

## **ADVISOR'S APPROVAL SHEET**

This is to certify that the thesis title **“A Study on Native English Speaker Teacher’s (NEST) Technique in Teaching Speaking to The Students of MTs Darussalam”** that is written by Evi Candra Juwita NIM. 2813123060 has been approved by the thesis advisor and for further approval by the Board of Examiners.

Tulungagung, July, 11<sup>th</sup> 2016

Advisor,

**Muh. Basuni, M. Pd**

**NIP. 19780312 200312 1 001**

Acknowledge,

Chief of English Education Program

**Dr. Arina Shofiya, M. Pd**

**NIP. 197705232003122002**

## **THE BOARD OF EXAMINERS' APPROVAL SHEET**

### **A STUDY ON NATIVE ENGLISH SPEAKING TEACHER'S (NEST) TECHNIQUE IN TEACHING SPEAKING TO THE SECOND GRADE STUDENTS OF MTs DARUSSALAM**

#### **THESIS**

Written by:

**EVI CANDRA JUWITA  
NIM. 2813123060**

has been maintained in front of the board of examiners at July 2016  
and has been approved as the requirement for the degree of Sarjana  
Pendidikan Islam in English Education Department

**Board Examiners**

**Signature**

**Chief :**

**NIP.**

.....

**Main Examiner :**

**NIP.**

.....

**Secretary :**

**NIP.**

.....

**Approved by  
Dean Faculty of Education and Teacher Science  
IAIN Tulungagung**

**Dr. H. Abd. Aziz, M.Pd.I  
NIP. 19720601 200003 1 002**

## **MOTTO**

**Always Remember that Allah will Give The Best Solution  
for Every Problem**

**Believe**

فَإِنْ مَعَ الْعُسْرٍ يُسْرًا

إِنْ مَعَ الْعُسْرٍ يُسْرًا

**“Verily along with every hardship is relief**

**Along with every hardship is relief”**

**(QS. Al Insyiroh 5-6)**

## **DEDICATION**

I would like to give my special thanks and dedicate this precious thesis to:

- ❖ Allah SWT who always give us blessing and mercy
- ❖ My beloved husband, Bayu Dian Saputro who always love, support, and strengthen me in facing this full of challenging life
- ❖ My beloved parents Mrs. Marto'ah and Mr. Ali Muhtarom who always give me endless love, take care, and pray for my success
- ❖ My lovely little son, Satria Abinaya Nurfattah who always be my spirit and motivation to keep fighting and do the best for my family life.
- ❖ All of my lecturers who guide and gave me invaluable knowledge and experiences
- ❖ All of my friends who ever become part of my life
- ❖ My beloved college, English Education Department, Faculty of Education and Teacher Training of IAIN Tulungagung
- ❖ All of the influential people that can't be mentioned one by one who help me in completing my thesis

## **DECLARATION OF AUTHORSHIP**

Name : EVI CANDRA JUWITA

Place, Date of Birth : Blitar, December 20<sup>th</sup> 1993

NIM : 2813123060

Departement : English Education Program of IAIN Tulungagung

Semester : VIII

State that the thesis entitled “A Study on Native English Speaking Teacher’s (NEST) Technique in Teaching Speaking to The Second Grade Students of MTs Darussalam” is truly my original work and helped by the expert of this matter. It is written and published as the requirement for the degree of Sarjana Pendidikan Islam In English Education Program, Faculty of Education and Teacher Training, State Islamic Institute of Tulungagung in Academic Year 2015/2016. Due the fact, I am responsible for the thesis, if there is any objection or claim from other.

Tulungagung, July 11<sup>th</sup> 2016

**The Writer,**

**EVI CANDRA JUWITA**  
**NIM. 2813123060**

## ABSTRACT

**Juwita, Evi Candra.** Registered Number Student.2813123060, 2016. *A Study on Native English Speaking Teacher's (NEST) Technique in Teaching Speaking to The Second Grade Students of MTs Darussalam.* Thesis. English Education Program. Faculty of Education and Teacher Training. State Islamic Institute (IAIN) of Tulungagung.

Advisor: Muh. Basuni, M.Pd

Keywords: Teaching Technique, Speaking, Native English Speaking Teacher (NEST)

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking, as crucial part of both second and foreign language learning and teaching, is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it. (Alonso: 2012). According to some researches, students prefer to be taught by Native English Speaking Teacher because of the NEST's better pronunciation. That is what make the researcher curious to know the NEST's technique in teaching especially teaching speaking. The subject of the research is the Native English Speaking Teacher who teach speaking and the participants are three second grade students of MTs Darussalam Kademangan that have been taught by NEST for two semesters.in academic year 2015/2016

The problem concerned in this research is : (1) What is Native English Speaker Teacher's (NEST) technique in teaching Speaking to the Second Grade Students of MTs Darussalam? (2) How is the implementation of the NEST's technique in teaching speaking?

Purpose of this study are: (1) To investigate Native English Speaker Teacher's (NEST) Technique in teaching Speaking to the Second Grade Students of MTs Darussalam, (2) To elaborate the implementation of the NEST's technique in teaching speaking to the Second Grade Students of MTs Darussalam.

Research design of this research used Qualitative research design by presenting the data in the descriptive way. Data source of this research is the Native English Speaking Teacher (NEST),the second grade students of Mts Darussalam Kademangan, Blitar and the school. Method of collecting data of this research are interview, observation, and

documentation. Technique of data analysis which is used in this research is interactive analysis qualitative data model those are data collection, data reduction, data display, and drawing conclusion.

The finding of this research are (1) in teaching speaking to the second grade students of MTs Darussalam, the native English Speaking Teacher uses Dialogue as the technique. (2) the implementation of the teaching speaking using Dialogue technique used by NEST is, she managed the procedure of the dialogue performance well. First, she explained a topic with a new material. Then, she relate it with the vocabularies they learnt last week, the vocabularies they have just learnt that day and the students experience then asked them to make a dialogue about their experience which is related to the topic they discuss. Such technique can enable the students to apply the vocabulary they got in every meeting and improve their pronunciation and speaking skill. Besides, they can learn to work together in groups, or in pair, so that they will not be too shy to talk. (3) The Native English Speaking Teacher has her own creativity to make the students interested in learning English with her. The creativities are in term of the media which is various and well design and the addition of Cross Cultural Understanding material in learning English.

## **ABSTRAK**

Juwita, Evi Candra. Nomor Induk Mahasiswa.2813123060, 2016. A Study on Native English Speaking Teacher's Technique in Teaching Speaking to the Second Grade Students of MTs Darussalam. Skripsi: Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan. Institut Agama Islam Negeri (IAIN) Tulungagung.

Pembimbing: Muh. Basuni, M.Pd

Kata kunci: Teknik Mengajar, Berbicara, Guru Penutur Asli Bahasa Inggris

Berbicara adalah “proses membangun dan berbagi arti melalui penggunaan symbol verbal maupun non-verbal, dan konteks yang bervariasi” (Chaney, 1998, hal. 13). Berbicara, sebagai bagian penting dari pembelajaran dan pengajaran bahasa kedua maupun bahasa asing, secara umum, dianggap sebagai keahlian yang paling penting diantara empat keahlian berbahasa. Tetapi, suatu keluhan yang dialami oleh siswa-siswi adalah bahwa mereka sudah belajar bahasa Inggris selama bertahun-tahun, tetapi mereka masih belum bisa berbicara dengan menggunakan bahasa tersebut. (Alonso: 2012). Menurut beberapa peneliti, para siswa lebih memilih untuk diajar oleh Guru Penutur Asli Bahasa Inggris karena pengucapan mereka yang lebih baik. Itulah yang membuat peneliti ingin mengetahui teknik yang digunakan Guru Penutur Asli Bahasa Inggris khususnya untuk mengajar kemampuan berbicara. Subjek penelitian ini adalah Guru Penutur Asli Bahasa Inggris dan patisipannya adalah tiga siswa kelas dua yang telah diajar oleh Guru Penutur Asli Bahasa Inggris selama dua semester yakni pada tahun akademik 2015/2016.

Masalah yang dibahas dalam penelitian ini adalah: (1) Teknik apakah yang digunakan Guru Penutur Asli Bahasa Inggris dalam mengajar kemampuan berbicara kepada siswa kelas dua MTs Darussalam? (2) Bagaimana pelaksanaan dari teknik yang digunakan oleh Guru Penutur Asli Bahasa Inggris dalam mengajar kemampuan berbicara kepada siswa kelas dua MTs Darussalam?

Desain penelitian dari penelitian ini adalah Kualitatif dengan mempresentasikan data secara deskriptif. Sumber data penelitian ini adalah Guru Penutur Asli Bahasa Inggris yang mengajar kemampuan berbicara, siswa kelas dua MTs Darussalam, dan sekolah tersebut. Metode pengumpulan data pada penelitian ini adalah interview, observasi, dan dokumentasi. Teknik analisis data yang digunakan dalam penelitian ini adalah Model analisis interaktif data kualitatif yakni pengumpulan data, pengurangan data, penyajian data, dan penarikan kesimpulan.

Penemuan dari penelitian ini adalah (1) Dalam mengajar kemampuan berbicara kepada siswa kelas dua MTs Darussalam, Guru Penutur Asli Bahasa Inggris menggunakan teknik Dialog sebagai tekniknya. (2) Pelaksanaan dari teknik mengajar yang digunakan oleh Guru Penutur Asli Bahasa Inggris tersebut adalah, dia mengatur prosedur penampilan dialog dengan baik. Pertama, dia menjelaskan sebuah topic dengan materi baru. Kemudian dia mengaitkannya dengan kosa kata yang siswa telah pelajari minggu yang lalu, kosa kata yang baru saja siswa pelajari pada hari itu, dan pengalaman siswa kemudian menyuruh mereka untuk membuat dialog tentang pengalaman mereka yang dikaitkan dengan topic yang dibahas. Teknik seperti itu dapat memudahkan siswa untuk menerapkan kosa kata yang telah mereka peroleh pada setiap pertemuan dan mengembangkan kemampuan pengucapan dan berbicara mereka. Di samping itu, mereka dapat belajar bekerja sama dalam kelompok, atau berpasangan, sehingga mereka tidak akan malu untuk berbicara. (3) Guru Penutur Asli Bahasa Inggris memiliki kreativitasnya sendiri untuk membuat siswa teratrik dalam belajar Bahasa Inggris dengannya. Kreativitas tersebut antara lain dalam hal media yang beraneka raga, dan didisain dengan baik serta penambahan materi Pemahaman Lintas Budaya dalam pembelajaran Bahasa Inggris.

## **ACKNOWLEDGEMENT**

Praise and gratitude is to Allah SWT, the lord of universe who has given the inspiration and blessing to the researcher, so that the researcher can accomplish this thesis writing. Sholawat and salam may always be given to our prophet Muhammad SAW, the messenger of Allah SWT who has shown the truth religion and taken all human being from the darkness to the lightness.

The researcher would like to express her appreciation to the people who have spent their time, idea and advice to her.

The researcher wants to convey to express her sincere thanks to:

1. Her husband and parents who have given advices and motivations both material and spiritual during her study until finishing this thesis.
2. Dr. Maftukhin, M.Ag. as the chief of IAIN Tulungagung for his permission to write this thesis.
3. Muh. Basuni, M.Pd. as the researcher's thesis advisor and Arina Shofiya, as the Head of English Education Program who has given some information, invaluable guidance, suggestion, and feedback during the completion of this thesis, so researcher can accomplish this thesis well.
4. All of her lecturers in IAIN Tulungagung for their kindness and help during the study.

5. Barijan, BA as the head master of MTs Darussalam Kademangan who gave the researcher information and allowed me to conduct a research in that school.
6. The native English speaking teacher, Nicholas Fish who was willing to be the main subject of this research, thanks so much for the chance you gave.
7. The 2<sup>nd</sup> grade students, especially class B in the academic year 2015/2016 for the cooperation as the subject of this research.
8. All friends, who can't be mentioned one by one especially TBI-B who always help and motivate the researcher in finishing this thesis.

Finally, the researcher realizes that this thesis is far from being perfect, but she hopes for kind suggestions and useful revision to improve this thesis. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 11<sup>th</sup> 2016

**The Researcher**

## **TABLE OF CONTENTS**

Cover .....	i
Advisor's Approval Sheet .....	ii
Board of Examiners' Approval Sheet .....	iii
Motto .....	iv
Dedication .....	v
Declaration of Authorship .....	vi
Abstract .....	vii
Acknowledgement .....	xii
Table of Contents .....	xiii
List of Appendices .....	xvii

## **CHAPTER I INTRODUCTION**

A. Background of the Research .....	1
B. Research Problems .....	7
C. Research Objectives .....	7
D. Significance of the Study .....	8
E. Scope and Limitation of Study .....	8
F. Definition of the Key Terms .....	9
G. Organization of The Study .....	9

## **CHAPTER II REVIEW OF RELATED LITERATURE**

A. Speaking Skill .....	10
1. Definition of Speaking Skill .....	10
B. Teaching Speaking .....	11
1. The notion of Teaching Speaking .....	11
2. The Teacher Roles in the Classroom .....	12
C. Dialogue .....	14
1. The Notion of Dialogue .....	14
2. The Criteria of a Good Dialogue .....	16
D. Dialogue in Language Learning .....	16
E. Learning English in the Secondary School .....	17
F. Learning Through Dialogue .....	18
G. Review of Previous Study.....	22

## **CHAPTER III RESEACH METHOD**

A. Research Design .....	28
B. Subject of the Study .....	29
C. Data and Data Sources .....	30
D. Method of Collecting Data and Research Instrument .....	30
1. Method of Collecting Data .....	25
a) Interview .....	30

b) Observation .....	32
c) Documentation .....	/.... 33
2. Research Instrument .....	33
a) Interview Guide .....	34
b) Observation Sheet .....	34
c) Human Instrument .....	34
E. Trustworthiness of Data .....	34
F. Method of the Data Analysis .....	36

#### **CHAPTER IV RESEARCH FINDINGS**

B. Research Findings .....	40
1. Native English Speaking Teacher's (NEST) Technique in Teaching Speaking Ability.....	41
a) Classroom Activities Phases in Teaching and Learning Process.....	41
(1) Pre Classroom Activiti .....	42
(2) Whilst Classroom Activities.....	44
(3) Post Classroom Activities .....	40
2. The implementation of native speaker teacher's technique in teaching English for EFL students .....	46

3. The Creativity of Native English Speaking Teacher in teaching English to the Second Grade Students of MTs Darussalam .....	50
---	----

## CHAPTER V DISCUSSION

A. Discussion .....	53
1. Dialogue Technique in Teaching Speaking .....	53
2. The Implementation of Dialogue Technique in Teaching Speaking.....	47
3. The Creativity of Native English Speaking Teacher in Teaching English to the Second Grade Students of MTs Darussalam .....	58

## CHAPTER VI CONCLUSIONS AND SUGGESTIONS

A. Conclusion .....	59
B. Suggestions .....	60

REFERENCES .....	62
------------------	----

## **LIST OF APPENDICES**

1. Native Speaker Teacher Observation Sheet
2. Interview Guide for Native English Speaking Teacher
3. Interview Guide for students
4. Script Interview of Native English Speaking Teacher
5. Students Script Interview 1
6. Students Script Interview 2
7. Students Script Interview 3
8. Interview Guide for Non-Native/Indonesian English Teacher
9. Interview Script of Non-Native/Indonesian English Teacher
10. Native Speaker Teacher Curriculum Vitae
11. List of Interviewed Students'
12. Research Documentation (Photo)
13. Registration Form of Thesis Writing
14. Thesis Guidance Letter
15. Letter of Research Evidence
16. Consultation Form
17. The Writer's Curriculum Vitae