tercapai. Keterampilan berbicara siswa dapat dilatih dan dikembangkan melalui strategi pembelajaran di dalam kelas. Salah satu strategi yang tepat untuk meningkatkan keterampilan berbicara siswa adalah strategi pembelajaran aktif. Penerapan strategi pembelajaran aktif terdapat beberapa tipe, diantaranya strategi *everyone is a teacher here* dan *jigsaw learning*.

Penelitian ini bertujuan untuk mengetahui tingkat keterampilan berbicara siswa dengan menggunakan strategi *everyone is a teacher here* dan *jigsaw learning* serta perbedaan hasil tingkat keterampilan berbicara siswa antara penggunaan strategi *everyone is a teacher here* dengan *jigsaw learning*.

Untuk mencapai tujuan diatas, digunakan pendekatan penelitian kuantitatif. Dalam penelitian ini, peneliti mengambil sampel sebanyak 45 siswa kelas 5 SD Islam Mohammad Hatta Malang dengan tehnik pengumpulan data menggunakan instrument penilaian. Data analisis menggunakan uji t.

Hasil penelitian ini menunjukkan bahwa tidak ada perbedaan penggunaan strategi *everyone is a teacher* dan *jigsaw* terhadap keterampilan berbicara siswa kelas 5 di SD Islam Mohammad Hatta. Kesimpulan ini didasarkan pada hasil akhir rata-rata siswa, dimana rata-rata siswa dengan strategi pembelajaran *everyone is a teacher here* adalah 15,87 dari 23 siswa, sedangkan rata-rata siswa dengan strategi *jigsaw* adalah 17,43 dari 22 siswa. Selain hasil rata-rata siswa, didapat juga hasil uji t yaitu nilai t hitung sebesar $0,889 < t \text{ tabel } 2,069$ dan nilai signifikansi (sig.) $0,312 > 0,05$ yang artinya H_0 diterima dan H_1 ditolak.

Kata Kunci: Strategi Pembelajaran Aktif, Keterampilan Berbicara.

ABSTRACT

Rahmah, Anny Rizqia. 2018. Comparative Studies on Using Active Learning Strategy Type Everyone Is A Teacher Here and Jigsaw on Student's Speaking Skill of 5th Grade Students of Islamic Elementary School Mohammad Hatta Malang. Thesis. Islamic Primary Teacher Education, Tarbiyah and Teacher Training Faculty, State Islamic University Maulana Malik Ibrahim Malang. Advisor: Dr. H. Nur Ali, M. Pd.

Efforts to improve the quality of education and teaching one of them is to choose the learning strategy in the classroom. The application of learning strategies in the classroom must also be in accordance with the object (Student) and learning indicators. One of the indicators of learning from Indonesian subjects is that students are able to speak or tell stories in front of their friends. To achieve these indicators requires appropriate learning strategies so that students' speaking skills are actually achieved. The students' speaking skills can be trained and developed through a learning strategy in the classroom. One of the best strategies for improving students' speaking skills is an active learning strategy. Application of active learning strategies there are several types, including the strategy of everyone is a teacher here and jigsaw learning .

This research purpose is to determine the level of students' speaking skills using the strategy of everyone is a teacher here and jigsaw learning as well as the difference in the result of the students' speaking skill level between using the strategy of everyone is a teacher here with jigsaw learning.

To achieve the above objectives, a quantitative research approach is used . In this study, researchers took sample 45 of 5th grade Islamic elementary school Mohammad Hatta Malang with data collection techniques using assessment instruments. Data analysis using t test.

The results of this thesis are there is no difference in the use of the strategy of everyone is a teacher and jigsaw on the students 5th grade speaking skill in Islamic elementary school Mohammad Hatta. This conclusion is based on the average result of the students, where the average student with the learning strategy of everyone is a teacher here is 15.87 from 23 students, whereas the average student with the jigsaw strategy is 17.43 from 22 students. In addition to the average results of students, also obtained t test results are t count value $0.889 < t$ table 2.069 and significance value (sig.) $0.312 > 0.05$ which means H_0 is accepted and H_1 is rejected.

Keywords: Active Learning Strategy, Speaking Skill.

مستخلص البحث

أني رزقي رحمة.2018.المقارنة في استخدام استراتيجية التعليم الفعال بنوع Everyone Is A Teacher Here و Jigsaw على مهارة الكلام تلاميذ فصل الخامس في مدرسة محمد هاتا الابتدائية الإسلامية بمالانج.البحث الجامعي. تربية المدرسين لمدرسة الابتدائية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرف : الدكتور الحاج نور علي الماجستير.

الكلمات المفتاحية: استراتيجية التعليم الفعال، مهارة الكلام

إحدى المحاولات في ترقية جودة التربية في إندونيسيا هو اختيار استراتيجية التعليم في الفصل. يجب على تطبيق استراتيجية التعليم في الفصل مطابقة بالتلاميذ والمؤشرات. وإحدى مؤشرات التعليم من مادة اللغة الإندونيسية ألا وهي التلاميذ يستطيعون أن يتكلمون ويقصون في أمام الفصل. لنيل تلك المؤشرات فيحتاج استراتيجية التعليم الفعال حتى ينال التلاميذ مهارة الكلام. يستطيع المدرس ليرقى مهارة الكلام لدى التلاميذ باستراتيجية التعليم في الفصل. وإحدى الاستراتيجيات الفعال لترقية مهارة الكلام ألا وهي استراتيجية التعليم الفعال بنوع Everyone Is A Teacher Here و Jigsaw .

والهدف من هذا البحث، لمعرفة مستوى مهارة الكلام لدى التلاميذ باستراتيجية Everyone Is A Teacher Here و Jigsaw واختلاف حاصل مستوى مهارة الكلام للتلاميذ بين استراتيجية Everyone Is A Teacher Here واستراتيجية Jigsaw .

لنيل مما سبق. استخدمت الباحثة المدخل الكمي، والمنهج الكمي. أخذت الباحثة عينة البحث بعدد خمسة وأربعين تلاميذا في الفصل الخامس بمدرسة محمد هاتا الابتدائية الإسلامية بمالانج. وتقنية جمع البيانات استخدمت أدوات التقييم. وتحليل البحث بالاختبار t.

Everyone Is A Teacher Here ودل حاصل البحث أن عدم اختلاف التطبيق استراتيجية على مهارة الكلام لدى التلاميذ الفصل الخامس مدرسة محمد هاتا الابتدائية الإسلامية Jigsaw و بمالانج. هذا الاستنباط مأخوذ من حاصل من نتيجة المعدل لدى التلاميذ. ونتيجة المعدل لدى هي 15,87 من 23 تلاميذ، ونتيجة المعدل Everyone Is A Teacher Here التلاميذ باستراتيجية $t < 0,889$ t0,43 17 من 22 تلاميذ. وحاصل الاختبار Jigsaw لدى التلاميذ باستراتيجية مردو H1 مقبول H0 0,05 والمعنى هنا أن < الجدول 2,069 وأهمية 0,312

CHAPTER I INTRODUCTION

A. Background of Research

Efforts to improve the quality of education and teaching one is to choose a model or learning strategies in the classroom. The application of learning strategies in the classroom must also be in accordance with the object (Student) and learning indicators. One of the indicators of learning from Indonesian subjects is that students are able to speak or tell stories in front of their friends. To achieve these indicators takes appropriate learning strategies that students' speaking skills are actually achieved.

According to Henry Guntur Tarigan:

Speaking skills are the ability to pronounce articulation sounds or words to express, say, and express thoughts, ideas, and feelings. Speaking become one of the four aspects of language important aspects of language to be learned, in addition to aspects of language listening, reading, and writing.¹

In a school there are less active classes between students and teachers. The teacher communicates with the student only about the material to read and the task to be done. Students focus on books and pens without asking more about what the teacher is saying. They also do not understand the tasks they do, whether appropriate or not with what the teacher instructed. The students just do it regardless of the end result. This

¹ Januria Ni Goddess , Et Al. *Improve Speaking Skills (Storytelling) Through Application Solving Techniques Story Grade A Smp Negeri Vii 2 Ubud Gianyar* . Journal Of Language And Literature Education Indonesia, Ganesha Education University. No. 1 Vol. 2. 2014.

phenomenon occurs because the teachers do not use appropriate strategies to students' needs. Teachers should use active learning strategies to encourage students to play an active role in the classroom. The student's active role in the class is initially characterized by the liveliness of speech. The liveliness of speaking here can be creative questions, solute arguments or answering questions with confidence.

As the previous research on thesis by title comparative studies on learning strategy jigsaw learning and everyone is a teacher here on learning result of Thematic Student 5 Grade SDIT Nur Hidayah Surakarta Tahun 2014/2015 that discuss the comparison between two strategies in increasing learning result. This thesis concluded that jigsaw strategy is higher result than everyone is a teacher here with average result 81,53 verse 75,83. So that, learning result of thematic subject by using jigsaw strategy is better than everyone is a teacher here. From the previous research the researcher want to research the comparation between everyone is a teacher here and jigsaw on student's speaking skill 5 grade in Islamic elementary school Mohammad Hatta.

The students' speaking skills can be trained and developed through a learning strategy in the classroom. One of the best strategies for improving students' speaking skills is an active learning strategy. Active learning is learning that includes various ways to make students active from the beginning through activities that build teamwork and in a short time to make them think about the subject matter. Characteristics of active

learning strategy is a strategy that is able to build morale and motivation of students to talk actively in class and created the confidence to speak in public (the class). An active learning strategy is a way of thinking that considers learning as an activity to build meaning or understanding of experiences and information conducted by students, not by teachers, as well as consider teaching as an activity to create an atmosphere that develops student initiative and responsibility so that the desire continue to learn during his life, and does not depend on the teacher or anyone else when they learn new things.²

Application of active learning strategies, there are several types, there are strategy everyone is a teacher here and jigsaw learning. Sardjuli in Melvin L. Silberman said that a learning strategy everyone is a teacher here is a learning strategy designed to help students acquire a large class parsitipasi and responsibilities of individuals, this model provides the opportunity for every learner to act as a teacher to other participants.³

As the declared theory that Jigsaw is a kind of strategy that allows learners work cooperatively and helps each other in dealing with new learning materials. Within the interaction in the group, they will have particular active role to teach other members in the group on the materials they have studied.⁴

² Hamdani, *Teaching And Learning Strategies* (Bandung: Pustaka Setia 2010), P .49

³ Sulaiman, *Influence Strategies Everyone Here Is A Teacher On The Result Of Learning Math Students*. Journal E-Dumath 1 Vol. 2 January, 2016

⁴ Kurniawan Yudhi N And Khosiatul Fitri. *The Effectiveness Of Jigsaw Learning Strategy To Improve Students' Reading Ability*. Journal Of English Education, Literature, And Culture. 1 Vol. 1 February, 2016.

Learning activity has many components they are learning approach, learning strategy and learning method. The difference between each components below. Learning approach is called as barometer or point of view in the learning, which refer to view about happening a general process, inside it organizing, keeping strong, and covering learning method with certain teoritic scope. From learning approach that has applicated continue to go down in learning strategy.⁵

Wina sanjaya said that learning strategy is a learning activity which must be done by teacher and student in order the learning purpose can be reached effectively and eficiently. In learning strategy has plan meaning, it means that basically strategy is conceptual about verdicts which will be taken in learning process. Learning strategy is conceptual and to applicate the strategy must use certain learning method. In other meaning, strategy is “a plan of operation achieving something” eventough method is “a way in achieving something”.⁶

Everyone is a teacher and jigsaw is kind of learning strategy. Because inside both of them is contained the concept and certain steps to reach learning purpose with using suitable learning method. So, these strategy is available tobe comparated, because both of them are equal name in learning straegy.

Both of these learning strategies have an effectiveness in improving the speaking skills of grade V Islamic Elemetary School

⁵ Suryani, Nunuk dan leo Agung, *Strategi Belajar Mengajar* (Jogyakarta: Penerbit Ombak Dua), p.5

⁶ *Ibid.*,p.6

Mohammad Hatta Malang. This school domiciled on Jl. Kamelia no. 30 / Jl. Simpang Flamboyan no. 30 Malang, which shelter under Yayasan Bina Insan Kamil (Yanaika) Malang. This school has reached some achievements which done by students of Islamic Elemetary School Mohammad Hatta Malang, such as the winner of pantomime competition, PBB, Asmaul Husna vocal competition, Math Olympic, Adzan competition, and making batik. Those all the achievements of students Islamic Elemetary School Mohammad Hatta. From those great achievement, the researcher is interested to do research in this school.

Researchers want to know the advantages and disadvantages of each strategy and learning result of students from speaking skills on Indonesian subjects, the researchers will compare the two strategies with the title of comparative study of the application active learning strategy type everyone is a teacher here and jigsaw learning of skills speaking grade 5 students of Islamic Elementary School Mohammad Hatta Malang

B. Formulation of Problem

1. How does the level of students speaking skill by using everyone is a teacher here strategy?
2. How does the level of students speaking skill by using jigsaw learning strategy?
3. What are the differences of speaking skill result between using strategy everyone is a teacher here and jigsaw learning?

C. Research Purpose

1. To know the level of students speaking skill by using everyone is a teacher here strategy
2. To know the level of students speaking skill by using jigsaw learning strategy
3. To know the differences of speaking skill result between using strategy everyone is a teacher here and jigsaw learning

D. Benefit of Research

The benefits of this research can be summarized in two parts:

1. Theoretical Benefit
 - a. Contribute ideas for the development of science education is mainly associated with things that influence learning success of children, particularly at the level of students' speaking skills.
 - b. The results of research can be used as a contribution of thought in order to perfect the concept and implementation of educational practices as a strategic effort in the development of human resource quality
2. Practical Benefit

Outcome of this study would be useful to agencies Islamic Elementary School Mohammad hatta Malang as evaluation substance and also as suggestion in using learning strategy to increase student speaking skill specially at Indonesian subject

E. Research Hypothesis

The hypothesis in this study are:

1. The level of students' speaking skills using the strategy of Everyone is a teacher here has good results.
2. The level of students' speaking skills using Learning Jigsaw strategy has fairly good results
3. Any differences between using of active learning strategies Everyone is a teacher here and Jigsaw Learning in improving students' speaking skills class V Islamic Elementary School Mohammad hatta Malang.

F. Research Scope

Research is needed research scope so that it will be guided and focus to the problem which will discussed. The scope of this research is:

1. This research subject is student of 5 grade in Islamic Elementary School Mohammad hatta Malang in the amount of two classes, they are 5A as control class and 5B as experiment class.
2. Lesson that used in this research is Indonesian subject.
3. Time to research is second semester.
4. The research result only sourced on one location, it is in Islamic Elementary School Mohammad Hatta Malang.
5. Focus of this research is comparing two learning strategies and finding one effective strategy to increase student speaking skill

G. Previous of the Research

There are three previous researches that used as comparison by the researcher, the first is a study entitled comparative study between jigsaw type cooperative learning method with varied lecture method on the result of learning accounting of adjusting journal material on the students of class XI IPS Madrasah Aliyah Negeri Purwodadi academic year 2010/2011

This study compared the two methods of learning at the level of high school subjects Accounting, while research will be done that is comparing the learning strategy at the elementary level with Indonesian language subjects. Secondly, the research on the application of active learning strategies type of everyone is a teacher here in an effort to enhance the activity of the material Mathematics.

This research implements the strategy everyone is a teacher here in increasing student activity in the subjects of Mathematics, while research will be done by comparing everyone is a teacher here and jigsaw learning to improve students' speaking skills. The third is research entitled influence strategy everyone is a teacher here on learning outcomes in Mathematics. This study discusses the influence, while the research to be done is comparison. The exposure of the research originality will be summarized by the following table:

Table 1.1 Comparison Between This Research And Past Research

NO	Identity Research	Equation	Difference	Originality Research
1	Ilham Joko Saputra, Comparative Studies	Jigsaw cooperative	Subjects, and levels of	Everyone is a teacher here strategy in

	Between Methods Jigsaw Type Cooperative Learning With Lecture Method Varied Against Accounting Learning Outcomes Adjusting Journal of Class XI Students Ips Madrasah Aliyah Negeri Purwodadi Academic Year 2010/2011, Thesis, UNS, 2011.	learning	school	Indonesian subject in Islamic Elementary School Mohammad hatta Malang
2	Pramesty Anggriani, Application of Active Learning Strategies Everyone Type A Teacher Is Here In Effort To Increasing Student Activity on Mathematics Set Material, Thesis, Muhammadiyah University of Surakarta, 2010.	Active learning strategies Everyone Type A Teacher Is Here	Subjects and types of research	Comparative studies and using jigsaw learning
3	Sulaiman, Influence Strategies Everyone Here Is A Teacher Against Students' Mathematics Learning Outcomes, Journal, STKIP Muhammadiyah Pringsewu, 2016.	Learning strategies everyone is a teacher here	Subjects and research objectives	Comparative studies with jigsaw learning strategy to increase student's speaking skill

H. Operational Definition

1. Active Learning

Active learning is activity of learning-teaching which quite near 100 % students act and move actively. The learning can named active when teacher only as fasilitator and mediator for students:

2. Strategy Everyone is a teacher here

Strategy of Everyone is a teacher here is a strategy which moving all of positions of students that every student can became teacher for their friends by turns.

3. Jigsaw learning

Jigsaw Learning is one of learning strategy that make students are divided in some groups. Each group will lead by one friend who has understood well the matery, then by turns one group moves to other pleace to get continue information from person who has choosen.

4. Speaking Skill

Speaking skill is student skill in delivering argument or suggestion in class based on theme which definitied by teacher, in this situation is Indonesian subject.

I. Systematic Disscussion

This paper research is arranged in some study chapters as reference in thinking systematic, there arrangement of discussion systematic under bellow.

1. First Chapter (Opening) it is contained background of problem, statement of problem, research purposes, research benefits, research hypotheses, research scope, research originality, operational definition, and systematic discussion.
2. Second Chapter (Literature Review) It is contained theory that related with the research

3. Third Chapter (Research Method) it is contained Research Location, Approach and Types of Research, Research Variable, Population and Sample, Data and Data Resources, Research Instrument, Method of Data Collection, Test Validity and Reliability and Research Procedure.
4. Fourth Chapter is contained about explanation of data and research result. In this chapter will discuss about description of research object, kind of speaking skill that reached by using two learning strategies.
5. Fifth Chapter is contained discussion of research result about comparasion of two active learning strategies which be able increase students speaking skill. This chapter discusses research finding which has rolled out in fourth chapter.
6. Sixth Chapter is the last chapter. This chapter is contained conclusion of research that linked directly with statement of problem, research purpose and suggestions from research result. The Beginning Section includes: External Cover Page Inside Cover Pages, Title Page, Offering Page, Page Motto, Dinas Notes, Statement Page, Preface, Transliteration Page, Table List, Image List, Appendix List, Table of Contents, and Abstract Page.

CHAPTER II

LITERATURE REVIEW

A. Learning Strategies

1. Understanding Strategy

In general, the strategy has a definition of a major outline to act in an effort to achieve a predetermined goal. In KBBI, the strategy is the science and art of use all the nation's resources for holding certain wisdom nature of war and peace. linked with learning, a strategy can be defined as the general patterns of activities the teacher-students in the realization of teaching and learning activities to achieve the objectives that have been outlined.⁷ Thus the strategy can be interpreted as a way or method to achieve the success of a business.

Beside strategy meaning, there are other term in learning process. They are learning approach, learning strategy, learning method, learning technique, learning tactic, and learning model. The following below differences of meaning term :

a. Learning Approach

Learning approach can be interpreted as our starting point or point of view to the learning process, which refers to the view of the occurrence of a a process that is still very general in nature, accommodating, strengthen, and underlie the method of learning

⁷ Djamarah, Syaif Ul Bahri And Aswan Zain, *Teaching And Learning Strategies* (Jakarta: Pt. Asdi Mahasatya , 2010), P. 5

with a certain theoretical coverage. Viewed from the approach, learning there are two types of approaches, namely: (1) approach oriented learning or student-centered (student centered approach) and (2) a teacher-oriented or teacher-centered approach (teacher centered approach).

b. Learning Strategy

Kemp suggests that strategy learning is a learning activity that must be done by teachers and students for the purpose of learning can be achieved effectively and efficiently. Next, with citing the thinking of J. R David, mentions that in strategy learning contained the meaning of planning. That is, that strategy is basically still conceptual about the decisions to be taken in a implementation of learning.

c. Learning Methods

Method is an operational step of the chosen learning strategy in achieving the learning objectives, so for the source of learning in using a the learning method should be tailored to the type of strategy used. Accuracy the use of a method will show the functional strategy in the activity learning.

d. Tehnique Learning

Furthermore, learning methods are translated into techniques and learning styles. Thus, the learning technique can be turned off as the way it is done someone in implementing a specific method. For example, the using of lecturing methods in the classroom with a relatively large number of students requires its own technique, which

of course will be technically different from the using of lecture methods in classes with limited number of students.

e. **Tactic Learning**

While learning tactic is a person's style of carrying out methods or specific learning techniques that are individual. Suppose, there is two people both use the lecture method, but it may be very different in the tactics it uses. In the presentation, one is inclined many interspersed with humor because indeed he has a sense of humor is high, while the other lacks a sense of humor, but more using electronic aids because he is very master of that field.

f. **Learning Model**

When between approaches, strategies, methods, techniques and even tactics learning has been strung together into a unified whole then what formed which is called the learning model . So, the learning model is basically is a form of learning that is illustrated from the beginning to the end presented typically by the teacher. In other words, the learning model is a wrapper or a frame of application of an approach, method, and instructional technique.

The following chart hierarchi of strategy term below:

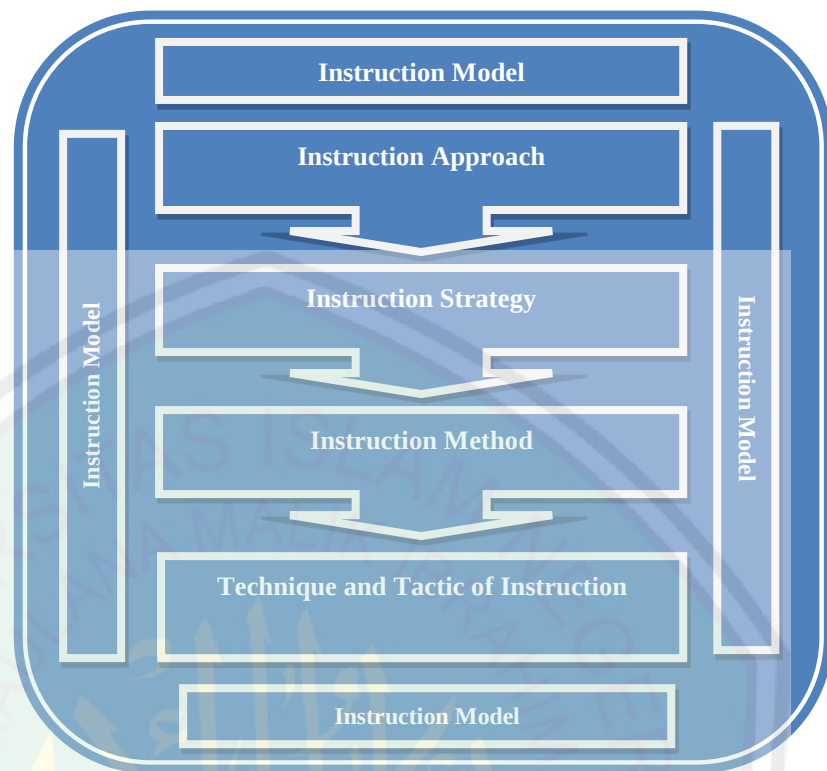


Figure 2. 1 chart of strategy term

Beyond these terms, in the learning process is also known design terms learning . If the learning strategy is more concerned with general patterns and the general procedure of learning activities, while the design of learning more pointed to the ways in which to plan a particular learning environment system after defined a specific learning strategy.⁸

2. Understanding Learning Strategy

Many expert opinions define teaching-learning strategies with different terms and meanings. The difference lies solely in its accentuation. For example, Nana Sudjana said that teaching and

⁸ Akhmad, Sudrajat. 2008. *Pengertian pendekatan, Strategi, Metode, Teknik, Taktik dan Model Pembelajaran*. (<https://akhmadsudrajat.wordpress.com> accessed on 30 Juny 2018 at 12.00 WIB)

learning strategy is an action of teacher to implement teaching plan, that is teacher's effort in using some teaching variables (objectives, methods, tools, and evaluation) in order to influence students to reach the intended purpose.⁹ Thus, it is a real business practices of teachers in teaching students who are considered more effective and efficient or tactics that teachers put into practice teaching in the classroom.

Furthermore, Nana Sudjana adds that this teaching strategy is divided into three stages; pre-instructional stages, instructional stages, and evaluation phases. In the pre-instructional phase, for example, the teacher asks about the presence of the students, asks about the material then all as an apperception, then the second stage of the teacher explains the purpose, writing down the material according to the purpose is intended to emphasize the focus on the expected goal (learning outcome), and the evaluation stage of the teacher seeks to find out how far students understand the material described in the instructional stage and include as feedback on the implementation of all instructional activities.¹⁰ According to the definition as described, then the teaching and learning strategy is the operational way of teachers in implementing the learning activities in the classroom effectively and efficiently to achieve the learning objectives.

⁹ Nana Sudjana, *Basics Of Teaching-Learning Process* (Bandung: New Light, 1989), P. 147.

¹⁰ *Ibid*, P. 149

T. Raka Joni, an education expert, defines teaching-learning strategies as a general pattern of teacher-student behavior in the realization of teaching and learning activities. Meanwhile, Joyce and Weill say that teaching and learning strategies as teaching models.¹¹ Finally, on the various opinions can be classified into two kinds, namely teaching and learning strategies as the operationalization of the design of the learning / teaching real action plan. Second, the teaching-learning strategy as an abstract conceptual thinking. This second opinion argues that before a teacher determines what strategy will be used confronted with various things, such as how the relationship of student teachers, how the process of message processing and so forth. In other words, the strategy as a possible variation, the general sequence of teaching actions that principally differ from one another.¹² Some other leaders' opinions on Learning Strategy There are various opinions on instructional strategies as proposed by the instructional technologists, among which will be described as follows:

a. Kozna generally explained that the learning strategy can be defined as any activity chosen, that is, that can provide facilities or assistance to learners towards the achievement of certain learning goals.¹³

¹¹ Uno B. Hamzah,. 2007. Model Learning: Creating The Learning Process Creative And Effective Jakarta: Earth Literacy.P. 14. See Also Martinus Yamin. 2003.Competency-Based Learning Strategy. Jakarta: Gp Press. P. 26.

¹² Sunhaji, Journal Of Educational Thought Alternative Learning Strategies: Concepts And Ap Likasinya P3m Stain Purwokerto, Sunhaji 1 Ins Ania No. 3 Vol. 13 Sep-Des 2008 .

¹³ Uno B. Hamzah, *op.cit.*,P. 1.

- b. Gerlach and Ely explain that learning strategies are the preferred ways of conveying learning methods in a particular learning environment.¹⁴

With some opinions that express the understanding of learning strategies above, it can be concluded that learning strategies are the ways or methods that selected teachers to deliver learning according to the characteristics of students with attention learning objectives.

3. Components of learning strategies

Dick and Carey mentioned that there are 5 components of learning strategies, namely preliminary learning activities, information delivery, students' participation, tests, and follow-up activities. In the following sections we will describe the explanation of each component with the example of its application in the learning process.¹⁵

a. Preliminary Learning Activities

Preliminary activities as part of an overall learning system play an important role. In this section the teacher is expected to attract learners of the subject matter that will be delivered. Preliminary activities are delivered with interesting will be able to improve motivation learners. As the ads that sound the first impression is so tempting, then it's up to you. The way the teacher introduces the subject matter through examples of illustrations

¹⁴ Uno B. Hamzah, Model Learning: Creating The Learning Process Creative And Effective (Jakarta: Earth Literacy, 2007), P. 14. See Also Martinus Yamin, Competency-Based Learning Strategy (Jakarta: Gp Press, 2003). P. 1.

¹⁵ Dick Walter & Carey Lou. 1994. The Systematic Design Of Instruction. New York: Harper Collins Publishers. P.3.

about everyday life or how the teacher convinces what the benefits of studying a particular subject will greatly affect the motivation of learners. This issue of extrinsic motivation becomes very important for immature learners, whereas intrinsic motivation is important for mature learners as the group is more aware of the importance of learning obligations and their benefits. Specifically, preliminary learning activities can be done through the following techniques.¹⁶

- 1) Explain the specific learning objectives that all learners expect to achieve at the end of the learning activity. Thus, learners will be aware of the knowledge, skills, and benefits that will be obtained after studying the subject.
- 2) Perform apperception, an activity that is a bridge between old knowledge with new knowledge to be studied. Show the learners about the close relationship between the knowledge they already have and the knowledge to be learned.

b. Submission of Information

Information delivery is often regarded as the most important activity in the learning process, whereas this section is only one component of the learning strategy. That is, without any interesting preliminary activities or can motivate learners in learning then the delivery of this information becomes meaningless. Teachers who are able to convey information well, but do not conduct

¹⁶ Sunhaji, Journal Of Educational Thought Alternative Learning Strategies: Concepts And Ap Likasinya P3m Stain Purwokerto, Sunhaji 1 Ins Ania No. 3 Vol. 13 Sep-Des 2008 .

preliminary activities will seamlessly face obstacles in further learning activities. In this activity, the teacher must also understand well the situation and condition that it faces. Thus, the information conveyed can be captured by learners well. Some things to note in the delivery of information is the order of delivery, scope and type of material to be delivered.

1) Order of Submission of Materials

The order of delivery of the subject matter should use the appropriate pattern. The sequence of material given is based on the stages of thinking from concrete to abstract or from simple or easy to do things that are more complex or difficult to do. In addition, it should also be noted whether a material should be submitted in sequence or may be skipped or turned back, for example from theory to practice or from practice to theory. 2

2) Scope of Material

The size of the material delivered or the scope of the material depends on the characteristics of the learner and the type of material being studied. Generally the scope of the material has been illustrated at the time of determining the learning objectives. Things that need to be considered by teachers in estimating the size of the material is the application of Gestalt theory. The theory says that small parts are a meaningful

whole when studied in its entirety, and the whole is meaningless without the small parts.

3) Material Type

Lesson material is generally a combination of material types in the form of knowledge (detailed facts and information), skills (steps, procedures, circumstances, and conditions), and attitudes (containing opinions, ideas, suggestions, or responses). Merrill distinguishes the contents of the lesson into 4 types, namely facts, concepts, procedures, and principles. In the contents of this lesson, each type of lesson certainly requires a different delivery strategy.¹⁷

c. Participant Participation Educate

Based on student centered principles, learners are at the center of a learning activity. This is known as CBSA (Cara Belajar Siswa Aktif) is often translated from SAL (student active learning), the meaning is the learning process will be more successful if learners are actively doing the exercises directly and relevant to the purpose of learning that has been set.¹⁸ There are several important things related to the participation of learners, as follows.

- 1) Exercise and practice should be done after the learner is informed of a particular knowledge, attitude, or skill. In order

¹⁷ Sunhaji, Journal Of Educational Thought Alternative Learning Strategies: Concepts And Ap Likasinya P3m Stain Purwokerto, Sunhaji 1 Ins Ania No. 3 Vol. 13 Sep-Des 2008 .

¹⁸ Sunhaji, Journal Of Educational Thought Alternative Learning Strategies: Concepts And Ap Likasinya P3m Stain Purwokerto, Sunhaji 1 Ins Ania No. 3 Vol. 13 Sep-Des 2008 .

for the material to be completely internalized (relatively steady and established within them), the next activity is that the learner should be given the opportunity to practice or practice the knowledge, attitude, or skill.

- 2) Feedback. As soon as learners demonstrate behaviour as a result of their learning, the teacher provides feedback (feedback) on the learning outcomes. Through the feedback given by the teacher, learners will soon find out whether the answer is an activity they have done right / wrong, correct / inappropriate, or something is fixed.

d. Test (Evaluation)

A series of general tests used by teachers to know; (1) whether specific learning objectives have been achieved or not, and (2) whether knowledge of attitudes and skills are truly owned by learners or not.

Implementation of the test is usually done at the end of the learning activities after the learners through various learning processes and the delivery of information in the form of subject matter implementation of the test is also done after the students do the exercises or practice.

e. Advanced Activities

Activities known as follow-up of a result of activities that have been done often not well implemented by the teacher. In fact,

every time after the test is done there are always successful learners with good or above average, (1) only partial control or tend to the average level of mastery that is expected to be achieved, (2) learners should accept a different follow-up as a consequence of these varied learning outcomes.

4. Active Learning Strategy in Elementary School

Active learning is any form of learning that allows learners to play an active role in the learning process itself both in the form of interaction between learners and learners with teachers in the learning process.¹⁹ According to Bonwell Samadhi, active learning has several characteristics as follows:

- a. The emphasis of the learning process is not on the delivery of information by teachers but on developing analytical and critical thinking skills on the topics or issues discussed
- b. Learners not only listen to the lecture passively but do something related to the material
- c. Emphasis on the exploration of values and attitudes regarding matter
- d. More learners are required to think critically, analyse and evaluate
- e. Faster feedback will occur in the learning process.

Learners learn actively when they are constantly engaged, both mentally and physically. Active learning was full of life, energetic,

¹⁹ Huriah Rachmah , Journal Of Education Active Learning Strategies In Sd Stkip Pasundan Cimahi . No. 29-319.

continue, powerful and effective. Active learning happens when the learner eager, ready mentally, and can understand the experiences.²⁰

In addition to the above characteristics in general an active learning process allows the acquisition of several things:

- a. Interactions that arise during the learning process will lead to positive interdependence in which the consolidation of learned knowledge can only be obtained together through active exploration in learning.
- b. Every individual should be actively involved in the learning process and the teacher should be able to get an assessment for each learner so that there is individual accountability.
- c. This active learning process in order to run effectively requires a high level of cooperation so that will foster social skills.

Active learning can be created when:

1) Referring to Purpose.

Teachers can explain clearly the purpose of learning so that students will understand and be able to connect objectives with results which will be obtained. This is a very important first step when starting a lesson. Participants students need to feel that they are a part of the learning process.

²⁰ Huriah Rachmah , Journal Of Education Active Learning Strategies In Sd Stkip Pasundan Cimahi . No. 29-319.

2) Involving Learners.

Often teachers intuitively know that to make learning more meaningful, learners have to use a lot of mental energy and emotional so that learners can gain fun in learning. Teacher skills are needed to help learners stay mentally involved in learning.

3) Using Art, Movement and Sense

The learning strategy is designed to enable the five senses to engage the learner fully. Art is the ideal way to activate a variety of senses, encouraging a sense of community of learners, provide the means for expressing double meaning, building a sense self-confidence and learning enthusiasm as well as strengthening the basic capabilities of cognitive, emotional, caring and motoric intelligence.

4) Varying the pace and Activity

To keep the mind alert, diversify the steps and types of activities. Each lesson provides ideas for changing the steps and each lesson is prepared to be adapted so that teachers can easily add their own ideas to produce a variety of activities. Active learning can be both mental and physical. Changing the work model of learners from large group work into individual work or become a small group is one of the easiest and most effective ways to diversify mental steps. Active learning can be

applied in the classroom whenever the teacher wants it. Explain to learners when the teacher will do the active learning so that will be responded with pleasure.

B. Everyone is a Teacher Here Strategy

1. Understanding of Everyone is a Teacher Here Strategy

According to Suprijono in classroom learning, many found cooperative learning is not effective, although teachers have applied cooperative learning principles. One of them is a discussion that does not work effectively because many are dominated by one of the learners who have had a schematic about what will be studied. In addition to needing a schematic or initial knowledge of what is learned, learners should also have the skills to ask questions. Because the question and answer is the process of transactions of ideas or ideas intersubjective in order to build a confession. Method Everyone is a teacher here is a method of learning that in the Indonesian language means "everyone is a teacher" is the right way to get the classroom as a whole and individual. This method provides an opportunity for each student to play as a teacher for his friends. According to Sardjuli in Melvin L. Silberman, he said that the learning strategy of everyone is a teacher here is a learning strategy designed to enable students to gain great class participation and individual responsibility, this model provides an opportunity for every learner to act as a teacher to other

participants.²¹ Thus, the strategy everyone is a teacher here is a learning strategy that trains students spoke active since served as teachers for their peers and also train the leadership attitudes for each student the opportunity to become a speaker and leader of rotating front of the class.

2. The Concept of Everyone is a Teacher Here Strategy

The concept of strategy everyone is a teacher here is the student acting as a teacher. The student explains a concept or explains the question in front of the class so that the other students grasp the intent of the idea. This type introduces students to the subject matter to generate interest and stimulate them to be active in learning.

3. Steps of Everyone is a Teacher Here Strategy

Hamruni said in his book that measures of active learning type everyone is teacher here is as follows:²²

- a. Divide the index card to each learner. Ask students to write a question they have about the subject matter being studied in the class or the specific topic they will be discussing in the classroom.
- b. Collect cards, shuffle and share one with each student. Asking students to read silently question or topic on the card da n think of an answer.

²¹ Sulaiman, *Influence Strategies Everyone Here Is A Teacher On The Result Of Learning Math Students*. Journal E-Dumath 1 Vol. 2 January, 2016

²² Wardani Susilo And Erni Puji Astuti, *Increasing Participant and Achievement of Learning by Aptive Learning Strategy Type Everyone Is Teacher Here*, Mathematic Studies, Muhammadiyah University Purworejo, P. 240.

- c. Calling volunteers who will read aloud the cards they can and respond.
- d. Once given the response, ask the others in the class to add what we have contributed volunteers.
- e. Continue as long as there are volunteers

In the other literature mentioned, the steps of everybody is a teacher here strategy are:

- a. Students read the shared material, then the teacher distributes a piece of paper / index card to all students.
- b. The teacher asked them to write down a question about the subject matter being studied in class (eg reading tasks) or a specific topic that will discussed in the classroom.
- c. Students collect paper, teachers scramble the paper and then distribute to each learner. Teachers make sure there are no learners are translating by written about himself.
- d. The teacher asks the students to read silently question on the paper, then the teacher asks them to think about the answer.
- e. Teacher asks students to be volunteer to read the question and the answer. Once the answer is given, the teacher asks the learners more to add. Continue with the next volunteer .²³

²³ Aryani Fenny, Et Al. Effect Of Implementation Method Everyone Here Is A Teacher Of Student Results Class X Man 2 Matarammateri Three Dimensional Space. Media Journal Of Mathematics Education, Teachers' Training College Mataram. No. 1 Vol. 2 Issn 2338-3836

4. Strength and Weakness of Everyone is a Teacher Here Strategy

Strategy Everyone is A Teacher Here is one type of cooperative learning strategies. The benefits of cooperative learning type of everyone is a teacher here is to increase the responsibility towards their own learning and the learning of others. As one type of cooperative learning strategies, certainly has its strength and weakness.

a. Strength

- 1) The strategy of cooperative learning can develop the ability to express an idea or ideas with verbal words and compare it with the ideas of others.
- 2) Interaction during ongoing cooperative can increase motivation and stimulus to thinking. This is useful for long-term educational process
- 3) Questions can attract and focus the students, as well as when it was noisy, sleepy be refreshed.
- 4) Stimulate students to train and develop the intellect of said memory
- 5) Develop the courage and skills of students in answering and expressing their opinions.²⁴

²⁴ Aryani Fenny, Et Al. *Effect Of Implementation Method Everyone Here Is A Teacher Of Student Results Class X Man 2 Matarammateri Three Dimensional Space*. Media Journal Of Mathematics Education, Teachers' Training College Mataram. No. 1 Vol. 2 Issn 2338-3836

b. Weakness

- 1) The main characteristic of cooperative learning strategies are mutually learning students. Therefore, in the absence of an effective peer teaching, then compared with the direct teaching of teachers, there could be a way of learning that is so what is to be learned and understood is never achieved by students.
- 2) Assessment given in cooperative learning strategies based on the group's work. However, teachers need to be aware, that the actual results or achievements to be expected is the performance of each individual student.
- 3) The success of cooperative learning strategies in an effort to expand awareness groups require a period of time long enough, and, this may not be achieved simply by one or one-time implementation of this strategy.

C. Jigsaw Learning

1 Understanding Jigsaw Learning

Jigsaw is a cooperative learning strategy that has been used for over thirty years. Jigsaw is a kind of strategy that allows learners work cooperatively and help each other in dealing with new learning materials. Within the interaction in the group, they will have particular active role to teach other members in the group on the materials they have studied. During its implementation, Jigsaw will require at least five to six participants in one group. Further, referring to its

characteristics, this strategy belongs to cooperative learning that in fact has been studied by researchers and teachers in classes of different levels and subjects. Each student involved, in this case, will have unique information and be an essential piece for their group as each of them will have significant role to succeed the learning in their group on the topic whole group is studying. Adam said that "the unique characteristic of jigsaw is that students are given portion of the total learning task to master than teach that segment to the other members of their team. Until all of the pieces of the learning "puzzle" are in place, meaningful learning cannot occur; hence, the name is jigsaw". From the explanation above, this might be synthesized that this strategy is way to help teachers reach their teaching goals where the students are assigned to study in groups (four to six members). Each of whom has personal task to set up to and needs to disseminate the finding to the other members in their group of origin²⁵. Thus it can be concluded that the strategy is a strategy jigsaw groups. Students who are experts or master the material conveying the material to a group of friends with a joint discussion.

²⁵ Kurniawan Yudhi N And Khosiatul Fitri. *The Effectiveness Of Jigsaw Learning Strategy To Improve Students' Reading Ability*. Journal Of English Education, Literature, And Culture. 1 Vol. 1 February, 2016.

2 Concept of Jigsaw Learning

The concept of learning jigsaw strategy that structured group work strategy is based on cooperation and responsibility. This strategy ensures that every student bear a significant responsibility in the group. In the model of teacher learning jigsaw great divide information unit into smaller components. Next, the teacher divides the students into cooperative learning groups, consisting of four students so that each person is responsible for the control of each component or subtopic assigned to teachers as well as possible.

3 Steps of Jigsaw Learning Strategy

Jigsaw cooperative learning methods is one of the cooperative learning approach. Learning jigsaw described as a learning strategy in which students are grouped in groups called "home group". Then students also compile a "group of experts" composed of representatives "home group" to study and / or solve specific problems. After the "group of experts" completed the task then the members of the "group of experts" back to the original group to explain the results of their work in the "group of experts" was. Rodiyansyah argues the steps of Jigsaw cooperative learning as illustrated in the following chart:²⁶

²⁶ Saputra Joko Ilham," comparative studies between method of cooperative learning Type Jigsaw with method of variety lecturing to the learning result at accountance subject Matery suitableness journal to the students XI gradeof IPS Madrasah Aliyah Negeri Purwodadi 2010/2011", *Thesis*, Economy Faculty UNS, 2011, p. 40.

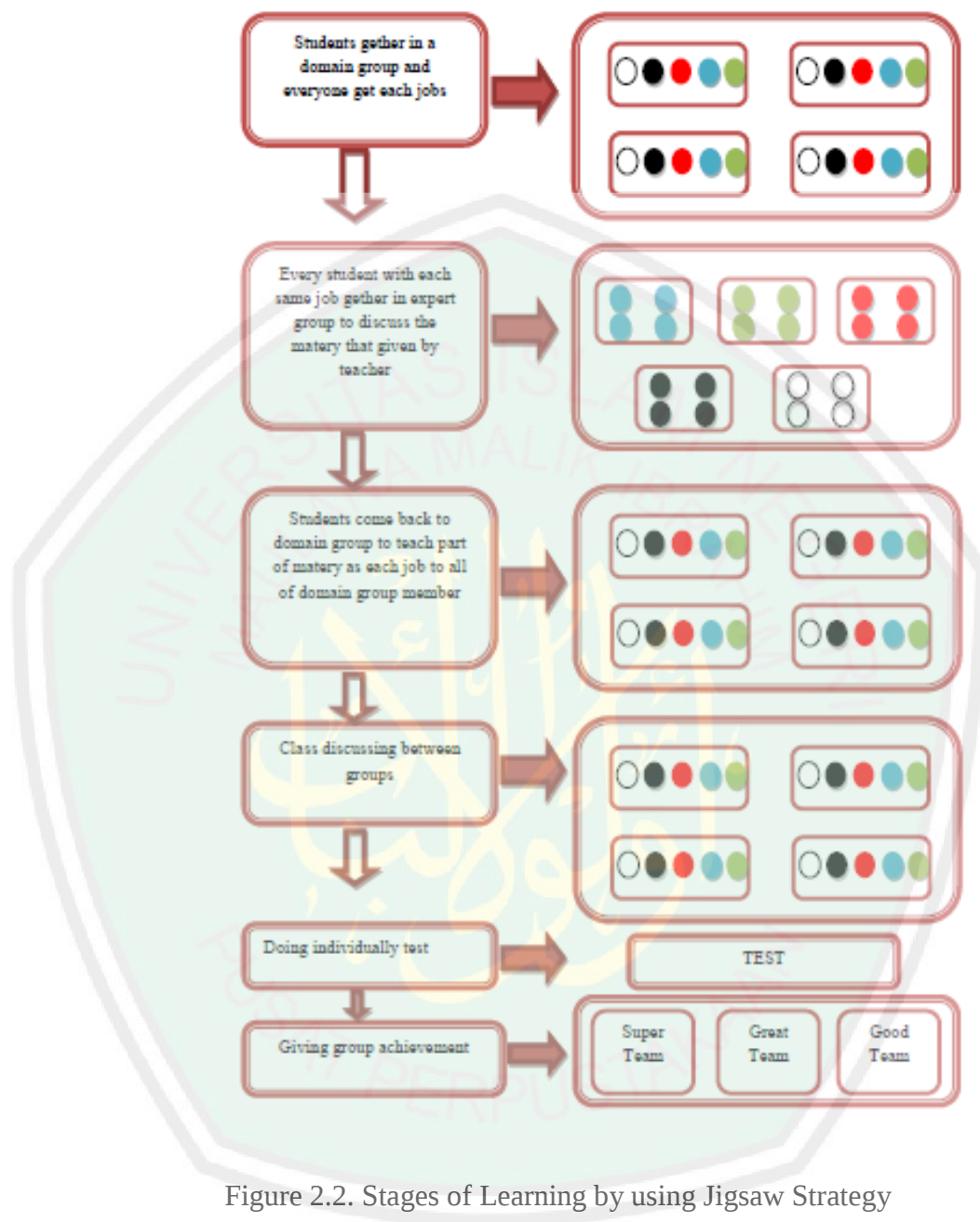


Figure 2.2. Stages of Learning by using Jigsaw Strategy

4 Strength and Weakness of Jigsaw Learning Strategy

Any selection and use of methods in the learning process of course can not be separated from the desire to achieve the goals set. Each of these teaching methods have different objectives between the methods

with each other method. Walgito then propose some goals among others:

- a. Get children to hang out with his friends how children express and receive opinions from friends.
- b. Studying in groups also participated in the realization of the purpose of education and teaching.
- c. Learning to live together so that later no awkward in the wider society.
- d. Foster a sense of mutual assistance which is the nature of the Indonesian nation.

In addition to the purpose of the study groups already mentioned above, the study group also has its own advantages and disadvantages. that is:

- a. Strength
 - 1) learn more perfect results when compared to individual learning.
 - 2) Opinions poured together more convincing and more powerful than an individual opinion.
 - 3) The cooperation undertaken by learners can tie unity, shared responsibility and a sense of belonging (sense of belonging) and eliminate selfishness.²⁷

- b. Weakness

²⁷ Basirudin Usman. 2002. *Learning Methodology Islam* . Jakarta: Ciputat Press. P. 15

- 1) This method requires preparations more complicated than other methods that require a higher dedication of the educators.
- 2) In case of negative results of the job competition and the task will be even worse.
- 3) Learners who are lazy, have the opportunity to remain passive in the group and will likely affect other members.²⁸

D. Speaking Skill in Indonesian Subject

Language has a central role in the development of intellectual, social, and emotional learners and is supporting the success of learning across all subject areas. Learning the language is expected to help learners to know him, the culture, and the culture of other people, ideas and feelings, participate in the community who use the language, and to discover and use analytical and imaginative ability that was in him (the law No. 22 of 2006 on Standards The contents of SD / MI)

Instruction of Indonesian lesson at elementary school is directed to improve the ability of learners in communicating well, both orally and in writing. In addition, with learning Indonesian language is also expected to foster student appreciation of Indonesian literary works.

The Indonesian language learning competency standard in primary school is a minimum qualification of learners, which describes the mastery

²⁸ Zuhairini, Et Al, 1983. *Special Methodical Religious Education*. Surabaya: National Business. P. 89

of language skills, and a positive attitude towards Indonesian language and literature.²⁹

On the basis of these competencies, then the expected goal can be achieved in learning Indonesian is that students can:

1. Communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing.
2. Appreciate and be proud to use Bahasa Indonesia as the language of unity and language of the country.
3. Understand Indonesian and can use appropriately and effectively in many different purposes.
4. Using Indonesian language to enhance intellectual ability, as well as emotional and social maturity.
5. Enjoy and utilize literary works to broaden insights, refine morals, and improve knowledge and language skills.
6. Appreciate and boast Indonesian literature as a cultural and intellectual repository of Indonesian people.

Language skills include listening skills, reading, speaking and writing. The main purpose of all forms of art talk is to deliver information through word of mouth to all audiences. Talk function is to support the success of the delivery of an idea. Competence of speech is the ability to use language in communications that would not be possible without linguistic competence. Linguistic competence includes

²⁹ Zulela, MS 2012. *Pembelajaran Bahasa Indonesia*. Bandung: PT. Remaja Rosdakarya. P.4

grammatical competence that the forms and rules of linguistic and sociolinguistic competence is to understand social rules of language usage.³⁰

The focus of learning Indonesian in accordance with its aspects are as follows:

Table 2.1 Aspects and Form of assessment in Indonesian Subject

Aspect	Focus / Types of lessons in Classroom	Form of Assessment
Listening / listening	A. Little Class: 1. Listen to the teacher's story	Students are guided / told to recount with a simple language
	2. Listening to fairy tales, drama, poetry, children from tapes, VCDs, etc.	Students are assigned to respond, retell with clear and understandable language.
	B. High Class: 1. Listening to stories, plays, poems from tapes, VCDs, etc.	Students are assigned to explain information that has been cut from what is heard
	2. Listening to news, discussions, interviews from TV, radio, etc.	Students are assigned to give an appraisal / appreciation. Elements assessed; Language, content, courage, sound, etc. Adjust the characteristics of the students and the depth and breadth of the material. Implementation of the assessment can be

³⁰ Sutini , " Increasing Speaking Skill In Learning Indonesian Learning Through Thematic Media Picture Story In Grade 2 Sem 1 Sdn Sukolilo". *Thesis* , The Faculty Of Education, University Of Muhammadiyah Surakarta, 2012 , P. 5.

		done orally or in writing.
Speaking	A.Little Class: 1. Introducing yourself (with guidance and examples)	Observation: courage, voice, language (given guidance)
	2.Chang about experiences In accordance with the theme; family, events, daily activities, environment, etc. Ranging from simple to complex	Using an assessment matrix: Aspects of language; Pronunciation, intonation, Language (word choice, sentence structure), content of speech. Non-heresy; voice, courage, attitude / expression, pantomimic
	B. High Class: 1. Storytelling; hobby experience, ambition, environment, etc.	
	2. Speech; friend's birthday speech, school breakup, big days, youth cocks, etc.	
	3.Lecture; about product usage, how to create something, tips on something, etc.	
	4.Provide responses	
	5.Discussions, talk shows, interviews, simple meetings, drama, etc.	
Read	A. Low Class 1. Read the beginning; the introduction of symbolic sounds in various variations; sentences, words, syllables.	Observation / recording of symbols of sound that students have not known to follow up on.

	B. High Class 1. Advanced Reading 2. Read aloud 3. Read the technique 4. Reading fluently 5. Read beautiful 6. Read in the heart 7. Read the understanding 8. Reading Language 9. Read critically 10. Read quickly 11. Read the library 12. Reading scan	1. Assess sound accuracy in pronouncing sound symbols. 2. Assess pronunciation, intonation, mimic, pantomimic. 3. assess the smoothness of speech-symbol of sounds. 4. Assess pronunciation, intonation, animation, expression / mimic, pantomimic. 5. judging by the comprehension test of the text content 6. assessing the understanding of the language aspect; like kats invented, sentence structure, etc. 7. Assessing the severity of the text content, for example, why the door of the house is never opened (in text) 8. Assess understanding of text content in a very limited time.
Write	A. Low Class 1. Write the beginning 2. Write a separate letter 3. write up straight 4. write the print letters	Assessment focuses on the form and size of writing in various contexts. Writing material, adapted to reading lessons.
	B. High Class: 1. Advanced writing 2. Writing with the help of images	Assessment of results; Content; (the accuracy of writing / written development with the

	3. Write a paragraph 4. Write a simple essay (narration, description, exposition, argument, persuasion) 5. Write a letter 6. Write the form 7. Write a speech script 8. write lectures News writing, etc.	requested task) Language; (word structure, diction, sentence structure) Spelling; including writing, use of punctuation, carpital letters, etc.
--	---	---

The main purpose of speech is to communicate, so much was expressed that the language is a communication tool. In order to effectively convey thoughts, should speaker to understand the meaning of everything that wants communicated, he should be able to evaluate the effect of the communications made to his audience, and he must know the principles that underlie all situations talks, both generally and individually.

Speaking is basically a productive language skill that involves both linguistic and non-linguistic aspects. Sabarti Akhadijah in his book quoted from the thesis suggests that the linguistic aspects include the pronunciation, intonation and the use of vocabulary or sentence. While that includes non linguistic is the expression or mimic. These aspects of speech are an indicator of judgment in speech evaluation. That is the

pronunciation, intonation, vocabulary or sentence, fluency and expression or expression.³¹

1. Pronunciation

Standard pronunciation in Indonesian that is free from the characteristics of the local pronunciation. The pronunciation of sounds in the story-telling activities needs to be emphasized in light of the background of the language of most students. because in general the students grew up in the environment with the local language in everyday life. Aspects in the pronunciation are the following:

- a. Vowel or consonant clarity
- b. Precision accuracy
- c. Not mixed area.

2. Intonation

Proper intonation placement is a special attraction in the activities of storytelling, even one of the decisive factors in the effectiveness of storytelling. A story will be less interesting if the delivery is less interesting as well. Aspects in intonation are the following:

- a. High low sound
- b. Speech pressure
- c. Short or long tone of tempo

³¹ Anggraini, Novita Dewi. "Improvement of Indonesian Speaking Skills Telephone Material Through Cooperative Script Method In Class III Students A MI Raudhatul Banat Throughout Sidoarjo". *Thesis* , Faculty of Tarbiyah and Teacher Training State University of Sunan Ampel Surabaya, 2015, p. 20-22.

3. Vocabulary or Sentence

Teachers need to correct the use of words that are less precise or less appropriate to express the meaning in certain situations. To start a story opens with the opening sentence then there should be the contents of the story and made a conclusion and end with a cover. Aspects in this vocabulary are the following:

- a. Number of vocabulary
- b. There is an opening sentence, content, conclusion and closing
- c. Coherence coherence

4. Memorization

Smoothness of a person in Speaking will make it easier for listeners to catch the contents of the talk. Aspects in memorization are the following:

- a. Smoothness
- b. Organize or order
- c. Suitability of the things told

5. Mimic / Expression

Facial expressions can support the effectiveness of storytelling because it can serve to help clarify or revive storytelling. Appropriate gestures and mimics can support the effectiveness of storytelling.

Included in the aspect of mimic is:

- a. Gesture
- b. Facial expression
- c. Psychology

This conversational skills in accordance with the word of God
in the Al-Qasas verse 34:

وَأَخِي هَارُونُ هُوَ أَفْصَحُ مِنِّي لِسَانًا فَأَرْسَلْهُ مَعِيَ رِدْءًا يُصَدِّقُنِي إِنِّي أَخَافُ
أَنْ يُكَذِّبُونِ – (34)

It means :

"And my brother Harun (Aaron) - He is more eloquent in speech than me: so send him with me as a helper, to confirm [and strengthen] me. Verily I fear that they will belie me (Al Qasas: 34)"

According to the Muyassar interpretation,

While my brother, Harun, is more fluent in speech and more capable of speaking than myself then send Harun with me-my lord-to make him a prophet of mine who can help me in delivering a pamphlet. Perhaps Fir'aun would justify me. I'm afraid he'll belie my treaty.³²

According to Al aisar interpretation:

"and my brother, Harun, he is more eloquent of his tongue than me.." i.e he is more clear and capable understand Pharaoh and his helpers than me. "then send him with me as my helper.." i.e my rescuer. "for correcting me..." i.e to concise my utterance and and write them as justification what i said, not only saying, "Musa is right" when I say anything. "Actually I worried that they will deny me" i.e denying what I brought them.³³

Based on that interpretation, capability (Skill) of speaking is so influence in delivering message or argument. If someone has speaking skill well, so the message will be delivered well too and also if someone doesn't has speaking skill so the message which delivered will not good and it can caused false understanding. Therefore,

³² Al Qarni Aidh. 2007. *Al Tafsir Al Muyassar*,. Jakarta: Qisthi Press. P.285

³³ Al Jazairi Abu Bakar Jabir. 2008. *Tafsir Al-Quran Al-Aisar*. Jakarta: Darus Sunnah Press. P.487

speaking skill need trained early so that the speaking will be fluent in delivering argument or message in front of public.

E. Intellectual Development Grade V of Elementary School

According to Piaget's theory, the class V SD age (7-11 years) are at the stage of real operations, namely the achievement vary with respect to certain limitations that combines nature with environmental influences. Intellectual characteristics at this age are:

1. Being able to solve real problems
2. understand the law and able to distinguish between good and bad

Thinking ability is influenced to language ability and also language ability is influenced to thinking ability. Low ability to think causes difficulty in preparing a better sentence and systematic. This will result in the difficulty of communicating.³⁴

With the characteristics of elementary fifth grade students who are able to solve real problems, students are exposed to the right way or method to solve the problem. One way to solve a problem of expression or the ability to speak in public. So, at this step the real operation of students it is time to have a conversation skills.

³⁴ Baharrudin., 2009. *Educational And Developmental Psychology*. Jakarta : Ar-Ruz Media. P.127.

F. Thinking Framework

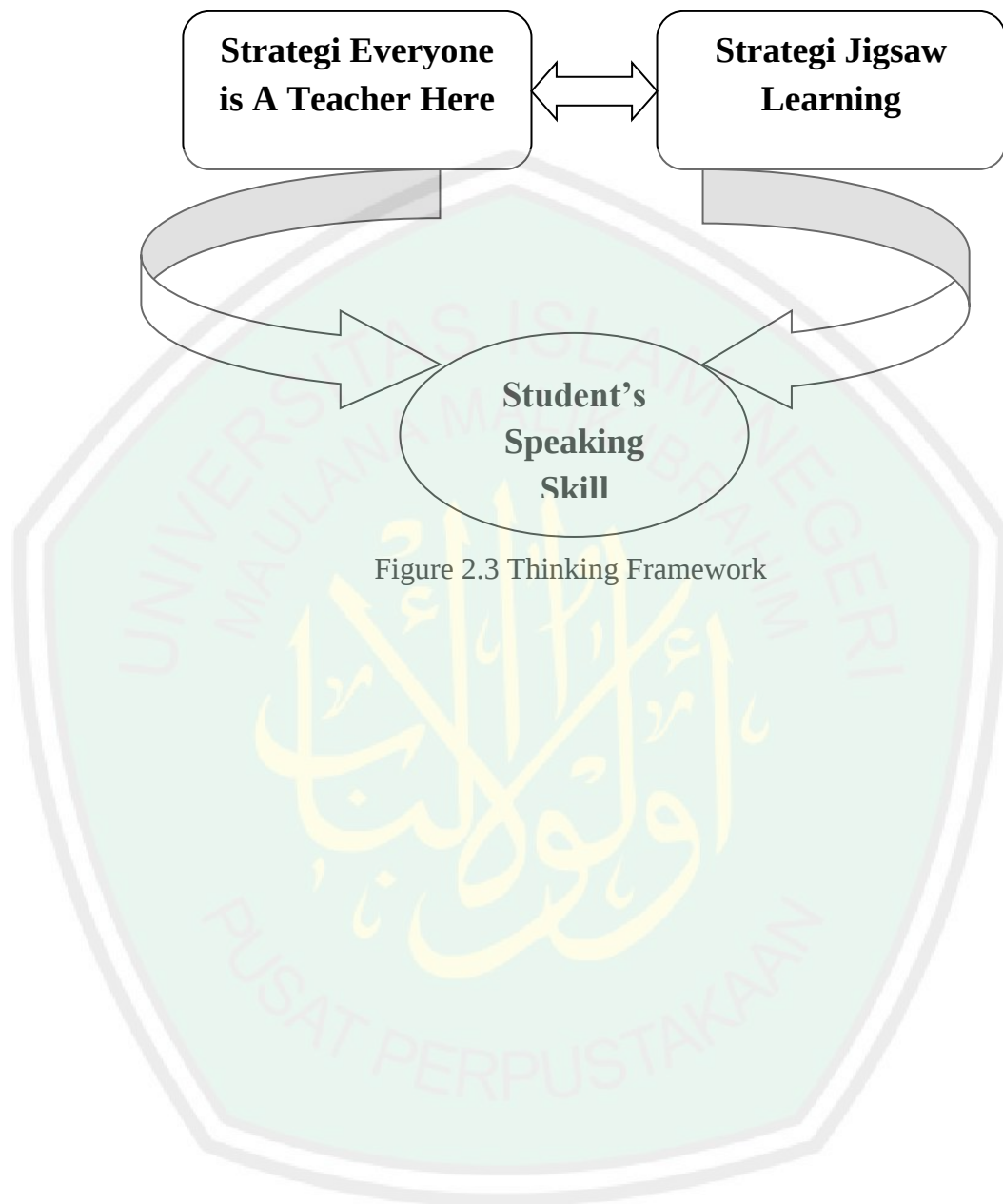


Figure 2.3 Thinking Framework

CHAPTER III

METHOD OF THE RESEARCH

A. Research Sites

This research took place at Islamic Elementary School Mohammad Hatta Malang located at Jalan Simpang Flamboyan no. 30 Malang. The reason for choosing Islamic Elementary School Mohammad Hatta is because in learning Indonesian language has not used the strategy *everyone is a teacher here* in the application of speaking skill of 5th grade students in Islamic Elementary School Mohammad Hatta Malang.

B. Approach and Typers of Research

Effort to find the difference in the result of the students' speaking skill level between using the strategy of *everyone is a teacher here* and *jigsaw learning* in the 5th grade students in Islamic Elementary School Mohammad Hatta Malang , which must be found in accordance with the points of problem formulation, research objectives and benefits, then used the type of quantitative research with comparative approach that is by comparing the learning strategy *everyone is a teacher here* and *jigsaw learning* in improving speaking skills on Indonesian language subjects 5 students in Islamic Elementary School Mohammad Hatta Malang

C. Research Variable

The variables in this study consist of independent and dependent variable.

The independent variable in this research is the active learning strategy type *Everyone is a teacher here* and *Jigsaw Learning*, while the dependent variable is students' speaking skill

D. Population and Sample

The population of this research is all of students at class 5 Islamic elementary school Mohammad Hatta. The sample used 2 classes, namely 5b class, which amounted to 23 students and 5c which amounted to 22 students. So, the total sample of this study as many as 45 students. The reason of choosing these samples is the data is homogeny. The capability of students speaking skill is spread evenly.

E. Data and Data Source

The data and data source this research are:

1. Primary data, this result from assessment of observation on student speaking skill by using research instrument. This data is taken by observation in two classes which is jigsaw strategy in first class and everyone is a teacher here in second class. So, the data obtained from the observation ability of speech skills after receiving treatment from the strategy of everyone is a teacher here and jigsaw learning. The ability of speech skills is measured by the ability of students in responding to an image, the ability to argue or tell the story in front of

his classmates and the activity of students in discussing a topic with a group friend.

2. Secondary Data

The form of this data is form of previous research results and school profiles of Islamic Elementary School Mohammad Hatta. And also from documentation or pictures when research and observation that support the data and data source.

F. Research Instruments

The instrument that used to measure students' speaking skills in this research is the attitude instrument or scoring directly by the researchers. Indicators in speech skill are elaborated according to scores of students' skill score, and scoring on this attitude instrument using Likert scale technique. The following attitude instruments using Likert scale techniques.

Table 3.1
Instrument of Speaking Skill Assessment

Number	Indicator	Descriptor	Score			
			1	2	3	4
1	Pronunciation	1. Students recite vowels and consonants clearly 2. Students recite the sentences without mixing with the local pronunciation 3. The student pronounces each word				

		appropriately				
2	Intonation	1. Students recite sentences with word pressure certainly 2. Students recite a sentence with a short length of tempo 3. Students recite a sentence with a high-low sound proper				
3	Vocabulary	1. siswa recite vocabulary and exact expression 2. Students recite standard sentences and suitable with EYD 3. Students recite sentences with enough amount				
4	Smoothness	1. Student recites the sentences fluently 2. Student recites the sentence with a coherent and orderly sentence 3. Student recites the sentences with confidence without hesitation.				
5	Mimic / Expression	1. Student pronounces sentences with proper facial expressions 2. Student pronounces sentences with				

		proper inspiration				
		3. Student recites a sentence with the right gestures				

The Value of students speaking skill gotten by formula:

$$N = \frac{R}{SM} \times 100$$

Notes:

N : Value that looked for or hoped

R : Gotten Score

SM: Maximum Score

100: Constant number

Table 3. 2 Category of Students Speaking Skill

Value	Predicate	Category
86 – 100	A	Very Good
81 – 85	A-	
76 – 80	B+	Good
71 – 75	B	
66 – 70	B-	
61 – 65	C+	Enough
56 – 60	C	
51 – 55	C-	
46 – 50	D+	Less
0 – 45	D	

Source: Appendix III Permendikbud Number 59 2014

G. Techniques of Data Collection

Efforts to obtain data using the learning strategy of *everyone is a teacher here* and *jigsaw learning* on students' speaking skills, the researchers conducted several data collection techniques:

1 Instrument

The result data of students' speaking skill ability can be measured by the attitude instrument which contains the indicators of speaking skill. Assessment of student attitudes is measured using a likert scale in which consists of very good, good, enough, worse, and worst. Each scoring score has its own description (listed in the assessment instrument).

2 Observation

Researcher collects data with participative observation techniques, where researchers participate directly in research activities. The researcher gave the treatment of the strategy of everyone is a teacher here and jigsaw learning in the two classes then observed how the difference of the results of the two strategies in the trial.

3 Documentation

Documentation is also a proof that research is carried out and completed. Documentation in this study, researchers take pictures of students in learning activities.

H. Validity and Reliability Test

1. Validity Test

In quantitative research, to obtain valid and reliable data that tested its validity and reliable is a research instrument. Thus, the validity and reliability test focus on the instruments used in the study.

A test is considered valid if it has a great support to the total score. To know about the validity of the items used product moment correlation formula, namely:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Notes:

r_{xy} = coefficient of correlation of each item

N = Number of subjects tested

$\sum X$ = Total score items

$\sum Y$ = Total score total

$\sum x^2$ = sum of squares score items

$\sum Y^2$ = sum of squares total score

$\sum x y$ = Number multiplication score of items and total scores

The criteria to see whether or not a valid comparison to the price r table with a significant level of 5%, and N = 30, obtained r table = 0.361. So an item is said to be valid if r count > r table.

In this research has found the validity result by using SPSS 16, the result of test below this table.

Table 3.3 Addition note of validity result

Indicator	r Count	r Table	Result
Pronunciation	0,935	0,413	Valid
Intonation	0,919	0,413	Valid
Sentences	0,903	0,413	Valid
Smoothness	0,894	0,413	Valid
Mimic	0,879	0,413	Valid

Source: Processed Data (2018)

The result of counting SPSS 16 can be seen that indicator of speaking skill from first indicator until fifth indicator has r count bigger than r table, so that can conclude that instrument of speaking skill in this research is valid.

2. Reliability Test

Reliability test is the consistency of a test, the consistency of test scores when testing several times at different times in the same group would produce the same score for each individual or student . in reliability test in this instrument of speaking skill by using trial SPSS 16 pattern Cronbach Alpha, if Alpha Value > r table so that the instrument is reliable, but if Alpha Value < r table so that the instrument is unreliable. This below the pattern of Cronbach Alpha

$$\alpha = \left(\frac{R}{R-1} \right) \left(1 - \frac{\sum s^2j}{s^2x} \right)$$

Notes:

α : Cronbach Alpha

R : Jumlah soal butir

s^2j : Variansi soal butir ke -j

s^2x : Variansi skor total

In this research has found the reliability result by using SPSS 16, the result of test below this table.

Table 3.4 Reability Test Instrumen

Variable	Coefficient Alpha	Description
Jigsaw Learning	0,827	Reliable

Source: Processed Data (2018)

Researcher tries the instrument reliability of speaking skill by pattern Cronbach Alpha with SPSS 16. 23 respondents and significant degree 5% is gotten r table 0,413. The result of reliability instrument is gotten alpha 0,827. Alpha 0,827 > r table 0,413 so that, the instrument is reliable.

I. Data analysis

Data analysis technique in this research is using inferential quantitative analysis, which aims to produce a generalizable findings more broadly into the territory of the population. Here a researcher will always deal with nil hypothesis (H_0) as the basis of his research to be tested empirically with inferential statistics. The appropriate test for a comparison is a t -test with respect to the size of the data and the nature of its variable correlation. before trying data by using t Test there are some pre-requisite that must fulfilled, they are following below:

1 Normality Test

Normality test is used to creat data that has submit to know the condition between normal and abnormal. For this normality test, researcher uses Colmogorov Smirnov Technique by using SPSS 16. For creating the normality of data is if significant degree > 0,05 so the data is normal but if significant degree < 0,05 so the data is abnormal.

2 Homogeneity Test

Homogeneity test is used to trial to know as equal the varians of two groups or more. Homogeneity test in this research used Levenne

Statistic by using SPSS 16. To create the homogen or unhomogen the data is if significant degree $> 0,05$ so the variance of two groups is equal (homogen), but if significant degree $< 0,05$ so the variance of two groups is not equal (unhomogen).

3 *t* - Test

t - Test is used to try how the influence each independent variable to dependent variable. To know about the comparison of the items used *t*-Test formula, namely:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Notes:

$\bar{X}_1$ = Average of first group

$\bar{X}_2$ = Average of second group

dsg = Value of standard deviation

In this research, researcher tries the data by using SPSS 16 to look for the comparison of 2 independent variables to 1 dependent variable.

Hypothesis *t*- test:

- a. H_0 : there is no difference in students' speaking skill results between the use of everyone's a teacher strategy with jigsaw.
- b. H_1 : There is a difference in students' speaking skill results between using the strategy of everyone is a teacher here with jigsaw.

Basic decision making in test t:

- a. H_0 is accepted and H_1 is rejected if count value $< t$ table or if value sign $> 0,05$
- b. H_0 is rejected and H_1 accepted if count value $> t$ table or if sign value $< 0,05$

J. Research Procedure

1 Preparation Stage

- a. Choose a research location, It is Islamic Elementary School Mohammad Hatta Malang
- b. Requesting a letter of application of research permission to the Dean of the Faculty of Tarbiyah and Teacher Training State Islamic University Maulana Malik Ibrahim Malang.
- c. Consulting to the classroom teacher about the students capability about speaking skill.
- d. Observing the situation class and knowing the problem happened.

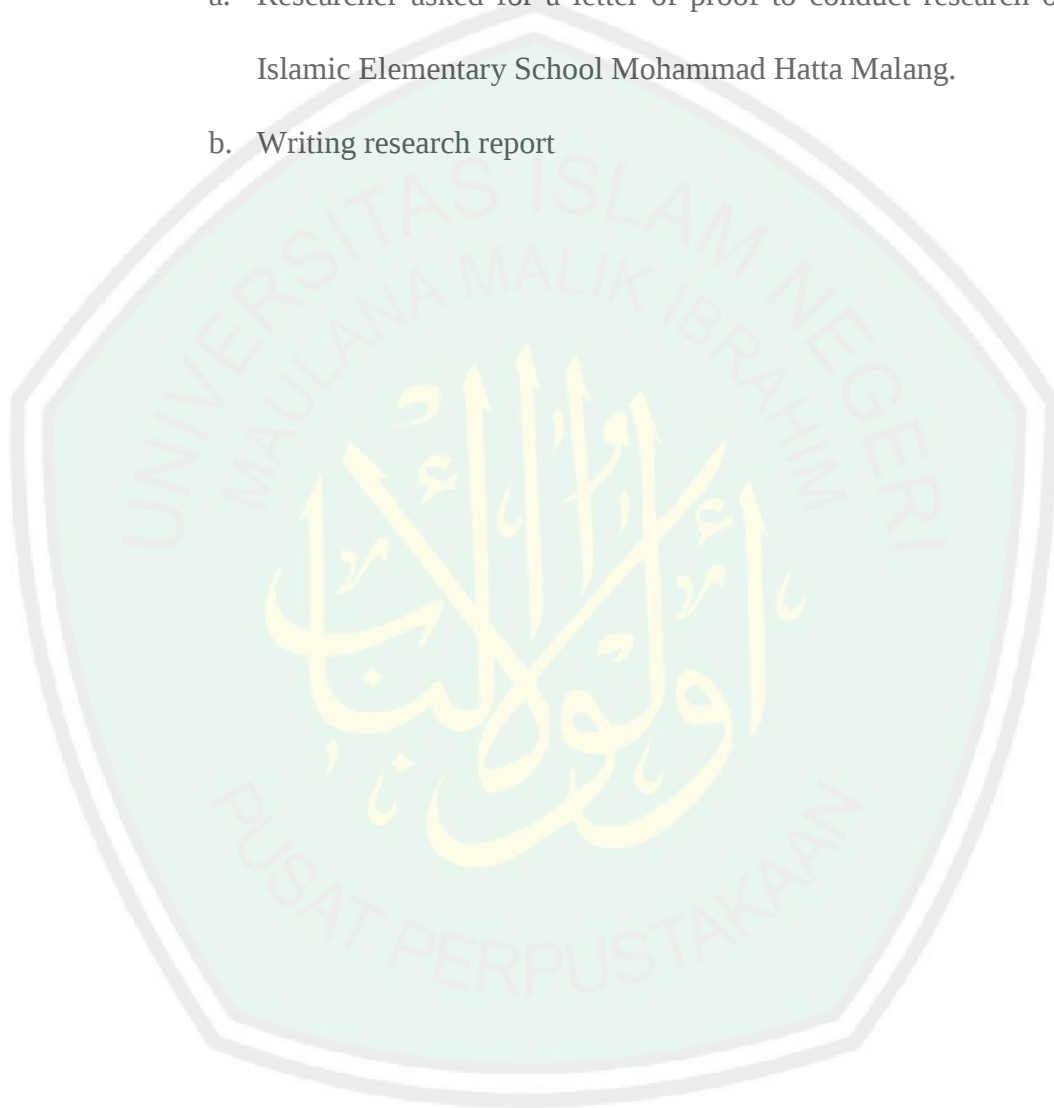
2. Implementation Step

- a. dividing the subjects into two groups of classes 5b and 5c
- b. experimental group is given the stimulus in the form of active learning is everyone is teacher, while the comparison group is given a stimulus in the form of jigsaw learning.
- c. After learning activity in the control class and the experiment ended then evaluated. After that, it will be proven which strategy is suitable for use of students' speaking skill in Indonesian lesson

class 5b and 5c Islamic elementary school Mohammad Hatta
Malang

5. Final Step

- a. Researcher asked for a letter of proof to conduct research on the
Islamic Elementary School Mohammad Hatta Malang.
- b. Writing research report



CHAPTER IV

DATA EXPLANATION AND RESEARCH RESULT

A. Data Explanation

1. History of Islamic Elementary School Mohammad Hatta

Islamic Elementary School Mohammad Hatta Malang was pioneered by Prof. H. Masruchin Ruba'i, SH., MS. and the initiative of Muslim scholars who are competent, professional and caring about children's growth and Islamic struggle. Based on the consideration and agreement, in 2003 the pioneers / Muslim scholars united to establish a basic Islamic education with the name of Islamic Elementary School Mohammad Hatta, which is domiciled on Jl. Kamelia no. 30 / Jl. Simpang Flamboyan no. 30 Malang, which shelter under YAYASAN BINA INSAN KAMIL (YANAIIKA) Malang.

On December 8, 2004, the decree (SK) declared to establish Islamic Elementary School Mohammad Hatta Malang with the number SK.421.8 / 5429 / 420.304 / 2004 from the Directorate of Primary and Secondary Education of Malang City.

In 2009 Islamic Elementary School Mohammad Hatta Malang implemented the school accreditation that had an effect on the decline of SK number 200 / BAP-S / M / SK / X / 2016 , from the National Accreditation Board of School / Madrasah of East Java with very encouraging results Accredited "A".

The number of students of Islamic Elementary School Mohammad Hatta Malang grew increasingly followed by the increasing number of

teachers, school facilities or the quality of education. Community trust is increasing in order to help the creation of National Education objectives.

1. Profile of SD Islam Mohammad Hatta

School name	: SD Islam Mohammad Hatta
NSS	: 102056104009
NPSN	: 20533897
Province	: East Java
Autonomy	: Malang City Area
Districts	: Lowokwaru
Regency / City	: Malang
Address	: Jl. Simpang Flamboyan No. 30
Postal code	: 65141
Telephone	: 0341 - 413003
Website	: www.sdimohammadhatta.sch.id
Area	: Urban
School status	: Private
School Groups	: Impact of Cluster 1 Lowokwaru
Accreditation	: 4 Years (Classification A)
Decree	: 200 / BAP-S / M / SK / X / 2016
Publisher SK	: School Accreditation Board
Since	: 2003
Teaching and learning activities	: Morning
School building	: One's own

Building area	: 1500 M ² of Land 2500 M ²
School Location	: Strategic
Distance To City Center	: 4 KM
Distance to Center	: 7 KM
Located On Trajectory	: City
Organizing Organization	:Yayasan Bina Insan Kamil Indonesia
Travel / School Change	: Dynamic
Number of Students	: 3427 Learners

2. Vision, Mission and Purpose of Islamic Elementary School

Mohammad Hatta

a. Vision

Putting the basics of developing quality human resources in the field of Science and Technology and IMTAQ.

b. Mission

Organize basic education with high quality, good science, moral and social, grounded in the Islam religion.

c. Purpose

Provide literacy, basic knowledge and basic skills of living, basic skills about Islam and experience in accordance with Islamic teachings.

4. Organizational structure

a. Yayasan Bina Insan Kamil

1) Board of Trustees of Bina Insan Kamil Foundation

Chairman of the Board of Trustees

Prof. H. Masuchin Ruba'i, SH, MS

Vice Chairman

Ir. H. Marsul Hidayat

Chairman of the Supervisory Board

Prof. Dr. Ir. H. Mo c h. Yunus MS

Vice Chairman

H. Soe cipto Abdul Djali

2) Board of Bina Insan Kamil Foundation

Chairman

Prof. Dr.H. Bambang Supriyono, MS

Secretary

Muhammad Farid, S.Pd

Treasurer

Mahda Chaira, S.TP

b. School Committee

Chairman

Febriansyah Saltiar .

Secretary

Sulthoni

Treasurer

Siti Fatimah

c. School Leader

Headmaster

Suyanto, S.Pd, M.KPd

Vice of Student and Public Relations

Muhammad Farid, S.Pd

Vice of Infrastructure & Finance

Riesda January, S.Pd

Vice of Curriculum and Teaching

Tomi Ariyansah, S.Pd

5. Organizational Structure and Management Procedures

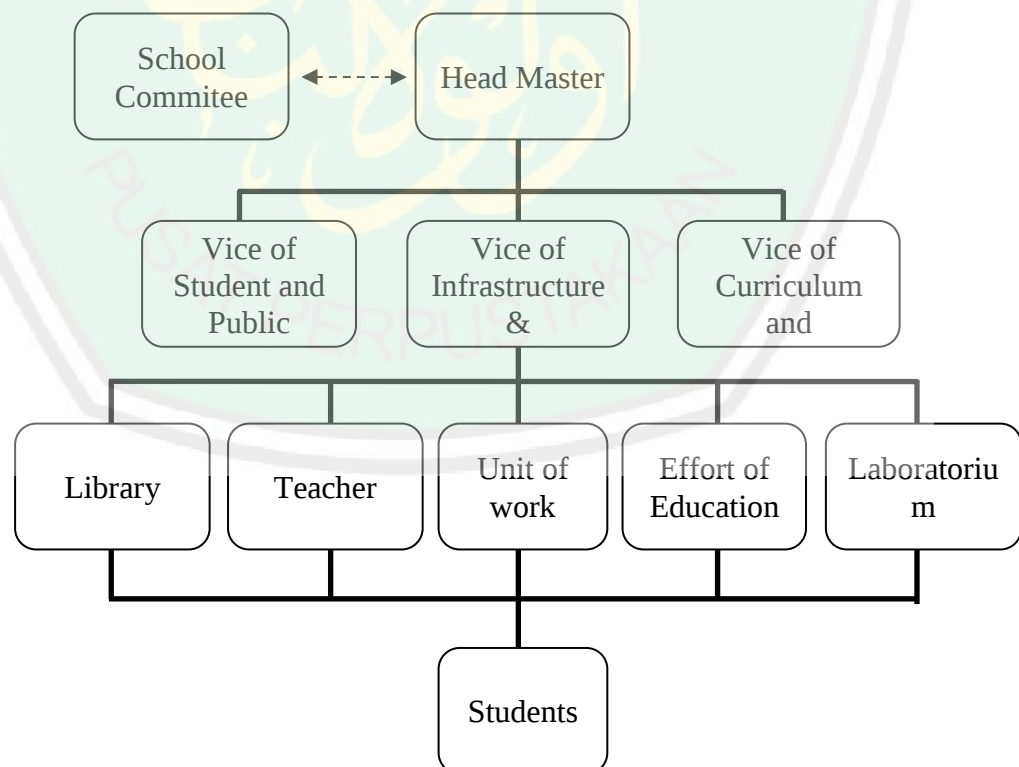


Figure 4.1 Organizational Structure and Management Procedures

6. Data of Teacher Name and Duty

Table 4.1 Names of Teachers

Number	NAME	POST
1	Suyanto, S.Pd., M.K.Pd	Headmaster
2	Riesda Januarty, S.Pd	Vice of Student
3	Muhammad Farid, S.Pd	Vice of Infrastructure
4	Tomi Ariyansah, S.Pd	Vice of Curriculum
5	Dra.Nuning Widiastuti	Classroom teacher
6	Mahda Chaira, S,TP	Classroom teacher
7	Deni Siam Kustantin, S.Pd	Classroom teacher
8	Angga Mulyawan , S.Pd	Classroom teacher
9	Mutia Fatmawati, S.Si, S.Pd	Classroom teacher
10	Genta Patria Antariksa, S.Pd	PJOK Teacher
11	Djoko Nursafa'at , S.Pd	Classroom teacher
12	Yuwafinikmah, S.Pd	Classroom teacher
13	Yulia Fajar Minhayati, S.Pd	Classroom teacher
14	Faricha Isnaini, S.S	Classroom teacher
15	Siti Khotimatul Khusna, S.Pd	Classroom teacher
16	Niswati Suhada Rohmah, S.Pd.I	Classroom teacher
17	Novita Dini Sholikhati, S.Pd	Classroom teacher
18	Muhammad Khoirudin, S.Pd.I	PAI Teachers
19	Nurhasanah, S.Pd	Classroom teacher
20	Ika Ferindyah Kusumasari, S.Pd	Classroom teacher
21	Sri Wahyuni, S.Pd	Classroom teacher
22	Vega Mareta Sceisarriya, M.Pd	PJOK Teacher
23	Erika Syahrani Lubis, SP	Classroom teacher
24	Eko Cahyono, S.Pd	Classroom teacher
25	M. Khoirul Fadeli, S.Pd.I	PAI Teacher
26	Annisa Dinda Bestari	GPK
27	Fahrudin Alwi, S.Pd	GPK
28	Anggi Ayu Ratnasari, S.Pd	GPK
29	Erni Zuliati	Cooperative
30	Totok Wahyudiono	Cleaning Service
31	Wawan Setyo Budi	Cleaning Service
32	Ahmad Mudzakir	Security

Number	NAME	POST
33	Achmad Jazuli, S.Pd	Ka. Administration
34	Istichomah Huda, S. I.Kom	Library
35	Hersi Kusumastuti	Cooperative
36	Anas Maulana Akbar	Administration Staff
37	Aprilliani Setyaningtyas, S.Pd	Administration Staff
38	Ugik Iwan Susanto	Cleaning Service

A. Research Result

1. Data Description

a. Student Speaking Skills of Experiment Class I

The students' speaking skills in the experimental class I were treated by the jigsaw strategy. Based on the results of the research, the highest score of students' speaking skill score is 20 and lowest 5. The mean value is 17,43 and the standard deviation is 3,6 . The results of groupings with intervals made on the students' experimental class speaking skill results are presented in the following table.

Table 4.2 Results of Speaking Skills Experiment Class Student I

Respo ndent	Student	Score	Value	Predicate	Category
1	Abiy Marshall Haydar	20	100	A	Very Good
2	Ahmad Fadli	20	100	A	Very Good
3	Ahmad Fauzan Hidayat	19	95	A	Very Good
4	Aiman	20	100	A	Very Good
5	Aliyah	18	90	A	Very Good
6	Annisa Salsabila	10	50	D+	Less
7	Bijou Kafabihi	15	75	B	Good
8	Dzulfiqar Achmad Alif Firdausy	20	100	A	Very Good
9	Farida Shafa Aryanti Hasan	20	100	A	Very Good

10	Gisella Putri Amalia	18	90	A	Very Good
11	Hanin Azka Aafiqoh	19	95	A	Very Good
12	Ibnu Ugo Randanes Dewantara	18	90	A	Very Good
13	M. Zidan Mijwad Ramadhan	18	90	A	Very Good
14	Moh. Raihan Syarief Putra Tarigan	13	65	C+	Enough
15	Muhammad Mirfak Trizamalga	20	100	A	Very Good
16	Muhammad Rasya Pandya Rachman	18	90	A	Very Good
17	Rhesya Nara Pradhika	17	85	A-	Very Good
18	Rira Rahmazanti	20	100	A	Very Good
19	Ronal Vito Valencia	20	100	A	Very Good
20	Shafa Assyura	17	85	A-	Very Good
21	Sherly Tri Yanuar	17	85	A-	Very Good
22	Thalita s. Navid	19	95	A	Very Good
23	Yahya Klareno	5	25	D	Less

b. Student Speaking Skills of Experiment Class II

The students' speaking skills in the experimental class II are treated accordingly. Everyone is a teacher here. Based on the results of research, obtained data score of students' highest speaking skill 20 and lowest 7 . Average value (mean) of 15,87 and standard deviation of 3.3 . The result of grouping with interval done on the result of speaking skill of experimental class II students is presented in the following table.

Table 4.3 Result of Students Speaking Skill Experiment Class II

Respondent	Student	Score	Value	Predicate	Category
1	Adhitya Athallah Maulana	18	90	A	Very Good
2	Ahmad Fayyadh	14	70	B-	Good

3	Althaaf Ellardian Syahputra	15	75	B	Good
4	Aqsyal Khairan Putri Achmad	17	85	A-	Very Good
5	Arisma Hafiz Maheswara	16	80	B+	Good
6	Azkannisa Febrianti	18	90	A	Very Good
7	Daniswara Lintang Ayudha	17	85	A-	Very Good
8	Habibi Raihan Nugraha	18	90	A	Very Good
9	Hilma Azarein Nahla	18	90	A	Very Good
10	Juhaid Nailir Raja	16	80	B+	Good
11	Keisha Firstania Ariawati	16	80	B+	Good
12	Mohammad Daffa Arfiansyah	20	100	A	Very Good
13	Muhammad Akmal Nararya Sutanto	12	60	C	Enough
14	Muhammad Alfi Fatih	18	90	A	Very Good
15	Muhammad Rafi Firdaus	16	80	B+	Good
16	Nabila Keisha A.P	18	90	A	Very Good
17	Naj'la Callysta P. A	18	90	A	Very Good
18	Nur Azizah Rawi	16	80	B+	Good
19	Raihan Putra Handaru	12	60	C	Enough
20	Randy Ilahi Ramadhani	20	100	A	Very Good
21	Rania Karamina Fathin	9	45	D	Less
22	Shafira Latifa Kusumasari	7	35	D	Less

B. Data analysis

Before going to data analysis, early analysis is prerequisite analysis. In this study for prerequisite analysis test used normality test and homogeneity test.

a. Normality test

Normality test is a test against the normal or not distribution of data in the analysis. The data tested were the 5B grade speaking skill score as experimental class I and 5C as experimental class II. Normality test in this study using *Kolmogorov Smirnov* with 5% alpha coefficient in SPSS 16 applications. Summary of normality test results can be seen in the following table.

Table 4.4 Normality Test From SPSS 16
One-Sample Kolmogorov-Smirnov Test

		Jigsaw	everyone
N		23	22
Normal Parameters ^a	Mean	17.43	15.86
	Std. Deviation	3.678	3.299
Most Extreme Differences	Absolute	.279	.244
	Positive	.243	.168
	Negative	-.279	-.244
Kolmogorov-Smirnov Z		1.338	1.143
Asymp. Sig. (2-tailed)		.056	.146
a. Test distribution is Normal.			

Table 4.5 Normality Test Results Speaking Skills between Strategies

Class	Sign	Alpha	Note
Experiment I	0.056	0.05	Normal
Experiment II	0.146	0.05	Normal

From the table above can be seen that the level of significance of each class is greater than the coefficient alpha. So it can be concluded that the data obtained is normally distributed.

b. Homogeneity Test

The homogeneity test is a test used for testing on the equal or absence of variance of two or more groups. Homogeneity test in this research using *Levene Statistic* with the help of SPSS 16. For determination of homogeneity or not if a data value significance $> 0,05$ it is said that variant of two groups are the same (homogeneous) and if significance value $< 0,05$ it was called that the variants of the two groups are not equal (not homogeneous).

Summary of homogeneity test results can be seen in the following table.

Table 4.6 Result of Homogeneity Test From SPSS 16
Test of Homogeneity of Variances

everyone			
Levene Statistic	df1	df2	Sig.
2.863	3	15	.072

Based on *Levene Statistic* test results, obtained a significance of 0.72. Level of significance $0.72 > \alpha$ coefficient 0.05 then two groups of variables between jigsaw experimental class and experimental class everyone is a teacher here declared homogeneous .

c. t - Test

After knowing the results of the experimental class prerequisites I (Strategy Jigsaw) and the experimental class II (Strategy Everyone is a Teacher Here) declared normal and

homogeneity, then performed data analysis. Data analysis in the form of hypothesis testing with t test as follows:

H_0 = no difference in students' speaking skill results between the use of everyone's a teacher here and jigsaw learning strategy.

H_1 = there is a difference of students' speaking skill result between using strategy of everyone is a teacher here and jigsaw learning.

The basis of decision making in t test are:

- 1). H_0 accepted and H_1 rejected if value t count < t table or if significant value > 0,05.
- 2). H_0 rejected and H_1 accepted if the value of t count > t table or if significant value < 0.05.

Summary of t-test results can be seen in the following table.

Table 4.7 Result of t Test from SPSS 16
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
strategi	Equal variances assumed	.006	.937	1.506	43	.139	1.571	1.043	-.533	3.675
	Equal variances not assumed			1.510	42.830	.138	1.571	1.041	-.528	3.670

Based on the result of t test, obtained t count $1,506 < t \text{ table } 2.069$ and significance value (sig.) $0,139 > 0,05$. So that, it can be concluded that H_0 accepted and H_1 rejected, which means there is no difference in students' speaking skill results between the using strategy of everyone is a teacheher here and jigsaw learning, so that using strategy of everyone is a teacher here and jigsaw learning on students speaking skill is equal.



CHAPTER V

DISCUSSION

A. Speaking Skills By Using Everyone Is A Teacher Here Strategy

Strategy of Everyone is a teacher here is one of strategy to enable students in learning, especially in speaking skills. Speaking skills using the Everyone is a Teacher here strategy in this research is applied in Islamic 5C Elementary School Mohammad Hatta with Theme 9 Subtheme 2 Instruction 1 which discusses Media Advertising.

In the implementation of the Everyone is a Teacher Here strategy, the researcher gives direct treatment to the object of research (students of class 5c). The learning activity runs according to the lesson plan (RPP) which is important point in giving the material sheet about the advertisement media, then each student reads and observes the material, then each student writes the question according to the material and afterwards each student progresses to read and answer appropriate questions obtained in front of the class. Silberman in his book cited in Arumita's thesis argues that Everyone is A Teacher Here Strategy can foster the active participation of students during the learning process, because Everyone's A Teacher Here strategy provides an opportunity for every student to act as a teacher for other students.³⁵

³⁵ Pratiwi, Arumita. "Comparative Study of Jigsaw Learning Strategy and Learning Strategy Everyone Is A Teacher Here On Thematic Students' Learning Outcomes of Class V SDIT Nur Hidayah Surakarta", *Thesis*, Faculty of Teacher Training and Education UMS, 2015, p.49.

Ability of speaking skill of experiment class II students by using strategy of everyone is a teacher here in this research is measured based on indicator of speech skill. Each indicator item has 4 scores (1-4) with criteria very good, good, enough, and less. Minimum score on speaking skill with strategy of this is a teacher here is 7 and maximum 20. This research use attitude instrument with Likert scale technique to test students' speaking skill.

The speaker speech indicator consists of 5 items from the instrument used by the researcher:

a. Pronunciation

The ability of students to pronounce sentences is clearly or not for listeners. Based on the scoring of attitude instrument, there are 12 students with score 4 (very good), 8 students with score 3 (Good), 2 students with score 2 (Enough), and 1 student with score 1 (less). Overall, the students' pronunciation score in grade 5c is 73.

b. Intonation

The student's intonation ability is measured by the delivery of sentences corresponding to the pressure and the height of the sound. Based on the scoring of attitude instrument, there are 11 students with score 4 (Very Good), 9 students with score 3 (Good), 2 students with score 2 (Enough), and 1 student with score 1 (Less). Overall, students' intonation score in 5c class is 72.

c. Vocabulary

Students' vocabulary skills are measured by the selection and use of appropriate vocabulary / expression. Based on scoring of attitude instrument, there are 12 students with score 4 (Very Good), 7 students with score 3 (good), 3 student with score 2 (Enough), and 1 student with score 1 (Less). Overall, students' vocabulary score in 5c class is 72.

d. Smoothness

The student's fluency is measured by fluency and there is no doubt in the narrative. Based on the score of attitude instrument, there are 6 students with score 4 (Very Good), 13 students with score 3 (good), 3 students with score 2 (Enough), and 1 student with score 1 (Less) . Overall, the students' smoothness ability in 5c class is 66.

e. Mimic / Expression

Mental Skill / Student Expression is measured by the accuracy of facial expressions and gestures when speaking. Based on the score of attitude instrument, there are 7 students with score 4 (Very Good), 11 students with score 3 (good), 4 students with score 2 (Enough), and 1 student with score 1 (Less) . Overall, the students' mimic score in in 5c class is 66.

The total score of all the five indicators of speaking skills with the Everyone is A Teacher Here strategy is 349 and the average is 15,86 with the number of respondents 22 students.

Based on observation result in class 5C with the implementation of the strategy Everyone Is A Teacher Here proves that everyone is a teacher here strategy is able to train students' speaking skills in front of the classroom by getting the participation of class members as a whole. This is in line with Sardjuli's theory that the learning strategy of everyone is a teacher here is a learning strategy designed to enable students to gain great class participation and individual responsibility, this model provides opportunity for each learner to act as a teacher to the other participant.³⁶ By using everyone is a teacher here, the student feels that himself is as teacher that speak up and answer the question in front of class. This is make the students more confidence and practise to face public by speaking.

B. Speaking Skills by Using Jigsaw Strategy

In principle the application of the Jigsaw strategy is not much different from Everyone Is A Teacher Here strategy that is equally peer learning, it's just a group-based Jigsaw strategy whereas Everyone Is A Teacher Here strategy is individual-based. Both strategies can both

³⁶ Sulaiman, *Influence Strategies Everyone Here Is A Teacher On The Result Of Learning Math Students*. Journal E-Dumath 1 Vol. 2 January, 2016

activate students during learning. Silberman in his book quoted in the thesis of Arumita states that peer learning provides an opportunity for students to learn something well, and at the same time be a resource for other students.³⁷ The speaking skills using Jigsaw strategy in this research is applied in Islamic Islamic Primary 5b Mohammad Hatta class with Theme 9 Subtema 2 Pb 1 about Media Advertising as well as the learning theme that is tested in everyone strategy is a teacher here.

In applying jigsaw strategy in this research, researcher give direct treatment to research object (student of class 5b) Islamic Elemetary School Mohammad Hatta Malang. In its application in accordance with the learning steps that have been prepared in the RPP (Lesson Plan). Beginning with the delivery of material from the researchers then the students are divided into several groups. After gathering with each group, the group leader was formed. The group leader here will be gathered with the other group heads into a team of experts. This team of experts is in charge of delivering the material to group friends alternately evenly throughout the group. The material presented varies between the expert teams. After all the materials are submitted from the expert team there is a question and answer session from the group members to the group leader to be answered.

³⁷ Pratiwi, Arumita. "Comparative Study of Jigsaw Learning Strategy and Learning Strategy Everyone Is A Teacher Here On Thematic Students' Learning Outcomes of Class V SDIT Nur Hidayah Surakarta", *Thesis*, Faculty of Teacher Training and Education UMS, 2015, p. 47-48

Ability of speaking skill of experimental class I students using Jigsaw strategy in this research is measured based on indicator of speech skill. Each indicator item has 4 scores (1-4) with very good criteria, good, enough, and less. Obtaining a minimum score on the speaking skills with Jigsaw's strategy is 5 and a maximum of 20. This study uses the attitude instrument with Likert scale techniques to test students' speaking skills.

The speaker speech indicator consists of 5 items from the instrument used by the researcher:

a. Pronunciation / Pronunciation

The ability of students to pronounce sentences is clearly or not for listeners. Based on the scoring of attitude instrument, there are 15 students with score 4 (very good), 6 students with score 3 (Good), 1 student with score 2 (Enough) and 1 student with score 1 (less). Overall, students' pronunciation score in grade 5b is 81.

b. Intonation

the student's intonation ability is measured by the delivery of sentences corresponding to the pressure and the height of the sound. Based on the scoring of attitude instrument, there are 15 students with score 4 (Very Good), 6 students with score 3 (Good), 1 student with score 2 (Enough) , and 1 student with score 1 (less).. Overall, students' intonation score in in grade 5b is 81.

c. Vocabulary

Students' vocabulary skills are measured by the selection and use of appropriate vocabulary / expression. Based on scoring of attitude instrument, there were 15 students with score 4 (Very Good), 5 students with score 3 (good), 2 students with score 2 (Enough), and 1 student with score 1 (Less). Overall, students' vocabulary score in 5b is 79.

d. Smoothness

The student's fluency is measured by fluency and there is no doubt in the narrative. Based on scores of attitude instruments, there were 15 students with a score of 4 (Very Good), 5 students with a score 3 (good), 2 students with score 2 (Enough), and 1 student with score 1 (Less). Overall, the students' smoothness score in 5n grade is 80.

e. Mimic / Expression

Mental Skill / Student Expression is measured by the accuracy of facial expressions and gestures when speaking. Based on score of attitude instrument, 14 students with score 4 (Very Good), 7 students with score 3 (good), 1 student with score 2 (Enough), and 1 student with score 1 (Less). Overall, the students' mimic score in 5b is 80.

The overall total score of the five indicators of speaking skills with the Jigsaw strategy is 401 and the average of 17,43 with the number of respondents is 23 students.

Based on observations result in class 5B with the implementation of the Jigsaw strategy proves that Jigsaw strategy is able to train

students' cooperative speaking skills, each group has a leader to deliver the material in turn, so that each student understands the material learned through explanation his friends. As the declared theory that Jigsaw is a kind of strategy that allows learners work cooperatively and helps each other in dealing with new learning materials. Within the interaction in the group, they will have particular active role to teach other members in the group on the materials they have studied.³⁸ In using jigsaw strategy, the students have deep understanding about matery entirely. So, this make the students have many materials in speaking skill and finally the students can speak up fluently.

d. Comparation Result of Strategy Everyone Is A Teacher Here and Jigsaw On Student Speaking Skill

The results of students' speaking skills from both experimental classes have been analyzed using the t-test. based on t-test analysis obtained t count equal to 1,506 which is smaller than t table 2.069 and significance value (sig.) 0,139 > 0,05. Then it can be concluded that H_0 accepted and H_1 rejected, which means there is no difference in students' speaking skill result between using strategy of everyone is a teacher here and jigsaw learning.

Based on the average score of speech skills, the 2 strategies are not much different, only the difference is that everyone is a teacher here for

³⁸ Kurniawan Yudhi N And Khosiatul Fitr. *The Effectiveness Of Jigsaw Learning Strategy To Improve Students' Reading Ability*. Journal Of English Education, Literature, And Culture. 1 Vol. 1 February, 2016.

15,86 and jigsaw is 17,43. So it can be concluded that there is no significant difference between the strategy of everyone is a teacher here and jigsaw learning strategy to the students' speaking skill. These two strategies are as good at enabling students as Silberman cites from the scientific journal, Everyone Is A Teacher Here Strategy is an easy strategy to gain great class participation and individual responsibility. This strategy provides an opportunity for each learner to act as a teacher to other learners.³⁹ Thus, Everyone Is A Teacher Here strategy can be applied to practice speaking skills well because this strategy is able to train students to speak in front of the crowd independently.

Jigsaw strategy is one type of cooperative learning that encourages students active and mutual help in mastering the subject matter to achieve maximum performance.⁴⁰ Thus the jigsaw strategy is appropriate in enabling students in the classroom, especially on speaking skills. Because in this strategy students are trained to convey material to other friends and friends who become recipients provide feedback in the form of questions that arise interaction between students in learning activities.

This below the following chart about the result research:

³⁹ Rahmadina Lia, Comparison of Active Learning Strategy Type Everyone is A Teacher Here and the type of power Of Two Against Students Biology Learning Results Class VIII SMPN 2 Ampek Angkek, Journal of STKIP PGRI Sumatera Barat 2013.

⁴⁰ Umar Elmia, Elevated Primary School Student Learning Outcomes Through Jigsaw Type Cooperative Learning. Journal of Education Faculty of Gorontalo State University. No. 3 Vol. 8 th. September 2011.

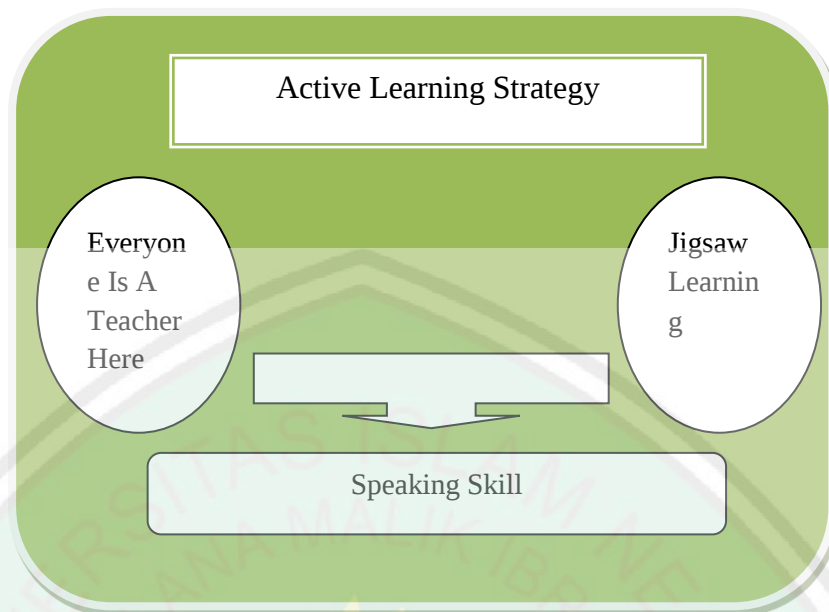


Figure 5. 1 Chart of result research

The chart of result research above show that comparison between two strategies everyone is a teacher here and jigsaw learning on speaking skill. And the conclusion is there's no difference between two strategies on speaking skill, so that everyone is a teacher and jigsaw are equal on students speaking skill.

CHAPTER VI

CLOSING

A. Conclusion

Based on the results of data analysis and research discussion in chapters IV and V, it can be concluded as the formulation of problem:

1. Level of students speaking skill by using everyone is a teacher here strategy is good enough. Based on observation result in class 5C with the implementation of the strategy Everyone Is A Teacher Here proves that everyone is a teacher here strategy is able to train students' speaking skills in front of the classroom by getting the participation of class members as a whole. By using everyone is a teacher here, the student feels that himself is as teacher that speak up and answer the question in front of class. This is make the students more confidence and practise to face public by speaking.
2. level of students speaking skill by using Jigsaw strategy is good enough. Based on observations result in class 5B with the implementation of the Jigsaw strategy proves that Jigsaw strategy is able to train students' cooperative speaking skills, each group has a leader to deliver the material in turn, so that each student understands the material learned through explanation his friends. In using jigsaw strategy, the students have deep understanding about matery entirely. So, this make the students have many materials in speaking skill and finally the students can speak up fluently.

3. There is no difference in using the strategy of everyone is a teacher and jigsaw to the students' 5th grade speaking skill in Islamic elementary school Mohammad Hatta. This conclusion is based on the average result of the students, where the average student with the learning strategy of everyone is a teacher here is 15.87 with 23 students, whereas the average result by using jigsaw strategy is 17.43 with 22 students. In addition to the average results of students, also obtained t test results are t count value of $0.889 < t \text{ table } 2.069$ and significance value (sig.) $0.312 > 0.05$ which means H_0 is accepted and H_1 is rejected. From these results indicate that the strategy everyone is a teacher here and jigsaw have similarities in training students' speaking skills. Nothing is superior to both of them. Thus, the learning strategy of everyone is a teacher and jigsaw learning strategy is the same in practicing speaking skills of 5th grade Islamic elementary school Mohammad Hatta Malang.

B. Suggestion

Based on the discussion and conclusions in this study, researchers put forward the following suggestions:

1. For Teachers

It is hoped that with the research and experiment of using the active learning strategy of everyone type a teacher here and jigsaw, the teacher in Islamic elementary school Mohammad Hatta can develop and optimize the effective and effective learning strategy for the needs

of the students. So as to enhance the learning objectives of each indicator instruction

2. For Head Master

For the head master who has learning strategy management , can control and evaluate the implementation of instructional strategies applied by teachers in each class. To be always controlled and supervised carefully, so that from the teachers and learners get supervision and attention in a good and proper manner.

3. For Other Researcher

It is hoped for other researchers who want to research about active learning strategies in speaking skills, should be in improving student learning result. And this research is using quantitative method, in future studies can be developed by using qualitative method.

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APPENDICES

Appendix I: Assessment Instrument

Speaking Skills Assessment Instrument

Indicator	Descriptor	Assessment criteria				No item	Amount
		Very good	Good	Enough	Less		
Pronunciation	1. Students recite vowels and consonants clearly 2. Students recite the sentences without mixing with the local pronunciation 3. the student pronounces each word appropriately	Student can achieve 3 descriptors of the pronunciation indicator	Student can achieve 2 descriptors of the pronunciation indicator	Student can achieve 1 descriptors of the pronunciation indicator	Student has not been able to achieve descriptors of the pronunciation indicator	1	1
Intonation	1. Students recite sentences with word pressure certainly 2. Students recite a sentence with a short length of tempo 3. Students recite a sentence with a high-low sound proper	Student can achieve 3 descriptors of the intonation indicator	Student can achieve 2 descriptors of the intonation indicator	Student can achieve 1 descriptors of the intonation indicator	Student has not been able to achieve descriptors of the intonation indicator	2	1
Vocabulary	3. Siswa melafalkan kalimat dengan 1. siswa recite vocabulary and exact expression 2. Students recite standard sentences and suitable with EYD 3. Students recite sentences with enough	Student can achieve 3 descriptors of the vocabulary indicator	Student can achieve 2 descriptors of the vocabulary indicator	Student can achieve 1 descriptors of the vocabulary indicator	Student has not been able to achieve descriptors of the vocabulary indicator	3	1

	amount						
Smooth ness	1. Student recites the sentences fluently 2. Student recites the sentence with a coherent and orderly sentence 3. Student recites the sentences with confidence without hesitation.	Student can achieve 3 descriptors of the smoothness indicator	Student can achieve 2 descriptors of the smoothness indicator	Student can achieve 1 descriptors of the smoothness indicator	Student has not been able to achieve descriptors of the smoothness indicator	4	1
Mimic / Express ion	1. Student pronounces sentences with proper facial expressions 2. Student pronounces sentences with proper inspiration 3. Student recites a sentence with the right gestures	Student can achieve 3 descriptors of the mimic/expr ession indicator	Student can achieve 2 descriptors of the mimic/expr ession indicator	Student can achieve 1 descriptors of the mimic/expr ession indicator	Student has not been able to achieve descriptors of the mimic/exp ression indicator	5	1
Amount							5

Nama :

No Absen :

PETUNJUK UMUM :

1. Instrumen ini diisi langsung oleh peneliti
2. Instrumen ini berupa indikator penilaian keterampilan berbicara siswa

PETUNJUK KHUSUS:

1. Peneliti hanya memberi centang pada kolom yang sesuai dengan indikator penilaian
2. Kriteria penilaian:

SB : Sangat Baik

B : Baik

C : Cukup

K : Kurang

No	Indikator	SB	B	C	K
1	Lafal/Pengucapan				
2	Intonasi				
3	Kosakata/kalimat				
4	Kelancaran				
5	Mimik/Ekspresi				

Appendix II : Attendant List of Students 5b

Names of Students 5b SDI Mohammad Hatta Malang

Number	Names
1	Abiy Marshall Haydar
2	Ahmad Fadli
3	Ahmad Fauzan Hidayat
4	Aiman
5	Aliyah
6	Annisa Salsabila
7	Bijou Kafabihi
8	Dzulfiqar Achmad Alif Firdausy
9	Farida Shafa Aryanti Hasan
10	Gisella Putri Amalia
11	Hanin Azka Aafiqoh
12	Ibnu Ugo Randanes Dewantara
13	M. Zidan Mijwad Ramadhan
14	Moh. Raihan Syarief Putra Tarigan
15	Muhammad Mirfak Trizamalga
16	Muhammad Rasya Pandya Rachman
17	Rhesya Nara Pradhika
18	Rira Rahmazanti
19	Ronal Vito Valencia
20	Shafa Assyura
21	Sherly Tri Yanuar
22	Thalita s. Navid
23	Yahya Klareno

Appendix III : Attendant List of Students 5c

Names of Students 5c SDI Mohammad Hatta Malang

Number	Names
1	Adhitya Athallah Maulana
2	Ahmad Fayyadh
3	Althaaf Ellardian Syahputra
4	Aqsyal Khairan Putri Achmad
5	Arisma Hafiz Maheswara
6	Azkannisa Febrianti
7	Daniswara Lintang Ayudha
8	Habibi Raihan Nugraha
9	Hilma Azarein Nahla
10	Juhaid Nailir Raja
11	Keisha Firstania Ariawati
12	Mohammad Daffa Arfiansyah
13	Muhammad Akmal Nararya Sutanto
14	Muhammad Alfi Fatih
15	Muhammad Rafi Firdaus
16	Nabila Keisha A.P
17	Naj'la Callysta P. A
18	Nur Azizah Rawi
19	Raihan Putra Handaru
20	Randy Ilahi Ramadhani
21	Rania Karamina Fathin
22	Shafira Latifa Kusumasari

Appendix IV : RPP Everyone Is A Teacher Here

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SD Islam Mohammad Hatta
 Tema : 9 (Benda-Benda di Sekitar Kita)
 Sub Tema : 2 (Benda dalam Kegiatan Ekonomi)
 Kelas/Semester : 5 / 2
 Materi Pokok : BHS.IND dan IPA
 Pembelajaran ke : 1
 Alokasi Waktu : 2 x 35 menit

A. KOMPETENSI INTI

1.	Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya.
2.	Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi dengan keluarga, teman, guru tetangga, dan negara.
3.	Memahami pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat dasar dengan cara mengamati, menanya, dan mencoba berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, serta benda-benda yang dijumpainya di rumah, di sekolah, dan tempat bermain
4.	Menunjukkan keterampilan berpikir dan bertindak kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif. Dalam bahasa yang jelas, sistematis, logis dan kritis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan tindakan yang mencerminkan perilaku anak sesuai dengan tahap perkembangannya.

B. KOMPETENSI DASAR DAN INDIKATOR

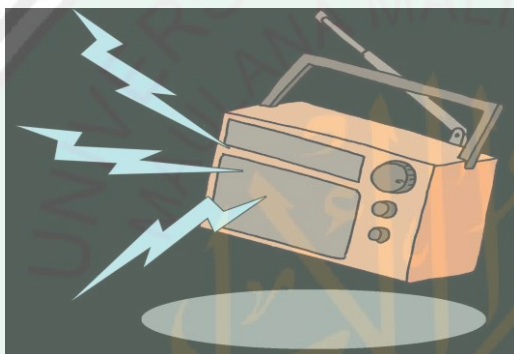
MUATAN	KOMPETENSI DASAR		INDIKATOR	
BHS IND	3.4	Menganalisis informasi yang disampaikan paparan iklan dari media cetak atau elektronik.	3.4.1	Mencari informasi penting dari paparan iklan dari media cetak atau elektronik.
	4.4	Memeragakan kembali informasi yang disampaikan paparan iklan dari media cetak atau elektronik dengan bantuan lisan, tulis, dan visual.	4.4.1	Menyampaikan ulang informasi yang disampaikan paparan iklan dari media cetak atau elektronik dengan bantuan lisan, tulis, dan visual.
IPA	3.9	Mengelompokkan materi dalam kehidupan sehari-hari berdasarkan komponen penyusunnya (zat tunggal dan campuran).	3.9.1	Menjelaskan materi dalam kehidupan sehari-hari berdasarkan komponen penyusunnya (zat tunggal dan campuran).
	4.9	Melaporkan hasil pengamatan sifat-sifat campuran dan komponen penyusunnya dalam kehidupan sehari-hari.	4.9.1	Memaparkan secara lisan hasil pengamatan sifat-sifat campuran dan komponen penyusunnya dalam kehidupan sehari-hari.

C. TUJUAN PEMBELAJARAN

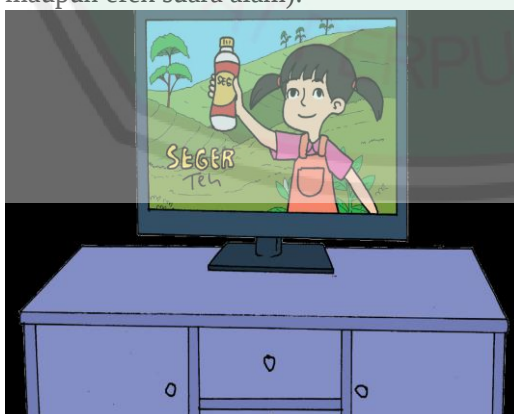
No	TUJUAN	NILAI PPK
1	Melalui teks iklan, siswa mampu mencari informasi penting dari paparan iklan dari media cetak atau elektronik dengan benar	Mandiri
2	Melalui berdiskusi, siswa mampu menyampaikan ulang informasi yang disampaikan paparan iklan dari media cetak atau elektronik dengan benar	Gotong royong Integritas
3	Melalui pengamatan video, siswa mampu menjelaskan materi dalam kehidupan sehari-hari berdasarkan komponen penyusunnya (zat tunggal dan campuran) dengan tepat.	Mandiri
4	Melalui berdiskusi, siswa mampu memaparkan secara lisan hasil pengamatan sifat-sifat campuran dan komponen penyusunnya dalam kehidupan sehari-hari dengan baik.	Gotong royong Integritas

D. MATERI PEMBELAJARAN

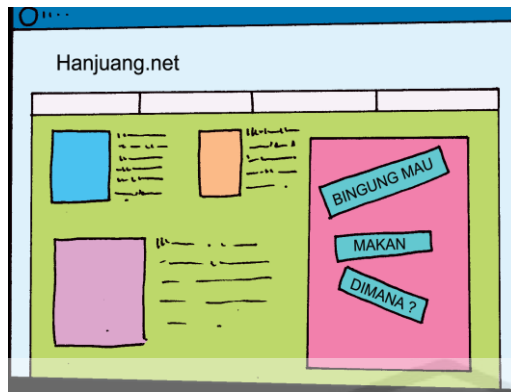
1



Radio merupakan media auditif yang bersifat atraktif. Artinya radio adalah media yang mengandalkan pendengaran untuk menyapa pendengarnya. Oleh karena itu, pemaparan iklan melalui media radio memiliki karakteristik atau ciri khas. Iklan di radio hanya dapat didengarkan melalui audio atau suara. Suara yang diperdengarkan dapat berupa *voice* (suara/kata-kata manusia yang teratur), musik (perpaduan bunyi-bunyian yang teratur dengan ritme tertentu dan harmonis), dan efek suara (suara-suara yang tidak beraturan maupun efek suara alam).



Iklan televisi adalah iklan yang disiarkan melalui televisi. Iklan televisi sangat menarik karena merupakan kombinasi dari suara, gambar, dan gerak. Iklan televisi memiliki karakteristik, yaitu dapat dilihat dan didengar. Oleh karena itu, iklan yang disampaikan melalui televisi sangat menarik perhatian dan mengesankan.



Iklan internet adalah iklan yang ditampilkan melalui jaringan internet. Bentuknya beragam, ada iklan yang hanya dapat didengar, ada pula yang dapat dilihat sekaligus didengar. Iklan internet muncul sesuai perkembangan teknologi informasi. Iklan internet mampu meningkatkan kapasitas dan kecepatan perputaran informasi. Melalui internet, informasi dapat disampaikan secara dramatis dan interaktif.

E. PENDEKATAN DAN METODE PEMBELAJARAN

PENDEKATAN: : Scientific
 STRATEGI : Everyone Is A Teacher Here
 METODE 1 Tanya Jawab
 2 Ceramah Variatif

F. MEDIA PEMBELAJARAN

1. Gambar iklan
2. Produk makanan (sebagai contoh)
3. Video Iklan

G. SUMBER BELAJAR

1. Buku Guru kelas 5 tema 9. 2017. *Benda-Benda di Sekitar Kita*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Buku Siswa kelas 5 tema 9. 2017. *Benda-Benda di Sekitar Kita*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

H. LANGKAH-LANGKAH PEMBELAJARAN

KEGI- ATAN	DESKRIPSI KEGIATAN		5M	PPK	WAK- TU
PENDAHU LUAN	1	Guru mengucapkan salam dilanjutkan berdoa		Religius	2 menit
	2	Guru menanyakan kabar siswa			1 menit
	3	Guru mengecek kehadiran siswa			1 menit
	4	Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti pembelajaran			2 menit

KEGI- ATAN	DESKRIPSI KEGIATAN		5M	PPK	WAK- TU
	5	Guru mengajukan pertanyaan dengan mengaitkan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan			3 menit
	6	Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, yaitu benda – benda dalam kegiatan ekonomi			2 menit
	7	Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan yang akan dilakukan dalam pembelajaran			2 menit
KEGIATAN INTI	1	Siswa mendengarkan penjelasan media iklan	Mengamati	Mandiri	3 menit
	2	Siswa menanggapi pertanyaan yang diberikan guru	Menalar	Integritas	7 menit
	3	Siswa membaca materi tentang media iklan	Mengamati	Mandiri	5 menit
	4	Siswa membuat pertanyaan sesuai materi yang telah dibaca	Menanya	Integritas	5 menit
	5	Siswa mengumpulkan kartu yang telah berisi pertanyaan	Mengkomunikasikan	Mandiri	3 menit
	6	Siswa mendapat bagian kartu dari siswa lain	Mengamati	Mandiri	7 menit
	7	Siswa membaca pertanyaan sekaligus menjawab nya di depan kelas	Mengkomunikasikan	Mandiri	4 menit
	8	Siswa menanggapi jawaban yang disampaikan siswa yang di depan	Mengkomunikasikan	Integritas	6 menit
KEGIATAN PENUTUP	1	Guru bersama peserta didik melakukan refleksi terhadap proses kegiatan yang sudah dilaksanakan			2 menit
	2	Guru bersama peserta didik memberikan umpan balik terhadap proses dan hasil pembelajaran			15 menit
	3	Guru bersama peserta didik melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual maupun kelompok			10 menit
	4	Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya			2 menit
	5	Guru memberikan penguatan karakter bersama peserta didik dengan menyanyikan Lagu Wajib Nasional atau Lagu Daerah		Nasionalis	2 menit
	6	Doa Penutup dan Salam		Religius	2 menit

I. PENILAIAN HASIL PEMBELAJARAN

- a. Pengetahuan : Tes Tulis (Isian)
- b. Keterampilan : Unjuk Kerja:
- 1 Menyampaikan ulang informasi yang disampaikan paparan iklan dari media cetak atau elektronik dengan bantuan lisan, tulis, dan visual.
 - 2 Memaparkan secara lisan hasil pengamatan sifat-sifat campuran dan komponen penyusunnya dalam kehidupan sehari-hari.

Mengetahui,
Guru Kelas

Malang, 12 April 2018
Mahasiswa Praktikan

Eko Cahyono, Spd.

Anny Rizqia Rahmah
NIMI. 14140115

-

Appendix V: RPP Jigsaw

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SD Islam Mohammad Hatta
Tema : 9 (Benda-Benda di Sekitar Kita)
Sub Tema : 2 (Benda dalam Kegiatan Ekonomi)
Kelas/Semester : 5 / 2
Materi Pokok : IPA dan BHS.IND
Pembelajaran ke : 1
Alokasi Waktu : 2 x 35 menit

A. KOMPETENSI INTI

1.	Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya.
2.	Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi dengan keluarga, teman, guru tetangga, dan negara.
3.	Memahami pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat dasar dengan cara mengamati, menanya, dan mencoba berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, serta benda-benda yang dijumpainya di rumah, di sekolah, dan tempat bermain
4.	Menunjukkan keterampilan berpikir dan bertindak kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif. Dalam bahasa yang jelas, sistematis, logis dan kritis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan tindakan yang mencerminkan perilaku anak sesuai dengan tahap perkembangannya.

B. KOMPETENSI DASAR DAN INDIKATOR

MUATAN	KOMPETENSI DASAR		INDIKATOR	
BHS IND	3.4	Menganalisis informasi yang disampaikan paparan iklan dari media cetak atau elektronik.	3.4.1	Mencari informasi penting dari paparan iklan dari media cetak atau elektronik.
	4.4	Memeragakan kembali informasi yang disampaikan paparan iklan dari media cetak atau elektronik dengan bantuan lisan, tulis, dan visual.	4.4.1	Menyampaikan ulang informasi yang disampaikan paparan iklan dari media cetak atau elektronik dengan bantuan lisan, tulis, dan visual.
IPA	3.9	Mengelompokkan materi dalam kehidupan sehari-hari berdasarkan komponen penyusunnya (zat tunggal dan campuran).	3.9.1	Menjelaskan materi dalam kehidupan sehari-hari berdasarkan komponen penyusunnya (zat tunggal dan

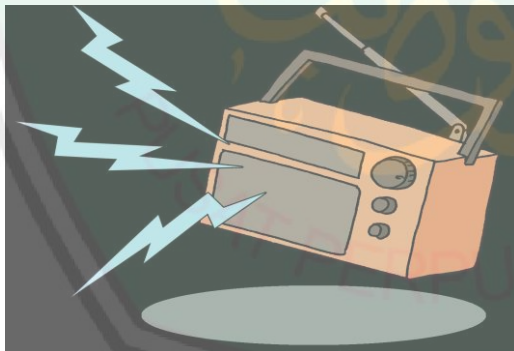
				campuran).
	4.9	Melaporkan hasil pengamatan sifat-sifat campuran dan komponen penyusunnya dalam kehidupan sehari-hari.	4.9.1	Memaparkan secara lisan hasil pengamatan sifat-sifat campuran dan komponen penyusunnya dalam kehidupan sehari-hari.

C. TUJUAN PEMBELAJARAN

No	TUJUAN	NILAI PPK
1	Melalui teks iklan, siswa mampu mencari informasi penting dari paparan iklan dari media cetak atau elektronik dengan benar	Mandiri
2	Melalui berdiskusi, siswa mampu menyampaikan ulang informasi yang disampaikan paparan iklan dari media cetak atau elektronik dengan benar	Gotong royong Integritas
3	Melalui pengamatan video, siswa mampu menjelaskan materi dalam kehidupan sehari-hari berdasarkan komponen penyusunnya (zat tunggal dan campuran) dengan tepat.	Mandiri
4	Melalui berdiskusi, siswa mampu memaparkan secara lisan hasil pengamatan sifat-sifat campuran dan komponen penyusunnya dalam kehidupan sehari-hari dengan baik.	Gotong royong Integritas

D. MATERI PEMBELAJARAN

1



Radio merupakan media auditif yang bersifat atraktif. Artinya radio adalah media yang mengandalkan pendengaran untuk menyapa pendengarnya. Oleh karena itu, pemaparan iklan melalui media radio memiliki karakteristik atau ciri khas. Iklan di radio hanya dapat didengarkan melalui audio atau suara. Suara yang diperdengarkan dapat berupa *voice* (suara/kata-kata manusia yang teratur), musik (perpaduan bunyi-bunyian yang teratur dengan ritme tertentu dan harmonis), dan efek suara (suara-suara yang tidak beraturan maupun efek suara alam).



Iklan televisi adalah iklan yang disiarkan melalui televisi. Iklan televisi sangat menarik karena merupakan kombinasi dari suara, gambar, dan gerak. Iklan televisi memiliki karakteristik, yaitu dapat dilihat dan didengar. Oleh karena itu, iklan yang disampaikan melalui televisi sangat menarik perhatian dan mengesankan.



Iklan internet adalah iklan yang ditampilkan melalui jaringan internet. Bentuknya beragam, ada iklan yang hanya dapat didengar, ada pula yang dapat dilihat sekaligus didengar. Iklan internet muncul sesuai perkembangan teknologi informasi. Iklan internet mampu meningkatkan kapasitas dan kecepatan perputaran informasi. Melalui internet, informasi dapat disampaikan secara dramatis dan interaktif.



Iklan media cetak adalah iklan yang ditampilkan melalui alat cetak seperti Koran, Majalah, tabloid dll. Iklan media cetak mengandalkan indera penglihatan kepada pembacanya. Sehingga iklan pada media cetak sebaiknya dibuat dengan semenarik mungkin. Jika iklan dibuat sangat menarik, maka pembaca akan tertarik untuk membaca informasi pada iklan tersebut, juga sebaliknya jika iklan dibuat dengan polos dan biasa saja maka pembaca tidak tertarik untuk mengetahui informasi iklan yang paparkan.

E. PENDEKATAN DAN METODE PEMBELAJARAN

PENDEKATAN: : Scientific
STRATEGI : Jigsaw Learning
METODE 1 Tanya Jawab
2 Ceramah Variatif

F. MEDIA PEMBELAJARAN

1. Gambar iklan
2. Produk makanan (sebagai contoh)
3. Video Iklan

G. SUMBER BELAJAR

1. Buku Guru kelas 5 tema 9. 2017. *Benda-Benda di Sekitar Kita*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Buku Siswa kelas 5 tema 9. 2017. *Benda-Benda di Sekitar Kita*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

H. LANGKAH-LANGKAH PEMBELAJARAN

KEGI- ATAN	DESKRIPSI KEGIATAN		5M	PPK	WAK- TU
PENDAHULUAN	1	Guru mengucapkan salam dilanjutkan berdoa		Religius	2 menit
	2	Guru menanyakan kabar siswa			1 menit
	3	Guru mengecek kehadiran siswa			1 menit
	4	Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti pembelajaran			2 menit
	5	Guru mengajukan pertanyaan dengan mengaitkan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan			3 menit
	6	Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, yaitu benda – benda dalam kegiatan ekonomi			2 menit
	7	Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan yang akan dilakukan dalam pembelajaran			2 menit
KEGIATAN INTI	1	Siswa mengamati teks iklan dari media cetak atau elektronik	Mengamati	Mandiri	3 menit
	2	Siswa mencari informasi penting dari paparan iklan dari media cetak atau elektronik	Menalar	Integritas	7 menit
	3	Siswa membentuk kelompok untuk berdiskusi	Mengkomunikasikan	Gotong Royong	5 menit

KEGI- ATAN	DESKRIPSI KEGIATAN		5M	PPK	WAK- TU
	4	Siswa menyampaikan ulang informasi yang disampaikan paparan iklan dari media cetak atau elektronik	Mengkomunikasikan	Integritas	5 menit
	5	Siswa mengamati video tentang iklan	Mengamati	Mandiri	3 menit
	6	Siswa menjelaskan materi dalam kehidupan sehari-hari berdasarkan komponen penyusunnya (zat tunggal dan campuran).	Menalar	Integritas	7 menit
	7	Siswa berdiskusi dengan kelompok masing-masing	Mengkomunikasikan	Gotong royong	4 menit
	8	Siswa memaparkan secara lisan hasil pengamatan sifat-sifat campuran dan komponen penyusunnya dalam kehidupan sehari-hari	Mengkomunikasikan	Integritas	6 menit
KEGIATAN PENUTUP	1	Guru bersama peserta didik melakukan refleksi terhadap proses kegiatan yang sudah dilaksanakan			2 menit
	2	Guru bersama peserta didik memberikan umpan balik terhadap proses dan hasil pembelajaran			15 menit
	3	Guru bersama peserta didik melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual maupun kelompok			10 menit
	4	Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya			2 menit
	5	Guru memberikan penguatan karakter bersama peserta didik dengan menyanyikan Lagu Wajib Nasional atau Lagu Daerah		Nasionalis	2 menit
	6	Doa Penutup dan Salam		Religius	2 menit

I. PENILAIAN HASIL PEMBELAJARAN

- a. Pengetahuan : Tes Tulis (Isian)
- b. Keterampilan : Unjuk Kerja:
- 1 Menyampaikan ulang informasi yang disampaikan paparan iklan dari media cetak atau elektronik dengan bantuan lisan, tulis, dan visual.
 - 2 Memaparkan secara lisan hasil pengamatan sifat-sifat campuran dan komponen penyusunnya dalam kehidupan sehari-hari.

Mengetahui,
Guru Kelas

Nurhasanah, S. Pd

Malang, 09 April 2018
Mahasiswa Praktikan

Anny Rizqia Rahmah
NIM. 14140115

Appendix VI : Recapitulation of Everyone Is A Teacher Here Research

Rekapitulasi Hasil Penilaian Keterampilan Berbicara

(Strategi Everyone Is A Teacher Here)

No	Nama	Lafal				Intonasi				Kosakata				Kelancaran				Mimik				Skor	
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1		
1	Adhitya Athallah Maulana	√				√				√					√				√				18
2	Ahmad Fayyadh		√				√					√			√					√			14
3	Althaaf Ellardian Syahputra		√			√						√			√					√			15
4	Aqsyal Khairan Putri Achmad	√				√						√			√				√				17
5	Arisma Hafiz Maheswara	√					√			√						√			√				16
6	Azkannisa Febrianti		√			√						√			√			√					18

	A.P																						
17	Naj'la Callysta P. A	√				√				√				√				√					18
18	Nur Azizah Rawi		√				√			√				√				√					16
19	Raihan Putra Handaru			√				√			√			√					√				12
20	Randy Ilahi Ramadhani	√				√				√			√				√						20
21	Rania Karamina Fathin		√					√				√				√			√				9
22	Shafira Latifa Kusumasari				√				√			√			√				√				7

Appendix VII : Recapitulation of Jigsaw Research

Rekapitulasi Hasil Penilaian Keterampilan Berbicara (Strategi Jigsaw)

No	Nama	Lafal				Intonasi				Kosakata				Kelancaran				Mimik				Skor
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
1	Abiy Marshall Haydar	√				√				√				√				√				20
2	Ahmad Fadli	√				√				√				√				√				20
3	Ahmad Fauzan Hidayat	√				√				√				√				√				19
4	Aiman	√				√				√				√				√				20
5	Aliyah	√					√			√				√					√			18
6	Annisa Salsabila			√				√				√				√				√		10
7	Bijou Kafabihi		√				√				√				√				√			15
8	Dzulfiqar Achmad Alif Firdausy	√				√				√				√				√				20
9	Farida Shafa	√				√				√				√				√				20

	Aryanti Hasan																							
10	Gisella Putri Amalia		√			√				√				√			√							18
11	Hanin Azka Aafiqoh	√				√					√			√			√							19
12	Ibnu Ugo Randanes Dewantara	√					√			√			√					√						18
13	M. Zidan Mijwad Ramadhan	√				√					√			√			√							18
14	Moh. Raihan Syarief Putra Tarigan		√				√				√				√			√						13
15	Muhammad Mirfak Trizamalga	√				√				√			√				√							20
16	Muhammad Rasya Pandya Rachman	√				√					√			√				√						18
17	Rhesya Nara Pradhika		√			√					√			√			√							17

18	Rira Rahmazanti	√				√				√			√			√				20
19	Ronal Vito Valencia	√				√				√			√			√				20
20	Shafa Assyura		√				√			√			√				√			17
21	Sherly Tri Yanuar		√				√			√			√			√				17
22	Thalita s. Navid	√				√				√			√				√			19
23	Yahya Klareno				√				√			√				√			√	5

Appendix VIII : Output Processed Data With SPSS 16

1. Uji Validitas

Correlations

		lafal	intonasi	kosakata	kelancaran	mimik	jumlah
lafal	Pearson Correlation	1	.854**	.803**	.834**	.747**	.935**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	23	23	23	23	23	23
intonasi	Pearson Correlation	.854**	1	.735**	.698**	.892**	.919**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	23	23	23	23	23	23
kosakata	Pearson Correlation	.803**	.735**	1	.842**	.697**	.903**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	23	23	23	23	23	23
kelancaran	Pearson Correlation	.834**	.698**	.842**	1	.662**	.894**
	Sig. (2-tailed)	.000	.000	.000		.001	.000
	N	23	23	23	23	23	23
mimik	Pearson Correlation	.747**	.892**	.697**	.662**	1	.879**
	Sig. (2-tailed)	.000	.000	.000	.001		.000
	N	23	23	23	23	23	23
jumlah	Pearson Correlation	.935**	.919**	.903**	.894**	.879**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	23	23	23	23	23	23

** . Correlation is significant at the 0.01 level (2-tailed).

2. Uji Reliabilitas

Reliability Statistics

	Cronbach's Alpha Based on Standardized Items	
Cronbach's Alpha		N of Items

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.827	.965	6

3. Uji normalitas

One-Sample Kolmogorov-Smirnov Test

		jigsaw	everyone
N		23	22
Normal Parameters ^a	Mean	17.43	15.86
	Std. Deviation	3.678	3.299
Most Extreme Differences	Absolute	.279	.244
	Positive	.243	.168
	Negative	-.279	-.244
Kolmogorov-Smirnov Z		1.338	1.143
Asymp. Sig. (2-tailed)		.056	.146
a. Test distribution is Normal.			

4. Uji homogenitas

Test of Homogeneity of Variances

everyone

Levene Statistic	df1	df2	Sig.
2.863	3	15	.072

ANOVA

everyone					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	43.183	6	7.197	.582	.739
Within Groups	185.408	15	12.361		
Total	228.591	21			

5. Hasil uji t

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Strate Equal variances assumed	.006	.937	1.506	43	.139	1.571	1.043	-.533	3.675
Equal variances not assumed			1.510	42.830	.138	1.571	1.041	-.528	3.670

Appendix IX : Tabulation of Everyone Is A Teacher Here Strategy

Respondent	Number of Instrument					Score
	1	2	3	4	5	
1	4	4	4	3	3	18
2	3	3	2	3	3	14
3	3	4	3	3	2	15
4	4	4	3	3	3	17
5	4	3	4	2	3	16
6	3	4	3	4	4	18
7	4	3	4	3	3	17
8	4	3	3	4	4	18
9	3	4	3	4	4	18
10	3	3	4	3	3	16
11	3	3	4	3	3	16
12	4	4	4	4	4	20
13	2	3	2	3	2	12
14	4	4	4	3	3	18
15	4	4	3	2	3	16
16	4	3	4	3	4	18
17	4	4	4	3	3	18
18	3	3	4	3	3	16
19	2	2	3	3	2	12
20	4	4	4	4	4	20
21	3	2	1	1	2	9
22	1	1	2	2	1	7

Appendix X : Tabulation of Jigsaw Strategy

Respondent	Number of Instrument					Score
	1	2	3	4	5	
1	4	4	4	4	4	20
2	4	4	4	4	4	20
3	4	4	4	3	4	19
4	4	4	4	4	4	20
5	4	3	4	4	3	18
6	2	2	2	2	2	10
7	3	3	3	3	3	15
8	4	4	4	4	4	20
9	4	4	4	4	4	20
10	3	4	4	3	4	18
11	4	4	3	4	4	19
12	4	3	4	4	3	18
13	4	4	3	3	4	18
14	3	3	2	2	3	13
15	4	4	4	4	4	20
16	4	4	3	4	3	18
17	3	4	3	3	4	17
18	4	4	4	4	4	20
19	4	4	4	4	4	20
20	3	3	4	4	3	17
21	3	3	3	4	4	17
22	4	4	4	4	3	19
23	1	1	1	1	1	5

Appendix XI : Documentation of Research

Photos of Jigsaw Research



Photos of Everyone Is A Teacher Here Research



Appendix XII : Evidence of Consultation



THE STATE ISLAMIC UNIVERSITY
OF MAULANA MALIK IBRAHIM MALANG
TARBIYAH AND TEACHER TRAINING FACULTY
Jl. Gajayana No. 50 Telephone (0341) 552398 Fax (0341) 552398
<http://tarbiyah.uin.malang.ac.id> E-mail: psg.uinmalang@ymail.com

EVIDENCE OF CONSULTATION

Name : Anny Rizqia Rahmah
Number of Student : 14140115
Advisor : Dr. H. Nur Ali, M.Pd
Title of Thesis : Comparative Studies On The Using Active Learning
Strategy between Everyone is A Teacher Here and Jigsaw
On Students Speaking Skill at 5 Grade Islamic Elemetary
School Mohammad Hatta Malang.

Number	Date of Consultation	Consultation Matery	Signature
1	18 February 2018	Revision of Paper Research	
2	24 April 2018	Consult about instrument	
3	27 April 2018	Revision of Instrument	
4	2 May 2018	ACC Instrument	
5	11 May 2018	ACC Chapter 1-5	
6	18 May 2018	Guidance Chapter 5	
7	20 May 2018	Revision Chapter 6	
8	25 May 2018	ACC Thesis Exam	

Acknowledge by,
The Head of PGMI Program

H. Ahmad Sholeh, M.Ag
NIP. 197608032006041001

Appendix XIII : Research Liesence


KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor	845 /Un.03.1/TL.00.1/03/2018	28 Maret 2018
Sifat	Penting	
Lampiran	-	
Hal	Izin Penelitian	

Kepada
Yth. Kepala SD Islam Mohammad Hatta Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut

Nama	Anny Rizqia Rahmah
NIM	14140115
Jurusan	Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester - Tahun Akademik	Genap - 2017/2018
Judul Skripsi	Studi Komparasi Penggunaan Strategi Pembelajaran Tipe Everyone is a Teacher Here dan Jigsaw untuk Meningkatkan Keterampilan Berbicara Siswa Kelas 5 SD Islam Mohammad Hatta Malang
Lama Penelitian	Maret 2018 sampai dengan Mei 2018 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.


Dekan

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan

- 1 Yth. Ketua Jurusan PGMI
- 2 Arsip

Appendix XIV : Research Proof

 **YAYASAN BINA INSAN KAMIL [YANA KAMIL] INDONESIA**
SD ISLAM MOHAMMAD HATTA
Terakreditasi A
NIS : 100630 – NSS : 102056104009 – NPSN : 20533897
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SURAT KETERANGAN
Nomor : 242/S.Ket/KS/SDI-MH/V/2018

Yang bertandatangan di bawah ini :

Nama : Suyanto, S.Pd., M.KPd
NIY : 992069022
Jabatan : Kepala SD Islam Mohammad Hatta

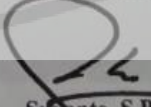
Menerangkan dengan sesungguhnya bahwa :

Nama : Anny Rizqia Rahmah
NIM : 14140115
Program Studi : Pendidikan Guru Madrasah Ibtidaiyah Universitas Islam Negeri
Maulana Malik Ibrahim Malang

Telah melaksanakan penelitian di SD Islam Mohammad Hatta mulai 4-18 April 2018 guna penyusunan skripsi dengan judul **“Study Komparasi Penggunaan Strategi Pembelajaran Aktif Tipe *Every One is Teacher Here* dan *Jigsaw* terhadap Keterampilan berbicara siswa kelas V SDI Mohammad Hatta”**

Demikian surat keterangan ini dibuat dengan sebenarnya dan dipergunakan sebagaimana mestinya.

Malang, 6 Ramadhan 1439H
22 Mei 2018 M

Kepala Sekolah,

Suyanto, S.Pd., M.KPd

Appendix XV : Curriculum Vitae

CURRICULUM VITAE

Name : Anny Rizqia Rahmah

NIM : 14140115

Date of Birth : 19 September 1995

Gender : Woman

Phone : 085607228656

E-mail : annyrahmah84@gmail.com

Adress : Bajang- Karanglo – Mojowarno – Jombang – Jawa Timur

Nationality : Indonesia

Educational Cualification:

1. 2001-2007 : MI. Miftahun Najah
2. 2007-2010 : MTs. Miftahun Najah
3. 2010-2013 : MA Terpadu AlMunawaroh
4. 2014-2018 : UIN Maulana Malik Ibrahim Malang

