

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some issues related to the difference between Native English teacher and non-native English teacher and some previous studies. The issues covered include English as foreign language, native English speaking teacher, non-native English speaking teacher, NEST and NNEST.

II.5. Some Relevant Previous Studies

Several studies have investigated the role of using native speaker as English teacher in students' English speaking achievement. The study has described how is the effect of native English speaker. Alfiyatuz Zuhriyah, 2010, conducted the first study in the University of Muhammadiyah Gresik. This study entitled "*teaching English by native speaker*" investigated the parts of a balanced activities applied by native English speaker in teaching English and the students' response toward native teacher's way of teaching speaking. The first semester of the University Muhammadiyah and the native English teacher were the subjects of the study. It was revealed that there are 3 balanced activities approaches in English teaching learning that combine language input, structured input and communicative output which are used by the native English teacher in the teaching learning of English speaking. The study also found that the native English teacher is better than non-native English teacher is in the first semester of University Muhammadiyah, Gresik; the students were interested, enthusiastic,

and full of spirit and motivation when taught by the native English teacher. However, more than 50 % students in the class could not always understand when he spoke too fast. The study uses descriptive qualitative methods¹⁴.

Novi Auludya Lurzy, 2010 conducted another study. This study investigated the teacher talk of native and non-native English teachers in EFL classroom in SMA Khadijah Surabaya. This research investigated two questions; namely, what types of teacher talk used by native and non-native English teachers and how native and non-native English teachers in EFL classroom use the English language. The study uses descriptive qualitative design. The findings showed that both teachers used all types of teacher talk; the indirect and direct teacher talks, but not all subtypes of them were used. For indirect teacher talk, non-native English teacher used only three-four subtypes, they were acceptance of feeling, praise or encouragement, and asking question. The native English teacher used only two types of teacher talk; they were praise or encouragement and asking question. In addition, for language use, both teachers used target language as the tool of communication. They totally used the target language and only sometimes use one word of phrase in the first language.¹⁵

Another research studying the teaching of English by native English teacher conducted by Riza Weganofa, 2009, the study investigated the English

¹⁴ Alfiyatuz zuhriyah, ' *Teaching English By Native Speaker In Speaking Class At University Of Muhammdiyah Gresik* ', Thesis S1.(Surabaya : perpustakaan IAIN ,2010)

¹⁵ Novi Auludya Lurzy, ' *teacher talk of native and non-native English teachers in EFL classroom* '. thesis S1(Surabaya: perpustakaan UNESA. 2010)

teaching by native speaker at SMAN 10 Malang". There were five research questions in the study: what instructional material used by native speaker is; what teaching techniques are implemented by native speaker; what students' attitude towards teaching activity are; what native speaker problems are; and what the students' problems are. The result showed that the native English speaker used her own materials as the instructional material. She chose to use authentic materials, such as songs and job interview hand out. The materials were based on the topic. The investigation done in classes showed that the native English speaker implemented role-play and conventional tutorial teaching techniques. The students gave a positive response towards the variety of teaching techniques that it brought to a state that they liked the way the native English speaker taught them. During the investigation, the native English speaker dominantly initiated question with a long response towards an issue. In contrast, students replied in very short utterances. Students responded positively towards their involvement in the activity. Only 10 students who felt they were not involved in the activity. Stressful classes were also found during the observation. This situation might be caused by the condition of both native English speaker and the students. However, the students thought that the native English speaker gave the appropriate feedback to encourage learning. The native English speaker got problem in handling naughty students and making an appropriate evaluation for the students. On other hand, the students got confused with the teacher's instruction that was caused by the absence of lesson objective or difficult words.

This condition brings experts as well as teachers to formulate system of a foreign language teaching learning.¹⁹

The primary functions of language are communication, self-expression and thinking²⁰. The expression of feeling and meaning becomes more accurate because language is used. In addition, language is important for our survival and development as human being where language is a result of cultural experience.

II.3. Native English Speaking Teacher (NEST)

In linguistic perspective, Native English speaker is someone who born in English country and s/he used English as his/her first language or his/her mother tongue.

A native speaker is a speaker who uses certain language. But our opinion of a native language is depend on assumptions about who is native speaker of that language. The term "native speaker" is the key in number areas, which is give valid, and suitable judgments on his or her language is her/his credibility. S/he is capable in identifying ill-formed grammatical expressions in his or her language even though s/he may not be able to explain exactly why they are ill

¹⁹ [http://www .Teaching English as second language.mht](http://www.Teaching English as second language.mht) [accessed on 10 May 2011]

²⁰ Patel, "*English language teaching: methods, tools and techniques*", (Jaipur: sunrise published. 2008), p. 25

Are more innovative	Are more cautious
Attend to perceived needs	Attend to real needs
Have far-fetched expectations	Have realistic expectations
Are more casual	Are stricter
Are less committed	Are more committed
<i>Attitude to teaching the language</i>	
Are less insightful	Are more insightful
Focus on:	Focus on:
Fluency	Accuracy
Meaning	Form
Oral skill	Grammar rules
Colloquial registers	Printed work
Teach items in context	Formal registers
Prefer free activities	Teach items in isolation
Favor group work	Favor frontal work
Use a variety of material	Use a single textbook
Tolerate errors	Correct/punish for errors
Set fewer test	Sets more tests
Resort to less translation	Resort to more translation
Assign less homework	Assign more homework

The issue about native English teacher and non-native English teacher appeared for longtime ago. Experts as well practitioners noticed this valuable discussion where both native and non-native English teacher share some strength and weakness²⁸.

Those explanations above are compared the difference between native English teacher and non-native English teacher in teaching English as second language also their teaching behavior. In addition, it is related to this study which is the aim is to know, the difference between native English teacher and non-native English teacher on students' English achievement.

²⁸ Ibid, p.138