CHAPTER IV

RESULT AND DISCUSSION

This research aims at investigating whether 'there is any difference between native and non native teacher on students' English achievement at the tenth grade of SMA Walisongo, Gempol – Pasuruan'. This chapter deals with the findings of the study as well as the discussions of the findings. These findings and discussions are arranged and presented in such a way in which the research question became the basis or reference for the arrangement and presentation.

VI.1. Results of the Study

In line with the research problem, the findings of this study are presented according to research question.

In this study, the education background of native English teacher was architecture in California University. In teaching learning process, native speaker teacher used English all the time. Moreover, she also accompanied by other English teacher to anticipate if the students find difficulties what native has explained. The English teacher controlled the class when students do the task also translated what native said when students did not understand.

While non-native English teacher graduated from English education department of UNESA. In teaching learning process, non-native speaker teacher gave the instruction in English. When the teacher saw that the students

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look confuse and didn't understand what she has spoken. Directly the teacher switched to Bahasa.

Both teachers used various techniques in their teaching learning process. There are Role-play, group work, think-pare-share and many others. In other side, Native speaker often gave some motivation in doing the task while non-native speaker let students to introspection what they have done by looking the score they got.

The data of this research was gotten from students' report book of the second semester and the documentation of the English teacher that include score of speaking skill, reading skill, writing skill, and listening skill.

For reading skill in both classes, the data are

Table IV.I
Score of Reading Skill in Both Classes

No	Taught by native speaker	Taught by non-native speaker
1	90	70
2	70	80
3	70	80
4	70	70
5	70	90
6	70	70
7	80	70

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8	80	90
9	70	90
10	80	80
11	80	80
12	80	90
13	80	70
14	80	70
15	70	90
16	70	80
17	90	70
18	70	70

Moreover, it is concluded below.

Table IV.II
Mean score of reading skill in each class

Class	Total score	Mean score
Native speaker	1370	76
Non-native speaker	1410	78

The table above shows that mean score of non-native class is higher than native class. It means non-native English teacher better than native English teacher in reading skill.

For writing skill in both classes, the data are

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Table IV.III
Score of Writing Skill in Both Classes

No	Taught by native speaker	Taught by non-native speaker
1	70	70
2	70	70
3	70	70
4	70	70
5	70	80
6	70	70
7	80	70
8	80	70
9	70	70
10	70	80
11	80	80
12	80	90
13	80	70
14	70	70
15	70	90
16	70	70
17	80	70
18	70	70

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Moreover, it is concluded below.

Table IV.IV
Mean score of writing skill in each class

Class	Total score	Mean score
Native speaker	1320	73
Non-native speaker	1330	74

The table above shows that mean score of non-native class is higher than native class. It means non-native English teacher better than native English teacher in writing skill.

For speaking skill in both classes, the data are

Table IV.V
Score of Speaking Skill in Both Classes

No	Taught by native speaker	Taught by non-native speaker
1	70	70
2	90	80
3	80	80
4	70	70
5	80	70
6	70	80
7	70	70
8	90	90

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9	70	70
10	80	80
11	90	90
12	80	70
13	70	70
14	70	70
15	80	70
16	80	70
17	70	70
18	90	70

Moreover, it is concluded below.

Table IV.VI
Mean score of writing skill in each class

Class	Total score	Mean score
Native speaker	1400	78
Non-native speaker	1340	74

The table above shows that mean score of native class is higher than non-native class. It means native English teacher better than non-native English teacher in speaking skill.

For listening skill in both classes, the data are

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Table IV.VII
Score of Listening skill in Both Classes

No	Taught by native speaker	Taught by non-native speaker
1	80	80
2	70	70
3	80	70
4	80	80
5	70	70
6	80	70
7	90	70
8	70	80
9	70	70
10	80	70
11	70	80
12	70	70
13	70	70
14	70	80
15	80	70
16	70	70
17	80	80
18	70	70

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Moreover, it is concluded below.

Table IV.VIII
Mean score of writing skill in each class

Class	Total score	Mean score
Native speaker	1350	75
Non-native speaker	1320	73

The table above shows that mean score of native class is higher than non-native class. It means native English teacher better than non-native English teacher in listening skill.

From the tables above, those shows that native English teacher is has good effect in teaching speaking skill and listening skill, while non-native English speaker has good effect in teaching reading skill and writing skill.

After knowing students' score of four skills in each class then score of English subject in report book used to analyze the main data that are

Table IV.IX
Score of reports book in both classes

No of Resp	Taught by native	Taught by non-native
1	80	88
2	92	80
3	88	74
4	78	74

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5	80	74
6	78	74
7	78	84
8	92	84
9	80	88
10	84	80
11	92	88
12	80	92
13	80	84
14	76	72
15	80	72
16	78	84
17	78	92
18	76	74

From the table above, it is concluded below.

Table IV.X
Mean score in both classes

Class	Mean score	Lowest score	Highest score
Native speaker	81,7	76	92
Non-native speaker	81	72	92

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The table above describes that that mean score of class that taught by native speaker is higher than class that taught by non-native speaker which is native's class is 81, 7 and non-native's class is 81. In both classes got the same score for the highest score that is 92 while for the lowest score in native's class was 76 and in non-native's class was 72. It mean that both classes have similar ability which is mean difference is 0, 7.

After finding the mean score in both classes, the variance sample was calculated and it is described below.

Table IV.XI
Variance sample of class that taught by native speaker

No	Score (X)	$(X-\overline{X})$	$(X-\overline{X})^2$
1	80	-1.7	2.89
2	92	10.3	106.09
3	88	6.3	39.69
4	78	-3.7	13.69
5	80	-1.7	2.89
6	78	-3.7	13.69
7	78	-3.7	13.69
8	92	10.3	106.09
9	80	-1.7	2.89
10	84	3.7	13.69

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11	92	10.3	106.09
12	80	-1.7	2.89
13	80	-1.7	2.89
14	76	-5.7	32.49
15	80	-1.7	2.89
16	78	-3.7	13.69
17	78	-3.7	13.69
18	76	-5.7	32.49
Sum	1470	0.8	522.42
$(\overline{X})$	81,7		

In addition, the calculation is

$$S^2 = \frac{\sum(x-\bar{x})^2}{N-1}$$

$$= \frac{522.42}{18-1}$$

$$= 30,7$$

Therefore, the variance sample of native's class is 30.7

And the variance sample for class that taught by non-native speaker

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Table IV.XII
Variance sample of class that taught by non-native speaker

No	Score (X)	$(X-\overline{X})$	$(X-\overline{X})^2$
1	88	7	49
2	80	-1	1
3	74	-7	49
4	74	-7	49
5	74	-7	49
6	74	-7	49
7	84	3	9
8	84	3	9
9	88	7	49
10	80	-1	1
11	88	7	49
12	92	11	121
13	84	3	9
14	72	-9	81
15	72	-9	81
16	84	3	9
17	92	11	121
18	74	-7	49

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Sum	1458	0	834
$(\overline{X})$	81		

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In addition, the calculation is

$$S^2 = \frac{\sum (x - \bar{x})^2}{N - 1}$$

$$= \frac{834}{18 - 1}$$

$$= 49.05$$

Therefore, the variance sample of native's class is 49.05

From the calculation above, it is concluded in this table

Table IV.XIII
Variance sample in both classes

Class	Variance sample
Taught by native speaker	30.7
Taught by non-native speaker	49.05

After finding the variance sample in each class, then t-test used to decide the hypothesis. And the analysis is

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

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$$= \frac{81.7 - 81}{\sqrt{\frac{30.7}{18} + \frac{49.05}{18}}}$$

$$= \frac{0.7}{\sqrt{1.7 + 2.7}}$$

$$= \frac{0.7}{\sqrt{4.4}}$$

$$= \frac{0.7}{2.09}$$

$$= 0.334$$

From the analysis above, got the result that t-value is 0.334.

While t-table was 2,032 in df 34 and sign 0,05. It means, t-value score is lower than t-table. From the analysis above, it could be concluded that there is no significant difference between native speaker and non-native speaker teacher on students' English achievement.

V.1.3. Hypothesis Testing

The computation that was calculated showed that t-value 0.334 is lower score than t-table 2,032 (t-value < t-table) with degree of freedom 34 (N1+N2-2). It means that **Ho** was accepted and the **Ha** was rejected. Where:

Ho = There is no significant different between native speaker teacher and non-native speaker teacher on student's expression understanding

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Ha = There is significant different between native speaker teacher and non-native speaker teacher on student's expression understanding

With the criterion:

Ho accepted if *t-value* < *t-table*

Ha accepted if *t-value* > *t-table*

VI.2. Discussion

This research focuses on the difference of students' English achievement between those taught by native English teacher and taught by non-native English teacher at the tenth grade of SMA Walisongo, Gempol - Pasuruan. The result of this research shows that there is no significant difference on students' English achievement between taught by native speaker and non-native speaker teacher.

From the findings above it shows that native English teacher is better than non-native English teacher in speaking and listening skill because the mean score in two skills of native class is higher than non-native class. While non-native English teacher is better than native English teacher in reading and writing skill because the mean score in two skills of non-native class is higher than native class.

It could be conclude that native speaker is not always better than non-native speaker. Both teachers have strength and weakness in their teaching

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learning process. As stated by Medgys non-native speaker Provide a better learner model, Teach language learning strategies more effectively, Supply more information about the English language, Better anticipate and prevent the language difficulties. While native speaker focus on fluency and oral skill that is involve in speaking and listening skill.

Therefore, after knowing the score in each skill and the score of students' report book, then t-test use to analyze the data and hypothesis testing where the result was 0,334 for t-value and t-table was 2,334. It means the score of t-value was lower than t-table. It was concluded that there is no significant difference between native speaker and non-native speaker teachers on students' English achievement. It caused by differences of both teachers in reaching the target of the lesson. Thus, the results of students' English achievement also have differences.

As also stated by Patel in her book "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"[40]. Therefore, it was hard work for the teacher to make students were able to reach the target of the lesson especially in learning language not only focused on the teacher's

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

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background it self or who is the teacher it self. As stated by Alfiyatuz Zuhriyah in her research, 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 user because Native English speaking have the speaking experience, superior model of oral production and have better explanation than non-native English speaking does. However, in other side native speaker is not always guarantee have better ability in teaching other skill except speaking skill because sometimes we make generalization that all native English speakers can teach English no matter whether or not they hold formal educational qualification.

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