

SKRIPSI

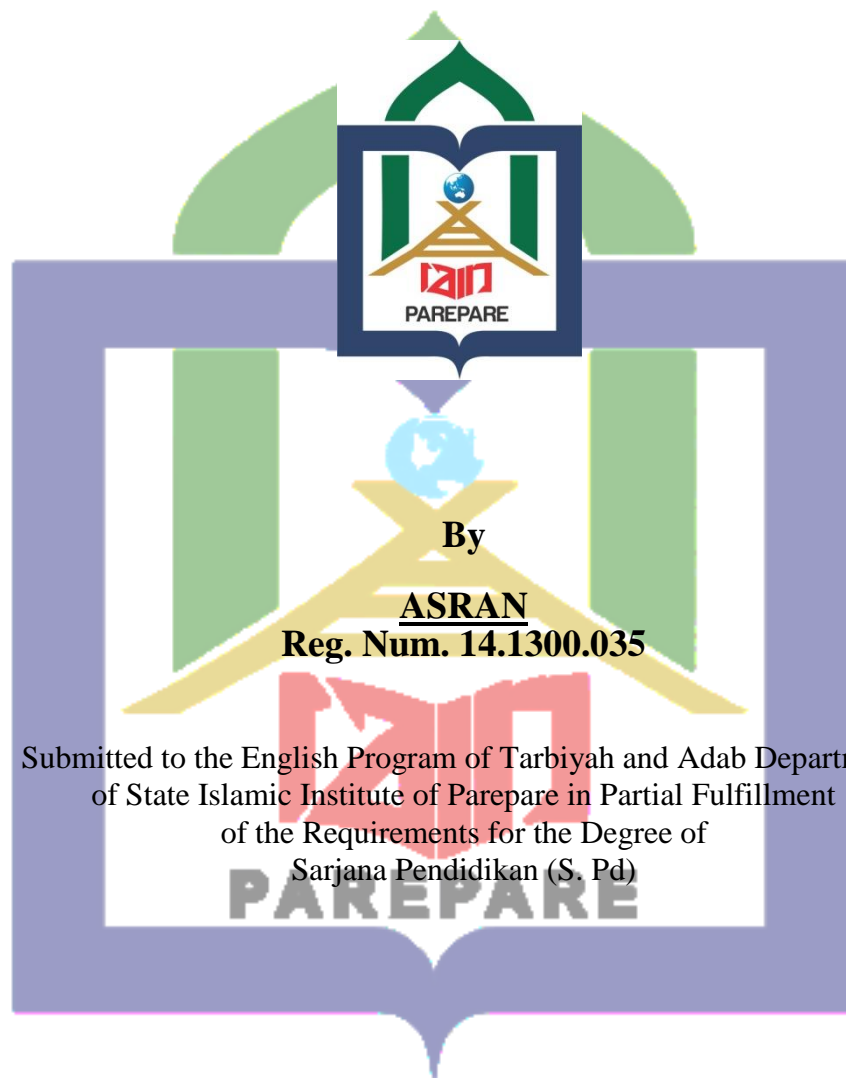
**THE INFLUENCE OF USING EVERYONE IS A TEACHER
HERE STRATEGY TOWARD THE STUDENT'S
LEARNING OUTCOME ON LEARNING
ENGLISH AT THE SECOND YEAR
OF MTs YMPI RAPPANG**



**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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LEARNING OUTCOME ON LEARNING
ENGLISH AT THE SECOND YEAR
OF MTs YMPI RAPPANG**



By
ASRAN
Reg. Num. 14.1300.035

Submitted to the English Program of Tarbiyah and Adab Department
of State Islamic Institute of Parepare in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan (S. Pd)

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of Sarjana Pendidikan (S. Pd)**

English Program

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PAREPARE

To

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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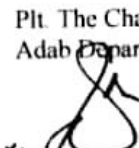
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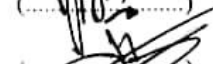

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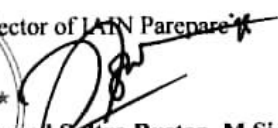
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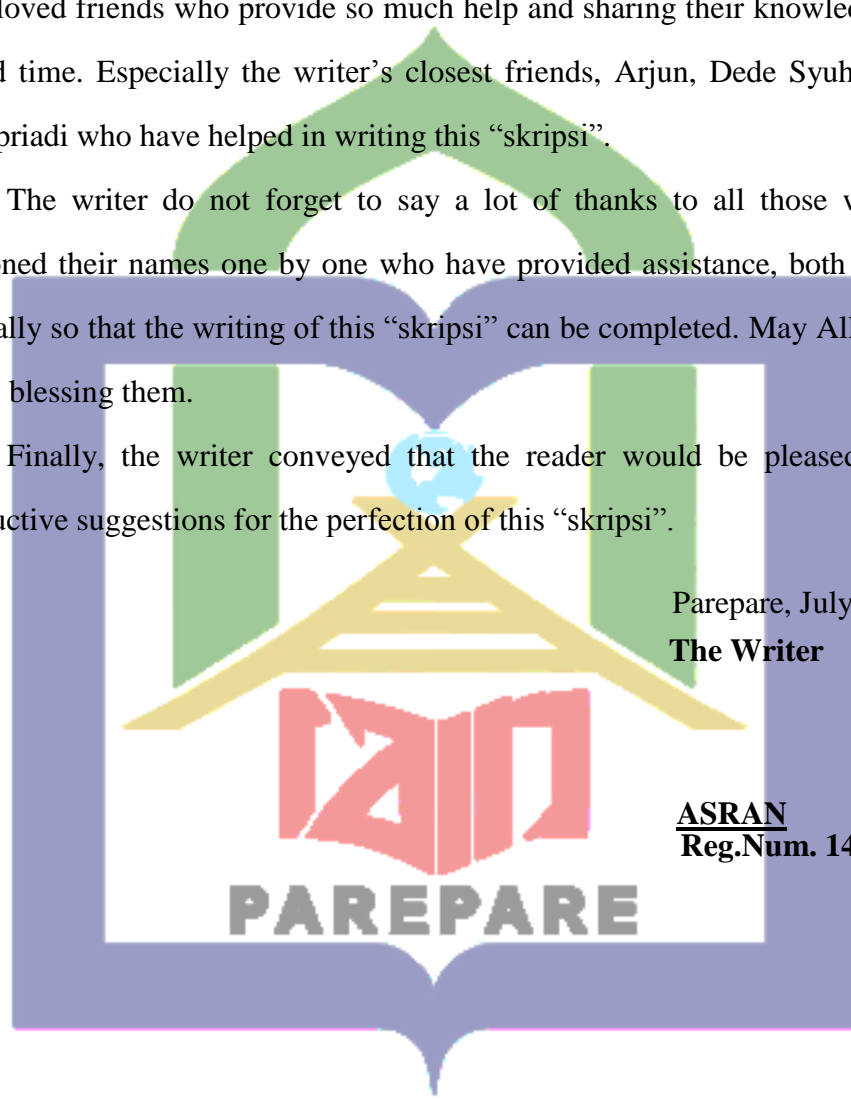
The writer do not forget to say a lot of thanks to all those who had not mentioned their names one by one who have provided assistance, both morally and materially so that the writing of this “skripsi” can be completed. May Allah swt., will always blessing them.

Finally, the writer conveyed that the reader would be pleased to provide constructive suggestions for the perfection of this “skripsi”.

Parepare, July 28th, 2018

The Writer

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below

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Stated this skripsi was his own writing and if it can be proved that it was copied, duplicate or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, July 28th, 2018

The Writer



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ABSTRACT

ASRAN. *The Influence of Using Everyone Is a Teacher Here Strategy Toward the Student's Learning Outcome on Learning English at the Second Year of MTs YMPI Rappang* (Supervised by Abd. Rauf Ibrahim and Amzah).

The strategy of everyone is a teacher here is a strategy that can be used to improve the learning process of students, and can be tailored to the objectives to be achieved by learning in various subjects. Learning outcomes are the result of an interaction of learning and teaching level. Learning outcomes are the process of rewarding the learning outcomes that learners achieve with certain criteria. This study aims to determine the actual situation of the influence of everyone is a teacher here strategy toward student's learning outcome on learning English at the second year of MTs YMPI Rappang.

This type of research is a quantitative associative with the level of explanation quantitative correlational design. Research samples were 90 people with 184 populations. Techniques of data collection used are observation, questionnaire, and documentation. Techniques of data analysis that are descriptive and inferential analysis using a person's product moment.

The results of this study indicate that (1) The using everyone is a teacher here strategy on learning English at the second year of MTs YMPI Rappang is in the high category is 84.60 %, as evidenced by analyzing the results of questionnaires from 90 respondents. (2) Student's learning outcome on learning English at the second year of MTs YMPI Rappang is in the high category 85.20 %, as evidenced by a list of recapitulation scores taken from student's learning outcomes by teachers of English language studies after receiving report cards. (3) There is positive and significant between the use of everyone is a teacher here strategy in learning English in the eighth grade of MTs YMPI Rappang, as evidenced by the data analysis from the results of questionnaires and the value of student learning outcomes with a significance value $r_{xy} = 0.995 > r_{tabel} = 0.207$. (4) The influence of the use of everyone is a teacher here strategy toward the student's learning outcome, obtained from the results of inferential analysis using the linear regression score technique, the use of everyone is a teacher here strategy $r_{xy} = 0.995$ with a significance level of 5%, this shows that the independent variable using everyone is a teacher here strategy has an influence on students' learning outcomes. Thus, the hypothesis which states that there is an influence between the use of a teacher here strategy has an influence on the learning outcomes of students in learning English in class VIII MTs YMPI Rappang received. The influence of the use of everyone is a teacher here strategy toward the student's learning outcome of 0.9900 which shows that 99% variable of the use of everyone is a teacher here strategy toward student's learning outcome with a value of $sig = 0.000$, it means significant, in the sense that the other 1% is influenced by other variables not observed in this study.

Keywords: Everyone is A Teacher Here Strategy, English, Learning Outcome.

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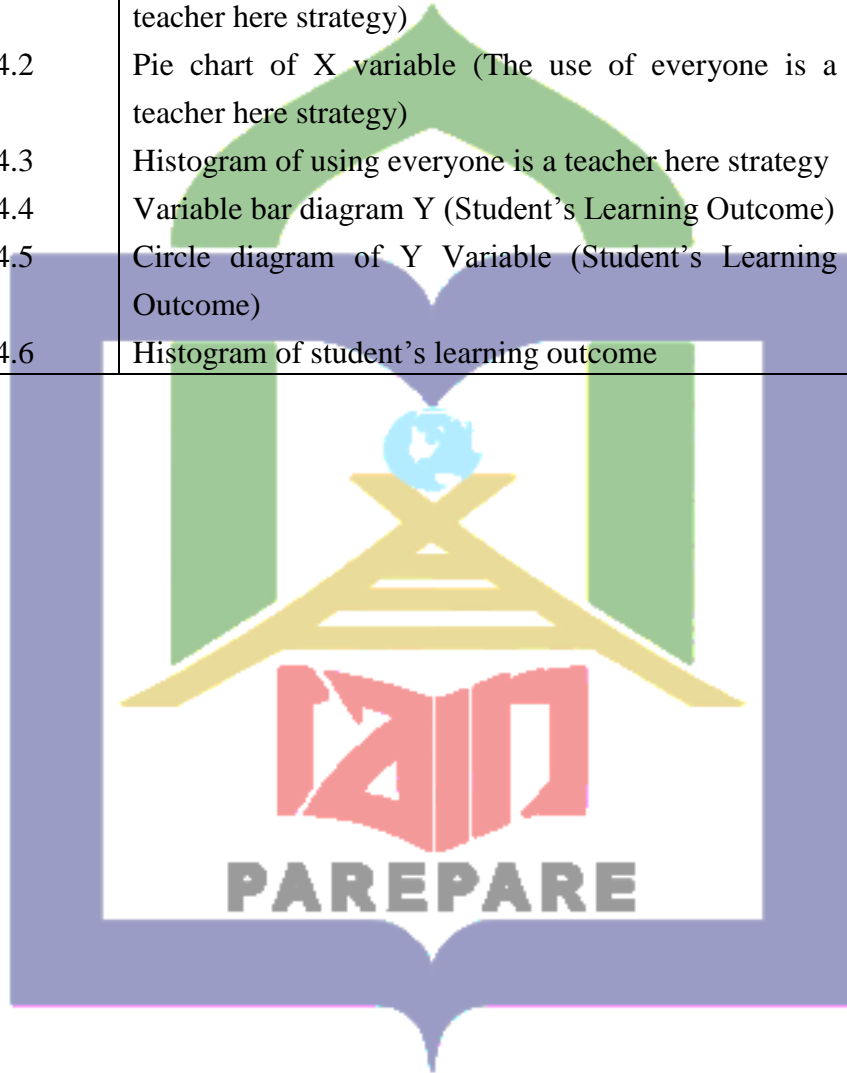
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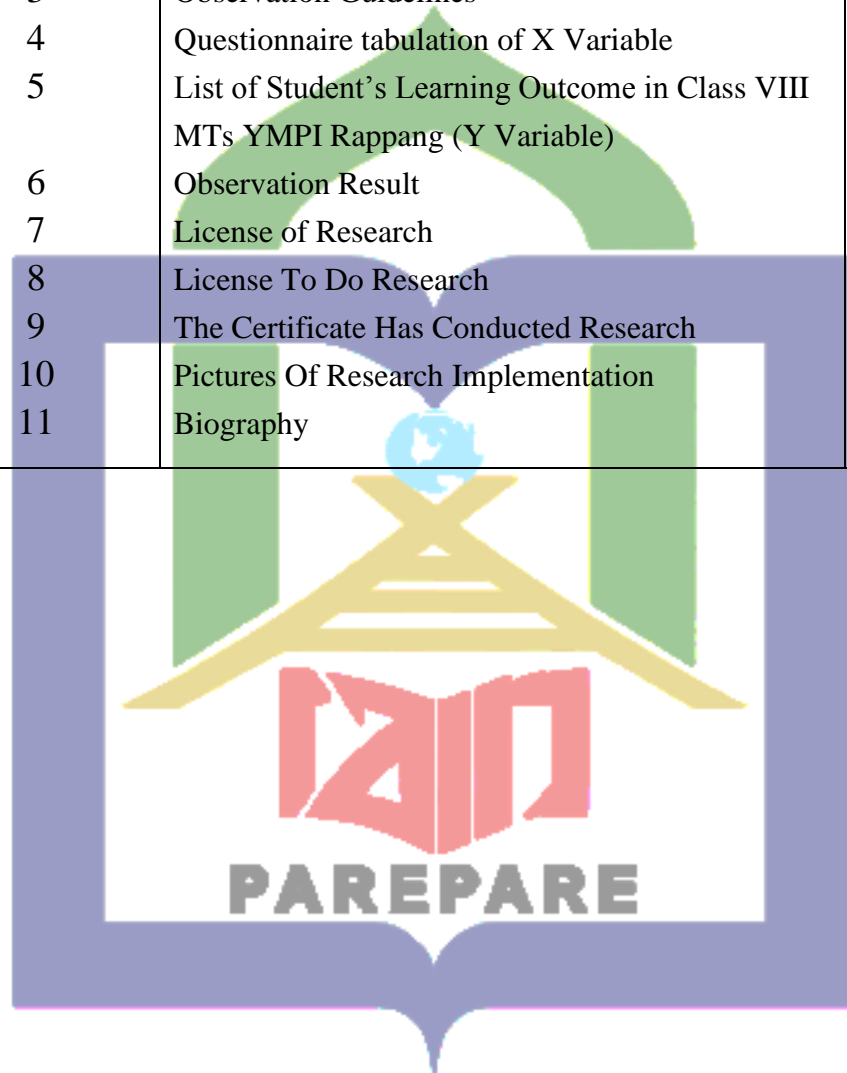
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CHAPTER I

INTRODUCTION

1.1 Background

Education is an important tool in building human civilization. In it, there is a process of transforming a human being who initially does not know something to know. With this knowledge, human beings will be able to build and become earth so as to be beneficial to human life. However, if education does not have clear structures, methods, strategies, and goals, it will only be destructive. One aspect of human life that fundamental is the aspect of education, because education makes a million expectations in achieving a high degree of human predicate.

Learning and teaching are two concepts that could not be separated from each other. Learning shows what a person should do as a subject receiving lessons, while teaching shows what the teacher should do as a teacher. The two concepts become integrated in one activity when the teacher-student interaction occurs during the teaching progress. The interaction of teachers with learners in the learning process plays an important role to achieve the goal of learning effectively. Giving the position, learners as subjects and as well as objects in learning, the core of the learning process is none other than learning activities of learners in achieving a learning objective.¹

Fun learning can be created through the application of various learning strategies, learners can enjoy fun learning, if the physical environment is conducive to

¹Ahmad Sabri, *Strategi Belajar Mengajar Micro Teaching* (Cet. 1; Ciputat:Quantum Teaching, 2005), p. 33.

learning. The fun interaction and communication between educators and learners is the most important factor in implementing fun learning strategies. Learning is basically an effort to direct learners into the learning process so that they can get the learning objectives in accordance with what is expected.

Learning strategy is an important component in the learning system. Learning strategies are related to how materials are prepared, what methods are best for delivering the learning materials, and how appropriate forms of evaluation are used to get learning feedback.² Therefore, the learning strategy is the most important part of the technical components and methods in a learning system. The use of the ideal learning strategy in the learning process is not only important for the creative development of learners, but also very decisive for the future of our education next. Building self-awareness in the use of learning strategies used is the most effective means to generate motivation of learners at every stage of the learning process in School.

In some school institutions, there are often problems with methods used as learning strategies. This problem will obviously affect the learning effectiveness of learners, which factually requires an effective strategy in the learning process. This is because strategy becomes very important in achieving learning success.³ An educator is required to have the right strategy in maximizing the potential of learners in order to develop in accordance with the demands of the times and challenges of the future.

²Darmasyah, *Strategi Pembelajaran Menyenangkan dengan Humor* (Cet. 1; Jakarta: Bumi Aksara, 2010), p. 17.

³Muhammad Takdir Ilahi, *Revitalisasi Pendidikan Berbasis Moral* (Cet. 1; Jogjakarta: Ar-Ruzz Media, 2012), p. 53.

Learning strategy is needed learners in supporting learning outcomes through fun learning activities.

The strategy utilizes in teaching method will determine the quality of teaching and learning result. Changes as a result of the learning process can be shown in various forms, such as the skills, habits, attitudes, understandings, and knowledge that each learner has. Learning outcomes achieved by learners are influenced by two factors, the main factor that is the factor of the environment. Factors that come from the learners themselves especially the ability they have. Factors ability of learner great influence on the learning outcomes achieved. Besides the ability factor owned by the students, there are also other factors, such as learning motivation, interest and attention, attitudes, and study habits, perseverance, social, economic, and physical, and psychological factors.⁴

Mastery of learning strategy especially on learning English is very important to achieve maximum learning result, so that what we achieve in the purpose of learning can be realized because of effective base and efficiency of learning. The success of learners in the mastery of competence to achieve maximum learning outcomes, it is necessary to change the strategy of learning old and monotonous patterns towards learning that provides opportunities for learners to be more active and fun. That way by applying the learning with the use of everyone is teacher here strategy. The use of the strategy of everyone is teacher here gives every learner the opportunity to act as a teacher to other learners.

In addition indirectly learners will also learn to do or do something (learning to do), such as formulating ideas, making conclusions, solving problems, and so

⁴Ahmad Sabri, *Strategi Belajar Mengajar Micro Teaching*, p. 48.

forth, it will also help learners to improve thinking ability and produce learning outcomes satisfying. If we ever listen to the word pearl, experience is the best teacher, it is the most appropriate phrase expressed, experiences is the best teacher in life.

Based on preliminary observations, the prospective researchers have observed a variety of considerations before doing this research. That English education at MTs YMPI Rappang has used the strategy of everyone is teacher here in learning English. So prospective researchers have been eligible to do this research to determine whether there is influence of the use of strategy everyone is teacher here on the learning outcomes toward students on learning English.

1.2 Problem Statement

- 1.2.1 How is the using everyone is a teacher here strategy on learning English at the second year of MTs YMPI Rappang?
- 1.2.2 How is the student's learning outcome on learning English at the second year of MTs YMPI Rappang?
- 1.2.3 Is there positive and significant correlation between the use of everyone is a teacher here strategy toward student's learning outcome on learning English at the second year of MTs YMPI Rappang?
- 1.2.4 How is the influence of using everyone is a teacher here strategy toward student's learning outcome on learning English at the second year of MTs YMPI Rappang?

1.3 The Objective of Research

Every effort has a real purpose. So that, every activity carried out has a meaning and does not lose the direction of purpose. The objective is something that is

expected to achieve after the effort and activities are complete. Therefore, this research activity is a business that has a goal to be achieved.

Various problems that have been stated above, then the goal to be achieved in this research are:

- 1.3.1 Knowing the using everyone is a teacher here strategy on learning English at the second year of MTs YMPI Rappang.
- 1.3.2 Knowing student's learning outcome on learning English at the second year of MTs YMPI Rappang.
- 1.3.3 Knowing the influence of everyone is a teacher here strategy toward student's learning outcome on learning English at the second year of MTs YMPI Rappang.

1.4 The Significance of the Research

Activities undertake is not only limited to having a purpose, but of course also has a usefulness. So in this study can be a knowledge and useful for:

1.4.1 Theoretically

- 1.4.1.1 Giving information about the using of everyone is a teacher here strategy on learning English at the second year of MTs YMPI Rappang.
- 1.4.1.2 Giving an increasing of student's learning outcome at the second year of MTs YMPI Rappang.
- 1.4.1.3 Become a reference material for other similar research.
- 1.4.1.4 Enriching the treasures in the educational environment.

1.4.2 Practically

1.4.2.1 For the principal, it can be used as a discourse and teaching materials in developing learning strategies toward student's learning outcome.

1.4.2.2 For the teacher, it can be used as an input in the implementation of innovative learning strategies to learners in order to perform an effective learning process.

1.4.2.3 For the writer, this research is very useful to add and develop insights about learning strategies in developing students' learning English.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Description of Theory

In this part, some pertinent ideas to explain about the concept of variables of research.

2.1.1 Everyone Is a Teacher Here Strategy

2.1.1.1 Definition of Strategy

The strategy is derived from the Greek word meaning *strategos* general or commander, so the strategy is defined as the science of ordinances of a general and commander. Understanding the strategy is then applied in the world of education.⁵

According to the Encyclopedia of Education, “strategy is the art of bringing forces to the battle field in favorable position. In this sense the strategy is an art, the art that brings troops into the battlefield in the most favorable position. In subsequent developments the strategy is no longer just an art, but it is a science that can be learned. Thus the term strategy applied in the world of education, especially in teaching and learning activities is an art and science to bring teaching in the classroom in such a way that the goals that have been set can be achieved effectively and efficiently”.⁶

⁵ Nunuk Suryani, Leo Agung, *Strategi Belajar Mengajar* (Yogyakarta: Penerbit Ombak, 2012). P. 1.

⁶W. Gulo, *Strategi Belajar Mengajar* (Jakarta: PT Grasindo, 2002), p. 1-2.

In the context of teaching, the strategy is intended as the teacher's effort in creating an environmental system that allows the teaching-learning process, so that the learning objectives that have been formulated can be achieved..

According to Nana Sudjana in his book *Basics of Teaching and Learning Process*, that “teaching strategy is a teacher's action in implementing the teaching plan, it means the teacher's effort in using some teaching variables such as objectives, materials, methods and tools and evaluation, in order to influence students to achieve the goals set”.⁷

Based on the above definition can be said that the strategy implies an effort that is done in a structured and planned to achieve the purpose of the teaching.

2.1.1.2 Definition of Everyone is a Teacher Here Strategy

Rahman explains that everyone is a teacher here strategy is a strategy that gives every learner the opportunity to act as a teacher to other learners. The strategy of everyone is a teacher here is a strategy that can be used to improve the learning process of students, and can be tailored to the objectives to be achieved by learning in various subjects, especially achieving the objectives of covering aspects: the ability to express opinions, the ability to analyze problems, the ability to write opinions - his opinion (his group) after making observations, ability to conclude, and others.

Implementation of everyone is a teacher here strategy in learning English is very precise, Learners will easily master what is conveyed by a teacher and perfectly understood either the teachings in the form of concepts or principles in learning and also the guidance of religious attitudes with Al-qur 'an and hadith.

⁷Ahmad Sabri, *Strategi Belajar Mengajar dan Micro Teaching*, p. 2.

The teaching procedures in everyone is a teacher here strategy are determined on the activities of the students, not on the teacher's activities. This is the application of the basic concept and strategy of everyone is a teacher here itself that is optimizing the activities of learners. The steps are first to choose lesson materials. The teaching materials will fill the teaching process.

The teaching materials in Islamic religious education contain skills, memorization, such as giving concepts, principles, or attitude cultivation. This variety of materials will result in a variety of ways of teaching. It should be reflected first among the lesson materials which materials are most likely to be taught through everyone Is a Teacher Here as well as instructional materials in the form of planting an attitude like etiquette in Islam, can be taught through the strategy every one is a teacher here.

Formulating learning activities should also formulate what students should do and how they do. There are various types of learning activities in learning learning materials such as listening, seeing, observing, asking, working on, discussing, solving problems, mendemostrasikan, depicting or describing, trying something and others.

By doing the process of learning and the right design will create an effective learning process, and efficient and students will feel motivated to learn well.

2.1.1.2.1 Advantages and Disadvantages of Everyone is a Teacher Here Strategy

As with other strategies in the educational process, especially English learning, the strategy of everyone is a teacher here can not be separated from two conflicting aspects; namely the advantages and disadvantages. For none of the results of human thought is perfect and free from weakness.

2.1.1.2.1.1 Advantages of Everyone is a Teacher Here Strategy

The strategy of everyone is a teacher here has several advantages among them, as follows:

- 2.1.1.2.1.1.1 The questions can attract and focus the attention of students, even when students are noisy or sleepy.
- 2.1.1.2.1.1.2 Stimulate students to train and develop thinking power, including memory power.
- 2.1.1.2.1.1.3 Develop the courage and skills of students in answering and expressing opinions.

2.1.1.2.1.2 Disadvantages of Everyone is a Teacher Here Strategy

The weakness of everyone is a teacher here strategy in the learning process is, as follows:

- 2.1.1.2.1.2.1 Need more times.
- 2.1.1.2.1.2.2 Students are afraid that less teachers can encourage students to be brave, by creating an atmosphere that is not tense.
- 2.1.1.2.1.2.3 It is not easy to create questions that match the level of thinking and easily understood by students.

2.1.1.2.2 Steps of Use Everyone is a Teacher Here Strategy

The steps taken in implementing this strategy is in the following ways:

- 2.1.1.2.2.1 Share a piece of paper to all students. Ask students to write down a question about the subject of lesson that being studied or a specific topic that will be discussed in class.

2.1.1.2.2.2 Collect all the paper, then random the paper and pass it back to each student. Make sure no students are receiving self-written questions. Ask them to find and think about the answers to the questions on paper.

2.1.1.2.2.3 Instruct the students to one by one read out the questions they received, then give their opinion or answer about the question.

2.1.1.2.2.4 After the student gives their answer, then ask other students to provide additional answer for the question.

2.1.1.2.2.5 Continue sequentially and make sure each student gets a chance to answer the questions they received.⁸

2.1.2 The Concept of Students' Learning Outcome

Teachers as educators are doing learning engineering. Engineering learning is done based on the applicable curriculum. The learners as a learner in the school have personality, experience, and goals. He experienced the development of the soul, according to the principle of self-emancipation toward wholeness and independence.

Teachers develop instructional designs to educate learners, organize teaching and learning activities, and teach in the classroom in order to educate learners. In such actions, teachers use the principle of education as well as learning theory. Learners learn to act, meaning to experience the process and improve mental ability. With the end of a learning process, students gain a learning outcome.⁹

2.1.2.1 Definition of Students' Learning Outcome

⁸Hisyam Zaini, Bermawy Munthe, dan Sekar Ayu Aryani, *Strategi Pembelajaran Aktif di Perguruan Tinggi* (Cet. 1; Yogyakarta: Center for Teaching Staff Development, 2002) p. 58.

⁹Dimiyati dan Mudjiono, *Belajar dan Pembelajaran* (Cet. 4; Jakarta: RinekaCipta, 2009), p. 3.

Learning and teaching as a process contains three distinguishable elements, namely instructional, teaching process, and learning outcomes. The relationship of the three elements shows the relationship between the instructional objectives and the learning experience, showing the relationship between the learning experience and the learning outcomes, and showing the relationship of instructional goals to the learning outcomes. Learning outcomes are not only useful for knowing whether or not instructional goals are achieved, in this case the change in the behavior of learners, but also as feedback for improving the learning process.¹⁰

Learning outcomes are the result of an interaction of learning and teaching level. From the teacher side, the teaching act ends with the evaluation process of learning outcomes. In terms of learners, learning outcomes are the end of the learning process and the peak of the learning process. Learning outcomes, in part, are due to teacher action, an achievement of teaching objectives. On the other hand, it is an improvement in the mental ability of learners. Learning outcomes can be differentiated into the impact of teaching and impact accompaniment. The impact of teaching is measurable outcomes, as set forth in the report card, the number in the diploma, or the ability to jump after the exercise. Whereas, the impact of accompaniment is the application of knowledge and ability in another field of learning transfer.

Learning outcomes are the process of rewarding the learning outcomes that learners achieve with certain criteria. This implies that the object that is judged is the learning outcome of the learners. The learning outcomes of learners are essentially

¹⁰Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Cet. 11; Bandung: PT Remaja Rosdakarya, 2008) p. 2.

behavioral changes, behavior as a result of learning in a broad sense covering the fields of cognitive, affective, and psychomotor. Therefore, in the assessment of learning the role of instructional goals that contain the formulation of abilities and behavior desired to be mastered by learners become an important element as a basis and reference assessment.

The result of learning on the one hand is thanks to the actions of teachers, an achievement of learning objectives. On the other hand, it is a mental improvement of students. Learning outcomes can be differentiated into the impact of teaching and impact accompaniment. Both effects are very useful for teachers and students. The impact of teaching is a measurable outcome, as stated in raport numbers, while the impact of accompaniment is the application of knowledge and skills in other fields, a learning transfer.¹¹

Engineering of teacher learning and students' learning, in adaptation of Winkel, 1991; Biggs & Telfer, 1987; Monks, Knoers & Siti Rahayu Haditono, 1989), describes the role of teachers in learning that is:

“Membuat desain instruksional, menyelenggarakan kegiatan belajar mengajar, bertindak mengajar atau membelajarkan, mengevaluasi hasil belajar yang berupa dampak pengajaran. Peran peserta didik adalah bertindak belajar, yaitu mengalami proses belajar, mencapai hasil belajar, dan menggunakan hasil belajar yang digolongkan sebagai dampak pengiring dengan belajar, maka kemampuan mental semakin meningkat. Hal itu sesuai dengan perkembangan peserta didik yang beremansipasi diri sehingga ia menjadi utuh dan mandiri”¹²

Designing an evaluation involves a teacher's job when making a learning plan. Since the task of a system designer in the context of learning is to organize people,

¹¹Dimiyati dan Mudjiono, *Penilaian Proses Hasil Belajar Mengajar*. (Penerbit Remaja Rosdakarya, Bandung, 2006) , p. 4.

¹²Dimiyati dan Mudjiono, *Belajar dan Pembelajaran*, p. 5.

materials and procedures for learners to learn effectively and efficiently. But a teacher as a designer is not only prepares an evaluation plan, also conducting evaluation of learning to know learning outcomes.

According Dimiyati and Mudjiono evaluation includes evaluation of learning outcomes and evaluation of learning:

“Evaluasi hasil belajar menekankan kepada diperolehnya informasi tentang seberapa perolehan siswa dalam mencapai tujuan pengajaran yang ditetapkan. Sedangkan, evaluasi pembelajaran merupakan proses sistematis untuk memperoleh informasi tentang keefektifan proses pembelajaran dalam membantu peserta didik mencapai tujuan pembelajaran secara optimal”.¹³

Based on the two existing opinions, it can be concluded that the evaluation of learning results determine the good or bad results of learning activities. Meanwhile, learning evaluation establishes the good or bad process of learning activity.

The principles of assessment of learning outcomes are as follows:

- (a) “Dalam menilai hasil belajar hendaknya dirancang sedemikian rupa sehingga jelas kemampuan yang harus dinilai, materi penilaian, alat penilaian, dan interpretasi hasil penilaian.
- (b) Penilaian hasil belajar hendaknya menjadi bagian integral dari proses belajar mengajar. Artinya, penilaian senantiasa dilaksanakan pada setiap saat proses belajar mengajar sehingga pelaksanaannya berkesinambungan.
- (c) Agar diperoleh hasil belajar yang objektif dalam pengertian menggambarkan prestasi dan kemampuan peserta didik sebagaimana adanya, penilaian harus menggunakan berbagai alat penilaian dan sifatnya komprehensif.
- (d) Penilaian hasil belajar hendaknya diikuti dengan tindak lanjutnya. Data hasil penilaian sangat bermanfaat bagi guru maupun bagi peserta didik”.¹⁴

There are several steps that can be used as guidance in carrying out the assessment process of learning outcomes:

2.1.2.1.1 Formulate or reinforce teaching objectives. Given the assessment function of learning outcomes is a measure of whether or not achieved the purpose

¹³Syafaruddin dan Irwan Nasution, *Manajemen Pembelajaran* (Cet. I; Jakarta: *Quantum Teaching*, 2005), p. 137.

¹⁴Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*. p. 8-9.

of teaching, it is necessary to make efforts to reinforce the purpose of teaching so as to provide direction towards the preparation of assessment tools.

- 2.1.2.1.2 Review the teaching materials based on the curriculum and course syllabus. This is very important considering the content of the test or the assessment question regarding the material of teaching are given. Mastery of teaching materials in accordance with the teaching objectives is the content and objectives of the assessment of learning outcomes.
- 2.1.2.1.3 Develop assessment tools, both test and non-test, which are suitable for assessing the types of behaviors illustrated in the teaching objectives.
- 2.1.2.1.4 Using the results of the assessment in accordance with the results of the assessment, with the interests of the description of the ability of learners, the interests of improving teaching, the interest of tutoring, as well as interest in the report of education responsibility.¹⁵

To measure the success of the learning process is divided into several levels as follows:

- 2.1.2.1.4.1 Special / maximal, if all learning materials can be mastered by students.
- 2.1.2.1.4.2 Very good / optimal, if most of the lesson material can be mastered 76% - 99%.
- 2.1.2.1.4.3 Good / minimal, if the subject matter is controlled only 60% -75%.
- 2.1.2.1.4.4 Less, if lesson learned material less than 60%.¹⁶

¹⁵ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, p. 9-10.

¹⁶Djamarah, *Evaluasi Hasil Belajar* (Penerbit Pustaka Pelajar, Yogyakarta,2006) p. 107.

In general, the assessment of learning outcomes, both in formative and summative forms, has been carried out by teachers through oral or final teaching questions where teachers assess the success of teaching in this formative test. Similarly, summative tests conducted at the end of the program, such as the end of the semester, are assessed to learners to determine their learning progress. Written tests, both types of essay tests and objective tests, are conducted by the teacher in the assessment of the summative test.

Assessment of learning outcomes aims to see the learning progress of learners in terms of mastery of teaching materials that have been studied in accordance with the goals that have been set;

- 2.1.2.1.4.4.1 Assessment goals. The goal of a learning outcome assessment is a change of behavior that covers the cognitive, affective, and psychomotor fields in a balanced way.
- 2.1.2.1.4.4.2 Assessment tool. The use of the word assessment should be comprehensive including tests and non-tests so that objective learning outcomes can be obtained, as well as the use of tests as a valuation tool not only to familiarize yourself with objective tests can be matched by an essay test. Assessment of learning outcomes should be done continuously in order to obtain results that describe the actual ability of learners as well as a tool to increase learning motivation.
- 2.1.2.1.4.4.3 Test execution procedure. Assessment of learning outcomes implemented in formative and summative. Formative assessment can be done at each teaching that is at the end of learning. The goal is to improve the learning process further and improve the motivation and

effort learners learn. Summative assessment is usually done at the end of a program or in mid-program. Assessment can be done through written questions, both essay and objective tests. The results can be used to see which programs have not been mastered by learners to where the ability of learners in the mastery of material that has been given within that period.¹⁷

Knowledge of teaching and learning process results for students as if it is a part of personality for each student self, so it will be able to influence the views and how to approach a problem. Because knowledge is lived and full of meaning for himself.¹⁸

According to Mulyana, knowing the results of learning will give effect in two forms. First, learners have a perspective on their strengths and weaknesses in learning. Secondly, learners know whether competence develops well, step by step or two. The changes that occur in the learner can be the addition of information, the development or improvement of understanding, acceptance of new attitudes, the acquisition of new awards, and the work of something by applying what has been learned.

2.1.3 Definition of Learner

Learners are people who are studying or called also learners, that is people who learn. Learners are one of the human components that occupy a central position in the process of teaching and learning.

¹⁷ Ahmad Rohani HM, *Pengelolaan Pengajaran* (Cet. 2; Jakarta: PT RinekaCipta, 2004), p. 179-180.

¹⁸Sardiman, *Model Pembelajaran Terpadu* (Penerbit Bumi Aksara, Jakarta. 2008) p. 49

According to UU RI No. 20 of 2003 on National Education System, it is said that learners are members of the community who are trying to develop their own potential through the learning process that is available on certain paths, levels and types of education.¹⁹

Learners are people who have the option to pursue science in accordance with the ideals and expectations in the future. In contrast with Oemar Hamalik opinion, the Curriculum and Learning, it was revealed:

“Peserta didik merupakan suatu komponen masukan dalam system pendidikan, yang selanjutnya diproses dalam proses pendidikan, sehingga menjadi manusia yang berkualitas sesuai dengan tujuan pendidikan nasional”²⁰.

Learners are children who are growing and changing, their needs today are not necessarily the same as their needs yesterday. Learners also mean individuals who have the personality, goals, ideals of life, and self potential. Therefore learner could not be treated arbitrarily. In the *Oxford Dictionary*, *Student is person who is studying, at school, and collage.*²¹ Based on the definition of students in the dictionary, it can be understood that learners are someone who is studying both in school, and in the area of college. So, the number of definition of learners who expressed it can be concluded that learners are people or individuals who get the service education in accordance with the talent, interest, and ability to grow and develop well and have the satisfaction in receiving the lessons given by the teacher.

¹⁹Departemen Agama RI, *Undang-undang dan Peraturan Pemerintah RI Tentang Peserta Didik*, p. 5.

²⁰Eka Prihatin, *Manajemen Peserta Didik* (Cet. I; Bandung: Alfabeta, 2011), p. 3.

²¹*Oxford University Press, Ensiklopedia* (London: 2003), p. 595.

Learners as parties who want to achieve the ideals in the learning process, have a purpose, and then want to achieve it optimally. Learners who will be the deciding factor, so demanding and can affect everything necessary to achieve the learning objectives.²² So in the process of learning to teach the first attention is the learner, because learners who have goals, how the circumstances, and its ability, only then determine the other components. What materials are needed, how appropriate to act, what tools and facilities are suitable and supportive, they must be tailored to the state of the learner. That is why learners are the subject of learning.

2.1.4 The Concept of Learning English

2.1.4.1 Definition of Learning English

Language learning is a process of interaction between speakers of the language in an attempt to acquire language skills. Language acquisition is common in a linguist's first language through interaction with parents, relatives, family environment, and the community environment in which the language learned is used in everyday communication. While language learning that occurs in the second language, third language, and so on language that is commonly referred to as a foreign language. Language learning is a learning process that facilitates language learners in and out of the classroom so that they are able to speak in accordance with the language rules they learn.

The process of learning the language can be the interaction of teachers with students in the classroom, students with other students both individually and in groups and outside the classroom, and the interaction between students with various sources of learning both in the real world (people, books, learning media) in the

²²Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, p. 111.

virtual world (social media like facebook, Email, Line, WhatsApp, etc).Therefore, language learning can be expressed as a process undertaken by a language learner with the help of a teacher or other learning resources so that they can communicate skillfully using the language they learn, both oral and written.²³

English learning aims to learners have the following abilities:

- 2.1.4.1.1 Competence communicates in limited oral form to accompany the action (language accompanying action) in the school context.
- 2.1.4.1.2 Have an awareness of the nature and importance of English to improve the nation's competitiveness in a global society.

The scope of English subjects includes limited oral communication skills within the school context, covering the following aspects:

- 2.1.4.1.2.1 Listening
- 2.1.4.1.2.2 Speaking
- 2.1.4.1.2.3 Reading
- 2.1.4.1.2.4 Writing

2.2 The Previous Related Findings

The previous related findings are used as a support for the research to be undertaken. On the one hand it is also a comparative material to existing research, both on the advantages or disadvantages that existed before, as well as to strengthen the argument. So in this case the authors take research relating to the theme raised.

Thesis entitled “The Application of Everyone Is A Teacher Here as A Learning Strategy In Teaching Speaking to The Tenth Year Students of Madrasah

²³M. Zaim, *Evaluasi Pembelajaran Bahasa Inggris* (Cet. 1; Jakarta: Kencana, 2016), p. 2.

Aliyah DDI Tellu Limpoe Sidrap” by Nur Asiza, with Nim. 212 300 012 in 2014.²⁴In this thesis shows that there is a significant correlation between the strategies used.

Skripsi entitled “The Influence of Using Everyone Is Teacher Here Startegy Toward Students Speaking Skill of Second Year Students At SMA Negeri 12 Pekanbaru” by Aan Amza with Nim. 1051.400.0253 in 2012.²⁵In this research mean that there was significant influence of everyone is a teacher here to increase students’ speaking skill at the second year students of SMAN 12 Pekanbaru. This finding showed that the students spoke by using everyone is a teacher here have good result in speaking skill than who are spoke by using conventional one.

Skripsi entitled “The Influence of Everyone Is A Teacher Here Model On The Learning Outcomes of Indonesian Students og Grade IV In SDN 10 Pancung Soal Pesisir Selatan Regency” by Dika Putri Diana with Nim. 1320.411.212 in 2012.²⁶Based on the results of this study can be concluded the results of learning Indonesian language using the learning model Everyone Is Teacher Here better than the results of learning using Conventional learning on reading materials loud an announcement with pronunciation and intonation right in class IV in SDN 10 Pancung Soal Pesisir Selatan Regency.

²⁴Asiza, “*The Applicatian of Everyone Is A Teacher Here As A Learning Strategy In Teaching Speaking to The Tenth Year Students of Madrasah Aliyah DDI Tellu Limpoe Sidrap*” (Thesis Sarjana; Jurusan English Language Education Department: Parepare, 2014).

²⁵Aan Amza, “*The Influence of Using Everyone Is Teacher Here Startegy Toward Students Speaking Skill of Second Year Students At SMA Negeri 12 Pekanbaru*” (Skripsi, Jurusan English Language Education Department: Pekanbaru, 2012).

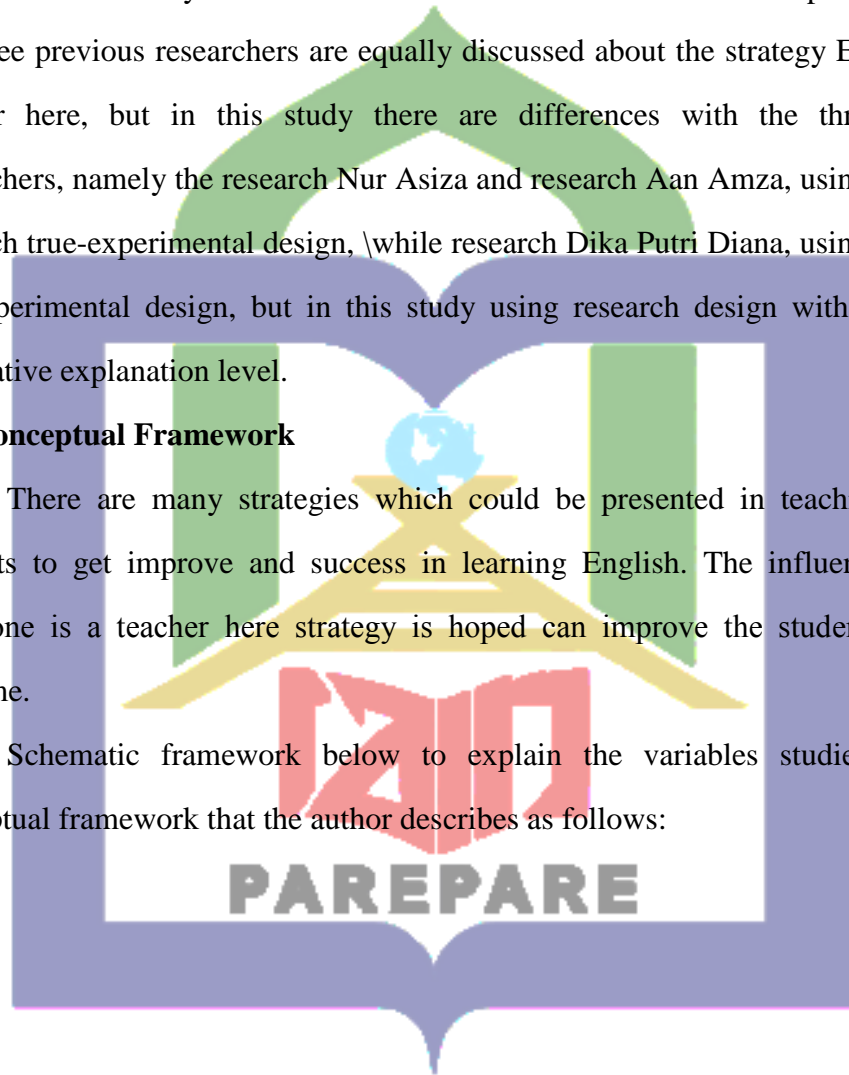
²⁶Dika Putri Diana, “*The Influence of Everyone Is A Teacher Here Model On The Learning Outcomes of Indonesian Students og Grade IV In SDN 10 Pancung Soal Pesisir Selatan Regency*” (Skripsi, Jurusan English Language Education Department: Pesisir Selatan, 2012).

Departing from the three results of research that have been done before, there is no discussion specifically about the influence of Everyone Is a Teacher Here strategy on the learning outcomes of learners in English language learning, so that this discussion worthy raised and researched. The research relationships conducted by the three previous researchers are equally discussed about the strategy Everyone is a teacher here, but in this study there are differences with the three previous researchers, namely the research Nur Asiza and research Aan Amza, using the type of research true-experimental design, \while research Dika Putri Diana, using the type of pre-experimental design, but in this study using research design with quantitative associative explanation level.

2.3 Conceptual Framework

There are many strategies which could be presented in teaching to make students to get improve and success in learning English. The influence of using Everyone is a teacher here strategy is hoped can improve the student's learning outcome.

Schematic framework below to explain the variables studied, thus the conceptual framework that the author describes as follows:



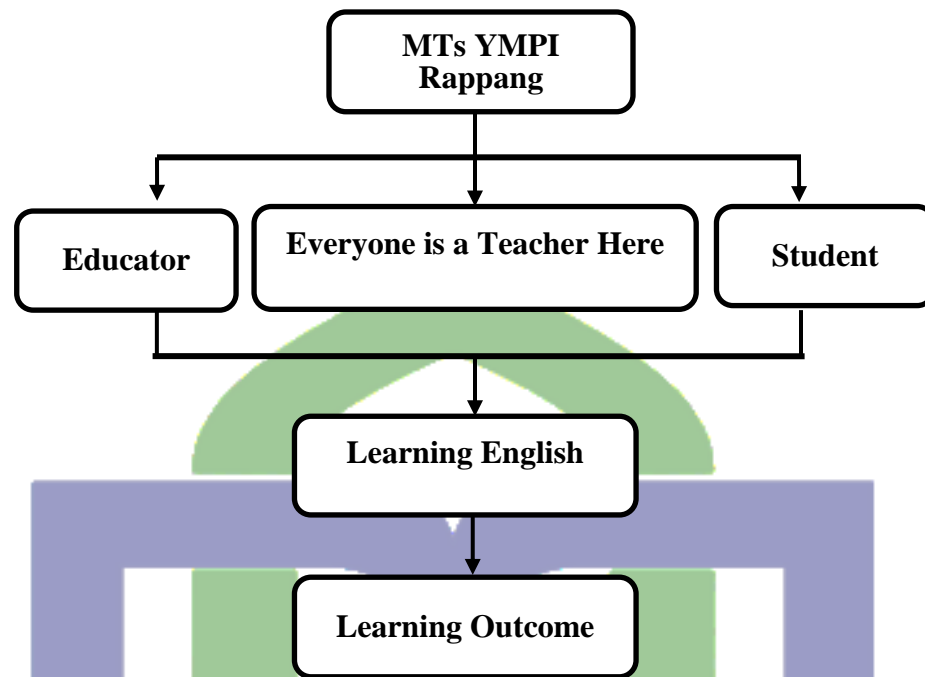


Figure 2.1 Schematic of Conceptual Framework

This research is held at MTs YMPI Rappang school, one of the English teacher at the school has been implemented everyone is a teacher here strategy. The strategy was done by educators to learners on learning English to see how far the influence of the strategy toward student's learning outcomes.

2.4 Hypotheses

Hypothesis is a temporary answer to the formulation of research problems, where the formulation of the research problems have been expressed in the form of a question sentence. It is said temporarily, because the answer given is based on a relevant theory, it has not been based on empirical facts obtained through data collection.²⁷ Thus, the formulation of hypotheses based on the theoretical studies and

²⁷Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* (Cet. 22; Bandung: Alfabeta, 2015), p. 96.

frameworks that have been done, then the hypothesis requires a research process to test the truth.

In research about the influence of everyone is a teacher here strategy toward student's learning outcome on learning English at the second year of MTs YMPI Rappang, the hypothesis that the writer referare:

H_a : There is influence of everyone is a teacher here strategy toward student's learning outcome on learning English at the second year of MTs YMPI Rappang.

H_o : There is no influence of everyone is a teacher here strategy toward student's learning outcome on learning English at the second year of MTs YMPI Rappang.

2.5 Operational Definition of Variable

2.5.1 Variable of Research

In this research there are two variables namely independent variable and dependent variable.

2.5.1.1 The independent variable is everyone is a teacher here strategy.

2.5.1.2 The dependent variable is student's learning outcome.

2.5.2 Definition of Variable

2.5.2.1 The strategy of everyone is a teacher here is a strategy that can be used to improve the learning process of students, and can be tailored to the objectives to be achieved by learning in various subjects, especially achieving the objectives of covering aspects: the ability to express opinions, the ability to analyze problems, the ability to write opinions - his opinion (his group) after making observations, ability to conclude, and others.

2.5.2.2 Learning outcomes are the result of an interaction of learning and teaching level. Learning outcomes are the process of rewarding the learning outcomes that learners achieve with certain criteria. This implies that the object that is judged is the learning outcome of the learners. The learning outcomes of learners are essentially behavioral changes, behavior as a result of learning in a broad sense covering the fields of cognitive, affective, and psychomotoric.



CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 The Research Design

Basically this research is kind of quantitative associative research with the level of explanation of quantitative correlational design. The researcher will examine the casual relationship with 2 variables, which are:

- 3.1.1 Everyone is a teacher here strategy as independent variable marked with the symbol X.
- 3.1.2 Learning outcome as dependent variable, marked with the symbol Y.

The research design as follows:



X: Everyone is a teacher here strategy

Y: Learning outcome

3.2 Location and Duration of the Research

3.2.1 Location of the Research

Based on the existing title, then this research activity is conducted at MTs YMPI Rappang.

3.2.2 Time of the Research

This research is done after the proposal of research is disseminated and get permission to research, this research is done more or less two months to get information and data collecting.

3.3 Population and Sample

The Population of this research is the second year students of MTs YMPI Rappang in academic year 2018/2019, there are six classes in MTs YMPI Rappang. The total number of students can be seen in the following table.

Table 3.1. Population data of class VIII MTs YMPI Rappang

Number	Class	Men	Women	Total
1	VIII.A	14	17	31
2	VIII.B	15	16	31
3	VIII.C	14	17	31
4	VIII.D	16	16	32
5	VIII.E	14	16	30
6	VIII.F	13	16	29
Total		86	98	184

Source: Administration of MTs YMPI Rappang on Academic Year 2018

Based on the existing data, the research that the author did using the object of class VIII students MTs YMPI Rappang, where class VIII there are six classes. The overall class VIII students amounted to 184 students. For this reason the authors use sample research.

3.3.1 Sample

The Sample is the partial of representative of the population under the study.²⁸ Named sample research if we intend to generalize the result of research sample.

²⁸Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Cet. 11; Jakarta: PT RinekaCipta, 1998), p. 117.

The sample is part of the number characterized possessed by that population. If the population is large, and researcher are unlikely to learn everything in the population, for example due to limited funds, manpower and time, the researcher can use sample taken from that population. So what is learned from the sample, the conclusion applicable to the population. For that sample taken from the population must be truly representative (representing).²⁹

From the various definition above it can be concluded that the sample is representative of the population under study that has certain characteristic chosen by representative.

The most important requirement to be considered in taking the sample there are two kinds, namely the number of samples sufficient and the profile of the selected sample should be representative. For that, there needs to be a way of choosing to truly represent all the axisting population.

After the prospective researcher conducted a preliminary survey on the location of the study then we got and decided that the samples in this study are the students of class VIII MTs YMPI Rappang with the reason the best criteria for the research sample. Among classes VII and IX, class VIII which has a chance to be representative to provide the required data.

²⁹Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, p. 118.

The number of samples in this study can be seen in the following table:

Table 3.2. Sampling data of class VIII MTs YMPI Rappang

Num.	Class	Men	Women	Total
1	VIII.A	8	7	15
2	VIII.B	9	6	15
3	VIII.C	8	7	15
4	VIII.D	8	8	16
5	VIII.E	4	6	10
6	VIII.F	9	10	19
	Total	96	44	90

Source: Administration on MTs YMPI Rappang on Academic Year 2018

Prospective Researchers in the sampling were randomly assigned to classes VIII.A, VIII.B, VIII.C, VIII.D, VIII.E, and VIII.F. Where in class VIII.A the number of men 8 people and the number of women 7 people. In class VIII.B, the number of men 9 people and 6 women. In class VIII.C, the number of men 8 people and 7 women. In class VIII.D, the number of men 8 people and 8 women. In class VIII.E, the number of men 4 people and 6 women. And In class VIII.F, the number of men 9 people and women 10 people. Then the number of samples to be studied is 90 people consisting of six class VIII.

Therefore, this type of sample is a probability sampling or sample that provides equal opportunities for each member of the population to be elected as a sample member. By proportionate stratified random sampling technique used because the population has non-homogeneous and stratified members proportionally.³⁰

³⁰Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, p. 120.

3.4 Instruments of the Research

In this reasearch, the researcher utilizes observation, questionnaire, and documentation as the instruments of the research as fellows:

3.4.1 Observation

Observation includes the activity of focusing attention to the object by using all the senses.³¹ Thus, observing what is seen, heard, smelled, felt, and perceived is a direct observation. In this observation, the researcher took the data that has been collected through the observation sheet as attached. The instrument for observation is the observation guideline in the form of check list. Observations made during the English learning process is underway. Observation guidelines are attached

3.4.2 Questionnaire

Questionnaire is a data collection technique that is done by giving a set of question or written statement to the respondent to be answered. The questionnaire is an efficient data collection technique when researcher knows with certainty the variables to be measured and know what can be expected from the respondents.³² Through a questionnaire sheet, the researcher took the data based on a questionnaire that has been filled by students about the use of everyone is a teacher here strategy.

3.4.3 Documentation

Documentation is derived from the word document, which contains written items as well as drawing or electronic documents. In this documentation the researcher took the data in the form of recapitulation of student's learning outcomes

³¹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, p. 146.

³²Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, p. 199.

obtained from English teacher. The recapitulation of students intended is a recapitulation of the student's learning outcome of class VIII based on population and sample in this study, as recapitulation of student learning outcomes attached

3.5 Procedure of Collecting Data

Knowing a situation, whether good or not, influential or not, related or not, there is an increase or not, and so on. Then required a measuring instrument used. Measuring tool intended here is a research instrument that wants to know whether there is influence or not independent variable (X) on the dependent variable (Y) in this study.

In order to support the process of collecting data and obtaining the required data, prospective researcher use the following research instruments:

3.5.1.1 The instrument for observation

Observation made during the English learning process is underway. In the process of learning, the researcher took an easy position to observe the learning process conducted by an English teacher without disrupting the learning process. Then, the researcher putted a check list (√) on the provided column in the observation guidelines about the use of everyone is a teacher here strategy.

3.5.1.2 Instrument for questionnaire

This questionnaire contains items of statements that are relevant to the research variables. The resercher gave the questionnaire sheet to learners with the type of questionnaire used in this study is a questionnaire instrument with Likert scale, each has 12 statements about the strategy of everyone is a teacher here and the character of learners consisting of positive and negative statements. Each statement item is followed by five alternative answers, namely:

3.5.1.2.1 Strongly Agree (SA)

3.5.1.2.2 Agree (A)

3.5.1.2.3 Hesitant (H)

3.5.1.2.4 Disagree (D)

3.5.1.2.5 Strongly Disagree (SD).

By *scoring* 5, 4, 3, 2, 1 for a positive statement and 1, 2, 3, 4, 5 for a negative statement.

3.5.1.3 Instrument for documentation

The researcher followed each learning processes with the use of everyone is a teacher here strategy and took a few pictures in English learning process. In the end of examination, the researcher asked a collection of recapitulation of student's learning outcomes obtained from English teacher. The recapitulation of student's learning outcomes is to find out the influence of strategy used by English teacher.

3.6 Techniques of Data Analysis

After this research data collected, the author processed the existing data by using quantitative research with descriptive and inferential statistical analysis techniques.

3.6.1 Descriptive Statistic

Data analysis using descriptive statistics, which describes the existing data to obtain facts from respondents, hence more easily to understand by researcher or others who are interested in the results of research conducted. The analysis used with descriptive statistics is done by collecting, compiling, presenting, and analyzing all

data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

3.6.2 Inferential Statistic

Inferential statistics are statistical data analysis techniques used to obtain a logical conclusion of the data available in this study, it is necessary to test through hypothesis testing. Inferential statistic analysis is used to know the correlation of everyone is teacher here strategy to learners' achievement in learning English class VIII MTs YMPI Rappang, using product moment correlation analysis technique with the following formula:³³

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

r_{xy} = The correlation coefficient of variables X and Y

$\sum xy$ = Total multiplication score X and Y

$\sum x^2$ = The sum of squares distribution scores X

$\sum y^2$ = The sum of squares distribution scores Y

In this criteria when r_{hitung} is less than r_{tabel} value, so that H_o is accepted, and H_a is rejected, but vice versa when r_{hitung} is bigger than r_{tabel} value, so that H_a is accepted dan H_o is rejected.

³³Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, h. 255.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Description of Research Result

Description of the data presented in this section includes variable data of using everyone is teacher here strategy in learning English (X) and student's learning outcome (Y). The values that will be presented after processing from raw data using descriptive analysis techniques, namely the average value, median, modus, and standard deviation. To obtain an overview of the results obtained through this study, also presented the frequency distribution and histogram graphs.

Descriptive statistical calculation results of each variable are presented as follows.

4.1.1 The Use of Everyone Is a Teacher Here Strategy on Learning English

The results showed that the score of variable of using everyone is a teacher here strategy is between 36 up to 60, the average score of 50.80, median 51.00, modus 46, variance 27.645, and standard deviation 5.258. The summary of descriptive statistics for X variable can be seen in the following table.

Table 4.1 The summary of descriptive statistics (Variable X)
Statistics

Using Everyone Is A Teacher Here Strategy

N	Valid	90
	Missing	0
Mean		50,80
Std. Error of Mean		,554
Median		51,00
Mode		46
Std. Deviation		5,258
Variance		27,645
Skewness		-,533
Std. Error of Skewness		,254
Kurtosis		,369
Std. Error of Kurtosis		,503
Range		24
Minimum		36
Maximum		60
Sum		4572

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The frequency distribution of the use of everyone is a teacher here strategy can be seen in the following table.

Tabel 4.2 Frequency distribution of variable (X)

Using Everyone Is A Teacher Here Strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
36	2	2,2	2,2	2,2
38	1	1,1	1,1	3,3
40	2	2,2	2,2	5,6
43	1	1,1	1,1	6,7
44	2	2,2	2,2	8,9
45	2	2,2	2,2	11,1
46	11	12,2	12,2	23,3
47	1	1,1	1,1	24,4
48	5	5,6	5,6	30,0
49	7	7,8	7,8	37,8
50	6	6,7	6,7	44,4
51	9	10,0	10,0	54,4
52	7	7,8	7,8	62,2
53	5	5,6	5,6	67,8
54	6	6,7	6,7	74,4
55	5	5,6	5,6	80,0
56	4	4,4	4,4	84,4
57	7	7,8	7,8	92,2
58	2	2,2	2,2	94,4
59	1	1,1	1,1	95,6
60	4	4,4	4,4	100,0
Total	90	100,0	100,0	

The diagram of this variable can also be shown in Figure 4.1 and 4.2 below.

Figure 4.1 Bar chart of X variable (The use of everyone is a teacher here strategy)

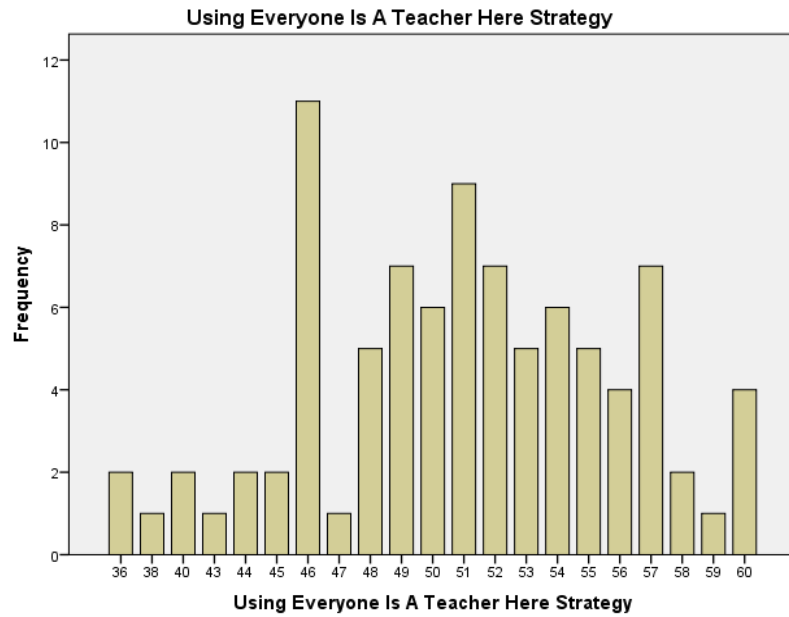
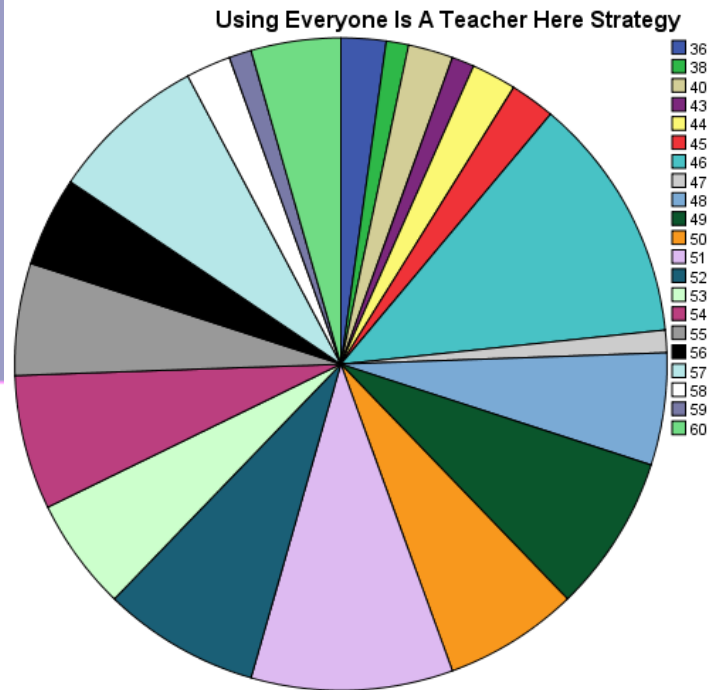
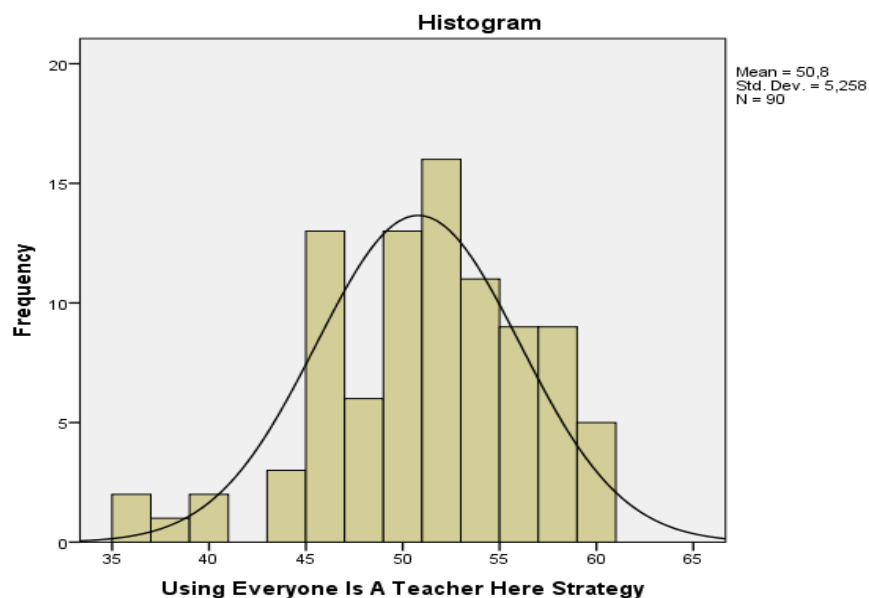


Figure 4.2 Pie chart of X variable (The use of everyone is a teacher here strategy)



Based on the frequency distribution, for the total score obtained by each respondent with a score of 38, 43, 47, and the score of 59 each have 1 frequency (1.1 %), score of 36, 40, 44, 45, and score of 58 each have 2 frequencies (2.2 %), while the score of 56 and 60 each have 4 frequencies (4.4 %), while the score of 48, 53, and score 55 each have 5 frequencies (5.6 %), score of 50 and 54 only have 6 frequencies (6.7 %), score of 49, 52, and score of 57 have 7 frequencies (7.8 %), only score 51 have 10 frequencies (10.0 %) and score of 46 have 11 frequencies (12.2 %). Thus, score of respondents with the largest frequency is at the score of 46 have 11 frequencies (12.2 %), and score of respondents with the smallest frequency is at the score of 38, 43, 47, and score of 59 each have 1 frequency (1.1 %). This is illustrated clearly in the bar chart and the pie chart above. The histogram of this variable can be shown in the following graph.

Figure 4.3 Histogram of using everyone is a teacher here strategy



Based on the data shown in the frequency distribution table above, when compared with the average score indicates that the score of the use of everyone is a teacher here strategy is below the average group of 34 respondents (37.8 %), which is on average score is as much as 6 people (6.7 %), and who are in the group above the average score of 50 respondents (55.6 %). Determining the category from score of the use everyone is a teacher here strategy is done using the percentage form criteria as follows:

90% - 100%	very high category
80% - 89%	high category
70% - 79%	medium category
60% - 69%	low category
0% - 59%	very low category. ³⁴

The total variable score for the use of everyone is a teacher here strategy obtained from the research results is 4572, The highest theoretical score of this variable for each respondent is $12 \times 5 = 60$, because the number of respondents 90 people, then the criterion score is $60 \times 90 = 5400$. Thus, the use of everyone is a teacher here strategy is $4572 : 5400 = 0.846$ or 84.60 % of the criteria set. Thus, it can be concluded that the use of everyone is a teacher here strategy is high category.

This is in accordance with the results of observations in the field that the use of strategy everyone is a teacher here is applied maximally by English teachers, so that student's learning outcomes in learning English can increase.

³⁴Suharsimi Arikunto, *Evaluasi Pendidikan* (Jakarta: Bina Aksara, 1986), h. 54.

4.1.2 Student's Learning Outcome

The results showed that variable score of the students' learning achievement was between 77 up to 94, average score of 85.23, median 85.00, modus 80, variance 24,788, and standard deviation 4,979. The summary of descriptive statistics for Y variables can be seen in the following table.

Table 4.3 Summary of descriptive statistics (Variable Y)

Statistics		
Student's_Learning_Outcome		
N	Valid	90
	Missing	0
Mean		85,23
Std. Error of Mean		,525
Median		85,00
Mode		80
Std. Deviation		4,979
Variance		24,788
Skewness		,102
Std. Error of Skewness		,254
Kurtosis		-1,292
Std. Error of Kurtosis		,503
Range		17
Minimum		77
Maximum		94
Sum		7671

Frequency distribution of variable scores of student learning outcomes can be seen in the following table.

Table 4.4 Variable frequency distribution (Y)

Student's_Learning_Outcome

	Frequency	Percent	Valid Percent	Cumulative Percent
77	3	3,3	3,3	3,3
78	2	2,2	2,2	5,6
79	7	7,8	7,8	13,3
80	13	14,4	14,4	27,8
81	2	2,2	2,2	30,0
82	6	6,7	6,7	36,7
83	3	3,3	3,3	40,0
84	5	5,6	5,6	45,6
85	10	11,1	11,1	56,7
Valid 86	2	2,2	2,2	58,9
87	3	3,3	3,3	62,2
88	5	5,6	5,6	67,8
89	3	3,3	3,3	71,1
90	11	12,2	12,2	83,3
91	1	1,1	1,1	84,4
92	6	6,7	6,7	91,1
93	7	7,8	7,8	98,9
94	1	1,1	1,1	100,0
Total	90	100,0	100,0	

Variable diagrams can also be shown in Figure 4.4 and 4.5 as follows.

Figure 4.4 Variable bar diagram Y (Student's Learning Outcome)

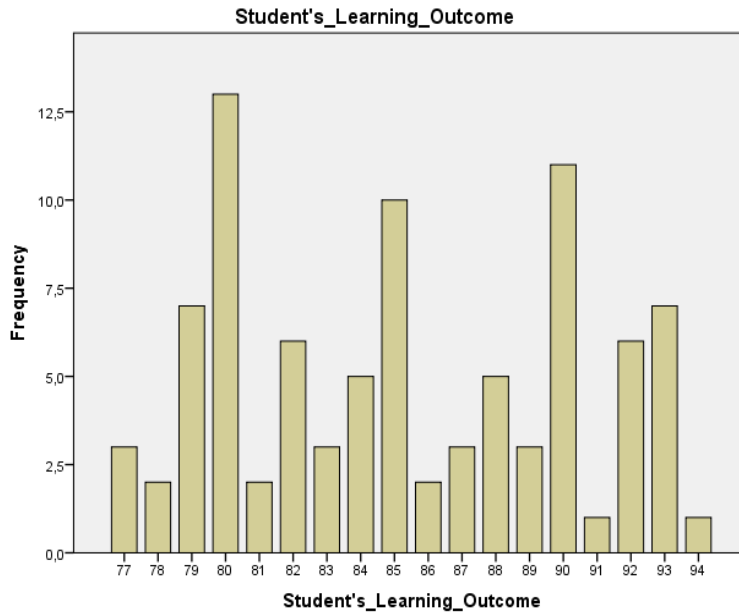
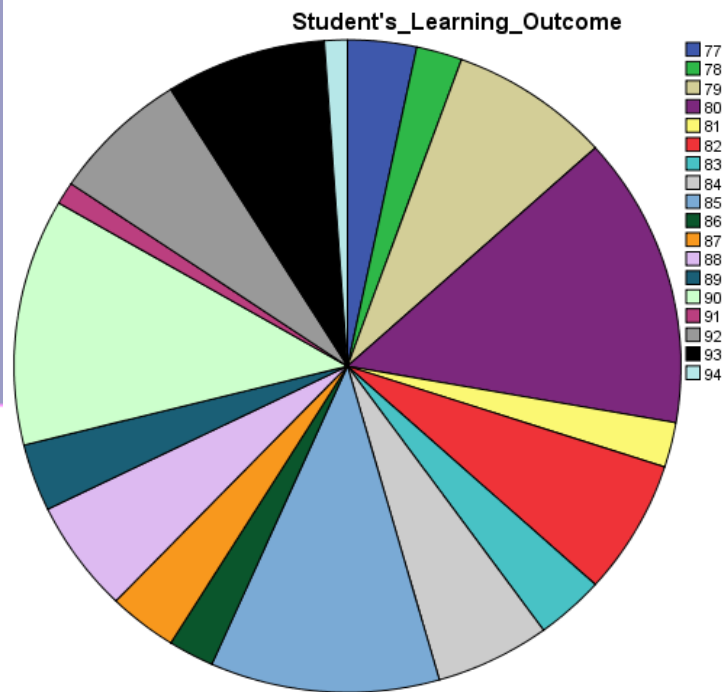
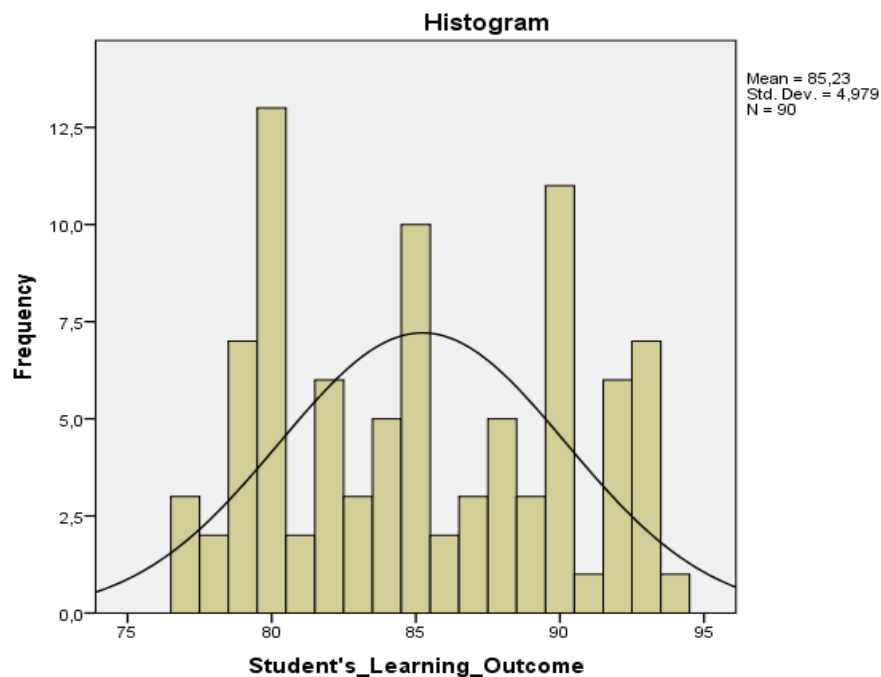


Figure 4.5 Circle diagram of Y Variable (Student's Learning Outcome)



In accordance with the frequency distribution, for the total score obtained by each respondent with a value of 91, and 94 each having 1 frequency (1.1%), a value of 78, 81, and 86 each have 2 frequencies (2.2%), a value of 77, 83, 87, and 89 each have 3 frequencies (3.3 %), a value of 84, and 88 each have 5 frequencies (5.6 %), a value of 82, and 92 each have 6 frequencies (6.7 %), a value of 79, and 93 each have value of 7 frequencies (7.8 %), and only a value of 85 has 10 frequencies (11.1%), value of 90 have 11 frequencies (12.2 %), and a value of 80 have 13 frequencies (14.4 %). Thus, the score of respondents with the largest frequency is at the value of 80 which has 13 frequencies (14.4 %), and the smallest frequency is at a value of 91, and 94 which has 1 frequency each (1.1 %). This is illustrated clearly in the bar chart and the pie chart above. This variable histogram can be shown in the following graph.

Figure 4.6 Histogram of student's learning outcome



Based on the data shown in the frequency distribution table above, when compared with the mean score indicates that the score of learning outcomes of learners in English learning is below the average group of 41 respondents (45.5 %), which is in the average score is 10 people (11.1 %), and which are in groups above the average score of 39 respondents (43.3 %). Determining the category from score of student's learning outcomes in learning English is done using the following percentage form criteria:

90% - 100%	very high category
80% - 89%	high category
70% - 79%	medium category
60% - 69%	low category
0% - 59%	very low category. ³⁵

The total variable score for student's learning outcome obtained from the research results is 7671, theoretical score of this variable each respondent is 100, because the number of respondents is 90 people, then the criterion score is $100 \times 90 = 9000$. Thus, the student's learning outcome on learning English is $7671 : 9000 = 0.852$ or 85.20% of the criteria set. Thus, it can be concluded that student's learning outcome on learning English is high category.

This is in accordance with the results of observations in the field that shows that the learning outcomes of learners in English learning is fully able to improve student learning outcomes from the previous. Because, this can also be proven in the student's learning outcomes that show that the average value obtained is 85.23.

³⁵Suharsimi Arikunto, *Evaluasi Pendidikan*, h. 54.

Student's learning outcomes in English learning which is a sample in this study can be seen on the appendix table.

4.2 Hypothesis Testing

Hypothesis testing contains the truth of the hypothesis based on the data obtained from the research sample. The statistical technique used to determine the effect of the use of everyone is a teacher here strategy (X) toward student's learning outcome (Y) in English learning is by using the formula person product moment as follows.

Table 4.5 Variable X and Y

Num.	x	y	$x \cdot y$	x^2	y^2
(1)	(2)	(3)	(4)	(5)	(6)
1	50	80	4000	2500	6400
2	55	84	4620	3025	7056
3	57	87	4959	3249	7569
4	49	88	4312	2401	7744
5	52	93	4836	2704	8649
6	48	80	3840	2304	6400
7	44	80	3520	1936	6400
8	56	90	5040	3136	8100
9	48	85	4080	2304	7225
10	40	92	3680	1600	8464
11	57	90	5130	3249	8100
12	56	90	5040	3136	8100
13	53	93	4929	2809	8649
14	48	80	3840	2304	6400
15	49	93	4557	2401	8649
16	57	86	4902	3249	7396
17	60	77	4620	3600	5929
18	57	93	5301	3249	8649

19	52	77	4004	2704	5929
20	54	81	4374	2916	6561
21	51	79	4029	2601	6241
22	46	90	4140	2116	8100
23	50	89	4450	2500	7921
24	51	85	4335	2601	7225
25	51	80	4080	2601	6400
26	60	93	5580	3600	8649
27	46	85	3910	2116	7225
28	58	90	5220	3364	8100
29	46	77	3542	2116	5929
30	58	79	4582	3364	6241
31	55	88	4840	3025	7744
32	46	79	3634	2116	6241
33	52	80	4160	2704	6400
34	54	79	4266	2916	6241
35	52	84	4368	2704	7056
36	52	80	4160	2704	6400
37	50	82	4100	2500	6724
38	51	90	4590	2601	8100
39	56	90	5040	3136	8100
40	51	82	4182	2601	6724
41	52	88	4576	2704	7744
42	55	94	5170	3025	8836
43	45	80	3600	2025	6400
44	57	90	5130	3249	8100
45	54	88	4752	2916	7744
46	38	85	3230	1444	7225
47	59	80	4720	3481	6400
48	46	84	3864	2116	7056
49	52	90	4680	2704	8100
50	46	85	3910	2116	7225
51	53	87	4611	2809	7569

52	46	83	3818	2116	6889
53	51	82	4182	2601	6724
54	46	82	3772	2116	6724
55	55	85	4675	3025	7225
56	53	92	4876	2809	8464
57	49	78	3822	2401	6084
58	51	92	4692	2601	8464
59	51	90	4590	2601	8100
60	46	85	3910	2116	7225
61	44	81	3564	1936	6561
62	43	80	3440	1849	6400
63	54	80	4320	2916	6400
64	36	80	2880	1296	6400
65	60	93	5580	3600	8649
66	40	85	3400	1600	7225
67	36	93	3348	1296	8649
68	55	88	4840	3025	7744
69	49	86	4214	2401	7396
70	50	92	4600	2500	8464
71	49	92	4508	2401	8464
72	54	78	4212	2916	6084
73	46	89	4094	2116	7921
74	56	85	4760	3136	7225
75	57	90	5130	3249	8100
76	49	91	4459	2401	8281
77	57	84	4788	3249	7056
78	54	83	4482	2916	6889
79	45	82	3690	2025	6724
80	51	82	4182	2601	6724
81	48	83	3984	2304	6889
82	50	79	3950	2500	6241
83	50	80	4000	2500	6400
84	47	79	3713	2209	6241

85	53	84	4452	2809	7056
86	48	89	4272	2304	7921
87	53	85	4505	2809	7225
88	60	87	5220	3600	7569
89	49	79	3871	2401	6241
90	46	92	4232	2116	8464
Σ	4572	7671	390062	234718	656031
Average	50.80	85.23			

$$\text{Mean } (\Sigma) \bar{x} = 4572 : 90 = 50.80$$

$$\text{Mean } (\Sigma) \bar{y} = 7671 : 90 = 85.23$$

$$\Sigma x^2 = 234718$$

$$\Sigma y^2 = 656031$$

$$\Sigma xy = 390062$$

Subsequently included in the following formula:

$$r_{xy} = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

$$r_{xy} = \frac{390062}{\sqrt{(234718)(656031)}}$$

$$r_{xy} = \frac{390062}{\sqrt{153982}}$$

$$r_{xy} = \frac{390062}{392405}$$

$$r_{xy} = 0.994029 \rightarrow 0.995$$

If r_{hitung} is bigger than r_{tabel} , ($r_h \geq r_t$) then H_a accepted, H_o rejected. But instead, if r_{hitung} is smaller than r_{tabel} , then H_o diterima, dan H_a ditolak. Based on the above calculation, obtained $r_{hitung} = 0.995 \geq r_{tabel} = 0.207$ at a significant level

of 5%, so it is concluded that H_o rejected, dan H_a accepted . Means, there is a significant positive correlation between variable X with variable Y. Thus, it can be drawn a conclusion that, there is influence of the use of everyone is a teacher here strategy toward the student's learning outcomes on learning English at the second year (VIII) of MTs YMPI Rappang.

The magnitude of the influence of the use of everyone is a teacher here strategy of student's learning outcomes in English learning, can be known by squaring correlation coefficient value. Kofisiensi korelasi yang dihasilkan dalam penelitian ini adalah 0.995. Then squared, then the results obtained 0.9900. The result of squaring is obtained by using the determinant coefficient formula $KD=r_{xy}^2 \times 100\%$.³⁶ Thus, it can be concluded that the magnitude of the influence of the use of everyone is a teacher here strategy toward student's learning outcome in learning English is 99.00%, in the sense that the other 1% is influenced by other variables not observed in this study.

Table 4.6 Guidelines for interpretation of correlation coefficients³⁷

Coefficient Interval	Level of Relationship
0, 00 – 0, 199	Very low
0, 20 – 0, 399	Low
0, 40 – 0, 599	Medium
0, 60 – 0, 799	Strong
0, 80 – 1, 000	Very strong

³⁶<https://alvinburhani.wordpress.com/2012/06/28/kofisien-korelasi-signifikansi-determinasi/> (Diakses pada tanggal 11 Juli 2018).

³⁷Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R & D*, h. 257.

Based on the table of interpretation guidelines, it can be concluded that the use of everyone is a teacher here strategy has a relationship or a very strong influence on student's learning outcomes in learning English at the second grade (VIII) of MTs YMPI Rappang.

4.3 Discussion of Research Results

Before explaining the results of research, first researchers describe that everyone is a teacher here strategy is a strategy that gives every learner the opportunity to act as a teacher to other learners. The strategy of everyone is a teacher here is a strategy that can be used to improve the learning process of students, and can be tailored to the objectives to be achieved by learning in various subjects. The teaching procedures in Everyone Is a Teacher Here are determined on the activities of the students, not on the teacher's activities. This is the application of the basic concept and strategy of Everyone Is a Teacher Here itself that is optimizing the activities of learners. The steps are first to choose lesson materials. The teaching materials will fill the teaching process.

Student's learning outcome on learning English are the result of an interaction of learning and teaching level. From the teacher side, the teaching act ends with the evaluation process of learning outcomes. Learning outcomes, in part, are due to teacher action, an achievement of teaching objectives. On the other hand, it is an improvement in the mental ability of learners. Learning outcomes are the process of rewarding the learning outcomes that learners achieve with certain criteria. This implies that the object that is judged is the learning outcome of the learners.

This research was conducted in class VIII MTs YMPI Rappang with the number of population of 184 students and the sample is 90 students. The sampling

technique in this study, using the technique proportionate stratified random sampling technique used because the population has non-homogeneous and stratified members proportionally.

Techniques and instruments of collecting data in this study, using observation, questionnaire / questionnaire, and documentation. The data analysis techniques used in this study, using descriptive and inferential statistical analysis techniques.

After the researchers conducted the analysis, the researchers will describe some of the results of research that has been done in accordance with the guidelines of research used, namely as follows.

Based on testing data analysis, has obtained value on each variable. The questionnaire results, the total score of the use of everyone variable is a teacher here strategy obtained is 4572, The highest theoretical score of this variable for each respondent is $12 \times 5 = 60$, because the number of respondents 90 people, then the criterion score is $60 \times 90 = 5400$. Thus, the use of everyone is a teacher here strategy is $4572 : 5400 = 0.846$ or 84.60 % of the criteria set. Thus, it can be concluded that the use of everyone is a teacher here strategy is high category.

Furthermore, based on the results of the recapitulation of learners who became the total score of variable of student's learning outcome in English learning obtained from the research results is 7671, theoretical score of this variable each respondent is 100, because the number of respondents 90 people, then the criterion score is $100 \times 90 = 9000$. Thus, the student's learning outcome in English learning is $7671 : 9000 = 0.852$ or 85.20% of criteria set. Thus, it can be concluded that of student's learning outcome in English learning is high score.

Table 4.7 First output

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	57,216	1	57,216	56,862	,000 ^b
1 Residual	2148,884	88	24,419		
Total	2206,100	89			

a. Dependent Variable: Learning Outcome

b. Predictors: (Constant), Using Everyone Is a Teacher Here Strategy

Table 4.8 Second output

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,995 ^a	,990	,978	9,802

a. Predictors: (Constant), Using Everyone Is a Teacher Here Strategy

The use of everyone is a teacher here strategy there is a significant influence on the student's learning outcomes in learning English class VIII MTs YMPI Rappang. Based on simple linear regression testing, the using of everyone is a teacher here strategy toward the student's learning outcomes on learning English at the VIII grade of MTs YMPI Rappang obtained regression coefficient $R=0.995$, and value of $F= 56.862$ with $sig=0.0000$. So that from the data the hypothesis is accepted. This research has an effective contribution $R^2= 0.9900$ which shows 99% the variable using of everyone is a teacher here strategy influenced by the learning outcomes of students, in the sense that the other 1% is influenced by other variables not observed in this study.

Linear regression is done to determine the functional or causal relationship between one dependent variable and one independent variable. Form of regression equation in the form of:

$$Y = a + bX$$

which:

Y = Dependent variable that is predicted

a = Constants

b = Regression coefficient

X = Independent variable

$$Y = 7.547 + 0.817X$$

The price of 7.547 is a constant value (a) which indicates that if there is no increase in the use of everyone is a teacher here strategy, then the learning outcomes of students in learning English will reach 7,547. The price of 0.817 is a regression coefficient which shows that every time there is a 1 digit addition to the using of everyone is a teacher here strategy, then there will be an increase in student's learning outcomes of 0.817.

Table 4.9 Third output

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,547	5,088		1,957	,000
	Using Everyone Is a Teacher Here Strategy	0,817	,100	,995	8,972	,000

a. Dependent Variable: Learning Outcome

Based on the results of inferential analysis using the linear regression score technique, the use of everyone is a teacher here strategy $r_{xy} = 0.995$ with a significance level of 5%, this shows that the independent variable using everyone is a teacher here strategy has an influence on students' learning outcomes. Thus, the

hypothesis which states that there is an influence between the use of a teacher here strategy has an influence on the learning outcomes of students in learning English in class VIII MTs YMPI Rappang received. The influence of the use of everyone is a teacher here strategy the student's learning outcome of 0.9900 with a value of $p = 0.000$, which means significant.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the analysis that has been described in this skripsi, which discusses the influence of using everyone is a teacher here strategy toward student's learning outcomes on learning English at the second grade (VIII) of MTs YMPI Rappang, it can be drawn conclusion as follows:

- 5.1.1 The use of everyone is a teacher here strategy in learning English class VIII MTs YMPI Rappang is in the high category, by analyzing the results of questionnaires distributed to 90 respondents, so with the use of everyone is a teacher here strategy is applied maximally by English teachers, and can achieve instructional goals through the use of strategy everyone is a teacher here. It is synchronized with the strategy, the learning process will be more targeted according to the goals to be achieved.
- 5.1.2 Student's learning outcome in English learning class VIII MTs YMPI Rappang is in the high category, by analyzing the values taken from the recapitulation of English learning. Show that, learners fully able to improve learning outcomes above the average value of 85.23.
- 5.1.3 There is a significant influence on the use of everyone is a teacher here strategy toward the student's learning outcomes in learning English class VIII MTs YMPI Rappang. This, based on the results of test effects that have been done in this study. So the influence of the use of everyone is a teacher here strategy towards student's learning outcomes in English learning class VIII

MTs YMPI Rappang is 99.00%, in the sense that the other 1% influenced by other variables not observed in this study.

5.2 Suggestion

In order for the learning process to run well and fun, then educators should be able to provide the best strategy to learners including the skills that must be owned by educators so that learners do not feel bored in the learning process. Therefore, researchers suggest:

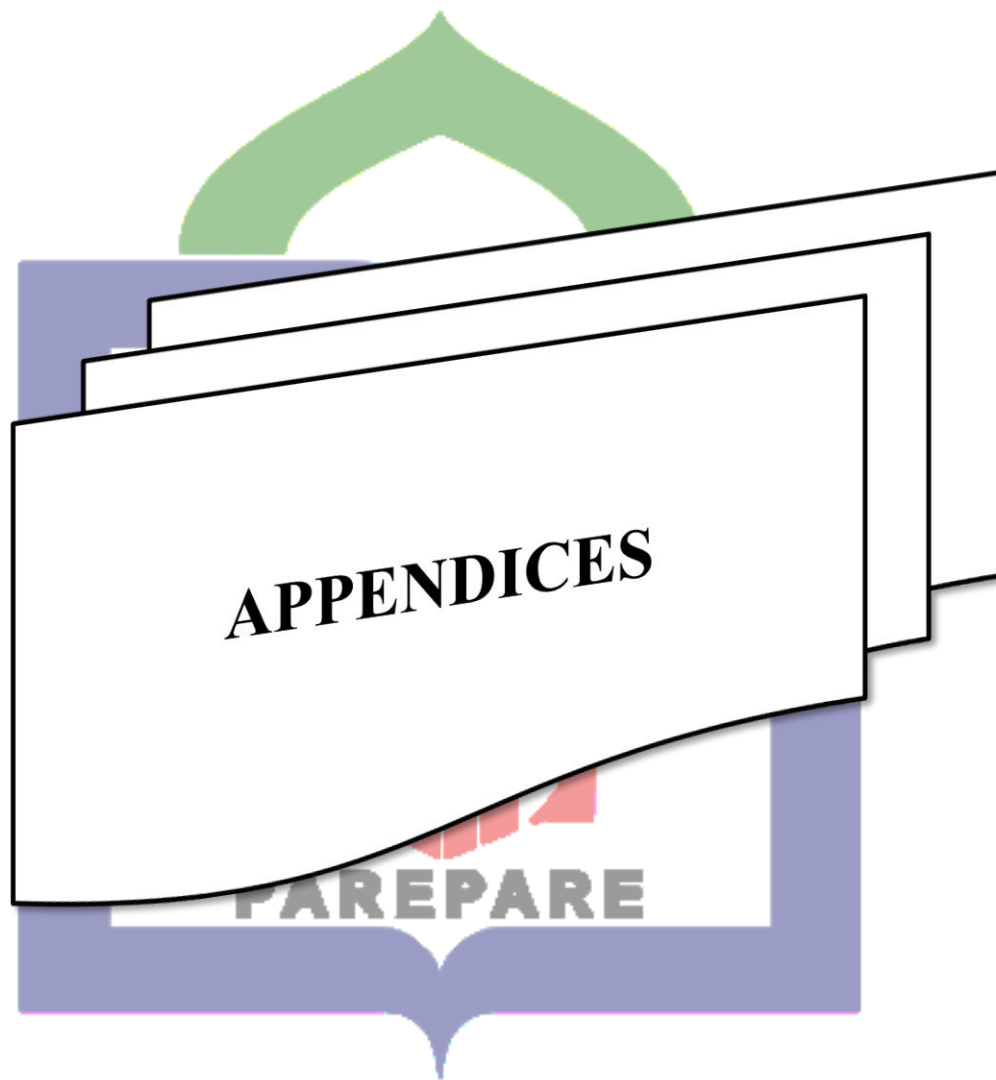
- 5.2.1 The results of this study indicate that the use of everyone is a teacher here strategy in learning English is in the high category, so the use of strategy everyone is a teacher here can be implemented by all educators in MTs YMPI Rappang, so not only implemented in English subjects, but all subjects so that educators are not just a teacher center, but how learners are emphasized in the student center in learning and easier to achieve learning objectives that have been set.
- 5.2.2 In relation to the learning outcomes of learners in learning English class VIII MTs YMPI Rappang, the results showed that achieving the high category, this is in accordance with the recommendations of researchers that in accordance with student's learning outcomes in English learning. Because, according to what is attached about student learning outcomes show the average value of 85.23 obtained after the research done.

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Appendix 1

QUESTIONNAIRE GRIDS

**THE INFLUENCE OF USING EVERYONE IS A TEACHER HERE
STRATEGY TOWARD THE STUDENT'S LEARNING
OUTCOME ON LEARNING ENGLISH AT THE
SECOND YEAR OF MTs YMPI RAPPANG**

Research Variable	Indicator	Num. Instrumen Items
The use of Everyone is a teacher here strategy on learning English in Class VIII MTs YMPI Rappang	1. Quality of use everyone is a teacher here strategy.	1, 2, 8, and 12
	2. Feelings of learners during use everyone is a teacher here strategy.	3, 9, and 10
	3. Interest of learners with the use of everyone is a teacher here strategy.	4, 7, and 11
	4. Motivation of learners with use everyone is a teacher here strategy.	5
	5. Attention of learners with use everyone is a teacher here strategy.	6

Appendix 2**QUESTIONNAIRE**

**THE INFLUENCE OF USING EVERYONE IS A TEACHER HERE
STRATEGY TOWARD THE STUDENT'S LEARNING OUTCOME ON
LEARNING ENGLISH AT THE SECOND YEAR OF MTs YMPI RAPPANG**

I. Identity of Respondents

Respondent Code :

Gender : Man Woman

Class :

II. Instructions Charging Questionnaire

- a. Read the following statement carefully.
- b. Choose an alternative answer that really suits with your situation.
- c. Answer honestly because this questionnaire will not affect the value of report cards.
- d. Put a check list (√) on the alternative answer that you think is most appropriate.
- e. The answer to this questionnaire will be kept secret.
- f. All statements should be answered and not allowed to answer one question item more than one answer.
- g. Alternative remarks Answers:

SA A DF DA SDA
 (Strogly Agree) (Agree) (Doubtful) (Disagree) (Strongly Disagree)

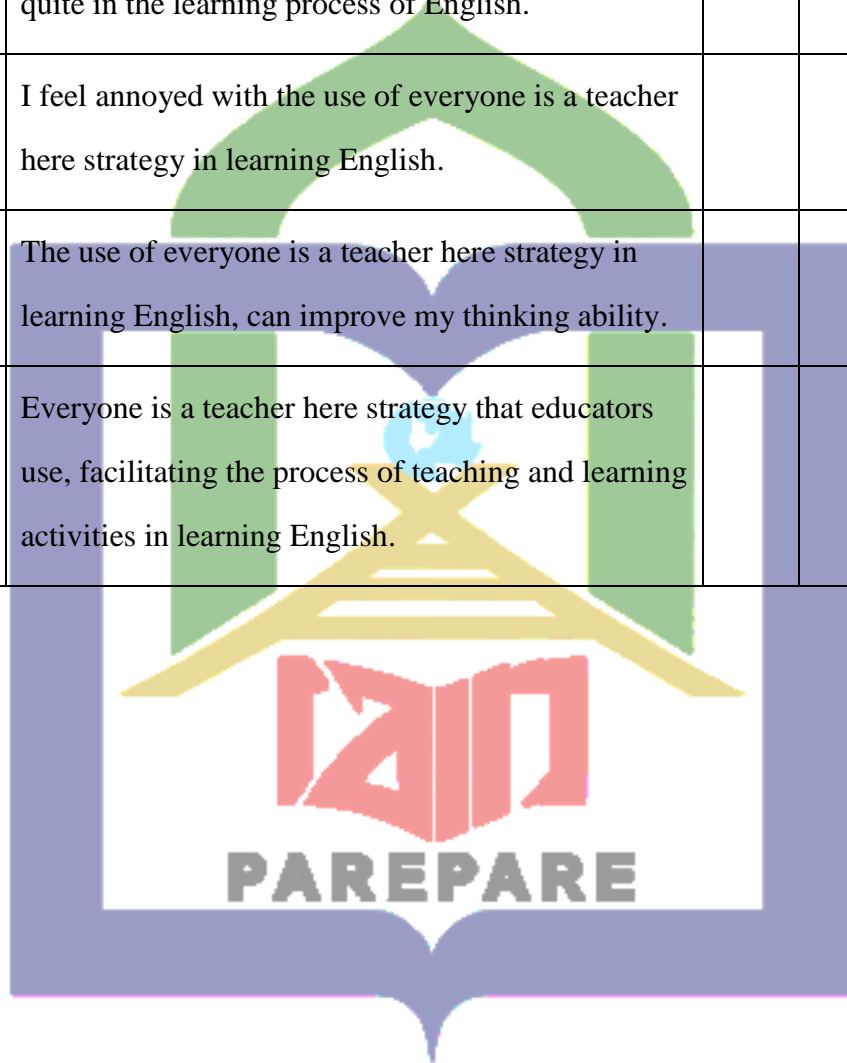
- h. Thank you for your participation.

III. List of Statement

The Influence Of Using Everyone Is A Teacher Here Strategy Toward The Student's Learning Outcome On Learning English At The Second Year Of Mts Ympi Rappang

N.	STATEMENT	Alternative Answer				
		SA	A	DF	DA	SDA
1	Your English teacher uses everyone is a teacher here strategy in learning english.					
2	The use of everyone is teacher here strategy in learning English can help develop the creativity of learners.					
3	You are happy to follow the learning of English with the use of everyone is a teacher here strategy.					
4	Everyone is a teacher here strategy in learning, I feel eager to follow the English lesson.					
5	The use of everyone is a teacher here strategy can motivate learners to actively learn English.					
6	I pay more attention to learning English with the use of everyone is a teacher here strategy.					
7	I am not interested in using everyone is a teacher here strategy in English learning.					

8	Everyone is a teacher here strategy can provide satisfactory learning outcomes in learning English.					
9	Everyone is a teacher here strategy to cause me quite in the learning process of English.					
10	I feel annoyed with the use of everyone is a teacher here strategy in learning English.					
11	The use of everyone is a teacher here strategy in learning English, can improve my thinking ability.					
12	Everyone is a teacher here strategy that educators use, facilitating the process of teaching and learning activities in learning English.					



Appendix 3**OBSERVATION GUIDELINES**

**THE INFLUENCE OF USING EVERYONE IS A TEACHER HERE
STRATEGY TOWARD THE STUDENT'S LEARNING OUTCOME ON
LEARNING ENGLISH AT THE SECOND YEAR OF MTs YMPI RAPPANG**

Field of Study : Bahasa Inggris Day/Date : Saturday, Feb 17th 2018

Class : VIII (Eight Grade) Teacher Name : Nurhikmah, S. Pd

Material : Tenses

Charging instructions

- a. Take an easy position for you to observe the learning process conducted by an English teacher without disrupting the learning process.
- b. Put a check list (√) on the provided column according to your observation.

Everyone is Teacher Here Strategy	Yes	No
Quality of implementation everyone is a teacher here strategy.		
1. English teachers use everyone is a teacher here strategy in learning English		
2. Everyone is a teacher here strategy on learning English develop creativity of learners		
3. Everyone is a teacher here strategy provides a more real experience in learning English		
4. Everyone is teacher here strategy to facilitate the process of		

learning English		
Student's feeling when using everyone is a teacher here strategy.		
5. Students are happy to follow the process of learning English with the use of everyone is a teacher here strategy.		
6. Learners are excited to follow the process of learning English with the use of everyone is a teacher here strategy.		
Interest of learners with everyone is a teacher here strategy.		
7. Enthusiastic learners in the process of learning English with the use of everyone is a teacher here strategy.		
8. Learners are more interested in using everyone is a teacher here strategy on learning English.		
Motivation of learners with the everyone is a teacher here strategy.		
9. The use of everyone is a teacher here strategy, motivating learners to actively learn English.		
Attention learners when using everyone is a teacher here strategy.		
10. Learners pay more attention to learning English with the use of everyone is a teacher here strategy.		

Appendix 4

QUESTIONNAIRE TABULATION OF X VARIABLE
(Using Everyone Is A Teacher Here Strategy)

N.	Item Statement												Amount
	1	2	3	4	5	6	7	8	9	10	11	12	
1	4	5	4	4	5	4	3	4	3	5	4	5	50
2	5	5	5	5	5	4	5	4	3	5	5	4	55
3	5	5	5	5	5	5	4	5	4	4	5	5	57
4	4	5	4	5	5	4	4	4	3	1	5	5	49
5	4	5	5	5	4	4	4	5	4	4	4	4	52
6	4	5	4	3	4	3	4	4	4	4	5	4	48
7	3	3	4	4	5	4	4	4	3	3	4	3	44
8	5	5	5	5	5	5	5	5	1	5	5	5	56
9	4	4	4	5	4	3	3	4	4	4	4	5	48
10	5	4	2	3	4	3	2	4	3	3	4	3	40
11	5	5	4	5	5	4	5	5	4	5	5	5	57
12	5	5	5	5	5	5	4	4	4	4	5	5	56
13	5	5	5	5	5	5	3	4	4	4	4	4	53
14	4	4	5	4	3	4	3	4	3	5	4	5	48
15	5	4	5	3	4	4	5	4	3	4	4	4	49
16	5	5	5	5	5	5	4	5	4	4	5	5	57
17	5	5	5	5	5	5	5	5	5	5	5	5	60
18	5	5	5	5	5	4	4	5	5	5	5	4	57

19	5	5	5	5	5	4	4	3	4	4	4	4	52	
20	5	5	5	5	5	5	3	5	3	3	5	5	54	
21	5	5	5	5	5	4	4	4	2	4	4	4	51	
22	5	4	5	5	3	4	2	2	4	3	4	5	46	
23	4	5	4	4	4	4	4	4	3	4	5	5	50	
24	4	5	4	4	5	4	4	5	4	4	4	4	51	
25	4	5	5	5	5	4	1	5	3	4	5	5	51	
26	5	5	5	5	5	5	5	5	5	5	5	5	60	
27	5	5	4	4	4	4	2	4	2	4	4	4	46	
28	5	5	5	5	5	4	5	5	5	5	5	4	58	
29	4	5	4	3	5	4	3	3	3	4	4	4	46	
30	5	5	5	5	4	5	5	5	5	5	5	4	5	58
31	3	5	5	5	5	5	5	5	4	5	5	3	55	
32	4	4	3	3	4	4	4	4	3	4	5	4	46	
33	5	5	5	5	5	5	2	4	3	4	4	5	52	
34	4	5	4	4	5	4	4	5	4	5	5	5	54	
35	4	5	4	5	5	4	4	5	2	4	5	5	52	
36	4	5	5	4	5	5	3	4	4	4	5	4	52	
37	5	4	5	3	5	4	5	5	2	4	4	4	50	
38	3	5	4	5	4	4	4	4	5	4	5	4	51	
39	5	5	5	5	5	5	4	5	3	4	5	5	56	
40	5	5	4	4	5	4	4	5	3	3	5	4	51	
41	5	5	4	4	5	4	5	4	4	4	4	4	52	

42	5	5	5	5	5	5	3	4	4	4	5	5	55
43	4	4	3	3	4	4	3	4	3	4	4	5	45
44	5	5	5	5	5	5	4	4	5	4	5	5	57
45	5	5	5	5	5	5	5	5	2	4	4	4	54
46	4	4	3	3	4	4	1	4	3	2	3	3	38
47	5	5	5	4	5	5	5	5	5	5	5	5	59
48	4	5	4	4	4	3	3	4	3	4	4	4	46
49	5	5	4	5	5	4	4	4	2	4	5	5	52
50	2	5	4	3	5	3	1	4	4	5	5	5	46
51	4	5	4	4	5	5	5	5	3	4	5	4	53
52	5	4	4	3	4	4	3	3	3	4	4	5	46
53	3	5	4	4	4	5	4	5	3	4	5	5	51
54	4	4	4	4	5	4	4	3	4	4	2	4	46
55	5	5	5	5	3	5	4	5	3	5	5	5	55
56	5	5	5	5	5	3	4	5	3	4	4	5	53
57	5	5	5	4	5	3	5	3	1	4	5	4	49
58	5	5	4	4	5	4	5	4	3	4	4	4	51
59	5	5	4	5	4	3	5	5	5	3	3	4	51
60	4	4	4	5	3	3	3	4	3	5	5	3	46
61	3	5	2	4	5	5	3	5	2	3	3	4	44
62	4	4	5	5	4	3	2	4	1	2	5	4	43
63	4	4	4	5	5	4	5	5	4	5	4	5	54
64	3	4	3	4	4	3	2	3	2	2	3	3	36

65	5	5	5	5	5	5	5	5	5	5	5	5	60
66	3	4	3	3	4	3	2	4	3	3	4	4	40
67	4	3	4	3	3	3	2	3	3	3	3	2	36
68	5	5	5	4	5	5	4	4	4	4	5	5	55
69	4	4	4	4	4	4	3	5	3	4	5	5	49
70	4	5	5	5	5	4	4	5	2	3	5	3	50
71	4	4	4	4	4	5	4	4	3	4	4	5	49
72	5	5	5	4	5	4	4	5	4	4	5	4	54
73	4	5	4	5	4	4	2	3	4	5	2	4	46
74	5	5	5	5	5	5	5	5	5	1	5	5	56
75	4	5	5	5	5	4	5	5	5	4	5	5	57
76	4	4	4	4	4	4	3	4	5	5	4	4	49
77	5	5	4	5	5	3	5	5	5	5	5	5	57
78	5	5	5	5	5	5	3	4	3	4	5	5	54
79	5	5	5	5	3	5	1	3	2	3	5	3	45
80	5	4	4	4	4	3	5	4	5	4	5	4	51
81	5	4	4	5	4	4	4	5	3	1	4	5	48
82	5	5	5	4	5	3	5	4	1	3	5	5	50
83	4	5	5	4	4	4	4	4	3	4	4	5	50
84	4	4	4	4	4	3	4	4	3	3	5	5	47
85	5	5	5	5	5	3	5	4	4	3	5	4	53
86	5	5	5	4	4	4	3	4	3	3	4	4	48
87	5	5	4	5	5	5	4	5	3	3	5	4	53

88	5	5	5	5	5	5	5	5	5	5	5	5	60
89	5	5	4	4	5	3	3	4	3	3	5	5	49
90	4	4	4	3	4	3	4	4	4	4	4	4	46
Σ	401	423	396	394	409	369	338	387	308	350	402	395	4572



Appendix 5

LIST OF STUDENT'S LEARNING OUTCOME IN CLASS VIII MTS YMPI RAPPANG (Y VARIABLE)

DAFTAR REKAP NILAI HASIL BELAJAR		
DATA UMUM	NAMA SEKOLAH	: MTS YMPI RAPPANG
	MATA PELAJARAN	: BAHASA INGGRIS
	KELAS	: VIII A
	SEMESTER	: II
	TAHUN PELAJARAN	: 2017/2018
	WALI KELAS	: WAHYUDDIN, S. Pd


No.	Nama Peserta Didik	I.P	Jumlah Skore	Nilai	Keterangan Ketuntasan Belajar
1	Abd Rahman Rahim	L	80.00	80	Tuntas
2	Andi Artika Sari	P	84.00	84	Tuntas
3	Harmawati	P	87.00	87	Tuntas
4	Indra Saputra	L	88.00	88	Tuntas
5	Khumairah Anasruddin	P	93.00	93	Tuntas
6	Muhammad Aldy	L	80.00	80	Tuntas
7	Muh Alkhafi	L	80.00	80	Tuntas
8	Muh Raynaldi Jamsyir	L	90.00	90	Tuntas
9	Muljarri Marshall H	L	85.00	85	Tuntas
10	Nabila Bakri	P	92.00	92	Tuntas
11	Nutrida D	P	90.00	90	Tuntas
12	Ririn Hafid	P	90.00	90	Tuntas
13	Septita Puteri Namirta	P	93.00	93	Tuntas
14	Usmiranda Usman	L	80.00	80	Tuntas
15	Andi Fadli Muhsyahama	L	93.00	93	Tuntas

REKAPIT ULASI	Jumlah	: 1306	Jumlah Peserta Ujian	: 31 Orang
	Rata-rata	: 87.00	Jumlah yang Tuntas	: 31 Orang
	Nilai Tertinggi	: 93	Jumlah yang Belum Tuntas	: -
	Nilai Terendah	: 80	Diatas Rata-rata	: 9 Orang
	Simpangan Baku	: -	Dibawah Rata-rata	: 6 Orang

Rappang, 23 Juni 2018

Mengetahui
 Kepala MTS YMPI Rappang

ANDI SALEH, B. S. Pd., M. Pd.1
 Nip. 19720118 200312 1 002

Guru Mata Pelajaran

NURI IKMAL, S. Pd
 Nip.

DAFTAR REKAP NILAI HASIL BELAJAR

DATA UMUM	NAMA SEKOLAH	: MTs YMPI RAPPANG
	MATA PELAJARAN	: BAHASA INGGRIS
	KELAS	: VIII. B
	SEMESTER	: II
	TAHUN PELAJARAN	: 2017/2018
	WALI KELAS	: MARIANA, S. PI

No.	Nama Peserta Didik	LP	Jumlah Skore	Nilai	Keterangan Ketuntasan Belajar
1	A Nur Azizah Asfin	P	86.00	86	Tuntas
2	Ahmad Fauzan Putra Ruslan	L	77.00	77	Tuntas
3	A Nabila Arista Widya	P	93.00	93	Tuntas
4	Andika Putra	L	77.00	77	Tuntas
5	Ards Jaya	L	81.00	81	Tuntas
6	Aryady	L	79.00	79	Tuntas
7	Astrid	P	90.00	90	Tuntas
8	Faramita A	P	89.00	89	Tuntas
9	Hajriani	P	85.00	85	Tuntas
10	Muh Afrizal S	L	80.00	80	Tuntas
11	Muhammad Nur Halis	L	93.00	93	Tuntas
12	Rahmat Nur fathir	L	85.00	85	Tuntas
13	Vina Andriani	P	90.00	90	Tuntas
14	Wahyu Saputra	L	77.00	77	Tuntas
15	Sulkifli	L	79.00	79	Tuntas

REKAPIT ULASI	Jumlah	: 1261	Jumlah Peserta Ujian	: 31 Orang
	Rata-rata	: 84.07	Jumlah yang Tuntas	: 29 Orang
	Nilai Tertinggi	: 93	Jumlah yang Belum Tuntas	: 2 Orang
	Nilai Terendah	: 77	Diatas Rata-rata	: 8 Orang
	Simpangan Baku	: -	Dibawah Rata-rata	: 7 Orang

Rappang, 23 Juni 2018

Mengetahui
Kep. MTs YMPI Rappang



ANDI SALEH, B. S. Pd., M. Pd.I
Nip. 19720118 200312 1 002

Guru Mata Pelajaran



NURHIKMAH, S. Pd
Nip.

DAFTAR REKAP NILAI HASIL BELAJAR

DATA UMUM	NAMA SEKOLAH	: MTs YMPI RAPPANG
	MATA PELAJARAN	: BAHASA INGGRIS
	KELAS	: VIII. C
	SEMESTER	: II
	TAHUN PELAJARAN	: 2017/2018
	WALI KELAS	: FERDYANTONO, S. Pd

No.	Nama Peserta Didik	LP	Jumlah Skore	Nilai	Keterangan Ketuntasan Belajar
1	Andi Annisa Lutfiah Hatta	P	88.00	88	Tuntas
2	A. Azka Fuadi Al Fathani	L	79.00	79	Tuntas
3	Adrian Baharuddin	L	80.00	80	Tuntas
4	Armin	L	79.00	79	Tuntas
5	Dita Maulyda	P	84.00	84	Tuntas
6	Fadil	L	80.00	80	Tuntas
7	Feni	P	82.00	82	Tuntas
8	Haikal Syahrir	L	90.00	90	Tuntas
9	Hardiyanti	P	90.00	90	Tuntas
10	M. Syfik	L	82.00	82	Tuntas
11	Muh. Takdir	L	88.00	88	Tuntas
12	Nadya Harnol M. Lolo	L	94.00	94	Tuntas
13	Rahmatullah	L	80.00	80	Tuntas
14	Rezeky Nur Firahty Amara	P	90.00	90	Tuntas
15	Yuni Sari	P	88.00	88	Tuntas

REKAPIT ULASI	Jumlah	: 1274	Jumlah Peserta Ujian	: 31 Orang
	Rata-rata	: 84.93	Jumlah yang Tuntas	: 31 Orang
	Nilai Tertinggi	: 94	Jumlah yang Belum Tuntas	: -
	Nilai Terendah	: 79	Diatas Rata-rata	: 7 Orang
	Simpangan Baku	: -	Dibawah Rata-rata	: 8 Orang

Rappang, 23 Juni 2018

Mengetahui
Kepala MTs YMPI Rappang



ANDI SALEH, B. S. Pd., M. Pd.I
Nip. 19720118 200312 1 002

Guru Mata Pelajaran



NURIHIKMAH, S. Pd
Nip.

DAFTAR REKAP NILAI HASIL BELAJAR

DATA UMUM	NAMA SEKOLAH	: MTs YMPI RAPPANG
	MATA PELAJARAN	: BAHASA INGGRIS
	KELAS	: VIII D
	SEMESTER	: II
	TAHUN PELAJARAN	: 2017/2018
	WALI KELAS	: MISRAH, S. Pd., S. Pd. I

No.	Nama Peserta Didik	LP	Jumlah Skore	Nilai	Keterangan Ketuntasan Belajar
1	Ahmad Dani	L	85.00	85	Tuntas
2	Achmad Faishal	L	80.00	80	Tuntas
3	Ardjono	L	84.00	84	Tuntas
4	Asmawati	P	90.00	90	Tuntas
5	Azzahrah Nurhalizah Sardi	P	85.00	85	Tuntas
6	Damaiyanti	P	87.00	87	Tuntas
7	Fajriah	P	83.00	83	Tuntas
8	Fatimah Azzahrah	P	82.00	82	Tuntas
9	Khairiyyatul Qulbi Rauf	P	82.00	82	Tuntas
10	Muhammad Fajar	L	85.00	85	Tuntas
11	Muh. Akbar Rusli	L	92.00	92	Tuntas
12	Muh. Alfian Naharuddin	L	78.00	78	Tuntas
13	Mardiah	P	92.00	92	Tuntas
14	Nur Rahmadani	P	90.00	90	Tuntas
15	Rezki Anugrah Sayyadi	L	85.00	85	Tuntas
16	M. Akso Budi Pratama	L	81.00	81	Tuntas

REKAPITULASI	Jumlah	: 1361	Jumlah Peserta Ujian	: 32 Orang
	Rata-rata	: 85.06	Jumlah yang Tuntas	: 31 Orang
	Nilai Tertinggi	: 92	Jumlah yang Belum Tuntas	: 1 Orang
	Nilai Terendah	: 78	Diantas Rata-rata	: 5 Orang
	Simpangan Baku	: -	Dibawah Rata-rata	: 11 Orang

Rappang, 23 Juni 2018

Mengetahui
Kepala MTs YMPI Rappang



ANDI SALLEH, B. S. Pd., M. Pd. I
Nip. 19720118 200312 1 002

Guru Mata Pelajaran

NUR IKMAH, S. Pd.
Nip.

DAFTAR REKAP NILAI HASIL BELAJAR

DATA UMUM	NAMA SEKOLAH	: MTs YMPI RAPPANG
	MATA PELAJARAN	: BAHASA INGGRIS
	KELAS	: VIII E
	SEMESTER	: II
	TAHUN PELAJARAN	: 2017/2018
	WALI KELAS	: ZAKIYAH MATHAR, S. Ag

No.	Nama Peserta Didik	LP	Jumlah Skore	Nilai	Keterangan Ketuntasan Belajar
1	A. Muh Rifqi T	L	80.00	80	Tuntas
2	Ahmad Taufik S	L	80.00	80	Tuntas
3	Amal Fahal Ichlas	L	80.00	80	Tuntas
4	Arsyidsyah	L	93.00	93	Tuntas
5	Aulia Nuzhulia	P	85.00	85	Tuntas
6	Dwi Astrid Jufri	P	93.00	93	Tuntas
7	M. Fadillah	P	88.00	88	Tuntas
8	Novita Ramadhani	P	86.00	86	Tuntas
9	Sakirah	P	92.00	92	Tuntas
10	Vera Juniyensi	P	92.00	92	Tuntas

REKAPIT ULASI	Jumlah	: 869	Jumlah Peserta Ujian	: 30 Orang
	Rata-rata	: 86.90	Jumlah yang Tuntas	: 29 Orang
	Nilai Tertinggi	: 93	Jumlah yang Belum Tuntas	: 1 Orang
	Nilai Terendah	: 80	Diatas Rata-rata	: 5 Orang
	Simpangan Baku	: -	Dibawah Rata-rata	: 5 Orang

Rappang, 23 Juni 2018

Mengetahui
Kep. MTs YMPI Rappang



Guru Mata Pelajaran

NURHIKMAH, S. Pd
Nip.

DAFTAR REKAP NILAI HASIL BELAJAR

DATA UMUM	NAMA SEKOLAH	: MTs YMPI RAPPANG
	MATA PELAJARAN	: BAHASA INGGRIS
	KELAS	: VIII. F
	SEMESTER	: II
	TAHUN PELAJARAN	: 2017/2018
	WALI KELAS	: MARYAM R. S. Pd

No.	Nama Peserta Didik	LP	Jumlah Skore	Nilai	Keterangan Ketuntasan Belajar
1	Afriyan	L	78.00	78	Tuntas
2	Ahmad Fajril	L	89.00	89	Tuntas
3	Aisyah	P	85.00	85	Tuntas
4	Alifia Zahra Svahri	P	90.00	90	Tuntas
5	Anisa	P	91.00	91	Tuntas
6	Fatimah Azzahrah Ashari	P	84.00	84	Tuntas
7	Fitri Handayani I	P	83.00	83	Tuntas
8	Ikramullah Pratama Rustam	L	82.00	82	Tuntas
9	Indah Katmeliah	P	82.00	82	Tuntas
10	Khalisah Putri Usman	P	83.00	83	Tuntas
11	Mohammad Aidil Fitri Ramadan	L	79.00	79	Tuntas
12	Muh. Asri Samad	L	80.00	80	Tuntas
13	Muh. Raihan Rizal	L	79.00	79	Tuntas
14	M. Syaqui	L	84.00	84	Tuntas
15	Marshanda Jufr	P	89.00	89	Tuntas
16	Milda	P	85.00	85	Tuntas
17	Rahmat Wahyu Aji	L	87.00	87	Tuntas
18	Sahrul	L	79.00	79	Tuntas
19	Yusriani	P	92.00	92	Tuntas

REKAPIT ULASI	Jumlah	: 1601	Jumlah Peserta Ujian	: 29 Orang
	Rata-rata	: 84,26	Jumlah yang Tuntas	: 27 Orang
	Nilai Tertinggi	: 92	Jumlah yang Belum Tuntas	: 2 Orang
	Nilai Terendah	: 78	Diatas Rata-rata	: 8 Orang
	Simpangan Baku	: -	Dibawah Rata-rata	: 11 Orang


Rappang, 23 Juni 2018

Mengetahui
Kepala MTs YMPI Rappang



ANDISALETI, B. S. Pd., M. Pd.I
Nip. 19720118 200312 1 002

Guru Mata Pelajaran


NURHIKMAH, S. Pd
Nip.

Appendix 6**OBSERVATION RESULT****THE INFLUENCE OF USING EVERYONE IS A TEACHER HERE STRATEGY TOWARD THE STUDENT'S LEARNING OUTCOME ON LEARNING ENGLISH AT THE SECOND YEAR OF MTs YMPI RAPPANG**Field of Study : English Language Day/Date : Saturday, Juny, 15th 2018

Class : VIII (Eight Grade) Teacher Name : Nurhikmah, S. Pd

Material : Daily Activity

Charging instructions

- a. Take an easy position for you to observe the learning process conducted by an English teacher without disrupting the learning process.
- b. Put a check list (√) on the provided column according to your observation.

Everyone is Teacher Here Strategy	Yes	No
Quality of implementation everyone is a teacher here strategy.		
1. English teachers use everyone is a teacher here strategy in learning English		
2. Everyone is a teacher here strategy on learning English develop creativity of learners		
3. Everyone is a teacher here strategy provides a more real experience in learning English		
4. Everyone is teacher here strategy to facilitate the process of		

learning English		
Student's feeling when using everyone is a teacher here strategy.		
5. Students are happy to follow the process of learning English with the use of everyone is a teacher here strategy.		
6. Learners are excited to follow the process of learning English with the use of everyone is a teacher here strategy.		
Interest of learners with everyone is a teacher here strategy.		
7. Enthusiastic learners in the process of learning English with the use of everyone is a teacher here strategy.		
8. Learners are more interested in using everyone is a teacher here strategy on learning English.		
Motivation of learners with the everyone is a teacher here strategy.		
9. The use of everyone is a teacher here strategy, motivating learners to actively learn English.		
Attention learners when using everyone is a teacher here strategy.		
10. Learners pay more attention to learning English with the use of everyone is a teacher here strategy.		

Appendix 7

LICENSE OF RESEARCH



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 Alamat: Jl. Amas Barat No. 2, Soreang Kota Parepare 91132 ☎ (0421) 27307 ☘ (0421) 24408
 Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 180 /In.33/PP.00 9/05/2018
 Lampiran : -
 Hal : 1 Izin Melaksanakan Penelitian

Kepada Yth.
 Kepala Daerah KAB. SIDENRENG RAPPANG
 Cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
 di
 KAB. SIDENRENG RAPPANG

Assalamu Alaikum Wr. Wb.
 Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : ASRAN
 Tempat/Tgl. Lahir : NUNUKAN, 22 Agustus 1995
 NIM : 14.1300.035
 Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
 Semester : VIII (Delapan)
 Alamat : K.H.ABDUL MUTIN YUSUF BENTENG, KAB. SIDRAP

Bermaksud akan mengadakan penelitian di wilayah KAB. SIDENRENG RAPPANG dalam rangka penyusunan skripsi yang berjudul :
"THE INFLUENCE OF USING EVERYONE IS A TEACHER HERE TOWARD THE STUDENT'S LEARNING OUTCOME ON LEARNING ENGLISH AT THE SECOND YEAR OF MTs YMPI RAPPANG"

Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai selesai. Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih.

11 Mei 2018

Ani Restor

Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Anis Djunaidi

Appendix 8

LICENSE TO DO RESEARCH



PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
 JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 9 KABUPATEN SIDENRENG RAPPANG
 PROVINSI SULAWESI SELATAN
 Telepon (0421) - 3590065 Email : ptsp_sdrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN
 Nomor : 380/IP/DPMPSTP/5/2018

DASAR

1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Penanaman Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
2. Surat Permohonan ASRAM Tanggal 14-05-2018
3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis Badan Kesatuan Bangsa Dan Politik Kab. Sidrap Nomor 800/389/KesbangPol/2018 Tanggal 14-05-2018

MENGIZINKAN

KEPADA
 NAMA : ASRAM
 ALAMAT : JL. PESANTREN, KEL. BENTENG, KEC. BARANTI
 UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

JUDUL PENELITIAN : " THE INFLUENCE OF USING EVERYONE IS A TEACHER HERE STRATEGY TOWARD THE STUDENT'S LEARNING OUTCOME ON LEARNING ENGLISH AT THE SECOND YEAR OF MTs YMPI RAPPANG "

LOKASI PENELITIAN : MTs YMPI RAPPANG

JENIS PENELITIAN : KUANTITATIF
LAMA PENELITIAN : 16 Mei 2018 s.d 16 Juli 2018

Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng
 Pada Tanggal : 22-05-2018
An. BUPATI SIDENRENG RAPPANG
 W. NURBAMAN, SE
 Kepala Dinas,

 Pangrehat : Pembina Utama Muda
 NIP 19580202 198702 1 005

Biaya : Rp. 0,00

Tembusan :
 - Pimpinan MTs YMPI Rappang
 - Rektor IAIN Parepare
 - peritggal

Appendix 9

THE CERTIFICATE HAS CONDUCTED RESEARCH
YAYASAN MADRASAH PENDIDIKAN ISLAM
MADRASAH TSANAWIYAH YMPI RAPPANG
 (STATUS TERAKREDITASI)



Alamat : Jl. Angkasa No. 29 Rappang, Kode Pos 91631 Telp. (0421) 98027

SURAT KETERANGAN PENELITIAN
 No. MTs.21.16.04 / 264 / VII / 2018

Kepala MTs YMPI Rappang, menerangkan bahwa :

N a m a : ASRAN
NIM : 14.1300.035
Program Studi : S 1 / PENDIDIKAN BAHASA INGGRIS
Jurusan : TARBIAH DAN ADAB

Telah mengadakan penelitian di MTs YMPI Rappang, Kecamatan Pinca Rijang Kabupaten Sidrap sejak 16 Mei s.d. 16 Juli 2018 dalam rangka Penyusunan Skripsi Program Strata 1 (S1) di Institut Agama Islam Negeri (IAIN) PAREPARE dengan judul :

**"THE INFLUENCE OF USING EVERYONE IS A TEACHER HERE STRATEGY TOWARD
 THE STUDENT'S LEARNING OUTCOME ON LEARNING ENGLISH AT THE SECOND
 YEAR OF MTs YMPI RAPPANG "**

Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Rappang Sidrap 16 Juli 2018

Kepala,



Appendix 10

PICTURES OF RESEARCH IMPLEMENTATION



Appendix 11

BIOGRAPHY



Asran, born on August 22nd, 1995 In Nunukan. He is the second child of 3 (three) siblings by Hadir Landupu (Father) and Hj. Munirah (Mother). His education background are, he began his basic study at SD Negeri 09 Benteng (2002-2008), then Madrasah Tsanawiyah Pondok Pesantren Al-urwatul Wutsqaa (2008-2011), next Madrasah Aliyah Pondok Pesantren Al-Urwatul Wutsqaa (2011-2014).

Furthermore, the writer pursued his education in Parepare in 2014, with a Bachelor Degree Program (S1) Tarbiyah Departement which focused on English Program. He finished his study in 2018 by writing an academic paper entitled, **“The Influence of Using Everyone Is A Teacher here Strategy Toward The Student’s Learning Outcome On Learning English At The Second Year of MTs YMPI Rappang”**.

Besides focusing on academics, the writer is also active in the Student Organization, Lintasan Imajinasi Bahasa Mahasiswa (LIBAM), and the author is one of the Tourism Ambassador of Parepare start from 2017 until now.