

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 statements it can be concluded that there are many advantages of learning English with a native English speaker. However, for teaching English it needed the ability of the teacher himself; it's better although s/he is non-native English speaking.

In this study, the education background of the 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 the international kindergartens 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 teachers to help her in preparation especially for the technique, strategies or methods during the teaching-learning process. Teaching-

⁷ Peter Westwood, *what teacher need to know about (teaching methods)*, (Australia: ACER press, 2008), p.56

