

CHAPTER I

INTRODUCTION

A. Background of The Research

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). Brown (2004) defined speaking as the product of construction of linguistic strings; the speaker makes choices of lexicon, structure, discourse. 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).

The learners' ability in speaking itself, is absolutely influenced by the technique used by the teacher in teaching speaking. Now many linguistics and ESL teachers agree on that students learn to speak in the second and foreign language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and

meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

Based on KPPN/Bappenas (2013) "*Government Work Plan 2013*" Book II, Indonesia would also face AEC (ASEAN Economic Community) which is more and more demanding for Indonesians to be able to communicate using English and compete with other advanced country. In this book also stated that the Secretary of Education and Culture of Indonesia, Drs. Tahirin Simbang, said that starting from Academic Year 2015/2016, all of school should implement three languages, including region language, Bahasa Indonesia, and English. (KPPN/Bappenas 2013 "*Government Work Plan 2013*" Book II)

However, Law (1999) in his research that discuss about students' perception toward native speaker teacher stated that in countries where English is spoken as foreign language such in Indonesia, English teachers are mostly non-native speakers. Although the number of non-native teachers has reached more than 80% of all English teachers in the world (Canagarajah, 1999 as cited in Gil, 2009), non native teachers are still widely considered less qualified than native speakers in teaching English. The dichotomy of native and non-native speaker happens because of "native speaker fallacy", that is, an assumption that the native speaker is the ideal teacher (Phillipson, 1992 as cited in Gil, 2009). Native speakers possess the language proficiencies, which include the capability

of using idiomatic expression and speak fluent English because they are “the owners” (Samimy & Brutt-Griffler, 1999) and have “first-hand knowledge” of the language (Kirkpatrick, 2007). Native speakers do not have difficulties in pronunciation because they have acquired the language since they were born with it, and they are able to judge which utterances are grammatically acceptable and which are not. Beside their linguistic proficiencies, native teachers also possess the knowledge of cultural connotations of English (Phillipson, 1992 as cited in Gil, 2009). For example, English has specific ways and expressions for greeting, or how to extend wishes, condolences, etc, which are different from learners’ own cultures.

Because of these advantages, native teachers outperform the non-natives and are able to occupy the central position in English learning and teaching all over the world. They are teachers in their own countries (inner circle), and also sent to the outer and expanding circle countries to teach or to train non-native teachers. In countries where English is learned as a foreign language, the native speaker teacher is a real gift and can be students’ favorite.

Besides, the dichotomy of natives and non-natives mostly brings disadvantages to the latter. Compared to native teachers, non-native teachers usually feel that they have a lot of weaknesses, which in turn make them lose confidence when teaching. A correlational study

conducted by Reeves and Medgyes (1994, as cited in Samimy & Brutt-Griffler, 1999) showed that there is a relationship between the teachers' proficiency and their self-image. Non-native teachers not having a very good command of English, especially in oral proficiency, mostly possess low self-image and this influence the way they teach.

The lack of competence possessed by non-native teachers might be true. In the case of ELT in Indonesia, students may find that their English teachers are far from satisfactory. In terms of educational background, not all English teachers have appropriate qualification or have a chance to pursue English teacher training. The teaching methodology is still traditional and the resources are limited. As a result, learners do not get much improvement (Nur, 2004). Besides struggling with their own self-perceptions, non-native teachers also have to face the learners' perceptions. Learners in general hold a belief that non-native teachers are less competent, and they prefer to be taught by native speakers because they can get the perfect model.

Yet, Brown (2007) puts forward a positive acknowledgment that non-native teachers actually "possess distinct advantages over native teacher". According to Brown, non-native teachers may not always be able to achieve native-like oral proficiency, but they might have excellent skills in listening, reading or writing. In dealing with their weakness in speaking or pronunciation, Brown suggests non-native teachers to

compensate it by using media such as recording of native speakers" voices along with other models of English varieties. Here, the conclusion can be drawn that both native and non-native speaker have their own capability for teaching English so they can improve the students' skill, achievement and competence in English.

Considering the advantages may be acquired by students if they are taught by both native speaker and non-native speaker, and also as the effort of making Indonesian people master English especially in speaking skill, the Education and Culture Ministry joined with Peace Corps since 2010. According to the Implementation Arrangements Between Ministry of Religion Republic of Indonesia and Peace Corps about Peace Corps Program in the Field of Teaching English and English Teacher Training, Peace Corps is an independent institute of United State of America government which provides volunteers for the invitor country in the whole world. (The Implementation Arrangement between Religion Ministry of Indonesia Republic and Peace Corps about Peace Corps Program in Teaching English and English Teacher Training 2010). In this program, the native speakers will cooperate with non-native English teacher in teaching English in the EFL students' classroom.

Through Peace Corps, Indonesia invited the volunteers to be Native English Speaker Teacher (NEST) at some schools in East Java, West Java and some other provinces in Indonesia. One of the private

Islamic school in East Java which successfully passed the selection for getting NEST is MTs Darussalam Kademangan.

After doing a preliminary study, the researcher found some differences on the way of teaching used by NEST and Indonesian teacher. The difference is that NEST tries to use one activity to train 4 skills while Indonesian teacher always teach one skill only in one activity. Besides, NEST tries to not to do one thing for too long, so that the students will not be bored. While Indonesian teacher often does one thing that means one activity for too long so that the students will not only be bored but also lose concentration.

Besides, NEST often uses games in teaching English so the learning becomes fun. In addition, based on the interview result to the second grade students, the researcher also found that NEST's way in teaching speaking and pronunciation is considered to be better and fun than Indonesian teacher.

Numerous studies have been conducted on native speaker existence in teaching English to EFL students. However, most studies are focused on students' perception toward native speaker teacher and comparing the teaching behavior between native speaker and non-native speaker, not on the native speaker teacher method or technique in teaching a certain skill especially speaking skill. This will be the case discussed by the researcher in this research.

Relying on those way of English teaching differences between native speaker and Indonesian teacher, researcher is more interested to discuss deeply about the NEST technique in teaching speaking ability, in which English as Foreign Language for Indonesian students. Finally, the researcher decides to discuss about NEST's technique in teaching speaking ability to the Second grade students of MTs Darussalam Kademangan, Blitar, in academic year 2015/2016

B. Research Problem

On the basis of the background of the research, the problem of this research is formulated as follows:

1. What is Native English Speaker Teacher's (NEST) technique in teaching Speaking Ability?
2. How is the implementation of the NEST's technique in teaching speaking ability?

C. Research Objective

The research that is accomplished by the researcher is purposed :

1. To investigate Native English Speaker Teacher's (NEST) Technique in teaching Speaking ability
2. To elaborate the implementation of the NEST's technique in teaching speaking ability

D. Significance of the Study

The result of this research was expected to give some valuable contributions especially for students' learning English, English teachers, and the further researchers. These contributions could be mentioned as follows:

1. For the students

The result of this research will be able to raise up students in learning English, increase their skill in English speaking and encourage them to participate in various learning activities.

2. For the English teacher

It is expected that the finding of this research will motivate the teacher to improve his/her technique, strategy, method, and material in teaching English especially for teaching speaking ability.

3. For the further researcher

This research is expected to give some contributions for the further researcher as recent data to conduct research of the same aspect of study, especially on teaching speaking ability done by Native English Speaker Teacher.

E. Scope and Limitation of The Study

This research is going to discuss the NEST's technique in teaching English to Indonesian students. However, the researcher will only focus on the NEST technique in teaching speaking ability which is conducted for

the VIII (second) grade students at MTs Darussalam Kademangan in academic year 2015/2016.

F. Definition of Key Term

NEST is the abbreviation of Native English Speaking Teacher. It can be defined as a person whose mother tongue is English. He/She teaches English based on the curriculum stated in Indonesia for EFL students

G. Organization of the research

This thesis contains the following sections.

The first chapter consists of background of the study, research question, research objective, significance of the study, scope and limitation of the study, definition of the key term and organization of the study. Then second chapter is Review of Related Literature that presents related literature dealing with Teaching English as Foreign Language, NEST' technique in teaching speaking ability and some previous studies.

The third chapter is Research Method that discusses the methods used in conducting this research. It presents the result of interviews and observations. After that, the fourth chapter is the analysis of the findings then the fifth chapter contains discussion and the last chapter is conclusion and suggestions.