



## PERSETUJUAN PEMBIMBING SKRIPSI

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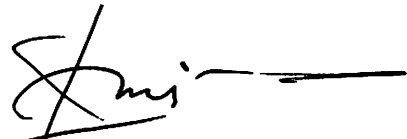
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Judul : TEACHING ENGLISH BY NATIVE SPEAKER IN THE  
SPEAKING 1 CLASS AT THE UNIVERSITY OF  
MUHAMMADIYAH GRESIK

ini telah diperiksa dan disetujui untuk diujikan.

Surabaya, 19 Juli 2010

Pembimbing,



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## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

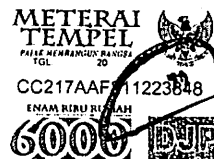
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Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Surabaya, 23 Juli 2010

Yang Membuat Pernyataan,



AVIYATUZ ZAHRIYAH















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.

























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





















**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**







### **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.











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, *content-oriented 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](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.

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<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: <http://www.nclrc.org/essentials/speaking/goalsspeak.htm> (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.

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

[http://e-flt.nus.edu.sg/v6n22009/andreou.htm#2.2-Defining\\_the\\_native\\_speaker\\_](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:





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.<sup>31</sup> 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).

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<sup>31</sup> Radislav Millrood, *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)



*"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"*.<sup>33</sup>

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

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

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

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



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*.









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:

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