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JULY 2010

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Judul : TEACHING ENGLISH BY NATIVE SPEAKER IN THE

SPEAKING 1 CLASS AT THE UNIVERSITY OF

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#### **ABSTRACT**

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1 CLASS AT THE UNIVERSITY OF MUHAMMADIYAH

**GRESIK** 

In teaching English speaking, the University of Muhammadiyah Gresik invites native speaker teacher from U.S. to teach in a speaking 1 class there. Understanding English slang, and how native English speakers engage in conversation, is something that cannot be learned in a text book. Learning English from a native speaker teacher has a number of advantages. Although there can be miscommunication regarding culture and customs, native speaker teachers can make it easier to learn and understand the English language. The problems of the study are: (1) What are the parts of a balanced activities approach in teaching speaking applied by native speaker in the Speaking 1 class at the University of Muhammadiyah Gresik? (2) How are the students' speaking I class responses toward native speaker's way of teaching at the University of Muhammadiyah Gresik?. The observation was done on June 4th until 25th 2010.

This research discussed in a balanced activities approach applied by native speaker in teaching speaking at the University of Muhammadiyah Gresik and how the students' responses toward native speaker's way of teaching.

This research uses descriptive design because it presents fact and there are no treatments and manipulations. The subject in this research is the native speaker in the speaking 1 class. For the instruments are uses questionnaire, observation (in the classroom), interview and documentation.

The result of this research shows that there are three parts of a balanced activities approach applied by native speaker; those are language input, structured output and communicative output. In the part of language input there are Content-oriented input focuses on information and Form-oriented input focuses on ways of



using the language: guidance from the teacher or another source on vocabulary, pronunciation, linguistic competence, discourse competence, sociolinguistic competence, and strategic competence. But there were not grammar (linguistic competence) and strategic competence (explicit instruction in phrases to use to ask for clarification and repair miscommunication) that the native gave to the students because he didn't care about the grammar (linguistic competence). He considered that it was a speaking class, so he just has to focus on the students' speaking ability.

At the last of the teaching learning process, teacher did a speaking evaluation. From the evaluation the native was able to know how well or how his language input influences the students' structured output and communicative output.

The responses from the students toward native speaker's way of teaching are good. All of them like his way of teaching. According to them, the native speaker could increase their motivation to speak in English more than usual, it will be influence their confidence for communicative output.

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AT THE UNIVERSITY OF MUHAMMADIYAH GRESIK

#### **CHAPTER I**

#### INTRODUCTION

#### 1.1 BACKGROUND OF THE STUDY

In a global world, where political and cultural barriers recede, learning a foreign language is an ordinary and unexceptional process. Coleman as quoted by Georgia-Ioannis carried out a survey in order to identify the reasons that motivate second language learning. In particular, he found that the most popular reasons were, in descending order, career prospects improvement, personal interest in the target language, travel, understanding foreign life style and desire to move to the country where the target language is spoken.<sup>1</sup>

Whatever the reasons, actually English is one of the languages which are used all over the world as an important language that plays role in international relation, the field of science and technology. It is an important language that is understood by everybody in the world. It is not only needed for people to communicate with the

Georgia Andreou, Ioannis Galantomos 2009.

The Native Speaker Ideal in Foreign Language Teaching, (online), vol 6, no.2, pp. 201-208

Retrieved from the world wide web; <a href="http://e-flt.nus.edu.sg/v6n22009/andreou.htm">http://e-flt.nus.edu.sg/v6n22009/andreou.htm</a> - Outline (Accessed on May 30<sup>th</sup>,2010)

native speakers, but also all others around the world. For Indonesians, English is a foreign language since they have their local and national languages as their first and second language respectively.

Therefore, the government compels all students to learn English as an International language. In learning English, students will be taught the language skill such as reading, writing, listening and speaking. Besides, they will be taught about language aspects including pronunciation, vocabulary, structure and grammar. They usually face several difficulties since English has complicated pronunciations that sometimes make them feel difficult and confused in understanding and practicing it.

Students at the collage have already taken English classes for some years since in kindergarten, elementary school, junior high school and then senior high school, maybe they also have studied English more at the English course. But as non-native speakers, they still make many mistakes in using English because most of the students in Indonesia learn and practice English only in their classroom. They almost never practice to speak it in other place. Indonesians are undeniably required to master English, especially for practical and interactional purposes.

While English is no more complex than other languages, it has several features which may create difficulties for learners. Conversely, because such a large number of people are studying it, there are products have been developed to help them do so, such as the monolingual learner's dictionary, which is written with a restricted defining vocabulary.

It is important to remember that learning a second language involves much more than learning the words and the sounds of a language. Communication breakdowns occur not only due to the more commonly understood syntax and pronunciation difficulties but because when we learn a language we also learn a culture. What is perceived as right, normal and correct in one language and culture does not always directly translate into a second language, even when the vocabulary is understood. Communication breakdowns may occur as a result of cultural assumptions regarding age, forms of address, authority and respect, touching, eye contact and other body language, greetings, invitations, and punctuality to name just a few.

In particular, some students may have very different cultural perceptions in the classroom as far as learning a second language is concerned. Also, cultural differences in communication styles and preferences are significant.

For solving those problem difficulties, schools and institutes in Indonesia always try to find the best way to learn and master English. In this effort, the University of Muhammadiyah Gresik invites native speaker teacher from U.S. to teach in a speaking class there.

Miss. Dian Amurti as one of English lecturer in the University of Muhammadiyah Gresik said that native speaker will have the experience of speaking the language and have a better and less complicated way of providing explanations. Besides, the native speaker as a lecture will give higher motivation for students to learn English more.

4

There is much strength in using native speaker in the process of teaching

learning English. According to Chomsky as quoted by Georgia-Ioannis claim,

"A native speaker is the ideal informant regarding grammatical judgments.

Therefore, a native speaker is the authority on the language, the only one, who can

characterize sentences in grammatical terms"2

It means that the major conviction behind the native speaker is that native

speaker can at anytime gives valid and stable judgments on his or her language.

Native speaker is capable of identifying ill-formed grammatical expressions in his or

her language even though she or he may not be able to explain exactly why they are

ill-formed.3

Understanding English slang, and how native English speakers engage in

conversation, is something that cannot be learned in a text book. Learning English

from a native speaker teacher has a number of advantages. Although there can be

miscommunication regarding culture and customs, native speaker teachers can make

it easier to learn and understand the English language.

Stern as quoted by Georgia-Ionnis said that,

"Learning a foreign language means being able to use it in the same way as its

monolingual native speakers."4

<sup>2</sup>Georgia Andreou, Ioannis Galantomos 2009.

The Native Speaker Ideal in Foreign Language Teaching, (online), vol 6, no.2,pp. 201-208

Retrieved from the world wide web: http://e-fit.nus.edu.sg/v6n22009/andreou.htm - Outline

(Accessed on May 30th, 2010)

3Ibid

....

<sup>4</sup> Georgia Andreou, Ioannis Galantomos 2009.

It is assumed that after learning English, for the result the English learner should be able to speak (produce sound) English as English native speakers.

It also support by González-Nueno in *International Review of Applied Linguistics*. They argue that the ultimate goal for a learner is to "sound like a native speaker". According to the writer, it means that learning and talking to native speaking teachers are a great way of improving our spoken English.

Moreover, Stern as quoted by Georgia-Ioannis said that,

"A native speaker is a person with subconscious knowledge of rules, an intuitive grasp of meaning, ability to communicate within various social settings, a range of language skills and creativity of language use."

For instance, many native speakers can tell whether a structure produced by the Indonesian students is acceptable or not.

Some English native speakers as teachers usually demonstrate good Standard English, alongside with idiomatic language and slang. An interesting turn of attention in the Indonesians audience has recently been towards authentic behavior (gestures,

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Retrieved from the world wide web: <a href="http://e-flt.nus.edu.sg/v6n22009/andreou.htm">http://e-flt.nus.edu.sg/v6n22009/andreou.htm</a> - Outline (Accessed on May 30<sup>th</sup>,2010)

<sup>&</sup>lt;sup>5</sup> González-Nueno, M. VOT in the perception of foreign accent, *International Review of Applied Linguistics*, (1997),p. 261

<sup>&</sup>lt;sup>6</sup> Georgia Andreou, Ioannis Galantomos 2009. The Native Speaker Ideal in Foreign Language Teaching, (online),vol 6, no.2,pp. 201-208

exclamations, explaining everyday behavior.<sup>7</sup> The English native speaker teachers often demonstrate teaching techniques which seem interesting and are treated with enthusiastic welcome.

Native speaker teachers of English come in lots of varieties. In the United States, most of them begin by knowing very little about the language they will teach.<sup>8</sup> Nevertheless, sometimes It will cause them often don't realize that things they consider "simple" may be very difficult for English learners.

Based on the description above, the writer chooses English native speaker as her focus in this research. The writer wants to know about English speaking lecture by native speaker at University of Muhammadiyah Gresik.

## 1.2 Problem of the Study

Based on the background of the study above, the writer formulated the problem in order to give clear interpretation as follows:

1. What are the parts of a balanced activities approach in teaching speaking applied by native speaker in the Speaking 1 class at the University of Muhammadiyah Gresik?

Retrieved from the world wide web: <a href="http://iteslj.org/Articles/Millrood-TeachersInRussia.html">http://iteslj.org/Articles/Millrood-TeachersInRussia.html</a> (Accessed on April 24th,2010)

Native Speaker Teachers of English and Non-Native Speaker Teachers of English, (online, 1999)
Retrieved from the world wide web: <a href="https://www.hltmag.co.uk/aug08/sart08.rtf">www.hltmag.co.uk/aug08/sart08.rtf</a>

(Accessed on March 30th, 2010)

<sup>&</sup>lt;sup>7</sup> Radislav Millroodd, *How Native Speakers Can Be Better English Teacher in Russia*, (online,1999) English Teaching Department at Tambov State University (Russia)

<sup>8</sup> Lou Spaventa. The Heart of the Matter.

2. How are the students' Speaking I class responses toward native speaker's way of teaching at the University of Muhammadiyah Gresik?

## 1.3 The Objective of the Study

According to problems of the study above, the study has the following aims:

- To know the parts of a balanced activities approach applied by native speaker in the Speaking 1 class at the University of Muhammdiyah Gresik.
- 2. To know the responses of the students' Speaking I class toward native speaker's way of teaching at the University of Muhammadiyah Gresik.

## 1.4 The Significance of the Study

It is expected to give contribution to the success of English teaching especially in progressing English knowledge. The practical significance gives lectures, especially speaking class lectures. So, after knowing a balanced activities approach used by native speaker in English teaching learning process, the English lecturer will be able to design and improve more appropriate approach in their next teaching. They also can see and evaluate current teaching practices, ways of improving the present condition of teaching English, particularly of teaching speaking.

## 1.5 The Limitation of the Study

The study will be restricted to describe a balanced activities approach used by English native speaker and the students' responses toward the English native speaker as their lecturer.

The study will be limited to the Speaking I class (Diploma) at the University of Muhammadiyah Gresik with the English native speaker as the lecturer. The students of the Speaking I class are consists of 23 students. The students are come from various professions (teacher, nurse, employer, etc). The class is conducted in 90 minutes for each meeting, which is once in a week.

#### 1.6 Definition of Key Term

Native speakers of English is someone who is born in an English-speaking country, has learned English during childhood in an English-speaking environment, speaks English as a first language, has a native-like command of English, is capable of producing fluent, spontaneous speech in English that is characterized by creativity, and has the intuition to distinguish correct or wrong forms in English.<sup>9</sup>

Usually Native Speakers of English are people from English-speaking countries like the USA, Great Britain, Australia, Canada, Ireland, etc.

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<sup>&</sup>lt;sup>9</sup>Andreou, Georgia, Galantomos. Ioannis, (2009).

#### CHAPTER II

#### REVIEW OF THE RELATED LITERATURE

In order to make this research clear, several related theories are being reviewed in this chapter

## 2.1 Teaching English

Teaching English as a foreign language refers to teaching English to students whose first language is not English. TEFL usually occurs in the student's own country, either within the state school system, or privately. TEFL teachers may be native or non-native speakers of English.

The purpose of learning language especially English is to be able to use the language for communication. Therefore, language teaching should be directed the achievement of the ability to use the language appropriately for different purpose. Nowadays, the objective of teaching English is to train the students to be able to communicate and understand references written in English. English subject has four skills (reading, listening, speaking and writing) that should be taught integrated, and the four elements of the language (pronunciation, spelling, vocabulary, and structure) are also important to be applied in order to support the development of the four skills themselves.



## 2.1.1 Teaching Speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.<sup>10</sup>

Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they will get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, full of motivation and making the English language classroom a fun place to be. One way to distinguish the classroom from other classrooms in the school is by arranging the classroom differently. It can be by decorating the walls with English language and culture posters.

The teacher should encourage the students to ask for things and to ask questions in English. Giving positive feedback also helps to encourage students to speak more. Another way to get students motivated to speak more is to ask for their final grade to speaking skills and let the students know they are being assessed continually on their speaking practice in class.

10 Grace Stovall Burkart (1998). In modules for the professional preparation of teaching assistants in foreign language, (Washington DC: Caner for Applied Linguistic) Retrieved from the world wide web: <a href="http://www.nclrc.org/essentials/speaking/teachingspeaking.htm">http://www.nclrc.org/essentials/speaking/teachingspeaking.htm</a> (Accessed on May 30<sup>th</sup> 2010)

Other way to encourage the students to speak in English is simply to speak in English as much as teachers possible in class. If teachers are shy about speaking in English, teachers can't expect the students to overcome their fears about speaking English. Teachers don't need to be worried if they are not completely fluent in speaking English.

Speaking lessons often tie in pronunciation and grammar, which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate a speaking activity. Either way, the students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity. These activities may include imitating (repeating), answering verbal cues, interactive conversation, or an oral presentation.<sup>11</sup>

### 2.2 The Native Speaker

According to Chomsky as quoted by Robin Turner in article "Who is a native speaker and what is it they speak?" claims that The term "native speaker" is pivotal

<sup>&</sup>lt;sup>11</sup> Grace Stovall Burkart,1998. In modules for the professional preparation of teaching assistants in foreign language, (Washington DC: Caner for Applied Linguistic) Retrieved from the world wide web <a href="http://writing.colostate.edu/guides/teaching/esl/speaking.cfm">http://writing.colostate.edu/guides/teaching/esl/speaking.cfm</a> Colorado State University (Accessed on May 30<sup>th</sup> 2010)

in a number of areas. Firstly, even in generative linguistics, the concept of an "ideal speaker-listener, in a completely homogenous speech community" is crucial.

The use of the native speaker has a long history in all sub disciplines of linguistics. From methodologies to theories of language study the native speaker occupies a basic position as a springboard for the judgment of language production and evaluation. The major conviction behind the native speaker is that he or she can at anytime give valid and stable judgments on his or her language. He or she is capable of identifying ill-formed grammatical expressions in his or her language even though he or she may not be able to explain exactly why they are ill-formed.<sup>13</sup>

These theories mean that well-formed or ill-formed utterances in his or her language are because native speakers acquire their languages at childhood with no other language interfering or influencing the acquisition process.

## 2.3 A Balanced Activities Approach in Teaching Speaking

Anthony as quoted by Richards and Rodgers in Bambang Setiyadi's book says that,

"Approach is the level of theories, method is the plan of language teaching which is consistent with the theories, and techniques carry out a method. In

<sup>&</sup>lt;sup>12</sup> Robin Turner. Who is a native speaker and what is it they speak? (1996, August 14) online Retrieved from the world wide web: <a href="http://neptune.spaceports.com/~words/native.html">http://neptune.spaceports.com/~words/native.html</a> (Accessed on June 30<sup>th</sup> 2010)

<sup>13</sup> Ibid

other words, the arrangement of the three is that approach is axiomatic, method is procedural and technique is implementational."14

An approach that includes controlled language work (which is not at all communicative) cannot really be given such a misleading name. And after all, most language teaching is designed to teach students to communicate, however the learning is organized.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach. <sup>15</sup>A balanced activities approach sees the job of the teacher as that of ensuring that students get a variety of activities which foster acquisition and which foster learning. The program will be planned on the basis of achieving a balance between the different categories of input and output where roughly-tuned input and communicative activities will tend to predominate over (but not by any means exclude) controlled language presentation and practice output. It is on this basis that we will affect part of our balance. <sup>16</sup>

<sup>&</sup>lt;sup>14</sup> Setiyadi, Bambang, Teaching English as A Foreign Language. (Yogyakarta. Graha ilmu, 2006), p.8
<sup>15</sup>Goals and Techniques for Teaching Speaking

Grace Stovall Burkart,1998. In modules for the professional preparation of teaching assistants in foreign language, (Washington DC: Caner for Applied Linguistic) Retrieved from the world wide web: <a href="http://www.nclrc.org/essentials/speaking/goalsspeak.htm">http://www.nclrc.org/essentials/speaking/goalsspeak.htm</a> (Accessed on May 30<sup>th</sup> 2010)

<sup>16</sup> Tetiana Kravchuk- Elina Kyrychok, "About a balanced activities approach in English language teaching". Surry National Agrarian University. Retrieved from the world wide

Dina M. Al-Sibai in her thesis with a title "Using the Balanced Activities Approach in Teaching Phrasal Verbs to Saudi College Students" says that there is a steady increase in the number of linguistics teachers who whole-heartedly embrace the view that structural and communicative approaches must go hand in hand in Foreign Language Teaching. The application of this two-thronged technique or Balanced Activities Approach, as it is called, has been gaining in recent years. It seems particularly promising for ESL teachers of college level students.<sup>17</sup>

A balanced activities approach has a more human aspect, however, which is bound up with the concerns of intrinsic motivation. By presenting students with a variety of activities teachers can ensure their continuing interest and involvement in the language program. Classes which continually have the same activities are not likely to sustain interest, particularly where the students have no extrinsic motivation and do not perceive any clear long-term goal. A program that presents a variety of activities, on the other hand, is far more likely to continually engage the students' interest.

web: http://www.rusnauka.com/10. ENXXIV\_2007/Pedagogica/21749.doc.htm (Accessed on July 29th 2010)

<sup>&</sup>lt;sup>17</sup> Dina M. Al-Sibai "Using the Balanced Activities Approach in Teaching Phrasal Verbs to Saudi College Students" (Saudi. December 2003)

A final, but important, component of the balanced activities approach is the teacher's willingness to be both *adaptable* and *flexible*. Adaptability refers to the teacher's ability to adapt the program (and the balance) on the basis of the different groups that are being taught. Motivational differences should have a powerful influence on the teacher's use and choice of activities and materials. Flexibility, on the other hand, refers to the behavior of teachers in class and their ability to be sensitive to the changing needs of the group as the lesson progresses. In simple terms it means that decisions taken before the lesson about what is going to happen are not in some way sacred. Good teachers must be prepared to adapt and alter their plans if this proves necessary.

The balanced activities approach, then, sees the methodology as being a balance between the components we wish to include in that approach, and it is an approach that sees the students' continuing interest and involvement in the learning process as being the necessary dominant factor in language teaching.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. A balanced activities approach combines

by language input, structured output, and communicative output. 18

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves. Language input may be content oriented or form oriented.

- Content-oriented input focuses on information, whether it is a simple
  weather report or an extended lecture on an academic topic.
   Content-oriented input may also include descriptions of learning strategies
  and examples of their use.
- Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence), discourse competence, sociolinguistic competence, strategic competence.

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. However, quantity alone will not necessarily produce competent speakers. The native

<sup>&</sup>lt;sup>18</sup>Goals and Techniques for Teaching Speaking

Grace Stovall Burkart, 1998. In modules for the professional preparation of teaching assistants in foreign language, (Washington DC: Caner for Applied Linguistic) Retrieved from the world wide web: <a href="http://www.nclrc.org/essentials/speaking/goalsspeak.htm">http://www.nclrc.org/essentials/speaking/goalsspeak.htm</a> (Accessed on May 30<sup>th</sup> 2010)

as a lecture need to combine structured output activities, which allow for error correction and increased accuracy.

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced. Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

Richards and Rodgers has explained on the book of "Approaches and methods in language teaching" about structural view. It views that language is a system of structurally related elements for the coding of meaning.

Structured output activities lead students to practice specific features of language and to practice only in brief sentences, not in extended discourse. Also, structured output situations are contrived and more like games than real communication, and the participants' social roles are irrelevant to the performance of the activity. This structure controls the number of variables that students must deal

<sup>&</sup>lt;sup>19</sup> J.C.Richards and Theodore S. Rodgers, *Approaches and methods in language teaching* (Cambridge University Press, 2001) p.20

with when they are first exposed to new material. As they become comfortable, they can move on to true communicative output activities.<sup>20</sup>

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. The native as a lecture also need communicative output activities that give students opportunities to practice language use more freely. Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings

In *communicative output*, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.<sup>21</sup>

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<sup>&</sup>lt;sup>20</sup> CLRC, Teaching Speaking, Developing Speaking Activities (2003,2004)
The National Capital Language Resource Center, Washington, DC
Retrieved from the world wide web: <a href="http://www.nclrc.org/essentials/speaking/developspeak.htm">http://www.nclrc.org/essentials/speaking/developspeak.htm</a>
(Accessed on May 14<sup>th</sup>, 2010)

<sup>&</sup>lt;sup>21</sup> Grace Stovall Burkart,1998. "Spoken language: What it is and How to teach it"
(In modules for the professional preparation of teaching assistants in foreign language, Washington DC: Caner for Applied Linguistic) Retrieved from the world wide web:

<a href="http://www.nclrc.org/essentials/speaking/goalsspeak.htm">http://www.nclrc.org/essentials/speaking/goalsspeak.htm</a> (Accessed on May 30<sup>th</sup> 2010)

Communicative output will influence the students' interactional. According to Richards and Rodgers<sup>22</sup> has explained about interactional view. It sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

### 2.4 The Advantages of Learning English with Native Speaker

English is not the most complex language in the world, but it can be one of the most difficult to learn. Native speaker teachers will have the experience of speaking the language and have a better and less complicated way of providing explanations. When implemented correctly, teaching English to foreign students can be rewarding and enjoyable for both the teacher and the students.

The advantages of learning English with native speaker teachers include:

Authentic Learning, Pronunciation and Language Use, Cultural Questions, Grammar,

English conversation, Verbs and strange vocabulary.<sup>23</sup>

<sup>&</sup>lt;sup>22</sup> J.C.Richards and Theodore S. Rodgers, *Approaches and methods in language teaching* (Cambridge University Press, 2001) p.21

<sup>&</sup>lt;sup>23</sup> The Free Library by Farlex (online)

## 1. Authentic Learning

A student will be exposed to the authentic English language. Through learning activities such as games, students will learn about the culture and how to speak like a native speaker. This includes the use of slang and accents. Students will be able to engage in real and regular conversations that English speakers use every day.

### 2. Pronunciation and Language Use

Native speaker teachers provide a natural way of learning English words and grammar. Students will learn how to properly pronounce words and phrases. They will also learn how to speak and write using proper grammar and vocabulary. They can provide instant and accurate feedback to help students overcome bad speech patterns. A native speaker teacher will understand the background and meaning of the words.

#### 3. Cultural Questions

Because the English language is often integrated within a culture, native speaker teachers are able to provide answers to questions about customs or cultural practices that may come up during class.

#### 4. Grammar

People whose native tongue is English are quick to catch grammar errors. For instance, a phrase such as "will not to tell" is a grammar mistake a teacher will pick up on every time. They will provide positive feedback to help a student learn to say "will not tell" After a series of positive feedback sessions. Students will begin to monitor themselves and catch their own mistakes and correct them.

### 5. English Conversations

By conversing with native speakers, a student of English will be able to pick up on the meaning of phrases and the teacher will be able to make sure the student is applying the proper meaning of the words and phrases they use. The English teacher can explain why a phrase is spoken in a certain way.

#### 6. Verbs

There are many irregular verbs used in the English language. Rules for such verbs as "sing, sang, and sung "can be difficult to comprehend. A teacher who is fluent in English can make these rules regarding irregular verbs easier to understand.

### 7. Strange Vocabulary

Explaining the difference between such phrases and words as "on time and in time" can be difficult. The teacher will have an easier time explaining types of words that seem illogical to a student.

## 2.5 Speaking Skills Assessing

Jeremy Harmer explains in his book that "Constant interruption from the teacher will destroy the purpose of the speaking activity". But it is important for teachers to correct mistakes in speaking made by students in order to they don't did those mistakes again for the next. He also said that "As with any kind of correction, it is important not to single students out for particular criticism. Many teachers deal with the mistakes they heard without saying who made them"

Those explanations are during speaking activities in the class, but for the evaluation of speaking or speaking test the teachers need something to help them evaluate their students' ability in speaking. Teachers concerned with developing the speaking skills of their students need methods for assessing their students' progress.

The method used for assessing oral communication skills depends on the purpose of the assessment. A method that is appropriate for giving feedback to students who are learning a new skill is not appropriate for evaluating students at the end of a study. However, any assessment method should adhere to the measurement principles of reliability, validity, and fairness. The instrument must be accurate and consistent, it must represent the abilities we wish to measure, and it must operate in the same way with a wide range of students.

In the structured approach, the student is asked to perform one or more specific oral communication tasks. His or her performance on the task is then

<sup>&</sup>lt;sup>24</sup> Jeremy Harmer, How to Teach English. (England; Longman, 1998), p.94

evaluated. The task can be administered in a one-on-one setting with the test administrator and one student or in a group or class setting. In either setting, students should feel that they are communicating meaningful content to a real audience. Tasks should focus on topics that all students can easily talk about, or, if they do not include such a focus, students should be given an opportunity to collect information on the topic. <sup>25</sup>

## 2.5.1 Speaking Checklist

Checklists are often used for observing performance in order to keep track of a student's progress or work over time. They can also be used to determine whether students have met established criteria on a task.

In the speaking evaluation, teachers can use a speaking checklist to help them easier for assessing their students' speaking ability. Things to be aware of when evaluating Speaking:<sup>26</sup>

ERIC Clearinghouse on Reading and Communication Skills Urbana IL.

Assessing Listening and Speaking Skills. ERIC Digest.

Retrieved from the world wide web: <a href="http://www.ericdigests.org/pre-923/speaking.htm">http://www.ericdigests.org/pre-923/speaking.htm</a> (Accessed on May 15<sup>th</sup> 2010)

Retrieved from the world wide web: <a href="http://www.eslgold.com/speaking/speaking\_checklist.html">http://www.eslgold.com/speaking/speaking\_checklist.html</a> (Accessed on May 4<sup>th</sup> 2010)

<sup>25</sup> Mead, Nancy A. - Rubin, Donald L.

<sup>26</sup> ESL Gold, 2005

### a. Pronunciation

- Individual Sounds
- Stress and Intonation
- Pausing and Phrasing
- Reductions

### b. Grammar

- Verbs Noun
- Phrases
- Sentence Structure
- Individual Grammar Problems
- Functional Phrases

## c. Vocabulary

- Word Choice
- Idioms and Phrasal Verbs
- Appropriateness

### c. Content

- Substance and Details
- Topic Elaboration
- Organization

# d. Fluency

- Speed and Natural Flow
- Elimination of Translation
- Omission of Filler Words

#### **CHAPTER III**

#### RESEARCH METHODOLOGY

Research methodology is an important aspect in doing research. It helps the writer to investigate the problem and shows how the study will be set up, in order to answer the writer's questions.

In this chapter, the writer presents the aspect dealing with the methodology of the research. These aspects consist of research design, subject of the study, instrument to collect data, and the last is data analysis.

#### 3.1 Research Design

Research is the systematic efforts to answer the question or problem. Research may be defined as the systematic and objective analysis and recording of controlled observations that may lead to the development of generalization, principles, or theories, resulting in prediction and possibly ultimate control of event.<sup>27</sup>

Actually, all research involves the elements of observation, description, and the analysis of what happen under certain circumstances. According to Darsono there are three kinds of research design such as historical, descriptive, and experimental design.

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<sup>&</sup>lt;sup>27</sup> Darsono, Dasar-dasar Penelitian, (Jakarta: Universitas terbuka, 1999), p.18

In this research, the writer used a descriptive design. Descriptive study may include present fact or current condition concerning the nature of a group of persons, a group of objects, a class, etc. It means that descriptive design presents fact and there are no treatments and manipulations.

## 3.2 Subject of The Study

The writer took the Speaking 1 class at the University of Muhammadiyah Gresik, it consist of 23 students (see appendix 3) that come from various professions (teacher, nurse, employer, etc).

The Speaking 1 class has been chosen by the writer because the speaking lecturer was the English native speaker (Mr.Michael). From this class the writer got the data about a balanced activities approach which applied by the English native speaker at University of Muhammadiyah Gresik.

#### 3.3 Instrument to Collect Data

There are four instruments to collect data in this research that consist of: observation, questionnaire, interview, and documentation.

#### 3.3.1 Observation

For the observation, the writer visited the speaking 1 class when the native presented speaking lesson. In this technique the writer used observation checklist (see appendix 1). By doing the observation, the writer hopes to be able to get the data

concerning a balanced activities approach in the classroom, the way how the native makes the students spirit in learning English, the speaking evaluation, the situation of the class during teaching learning process and the students' responses toward the native's way of teaching.

## 3.3.2 Questionnaire

The writer used questionnaire to collect data (see appendix 2). This step is done by the writer in written form for the students of the Speaking 1 class.

By this technique, the writer hopes to be able to gain the information about the students' responses toward the English native speaker's way of teaching as their speaking lecturer.

### 3.3.3 Interview

According to Arikunto, interview is a dialogue between an interview and interviewee.<sup>28</sup> This technique is particular to obtain further information of what has been obtained from the questionnaire and observation. The writer interviewed the native speaker and some of the students individually after the class were over. This interview is to explore many things and it can get the result accuracy.

<sup>&</sup>lt;sup>28</sup> Arikunto, Suharsimi, Prosedur Penelitian, (Jakarta: Rineka Cipta, 1993), p.227

### 3.3.4 Documentation

The writer used this method as one of the instrument to collect data. This documentation consists of some materials and some pictures. The writer collected materials which are taught by native speaker during observation in the class in order to get easier in giving explanation about a balanced activities approach. Besides, some pictures in the class during the English teaching learning process were also collected to describe the situation in the class.

## 3.4 Data Analysis

In order to simplify the obtained data and to make them easier to be analyzed, the writer decided to make the tables to present the data. With the given tables the writer will analyze step by step, so there will be explanation of the table presentation.

#### CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the writer would like to present the finding and discussion. In finding, the writer describes the process of collecting the data and the result items presented in the table. While in discussion, the writer describes the result of finding the data then discusses them.

### 4.1 Finding

This research did since June 4<sup>th</sup> until June 25<sup>th</sup> 2010. In order to simplify the obtained data and to make easier to be analyzed, the writer decided to make a table to present the result of the data. The writer put down (+) when a part of a balanced activities approach was applied. From the given table, the writer will analyze step by step, so there will be explanation after the presentation of the table.

# 4.1.1 The Parts of A Balanced Activities Approach in Teaching Speaking Used by Native Speaker at University of Muhammadiyah Gresik

There are three balanced activities approach in English teaching learning that combines language input, structured output, and communicative output which are used by teacher in teaching learning of speaking. Part of a balanced activities approach which is applied in the speaking class by the native speaker at University of Muhammadiyah Gresik will be mentioned in the table below:

No	Activities Approach	Frequency					
		Always	Often	Sometimes	Never		
1.	Language Input						
	Content-oriented input (information)		+				
	Form-oriented input     (ways of using the language)						
	a. Linguistic competence	+					
	b. Discourse competence				+		
	c. Sociolinguistic competence			+			
	d. Strategic competence			+			
2.	Structured output	+					
3.	Communicative output	+					

The table above shows us that the English native speaker at the University of Muhammadiyah Gresik has applied all the parts of a balanced activities approach. For more explanation, the writer is going to explain the activities based on the topic (material) taught by the native;

1. Speaking Activity Unit 1 Feeling (see appendix 4). The native speaker helped the students practiced reading the dialogue and the useful expression. Content-oriented input was applied when the native gave information to the students that sometimes there were a lot of mistakes with the material. For the first, he tested the students to find the mistakes in the material orally then he would explain about the mistakes and told them what the correct one was. For example:

She got headache  $\rightarrow$  should be She has a headache

I have stomached  $\rightarrow$  should be I have a stomach

He makes me confuse → should be He makes me confused

It's make me boring → should be its make me bored

Based on the explanation above, the native has applied *linguistic competence*. For applying *structured output* and *communicative output*, the native then asked them to practice made a dialogue using those expressions.

He always started the material by asking the students to look for the mistakes first. He found that it was useful way to teach because it would make students thought about the structure.

For the Exercise 3, the native asked the students to make dialogue between the two students.

One thing he always remembered is went around the room to make sure that his students always spoke in English because some students were not too good in speaking English. When the students want to ask something they only kept their questions in their mind, so the native had to go around the room to make a little conversation with the students and remind them to practice speaking English more. In this way, the native applied vocabulary, pronunciation, and grammar (linguistic competence) while he spoke, because the students would catch the word and pronunciation produced by him.

Moreover, sociolinguistic competence is also applied when he tried to show how to use and respond the English language appropriately. Sometimes strategic competence was applied when he practiced and showed how to recognize and repair communication breakdowns. It happened if he heard his students spoke in Indonesia and he didn't understand what they said. Sometimes he would try to find the meaning by asking the students' gesture or sometimes he just said "Sorry" by giving smile, because in that speaking class he didn't want to emphasize his students in order to create a fun class and increase their motivation to speak in English.

2. Speaking Activity Unit 3 Famous People (see appendix 5). According to the native, this material was a better assignment because the students were not just talking to one person but they could talk to many people as they can (communicative output was applied). The native asked them to walk around the class and asked to their classmate one by one. This activity is for the entire class, they had to find out person that can do the activities in the list. After several minutes, students could find the person that can do the activities in the list.

The native asked the students who could find every list to share the answer in the class. The last, he crosschecked the result of their answer. Pronunciation, vocabulary, and grammar (*linguistic competence*) are applied while the native spoke; because the students would catch the word and pronunciation produced by the native.

3. Speaking Activity Unit 5 Food and Drink (see appendix 6). The native speaker definitely used this material. Content-oriented input and linguistic competence

was applied when the native gave an example to the students how to order the menu. For applying structured output and communicative output, he asked the students to practice act as the waitress ordering the menu. The native went around the class and let the students ordered the menu to him. After that he asked them to practice Exercise 5 each other with their chosen friend.

- 4. Speaking Activity Unit 10 Interview (see appendix 7). For the first, contentoriented input is applied when the native asked the students to make a circle on
  the important points for job interview expression. Besides, sociolinguistic
  competence is also applied when he explained which expressions are useful and
  appropriate for the job interview. He also added some points or questions for the
  interviewer to the applicant such as "What is your education background?" and
  some questions for the applicant to the interviewer, such as;
  - Can you explain about the job?
  - Can you explain about the pay structure?
  - What are the responsibilities?

Then the native asked the students to do in pair. The native gave the students 15 minutes to make a dialogue between an interviewer and applicant, after that, they had to act as an interviewer and an applicant in front of the class (communicative output is applied). The native did not correct their speaking while the activity was going on but gave feedback later. The native just watched and listened first while the act was taking place. He made a note things that seemed to go well and things they made important mistakes. When the act has finished, he

wrote the mistakes on the board and made it correct. In this way the pronunciation and grammar (*linguistic competence*) are applied. So the next students would avoid those mistakes on the previous dialogue.

- 5. In the material dialogue (see appendix 8) which the native made by himself, he gave it to the students in the last meeting and asked the students to act as the teacher and student with those dialogues in the next meeting. In this way, communicative output and structured output were applied indirectly while students practiced the dialogue in pair.
- 6. For the last evaluation or final test (see appendix 9), the native asked them to do microteaching/mini-lessons to present something in front of the class (communicative output and structured output were applied). This evaluation was used to assess the student's speaking ability and also measured the language input that has given by the native. He used speaking checklist to evaluate the students performance which contain of pronunciation, fluency, volume, confidence, practice time and presentation. While the writer found from ESL Gold 2005 (http://www.eslgold.com/speaking/speaking\_checklist.html) that speaking checklist is contain of pronunciation, grammar, vocabulary, content and fluency.

The native has his own reason about his speaking checklist. He included volume because according to him it was important, he often heard Indonesian people say something in English so soft and he couldn't hear what they said. So he thought that he would not be able to evaluate the students' speaking if he couldn't hear what they said. He also included *confidence* because according to

him if students feel confidence it means that the students are ready for their presentation, they will feel comfortable with the audience and they may speak fluently. *Practice time* was just for his rule and showed that the students had already prepared their speech. While *presentation* is include vocabulary and content.

From the explanation above, the observation class, and the interview that has been done, writer can show a result that the native speaker has applied a balanced activities approach since Language input, structured output until communicative output.

As the source by Grace Stovall Burkart in his modules about the "Activities Approach" in teaching speaking<sup>29</sup>, Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. From the native speaker, students can get all part of the Language input. The native talks with his language all the time, the students can do listening activity directly by listening to the native during the teaching learning process. It gives learners the material they need to begin producing language themselves.

<sup>&</sup>lt;sup>29</sup> Grace Stovall Burkart,1998. "Spoken language: What it is and How to teach it" (In modules for the professional preparation of teaching assistants in foreign language, Washington DC: Caner for Applied Linguistic) Retrieved from the world wide web: <a href="http://www.nclrc.org/essentials/speaking/goalsspeak.htm">http://www.nclrc.org/essentials/speaking/goalsspeak.htm</a> (Accessed on May 30<sup>th</sup> 2010)

Language input may be content oriented or form oriented. Content-oriented input focuses on information; it can be an extended lecture on an academic topic. The native always applied it before giving the material. While Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence), discourse competence, sociolinguistic competence, and strategic competence. The native almost applied all of the parts except the discourse competence.

Students directly did the activities of structured output when they speak.

Sometimes students made some ill-formed when they tried to speak in the class, but

Native speaker never forgot to crosscheck their structured output after they had

finished speak. As the theory by Chomsky that claims,

"The major conviction behind the native speaker is that he or she can at anytime give valid and stable judgments on his or her language. He or she is capable of identifying ill-formed grammatical expressions in his or her language even though he or she may not be able to explain exactly why they are ill-formed." <sup>30</sup>

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<sup>30</sup> Andreou, Georgia, Galantomos. Ioannis, 2009.

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http://e-flt.nus.edu.sg/v6n22009/andreou.htm#2.2-Defining\_the\_native\_speaker\_(accessed on May 2010)

During the observation, for the linguistic competence, writer never knew that Mr.Michael explained exactly about the reason of the ill-formed from his identifying students' ill-formed grammatical expressions. He just said "this is wrong and those are wrong" then gave them the correct ones.

In communicative output, the learners' main purpose is to complete a task. From the writer's observation, exactly there was an activity of communicative output during the teaching learning process. The native always tried to make conversation with the students, asked the students to read dialogues and made a short conversation in pair with their classmate, did microteaching and others.

# 4.1.2 The Students' Speaking 1 Class Responses toward Native Speaker As Their Lecture at University of Muhammadiyah Gresik

There are 10 question on the questionnaire that writer already gave to the 23 students about the native speaker and the native's speaking class (see appendix 2). The writer will show the result of the questionnaire in the table below in order to make the explanation clear:

No	Question	Number of Students' Answer			
			No	Sometimes	
1.	English native speaker is better than non native lecture	23	-	-	
2	I am so interested in the way the native teach	23	-	-	
3	I always get enthusiastic in the native's class	23	-	-	
4	English native speaker give me more motivation to study English	23	-	-	
5	English native speaker give me more knowledge about English and his culture	23	-	-	
6	I give my full attention when he speaks	23	-	-	
7	I prefer to join the native's class then the other class	22	1	-	
8	The situation in the speaking class by native always fun	23	-	-	
9	The native can keep our spirit and motivation in the class	23	-	-	
10	I can understand easily when the native gives explanation in the class	9	8	6	

From the table above, the writer can make a conclusion that according to all of students Mr. Michael as their native lecturer is better than their non-native lecture.

100% of them were interested, enthusiastic, and full of spirit & motivation for the

native's class. It can influence their attention to the native when he spoke although more than 50% students in the class couldn't always understand when he spoke too fast. Almost 100% of them were fun in the class and preferred to join the native's class to the non-native's class, because according to them Mr.Michael as the English native speaker and their lecturer could keep their spirit and motivation to learn English more during the teaching learning process in the class.

Siti fatonah, Siti Nor Hanifah, Deni Sutaji and Eka Novvy Prasetyowati are some of the speaking class students. From the interview with them directly after the class over, the writer got some statements. Siti Fatonah claimed that Mr.Michael is funny, so all of the students like him because he always made them laugh. It supports *Radislav Millrood's* statement in his journal with a title "*How Native Speakers Can Be Better English Teacher in Russia*" that An interesting turn of attention in the Indonesians audience has recently been towards authentic behavior (gestures, exclamations, explaining) and everyday behavior. As the writer saw during the observation in the class, Mr.Michael always stood up when he taught and shows authentic behavior by his good gestures, it could interest the students and made them gave full attention (see appendix 10).

<sup>&</sup>lt;sup>31</sup> Radislav Millroodd, *How Native Speakers Can Be Better English Teacher in Russia*, (online, 1999) millrood [at] main.tsu.tambov.ru

English Teaching Department at Tambov State University (Russia)

http://iteslj.org/Articles/Millrood-TeachersInRussia.html (put down on April 2010)

Siti Nor Hanifah and Deni Sutaji said that sometimes they faced difficulties in understanding what the Native's said if he spoke too fast. But writer knew from the interview with Mr.Michael that he always tried to speak slowly and clearly when he taught, spoke and made a short conversation with his students.

Eka Novvy Prasetyowaty said that Mr.Michael helped much in pronunciation and students' speaking ability, because Mr.Michael always tried to understand about the students' weakness in speaking and always tried to motivate them to speak loudly.

### 4.2 Discussion

Having discussed and analyzed the data from the questionnaire, classroom observation, and interview, and documentation in the previous chapter the writer already present that the three parts of a balanced activities approach were applied in the native's class. There were language input, structured output and communicative output. But in the part of language input there was not discourse competence. For the linguistic competence, the native speaker didn't care about the grammar. It can see during the observation, for the linguistic competence, writer never knew that Mr.Michael explained exactly about the reason of the ill-formed from his identifying students' ill-formed grammatical expressions. He just said "this is wrong and those are wrong" then gave them the correct ones. He considered that it was a speaking class, so he has to focus on the students' speaking ability. As the theory by Chomsky as quoted by Georgia-loannis that claim,

"The major conviction behind the native speaker is that he or she can at anytime give valid and stable judgments on his or her language. He or she is capable of identifying ill-formed grammatical expressions in his or her language even though he or she may not be able to explain exactly why they are ill-formed."<sup>32</sup>

Furthermore, the native did not correct the students' speaking while the activity was going on but gave feedback later. As Jeremy Harmer said that "It is important for teachers to correct mistakes made during speaking activities in a different way from the mistakes made during a study exercise".33

At the last of the teaching learning process, the teacher did a speaking evaluation. It was obvious that *structured output and communicative output* were going on. From the evaluation the native was able to know how well or how his *language input* influences the students' *structured output and communicative output*.

Furthermore the responses from the students are good because all of them like his way of teaching. The native speaker could increase their motivation to speak in English more than usual. It means that it increases their confidence for communicative output.

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http://e-flt.nus.edu.sg/v6n22009/andreou.htm#2.2-Defining\_the\_native\_speaker\_(put down on May 2010)

<sup>32</sup> Andreou, Georgia, Galantomos. Ioannis, 2009.

<sup>33</sup> Jeremy Harmer, how to Teach English (Longman, 1998), p.94

### **CHAPTER V**

### **CONLUSION AND SUGGESTION**

### 5.1 Conclusion

After gets the result of the study, the writer will present conclusion of the whole study and give some suggestion for teaching learning in the classroom.

It is really important because it will help us to give better understanding about the way the native teaches and a balanced activities approach of teaching speaking. Especially for English teacher in order to know the way the native teach then get the positive things but avoid the lack things in teaching English. Having discussed and analyzed the data from the questionnaire, classroom observation, the documentation and the interview with the native speaker and students, writer can present the points as a conclusion:

- Native speaker's class at the University of Muhammadiyah Gresik has applied a
  balanced activities approach for English speaking in the speaking 1 class. There
  were almost the three parts of activities approach in the native's class. (There
  were language input, structured output and communicative output).
- 2. In the part of language input there are Content-oriented input focuses on information and Form-oriented input focuses on ways of using the language:

guidance from the teacher or another source on vocabulary, pronunciation, linguistic competence, discourse competence, sociolinguistic competence, and strategic competence.

But there were not grammar (*linguistic competence*) and *strategic competence* (explicit instruction in phrases to use to ask for clarification and repair miscommunication) that the native gave to the students because he didn't care about the grammar (*linguistic competence*). He considered that it was a speaking class, so he just has to focus on the students' speaking ability.

- 3. At the last of the teaching learning process, teacher did a speaking evaluation. It was obvious that *structured output* and *communicative output* was going on. From the evaluation the native was able to know how well or how his *language input* influences the students' *structured output* and *communicative output*.
- 4. However the responses from the students are good. All of them like his way of teaching. The English native speaker could increase their motivation to speak in English more than usual, it will be influenced their confidence for communicative output.

# 5.2 Suggestion

Having analyzed data obtaining through questionnaire, observation, and interview there are some points that can be considered as the input to improve the success of teaching learning process, especially in the focus to increase student's speaking skill in Indonesia.

According to the writer English native speaker is good for teaching English, he or she just need to learn about English structured more in order to give better teaching in English teaching because Learning English can't be separated by learning about the grammatical rules.

Moreover, the English native is still needed to help the students learning English more. He or she is full of face expression, has good gestures and ways to express him or herself, and also competence to his or her culture. So it will be better now if in all of the school or institute begin to think about inviting English native speaker in the class for motivating the students to increase their confidence and their ability in speaking. It can be once or twice a month if too difficult to invite an English native to teach for a long time.

Furthermore, quality of non-native teacher will be at the same level with the native if the English teachers (non-native) always try to increase their ability in teaching and speaking, study more about classroom management, and native's culture in order to develop their English knowledge.

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