

**A STUDY ON THE STRATEGIES OF NATIVE SPEAKER  
TEACHER IN TEACHING ENGLISH FOR ENGLISH AS FOREIGN  
LANGUAGE STUDENTS AT SMAN 1 NGUNUT TULUNGAGUNG**

**THESIS**



**By:  
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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE (IAIN)  
TULUNGAGUNG  
2014**



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**THESIS**

**Presented to Faculty of Education and Teacher Training of State Islamic  
Institute Tulungagung in partial fulfillment of the requirements for the  
degree of Sarjana Pendidikan Islam in English Education Program**



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2014**

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This is to certify that the thesis title “**A Study on the Strategies of Native Speaker Teacher in Teaching English for English as Foreign Language Students at SMAN 1 Ngunut Tulungagung**” that is written by Tutut Purwatiningsih NIM. 3213103027 has been approved by the thesis advisor and for further approval by the Board of Examiners.

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**A STUDY ON THE STRATEGIES OF NATIVE SPEAKER  
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MOTTO

*Success is a need*

## DEDICATION

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

- ◆ God who has given blessing and mercy
- ◆ My beloved parents Mrs. Suharti and Alm.Mr. Suprpto who gave full love, attention, motivation and pray for me, thanks for your affection and endless love
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- ◆ My beloved college, English Education Department, Faculty of Education and Teacher Training of IAIN Tulungagung
- ◆ All of person who can't be mentioned in this chance, thanks so much guys

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State that the thesis entitled **“A Study on the Strategies of Native Speaker Teacher in Teaching English for English as Foreign Language Students at SMAN 1 Ngunut Tulungagung”** 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 2013/2014. Due the fact, I am responsible for the thesis, if there is any objection or claim from other.

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## ABSTRACT

Purwatiningsih, Tutut. Registered Number Student.3213103027, 2014. A *Study on The Strategies of Native Speaker Teacher in Teaching English for English as Foreign Language Students*. Thesis. English Education Program. Faculty of Education and Teacher Training. State Islamic Institute (IAIN) of Tulungagung.

Advisor: Arina Shofiya, M. Pd

Keywords: Teaching Strategy, Native Speaker Teacher, EFL Students

One is the most important aspect that must be considered by the teacher in the teaching and learning activities is the teaching strategy. Teaching strategy itself covers some aspect those are the employing of instructional approach, method and technique, teaching media, learning source and students' level classification, those are applied for creating good interaction between the teacher and students, student and students, students and material, then the students and environment. Teaching strategy is used to measure the learning process, learning result and the impact of learning activities. In the form of English teaching and learning especially in the EFL country, the English as foreign language students will be helpful in mastering the English knowledge and skills by learning with the native speaker teacher for English subject. The native speaker teacher here means a person/teacher who holds an English as their mother tongue. Native speaker teacher is a capable model to give the correct evaluation or English judgement to the EFL students. They enable to give valid and stable judgements on their language. Thus starting point from those survey and statements, it encouraged the researcher to conduct the research about the strategies of native speaker teacher in teaching English for English as foreign language students in SMAN 1 Ngunut, Tulungagung in academic year 2013/2014.

The problems concerned in this study are: (1) What are the strategies of native speaker teacher in teaching English for EFL Students?(2) How is the implementation of the strategies of native speaker teacher in teaching English for EFL Students?

Purposes of this research are: (1) To investigate the strategies of native speaker teacher in teaching English for EFL Students.(2) To elaborate the implementation of the strategies of native speaker teacher in teaching English for EFL Students.

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 speaker teacher, students of X-B SMAN 1 Ngunut,

Tulungagung and school. Method of collecting data of this research are observation, interview, 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 findings of this research are (1) the native speaker teacher used two kind of teaching strategy inside of her English classroom, they were *direct teaching strategy* and *cooperative learning teaching strategy*. (2) the implementation of both those teaching strategies are the native speaker teacher combined those two teaching strategies into her every teaching and learning activity in the EFL classroom in a purpose to make both of them can support to each other, so that it can create a classroom environment was having good atmosphere and can reach the learning goal effectively. *The direct teaching strategy* is performed by her to give the students clear and detail explanation about the instructional material, to engage the students keep active and participate in the learning activity and to control and monitor the students' learning process for individual and group work in small group discussions. Besides, it is presented to measure the students' individual comprehension and skill achievement. Then *the cooperative learning teaching strategy* is used by the native speaker teacher in order to let the students learn the complex instructional material with their friends in a group discussions and to direct the students' to do the task, project, job and assignment in the form of group work discussions. In the other hand, it is also invited by her to make the students work in group together and having the various interesting activity, thus they will not be bored, sleepy, or not really pay more attention to the material which was being the main concern in the small group work discussions.

## ABSTRAK

Purwatiningsih, Tutut. NIM. 3213103027, 2014. *A Study on The Strategies of Native Speaker Teacher in Teaching English for English as Foreign Language Students*. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Institut Agama Islam Negeri (IAIN) Tulungagung. Dosen Pembimbing: Arina Shofiya, M.Pd

Kata Kunci: Strategi Pembelajaran, Guru, Siswa

Satu hal penting yang harus mendapatkan perhatian khusus dari seorang guru dalam proses belajar dan mengajar adalah strategi pembelajaran. Strategi pembelajaran itu sendiri mencakup beberapa hal penting dalam pembelajaran antara lain, adanya pendekatan pembelajaran, metode dan teknik mengajar, media pembelajaran, sumber belajar dan pengelompokan kemampuan siswa, untuk mewujudkan interaksi baik dalam bidang edukasi antara pendidik/guru dengan peserta didik, antar peserta didik, peserta didik dengan bahan ajar dan antara peserta didik dengan lingkungannya. Strategi pembelajaran digunakan untuk mengukur proses pembelajaran, hasil pembelajaran dan dampak dari kegiatan pembelajaran yang dilaksanakan. Dalam hal belajar dan mengajar Bahasa Inggris khususnya di negara-negara dimana Bahasa Inggris merupakan bahasa asing, para pelajar-pelajar Bahasa Inggris akan merasa sangat terbantu untuk menguasai bahasa tersebut dengan adanya seorang guru yang merupakan pembicara asli bahasa tersebut. Guru pembicara asli Bahasa Inggris disini merupakan seseorang yang memiliki Bahasa Inggris sebagai bahasa ibunya. Guru pembicara asli Bahasa Inggris adalah seorang model yang mumpuni untuk memberikan evaluasi/penilaian yang tepat terhadap kemampuan berbahasa Inggris siswa yang merupakan pelajar Bahasa Inggris sebagai bahasa asing tersebut. Mereka mampu untuk memberikan pendapat atau pertimbangan yang benar dan stabil mengenai bahasa mereka. Jadi berawal dari penelitian dan pernyataan-pernyataan di atas yang akhirnya mendorong peneliti untuk melaksanakan penelitian lebih lanjut terkait dengan strategi pembelajaran yang dilakukan oleh guru pembicara asli Bahasa Inggris untuk mengajar siswa pelajar Bahasa Inggris sebagai bahasa asing yang di laksanakan di SMAN 1 Ngunut, Tulungagung pada tahun pelajaran 2013/2014.

Adapun rumusan masalah dalam penelitian ini adalah: (1) Strategi pembelajaran apa saja yang digunakan oleh guru pembicara asli Bahasa Inggris dalam mengajar Bahasa Inggris terhadap siswa pelajar Bahasa Inggris sebagai bahasa asing? (2) Bagaimana pelaksanaan atau penerapan dari strategi pembelajaran yang digunakan oleh guru pembicara asli

Bahasa Inggris dalam mengajar Bahasa Inggris terhadap siswa pelajar Bahasa Inggris sebagai bahasa asing?

Tujuan dari penelitian ini antara lain: (1) Untuk menyelidiki strategi pembelajaran yang digunakan oleh guru pembicara asli Bahasa Inggris dalam mengajar Bahasa Inggris terhadap siswa pelajar Bahasa Inggris sebagai bahasa asing. (2) Untuk meneliti atau memperinci pelaksanaan atau penerapan dari strategi pembelajaran yang digunakan oleh guru pembicara asli Bahasa Inggris dalam mengajar Bahasa Inggris terhadap siswa pelajar Bahasa Inggris sebagai bahasa asing.

Model penelitian yang digunakan dalam penelitian ini adalah model penelitian Kualitatif dengan menyajikan data dalam bentuk deskripsi secara mendetail. Sumber data dalam penelitian ini diperoleh dari guru pembicara asli Bahasa Inggris, murid-murid dari kelas X-B SMAN 1 Ngunut, Tulungagung, dan sekolah. Metode pengumpulan data dalam penelitian ini adalah pengamatan, wawancara dan dokumentasi. Teknik analisa data dalam penelitian ini menggunakan *interactive analysis model* yang meliputi pengumpulan data, pengurangan data, penyajian data, dan penarikan kesimpulan.

Hasil dari penelitian ini menunjukkan bahwa (1) guru pembicara asli Bahasa Inggris menggunakan 2 macam strategi pembelajaran dalam mengajar siswa pelajar Bahasa Inggris sebagai bahasa asing, yaitu *strategi pembelajaran langsung* dan *strategi pembelajaran kooperatif atau kelompok*. (2) pelaksanaan atau penerapan dari kedua strategi pembelajaran tersebut adalah guru pembicara asli Bahasa Inggris mengkombinasikan atau menggabungkan 2 macam strategi pembelajaran tersebut ke dalam setiap kegiatan belajar dan mengajarnya di dalam kelas Bahasa Inggris sebagai bahasa asing dengan tujuan untuk membentuk keduanya dapat mendukung dan saling terlaksana dengan baik satu sama lain, dengan begitu hal tersebut mampu menciptakan lingkungan kelas yang memiliki atmosfir belajar yang baik dan dapat mencapai tujuan pembelajaran secara efektif. *Strategi pembelajaran langsung* dilaksanakan olehnya ketika menyampaikan atau menjelaskan materi pembelajaran yang jelas dan detail kepada siswa-siswa pelajar Bahasa Inggris sebagai bahasa asing, selain itu strategi pembelajaran ini juga digunakan untuk menjaga siswa tetap terlibat aktif dan terus berpartisipasi dalam proses pembelajaran, strategi pembelajaran ini pun diterapkan untuk mengontrol atau mengawasi proses belajar siswa baik secara individu maupun diskusi kelompok. Strategi pembelajaran ini juga digunakannya untuk mengukur kemampuan, pemahaman serta pencapaian siswa terhadap materi pembelajaran. Kemudian *strategi pembelajaran kooperatif atau kelompok* diterapkannya untuk mengarahkan siswa untuk mempelajari materi pelajaran yang kompleks dengan teman-temannya dalam diskusi

kelompok, selain itu strategi pembelajaran ini juga digunakannya untuk membimbing siswa dalam menyelesaikan latihan soal, proyek, dan tugas di dalam kerja diskusi kelompok. Kemudian, strategi pembelajaran ini dilakukannya untuk membuat siswa belajar di dalam kelompok secara bersamaan dan memiliki kegiatan pembelajaran yang menarik dan bermacam-macam, sehingga mereka tidak akan merasa bosan, mengantuk, atau tidak benar-benar memperhatikan materi pelajaran yang menjadi topik utama dalam diskusi kelompok.

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Tulungagung, May 27<sup>th</sup> 2014

**The Writer**

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of thesis study followed by the research questions. Next, the purpose and the significance of the study are stated then the scope and limitations to the study are presented along with the definitions of key terms.

### **A. Background of the Study**

According to Larsen (2011) language is an instrument used for communication. Language is the human capacity for acquiring and using complex systems of communication in order to express an idea, opinion, mind and feeling. Language itself is mentioned as a system of communication that consists of sounds, words and grammar, or the system of communication used by the people of a particular country or profession. When we communicate, we use the language to accomplish some function such as arguing, persuading thing or promoting some brands. Without using language, it's hard to imagine how people can cooperate to one another.

There are many languages those are used by people in the entire of the world. Then English is one of the international languages that is used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many

aspects in human life such as technology, economy, social, politics, and education etc.

For Indonesia, English is a foreign language and now increasingly used as an important means of international and intercultural communication around the world. Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing. We use it to understand our world through listening and reading and to communicate our feeling, need, and desires through speaking and writing. By having more knowledge about language skills we have much better chance of understanding and being understood and getting what we want and need from these around of us. We can get the four English language skills not only from the informal education but also formal education like school, extracurricular tutorial lesson, university etc. Focusing on the English education program in the school actually we will be able to have a teacher as a guider of us to reach the good conception of that foreign language in our country. As a teacher many aspects in the language classroom activity such as teacher's competence in creating the good atmosphere in the class, teacher's pedagogy, teacher's teaching technique, the teacher's teaching method, students' characters, students' acquiring knowledge capacity, all of them will come to us to enrich our capability in the form of teaching English skills.

Teachers' teaching strategy in the form of english learning and teaching absolutely is the one most important aspect to be considered. As is proper that the teacher is a pedagogical model who leads the crucial aspects in the learning and teaching activities. In this matter, pedagogy which is available to educators in the

professional literature of education, deserve a prominent place in the teacher's academic thinking and decision making. It will bring the respectability and dignity to the teaching profession. In fact, without pedagogy, teaching could not claim to be a profession (Kindsvatter, 1996:6). Moreover teachers need to understand that their profession as the pedagogical model should provide a teaching strategy which is suitable for their every student. According to Arends (2004:17) teachers should be able to use strategies for developing critical thinking and problem solving. Kindsvatter (1996:168) stated that teaching strategy is a very influential factor in students' learning experiences and it is a critical component in determining the extent of students' learning since teachers provide the vital human connection between the content and the environment of the learners. This claim about the effectiveness of teaching strategy is supported by a comprehensive body of research, especially in mainstream education, which links it also to students' achievement outcomes. It will also be able to highlight about the fact that the teachers do not all teach alike and that classroom teaching strategy are not all equally effective. Because ideally the teaching strategy must accommodate to the student's competence in interpreting the instructional material.

Kindsvatter (1996:289) indicated that teachers' teaching strategy is a general approach of teachers in giving the students the certain instruction in the form of teaching and learning activities. A teaching strategy helps the teacher to make the optimal use of methods, techniques and resources in achieving particular goals in learning and teaching activities as well. Based on Majid (2013:6), teaching strategy covers some aspect those are the employing of instructional



approach, method and technique, teaching media, learning source and students' level classification, those are applied for creating good interaction between the teacher and students, student and students then the students and environment. Teaching strategy is used to measure the learning process, learning result and the impact of learning activities.

The type of teaching strategy that enables to give the impact on both the effective teaching and the higher achievement of students can be classified into three foremost points those are stated by Kindsvatter (1996:290), they are the direct teaching strategy, mastery-learning teaching strategy and cooperative-learning teaching strategy. Joyce and Weil (1992:20) pointed out in their influential work, *Model of Teaching*, in which they described more than 20 models of teaching, but there is no single teaching strategy which is the best approach. Teacher actually needs a variety of approaches to address their many instructional purposes and students' varied learning style and needs. Teacher will have a better command over their instructional decisions if they employ a variety strategies and methods based on the learning objectives of each material. Teaching strategies provide teachers with an organizational pattern or plan in which to structure the curriculum, determine curriculum materials, and guide teacher behaviors with students. Teaching strategies are the pedagogical arsenal to accomodate a wide range of instructional maneuvers. However, keep in mind that the classroom research has not "identified specific instructional behavior that are ideal for all types of students and situations" (Good & Brophy, 1994:377).

Actually in the form of ELT (English Learning Teaching) for EFL countries, native speaker teacher is a capable model to give the correct evaluation or English judgement to the EFL students. Although she/he actually does not know about the specific curriculum of English that is stated for EFL students, the native speaker teacher will provide the better command of English material toward EFL students in the respect of the students' instructional material since they are native for their language. The native speaker teachers will not be having biased for the students cause they will behave as themselves in treating the students. Most of native speaker teachers have they themselves way of teaching to create the good atmosphere of language class by showing the appropriate teaching strategy in the EFL classroom based on the students' level, students' characteristics, students' competences, classroom environment, the learning goals and the instructional material stated in English syllabus of Indonesia.

In the case of teaching and learning, it should emphasize on the pedagogical competence as the discipline of education which engages some aspects like the quality of teaching, teaching as a complex behavior, instructions that must be based on the most effective strategies, techniques and methods, and the social setting in which learning occurs is major factor affecting on instruction. In another hand, effective English teachers should be familiar with the national curriculum especially for English syllabus standard developed through the early nineties (Kindsvatter, 1996:123). Eventhough, the native speaker teacher seems like have used the more interesting and wide-ranging strategies and methods in teaching English and prepare more attractive materials based on its

appropriateness in the nation English syllabus and textbook. They also have the high competence to teach by constructivist teaching English in the form of global study of multicultural and international English education. They can explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding, considering that they know much about the intricacy of English. In the other side, the majority of non-native English teachers are still employing more traditional teaching strategies which students sometimes find boring. It is also notable that most of students think that native speaker teacher's way of teaching is greater variety of activities in the English lesson. Sometimes we will find the native speaker teachers performed the simple strategies by not complex classroom activities such as performing games, quiz, song lyrics, using various kind of teaching media and diverse teaching strategies.

In the ELT profession, it is commonly believed that the native speakers are capable language teachers. According to Braine (1999), native speakers are believed to possess a superior command of fluent, idiomatically correct language forms and giving the impressing of teaching motivations. They are considered more knowledgeable about the cultural connotations of their mother tongue and as the arbiters of the acceptability of any instances of the language. Although the native speaker teacher does not really know the education and social background of the EFL students, they are also ideal one of teachers in giving the support, motivation for the students' success, they can adapt the learning activities based on the materials, students' characteristics and the students' level, they enable to

give the opportunities for the students' success through effective feedback, corrections and guide the students' practices in tasks, they are able to monitor students' progress by checking the students' understanding and encourage self-positive competition as well in learning English. Actually the native speaker teacher is also possible to build the expectations for the students' success in English by means encouraging them to understand that the success can be reached through their own effort.

According to the Eric A. Anchimbe (2005:7), the use of 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 judgement of language production and evaluation. The major conviction behind the native speaker is that she/he can at anytime give valid and stable judgements on his or her language. The native speaker is capable of identifying ill-formed grammatical expressions in her or his own language even though she/he may not be able to explain why they are ill-formed (Chomsky, 1965). Some linguists have used the native speaker as pacesetter of standards even for the variety of language she/he is not familiar with.

In many EFL countries, the quest of native speaker or native-like proficiency is still high. It is less so in ESL countries where education is the barometer for proficiency in the language. This is basically because English in these contexts is introduced in the school and it is used generally in formal situations and in education related jobs. But in the EFL contexts, English is an additional language whose importance is dictated by its economic and

international necessity. This section deals with adverts of vacancies for teachers of English in both educational institutions and individual private needs.

Thus considering how the teacher's teaching strategy which is conducted by native speaker teacher holds on the critical component in the foreign language learning and teaching activities, the researcher decides to conduct the study about the teacher's teaching strategy especially which is done by Native Speaker. Here the researcher describes about the Strategies of Native Speaker Teacher in Teaching English for English as Foreign Language Students at SMAN 1 Ngunut, Tulungagung in academic year 2013/2014. The reason of the researcher why the research should be in SMAN 1 Ngunut, because in that school has a native speaker as the volunteer teacher of English subject.

## **B. Formulation of Research Problems**

Based on the background of the study, the problems of this study are formulated as follows:

1. What are the strategies of native speaker teacher in teaching English for EFL Students?
2. How is the implementation of the strategies of native speaker teacher in teaching English for EFL Students?

## **C. The Purposes of the Study**

The research that is accomplished by the researcher is purposed :

1. To investigate the strategies of native speaker teacher in teaching English for EFL Students.
2. To elaborate the implementation of the strategies of native speaker teacher in teaching English for EFL Students.

#### **D. The Significance of the Study**

The researcher expects that this study will give the contribution to:

1. Students

This research will be able to raise up the students' learning motivation in English especially. The students can be more motivated in learning English skills particularly in speaking skill with native speaker teacher as good oral teachers who used interesting varied teaching strategies and teaching methods.

2. The EFL Teachers/Native Speaker Teacher

This study can be able to raise up the teachers' awareness concerning their teaching strategy for promoting the students' english academic achievement. The EFL teachers can learn how the native speaker teacher treat the EFL students by implementing the diverse varied interesting teaching strategies, the discipline attitudes, using many kind of interesting teaching media, the motivations given to the students and providing the attractive learning activities and instructional material.

3. The School

The finding is hopefully useful for the institution board/school as informative data in focusing on the appropriate EFL teacher's teaching strategy in foreign

language classroom. Sometimes, the school or education institution may present the native speaker teacher to teach their students in a detail information of English in order to promote the students' English skill, but they also should still maintain the effectiveness of conducting English classroom which is done by non-native speaker teacher who really knows the cultural background of knowledge and social of students.

#### 4. Other Researchers

This research is expected in giving the contribution of any value to the other researchers in conducting the further research of the similar topic. This research can attract the further researchers to conduct the extent research related to the main concern of this research which is native speaker teacher. They can dig up more informations about the role and the benefits of native speaker teacher in the English learning and teaching. Thus it can be believed that the native speaker teacher is one who certainly will give the good effect and significant progress in English of the EFL students as well.

#### **E. Scope and Limitation of Study**

There are many kinds of effective ways in creating good atmosphere of teaching learning activities in the form of EFL classroom to be more successful in promoting the students' English achievement. Those applications to pratice it can be shown in some aspects such as the teachers' performance, characteristics, pedagogical aspects, activities phases in the classroom and also the teachers'

techniques, methods and strategies to conduct the English learning and teaching in the EFL classroom.

However in this research the researcher just would like to limit the study on the Strategies of Native Speaker Teacher in Teaching English for English as Foreign Language Students which is conducted in SMAN 1 Ngunut, Tulungagung in academic year 2013/2014. It leads the techniques and methods used in teaching English as a Foreign Language classroom.

#### **F. Definition of Key Terms**

To give clear clarification and to loss misunderstanding or interperetation between the researcher and the reader, the researcher clarifies the terms are used in this study as follows:

##### **1. Teachers' Teaching Strategy**

A teaching strategy means as an organizer for the delivery of instruction by guiding decision making about the teacher's role, the student's role, the selection of methods and techniques, and instructional materials.

##### **2. Native Speaker Teacher**

In this matter, native speaker teacher means a person who has an English as their mother tongue. Here, native speaker has a role as a teacher who delivers about the English material based on the curriculum stated in Indonesia for EFL students.

##### **3. Students' English Achievement**



Students' English achievement here means as the ability of the students to gain their academic achievement in the form of acquiring English subject skills (listening, speaking, reading and writing) and also related materials within a reasonable period of time.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of three parts. The first part starts with the definition of teaching strategy, the types of teaching strategy then followed by the relevant literature about foremost aspects inside of teaching strategy such as its purpose, characteristics, focus, role of teacher, method, role of learner, evaluation, appropriate subject and types of learners.

Then, the literature related to the major components of instructional context those are the techniques, methods and strategies based on teaching and learning aspect are presented as well in the second part of this chapter.

Then the last part of this chapter presents the definition of English achievement for the language learners followed by the language domain those are speaking, listening, reading, and writing and it carries out in a line with the review of previous studies.

#### **A. Teaching Strategy**

##### **1. Definition of Teaching Strategy**

At this stage, as a teacher we have set overarching of goals, organized content, and developed a course plan with ideas for how to give students the practice that will make it possible for them to achieve the course goals. In this case, teacher will make choices about what he/she will have students do in order to learn the course content **and** practice it for reach the goals. It is the duty of the

teacher to consider about the teaching strategy then apply it in the classroom based on the appropriateness of the teaching strategy.

Teaching according to the Oxford Dictionary (2008:455) is known as a job of a teacher, while strategy is a plan intended to achieve a particular purpose. Kindsvatter (1996:168) asserted that teaching strategy is an instructional major component which is a sequential combination of methods designed to accomplish the learning objectives. Majid (2013:7) stated that teaching strategy is comprehensive approach inside of a teaching system that contains the general guidance and the course activity plan in order to reach the instructional goals which is explained in the angle of philosophy view or certain learning theory. While David (1976) in Majid book convinced that teaching strategy is a plan, method, or series of activities designed to achieve a particular educational goal (2013:8).

Based on the description above, we may draw a conclusion that teaching strategy is a detailed plan of the teacher to create the students' achieving success in the form of academic achievement. The teacher that has a role as the facilitator and also the motivator in the class absolutely needs to make the climate of class become more successful by engaging all students can participate in subject to show their abilities on it easily. One of the greatest challenges of the teacher is to provide a positive learning environment for the students in the classroom. Because each student has his or her own unique set of physical and intellectual abilities, perceptions, and needs, in the other hand the learning styles of them is also may vary widely.

According to the Kindsvatter (1996:31), in grabbing the good climate in the classroom, once the teacher should determine the significant needs of the students, the teacher can identify the areas of the curriculum that may present barriers to them. In order to eliminate those barriers, the teacher may need to modify the teaching strategies. Thus, it is a must for the teacher to know the appropriate strategy that will be applied in the classroom based on the students' necessary and the accuracy of the subject.

## **2. The Type of Teaching Strategies**

Kindsvatter (1996:169) stated that there are three formal strategies that have evolved from the effective-teaching research and emphasize on higher students achievement. They are as follows:

### **a. The Direct Teaching Strategy**

#### **1) Definition of Direct Teaching Strategy**

According to Majid (2013:73) direct teaching strategy is kind of teaching strategy that is teacher centered and the teacher here should make a belief that her/his students are involved inside of its teaching strategy. This direct teaching strategy is mostly directed by the teacher who creates the class environment that is oriented on the students' tasks. Direct teaching refers to accademically focus, teacher-directed classroom using sequenced and structured materials. It also refers to teach the classroom activities in which goals are clear to students, sufficient time is allowed for instruction, coverage of content is extensive, performance of the students is monitored, and feedback is accademically oriented.

Rosenshine and Stevens (1986) indicated that across a number of studies the more effective teachers (in term of promoting students' achievement) were those who maintained a strong academic focus and spent less time in nonacademic activities. It is also described that the direct teacher as the more successful instructor in teaching content measured by achievement tests. This type of teacher structures and selects activities within a classroom.

In direct instruction, teachers are actively involved by introducing content, demonstrating skills, directing large-group experiences with the content, checking the students' understanding and monitoring individual or small-group work, as well as providing review. The focus on teacher interaction with students rather than students interacting mainly with materials after a brief explanation by the teacher.

Direct instruction is examined here as a key strategy because it emphasizes on meeting specific objectives keyed to learning outcomes and is particularly effective for acquisition of basic skills. This approach continuous to be widely used today because it helps to increase on-task learning time that contributes to students' achievement. This teaching strategy also can be called as *systematic teaching* or *active teaching*.

## **2) Characteristics of Direct Teaching Strategy**

Here are the characteristics of direct teaching strategy based on Majid (2013:73):

- (a) The existence of learning goals.

This direct teaching strategy emphasizes on the learning goals those must be focusing on the students' oriented tasks and be specific, it contains both the brief explanation of evaluation condition and academic students' achievement level (success criteria).

(b) The whole pattern and phases of teaching activity.

In the direct teaching strategy has 5 crucial phases that must be applied. They are lecturing, demonstrating, practicing/coaching, and group work. Direct teaching strategy is practiced to deliver the instructional material which is directly transformed by the teacher to the students.

There are 5 prominent phases of direct teaching strategy:

- 1) Delivering the instructional goals and preparing students for materials.
- 2) Demonstrating skills and knowledges.
- 3) Guiding students' practice.
- 4) Checking students' understanding and providing feedback.
- 5) Giving chance to the students for continuing learning material and applying concept of it.

(c) Classroom management and the learning environment which support the way of teaching that is downstream to the success.

At the truth the direct teaching strategy needs the norms in order to assure the proper period of learning activity, the particular strategy to manage the students' involvement, and to overcome the students' bad attitude.

### **3) Purpose of Direct Teaching Strategy**

Kindsvatter (1996:298) stated that the purpose of this teaching strategy is to increase the students' achievement by the teacher's attention to specific, analytical, academic objectives, by coverage of objectives to be tested, and by active engagement of the student in academic tasks. The teacher takes a charge of the classroom to provide a climate for learning that is student involved and task oriented.

### **4) Focus of Direct Teaching Strategy**

The focus of this teaching strategy is academic and teacher centered, with a structured curriculum useful for teaching skills and acquiring new information. Within this focus the teacher convinces that the business of the classroom is learning.

### **5) Role of Teacher**

This is a teacher-directed strategy, which means that the teacher chooses the activities and controls the time spent on the phases of the lesson. The strategy requires the teacher to be a good motivator to keep the students on task (Kindsvatter, 1996:298). There is much interaction of the teacher with the students in all phases of the lesson. The teacher's immediate, corrective feedback is important for student learning. When teacher are not involved in the presentation or in leading group practice, they are monitoring the students' progress by moving around the room, keeping students on task, giving feedback, and working with individuals.

## 6) Method used in Direct Teaching Strategy

A teacher plan to use the direct teaching would want to divide the curriculum into small segments or steps through such curriculum techniques as skill analysis and conceptual mapping. First, skills, processes, and concepts are identified and arranged in a meaningful order. Then they can be presented in small steps, after which students are provided with classroom time for practice and feedback. Therefore the basic elements of direct or systematic instruction include : (a) preparing the students for lesson, (b) presenting the lesson, (c) students' practicing the lesson, (d) evaluating and providing feedback on student learning.

Then, here are the six lists of instructional functions those are essential to the structure of the direct teaching (Kindsvatter, 1996:299).

These functions include:

**Tabel 1.6 The Six Lists of Instructional Functions in Direct Teaching**

No.	Instructional Functions	Learning and Teaching Activity
1	<i>Daily review</i>	Checking homework (routines for students to check each other's papers). Reteaching when necessary. Reviewing relevant past learning (may include questioning). Review prerequisite skills (if applicable).
2	<i>Structuring and Presentation</i>	Provide short statement of objectives. Provide overview and structuring. Proceed in small steps but in a rapid pace. Intersperse questions within the demonstration to check for understanding. Highlight main points. Provide sufficient illustrations and concrete example. When necessary, give detailed and redundant instructions and examples.
3	<i>Guided</i>	Initial student practice takes place with teacher



	<i>Practice</i>	<p>guidance.</p> <p>High frequency of questions and overt student practice (from teacher or materials).</p> <p>Questions are directly to the new content or skill.</p> <p>Teacher checks for understanding (CFU) by evaluating students responses. During CFU, teacher gives additional explanation, processes feedback, or repeats explanation when necessary.</p> <p>All students have a chance to respond and receive feedback; teacher ensures that all students participate.</p> <p>Prompts are provided during guided practice (where appropriate).</p> <p>Initial student practice is sufficient so that students can work independently.</p> <p>Guided practice continues until students are firm.</p> <p>Guided practice is continued (usually) until a success rate of 80% is achieved.</p>
4	<i>Feedback and Correctives</i>	<p>Quick, correct responses can be followed by another question or a short acknowledgement of correctness (i.e., "That's right").</p> <p>Hesitant correct answers might be followed by process feedback (i.e., "Yes, Linda, that's right because...")</p> <p>Students errors indicate a need for more practice.</p> <p>Monitor students for systematic errors.</p> <p>Try to obtain a substantive response to each questions.</p> <p>Corrections can include sustaining feedback (i.e., simplifying the questions, giving clues), explaining or reviewing steps, giving process feedback, or reteaching the last steps.</p> <p>Try to elicit an improved response when the first one is incorrect.</p> <p>Guided practice and corrections continue until the teacher feels that the group can meet the objectives of the lesson.</p> <p>Praise should be used in moderation; specific praise is more effective than the general praise.</p>
5	<i>Independent student practice (Seat Work)</i>	<p>Sufficient practice.</p> <p>Practice is directly relevant to skills/content taught.</p> <p>Practice to overlearning.</p> <p>Practice until responses are firm, quick, and automatic.</p> <p>Ninety-five percent correct rate during independent practice.</p> <p>Students alerted that seat work will be checked.</p> <p>Students hold accountable for seat work.</p> <p>Actively supervise students, when possible.</p>
6	<i>Weekly and monthly review</i>	<p>Systematic interview of previously learned material.</p> <p>Include review in homework.</p> <p>Frequent tests.</p> <p>Reteaching of material missed in tests.</p>

Those instructional functions need not be presented in every lesson meeting, nor do they limit instructional methods to the lecture mode. Within the function phases a variety of methodologies may be used. Direct teaching does not mean lecturing. For example in the presentation stage the teacher may use modeling with a demonstration, followed by small groups trying another approach to the demonstration. Even guided inquiry can be part of a presentation phase. Many different learning activities should be planned for students during the guided practice as well.

### **7) Role of Learner**

Within this academically focused classroom, the role of the learner is to follow, stay on-task and perform. If this structure appears to be stifling the creativity of the learner, the teacher can provide opportunities for the learner to use divergent and creative thinking in some of the learning experiences planned for the independent and review functions. For example, the student could demonstrate knowledge of the problem-solving process by describing a situation and the different steps groups of people might use to solve a problem.

### **8) Evaluation in Direct Teaching Strategy**

The direct- teaching strategy includes both formative (during the instruction) and summative (conclusion of instruction) evaluation. The teacher giving corrective feedback during guided practice and independent practice is a key to students' achievement. Frequent tests are given during the weekly and monthly reviews so that reteaching of key material can take a place as needed.

## **9) Appropriate Subjects and Types of Learners**

This direct-instruction strategy is reported to work best with teaching skill subjects such as reading, writing, grammar, computer literacy, and factual parts of science and history (Rosenshine & Stevens, 1986). Those bodies of knowledge that hierarchical structure with step-by-step progression can best be taught with the direct-instruction model.

As to which types of learners benefit most from this systematic approach, it is helpful for young learners, slower learners, and the students of all ages and abilities during the first stages of learning informative material or material that is difficult to learn. Opportunities are provided for students to have considerable feedback and practice. Teachers may make adaptations in this type of teaching strategy by shortening the time spent on guided practice and independent practice for more mature learners and increasing the presentation time for new material.

### **b. The Mastery-Learning Teaching Strategy**

#### **1) Definition of Mastery-Learning Teaching Strategy**

Based on Kindsvatter (1996:302) this strategy focuses on the students' ability through providing enough time and the right conditions using diagnostic-prescriptive approach to determine instructional decisions. Mastery learning is not constructivist approach. Majid (2013:155) stated that mastery-learning teaching strategy is a learning strategy which asserts on the "*mastery*", thus all members of the class should master the materials based on the period of time that is stated. The prominent phases in this mastery learning are

identify prerequisite, making test to measure the students' progress and students' competence achievement. It does provide an individualized instruction or small-group approach using a structured curriculum divided into small groups of knowledge and skills to be learned. The strategy is taught with the belief that all students, given enough time can reach reasonable instructional objectives. Mastery learning is a key instructional component in the Outcomes-Based Education model that is being adopted in many states. It also widely used in many other countries.

## **2) Characteristics of Mastery-Learning Teaching Strategy**

Warren (1963) convinced that the characteristics of mastery-learning teaching strategy are:

- a) Mastery learning is an instructional strategy which is based on the principle that all students can learn a set of reasonable objectives with appropriate instruction and sufficient time to learn.
- b) In this strategy the students have prerequisite skills to move to the next material unit (no student is to proceed to new material until basic prerequisite material is mastered).
- c) Teachers do the task analysis, thereby becoming better prepared to teach the unit.
- d) Teachers state the learning objectives before designating activities.
- e) Mastery learning is the strategy which only focus on the aspect of *mastery*. This strategy is centered on the interaction between the students and material.

f) This strategy have engaged the classroom activities like remedial, enrichment and also velocity of materials to the learners (Majid, 2013:169):

(1) The first problem that enables to come in this strategy is how the teacher can handle the students who are having the low acquiring capacity in getting instructional materials in the class. They certainly will be able to have some difficulty in gaining the informations related to the materials. Thus remedial is the good way to overcome this kind of problem inside of this mastery learning. There are 2 types of way those can be done by the teacher in order to make the students have better conception about the material of the certain KD (Kompetensi Dasar):

First : Giving the individual particular guidance for the students who have the problems in achieving the learning goals of the certain KD (Kompetensi Dasar).

Second : Providing the tasks or the particular treatment in the form of simplifying activities of the conducting learning process. It can be simplifying the content/instructional material for the certain KD (Kompetensi Dasar), simplifying the way of presenting the material (e.g., using the picture,

model, schema, graphics, showing the simple summary of material, etc).

- (2) Conducting enrichments are also suggested to the smart students who can gain the material faster than the time provided to the all members of the class. There are 4 types of way those can be done by teacher to treat the students by high acquiring capacity in gaining the informations inside of the materials in the certain basic competence:

First : Providing the addition reading text related to the material or can be creating the group discussion in order to expand the knowledge of the students.

Second : Giving the tasks in the form of analyzing the picture, model, graphics, reading text/paragraph, etc.

Third : Giving the exercise tasks which have the quality as the enrichment for the students.

Fourth : Helping the teacher to guide their friends who still have the problems of the materials.

- (3) Presenting the velocity of the instructional material for the students who have the high acquiring capacity is also needed in this mastery learning. In order to create the velocity of the material being well done, the teacher needs to find the learning program in the form of

unit material then present it accurately, afterwards provided in module or can be learning packages.

g) There are 5 phases in how to instruct the mastery learning strategy:

- (1) First phase is the teacher clearly state the objectives representing the purposes of the course.
- (2) Second phase is the curriculum is classified into relatively small learning units, each with their own objectives and assessment.
- (3) Third phase is learning materials and instructional strategies are identified; teaching, modeling, practice, formative evaluation, reteaching, reinforcement, and summative evaluation are included.
- (4) Fourth phase is each unit is preceded by brief diagnostic test, or formative assessments.
- (5) Fifth phase is the result of formative tests are used to provide supplementary instruction, or corrective activities to help the learners to overcome the problems.

### **3) Purpose of Mastery-Learning Teaching Strategy**

Based on Kindsvatter (1996:302), the purpose of mastery learning is the accomplishment of a specific learning task at a designated performance level by all students. It assumes that through this teaching strategy learning can be improved, and the variability in what students learn can be decreased. Accordingly, it also assumes that all students without learning handicaps can master learning tasks, given the necessary amount of time and instruction needed to learn the task.

#### 4) **Focus of Mastery-Learning Teaching Strategy**

The focus of mastery is an academic one concentrating individual acquiring specified skills and knowledge within a flexible time frame. The complete model developed by Carroll (1963) included the following equation for learning (Gage & Berliner, 1984):

Degree of learning =

$$\frac{\text{time allowed for learning} \times \text{motivation}}{\text{time needed to learn} \times \text{quality of instructor} \times \text{ability to understand the instructor}}$$

#### 5) **Role of Teacher**

According to the Majid (2013:167) the role of teacher in this strategy he/she plays on the critical role intensively in the classroom in the form of following classroom activities:

- (a) Classifying KD (Kompetensi Dasar) into the small group unit of instructional materials by paying attention to the prerequisite skills of the materials.
- (b) Arrange the indicators based on its classification and also its sequential of unit.
- (c) Providing the materials in the form of variety classroom activity.
- (d) Monitoring the whole students' tasks.
- (e) Evaluating the students' progress in achieving academic competence achievement.
- (f) Using diagnostic technique.



- (g) Providing the alternative learning strategy for the students who have the difficulties in acquiring the informations about the instructional materials.

This strategy is teacher intensive, with considerable responsibility on the teacher to promote student success, in this strategy the teacher may be having a role as a facilitator at the classroom. During the instruction, the teacher presents the material in a variety of forms, monitor the students' work, and tests the students' progress in mastering the learning objectives. Using this strategy which is diagnostic/prescriptive techniques, the teacher only identifies the area that need remediation. In addition, the teacher must be able to provide alternative learning strategies for students when they encounter difficulties. Recording the students' progress and success in meeting defined performance objectives is an important part of the teacher's role. Students need to know they are progressing in accomplishing the goals.

The role of the teacher differs in two approaches of mastery learning – Bloom's Learning for Mastery (LFM) and Keller's Personalized System of Instruction (PSI) (Stalling & Stipek, 1986). In Bloom's LFM, the teacher uses the interactive verbal instruction with the whole group as well as with the individuals, whereas in PSI, the teacher monitors the curriculum as instruction proceeds through the self-paced instructional materials. LFM is similiar to the direct-teaching strategy in that it rellies on teacher interaction with the students, whereas PSI has students interacting more with the materials.

#### **6) Method used in Mastery-Learning Teaching Strategy**

The diagnostic/prescriptive technique is used in this strategy (Majid, 2013:166). The teacher identifies prerequisites, assesses students' present knowledge, and formulates testing to determine students' progress in reaching objectives.

#### **7) Role of Learner**

Based on Kindsvatter (1996:304) the learner in mastery-learning teaching strategy actually has more control than in direct instruction by determining the amount of practice time needed. This means that students are given considerable freedom in deciding how fast they move through the objectives. In Bloom's (1980) LFM approach, the students take the responsibility for mastering the task by working on their own. Eventhough the class may be moving on to the next unit. While in PSI classrooms, the students control their rate of progress by working through structured materials and experiences at their own speed throughout the course.

#### **8) Evaluation in Mastery-Learning Teaching Strategy**

As has been mentioned throughout the discussion of this teaching strategy, formative diagnostic testing is critical to the program. Students may score the tests themselves to identify areas of difficulty immediately. Finally, summative tests are administered by the teacher at the end of the units to determine grades. Most students are expected to reach mastery level; therefore, it is essential that realistic mastery levels are carefully set by each school or district.

#### **9) Appropriate Subjects and Types of Learners**

The subjects that work best with this teaching strategy are science, algebra, history, reading for lower grades etc. Keller's Personalized System of Instruction (PSI) is used more often in secondary and college classrooms (Stalling & Stipek, 1986). This approach, which enables students to work through materials at their own pace, works better with more mature students who have more intrinsic motivation.

Low-ability students or students with learning difficulties would be expected to benefit from the mastery strategy because time is available for practice, remediation, and teacher and peer interaction. Certainly students who have poor self-concepts in terms of their learning ability could benefit from this approach with its emphasis on success within the students's own time frame. The mastery strategy gives students more control over amount of time for learning the content, so their success rate is expected to be higher. This expectation that success can be achieved through effort has been shown by achievement theorists to affect motivation positively.

### **c. The Cooperative-Learning Teaching Strategy**

#### **1) Definition of Cooperative-Learning**

This cooperative learning strategy emphasizes on students working together in cooperative-learning projects, engaging in peer-tutoring, and possibly receiving a grade based on the group's performance as well as individual performance (Kindsvatter, 1996:306). Cooperative learning is one of the most heavily researched instructional strategy, with close to 200 studies conducted. In a review of students' achievement, they also can incorporate group goals and

individual accountability when they work in a cooperative way. Based on Arends (2004:356) the cooperative learning model was developed to achieve at least three important instructional goals: academic achievement, tolerance and acceptance of diversity, and social skill development. According to Rusman (2010:201) the theory that underlies on this strategy is constructivism theory by Piaget and Vygotsky. Basically the constructivism approach is an approach where the students should find and transform the complex information then investigate it the with existence of rules.

Piaget and Vigotsky in Majid (2013:173) book stated that there is the social truth inside of learning process, they also asserted about the functions of creating the group discussion with the variety members' competence will be able to give the conceptual changing of learning. An essential dimension of cooperative-learning teaching strategy is a strategy which emphasizes on training in social skills that encourages the students to interact with another and to learn how people can work together, it has been cited as an effective approach to accommodate needs of students from many different background. This teaching strategy also highlights that the students working together in cooperative learning projects, engaging them in peer tutoring, and possibly receiving a grade based on the group's performance as well as individual performance.

## **2) Characteristics of Cooperative-Learning Strategy**

Based on Majid (2013:176) there are 4 characteristics related to the cooperative learning strategy:

- a) Students work in group to share the knowledge and overcome the problem inside of it.
- b) Group discussion is created from the heterogeneous students (low, standard and high).
- c) If possible, the members of group can come from the different race, tribe and gender.
- d) The appreciation is oriented on the group than individual.

Cooperative Learning reflects the angle of view that the human learning from their experiences and active participate in the small group discussion enables to help the students to learn the social skills then concurrently it can develop the students' democracy and thinking logic.

While here are 4 characteristics in the cooperative learning strategy by Rusman (2010:207):

- a) Cooperative learning includes in the team learning.

Cooperative learning is a strategy of learning which is centered on the team work. Team is a place to reach the objectives. Thus, team should be able to make all the members learn and gain the experiences and knowledges. Every member of team must help one another to achieve the learning goal.

- b) It is based on the cooperative management.

There are 3 managements in this cooperative learning strategy, they are: *Cooperative management as planning*, management function as

planning of implementation group discussion indicates that cooperative learning is conducted based on the planning and the learning steps which is defined as before. *Cooperative management as organization*, management function as organization indicates that cooperative learning needs the mature planning so that the learning process can be effective. *Cooperative management as control*, management function as control indicates that the cooperative learning needs to set the success criteria whether in the form of test or non test.

c) Cooperative desire.

The success criterion of cooperative learning is on the group work, therefore togetherness principle and be cooperative need to be emphasized in this strategy. Without the good cooperative way management, the cooperative learning strategy can be optimal used.

d) Cooperative skills.

Cooperative capability is practiced through the activities in the cooperative learning. Thereby the students need to build the interaction and communication within the group members in order to reach the learning goals. Cooperative learning is characterized by task structure, the goal, and cooperative appreciation. In the implementation of cooperative learning all the members will depend on one another to achieve an appreciation.

### 3) Purpose of Cooperative-Learning Strategy

Kindsvatter (1996:308) indicated that the purposes of this strategy are (a) to increase achievement through group collaboration that enables students to learn from each other; (b) to provide an alternative to the competitive structure of most classrooms today that discourages the poorer student; (c) and to improve human relations in the classroom by promoting interdependent activities that teach collaborative skills.

According to Majid (2013:175) the cooperative learning strategy has three purposes, they are:

- (1) To raise the students' learning activities in the academic tasks especially. This kind of learning strategy has the high quality in helping the students to comprehend the complex concepts of material by working on the heterogeneous group competence.
- (2) In order that students can interact with another who have the variety of difference background of knowledge and social.
- (3) To develop the students' skills; sharing the tasks, questions active, appreciating another's arguments, stimulate another to ask something about the related topic/material, be willing to explain about idea or argumentation, and work in a group.

Johnson and Johnson, 2006 in Jacobsen (2009:231) stated that there are 5 constituent elements about the purposes of this strategy:

- (a) Social interaction is used to facilitate the learning process.
- (b) Students work in group to overcome the problems inside of the tasks.

- (c) Learning objectives of discussion group will tend to direct the group purposes to the group activities.
- (d) The teacher holds on their responsibilities of the students' individual learning progress.
- (e) Students can develop and improve their cooperative skills and the achievement of the content of learning objectives.

#### **4) Focus of Cooperative-Learning Strategy**

The focus of cooperative learning is both academic and affective, with emphasis on achievement of shared goals through cooperative efforts. To accomplish this focus of strategy, five basic elements must be included (Kindsvatter, 1996:308):

- (a) Establishment of positive interdependence.
- (b) Promotion of face-to-face interpersonal interaction.
- (c) Maintenance of individual accountability for mastering learning tasks.
- (d) Promotion of social skills; and
- (e) Ensurance that groups process can get their achievement and maintenance of effective working relationship.

#### **5) Role of Teacher**

The teacher role differs considerably in this strategy from traditional approaches to instruction. Teachers act as facilitators in cooperative learning by establishing groups whose members work together on shared goals



(Kindsvatter, 1996:308). However, the teacher may teach basic concepts and skills. As facilitator, the teacher must monitor the functioning of the groups, intervene whenever necessary to teach small-group skills, provide assistance when needed, and evaluate students and groups as to how well members work together.

According to Jacobsen (2009:232) in this cooperative-learning teaching strategy, the teacher should identify the areas where the students will face any difficulty in conducting work group discussion, include the following: (a) students' behavior who *off-task* (ignoring the tasks); (b) failed in creating togetherness; (c) bad attitude; (d) the use of time which is ineffective, etc.

#### **6) Method used in Cooperative-Learning Teaching Strategy**

The major common methodology which is used in the small-group approach. Within that approach include such as discussion, inquiry, and modelling methods may be used by the teacher. Certainly the strategy of cooperative learning would not be used exclusively for all class work. Students need to experience independent work and some competitive experiences as well (Kindsvatter, 1996:309). At times the teacher will teach the whole class, using a range of instructional method. However, the methodology utilized most frequently will include methods that accomodate group-process skills and cooperative-learning skills.

Five commons models used for cooperative-learning activities are the following (Kindsvatter, 1996:309):

- (a) Students Team Achievement Divisions

Students complete the common work assignments in groups of four or five, then are tested individually. A team score is calculated by noting result of individual students' improvement over past performance.

(b) Think Pair Share

Students first try to answer question or learn material by themselves, then discuss their thoughts, and understandings with partners, and finally share with their whole group or the class.

(c) Jigsaw

Each group member is given one piece of information and is responsible for teaching it to the group. In Jigsaw II, students obtain their own information and share it with the group. Students then are tested individually.

(d) Team Accelerated Instruction

This approach involves individualized instruction because the students are assigned material at their own achievement level and are assisted by their group members in learning the material. Group points are obtained through improvement on individual tests.

(e) Group Investigation

A constructivist approach to challenge groups at a higher level in which students take responsibility for their own learning. The group decides what to investigate, what contribution each will make, and how each will communicate what s/he has learned.

## **7) Role of Learner**

According to Kindsvatter (1996:310) this strategy gives students much control within the group structure. They become both teachers and learners as they practice communication and group-process skills, as well as leadership skills. Each student is expected to utilize these skills to promote group success. Students are to give and receive assistance, feedback, reinforcement, and support to each other. Students are to be in a positive interdependent role in which one can not succeed without all succeeding. Positive interdependence encourages students to see how their work benefit others and their group members's work benefit them. They are responsible for each member's learning. Rusman (2010:202) stated that is in most of cooperative-learning models, the students work in small groups of four or five and receive an individual grade for their work with group.

The students hold a responsible for determining whether cooperative skills are practiced within the group. They are encouraged to analyze the progress of the group in light of each member's role. Peer feedback and self-evaluation are solicited. Therefore, the student's role involves responsibility to the group as well as to oneself for academic progress.

## **8) Evaluation in Cooperative-Learning Teaching Strategy**

Formative evaluations of individual and group progress, as well as self-monitoring, are important throughout. Formative evaluations of groups can take place each week, with the group analyzing strenghts and weaknesses in accomplishing group goals. Summative evaluation includes group and individual

assessment measurements. A criterion-referenced test may be used to assess that the specific objectives within the assign concepts and skills were accomplished. Their grade may be contingent on a group project or the average of each student's progress toward meeting group objectives.

#### **9) Appropriate Subjects and Types of Learners**

The cooperative-learning approach can be used with most learning tasks, especially concept attainment, verbal problem solving, categorizing tasks, skill attainment, and judging tasks. Any lesson can be structured into a group-learning situation that enables to promote collaborative skills. The approach of this teaching strategy has been used in the kindegarten students up through adults in college.

It appears since the low achieving students can benefit considerably by cooperative learning because they are choaced and helped to achieve learning objectives through group support. The effect on their self-image and motivation can be very positive. While high achievers can benefit as well because they are working toward group success rather than their individual achievement, and hence feel less isolated. They also can find challenges in opportunity to learn decision making, leadership roles, and conflict management skills.

#### **B. Major Components of the Instructional Context**

Decisions about the instructional approach actually involve a consideration of the three majors, closely related components of those are

techniques, methods and strategies in the form of teaching and learning activities (Kindsvatter, 1996:165). As a teacher plans a lesson, these components have to be generally considered together. Instructional techniques are a part of every method, and methods are combined to form the strategies. Technique, method and strategy should be well organized to achieve instructional objectives.

### **1. Techniques**

Technique is a way to present a material to the students. It is a tactic which is designed to help the teachers to transfer their knowledge to the students. The success of teaching learning process depends on the teaching techniques which we use. Instructional techniques are combination of teacher behaviors and skill essential for the implementation of methods and strategies. Based on Kindsvatter (1996:166) that the teachers behaviors are comprising the techniques are relatively specific in that each one can generally be observed and analyzed in the classroom setting. Behaviors are the focus if the teacher intends to engage the students in a self-analysis or shared analysis of performance so as to gather systematic information to use as a basis for improving instruction.

Example of the more widely applied techniques include (William Wilen, 1996):

#### **a. Informing**

The teacher verbally provides students with explanations and directions necessary to conduct the activities of the lesson. Skills

include clarifying, providing student feedback, and using audiovisual aids.

b. Motivating

Those verbal and non verbal teachers behaviors that stimulate students' attention, interaction, and participation. Skills include physical movement, voice, pacing, and body languages those are gestures, posture, facial expression, and eye contact.

c. Supporting

Teacher uses verbal and non verbal reinforcement and encouragement of acceptable students' behaviors. Skills include the use of praise, words of courtesy, acceptance, and use of feeling and idea.

d. Listening

Teacher uses primarily non verbal behaviors communicating to students that the teacher is attending to what is being said. Skills include physical distance, eye contact, silence, and facial expressions.

e. Questioning

Teacher uses of verbals statements that have an interrogative function generally requiring students to engage in specific levels of thinking. Skills include formulating convergent and divergent questions, probing, wait time and phrasing.

f. **Managing**

Teacher uses verbal and non verbal behaviors to control students behavior and ultimately to encourage students to control their own behaviors. Skills include physical position and movement, eye contact, and facial expressions.

**2. Methods**

According to Kindsvatter (1996:168) an instructional method is an organized arrangement of instructional techniques that is intended to achieve a discrete learning outcomes. Methods are the backbones of instruction because they are the most basic way students have traditionally been taught. Teachers should understand the nature of methods and can anticipate their positive and negative impact on students. The variety of students' learning styles, interests, and needs within any class suggest very strongly consideration that they should plan to use a variety of method.

**3. Strategies**

An instructional strategy is a sequential combination of methods designed to accomplish learning objectives. The three general strategies based on Kindsvatter (1996:169) they are active learning/direct teaching strategy, mastery learning and cooperative learning.

**C. English Achievement**

1. **Definition of English Achievement**

Achievement is the person's quality in achieving the academic aspect in the form of extending of the knowledge, the depth of understanding, and the sophistication skills (Kindsvatter, 1996:293). English achievement is the ability of an individual to gain their academic achievement in the form of acquiring English subject skills.

## 2. Language Domain

English achievement should be covering the four skills which are speaking, listening, writing and reading. These all skills can be drawn in a detail of language domain:

### a. Speaking Domain

English language learners will need much opportunity to engage in dialogues both with peers and native speakers in a variety of settings and for variety of purposes in order to improve the acquisition of English achievement. Making presentations, reciting poetry, engaging in music, and playing verbal games can also contribute to improve the students' english achievement of speaking skill.

### b. Listening Domain

Listening is a process and the most important skill in English that must be achieved. The listener must be able to have an ability to interpret what he/she hears and evaluates its spoken language in a variety situations, in everyday



functional situations such as in restaurants and transportation areas, in job or career-related settings as well as in the academic settings.

It is common for beginning second language students to spend significant amount of time in listening practice. This is often called as the “silent period”. Because they try to listen what had been said by the speaker seriously. Language learners at all levels will vary widely in their ability to listen, understand, and interpret the speaker language in a variety of settings and situations.

In order to increase the listening skill achievement especially in English, there must be guided practice and drills in active phases in the classroom. This practice also can be applied as the supplies experiences from academic settings to the variety of settings and variety of purposes (e.g., listening to social conversations, to multi-step directions, and to the lectures).

c. Reading Domain

Reading includes the skills of understanding, interpreting, and evaluating a variety of texts that represent written language in all its form. EFL/ESL students will need experiences with a variety of texts, including the use of digital media. They also will be able to need guided experiences such as in retelling, asking questions, translate the meanings, and find out the main ideas in order to experience true comprehension.

d. Writing Domain

In conducting communication not only orally, but it can be done through symbol or letter. The ability to communicate by writing will vary

widely among both second language learners and native language speakers depending on the purpose, the setting, and the audience. English language learners may need a variety of supports for writing as well. Students will need guided opportunities to write for a variety of purposes, including writing letters, essays, poetry, and other forms of written discourse.

#### **D. Review of Previous Studies**

In this section, the researcher dedicates two previous studies related to the focus of this research which is teacher's strategies in teaching English for EFL students which are done by other researchers. Both those two previous studies concern on the teacher's strategies in teaching English for EFL students as well, but they are aimed at the other skills or elements of teaching.

First, the research under the title *Teacher's Strategies in Motivating the Students of Excellent Class at MtsN Bandung to Learn English*. This research was written by Himatus Shulha (2013), she was a student of STAIN Tulungagung. The reason why she conducted the research that deals with teacher's strategies in motivating the students to learn English because she thought that the kind of teaching strategy which is giving the motivating technique to the students enables to enrich the students' mastery in English. In her research, she intended to dig up the phenomena of teacher's strategies used to motivate students in their learning process. The main point of her research was to collect and to accumulate the basic data by describing the teacher's strategies to motivate students of seventh excellent class at MtsN Bandung to learn English.

This research finally found the result of the study based on the research problems stated by her. It presented two main points of her research, those are teacher's strategies in motivating the students in learning English and teacher's ways of applying teaching strategies in motivating students to learn English. Based on the interview result done by her with the English teacher, she found three strategies used by the teacher in teaching English by motivating the students, they are *memorizing*, *moving class*, and *game strategies*. She believed that all those strategies used by the teacher in motivating the students to learn English are effective, because based on her, those strategies are different one another but those keep standing in a purpose which is increasing the students' vocabulary mastery. She also convinced that it can be useful for the students because one way of mastering English is to master the vocabularies. While for the last main focus of her research that is the teacher's ways of applying teaching strategies in motivating the students to learn English, she faced the findings are in the *memorizing* activity; the students were asked to write three vocabularies in their book for everyday then memorize them. In a week later, thus the students had 18 vocabularies to memorize in front of the class, in the *moving class* activity; the students were directed to make a note about the words that they do not know the meaning during the classroom activity then the teacher will show the meaning to be memorized by the students, and for the last strategy which is *game* activity; it was mostly found by group discussion with the member of seven students.

Second, the research under the title A Descriptive Study on Teacher's Strategies in Teaching Speaking for the Second Grade Students at MAN 2

Tulungagung. This research was conducted by Ika Muntadziroh Maghfiroh (2013). She was a student of STAIN Tulungagung. She was interested to conduct this research because she assumed that the most important skill in English is speaking. She asserted that learning speaking became the greatest interest for foreign language learners. She stated that the ability of English is measured by its result in speaking skill or oral communication, thus take from this point she carried out the research by the aim that is to find out about the teacher's strategy in teaching speaking which is done in the language classroom. The prominent point of her research is to collect and to accumulate the basic data about the teacher's strategies in teaching speaking to the second grade students at MAN 2 Tulungagung.

Then the findings of her research which concerned to the three problems those are teacher's strategies in teaching speaking, the implementation of teacher's strategies in teaching speaking, and the students respond about the teacher's strategies in teaching speaking. She found that the kind of teacher's strategies in teaching speaking in order to make the students be active in speaking subject which was done by the subject of her research were *minimal response*, *cooperation*, *auditory representation*, and *advanced pre-paration*. Then for the concern of her research which was implementation of teacher's strategies in teaching speaking, she discovered that it can be shown in the classroom activity; *minimal response* – the teacher gave questions to the students about the opinions and agreements that can be analyzed in a certain conversation. This strategy can be seen in the way of the teacher making dialogue with the students. *Cooperation*

*strategy*, it was applied when the teacher asked the students to discuss with the drama's group in order to prepare their drama. *Auditory representation*, before starting the lesson, the teacher always talking each other with students related to the instruction that will be presented. Then last is *advanced pre-paration*, the teacher give time to the students to practice their speaking skill before the students practice it in front of the class, it concluded in the post speaking activity. The last main concen of her research is students respond about the teacher's strategies. In this case, she found that the students have a good response in learning speaking by the teacher's strategies. They feel more enthusiastic to follow the teaching and learning process because of the implementation of the teacher's strategies, the students can grab the vocabulary acquisition, get challenge to practice their speaking and increase their confidence to be more active in the classroom.

Based on those two previous studies, they were preferred in concerning the main topics those were the teacher's teaching strategies and how it ran in the EFL classroom activity. Besides, the techniques of collecting data of both two previous studies were questionnaire, interview and observation. In the other hand, those two previous studies were conducted to the orient teacher of English subject. Thus starting point from those two previous studies, the researcher intended to know more about the teacher's strategies in teaching the EFL students by basing on the extensive and different element of research which is teacher's teaching strategies for both four skills and the components inside of English subject that is done by native speaker teacher. In this matter, the native speaker teacher means a teacher that holds an English as her/his mother tongue.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter focuses on the method used in conducting this research. It covers research design, subject of the study, data and data sources, method of collecting data and research instrument, method of data analysis and trustworthiness of study.

#### **A. Research Design**

Qualitative research is used by the researcher to conduct this study because the researcher seeks to understand a phenomenon, a process, or a particular point of view from the perspective of those involved (Ary et al, 2010:453). The central purpose of this study is to understand the world or the experience of another. The underlying question of this study the researcher is asking is about “How are events, processes, and activities perceived by the participants?” It also directs to interpretation of the human actions, in the certain situations, events, customs, or portrayal of what being studied. The ultimate goal of this kind of research is to portray the complex pattern of what being studied in sufficient depth and detail so that someone who has not experienced it can understand it. This research concerns on the describing and analyzing a phenomenon that is happened in the classroom activities.

Qualitative research discusses a variety of approaches, including case study, ethnography, critical ethnography, performance ethnography, grounded theory, phenomenology, narrative inquiry, historical research, descriptive research,

document or content analysis, naturalistic observation, and focused interviews (Ary et al, 2010:451). This research is categorized into the descriptive study which refers to the researcher's act in arriving and identifying a rich description of the people, objects, events, places, conversations and so on, and the main concern of this research is to describe native speaker teacher's teaching strategy. This descriptive study is also able to produce the data in the form of written words rather than numbers or statistics. According to Furchan (1982:415) descriptive research is describing variable or condition of "something" in certain situation. Tarigan (1992:105) stated that the descriptive research is a research which is describing the phenomenon naturally without manipulation or experiment.

In this research, the researcher would like to describe about the related phenomenon of the elaboration of teaching strategy which is done by the subject of this research which is native speaker teacher by the focus is the Strategies of Native Speaker Teacher in Teaching English for EFL Students in SMAN 1 Ngunut, Tulungagung in academic year 2013/2014.

## **B. Subject of the Study**

In this qualitative research the subject of the study can be various. Subject of this study can be individual or group that is intended to be studied. Nevertheless, this research was conducted to describe and analyze the strategies of native speaker teacher in teaching English for EFL students in SMAN 1 Ngunut, Tulungagung. Thus, the subject of this research were the native speaker teacher's strategy in teaching English for EFL students and the students.

### **C. Data and Data Sources**

Data are any selected informations that must be collected in the research. The data itself have to be taken from the data sources. The data itself consist of the information and description about the native speaker teacher's teaching strategies those are applied in the language classroom and its implementation in the classroom activities. Data source is the supplies information that can be acquired to fill the needed data of the certain research. Sugiyono (2009: 153) stated that based on the sources, data can be classified into two those are primary data and secondary data.

Primary data source is source of data which is related to the subject of this study that is taken through the researcher directly. In this research the primary data source came from the conducting of observation and interview with the subject of this research who is native speaker teacher which is done by the researcher. While secondary data source is a source of data that is taken by the researcher indirectly from the subject. It can be from relevant books, journal, etc. The secondary data source of this research were accepted to complete the primary data. It was from any relevant book, journal of school, school archives about the history of school, the list name of students, the data from subject of this research who was native speaker teacher like the education biograpy documentation of the native speaker teacher, etc and some photos when the researcher conducted the observation in the subject's classroom.



## **D. Method of Collecting Data and Research Instrument**

### **1. Method of Collecting Data**

The data gathering of this research took place in SMAN 1 Ngunut, Tulungagung. The data itself be collected by the following data collection methods:

#### **a) Observation**

According to Hasan (2003:121) described that observation can be doing to get the data from the activity, place and thing. Ary et al., (2010:431) stated that qualitative observations rely on narrative or words to describe the setting, behaviors, and the interactions. In this research the researcher used non participant observation and a systematic observation. A non participant observer is an observer who visits a site and record notes without becoming involved in the activities of the participants (Creswell, 2008:222). Systematic observation was used in this research. Systematic observation is an observation by observer used observation guide as an observation instrument (Arikunto, 2006:16). The observation itself was done to get the information about human behavior as like in reality.

In order to investigate the strategies of native speaker teacher in teaching English for EFL Students in SMAN 1 Ngunut, Tulungagung, the researcher conducted the observation to the native speaker teacher as the subject of this research in the classroom. The researcher joined in the class of subject of this research then got to observe the teaching strategy of native speaker teacher in

teaching English for EFL students and took the informations about its implementation as well.

**b) Interview**

Esterberg (2002) stated in Sugiyono book that interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic, (2009:317). Interview is used to gather the data on subjects' opinions, beliefs, and feelings about the situation in their own words (Ary et al, 2010:434). According to Moleong (2008:186) interview is a conversation which has certain purposes.

There are the following three methods in interview stated by Achmadi and Narkubo (2009:84):

1) Free or guided interview

In this method the interviewer carries out the interviewee without systematically plan of questions as the guide line to handle it.

2) Guided interview

Here the interviewer carries out the interviewee by using a set of questions that is planned systematically as the guide line for having the interview.

3) Free guided interview

In this method the interview uses a set of questions and each question is developed in order to gain the detail information.

In this research, the researcher used free guided interview with a purpose to dig up the detail information related to the main concern of this research. The

researcher created the question sheet which was in a line to the teacher's teaching strategy and its implementation which was done by the native speaker teacher in the EFL classroom activities. Besides, the researcher also interviewed the students of the subject's class to get the data about the native speaker teacher's teaching strategy and also its implementation by their angle of view in the language classroom. It was conducted in order to get the validity of data which were collected from both the interview and observation to the native speaker teacher.

**c) Documentation**

Arikunto (2006:231) indicated that documentation is used to get the data directly from the place research usually they are relevant books, laws, activities report, photos, film documenter, archives, letters, diary, journals and other written text in order to be used to analyze the problem. Documentation is a process of recording data from the document that is collected from non-human source. In this research, the researcher used the journal or can be relevant archives that told about overall of the school, the photos of the subject's activity in classroom and the printed papers that conveyed all about the subject which was native speaker. In this case, the researcher also created the form like curriculum vitae intended to be filled by native speaker teacher. It contained about native speaker teacher's educational biography and personal identity.

## **2. Research Instrument**

### **a) Observation Guide**

The observation was done during the actions of the teacher in delivering the English materials who were being observed in the classroom. The researcher observed and wrote down the process happened during the teacher guiding the English materials subject in the classroom by their own teacher's teaching strategy. The observation absolutely was able to conduct in a class of native speaker teacher in SMAN 1 Ngunut, Tulungagung in academic year 2013/2014 which was X-B by the total students were 37. In this research, the researcher used observation sheet as an observation instrument that contained the list of activity that might appear in the language classroom. The observation sheet which was used by the researcher was in the form of checklist (Yes/No) classroom activity. It also included about the subject's activity in the classroom, the teaching strategies and its implementations that might apply by the teacher in the language classroom.

### **b) Interview Guide**

Interview guide was created by the researcher in order to be guidance of conducting interview. In making the questions sheet of interview guide, the researcher referred to the foremost points inside of the classification of teaching strategy that was contained on the Chapter II. Interview was conducted to the native speaker and the students.

### **c) Human Instrument**

The human instrument was used by the researcher to analyze the method of collecting data which was documentation, because in this matter the researcher itself that was doing the taking of note of the document.

### **E. Method of the Data Analysis**

Data analysis is a process whereby the researchers systematically search and arrange the data in order to increase their understanding of the data presented and to enable them to present what they learned to others. According to Bogdan in Sugiyono (2009:334) book, "Data analysis is the process of systematically searching and arranging the interview transcripts, observation sheet, and other materials that you accumulate to increase your own understanding of them and to enable you to present about what you have discovered to other". Ary et al., (2010:481) stated that data analysis is the most complex and mysterious phase of qualitative research. Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of filed notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted. Analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important. The researcher must organize what he/she has seen, heard, and read then try to make sense of it in order to create explanations, develop theories, or pose new questions.

In this research, the researcher followed some steps by Milles and Huberman (1994:10) in analyzing the data which is called as *Interactive Analysis Model* that consists of data collection, data reduction, data display and drawing conclusion.

Those are will be defined as follows:

### 1. Data Collection

In this step, the researcher collected required data, those were from the interview with native speaker and also the students who were taught by the native speaker teacher, recorded data during an observation which was collected from the observation sheet/guide and data taken from documentation.

### 2. Data Reduction

The next phase is data reduction. In this data reduction phase, there are *living in process* and *living out process*. It means that the selected data are included in the needed data and it stays in the *living in data* and the unselected data are included in the *living out data*. In this research, data reduction was about the informations those were gained from the observation and interview with the native speaker and the students of native speaker teacher in the English classroom. Some information was needed in filling the data, but some of them were not necessary. Therefore, unimportant data were reduced by the researcher.

### 3. Data Display

The data display presents the process of showing data simply in the form of words, sentences, narrative, table, and graphic in order that the data

collected is mastered by the researcher as the basic to take appropriate conclusion. In this research, the data were displayed consist of the informations about the native speaker teacher's strategy in teaching English for EFL students and its implementation in the classroom. In data display, the researcher also arranged data systematically in order to get the conclusion as finding of the research.

#### 4. Drawing Conclusion

Drawing conclusion is the last phase where the researcher summarized the discussion to make the conclusion of this research. It was last procedure of analyzing the data of this research. After the data were displayed, a conclusion were drawn. Here, there are two kinds of conclusions those are temporary drawing conclusion and final drawing conclusion. If the temporary conclusion was valid and could answer the research problem, the researcher could use it as final conclusion. In the other hand, if it was not valid, the researcher should repeat the process starting from the displaying data in order to check whether the data displayed is in the line with the formulation of research problems or not.

#### **F. Trustworthiness of Study**

To ensure the trustworthiness of data in this research, the researcher used the triangulation technique of data analysis to hold the dependability or reliability of this research. Moleong (2008:330) clarified that triangulation is a technique to check the validity of data which uses something else to be the comparison toward that data. It assesses the sufficiency of the data according to

the convergence of multiple data sources or multiple data collections. Based Sugiyono (2009:330), the aim of triangulation data is not to determine the truth about some social phenomenon, rather the purpose of the triangulation technique of data analysis is to increase one's understanding of whatever is being investigated.

Triangulation is the way of establishing the dependability of the research by cross-checking the data through more than one method collection. In this research the researcher conducted three methods collecting data those were doing observation, performing the interview and taking documentation. Firstly, the researcher held the interview section with the subject of this research by discussing about the teaching strategy which was done by her/him. Then after the data of interview collected, to verify the data from doing interview with the subject of this research who was native speaker teacher, the researcher also carried out the interview section to the students about the native speaker teacher's teaching strategy based on their angle of view as learners in her/his class. Afterwards, in order to interpret and to check the validity of data collection from the interview, the researcher observed the subject true actions in the EFL classroom through the guidance of observation sheet. Next the last step of validating this research was to support the data of this research, the researcher put the information about the subject's biography and personal identity and the related data that told about overall the informations of school by conducting document note taking.



## **CHAPTER IV**

### **RESEARCH FINDING**

This fourth chapter is the report of the result of research. It consists of data presentation and research findings.

#### **A. Presentation of Data**

This part presents about the informations related to the school where the researcher conducted the research about the strategies of native speaker teacher in teaching English for EFL students. The information consists of brief explanation of school history and vision and mission of school. It was presented along with the native speaker teacher's biography and her educational background.

##### **1. Brief History of School**

In the hope of the importance of getting knowledge in the formal education institution and in order to make the society were having near distance to the prosperity by learning in the formal environment, thus the local government built the Senior High School of 1 Ngunut, Tulungagung in the 18 April 1983 according to SK Mendikbud RI Nomor : 149 / XXIII / 4 / 1983 Tanggal 12 Maret 1983 dan Nomor : 183 / XXIII / 4 / 1983. The occupying of SMAN 1 Ngunut was based on some consideration those are the center region of Tulungagung was having SMAN 1 Boyolangu and SMAN 1 Kedungwaru, the west region of Tulungagung was having SMAN 1 Gondang and SMAN 1 Kauman, then finally

east region of Tulungagung was having SMAN 1 Ngunut. SMAN 1 Ngunut Tulungagung was resided in Ds. Sumberingin Kidul, Kec. Ngunut, Kab. Tulungagung.

After finishing the building of recent unit of Senior High School, later on 21 Mei 1984 was accepted 120 students for academic year 1984/1985 under the control of SMA Negeri 1 Tulungagung based on SK Kakanwil Depdikbud Propinsi Jawa Timur Nomor : 102/I04.7.2/I. /84. Then according to SK Mendikbud RI Nomor : 0558 / O / 1984 in the date of 20 November 1984 was officially given the state-owned degree to the SMAN 1 Ngunut, and here was the basis of outwardly of SMAN 1 Ngunut, Tulungagung.

## **2. Vision and Mission**

Vision is the yearning that intends to be maintained in the long period of time, here the vision means the yearning of SMAN 1 Ngunut in raising the quality of education.

Here is the vision of SMAN 1 Ngunut, Tulungagung:

- 1) Excellent in delivering the enhancement performance of graduate, ready for being the students of University and good performance in job world.
- 2) Excellent in religion and nation culture achievement.
- 3) Excellent in vying competitively both in local and global area.
- 4) Excellent in the effort of increasing the quality of SDM (Sumber Daya Manusia) through the agenda of virtuous individual figure, religious personality, and efficient technological achievement.
- 5) Excellent in preserving the environment.

- 6) Excellent in creativity competition.
- 7) Excellent in art performance.
- 8) Excellent in sports.
- 9) Excellent in discipline.
- 10) Excellent in the social care.

Mission is the elaboration of vision which is emphasized through the indicators. Here is the mission of SMAN 1 Ngunut, Tulungagung:

- 1) Cultivating both full interpretation of religion which is believed and nation culture so that enable to make the source of good personality.
- 2) Implementing the guiding of learning and teaching activities effectively, so that the students can develop their ability.
- 3) Applying participative management by engaging all of the school members.
- 4) Cultivating the spirit on the students' personality to reach the excellent achievement in every kind of agenda.
- 5) Cultivating the active participation in the social range.
- 6) Cultivating the active participation in the conservation environment agenda.
- 7) Cultivating the active participation in the raising creativity of environment agenda.
- 8) Cultivating the graduate who has the positive behavior, glorious characters and good moral based on the piety to the Tuhan Yang Maha Esa.

- 9) Delivering the graduates that has good competence in vying the competitors in the University area and job world.
- 10) Helping the students to identify their capability, so it can be developed in an optimal way.

### **3. Native Speaker Teacher's Biography**

In the academic year of 2012/2014, SMAN 1 Ngunut, Tulungagung was given the chance to learn more about English with the native speaker teacher who came from USA, Portland. The students must be proud of the coming of a volunteer English teacher for their English subject. In this sense, actually they can be able to dig up and increase their competence and ability in English with the native speaker teacher. In this agenda, the native speaker teacher who visited SMAN 1 Ngunut, Tulungagung was teaching English subject as a volunteer teacher from her organization in Indonesia which was Peace Corps for two academic years in Senior High School.

The native speaker teacher who named Sarah Louise Baggs joined in Peace Corps organization based on her project for her study in her University of Seattle Pacific Bachelor Arts (S1) in Cultural Human Development, she hold the responsibilities to be a teacher for the English subject as a native speaker teacher in Indonesia exactly in SMAN 1 Ngunut, Tulungagung. According to her organization, she was only asked to practice teaching English to the EFL students in SMAN 1 Ngunut for one class which was X B. She studied in Seattle Pacific University Bachelor Arts (S1) in Cultural Human Development since 2011 then in the 2012 she got down to accomplish her project in the EFL country which was

Indonesia to finish her project in the form of teaching the EFL students for English subject.

## **B. Research Findings**

These findings of this research were arranged and presented in such a way in which the research problems became the basis of reference of the arrangement and presentation.

### **1. Native speaker teacher's strategies in teaching English for EFL students**

According to the result of observation and interview those were conducted by the researcher to the subject of this research who were native speaker teacher and the students, the researcher found two dominant kind of teaching strategies which were used by the native speaker teacher in teaching and learning English for EFL students. Those two dominant teaching strategies were direct teaching strategy and cooperative learning teaching strategy. In this stage, the researcher presented the findings in the form of classroom activities phases those were done by native speaker teacher.

#### **a) Classroom Activities Phases in Teaching and Learning Process**

In teaching and learning process, the classroom activities phases were the crucial point that gives an effect on the students' achievement of the certain subject. Conducting the appropriate systematically classroom activities would make the students be easier in learning and understand the materials.

According to the observation and interview conducted to the subject of this research those were native speaker teacher and the students

of her class, the researcher found the informations related to the native speaker teacher's teaching strategies. Here, the researcher already did perform the observation to the native speaker teacher's teaching strategies for three meetings of her class on Tuesday, March 11<sup>th</sup> 2014, Tuesday, April 01<sup>st</sup> 2014 and on Tuesday, April 22<sup>nd</sup> 2014. Then the following classroom activities phases were the findings of the observation from those three meetings that was supported with the result of interview section.

#### (1) Pre Classroom Activities

Based on the researcher's observation on the three meetings from Tuesday, March 11<sup>th</sup> 2014 until Tuesday, April 22<sup>nd</sup> 2014 in the class of native speaker teacher, the researcher got the informations about the strategy of native speaker teacher in carrying out the English material in the pre-activities of her class. Before coming in the class, native speaker prepared herself for her teaching material and teaching media that would be used in the class activity of that day. Then she started the lesson by greeting and checking the students' attendance list. In the other hand, to make the students were having discipline attitude, she also conducted the dictionary check and classroom rules in the pre-activities of her class. This statement was validated by interview quotation to the students and native speaker teacher:

"...if we come late about half an hour, we should pay for a fine which is by paying Rp. 6000,00. Then if we don't bring the dictionary, book or don't accomplish our task or homework, we should pay for a fine that is Rp. 1000, 00. But the fine will be able to calculate in the cash class." (Appendix 4)

“...to create the good atmosphere in the classroom, it was by keeping the students’ participation in the classroom activities. In that’s way, I make the classroom rules. I always draw three stars in the white board in order to control the students’ behavior in the classroom. If they are noisy I will erase one star, then if it happens again I will erase two stars until all the three stars were erased, the students will be punished. Then the punishment can be in the form of task, homework or something else.” (Appendix 3)

Then native speaker teacher continued her pre-activities by letting the students to know the learning objectives and the classroom agenda at that day by writing it down on the whiteboard.

After that, in her every English pre-activity classroom, she also engaged the brain storming activity in the form of word of the day in order to enrich the students’ vocabulary acquisition. Word of the day which was provided by the native speaker teacher was in phrases or idiom. According to the observation on Tuesday, April 22<sup>nd</sup> 2014, the native speaker teacher provided word of the day was *hit the books* that had meaning was *study hard*. In this activity, she directly asked to the students about the meaning of word of the day. She wanted to know the students’ knowledge about the certain phrases or idiom. It was conducted to make the students to come to the material. Besides, she also conveyed the example by showing the sentence that was inserted by word of the day, e.g; *I have a test tomorrow. So I must hit the books* which had a meaning was *I have a test tomorrow. So I must study hard*. Then in order to make the students were having well pronunciation, the students were asked to pronounce both the example of word of the day and the sentence for five times loudly, after she showed the

expression and the example how to pronounce it. Then in the last of this activity the native speaker teacher let the students to copy it in their books.

## (2) Whilst Classroom Activities

After brain storming was done and the students knew about the learning objectives and the agenda of the instructional material that would be able to deliver to them at that day. The native speaker teacher begun to introduce the material by first reviewing the last material for a while then giving the students simple question related to the material that would be presented by her. For example, the native speaker teacher asked, “OK... How about the last material? Do you still remember about how to change the direct speech into the indirect speech? If there is no question we will go on the next material.” If there were some students still did not understand about the last material, she would review it in a simple way. Later, she started to invite the students to the next material. Then here were the teaching strategies those were used by native speaker teacher were applied. They were direct teaching strategy and cooperative learning teaching strategy. She combined those two teaching strategies in teaching and learning English classroom for EFL students.

### (a) Direct Teaching Strategy

It can be concluded that native speaker teacher used direct teaching strategy because of some prominent characteristics of its



teaching strategy were conducted by her in the English classroom activity. Based on the observation and interview those were done by the researcher in her English classroom for three meetings, the researcher found some characteristics of direct teaching strategy were practiced.

Those characteristics can be presented as follows in a line with the teacher's performance in carrying it out to the students:

- (1) Native speaker teacher explained the material in a detail description after introducing the material by asking and explaining the material to the students. She delivered it along with the structure and the example of it. For example, in the class meeting on Tuesday, April 22<sup>nd</sup> 2014 at 10.15 AM – 11.45 AM, the native speaker teacher provided the material of giving invitation, accepting and declining. In this matter, firstly she wrote down on the whiteboard the list of expressions in giving invitation, accepting and declining. After that, she asked to the students about the meaning of each expression which was written by her on the whiteboard. Later, she explained it to the students in a depth about the meaning of it in English, sometimes she was helped by the Indonesian teacher to make the students really understood about it. Next, she extended it by giving the example of it in the form of some simple short dialogues. Then, she also gave an example how to pronounce it

in a proper way and produce well pronunciation. While she showed the suitable expression to the students.

- (2) She used the various and interesting teaching media by making it appropriate with the students' level, students' characteristics and the learning goal. It was shown in the interview quotation to the native speaker teacher:

“...in conducting the teaching strategy or creating the good atmosphere in the classroom we will also need to consider about the activity (by using teaching media) based on the students' characteristics or classroom situation like is the classroom be noisy or not and make it suitable with the material, learning goal and the students' level. Sometimes I think not all of them have the same level in achieving the material in the classroom.”

(Appendix 3)

This statement also can be convinced in the class meeting on Tuesday, March 11<sup>th</sup> 2014 at 10.15 AM - 11.45 AM. In order to make the students keep pay attention in the learning activity, she asked the students to do market activity in the instructional material was advertisement, because at that moment it seemed like the students did not really listen to the material. In this activity, the native speaker teacher provided the teaching media that was the property to do the market activity such as glasses, lamp, shoap, candle, toothbrush, tea product, etc.

- (3) She introduced the teaching media that would be used in the classroom activity. This statement can be validated in the interview quotation to the students:

“...she presented material by using both the teaching media and providing the interesting classroom activities like games, etc. The teaching media can be in the form of LCD, speaker, laptop, small piece of papers that contains the reading passage/text, and any other else.” (Appendix 5 and 6)

- (4) The native speaker teacher gave the students chance to practice or to participate in the class activity by using the teaching media in order to comprehend the material. For example in the class meeting on Tuesday, April 22<sup>nd</sup> 2014 at 10.15 AM – 11.45 AM, the native speaker teacher gave the students chance to comprehend and practice the material by using the teaching media which was small piece of papers that contained the reading text which was a part of short dialogue related to the material of giving invitation, accepting and declining. When the students still did not understand enough toward the material or the teacher’s instruction, she also gave the students chance to ask about their difficulties. In the other hand, when the students practiced the task or assignment that was given by native speaker teacher, she walked around the class to check the students’ understanding toward the instruction and the material based on that kind of teaching media as well.
- (5) Measuring the students’ understanding by asking the relevant questions based on the instructional material. For example, the native speaker teacher would give the questions such as “Do you understand about what is advertisement? And what are the

characteristics of it?” to the students in order to check whether the students really understand toward the material or not. If there were the students who were still confused about the material, she would explain it again in a depth one until the students really understand the material.

- (6) Providing feedback and correction to the students during the classroom activity. It can be proved in the following interview quotation to the native speaker teacher:

“...yaaa it is important to give the students like feedbacks and corrections during the classroom activities. If we don’t give feedback, they don’t know their mistakes. When we have done with the delivering of material I will ask them like changes this sentence into past tense. They will try alone. Then I also walk around to check the students’ progress in learning the project I gave to them, in that activity feedback and correction I give to them.”(Appendix 3)

Later, it was also can be validated according to the class meeting on Tuesday, April 01<sup>th</sup> 2014 at 14.30 PM – 15.00 PM by the focus material was direct and indirect speech. The native speaker teacher gave feedback or correction to the students who did not understand about the using of possessive and how to recognize the possessive in the certain sentence. Then she explained it more detail in the form of how to use the possessive, the meaning of possessive, and how to recognize the possessive in the sentence.

- (7) Keep motivating the students to be active and participate in the classroom activity. This statement can be validated in the interview quotation to the students:

“...she always keep motivate us to learn more and more about the material, do the task or the homework diligently and asked about the material to us during the classroom activity in order to make us be active in the classroom.” (Appendix 4)

- (8) Guiding the students in the initial practice in order to accomplish the task or exercise through the different classroom activity. This fact can be supported in the interview quotation to the native speaker teacher:

“...yaaa I guide them in their practice in doing the task or assignments. In order to guide them, I think try to keep them in small goal like the last classroom activity with my partner in teaching in the class, it was discussed about the direct and indirect speech, which one is the difficult to the students. So the activity is practices more and more in changing the direct into indirect speech and vice versa. First, the activity we will give them the example how to change the direct into indirect speech or indirect into the direct speech. Then we give them assignment and they will try to accomplish it, they show the result of their assignment and we give them feedback. After that they will try to finish their assignment again by the correct answer, then in this activity we will show them the correct one. So we always guide the students' learning process by giving them feedback and corrections.” (Appendix 3)

- (9) Providing the individual practice to the students related to the material. This statement is validated in the interview quotation to the native speaker teacher:

“...I practiced the classroom activities usually by first we give the introduction about the material like explanation about the material *what is narrative text*, then the structure like *who are the characters in the story?* then I give the example may be with Indonesian teacher together and after that we give them assignment to do in the small group discussions. Then we give the homework or task in the classroom where they do alone, individually not in a small group related to the material. Next day, we will see if they really understand or not.” (Appendix 3)

(10) Conducting the formative evaluation during the classroom instruction by checking the students’ learning progress. This statement can be shown in the interview quotation to the students:

“...the native speaker teacher measure our understanding toward the material by asking us any question about the material during the learning process or classroom activity.” (Appendix, 4, 5 and 6)

It can also be proved in the class meeting on Tuesday, April 01<sup>st</sup> 2014 at 14.30 PM – 15.00 PM. In the direct speech and indirect speech material, the native speaker teacher gave the students the evaluation by asking them about their assignment result, for example, she asked “Who is having wrong answer? Raise your hand yaaa and who is having the correct answer will get the point.”

(11) There were many interactions or communications between the teacher and the students. It can be convinced in the interview quotation with the students:

“...the interaction of the English classroom conducted by native speaker teacher looks like have two ways interactions or communications. When she is explaining the material or giving feedback and correction, it happens the interaction between the teacher and the students, then when the small group discussion conducted it happens the interaction between students and students.” (Appendix 6)

“...when we conducted the learning and teaching process, we have many interactions between teacher and students. But for myself, I rarely have the direct conversation with her, because I think I face some kind of difficulty to have conversation with her. It is difficult because I don't know what she talks about.” (Appendix 4)

b) Cooperative Learning Teaching Strategy

It can be assumed that the native speaker teacher used the cooperative learning teaching strategy because the researcher found some principal characteristics of cooperative learning teaching strategy were practiced by her in the English classroom in order to teach the EFL students.

Those characteristics can be presented as follows in a line with the teacher's performance in carrying it out to the students:

- (1) Native speaker teacher presented the informations about material by using the reading text or demonstrating the material to the students. For example is in the class meeting on Tuesday, April 22<sup>nd</sup> 2014 at 10.15 AM – 11.45 AM by the focus material

is expression in giving invitation, accepting and declining. In that class activity, the native speaker teacher gave the students small piece of papers related to the material that covered about part of dialogue in the form of expression in giving invitation, accepting and declining. Each student had different part of dialogue, expression and its respond was held by the different student. Then a student was asked to stand up to read her part of dialog loudly, in this case the students should be careful in giving the respond related to the expression which was already read. After that another student who had the respond which was suitable with the topic of that expression were intended to stand up and gave the respond, and so on. While for the class meeting on Tuesday, March 11<sup>th</sup> 2014 at 10.15 AM – 11.45 AM. She also provided the reading text for the main concern material which was advertisement, in the form of a paper that presented three kind of reading passages along with the questions related to it that must be done by two students for one work result.

- (2) Native speaker teacher arranged the curriculum into some unit of material with the purpose of cooperative learning. Based on the researcher observation from Tuesday, March 11<sup>th</sup> 2014 until Tuesday, April 22<sup>nd</sup> 2014, it was indicated that she always conducted the classroom activity by using the learning material unit in order to be practiced in the cooperative learning teaching



strategy. For example, in the class meeting on Tuesday, March 11<sup>th</sup> 2014 at 10.15 AM – 10.45 AM, she applied the instructional material of advertisement by the group activity was group reading activity and market activity by the members of group were 2 students for those two group activities. Then in the class meeting on Tuesday, April 01<sup>st</sup> 2014 at 14.30 PM – 15.00 PM, native speaker teacher practiced the instructional material of direct speech and indirect speech by group activity was group changing sentence activity by the members of group were 4 students. In this case, they were intended to use their own way to change the sentence based on the native speaker teacher's given question. The given questions (sentences) were written on the whiteboard by her. While for the class meeting on Tuesday, April 22<sup>th</sup> 2014 at 10.15 AM – 10.45 PM, she delivered the instructional material of expression in giving invitation, accepting and declining by the group activity was speaking activity and flash card activity by the group members were 2 students.

- (3) Creating the small group discussion that consisted the heterogeneous students about 2, 3 until 6 students in a group. This statement can be validated in the interview quotation with the students and native speaker teacher:

“...almost everyday (frequently) she conducted the small group discussions for the English classroom activity.” (Appendix 4, 5 and 6)

“...almost everyday we have small group discussions. Commonly the members of a group is about 2, 4, 5 or 6 students. Because the students are 37 students. So sometimes there is a student that do individually.” (Appendix 3)

(4) Native speaker teacher focusing the classroom activity into the group discussion activities. It can be seen in the interview quotation with the native speaker teacher:

“...I think cooperative learning strategy enables to create the effective learning activities by working together. It helps the students pay more attention to the materials that is faced in the group. Because I think if they have the teacher in front of the class, explain materials to them, and they just listen to the teacher, it will make them feel sleepy, bored and don't really listen to the teacher. By making both small group discussion and the interesting activity, the students will feel enjoy learning and can share the knowledge with their friends about the material. They will feel be motivated by finishing group work.” (Appendix 3)

This statement also can be proved in the class meeting on Tuesday, March 11<sup>th</sup> 2014 at 10.15 AM – 10.45 AM. In order to make the students keep active and participate in the learning activity, she asked the students to do the market activity in the instructional material was advertisement. In this activity, the students intended to work in pair then choose a property that was provided by native speaker teacher as before. Then, by the chosen property, the students were intended to make the advertisement in the form of written and inserting it with the related interesting picture. After those activities were done the

students move the desks were faced to each other then the market activity was started by one student waited in the desk and another one walked around to see the other group work result. In this case, if the student liked the other group advertisement result, she/he must give a point on the paper. The group who had higher points would be having the addition point in the participant points paper.

- (5) The teacher gave the group project/job to the students then the students directly discussed it in a group cooperatively.
- (6) She conducted the cooperative learning strategy to make the students feel motivated and supported to be active and cohesive in accomplishing the group project. This statement s proved in the interview quotation with the native speaker teacher.

“...I think the cooperative learning strategy helps them to learn in a group, some students enjoy it but some students don’t enjoy it. May be because there is a leader and sometimes some students do not want to learn or do the work, like when they have a job only one person that do the job and the other just wait. So it is the challenge to the students to motivate their friends to help the job, do it together and come to the material of the job. I think it will depend on the group management. They can learn how to manage the group discussion and to motivate their friends to finish the job together.” (Appendix 3)

- (7) The native speaker teacher had a role as a facilitator in the small group discussion. It can be indicated in the interview quocation with the students and native speaker teacher:

“...she not only be the facilitator teacher but she also ever be the monitor and motivator teacher. She has the role as the

facilitator teacher in the English classroom activity like when she is directing us to do market activity and any other activity. If in the market activity, she facilitates us by giving the tool/property to practice the activity.” (Appendix 5)

“.....when I am in the classroom here actually I go to the classroom with another teacher with Indonesian teacher. But we teach equal, not one monitor and one motivator or facilitator. We have the same part of teaching. We teach by motivating, facilitating and also monitoring them.” (Appendix 3)

- (8) She guided the small group discussion when they were doing the task. This statement can be believed in the interview quotation with the students:

“...she guided us by walking around the class in order to check our understanding toward her instruction, about our learning progress, to give feedback or correction and whether we have the difficulties/problems in doing the group task or not.” (Appendix 4, 5 and 6)

- (9) The native speaker teacher provided feedbacks and corrections in the students’ learning process in small group discussion. It was proved in the interview quotation with the native speaker teacher:

“...I give feedback and correction when we have like games in small group discussion classroom activity, they go forward to the white board to show their group result one by one and I will give them correction or feedback or it can be when they are doing the group task, I will walk around the class to check their group learning process and give them feedback and correction in a group discussion. Usually we have nine groups to do the project, then we give them some minute to accomplish it. Then if they were finished, one of them must show it while standing up in the group. Then I will check and see whether it is correct or incorrect, if it is correct they will have point and if it is incorrect I will give them corrections and they don’t have point.” (Appendix 3)

(10) She tried to give award or appreciation to the students' success in learning whether in the form of group or individual. It was said by native speaker teacher in this following interview quotation:

“...I have the participation points paper to appreciate the students' learning success in group work and individual work. By having the participation points, so we can check how far the students' progress in learning. For the participation points, I mark the wide paper and write all the students names on it and attach it on the wall. The next day when they are active in the learning activity by small group discussions or they can answer my questions in the correct one I will give them point. Then I will mark the point into the students' name on participation points paper, after that I write it on my paper. And in the semester if they have many points so their score will be higher. But they also always see the points in the classroom, in this matter I give them motivation. By looking at the participant points paper they can guess how many points they will need to improve their score, thus they will more active in the learning activity.” (Appendix 3)

(11) She always keep the students' participation in the small group discussion. It was convinced in the interview quotation with the native speaker teacher:

“...They should participate in the classroom. We do all the activities by the small group work. So they will do the assignment with the partner.” (Appendix 3)

(12) In small group discussion activities, native speaker teacher assessed the students' score or achievement by conducting both the group evaluation and individual evaluation. This statement was validated by the native speaker teacher in this following interview quotation with her:

“...if they are finished with their own group work, we will check the students’ group work result whether it is correct or incorrect. And I think not only give the score to the group but we also need to measure the students’ individual comprehension by giving them the task, asking/monitoring them in a group like some students are sleepy or not or can be all of the group members participate in the job or not. Then we ask them *What are you doing? Why are you sleepy? You must join the group and do the job together* like that or conducting individual homework. Because we can see/monitor them that in the small group discussion sometimes some students only silent and don’t join to the group.” (Appendix 3)

### 3) Post Classroom Activities

In the last activities, the native speaker teacher arranged the students into the beginning classroom situation. She gave feedback to the students if they have problems in the group or individually. Then she also gave them some advice and motivation to learn and practice English. Later, she closed the class by writing the points in the participation points paper for the active and successful students in learning and greet the students by saying “Good afternoon. See you. Keep practice and learning yaa!”

## 2. The implementation of native speaker teacher’s strategies in teaching English for EFL students

Teachers have many strategies that can be used in the classroom. They will consider about the appropriate teaching strategies which can improve the students’ skill and competence in learning. In order to reach the instructional goal, they need the teaching strategies those are suitable with the students’ characteristics, instructional material, classroom condition, students’

level, etc. This statement is also pointed out in the interview quotation with native speaker teacher:

“...yaaa of course the teaching strategy would be important to be considered before going to the classroom. To create the good atmosphere in the classroom actually we need to provide the interesting activity like games and make the students enjoy. But we will also need to make it appropriate with the students’ characteristics or classroom situation like is the classroom be noisy or not and make it suitable with the material, learning goal and the students’ level. Sometimes I think not all of them have the same level in achieving the material in the classroom.” (Appendix 3)

To implement her teaching strategies in the EFL classroom, native speaker teacher needed some classroom activities those were suitable with her teaching strategies. In the EFL classroom, native speaker teacher had two kind of teaching strategies to be implemented to the EFL classroom activities, they were *direct teaching strategy* and *cooperative teaching strategy*. To create the good atmosphere and enable to reach the learning goal of the material, she combined those two teaching strategies in order to teach English to the EFL students. She practiced the *direct teaching strategy* in order to deliver the material in the form of detail description to the students, then she applied *cooperative learning teaching strategy* to direct the students to do the task or assignment in a group discussion. When the learning and teaching process was ran she rarely asked the students to accomplish their task individually. She had another different activity where the students can do their task individually such as in a test, short question answer in the classroom or homework. Those statements can be convinced in the interview quotation with the students:

“...when she delivered the material, she will explain it in the form of detail explanation, then when she gave us the assignment, we are directed to do it in a small group discussion.” (Appendix 4)

The first is *direct teaching strategy*. In the early activity of this teaching strategy, she delivered the instructional goals by writing it down on the whiteboard. After that, she prepared the students for the material. She introduced the material to the students by asking the students about their knowledge related to the material, for example “Do you know what is narrative text?” then she started to explain it in a detail explanation. She also demonstrated skills and knowledge according to the material to the students. If there were the students who did not understand the material, she would explain it again until the students really understand. In this case, commonly she invited her partner in teaching who was Indonesian teacher to help her in explain it to the students in bahasa in order to make them really understand about the material. Later, she gave the students a simple question and in this practice she guided them by providing feedback and correction. She provided it to them in order to measure the students’ ability and comprehension toward the material. Then in the last activity of this teaching strategy, she gave the students chance to continue learn and apply their concept of material by themselves.

Second is *cooperative learning activity*. This teaching strategy was implemented by native speaker teacher when she directed the students to do the task related to the material presented to them. In the first activity of this teaching strategy, she specified the instructional objective in both academic



objectives and collaborative skills objectives. Afterwards, she decided the learning on task or assignment based on small group discussion. She divided the students by the decisions on the size of the group which was by range from two to four, five or six students. After that, she arranged the classroom to accommodate the working of small group discussions. When those activities were done by native speaker teacher, she started to inform the academic task in order to do in the group discussion. Here, she explained and gave the students instructions how to accomplish their task in group. She also informed about the explanation of the criteria for success. Then the students tried to accomplish their task in the group discussion, in this activity she monitored them both individual and in a group by walking around the class in order to check the students' learning progress in working together. She gave the students feedback and correction as well when they were doing the task in group.

Later, when they were finished with their work, they were intended to share their group work result with other friends in the classroom, it can be by writing it down on the whiteboard or presenting it in the middle of the group. In this phase, native speaker teacher gave correction to the group work result, so they can evaluate their group work result with their friends in a group. In the last activity of this teaching strategy, she would summarize the material which was discussed in group, share group works, review the group's work result and also review for their difficulties and problems in accomplishing the group task and giving the feedback and correction to the students' group

work. Then she appreciated students' success in group by giving them award or appreciation in the form of participation points, best score, etc.

## **CHAPTER V**

### **DISCUSSION**

This chapter presents about the discussion of the research in interpreting the research findings based on the research problems.

#### **A. Discussion**

This part presents about the discussion toward the result of the research. The discussion is given according to the presented findings those were already interpreted by the researcher based on the research problems and the existing body of knowledge or theories. It covers about the native speaker teacher's strategies in teaching English for EFL students and the implementation of it in the EFL classroom activities.

According to the result of observation and interview those were done to the native speaker teacher and the students about the native speaker teacher's strategies in teaching English and how its implementation, it can be known that the native speaker teacher used two kind of teaching strategies in teaching the EFL students. She combined those two teaching strategies in teaching the EFL classroom activities in order to create the good atmosphere and to reach the learning goal effectively. Below are the discussions of it:

## 1. Native speaker teacher's strategies in teaching English for EFL students

In this research, the researcher found two dominant kind of teaching strategies which were used by the native speaker teacher in teaching the EFL classroom, they were *direct teaching strategy* and *cooperative learning teaching strategy*.

### a) Direct Teaching Strategy

In the EFL classroom, the native speaker teacher used the *direct teaching strategy* in order to teach the students. She practiced this kind of teaching strategy to present the material in a depth conception and explanation to the students. Based on the researcher observation, in this strategy was seen teacher oriented and the teacher kept the students participate and being active in the learning process. It is in a line with Majid (2013:73), direct teaching strategy is kind of teaching strategy that is teacher directed and the teacher here make a belief that her/his students are involved inside of its teaching strategy. This direct teaching strategy is mostly directed by the teacher who creates the class environment that is oriented on the students' academic competence. Direct teaching refers to accademically focus, teacher-directed classroom using sequenced and structured material. Kindsvatter (1996:298) stated the focus of direct teaching strategy is academic and teacher centered, using a structured curriculum useful for teaching skills and acquiring new informations. Within this focus the teacher convinces that the bussiness of the classroom is learning.

It also can be proved since she conducted some prominent characteristics of *direct teaching strategy* inside her teaching activities those were, in the first activity she reviewed the last material in the classroom. She informed the students about the learning goal by writing it down on the whiteboard. She prepared the students for the material then delivered the instructional material in a detail explanation to the students. She demonstrated skills and knowledges related to the instructional material which was given to the students. She guided the students practice and learning in doing their task or assignment. She evaluated and measured the students' understanding by asking them about the material during the classroom activities and giving them simple short individual task. She also provided feedback and correction to the students when the students had any difficulty or problem toward the material and the task. Then, she gave chance to the students to continue their learning by their own concept of learning. It is appropriate with the theory stated by Kindsvatter (1996:299) in the six lists of instructional functions those are essential to the structure of the direct teaching strategy, they are *daily review, structuring and presentation, guided practice, feedbacks and correctives, independent student practice (seat work), and weekly and monthly review*.

According to this *direct teaching strategy*, in the EFL classroom was also seen that the native speaker teacher truly managed the content of instructional materials and the sequence of informations that

must be accepted by the students, so it can maintain the focus material that should be achieved by the students. The native speaker teacher believed that this teaching strategy was the effective way of teaching to teach the concepts and explicit skills to the EFL students especially which had the low acquisition capacity. In this strategy, it is emphasized on the listen and pay attention to the teacher's description and explanation about the material given to them, thus the lecturing way of teaching can be useful to deliver the informations inside the instructional material to the students who do not really like to learn the material through reading the related books. Native speaker teacher used the *direct instruction* in order to give challenges to the students to consider about the discrepancy between the theory and the observation which happens nowadays. This strategy was also used to provide the information, structure, to show the connection of material with current research/survey and to give the relevant examples those were directly not included in the students' textbook. Here, by this kind of teaching strategy the students who can not direct themselves to get a good achievement, they are still able to be the good one in mastering the materials by concerning themselves to the teacher's lecturing and demonstration, they can really focus on the result of their work/task by accepting the crucial informations inside of it.

In this *direct teaching strategy*, the native speaker teacher also included both formative (during the learning process) evaluation and summative (conclusion of instruction) evaluation. In the formative

evaluation, she frequently assessed the students' comprehension or understanding by asking them any question related to the material, while in the summative evaluation it was frequently conducted in the formal test, homework or individual task. Kindsvatter (1996:298) stated that the purpose of direct teaching strategy is to increase the students' achievement by the teacher's attention to specific, analytical, academic objectives, by coverage of objectives to be tested and by active engagement of the students in academic tasks.

b) Cooperative Learning Teaching Strategy

When the presentation of instructional material was done by the native speaker teacher. She started to go over the learning goal based on the cooperative learning activity by adjusting it with the material. After that she established learning set related to the group discussion activity. Then, she presented information inside of the instructional material to the students either verbally or with text. She also explained to the students how to form learning teams. Afterwards, she helped group make efficient transition and let the students know the criteria of success in a group discussion work. The native speaker teacher also assisted learning teams as they do their work. Later, she tested the students' knowledge of learning materials individually in the form of task, homework or their working on the group and group presented the result of their work. Then, in the last activity, she found the ways to recognize both individual and group effort and achievement by conducting the summative evaluation which was by

monitoring the students' learning process in group and formative evaluation in the form of task, test or can be presenting the group work result. Both of those two evaluations conducted to measure the students' individual comprehension and group achievement. The students' success in a group discussion work got an appreciation or award in the form of the addition points in the participation points, higher score, etc. Those statements above are suitable with the theory convinced by Arends (2004:371) in 6 phases of cooperative learning model that consist of first is clarify goals and establish set, second is deliver information, third is organize students into learning teams, fourth is assist team work and study, fifth is test on the materials and the last is provide recognition.

Based on those principal characteristics above those were emerged in the native speaker teacher's teaching strategies that tended to the *cooperative learning teaching strategy*, actually we can see that there was an emphasis on students' working together in cooperative-learning projects, engaging in peer-tutoring, and possibly receiving a grade based on the group performance as well as individual performance. We also can conclude that the focus of cooperative learning is both academic and affective, with emphasis on achievement of shared goals through cooperative efforts. It is agreed by Arends (2004:356) that the cooperative learning model is developed to achieve three important instructional goals those are academic achievement, tolerance and acceptance diversity, and social skill development. These statement above also corrected by Rusman



(2010:207) in 4 characteristics in the cooperative learning strategy, they are cooperative learning includes in the team learning, the classroom activities based on the cooperative management, cooperative desire and cooperative skills.

In this *cooperative teaching strategy* can be proved that the native speaker teacher concerned to the clarifying aims for cooperative lessons which is important because students must clearly understand the procedures and rules that will be involved in the lesson. Here, the transition from whole class instruction to small group work must be orchestrated carefully as well. The majority of this cooperative studies done on the effects of cooperative learning show that it proedures both academic and social benefits. Cooperative learning helps students become engaged with one another. If students have not had experience with cooperative learning, it is vital that rthe teacher orient them to its unique tasks, goal, and reward structures. In this strategy, it is also crucial to provide inetresting and developmentally appropriate study materials which is important if students teams are to work independently.

## 2. The implementation of native speaker teacher's strategies in teaching English for EFL students

Native speaker teacher conducted two kind of teaching strategies those were *direct teaching strategy* and *cooperative learning strategy* in the EFL classroom. She combined those two kind of teaching strategies in order to create the classroom environment was having the

good atmosphere and both the teacher and students can reach the learning goal effectively. In this case, she performed those two teaching strategies together to make both of them can support to each other in the learning activity and give good effect on the students' achievement.

In the *direct teaching strategy*, she applied the classroom activities based on the characteristics and crucial elements on its teaching strategy in the EFL classroom. She performed all of the learning activities by focusing them according to the *direct teaching strategy*. She organized the learning set based on that teaching strategy to cover the learning activity when she presented the instructional material in a good conception and description to the students and both to monitor and control the students' learning process for individual and small group discussion.

Then in *cooperative learning teaching strategy*, she implemented the learning activity by emphasizing on the classroom activities based on the principal characteristics and critical elements inside of the *cooperative learning teaching strategy*. She conducted overall the classroom activities according to the cooperative learning in order to direct the students to accomplish the task, project, job or assignment in the form of small group discussion. It was used to make the students can learn the complex material together then get a good achievement of the material.

The native speaker teacher believed that by performing the *cooperative learning teaching strategy* in the EFL classroom, the students

would learn and share about their knowledge by showing their social skills and they also could not be bored, sleepy and always keep and participate in the learning activity. Kindsvatter (1996:308) convinced that the purposes of this strategy are to increase achievement through group collaboration that enables students to learn from each other, to provide an alternative to the competitive structure of most classrooms today that discourages the poorer students and to improve human relations in the classroom by promoting interdependent activities that teach collaborative skills.

To cover both of those teaching strategies which were *direct teaching strategy* and *cooperative learning teaching strategy* is in the case to reach the teacher and students' expectations in learning, the native speaker teacher encouraged it with the practices of discipline and giving motivations, higher level of thinking activities, clear instruction and evaluation for both the individual capability and group achievement. In the discipline practices, the native speaker teacher performed the dictionary check, homework/task check, students' time management to come in the class, and classroom rules. If the students come late about half an hour, they should pay for a fine which was by paying Rp. 6000,00. Then if they don't bring the dictionary, book or don't accomplish their task or homework, they should pay for a fine that was Rp. 1000, 00 for dictionary and Rp. 3000, 00 for students' homework or task.. But the fine will be able to calculate in the cash class. Next for the classroom rules, the native

speaker teacher always drew three stars on the white board in order to manage and control the students' behavior in the classroom. If they are noisy she will erase one star, then if it happens again she will erase two stars until all the three stars were erased, the students will be punished. Then the punishment can be in the form of task, homework or something else which was related to the instructional material. Kindsvatter stated (1996:17), *discipline practices* – the recent outpouring of professional literature on the management of students behavior signals a heightened awareness of past inadequacies and provides direction in the development of more enlightened approaches; approaches which include the use of reasonable consequences, reality therapy, and behavior modification.

In giving the impressing suitable motivations based on the students' characteristics, she used the participation points paper and group reward. She had the participation points paper to appreciate the students' learning success in group work and individual work. By having the participation points paper which was always posted on the wall of the classroom, the native speaker teacher believed that she can check how far the students' progress in learning. For the participation points, she marked the wide paper and write all the students names on it and attach it on the wall. The next day when the students are active in the learning activity by small group discussions or they can answer her questions in the correct one she will give them point. Then she will mark the point into the students' name on participation points paper, after that she write it on her

note about the students' points. Later, in the semester if they have many points so their score will be higher. But here, if they have little point in the participation points paper, they will have the bad one, because the participation points paper was used by the native speaker teacher as one of her references to give the final score to the students. But then, they also always can see the points in the classroom. Actually in this sense, she gave them impressing competitively motivations. By looking at the participant points paper they can guess how many points they will need to improve their score, thus they will more active and participate in the learning activity.

By building a supportive learning environment through combining those two teaching strategies which were done by the native speaker teacher, it can continue to be an important goal for all teachers to increase students success. Teacher may exercise minimal control over many environmental factors. However, beginning teachers like the native speaker teacher who was the volunteer native speaker teacher of English for the English subject that did to teach the EFL students, actually can develop an understanding of how the learning environment and teaching strategies they are creating contribute to the success of the students. Beginning teachers can learn to develop teaching practices those are supportive to the learners. These practices must be compatible with the teachers' knowledge of their students and of themselves as teachers, knowledge of the material, learning goal, and also the curriculum, and

understanding of the context in which they are working. If the teacher considered all these factors, effective teachers can set up classroom conditions and suitable teaching strategy that able to encourage the students. Those statements are agreed by Kindsvatter (1996:27), a climate for learning is the sum of all students' perceptions and predispositions to their association with schools. Climate refers to the affective aspects of the classroom – such as feelings generated by and about the teachers, the students, the subject matter, and the school that contribute positively or negatively to the learning environmet. Teachers exercise some control over environmental factors. Beginning teachers need to pay attention to factors that affect on the classroom climate and to notice these factors' impact on the students.

## **CHAPTER VI**

### **CONCLUSION AND SUGGESTION**

This chapter deals with the conclusion which is drawn based on the basic of the findings and discussion as presented in the preceding chapter. In addition some suggestions are proposed in this chapter.

#### **A. Conclusion**

According to the discussion about the native speaker teacher's teaching strategies in teaching the EFL students, the researcher can draw the conclusions as follows:

1. There are two kind of teaching strategies those were used by the native speaker teacher in teaching the EFL students, they were direct teaching strategy and cooperative learning teaching strategy.
2. The native speaker teacher combined those two teaching strategies into her every teaching and learning activity in the EFL classroom in a purpose to make both of those teaching strategies can support to each other, so that it can create a classroom environment was having good atmosphere by well integrated teaching strategies and can reach the learning goal effectively. The direct teaching strategy is performed by her to give the students clear and detail explanation about the instructional material, to engage the students keep active and participate in the learning activity and to control

and monitor the students' learning process for individual and group work in small group discussions. Besides, it is presented to measure the students' individual comprehension and skill achievement. Then the cooperative learning teaching strategy is used by the native speaker teacher in order to let the students learn the complex instructional material with their friends in a group discussions and to direct the students' to do the task, project, job and assignment in the form of group work discussions. In the other hand, it is also invited by her to make the students work in group together and having the various interesting activity, thus they will not feel bored, sleepy, or not really pay more attention to the material which was being the main concern in the small group work discussions.

## **B. Suggestion**

Based on the result of the research, the researcher would like to give some suggestions as the consideration which was important to the school, teacher and also the students.

### **1. Headmaster**

The finding of this research is hopefully useful for the headmaster to improve the quality of the school to be better on its education especially in teaching and learning English process.

### **2. Teacher / English Teacher**



This research is hoped can improve the quality of teacher especially for the English teacher in teaching English subject. The teaching strategies should be applied in the classroom activity, because the teaching strategy is the teacher's way to determine the learning and teaching activity in order to reach the learning goal in the certain material. The teacher also should be more creative to implement the strategy in teaching and learning activities to make students be more active and comfort in learning. The teacher should give the opportunities to all of the students to practice English in the classroom as well, thus they can achieve the good academic achievement.

### 3. Students

The students should be aware to keep practice and participate in the learning activity. They also must pay more attention and really listen to the teacher's explanation, because it will give an effect on their academic achievement and their knowledge. Then, the students also should be more active in improving their ability in the form of education especially in English.

### 4. Further researcher

The researcher wishes that another researcher will conduct about this study in wider area. The researcher can conduct the study about the teacher's teaching strategy in the form different aspect and extensive element which is influential and important in teaching and learning

process. Therefore, the result of the study will be more worthwhile to be applied in the larger area.

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## Appendix 1

### NATIVE SPEAKER TEACHER OBSERVATION SHEET

Mata Pelajaran : Bahasa Inggris

Materi :

Hari/Tanggal :

Pukul :

Tabel

Tahap	Indikator	Deskripsi	Cek (V)		Catatan
			Yes	No	
Awal	1. Melakukan aktivitas rutin sehari-hari.	1) Mengucapkan salam. 2) Menciptakan suasana belajar yang kondusif dan menarik. 3) Membangkitkan keterlibatan siswa.			
	2. Menciptakan suasana kelas yang nyaman.	1) Membuka pintu. 2) Menciptakan kelas yang tenang. 3) Membersihkan papan tulis sebelum memulai pembelajaran. 4) Menarik perhatian siswa kepada materi yang akan disampaikan.			
	3. Memotivasi siswa.	1) Memancing siswa untuk bertanya dan mengajukan pertanyaan terkait materi pelajaran yang akan disampaikan. 2) Menghargai pertanyaan dan pendapat siswa. 3) Memberi kesempatan kepada siswa untuk menanggapi pendapat temannya. 4) Mengulas kembali (melakukan review) mengenai sedikit materi pelajaran yang sebelumnya. 5) Menyiapkan siswa untuk pembelajaran baru.			
	1. Memperkenalkan materi yang akan dipelajari.	1) Memperkenalkan tujuan pembelajaran atas materi pelajaran yang akan dibahas. 2) Memperkenalkan media			

Inti		<p>pembelajaran yang akan digunakan.</p> <p>3) Memberikan siswa kesempatan untuk bertanya mengenai materi pelajaran dengan menggunakan media tersebut.</p>			
	2. Mempresentasikan materi pembelajaran.	<p><b>Direct Teaching Strategy:</b></p> <p>1) Memberikan penjelasan kepada siswa mengenai materi pelajaran pada hari tersebut.</p> <p>2) Menggunakan media pembelajaran yang bervariasi dan menarik.</p> <p>3) Memperkenalkan media pembelajaran kepada siswa.</p> <p>4) Memberikan kesempatan kepada siswa untuk mempraktikkan atau ikut terlibat dalam proses pembelajaran mengenai materi pelajaran yang dibahas dengan media tersebut.</p> <p>5) Mengukur pemahaman siswa dengan mengajukan pertanyaan berhubungan dengan materi yang dibahas.</p> <p>6) Mengevaluasi pemahaman siswa dan menyediakan feedback atau koreksi kepada siswa yang terlibat aktif dalam proses pembelajaran.</p> <p>7) Memotivasi siswa untuk terus berpartisipasi dalam proses pembelajaran.</p> <p>8) Memandu siswa dalam praktik awal dst mengenai materi pelajaran yang dibahas melalui kegiatan pembelajaran yang berbeda.</p> <p>9) Menyediakan praktik secara individual kepada siswa terkait materi pelajaran.</p> <p>10) Melakukan penilaian formative (selama instruksi pembelajaran) dengan mengecek sejauh mana pemahaman siswa.</p> <p>11) Melakukan penilaian summative (kesimpulan mengenai materi pelajaran)</p>			

		<p>pada akhir pembelajaran dengan memberikan tugas secara individu.</p> <p>12) Terdapat banyak interaksi antara guru dan siswa di seluruh proses/kegiatan pembelajaran dalam mempraktikkan materi pelajaran.</p>			
		<p><b>Mastery-Learning Teaching Strategy:</b></p> <p>1) Memperkenalkan kepada siswa mengenai materi/unit belajar yang telah dikelompokkan menjadi satuan-satuan kecil materi pelajaran yang mudah dipahami.</p> <p>2) Mengajukan beberapa pertanyaan (menstimuli) kepada siswa untuk menaksir sejauh mana pengetahuan awal siswa mengenai materi pelajaran yang akan disampaikan.</p> <p>3) Menyajikan materi dalam bentuk yang bervariasi.</p> <p>4) Lebih banyak memberikan kesempatan terhadap siswa untuk berinteraksi langsung atau memahami secara penuh materi pelajaran dengan waktu yang telah disediakan.</p> <p>5) Guru berperan sebagai monitor dalam proses kegiatan pembelajaran di dalam kelas.</p> <p>6) Memberikan kesempatan kepada siswa untuk memahami materi dengan baik sehingga bisa mencapai tujuan pembelajaran sesuai dengan waktu yang mereka butuhkan masing-masing.</p> <p>7) Memberikan remedial terhadap siswa yang kurang mampu memahami materi pelajaran (belum tuntas) sesuai waktu yang telah disediakan.</p> <p>8) Memberikan pengayaan terhadap siswa yang dapat memahami materi pelajaran</p>			



		<p>dengan baik dan cepat (sudah tuntas).</p> <p>9) Memberikan percepatan materi untuk siswa yang dapat memahami materi pelajaran dengan baik dan cepat (sudah tuntas).</p> <p>10) Memformulasikan/menyusun suatu tes (baik dalam bentuk tugas dsb) terkait dengan materi pelajaran yang disampaikan untuk mengukur sejauh mana pemahaman siswa terhadap materi tersebut.</p> <p>11) Penilaian formative dilakukan oleh siswa itu sendiri untuk mengukur sejauh mana mereka memahami materi pelajaran.</p> <p>12) Penilaian summative dilakukan oleh guru pada akhir unit materi pelajaran untuk menentukan grade siswa masing-masing di dalam kelasnya kemudian melakukan tindak lanjut.</p>			
		<p><b>Cooperative-Learning Teaching Strategy:</b></p> <p>1) Guru menyajikan informasi kepada siswa dengan cara mendemostrasikan materi pelajaran atau melalui bahan bacaan.</p> <p>2) Guru menyusun kurikulum ke dalam beberapa unit materi pelajaran dengan tujuan pembelajaran dapat dicapai secara cooperative learning.</p> <p>3) Membentuk kelompok heterogen (siswa berkemampuan tinggi, sedang dan rendah; laki-laki dan perempuan) yang terdiri atas 3 sampai 6 orang anggota kelompok.</p> <p>4) Memberikan kesempatan kepada kelompok untuk menentukan ketuanya atau leader kelompok.</p> <p>5) Guru memfokuskan kegiatan pembelajaran yang terarah pada</p>			

		<p>penerepan komunikasi yang baik antar anggota kelompok dengan tujuan untuk meningkatkan ketrampilan-ketrampilan bekerja sama.</p> <p>6) Menjelaskan bahwa semua anggota kelompok memiliki tanggung jawab yang sama dalam menyelesaikan tugas kelompok.</p> <p>7) Kegiatan pembelajaran di dominasi dengan aktivitas-aktivitas kerja kelompok atau kemampuan bersosialisasi, bertukar pendapat, pengetahuan, maupun ide dengan baik antar member dalam kelompok.</p> <p>8) Menjelaskan bahwa semua anggota kelompok harus menghargai ide sesama anggota kelompok.</p> <p>9) Menjelaskan bahwa semua anggota kelompok harus aktif dan ikut berpartisipasi dalam proses pembelajaran.</p> <p>10) Menjelaskan bahwa semua anggota kelompok harus saling bekerja sama.</p> <p>11) Menjelaskan bahwa semua anggota kelompok harus memahami materi pelajaran/tugas yang telah diberikan.</p> <p>12) Meminta siswa untuk memahami materi pelajaran melalui diskusi sesama anggota kelompok.</p> <p>13) Guru memberikan tugas kelompok kepada siswa kemudian siswa secara langsung mendiskusikannya dengan aktif dan semua anggota ikut terlibat di dalam kegiatan tersebut.</p> <p>14) Memancing dan mendorong siswa untuk saling kompak dan aktif dalam kelompoknya.</p> <p>15) Guru berperan sebagai fasilitator dalam kegiatan-</p>			
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		<p>kegiatan cooperative learning strategy ini.</p> <p>16) Guru membimbing/memandu kelompok-kelompok belajar pada saat mereka mengerjakan tugas.</p> <p>17) Guru memberikan feedback/koreksi terhadap proses belajar siswa.</p> <p>18) Guru mengevaluasi hasil belajar siswa tentang materi yang dipelajari, atau masing-masing kelompok mempresentasikan hasil kerja kelompoknya.</p> <p>19) Guru mencari cara-cara untuk menghargai upaya atau hasil belajar individu maupun kelompok (memberikan penghargaan).</p> <p>20) Guru mendorong siswa untuk melakukan self-evaluate (koreksi diri) terhadap kemampuan akademiknya maupun keberhasilan kerja kelompoknya.</p> <p>21) Penilaian formative dilakukan seminggu sekali bisa dalam bentuk tes individual maupun kelompok.</p> <p>22) Penilaian summative mencakup penilaian individu dan kelompok.</p>			
Akhir	1. Mengakhiri kegiatan pembelajaran.	<p>1) Mengatur kelas dalam posisi awal pembelajaran.</p> <p>2) Memotivasi siswa untuk lebih aktif dalam proses pembelajaran dan terus menyemangati siswa untuk belajar.</p> <p>3) Menginformasikan kepada siswa mengenai materi pelajaran yang akan dipelajari pada pertemuan berikutnya.</p> <p>4) Menutup dengan salam.</p>			

## Appendix 2

### INTERVIEW GUIDE

#### **For Native Speaker Teacher**

1. What do you think about the teaching strategy? In creating the good atmosphere in the language classroom, Is it important to be considered or not?
2. Based on your opinion, what is exactly meant by teaching strategy?
3. How is your way to create the good atmosphere/interesting classroom activity in the EFL classroom?
4. What is your role in the classroom? Did you ever be the monitor, facilitator or motivator teacher?
5. Is it important to give the students feedbacks or corrections during the classroom? In what activity you will give it to them?
6. Did you guide the students' practices in doing the tasks in the classroom? How do you guide them in overcoming the problems/the difficulties inside of the tasks?
7. Did you make the students always participate in the classroom activity inside of your teaching strategy? What is your reason?
8. What is your strategy to make the students can participate in your class totally? Is it by using model/teaching media, keep the students stay on tasks or divide them into the small group discussions?

9. What are the classroom activity phases those are used by you in presenting the materials?
10. Is it crucial to give the students enough time to interact with the material in order to reach the good conception of the instructional materials, so that they can achieve the learning objective of the certain material? What is your reason?
11. Is it effective to keep the students on tasks then as teacher you just monitor them by providing feedbacks if they are needed? (The students mostly interact with the materials).
12. Have you ever give the students who have the high acquisition capacity the enrichment or velocity about the instructional material that is presented by you in the classroom? What kind of enrichment or velocity did you provide to the students?
13. Is it needed to give the students who have the low acquisition capacity the remedial to make them can master the material as good as possible? What kind of remedial is it?
14. Did you ever let your students to work in a group discussion in order to make them can interact with another and learn how people can work together?
15. Is it needed to divide the students into the small group discussions thus they can develop their social skills even the leadership skill?
16. What do you think about cooperative learning?

17. How is your way in evaluating the students based on your teaching strategy? How to measure the students' comprehension toward the materials you provide in the classroom?

**For the Students**

1. Bagaimana menurut anda mengenai cara mengajar native speaker teacher di kelas Bahasa Inggris anda?
2. Apa dengan cara mengajar seperti itu anda bisa memahami materi pelajaran dengan baik sehingga bisa mencapai nilai yang memuaskan (mencapai ketuntasan) dalam mata pelajaran Bahasa Inggris?
3. Apa anda nyaman dengan cara mengajar yang diberikan oleh native speaker teacher di kelas Bahasa Inggris anda?
4. Apakah native speaker teacher di kelas anda menggunakan media pembelajaran untuk menyampaikan materi pelajaran?
5. Apakah native speaker teacher tersebut menyajikan materi pelajaran dengan bentuk kegiatan-kegiatan pembelajaran yang bervariasi dan menarik?
6. Dalam kelas Bahasa Inggris yang diberikan oleh native speaker teacher di kelas anda, apakah anda pernah mendapatkan feedback/koreksi berhubungan dengan materi pelajaran yang disampaikan di dalam kelas? Di dalam aktivitas apakah anda akan mendapatkan feedback/umpan balik tersebut?
7. Apakah native speaker teacher yang mengampu mata pelajaran Bahasa Inggris di kelas anda menyampaikan materi dengan baik

melalui media pembelajaran atau aktivitas pembelajaran yang bervariasi dan menarik?

8. Bagaimanakah peranan native speaker teacher di kelas anda ketika menyajikan materi pelajaran? Pernahkah native speaker tersebut menjadi seorang guru sebagai motivator, fasilitator atau pun monitor?
9. Bagaimana interaksi yang terjalin antara guru dengan siswa di dalam kelas Bahasa Inggris anda yang diampu oleh native speaker teacher? Apakah anda sering berinteraksi dengan guru sepanjang proses pembelajaran atautkah anda lebih sering dibiarkan berinteraksi dengan materi pelajaran guna dapat memahami materi dengan baik dan secara penuh atautkah sering dibentuk diskusi kelompok (cooperative learning) agar anda bisa belajar/sharing informasi antar teman?
10. Apakah native speaker teacher di kelas anda membimbing praktik awal anda dalam latihan soal?
11. Apakah native speaker teacher di kelas anda pernah membentuk kelompok dengan beberapa anggota antara 3 sampai 6 siswa untuk menyelesaikan latihan-latihan soal terkait materi pelajaran yang disampaikan? Bagaimana native speaker teacher membimbing anda dalam tugas kelompok tersebut?
12. Apakah native speaker teacher di kelas anda pernah memberikan remedial untuk siswa yang belum bisa mencapai ketuntasan pembelajaran? Dalam bentuk apakah remedial tersebut?

13. Apakah native speaker teacher di kelas anda pernah memberikan pengayaan atau percepatan materi pelajaran kepada siswa yang telah memahami materi pelajaran dengan baik dan cepat (mencapai ketuntasan pembelajaran sesuai waktu yang dibutuhkan)? Dalam bentuk apakah pengayaan atau percepatan tersebut?
14. Bagaimanakah native speaker teacher mengevaluasi sejauh mana pemahaman anda terhadap materi pelajaran? Apakah dengan mengajukan beberapa pertanyaan terkait materi pelajaran selama proses pembelajaran (formative evaluation) atau dengan memberikan latihan-latihan soal di akhir pembelajaran (summative evaluation)?
15. Apakah dengan adanya native speaker teacher di kelas Bahasa Inggris anda, anda bisa memperbaiki bahkan menambah wawasan/pengetahuan anda mengenai Bahasa Inggris?



## Appendix 3

### Script Interview of Native Speaker Teacher

Interviewee : Miss Sarah

Date : March 10<sup>th</sup> 2014

Time : 08.12 AM – 08.34 AM

Place : Library of SMAN 1 Ngunut, Tulungagung

Interviewer : “Just go directly... This interview will be able to talk about your teaching activity in the classroom, especially by the main concern is teaching strategy. Then here I have about 17 questions that must be answered by you. Is it ok?”

Miss Sarah : “Yaa... Ok..”

Interviewer : “First question, What do you think about the teaching strategy? In creating the good atmosphere in the classroom, is it important to be considered or not?”

Miss Sarah : “Yaaa of course it would be important to be considered before going to the classroom. To create the good atmosphere in the classroom actually we need to provide the interesting activity like games and make the students enjoy. But we will also need to make it appropriate with the students’ characteristics or classroom situation like is the classroom be noisy or not and make it suitable with the material, learning goal and the students’ level. Sometimes I think not all of them have the same level in achieving the material in the

classroom.”

Interviewer : “Ok... Well.. Based on your opinion, what is exactly meant by teaching strategy?”

Miss Sarah : “Ok... Hmmmmhh... Teaching strategy is kind of method. And it should be different everyday. Actually we are suggested to apply the different teaching strategy everyday in the classroom. We can give the students such as games to make them enjoy learning by considering the kind of game which is suitable with goal.”

Interviewer : “Yaaa... I think by practicing the different way of teaching everyday, the students will not be bored to learn about the material, right??!

Miss Sarah : “That’s right. They will not be bored and feeling happy by facing the interesting different learning activities everyday.”

Interviewer : “Ok next... How is your way to create the good atmosphere or the interesting classroom activity in the EFL classroom?”

Miss Sarah : “Yaaa... First, classroom rules. I told them about the classroom rules, they are not allowed to be noisy in the classroom, they must keep active in the learning activity, etc. Besides I also draw three stars on the whiteboard to control their attitude in the classroom everyday. If they are noisy and not listen I will erase the star, and if it happens again I will erase two stars and if it happens again I will erase all the stars and they are punished. But actually it is helpful to make them more focus toward the material and give them the instruction that they should be silent. They have to keep participate in the classroom activity.”

Interviewer : “Yaaa... It will be useful to make them keep pay attention toward material. It will have an effect on their comprehension toward the material.  
And what kind of punishment will be?”

Miss Sarah : “Yaaaa... They will be aware that *Oooowwhh We should be silent and listen if not we will be punished* like that.  
The punishment can be the task like homework or something else, we must consider about the positive point like educative aspect in the our punishment.”

Interviewer : “Ok... And what else?”

Miss Sarah : “Yaaa teaching strategy is important and classroom management is also important. But the students’ level actually is most important, considering the learning activity by adjusting it with the students’ level is needed to be having more attention of us as teachers. Whether we give them the difficult one or not, we know that not all of the students have the same level, sometimes they would feel difficult. We should make sure about it.”

Interviewer : “Ok... Next, What is your role in the classroom? Did you ever be the monitor, facilitator, or motivator teacher?”

Miss Sarah : “Hmmmhh.. When I am in the classroom here actually I go to the classroom with another teacher with Indonesian teacher like Bu Wiwik. But we teach equal, not one monitor and one motivator or facilitator. We have the same part of teaching. We teach by motivating, facilitating and also monitoring them.”

Interviewer : “So, it’s kind of peer teaching?”

Miss Sarah : “Yaaa... We go together to the classroom. So I am not alone in the classroom.”

Interviewer : “How many class do you teach here?”

Miss Sarah : “Based on my organization actually I only need to teach one class here.”

Interviewer : “What class is it?”

Miss Sarah : “X-B..”

Interviewer : “Hmmmhh Ok... And next, Is it important to give the students like feedbacks or corrections during the classroom activity?”

Miss Sarah : “Yaaa... If we don’t give feedback, they don’t know their mistakes.”

Interviewer : “In what activity you will give it to them?”

Miss Sarah : “Yaaa when we have like games in the classroom, they go forward to the white board to show their group result one by one and I will give them correction or feedback or when we have done with the delivering of material I will ask them like changes this sentence into past tense. They will try alone. Then I also walk around to check the students’ progress in learning the project I gave to them, in that activity feedback and correction I give to them. Usually we have nine groups to do the project, then we give them some minute to accomplish it. Then if they were finished, one of them must show it while standing up in the group. Then I will check and see whether it is correct or incorrect, if it is correct they will have point and if it is incorrect I will give them corrections and they don’t have point.”

Interviewer : “Hmmmhh yaa Ok...  
Then did you guide the students’ practices or the students’ exercises in doing the tasks in the classroom?”

Miss Sarah : “Yaaaa... I think so...”

Interviewer : “And how do you guide them in overcoming the problems/difficulties inside of the tasks?”

- Miss Sarah : “Hmmmhh... I think try to keep them in small goal like the last classroom activity with Bu Wiwik that discussed about the direct and indirect speech, which one is the difficult to the students. So the activity is practices more and more in changing the direct into indirect speech and vice versa. First, the activity we will give them the example how to change the direct into indirect speech or indirect into the direct speech. Then we give them assignment and they will try to accomplish it, they show the result of their assignment and we give them feedback. After that they will try to finish their assignment again by the correct answer, then in this activity we will show them the correct one. So we always guide the students’ learning process by giving them feedback and corrections.”
- Interviewer : “Okee... And did you make the students always participate in the classroom activity inside of your teaching strategy?”
- Miss Sarah : “Yaaaa of course... They should participate in the classroom. We do all the activities by the small group work. So they do the assignment with the partner.”
- Interviewer : “Like cooperative...??”
- Miss Sarah : “Yaaa... We give them assignment then walk around to the each group, we try to know and check whether each group has the difficult or not about the assignment.”
- Interviewer : “Okee... What is your strategy to make the students can participate in your class totally?”
- Miss Sarah : “Hmmmhh... Yaaa... I give...~~”
- Interviewer : “Wait sorry... Is it by using model/teaching media, keep the students on tasks or divide them into the small group discussions?”

Miss Sarah : “I think all. I do all. I use the teaching media, make the students in small group or something like that. I also have the participation points, so we can check how far the students’ progress in learning. For the participation points, I mark the wide paper and write all the students names on it and attach it on the wall. The next day when they are active in the learning activity by small group discussions or they can answer my questions in the correct one I will give them point. Then I will mark the point into the students’ name on participation points paper, after that I write it on my paper. And in the semester if they have many points so their score will be higher. But they also always see the points in the classroom, in this matter I give them motivation. By looking at the participant points paper they can guess how many points they will need to improve their score, thus they will more active in the learning activity.”

Interviewer : “So it will be shown in the classroom?”

Miss Sarah : “Oooowhh... It is on wall. You can see in the classroom yaaa.”

Interviewer : “What are the classroom activity phases those are used by you in presenting the materials?”

Miss Sarah : “Hmmmhh...”

Interviewer : “I mean for the first you will do what, the second you will do what and...”

Miss Sarah : “Yaaaa... Usually first we give the introduction about the material like explanation about the material *what is narrative text*, then the structure like *who are the characters in the story*, then we give the example may be with Bu Wiwik together and after that we give them assignment to do in the small group discussions. Then

we give them homework or task in the classroom where they do alone, individually not in a small group related to the material. Next day, we will see if they really understand or not.”

Interviewer : “Next, Is it crucial to give the students enough time to interact with the material in order to reach the good conception of the instructional materials, so that they can achieve the learning objectives of the certain material?”

Miss Sarah : “Yaaa... It is important. But I think it will need for so long time to practice about the material more and more individually. In my opinion, it is not enough time to practice all materials individually. So I tend to make the small group discussions to control their practice about the material. I think Indonesian curriculum is complex. So to make the students understand, I will explain the material and they will practice together in group, then the second material and they practice again together, and like that for the next activity. Wait... I think some students can understand the material and some students not, so I think this way of teaching step by step in a group discussion is the better way to make all of students understand the material.”

Interviewer : “Okee... And is it effective to keep the students on tasks then as teacher you just monitor them by providing feedbacks if they are needed?” (The students mostly interact with the materials)

Miss Sarah : “Yaaaa... I give them both. In small group discussion we give them task in groups, and give them twenty minutes to finish and we have walked to the each group to ask them *do you have any question or difficulties?* we

monitor them like that. Then I tell them instructions like *Okee... ten minutes less, you have to finish the task in a moment* like that. Then we check if they do well or not and correct it.”

Interviewer : “Have you ever give the students who have the high acquisition capacity the enrichment or velocity about the instructional material that is presented by you in the classroom?”

Miss Sarah : “Hmmmhh... May be in what yaaa...”

Interviewer : “May be like this... Actually I mean if the students can understand and make the good conception of the material well, you will give them the enrichment or the velocity of material.”

Miss Sarah : “Yaaaa yaaa... I know...  
But hmmmhh for the enrichment or velocity it may be not yet.”

Interviewer : “Okee next... Is it needed to give the students who have the low acquisition capacity the remedial to make them can master the material as good as possible?”

Miss Sarah : “Yaaaa... I think the students with the low score. They need more and more practices, but in that’s way they also still need the works (assignments).”

Interviewer : “So, what kind of remedial you will give to them?”

Miss Sarah : “Usually it is not me but my partner in teaching who is Bu Wiwik.”

Interviewer : “In the form of what? Maybe like task or anything else?”

Miss Sarah : “Yaaa task... But it depends yaaa, it depends on the teacher, what they want to give the remedial to the students based on the material. But in my method, commonly I give them assignments, if they do alone, no



cheating, I will give them the higher score whether the answer sometimes is incorrect. But if they are cheating I will give them low score which is zero even the answer is correct. Because I think they don't want to try to learn and practice by themselves, they just copy their friends' work.

But it is not for the test yaaa, I will give the score to the students based on their correct answers."

Interviewer : "Okeee... It is important yaa to make the students being an honest student."

Miss Sarah : "Yaaaa of course. I think it is important to the students to get more and more practices, no cheating, and want to learn and try to be the better one. In that's way the students will have the good ability in language like English."

Interviewer : "Well next...  
Did you ever let the students to work in a group discussion in order to make them can interact with another and and learn how people can work together?"

Miss Sarah : "Yaaa almost everyday we have small group discussions."

Interviewer : "How many members usually in a group?"

Miss Sarah : "Sometimes 2, 4 and 5 or around 6 students yaaa...  
Because the students are 37 students. So sometimes there is a student that do individually."

Interviewer : "Okee next...  
Is it needed to divide the students into the small group discussions thus they can develop their social skills even the leadership skill?"

Miss Sarah : "Yaaa... I think it helps them to learn in a group, some students enjoy it but some students don't enjoy it. May

be because there is a leader and sometimes some students do not want to learn or do the work, like when they have a job only one person that do the job and the other just wait. So it is the challenge to the students to motivate their friends to help the job, do it together and come to the material of the job. I think it will depend on the group management. They can learn how to manage the group discussion and to motivate their friends to finish the job together.”

Interviewer : “So how you measure the students’ ability as individual in this small group discussion activity?”

Miss Sarah : “Usually by giving the students individual task and monitor them in the small group discussion activity like some students are sleepy or not or can be all of the group members participate in the job or not. Then we ask them *What are you doing? Why are you sleepy? You must join the group and do the job together* like that.”

Interviewer : “So you must monitor them in that way yaaa?”

Miss Sarah : “Yaaa...  
We try to check and if they are too noisy and don’t pay attention we will erase the star. In that way, we want them to change behavior and be aware of their attitude in the classroom. I want to show them that they have bad attitude at that time.”

Interviewer : “Okee next... What do you think about the cooperative learning strategy?”

Miss Sarah : “Like in my class, small group discussion?”

Interviewer : “Yaaa...”

Miss Sarah : “I think it enables to create the effective learning activities by working together. It helps the students pay more attention to the materials that is faced in the group.

Because I think if they have the teacher in front of the class, explain materials to them, and they just listen to the teacher, it will make them feel sleepy, bored and don't really listen to the teacher. By making both small group discussion and the interesting activity, the students will feel enjoy learning and can share the knowledge with their friends about the material. They will feel motivated to finish the group work."

Interviewer : "Okeee...  
This is the last question of mine... How is your way in evaluating the students based on your teaching strategy? How to measure the students' comprehension toward the materials you provide in the classroom?"

Miss Sarah : "Yaaa like I said before, if they are finished with their own group work, we will check the students' group work result whether it is correct or incorrect. And I think not only give the score to the group but we also need to measure the students' individual comprehension by giving them the task, asking them in a group or individual homework. Because we can see that in the small group discussion sometimes some students only silent and don't join to the group."

Interviewer : "So, you will evaluate the students' comprehension toward the material by both the evaluation those are group and individual test?"

Miss Sarah : "Yaaaa... Of course.. We do both the evaluation to the group and individual. It is used to evaluate their true competence."

Interviewer : "Okee...  
That's all about our conversation today.  
So, thank you so much yaaa."

Miss Sarah : “Yaaa...  
You’re welcome.”

## Appendix 4

### Students Script Interview

Interviewee : Student 1

Date : April 25<sup>th</sup> 2014

Time : 10.08 AM – 10.18 AM

Place : In the class of X-B

  

Interviewer : “Saya akan bertanya untuk beberapa pertanyaan kepada anda mengenai proses pembelajaran yang dilaksanakan di kelas Bahasa Inggris anda oleh native speaker teacher.”

Student 1 : “Iyaa...”

Interviewer : “Untuk pertanyaan yag pertama..  
Bagaimana menurut anda mengenai cara mengajar native speaker teacher di kelas Bahasa Inggris anda?”

Student 1 : “Sabar, ramah...”

Interviewer : “Selain itu apa kira-kira?”

Student 1 : “Apaa yaaa... Jarang marah gitu.  
Dan banyak games.nya.”

Interviewer : “Okee... Dan apa dengan cara mengajar seperti itu anda bisa memahami materi pelajaran dengan baik sehingga bisa mencapai nilai yang memuaskan (mencapai ketuntasan) dalam mata pelajaran Bahasa Inggris?”

Student 1 : “Kadang-kadang...  
Yaaa kalau memperhatikan gurunya yaaa bisa...  
hehhhee~”

Interviewer : “Kemudian apa anda nyaman dengan cara mengajar

yang diberikan oleh native speaker teacher di kelas Bahasa Inggris anda?”

Student 1 : “Nyaman. Tapi yaaa terlalu disiplin. Kadang-kadang masuknya terlalu awal. Diberlakukan sangsi, kalau telat masuk setengah jam gitu didenda 6000, nggak bawa kamus atau buku didenda 1000 dan kalau nggak mengerjakan tugas juga didenda. Tapi yaa uangnya tetap masuk uang kas kelas”

Interviewer : “Okee...  
Apakah native speaker teacher di kelas anda menggunakan media pembelajaran untuk menyampaikan materi pelajaran?”

Student 1 : “Iyaa. Seperti LCD, speaker, kayak kertas-kertas gitu, text bacaan.”

Interviewer : “Dan apakah native speaker teacher tersebut menyajikan materi pelajaran dengan bentuk kegiatan-kegiatan pembelajaran yang bervariasi dan menarik?”

Student 1 : “Iyaa..”

Interviewer : “Bentuk kegiatan yang seperti apa yang menarik dan bervariasi tersebut?”

Student 1 : “Yaaa kayak games... Beda-beda setiap hari.”

Interviewer : “Dalam kelas Bahasa Inggris yang diberikan oleh native speaker teacher di kelas anda, apakah anda pernah mendapatkan feedback/koreksi berhubungan dengan materi pelajaran yang disampaikan di dalam kelas?”

Student 1 : “Kalau tanya sih pernah... Tapi kadang saya nggak tahu bahasanya. Hehhee.”

Interviewer : “Oooowhh... Jadi sulit berkomunikasi maksudnya?”

Student 1 : “Iyaa... Kadang beliau minta tolong kepada Bu Wiwik untuk menjelaskan kepada kami. Kan setiap ada tugas beliau selalu keliling ke bangku-banglu untuk

melihat tugasnya teman-teman.”

Interviewer : “Kemudian apakah native speaker teacher yang mengampu mata pelajaran Bahasa Inggris di kelas anda menyampaikan materi dengan baik melalui media pembelajaran atau aktivitas pembelajaran yang bervariasi dan menarik?”

Student 1 : “Yaa kedua-duanya... Beliau menyampaikan materi pelajaran dengan menggunakan media pembelajaran dan juga kegiatan yang menarik dan bervariasi gitu.”

Interviewer : “Bagaimanakah peranan native speaker teacher di kelas anda ketika menyajikan materi pelajaran? Pernahkah native speaker tersebut menjadi seorang guru sebagai motivator, fasilitator dan monitor?”

Student 1 : “Yaaa sebagai motivator.”

Interviewer : “Memotivasi dalam bentuk kegiatan pembelajaran yang seperti apa?”

Student 1 : “Memotivasi untuk tetap terus belajar dan latihan seperti itu.”

Interviewer : “Bagaimana interaksi yang terjalin antara guru dengan siswa di dalam kelas Bahasa Inggris anda yang diampu oleh native speaker teacher? Apakah anda sering berinteraksi dengan guru sepanjang proses pembelajaran ataukah anda lebih sering dibiarkan berinteraksi dengan materi pelajaran guna dapat memahami materi dengan baik dan secara penuh ataukah sering dibentuk diskusi kelompok (cooperative learning) agar anda bisa belajar atau sharing informasi antar teman?”

Student 1 : “Kalau saya sih jarang berinteraksi soalnya nggak begitu ngerti bahasanya. Ketika menyampaikan materi pelajaran beliau menjelaskan seluk beluk dari materi tersebut kemudian ketika mengerjakan tugas

dibentuklah beberapa kelompok untuk menyelesaikan tugas tersebut.”

Interviewer : “Dan apakah native speaker teacher di kelas anda membimbing praktik awal anda dalam latihan soal atau tugas?”

Student 1 : “Iyaa... Kalau dalam tugas yaaa dibimbing tapi yaa hambatan atau kesulitannya itu yaa dari bahasanya, kadang menuntut kami untuk minta bantuan dari Bu Wiwik untuk menjelaskan.”

Interviewer : “Apakah native speaker teacher di kelas anda pernah membentuk kelompok dengan beberapa anggota antara 3 sampai 6 siswa untuk menyelesaikan latihan-latihan soal terkait materi pelajaran yang disampaikan?”

Student 1 : “Pernah.. Sering sekali. Hampir setiap hari.”

Interviewer : “Dan bagaimanakah native speaker teacher membimbing anda dalam tugas kelompok tersebut?”

Student 1 : “Yaaa dibimbingnya dalam tugas-tugas kelompok. Keliling ke setiap kelompok untuk mengecek tugas masing-masing kelompok itu seperti apa. Apakah ada kesulitan atau enggak.”

Interviewer : “Apakah native speaker teacher di kelas anda pernah memberikan remedial untuk siswa yang belum bisa mencapai ketuntasan pembelajaran?”

Student 1 : “Pernah..”

Interviewer : “Dalam bentuk apa remedial tersebut?”

Student 1 : “Tugas yang berkaitan dengan materinya.”

Interviewer : “Apakah native speaker teacher di kelas anda pernah memberikan pengayaan atau percepatan materi pelajaran kepada siswa yang telah memahami materi pelajaran dengan baik dan sesuai dengan waktu yang dibutuhkan?”



Student 1 : “Maksudnya gimana..?”

Interviewer : “Ketika di dalam kelas tersebut ada beberapa siswa yang bisa mencapai ketuntasan dalam memahami materi pelajaran dengan baik dan sesuai waktu yang ditentukan, maka seorang guru akan memberikan pengayaan/percepatan mengenai materi tersebut bisa dalam bentuk bacaan atau tugas yang berkaitan dengan materi pelajaran yang kala itu sedang dipelajari.”

Student 1 : “Oooowhh... Sepertinya enggak.”

Interviewer : “Kemudian bagaimanakah native speaker teacher mengevaluasi atau mengukur sejauh mana pemahaman anda terhadap materi pelajaran? Apakah dengan mengajukan beberapa pertanyaan terkait materi pelajaran selama proses pembelajaran (formative evaluation) ataukah dengan memberikan latihan-latihan soal di akhir pembelajaran (summative evaluation) misalnya akhir minggu atau pada akhir pertemuan pada setiap harinya?”

Student 1 : “Yang pertama. Pada saat proses pembelajaran berlangsung.”

Interviewer : “Dalam bentuk apa biasanya evaluasi tersebut?”

Student 1 : “Tanya jawab atau tugas gitu.”

Interviewer : “Apakah dengan adanya native speaker teacher di kelas Bahasa Inggris anda, anda bisa memperbaiki bahkan menambah wawasan/pengetahuan anda mengenai Bahasa Inggris?”

Student 1 : “Bisa. Karena beliau itu orangnya ramah, asik, enak, disiplin terus mempunyai banyak kegiatan pembelajaran yang nggak membosankan. Tetapi yaa tetap tergantung siswanya, kalau memperhatikan yaa bisa.”

## Appendix 5

### Students Script Interview

Interviewee : Student 2  
Date : April 28<sup>th</sup> 2014  
Time : 09.53 AM – 10.04 AM  
Place : Library of SMAN 1 Ngunut, Tulungagung

Interviewer : “Saya akan bertanya untuk beberapa pertanyaan kepada anda mengenai proses pembelajaran yang dilaksanakan di kelas Bahasa Inggris anda oleh native speaker teacher.”

Student 2 : “Okee...”

Interviewer : “Bagaimana menurut anda mengenai cara mengajar native speaker teacher di kelas Bahasa Inggris anda?”

Student 2 : “Seru, enak dan menggunakan games. Tapi terkadang yaa diberlakukan denda seperti itu, seperti misalkan kalau telat masuk kelas, atau nggak bawa kamus dan tidak mengerjakan tugas gitu dendanya 1000. Tapi yaa tetap masuk kas kelas.”

Interviewer : “Lalu apa dengan cara mengajar seperti itu anda bisa memahami materi pelajaran dengan baik sehingga bisa mencapai nilai yang memuaskan (mencapai ketuntasan) dalam mata pelajaran Bahasa Inggris?”

Student 2 : “Kadang-kadang. Games.nya itu kan macam-macam dan menarik. Jadi yaa kalau memperhatikan yaaa bisa.”

Interviewer : “Kemudian apa anda nyaman dengan cara mengajar yang diberikan oleh native speaker teacher di kelas Bahasa Inggris anda?”

Student 2 : “Nyaman.”

Interviewer : “Lalu apakah native speaker teacher di kelas anda menggunakan media pembelajaran untuk menyampaikan materi pelajaran?”

Student 2 : “Iyaa. Seperti LCD, speaker, text bacaan dan yang lainnya.”

Interviewer : “Dan apakah native speaker teacher tersebut menyajikan materi pelajaran dengan bentuk kegiatan-kegiatan pembelajaran yang bervariasi dan menarik?”

Student 2 : “Iya.”

Interviewer : “Bentuk kegiatan yang seperti apa yang menarik dan bervariasi tersebut?”

Student 2 : “Yaaa games itu tadi.”

Interviewer : “Dalam kelas Bahasa Inggris yang diberikan oleh native speaker teacher di kelas anda, apakah anda pernah mendapatkan feedback/koreksi berhubungan dengan materi pelajaran yang disampaikan di dalam kelas?”

Student 2 : “Iyaa dua-duanya dapat. Biasanya diberikan koreksi kalau sedang mengerjakan tugas gitu.”

Interviewer : “Kemudian apakah native speaker teacher yang mengampu mata pelajaran Bahasa Inggris di kelas anda menyampaikan materi dengan baik melalui media pembelajaran atau aktivitas pembelajaran yang bervariasi dan menarik?”

Student 2 : “Melalui keduanya. Yaa menggunakan media pembelajaran dan juga memberikan aktivitas yang menarik.”

Interviewer : “Bagaimanakah peranan native speaker teacher di kelas anda ketika menyajikan materi pelajaran? Pernahkah native speaker tersebut menjadi seorang guru sebagai motivator, fasilitator dan monitor?”

- Student 2 : “Semuanya. Memfasilitasi itu kalau pas memberikan properti atau media untuk mengerjakan tugas gitu. Seperti waktu kegiatan jual beli atau market itu kan propertinya dari beliau.”
- Interviewer : “Bagaimana interaksi yang terjalin antara guru dengan siswa di dalam kelas Bahasa Inggris anda yang diampu oleh native speaker teacher? Apakah anda sering berinteraksi dengan guru sepanjang proses pembelajaran ataukah anda lebih sering dibiarkan berinteraksi dengan materi pelajaran guna dapat memahami materi dengan baik dan secara penuh ataukah sering dibentuk diskusi kelompok (cooperative learning) agar anda bisa belajar atau sharing informasi antar teman?”
- Student 2 : “Kalau saya jarang berinteraksi. Yaaa sering dibentuk kelompok juga. Hampir setiap hari malahan.”
- Interviewer : “Dan apakah native speaker teacher di kelas anda membimbing praktik awal anda dalam latihan soal atau tugas?”
- Student 2 : “Iyaa dibimbing.”
- Interviewer : “Apakah native speaker teacher di kelas anda pernah membentuk kelompok dengan beberapa anggota antara 3 sampai 6 siswa untuk menyelesaikan latihan-latihan soal terkait materi pelajaran yang disampaikan?”
- Student 2 : “Pernah.”
- Interviewer : “Ada berapa anggota dalam sebuah kelompok?”
- Student 2 : “Yaa terkadang sih 4, 5, 6 atau 2. Dan biasanya itu yaa disuruh berhitung sampai berapa gitu dan siswa yang mempunyai nomer yang sama itu ada dalam satu kelompok.”
- Interviewer : “Kemudian bagaimanakah native speaker teacher membimbing anda dalam tugas kelompok tersebut?”

- Student 2 : “Dengan cara berkeliling ke setiap kelompok dan melihat-lihat tugas yang diselesaikan kelompok tersebut, kadang yaa dibenarkan (dikoreksi) gitu.”
- Interviewer : “Apakah native speaker teacher di kelas anda pernah memberikan remedial untuk siswa yang belum bisa mencapai ketuntasan pembelajaran?”
- Student 2 : “Pernah.”
- Interviewer : “Dalam bentuk apa remedial tersebut?”
- Student 2 : “Tergantung sih yaaa. Biasanya juga non formal seperti tanya jawab atau tugas rumah (PR). Tapi tetap banyak formalnya misalnya seperti test. Lihat-lihat berapa banyak yang remidi, kalau banyak yaaa test (formal) kalau sedikit yaa tanya jawab atau tugas (non-formal) gitu.”
- Interviewer : “Apakah native speaker teacher di kelas anda pernah memberikan pengayaan atau percepatan materi pelajaran kepada siswa yang telah memahami materi pelajaran dengan baik dan sesuai dengan waktu yang dibutuhkan?”
- Student 2 : “Tidak.”
- Interviewer : “Lalu bagaimanakah native speaker teacher mengevaluasi atau mengukur sejauh mana pemahaman anda terhadap materi pelajaran? Apakah dengan mengajukan beberapa pertanyaan terkait materi pelajaran selama proses pembelajaran (formative evaluation) ataukah dengan memberikan latihan-latihan soal di akhir pembelajaran (summative evaluation) misalnya akhir minggu atau pada akhir pertemuan pada setiap harinya?”
- Student 2 : “Iyaa evaluasinya itu pas proses pembelajarannya sedang berlangsung.”

Interviewer : “Dalam bentuk apa biasanya evaluasi tersebut?”

Student 2 : “Bisa tanya jawab bisa tugas.”

Interviewer : “Apakah dengan adanya native speaker teacher di kelas Bahasa Inggris anda, anda bisa memperbaiki bahkan menambah wawasan/pengetahuan anda mengenai Bahasa Inggris?”

Student 2 : “Sedikit. Karena sebenarnya saya itu nggak begitu suka mata pelajaran Bahasa Inggris.”

## Appendix 6

### Students Script Interview

Interviewee : Student 3  
Date : April 28<sup>th</sup> 2014  
Time : 10.04 AM – 10.08 AM  
Place : Library of SMAN 1 Ngunut, Tulungagung

Interviewer : “Saya akan bertanya untuk beberapa pertanyaan kepada anda mengenai proses pembelajaran yang dilaksanakan di kelas Bahasa Inggris anda oleh native speaker teacher.”

Student 3 : “Iya Ok..”

Interviewer : “Bagaimana menurut anda mengenai cara mengajar native speaker teacher di kelas Bahasa Inggris anda?”

Student 3 : “Lumayan bisa dimengerti. Dalam menjelaskan materinya itu mudah dipahami.”

Interviewer : “Kemudian apa dengan cara mengajar seperti itu anda bisa memahami materi pelajaran dengan baik sehingga bisa mencapai nilai yang memuaskan (mencapai ketuntasan) dalam mata pelajaran Bahasa Inggris?”

Student 3 : “Yaa agak bisa memahami atau mengerti materi pelajaran yang disampaikan. Tergantung usaha sama kemauan individunya.”

Interviewer : “Apa anda nyaman dengan cara mengajar yang diberikan oleh native speaker teacher di kelas Bahasa Inggris anda?”

Student 3 : “Nyaman. Asik, disiplin, kalem, dan figur pendidiknya itu ada dalam dirinya.”

- Interviewer : “Lalu apakah native speaker teacher di kelas anda menggunakan media pembelajaran untuk menyampaikan materi pelajaran?”
- Student 3 : “Iyaa. Seperti speaker, LCD, laptop, text bacaan atau kertas-kertas gitu dan yang lainnya.”
- Interviewer : “Apakah native speaker teacher tersebut menyajikan materi pelajaran dengan bentuk kegiatan-kegiatan pembelajaran yang bervariasi dan menarik?”
- Student 3 : “Iya. Setiap hari kegiatannya selalu beda-beda, nggak bikin bosan dan menarik. Biasanya menggunakan games.”
- Interviewer : “Dalam kelas Bahasa Inggris yang diberikan oleh native speaker teacher di kelas anda, apakah anda pernah mendapatkan feedback/koreksi berhubungan dengan materi pelajaran yang disampaikan di dalam kelas?”
- Student 3 : “Iya mendapatkan. Misalnya waktu mengerjakan tugas kemudian dikumpulkan. Setelah itu oleh beliau dilihat dan dikoreksi, kalau jawabannya belum benar maka dikembalikan kepada pemiliknya dan disuruh membenahi sesuai koreksi yang diberikannya pada tugas tersebut. Setelah dibenahi bisa dikumpulkan kembali.”
- Interviewer : “Lalu apakah native speaker teacher yang mengampu mata pelajaran Bahasa Inggris di kelas anda menyampaikan materi dengan baik melalui media pembelajaran atau aktivitas pembelajaran yang bervariasi dan menarik?”
- Student 3 : “Yaa menggunakan media dan juga aktivitas yang bervariasi dan menarik.”
- Interviewer : “Bagaimanakah peranan native speaker teacher di kelas anda ketika menyajikan materi pelajaran? Pernahkah native speaker tersebut menjadi seorang guru sebagai



motivator, fasilitator dan monitor?”

Student 3 : “Ketiga-tiganya. Semua.”

Interviewer : “Dan bagaimana interaksi yang terjalin antara guru dengan siswa di dalam kelas Bahasa Inggris anda yang diampu oleh native speaker teacher? Apakah anda sering berinteraksi dengan guru sepanjang proses pembelajaran ataukah anda lebih sering dibiarkan berinteraksi dengan materi pelajaran guna dapat memahami materi dengan baik dan secara penuh ataukah sering dibentuk diskusi kelompok (cooperative learning) agar anda bisa belajar atau sharing informasi antar teman?”

Student 3 : “Yaaa interaksinya itu dua arah. Bisa guru dengan siswa dan juga siswa dengan siswa. Kalau pas memberikan koreksi atau menjelaskan gitu interaksinya antara guru dengan siswa, tapi kalau dalam kegiatan kelompok atau ketika siswa tidak begitu mengerti mengenai materi pelajaran yang disampaikan maka interaksi yang terjadi itu antara siswa dengan siswa.”

Interviewer : “Apakah native speaker teacher di kelas anda membimbing praktik awal anda dalam latihan soal atau tugas?”

Student 3 : “Iya dibimbing, diberi intruksi dan juga diberikan penjelasan bagaimana cara mengerjakan tugasnya dengan baik dan benar.”

Interviewer : “Apakah native speaker teacher di kelas anda pernah membentuk kelompok dengan beberapa anggota antara 3 sampai 6 siswa untuk menyelesaikan latihan-latihan soal terkait materi pelajaran yang disampaikan?”

Student 3 : “Sering.”

Interviewer : “Lantas apakah native speaker teacher di kelas anda

pernah memberikan remedial untuk siswa yang belum bisa mencapai ketuntasan pembelajaran?”

Student 3 : “Pernah. Sering malahan. Remidinya bisa dalam bentuk test tulis pilihan ganda.”

Interviewer : “Dan apakah native speaker teacher di kelas anda pernah memberikan pengayaan atau percepatan materi pelajaran kepada siswa yang telah memahami materi pelajaran dengan baik dan sesuai dengan waktu yang dibutuhkan?”

Student 3 : “Sepertinya tidak.”

Interviewer : “Bagaimanakah native speaker teacher mengevaluasi atau mengukur sejauh mana pemahaman anda terhadap materi pelajaran? Apakah dengan mengajukan beberapa pertanyaan terkait materi pelajaran selama proses pembelajaran (formative evaluation) ataukah dengan memberikan latihan-latihan soal di akhir pembelajaran (summative evaluation) misalnya akhir minggu atau pada akhir pertemuan pada setiap harinya?”

Student 3 : “Ketika dalam proses pembelajaran. Bisa dalam bentuk tanya jawab atau yang alainnya.”

Interviewer : “Apakah dengan adanya native speaker teacher di kelas Bahasa Inggris anda, anda bisa memperbaiki bahkan menambah wawasan/pengetahuan anda mengenai Bahasa Inggris?”

Student 3 : “Bisa sih yaa walaupun sedikit yang penting ada kemauan dan usaha untuk bisa.”

## Appendix 8

### LIST OF STUDENTS' NAME

No.	NAME	L/P	No. Induk
1	Afif Hidayat	L	7883
2	Arum Purba Sulistyani	P	7919
3	Atris Kurniawati	P	7924
4	Chaterine Septriane	P	7936
5	Chandra Bagus Tri Widiyantoro	L	7937
6	Dani Prasetya Wahyudi	L	7941
7	Dewi Anjarini	P	7953
8	Dita Aprilia	P	7965
9	Donny Eka Rieswanda	L	7966
10	Dyah Ayu Agustin	P	7977
11	Eky Andriyan	L	7981
12	Emi Ivana Novia	P	7989
13	Fika Aning Tiara	P	8011
14	Fitria Dyan Lestari	P	8016
15	Hidayat Sofyan	L	8027
16	Isna Lutfiatun Nisaaq	P	8038
17	Mega Anggraini	P	8081
18	Miftahul Jannah	P	8084
19	Mohammad U'ul Rifai	L	8093
20	Mufidatu Zuhriyana	P	8094
21	Muhammad Sandi Arifin	L	8105
22	Nadya Putri Apriani	P	8111
23	Nina Christiani	P	8123
24	Noviana Mandhaki	P	8134
25	Nugroho Budi Cahyanto	L	8136
26	Nur Amalina Eka Susanti	P	8139
27	Nur'aini Fajarining Tyas	P	8143
28	Prindi Koirun Nissak	P	8149
29	Rayom Pandu Winata	L	8157
30	Ridwicho Dio Dhayusuf	L	8166
31	Rima Gusetyoningsih	P	8173
32	Riska Krisdiana Wati	P	8176
33	Risna Aprilia Husna	P	8178
34	Rohma Dwi Ningtyas	P	8181
35	Sri Lestari	P	8197
36	Tri Galih Sulthoni	L	8207
37	Yeni Mardiana	P	8230

## Appendix 9

(Research Documentation)

### **Native Speaker Teacher's Teaching Strategies in Teaching English for EFL Students**

- a. The process of conducting Direct Teaching Strategy on Tuesday, at April 01<sup>st</sup>, 2014 by the focus material was Direct and Indirect Speech



The native speaker teacher gave clear and detail explanation about how to change direct speech into direct speech so vice versa by giving some simple alternative steps.



The native speaker teacher gave feedback and corrections toward the students' learning process by walking around the class.

- b. The process of applying Cooperative Learning Teaching Strategy on Tuesday, at April 01<sup>th</sup>, 2014 by the focus material was Direct and Indirect Speech



Native speaker teacher practiced the instructional material of direct speech and indirect speech by making group activity was group changing sentence activity by the members of group were 4 students.

- c. The process of implementing Cooperative Learning Teaching Strategy on Tuesday, at March 11<sup>th</sup>, 2014 by the focus material was Advertisement



The EFL class conducted the market activity in a group to practice advertising skills.

- d. The native speaker teacher used the participation points paper to monitor the students' learning progress and learning achievement. It is also used to give the appreciation or reward to the students' learning success whether in the form of individual project or small group discussion work. In the other hand, she also showed the students about the familiar classroom language in the type of pictures and list of language.







- f. Interview section with the native speaker teacher about her teaching strategies in teaching the EFL students then followed by the filling of her curriculum vitae.





Sarah Louise Baggs  
The Native Speaker of American (USA)



Appendix 16  
(Consultation Form)



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI TULUNGAGUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mayor Sujadi Timur 46 Telp. (0355) 321513, Fax. (0355) 321656 Tulungagung 66221  
Website: [ftik.iain-tulungagung.ac.id](http://ftik.iain-tulungagung.ac.id) E-mail: [ftik\\_iaintagung@yahoo.co.id](mailto:ftik_iaintagung@yahoo.co.id)

**FORM KONSULTASI**  
**PEMBIMBINGAN PENULISAN SKRIPSI**

Name : Tutut Purwatiningsih  
NIM : 3213103027  
Faculty : FTIK (Fakultas Tarbiyah dan Ilmu  
Keguruan)  
Majors : Tadris Bahasa Inggris  
Thesis Title : A Study on the Strategies of Native  
Speaker  
Teacher in Teaching English for English  
as  
Foreign Language Students at SMAN 1  
Ngunut  
Tulungagung  
Advisor : Arina Shofiya, M.Pd

No.	Date	Topic/Chapter	Advisor's Advices	Signature
1.	02-11-2013	Seminar proposal	Revise thesis title	
2.	17-03-2014	Revise chapter 1	Revise background of study, scope and limitation of the study, the	

			proper writing form, and put down the references	
3.	21-03-2014	Revise chapter 2	Put down the references and improve the writing form; numbering, table title, bold and italic	
4.	27-03-2014	Submit revision of chapter 1	Improve the writing form, edit scope and limitation of the study and revise the background of study	
5.	01-04-2014	Submit revision of chapter 3	Revise writing form of reference, put down the references, spelling and tenses	
6.	19-03-2014	Submit revision of chapter 2	Adding the related informations about the teaching strategy; characteristics in chapter II and write down the references	
7.	13-04-2014	Submit chapter 4 - 5	Adding the relevant informations about the native speaker teacher's biography, revise the chapter classification and revise the conclusion	

8.	25-04-2014	Submit revision of chapter 4, 5 dan 6	Improve the writing form based on the suitable systematic points, revise the chapter classification into chapter 4, 5 and 6, put down the adding information about native speaker teacher's biography and revise the conclusion according to the total number of research problems	
9.	21-05-2014	Final Consultation	Submit chapter 1 until 6	

## Appendix 17

### **CURRICULUM VITAE**

Name : TUTUT PURWATININGSIH

Place, Date of Birth : Trenggalek, July 21<sup>th</sup> 1992

Registered Number : 3213103027

Address : Ds. Sukorejo, Kec. Gandusari, Kab.  
Trenggalek

Faculty : Faculty of Education and Teacher  
Training

Department : Tadris Bahasa Inggris

Background of the study :

1. TK Darma Wanita 5 ( 1996 – 1998)
2. SDN 2 Sukorejo ( 1998 – 2004 )
3. SMPN 1 Gandusari ( 2004 – 2007 )
4. SMAN 1 Durenan ( 2007 – 2010 )
5. IAIN Tulungagung ( 2010 - 2014 )