CHAPTER 1

INTRODUCTION

This chapter gives an overview of the the background of study the problems of study, objectives of study, significance of study, scope and limitation and definition of key terms used in this thesis.

I.1. Background of the Study

Nowadays, English language teaching has more effective ways to support the learning in the classroom is exposed with communication task. In addition, the teacher his self has relied on language lesson, ask students to repeat the English word, ask them to answer the question in English. Thereby, it showed that the learnt from the instruction given. In addition, Some people believe that identify the English mastery by their English speaking well. It will be better if you can learn directly from the native speaker which is English is her first language. It will be better if you can learn directly from the native English speaker that is English is her first language and it suggests ways in language teaching that can implement a target language to the students. Because of Learning English is not an easy activity. It is a process, which takes a long time, and it is like entering new world. We know that every person who come into the new world they should know what will happen in that word, they should make

¹ Judy Haines, "teaching English language learner", (Virginia: Alexandria, 2010) p. 7

adaptation with their new world. It is the normal people thinking when they are studying English.

The success of education not only comes from students but also from teacher as well classroom as active places where teacher and students constantly interact one to another. English teachers themselves can be either native English or non-native English teachers. They may have differences in teaching behavior, cultural background, language uses and techniques in teaching English.

The language teacher has the responsibility to monitor children's progress and to keep records of their development. In assessment, some students feel less confident when they do speaking task, as like make conversation, discussion, etc. it is difficult to find the proof of both individual and classroom in their development and progression. The social, communicative, confident, cultural and cognitive cause the different aspect of talk.

In the area of native or non-native English teachers, research by Alfiyatuz Zuhriyah conducted in 2010 found that native English teacher is better than non-native English teacher is. It could be seen from the increase of the students'spirit, motivation, and enthusiasmm in learning English. This might be caused the learners can meet and are taught by the target language user². Native English speaking have the speaking experience, superior model of oral production and have better explanation than non-native English speaking does. In addition,

² Alfiyatuz Zahra, teaching English by native speaker in the speaking class at........ Thesis S1, (Surabaya: perpustakaan IAIN Sunan Ampel, 2010), p. 49

of teaching qualification is experience in teaching English. The teacher's effectiveness is not concerned with any particular teaching method. It is concerned in a more general sense with the way in which teachers operate their classrooms, the decisions they make, the actions they take, their interactions with students, their presentation skills, and the way they manage the group⁷. From those statement it can concluded that there are many advantages of learning English with native English speaker. However, for teaching English it needed the ability of the teacher his self its better although s/he is non-native English speaking.

In this study, the education background of native English speaking teacher was not an educator. She was studying architecture in California University. In 2005, there was a student exchange in her university. At the same time, she continued her study in UNIBRAW while teaching in one of international kindergarten in Malang. In 2009, she started to be an English teacher in SMA Walisongo and some other senior high schools. At the first time in her teaching, she found some problems. She cannot control the classroom. She needs other English teacher to help her in preparation especially for the technique, strategies or method during the teaching-learning process. Teaching-

 $^{^{7}\,}$ Peter Westwood, what teacher need to know about (teaching methods), (Australia: ACER press, 2008), p.56

learning process focuses on what teachers actually do that appears to make a difference to how well their students learn. Because she is not an educator, thus she needs some references to teach English as well as to be an educator.

While the non-native English teacher participating in this study was graduate of English Education Department of UNESA in 2007. UNESA is one of good universities in Surabaya especially in education. This teacher also has some experience in teaching since she was studying in UNESA. In her teaching learning process, she used English in giving instruction but she switched to Bahasa when students did not understand what she said. She had some techniques in teaching English. This teaching practice by this non-native English teacher seem to confirm Medygs's research finding that non-native teacher provide better learner model and use strategies more effectively?

This research was conducted in SMA Walisongo, Gempol – Pasuruan district. This school also has native speaker of English as full time teacher. There are two native speakers in this school; the native Arabic teacher from Saudi Arabia and native English teacher from California. It is one of the school's strategies to promote this school and to become a favorite private school in Pasuruan. By this native English speaking teacher, it can help this school to have some achievement such as AFS (Australian federation scholarship) up to

8 Ibid. p.57

⁹ Mariane, "teaching English as second or foreign language,3rd edition", (USA: heinle&hienle, 2001), p.436

Native speaker teacher holds its natural advantage of knowing the language, in term of pronunciation and language use. Native speaker teacher will easily recognize small errors, as it is impossible to be spotted by non-native speaker teacher.³ That was consisted the ideal language teacher.

A paradigm that has emerged in our society is that learning English from a native English speaker will significantly lead learner to success. However, sometimes we make generalization that all native English speakers can teach English no matter whether or not they hold formal educational qualification. ⁴ The widely spread myth in second or foreign language learning is the more access that the students get to native speaker of target language⁵. Than it is common to find some schools that have English clubs as extracurricular activities, For example conversation clubs, public speaking club and other in which native speakers are involved. The above situation arise question of how actually a native English speaker teaches English in a foreign language.

Nevertheless, not all native speakers are educators. They are called native English speakers because they use English as their first language. Native English speaking teachers are not better teachers than nonnative English teachers by virtue of their native language background are⁶. In addition, the most important

³ Kumaravadiyelu, "understanding language teaching", (London: Lawrence Erlbaum Associates, 2008), p.5

British council, native speaker teacher, [accessed on may 6th 2011)

www. Who is native speaker. Html [accessed on 13th April 2011)

British council, native speaker teacher, [accessed on may 6th 2011]

province level and English speech contest. Therefore, this ative English teacher has some experiences to share with other English teachers because talking to native speaker of English is a great way in improving spoken English. In addition, the effectiveness of English native teacher in SMA Walisongo needs to be proven. Therefore, the researcher compares the effect of both native and nonnative English teachers teaching on students' English speaking achievement so the effect of having native English speaker teach English in this school could be revealed.

I.2. Problem of the Study

Based on the background above, the formulation of research question in this study is 'whether there is difference between native speaker and non native speaker teachers on students' English achievement at the tenth grade of SMA Walisongo, Gempol - Pasuruan.'

I.3. Objectives of Study

This research is aimed at investigating the difference in student's English achievement at the tenth grade of SMA Walisongo, Gempol - Pasuruan between those taught by native speaker teacher and those taught by non-native speaker teacher.

I.4. Significance of Study

It is expected that the findings of the research could be useful information a reference for reader, English leaner also the researcher.

- 1. Theoretically, this research can be useful for the development of every school in this world especially for school that is having a native speaker in that school. By this research, they will know the effect in using native speaker as a teacher for the learner.
- 2. Practically, the result of this research is expected to help the reader get the advantages in using native speaker as English teacher. So that, use native speaker is not useless because having native speaker is not an easy job and cheap salary. The result of this research is also expected to give information to the observer in order to increase knowledge of experience on education, especially in teaching English especially in teaching speaking as second language user.

I.5. Hypothesis

There are two hypotheses in this study. That is **Ho** and **Ha**.

Ho is hypothesis null that is

Ho : There is a significant difference between Native English teacher and English non-native teacher on students' English achievement at the tenth grade of SMA Walisongo, Gempol – Pasuruan.

Ha is hypothesis alternative that is

Ha : There is no significant difference between Native English teacher and English non-native teacher on students' English achievement at the tenth grade of SMA Walisongo, Gempol – Pasuruan.

I.5. Scope and Limitation

As it is impossible to study all areas related to the topic of the research, it is important to have scope and limitation of the study.

The problems dealt with in this study are limited as follows:

- The students participating in the research are the tenth grade students of SMA
 Walisongo, Gempol Pasuruan
- 2 The difference investigated in this study is the the difference of students' English achievement that include four skills between those taught by Native English teacher and Non native English teacher the tenth grade of SMA Walisongo, Gempol Pasuruan.

I.6. Definition of Key Terms

The key terms in this study i.e. (1) native English speaker (2) non-native English speaker, (3) English achievements. To avoid misinterpretation, these terms are defined as follows:

- Native English teacher

: Is a person whose first language is English. S/he learn uses English naturally 10.

In this research, native English teacher is someone who comes from English country and she teaches English as second language.

Non nativeEnglish teacher: Is a person whose first language is not English.

But she/he able to speak and master English¹¹

In this research, non-native English teacher is a

person who masters English and she teaches

English as second language. Even though

English is not her/his first language,

Difference

: A way in which two or more things or people

are not like each other¹².

In this research, difference means the difference

effect of the two teachers (native speaker and

¹⁰ http/www. Who is native speaker. Org.uk | accessed on 14th Aril 2011|

¹² Oxford learner's pocket dictionary,

non-native speaker) on the result of students' English achievement.

- English achievement

: The success in doing or getting what you worked for 13

In this research, English achievement is the students' report of the first semester, which is the score include of speaking skill, listening skill, writing skill and reading skill.

¹³ Oxford learner's pocket dictionary, (new York: oxford university press, 1991). p. 4