

**THE INFLUENCE OF NATIVE AND NON-NATIVE ENGLISH TEACHERS ON  
STUDENTS' SPEAKING ABILITY  
(A CASE STUDY IN SMAN 12 MAKASSAR)**



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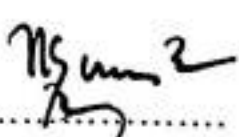


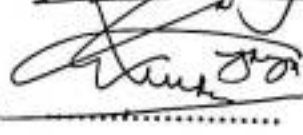
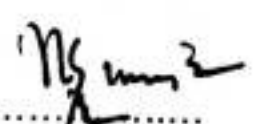
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**THE INFLUENCE OF NATIVE AND NON-NATIVE TEACHERS ON  
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MAKASSAR)**

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SKRIPSI

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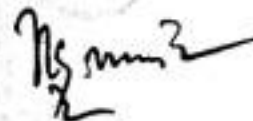
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The writer considers and realizes that this under-thesis needs improving; therefore critics and suggestions are very pleased welcomed. He supposes that this under-thesis will provide a benefit for all readers.

Makassar, 24<sup>th</sup> June 2009

Writer

## ABSTRACT

**JALALUDDIN. B, *The Influence of Native and Non-Native English Teachers on Students' Speaking Ability (A Case Study in SMAN 12 MAKASSAR)*** supervised by H.A.LukmanulHakim Jaya and Nasmilah Imran.

This study aims to canvass what factors which work on students' speaking ability who taught either by the native English teacher or the non-native English teacher in the classroom.

Quantitative and Qualitative methods are used in this study because not only to describe about students' opinion of the two English teachers in teaching, but also to account the percentage of the students whether or not they like the methodologies of the native English teacher's teaching. The object of this study is the students in the first grade which only consist of 20 students from 40 students.

The result of this study designates that most of the students in the classroom are more interested in the non-native English teacher's manners and methods than the native English teacher. However, the study surprisingly proves that most of the students in the classroom prefer the native English teacher's matters or materials to the non-one.

## ABSTRAK

**JALALUDDIN. B, *The Influence of Native and Non-Native English Teachers on Students' Speaking Ability (A Case Study in SMAN 12 MAKASSAR)*** dibimbing oleh, H.A.LukmanulHakim Jaya and Nasmilah Imran.

Tujuan dari penelitian ini adalah untuk mencari tahu factor-faktor apa saja yang mempengaruhi kemampuan bicara siswa-siswi yang diajarkan baik itu guru asing maupun guru lokal.

Metode kualitatif dan kuantitatif digunakan karena tidak hanya menggambarkan pendapat para siswa-siswi tetapi juga menghitung persentase mengenai metodologi pengajaran yang digunakan oleh guru asing tersebut apakah disukai atau tidak. Para siswa-siswi kelas 1 V merupakan objek dari penelitian ini yang meliputi 20 siswa-siswi dari 40 siswa-siswi yang ada di dalam kelas tersebut.

Hasil dari penelitian ini menunjukkan bahwa sebagian besar siswa-siswi lebih menyukai cara (method) dan gaya (manner) dari guru bahasa Inggris lokal ketimbang guru bahasa Inggris asing. Akan tetapi, para siswa-siswi cenderung menyukai materi yang dibawakan oleh guru bahasa Inggris asing ketimbang guru bahasa Inggris lokal.



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# CHAPTER I

## INTRODUCTION

### A. Background

Elucidated by Michael Silverstein (1972), language has long been served by anthropologists as an exemplar of natural-cultural aspect because it obviously shows the tangible medium of articulate phonetic speech. Hence, linguistically and analogically language could be transferred into social behavior so-called anthropology and an actual linguistic so-called lexicographic as the structure of language. From his explanation, it points out that language has a function in making people exist because since the old stone-age language has been used in daily life as a medium to extend ideas, feelings, news, wishes, etc.

According to Green and Petty (1978: 7) in Akhmad (1990), it is asserted that:

*"Language is a mean, vocal or other, of expressing or communicating feeling and thought."*

To convey our ideas, feelings, and thoughts, we can use written form such as novel, drama, short story, newspaper, magazine, and so on. Nevertheless, this is not the only way because we can also do all these expressions in spoken form. In fact, not all people can hand over their ideas orally because it is affected by

their ability in mastering the language either in written form or spoken form particularly in English as a the second language.

There are basically two ways to obtain a second language; they are through Language Learning and Language Acquisition. Expounded by Stephen Krashen (1982) of his theory in Chaer (2003: 248), it is asserted that:

*“Penguasaan suatu bahasa melalui cara bawah sadar atau alamiah dan terjadi tanpa kehendak terencana disebut pemerolehan (Language Acquisition). Sebaliknya, usaha sadar untuk secara formal dan ekspilisit menguasai bahasa yang dipelajari, terutama yang berkenaan dengan kaidah-kaidah bahasa dan terjadi atau berlangsung dalam kelas utamanya disebut belajar (Language Learning)”.*

Most people learn English as a second language because they realize that they will have a big opportunity to get a job when vanquishing it. Related to this phenomenon, many parents put their children in English course as additional activity outside the school certainly because children can learn and memorize quickly and it has been elucidated by Abdul Chaer (2003: 252-253) that:

*“Anak-anak lebih berhasil daripada orang dewasa dalam pemerolehan sistem fonologi atau pelafalan; bahkan di antara mereka yang mencapai pelafalan seperti penutur asli”.*

The writer hoists speaking as his aspect of the study because it is a productive skill which can be measured. Besides, speaking is the most urgent point comparing with other skills to acquire and enable students to



communicate and compete in the global world. Students of senior high school in SMAN 12 Makassar will then become the object of the study because the writer would like to explore their ability in mastering English as a second language especially in spoken form. In addition, this school will be accorded by the local government into an international school in fact. Therefore, the writer takes this school in his study and also the school provides the English native teacher. To be more specific, this study will investigate the students' speaking ability in SMAN 12 MAKASSAR that influenced by the English-native-speaking teacher and the non-English-native-speaking teacher. It is levied because there is an argument that native teacher can teach better than non-native teacher. Thus, the researcher will go to show whether the argument true or not.

## **B. Research Questions**

The writer elaborates his research problems based on the following questions:

1. What are the most influential factors affecting the students' speaking ability in the classroom taught by native and non-native teachers?
2. What are the students' opinions about the English teachers' specific method in teaching English?

### **C. Research Objectives**

Based on the research questions above, this study has the following objectives:

1. To find out the most influential factors affecting students' speaking ability.
2. To find out the opinions of students about their teachers.

### **D. Rationale**

If the writer does not examine this study, the writer cannot see how far the influence of the English-native-speaking teacher is on students' speaking ability.

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

The upshot of this study is expected to be of use of:

1. Developing students' self-confidence and ability of speaking mainly in English Language everywhere.
2. Assisting the writer to enrich his knowledge in his study.

## CHAPTER II

### THEORITICAL BACKGROUND

#### A. Previous Study

There has been already one study carried out in speaking ability at English Department, Hasanuddin University by Afdaliah (1988) in her under-thesis entitled "A STUDY OF THE SPEAKING ABILITY OF THE ENGLISH DEPARTEMENT STUDENTS OF HASANUDDIN UNIVERSITY", she illustrates the level of students' speaking proficiency at the 4<sup>th</sup> semester in Hasanuddin University. She preeminently stands out about how they speak accurately, fluently, and structurally in formal and informal conversation and as the professional need. It is found also in her study that linguistic factors such as phonology, structure and grammar, vocabulary, and general fluency and rate provided a big influence on students' ability in speaking. However, are there any factors that affect the speaking ability especially of the students at the University? The writer in this study would like to look at other factors that influence speaking ability. The focus will be on students of senior high school and the writer assumes that English-native-speaking teacher is one aspect that influences them in the class room. Hence, the writer singles out a study entitled:

## **"THE INFLUENCE OF NATIVE AND NON-NATIVE ENGLISH TEACHERS ON STUDENTS' SPEAKING ABILITY. (A CASE STUDY IN SMAN 12 MAKASSAR)"**

This study is different from the previous one because the object of observation is not similar. This study will be concerned with the students of senior high school.

### **B. Literature Review**

#### **B.1. Speaking**

Speaking (aural medium) is a natural activity for people to deliver their ideas, thoughts, and feelings to other people through their own language. This activity is carried out by people in order to attract people's attention or even affect them to make something out like they want. According to Clark and Clark (1977) in Rahman (2005) the speaker plans and executes his message based on his desire to affect the listener. The separation of execution and plan is basically not clear, but these can be exerted in one moment while the next planning which has just been planned before will be in first hand executed.

As already been expounded before, speaking is an activity to hand over our idea and finally try to influence someone that we talk to. Speaking implicitly tries to attract someone's attention on us. It has three functions as Brown and





Yule (1983) clarified as *spoken or talk as transaction, talk or spoken as interaction, and talk or spoken as performance.*

(<http://www.professorjackrichards.com/pdfs/developing-classroom-speaking-activities.pdf>).

(1990)

**Firstly** is *spoken or talk as an interaction.* It is normally like conversation in which the speaker speaks with someone else in order to establish and make a good relationship starting from little things like greetings, sharing experiences, asking activities, and probably will be enlarging ahead or maybe the chat carries out in formal conversation depending on the situation that speaker faces. Following along Brown and Yule (1983) thought there are nine features of *talk as interaction*, as follows:

- Has a primary social function
- Reflects role relationship
- Reflects speaker's identity
- May be formal or casual
- Uses conversational conventions
- Reflects degrees of politeness
- Makes use of many generic words
- Uses conversational register
- Is jointly constructed

Here are some skills that get entangled in using *talk as interaction*.

- Opening and Closing conversation
- Choosing topic
- Making small-talk
- Recounting personal incidents and experiences
- Turn-taking
- Using adjacency-pairs
- Interrupting
- Reacting to others

Vanquishing the art of talking as an interaction is difficult and may not be the priority for all learners because they think that the art of talking as interaction does not need to be learned, it just will be exerted naturally. However, for those learners who have a lack of confidence surely need this art because when they face someone higher than them, they will have a big different interaction comparing with someone who has the same age or level with them. Shortly, the words that they express are not similar to the words that they use in facing their peers.

**Secondly, *talk as a transaction*.** This points out about the situation where the focus is on what is said or done. A person who carries out this art intends to make oneself understand clearly and accurately, rather than the participants and

how they interact socially with each other. According to Jones (1996), it is yielded that:

*"...talk cannot be culled out from other activities. For instance, teacher engages his students to explore the concepts (e.g. cultural lesson) associated with sinking and floating. The type of spoken language both students and teachers concern with talking or meaning their way to be grasped each other."*

The main features of *talk as transaction* are:

- It has a primary information focus
- The main focus is the message not the participants
- Participants make use of communication strategies to make themselves understood
- There may be frequent questions, repetitions, and comprehension checks
- There may be negotiation and digression
- Linguistic accuracy is not always notable

Here are some skills that get involved in using *talk as transactions*.

- Illustrating a need or intention
- Depicting something
- Asking questioning
- Confirming information
- Justifying an opinion

- Making suggestion
- Clarifying understanding
- Making comparison
- Agreeing and disagreeing

**Lastly** is *spoken or talk as a performance*. It is indicated in public talk, that talk transmits information before an audience such as: morning talks, public announcements, and speeches. Following to Jones (1996), it is uttered that:

*"...normally, the structures of language used are more predictable and identifiable. That is why, the speaker must include all necessary information in the text-hence the importance of topic as well as textual knowledge. While meaning is still important, there will be more emphasis on form and accuracy."*

Looking at the art in using *talk as performance*, it seems that the form in monolog rather than in dialog often goes to a recognizable format (e.g. a speech of welcome) and is closer to written language than conversational language.

The main features of *talk as performance*, as follows:

- There is a focus on both message and audience
- It reflects organization and sequencing
- Form and accuracy are important
- Form is more like written language
- It is often monologic



Besides the main features, *talk as performance* also has some skills that get involved, as follows:

- ❖ Using an appropriate format
- ❖ Presenting information in an appropriate sequence
- ❖ Maintaining audience sequence
- ❖ Using correct pronunciation and grammar
- ❖ Creating an effect on audience
- ❖ Using a suitable vocabulary
- ❖ Using an apt opening and closing

What have been explained above are the function of speaking expounded by Brown and Yule (1983).

## **B.2. Native Speaker**

Native speaker is a person who acquires and learns a language when he or she was born. The language that they learn and gain in early childhood from their parents will become their first language or mother tongue that they properly and fluently get best of it. According to Davies (1991), McArthur (1992), and Phillipson (1992) Language is acquired by the native speaker in early childhood. The native speaker will then sustain and develop the use of language during the period of his growth like Kubota (2004) and McArthur (1992) stated lucidly that native speaker also maintains the use of language.

In other cases, when other people (non-native speaker) want to learn another language for example English language, they will take much time to learn it as well. When they can eventually vanquish it, the mistakes probably will appear during the period of using it or what they want to express is not caught on by people because the language does not belong to them. Thus, Kourtizin (2000: 324) emphasized that:

*“Native speaker utterly regards English language as part of his/her heart which can express love to my children, know how to coo to a baby, sing lullabies, tell stories, recite nursery rhymes, and talk baby talk instinctively and easily. Japanese people then use and share their feelings through this language by their mother tongue. Nevertheless, it does not work at all because they cannot feel what I feel when I mouth those feelings by myself”.*

After looking at Kourtizin’s thought (2000: 324), it can be seen that how great a person can conquer the second language (English Language), does not mean a person can express the same feeling with the native speaker of that language because what the native speaker expresses with his mother tongue is more representative than the non-native speaker.

### **B.3. Language Learning**

We can learn all about language rules not only outside the classroom, but also in the classroom where the knowledge that we get directly is taught by the teacher or the expert of it. Following along Florida Center for Reading Research



(2002) Language, concepts, information, and knowledge are designed to teach young pre-readers for their benefit as a language program in the classroom so-called Language for learning (a revised version of SRA's Distar Language I program).

Besides, Stephen Krashen (1982: 10) also came up with his theory which obviously said that:

*"The competence in a second language will be developed by language learning. The term of "learning" is used to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk to them. In other words, non-technically language learning is known to most people as "grammar", or "rules".*

In learning theory, there are five main elements to develop the learning itself which is relevant to the modern language teacher as Hutchinson and Waters (1987: 40) in Harminah (1999) stated, as follows:

**a. Behaviorism: Learning as habit information**

According to Pavlov's work (1979) in the Soviet Union and Skinner (1983) in the United States the first coherent theory of learning was the behaviorist theory. It looks simple, but in fact is powerful because Learning is a mechanical process of habit formation and proceeds by means of the frequent reinforcement of a stimulus-response sequence. These principles are based firstly on the behaviorist stimulus response concept and eventually on an assumption that second language should reflect and imitate the perceived process of mother tongue learning. Some of these precepts are:

1. Never render.
2. New language should always be dealt with in the sequence: hear, speak, read and write.
3. Frequent repetition is crucial to effective learning.
4. All errors must be immediately mended.

**b. Mentalism: Thinking as rule-governed activity**

Elucidated by Chomsky (1964), thinking has got to be rule-governed: a finite and fairly small, set of precepts make possible all the potential infinite range of experiences deal with the mind that may be encountered. Having established thinking as rule-governed behavior, it is simple to summarize that learning is not about forming habits, but an individual's experiences which is acquired through process and used by the mind to formulate a hypothesis. In other words, the mind does not merely respond to a stimulus, but also how to find the underlying pattern or system of individual stimuli.

**c. Cognitive code: Learners as thinking beings**

Considering the behaviorist theory of learning depicts as a passive receiver of information, the cognitive view takes a learner on to be an active processor of information. Learning and using a precept call for learners to think, that is, to do their mental powers in order to distill a workable generative rule from the mass of data presented, and then to examine the circumstances where the application of the rule would be go or useful. The problem-solving task is



associated with the basic teaching technique as a cognitive theory of language learning. A great number of theoretical and practical obstacles which are raised by behaviorism will be figured out by the cognitive code. It can be said that learners as thinking beings will be taken care and put them firmly into the centre of the learning process, by stressing that learning will only occur when the matters to be learnt are meaningful for learners. However, we have to be aware that a cognitive code is not sufficient.

**d. The affective factors: learners as emotional beings**

Learning language is an emotional experiences, and the feelings that the learning process are evoked will possess a crucial bearing on whether success or not. The notable of the emotional factor is easily seen in case we deem the relation between the cognitive and affective aspects of learners. The cognitive theory exhibits us that learners will learn when they actively think about what they are learning. But, this cognitive factor presupposes the affective factor of motivation. Before learners can actively think of something, they must think about it. Consequently, the emotional reaction to the learning experience is the essential foundation for the initiation of the cognitive process. How the learning is perceived by learners will influence what learning, if any, will happen. The relationship between the cognitive and emotional aspect of learning is a vital importance for the success of language learning.

The preceding explanation tells us on how to make learning more effective; teachers should not forget all things that are related to students, such as: behavior, emotion and so on. Teachers must play a big role in their classroom as a motivator to stimulate their interests and emerge them into the activity.

For more explanation, Hutchinson and Waters (1987: 47) presented a good and appropriate course which will engender the kind of positive learning element:

**ENTRY POINT**-----€ *Learner wants to learn*-----€  
*Learner applies cognitive to possess knowledge*-----€ *Learning is successful*-----€  
*Learner's competence develops*-----€  
-----€ *Increased competence enables learner to learn more easily*-----€  
-----€ *Learner sees learning as an enjoyable and satisfying experience, at last back again to*-----€ *Learner wants to learn.*

#### **e. Acquisition and Learning**

In our life we are obligated to find a lot of insights out in which we can look for them through Learning and Acquisition. Learning is thought as a conscious process where we obtain the knowledge consciously. As Stephen Krashen (1987: 10) explained that learning indicates the conscious knowledge of a second language, knowing the rules, being aware of them and being able to talk to them. Conversely, Acquisition is seen as subconscious process in which knowledge or language is not usually conscious in acquiring it, but is only aware

of the fact that it is using the language for communication. As a matter of fact, Language Learning also has weaknesses and strengths as been explained from Carol Robinson Ph.D. (2002), as follows:

*Weaknesses of Language Learning:*

- ❖ Some teachers find it difficult to adapt to the repetitive style of instruction and emphasis on carefully following a script.

*Strengths of Language Learning:*

- ❖ There is a strong base for its effectiveness as a program that uses explicit instruction techniques to develop students' receptive and expressive language skills and social interaction skills.
- ❖ Language Learning fills an important niche in the pre-reading development of students with inadequate language skills.
- ❖ Little teacher preparation is required, as lessons are completely scripted.
- ❖ Individual progress monitoring for each student is recorded on a skills profile folder.
- ❖ The content of Language Learning curriculum is specifically written to be useful in educational settings.
- ❖ Teachers have the option of teaching students who are able to progress more quickly at an accelerated rate by only teaching starred exercises in each lesson.

Taken from (<http://www.fcrr.org/FCRRReports/PDF/LangforLearningReport.pdf>)

(2002)

From the elucidation above, it can be said obviously that Learning is a process to acquire knowledge consciously because it has been planned before and has a system. The other way, Acquisition is a process in possessing knowledge subconsciously. In other words, it takes place without any planning and system before, but it occurs through communication between a person and another.

#### **B.4. Manner**

In teaching students, we not only focus on how to teach and deliver the materials to them, but also on how to see how far our manners or behaviors give the influence to students' participation in the classroom. As MacKeachie (1970, 1994) and Smith (1980, 1993) uttered that cross relationship between teacher's behavior and students participation is undeniable in the classroom activities either in discussion or learning. Thus, as teachers, we have to make better our behaviors in order to attract students' attention in the classroom and make them more active in it.

According to Smith (1983), Karp, and Yoels (1976) stated that students are relatively passive relating to their participation in the higher education and be dominated by lecturing (Fisher and Grant, 1983). In other words, student's learning, explained by Astin (1987), is enlarged when they are entangled actively



([http://www.upm.ro/facultati\\_departmente/stiinte\\_litere/conferinte/situl\\_integrare\\_europana/Lucrari2/Amalia\\_Nitu.pdf](http://www.upm.ro/facultati_departmente/stiinte_litere/conferinte/situl_integrare_europana/Lucrari2/Amalia_Nitu.pdf)). (1996)

Teachers are taken care as a foil for reflection in carrying their ideas to conscious awareness in which the thinking underlies their actions through methods (Diane Larsen-Freeman, 2000). That is why, when teachers are exposed to methods and asked to reflect on their principles and actively engage with their techniques, they become clearer about *why they do and what they do*. They become aware of their own fundamental assumptions, beliefs, and values. In short, teachers are offered alternatively through methods to what they currently think and do. However, a method is implemented in the classroom is going to be affected not only by who the teacher is, but also by who the students are, their and the teacher's and demands, and factors connected to the wider sociocultural context where the instruction occurs.

Methods will precisely be no go if there are no good approaches and techniques. Like Edward Anthony (1963) came up with his explanation about approach, technique, and method. He indentified these levels as the organizational key which techniques carry out a method and be consistent with an approach. Furthermore, he stated that an approach is a set of correlative assumption concerning the nature of language teaching and learning. An approach is axiomatic and depicts the nature of the subject matter to be taught.

In the mean time, Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic; a method is procedural means that within one approach, there can be many methods.

At last, Edward Anthony provided about a technique which is an implementation-that actually occurs in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and thus in harmony with an approach as well.

Edward Anthony (1963) then made simple about the levels which issued us that *Approach* is the level in which assumptions and beliefs about language and language learning are specified; *Method* is the level where the theory is put into practice and choices are made of the particular skills to be taught as well as the content and the order in which the content will be presented; *Technique* is the level in which classroom procedures and activities are depicted. Therefore, a method is theoretically related to an approach, is organizationally made up by a design, and is practically realized in procedure.

Besides Edward Anthony (1963), there are two men (Finnocchiaro and Brimful, 1983) who described and constituted about method, as follows:

- Types of learning tasks set for learners.
- Degrees of controlling learners have over the content of learning.
- Patterns of learner groupings which are recommended or implied.
- Degree to which learners affect the learning of others.
- The view of learner as a processor, performer, initiator, problem solver, etc.

e. *Teacher's roles*

- Types of functions teachers fulfill.
- Degree of teacher influence over learning
- Degree to which the teacher determines the content of learning.
- Types of interactions between teacher and learner.

f. *The role of instructional materials*

- Primary function of materials.
- The form materials take (e.g., textbook, audiovisual).
- Relation of materials to other input.
- Assumptions made about teachers and learners.

♣ **Procedure**

- a. Classroom techniques, practices, and behaviors observed when the method is used.
- Resources in terms of time, space, and equipment used by teacher.

- Interactional patterns observed in lessons.
- Tactics and strategies used by teachers and learners when the method is being used.

## **B.6. Matter**

Matter or material is a thing that teachers usually present in the classroom. This material is a content of the subject that each teacher presents. However, not all matters or materials are loved by students because as we know materials that students obtain are usually made by policymaker or based on the national curriculum. That is why, it is better if teachers get entangled in making them as well. Following along Milbrey Wallin McLaughlin's (1993) thought that the good matters or materials are made by the teacher because teacher's classroom choices are a product of their students as learners (motivated, academically able and proficient). Besides, subject matters cannot play their important role without teachers and students as user of them. Thus, they can play out their role in particular classroom or school environments depending not on most of all factors popular with policymaker, but on the character of the up-close professional community to which teachers belongs. Consequently, three of them are completed and tied up each other. Taken from (<http://210.40.132.153:8080/upload file/2004112392711583.pdf>). (2004)





It is also confirmed by Downey et al. (2004) in which they speak about principals and teachers can talk openly for matters in the classroom, the possibilities for continuing improvements are increased significantly. Taken from ([http://www.centerforcsri.org/files/TheCenter\\_NL\\_Feb07.pdf](http://www.centerforcsri.org/files/TheCenter_NL_Feb07.pdf)). (2007)

At the last preceding points are the specific methodologies that used by the two English teachers in the classroom activities and also have been gone to show by the writer based on his findings and discussion in the chapter IV.

## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Method**

In doing the research, the writer used a quantitative and qualitative method in which there were 20 students were given questionnaire. Those students answered the questionnaire that they got from the researcher in the classroom.

#### **B. Data Resources**


The data for this study were obtained through library search, internet search or on line search, and field study.

##### **B.1. Library Search**

Library search was conducted to acquire information about the study by reading the materials such as: text books, papers, and other materials. Those materials played big role in espousing and interpreting the writer's study.

##### **B.2. Internet or On Line Search**

Internet search was one of the methods or ways to obtain the data in supporting the writer's study. This was conducted because not all the data that



the researcher wanted were easy to find. Consequently, the method was then used by the writer to assist him by looking up in the internet.

## **B.2. Field Study**

The researcher executed this in order to obtain the data. This was done by providing a questionnaire for the students and an observation in the classroom.

## **C. Object of Research**

The writer measured out his object of study into two parts, namely population and sample.

### **C.1. Population**

The object or the population of this research is the first grade students of SMAN 12 Makassar, specifically the students of the first grade of five.

### **C.2. Sample**

There were 20 students who participated in this study. The selections of these objects were random.

Questionnaire was a technique to amass the relevant data by dealing it out to 20 students of the first grade of five. As Munn and Drever (1990) also thought that the answers become more reliable when the participants answer

the question at the same time and in the same way. Aside of it, Nunan (1989) also described that the aspect in teaching and learning can be inquired using a questionnaire. Taken from ([http://faculty.ksu.edu.sa/yousif/3422/The\\_influence\\_TBL.pdf](http://faculty.ksu.edu.sa/yousif/3422/The_influence_TBL.pdf)). (1996)

20 students that the writer took as participants have represented all the students in the classroom. As Arikunto (1989:120) stated that:

*"Having investigated, it is better to take a sample less than 100 populations".*

#### **D. Method for Analyzing Data**

In analyzing the data, the researcher not only used a quantitative, but also a qualitative method to clarify students' opinion or thought of their both teachers. The data were portrayed quantitatively and qualitatively based on the facts and numbers of the data that were found during the data collection.

assessments are seen from three points, namely: **Manners, Methods, and Matters** that are grabbed based on the questionnaires.

## **B. Findings and Discussion**

As already been stated in chapter III, there are 40 students in the classroom, but the researcher only takes 20 students as his sample. In this part, the writer likes to discuss the findings that he finds out based on the questionnaires that have been separated to the students, as follows:

1. Methodologies used by the native English teacher and non-native English teacher and
2. Students' opinion or thought about the methodologies.

In teaching the students, the native teacher has kinds of methodologies that differentiate him from the non-native teacher. The researcher then measures out the methodologies of the native teacher and the non-native teacher in teaching over his speaking based on the questionnaires that have been taken previously, namely: **Manner, Method, and Matter**. It is levied by putting apart the aspects that the writer thinks as a part of these methodologies. The writer yields these methodologies due to the writer's assumption that they can affect and assist the students in speaking and it can be proven by the questionnaires that already been obtained.

### **A. Manner.**

It is not really easy to hand over the materials to students. In delivering the materials, thus, we must have good manners that differentiate us from other



teachers in order to make the atmosphere in the classroom better and enjoyable for all students. As the author Nunn (1996) stated that classroom traits, specifically a supportive atmosphere, are as important to students' participation as are students' traits. Consequently, we as teachers have to have a good behavior to make students participate in the classroom. As McKeachie (1970, 1994) and Smith (1980, 1983) yielded out that cross relationship between teachers' behavior and students participation is undeniable in classroom activities either in discussion or learning.

It is also firmly stated by smith (1983), Karp and Yoels (1976) that students are relatively passive relating to their participation in the higher education classroom and be dominated by lecturing (Fisher and Grant, 1983). In other words, student learning, explained by Astin (1987), is enlarged when they are entangled actively in learning and they are occupied in circumstances where they must share learning in some positive, pertinent to manner.

**Reference**([http://www.nationalforum.com/electronic%20journal%20volumes/Demaris\\_%20Michalyn%20The%20Classroom.pdf](http://www.nationalforum.com/electronic%20journal%20volumes/Demaris_%20Michalyn%20The%20Classroom.pdf)). (2008)

Manner, according to Gary D Fenstermacher (1999) from University of Michigan, is a teacher's dispositions and personalities that exhibit his or her character as a moral or intellectual being. Taken from (<http://www-personal.umich.edu/~gfenster/MSM2ss.pdf>). (1999)

The writer tries to portray the **manner** of native teacher and non-native teacher during the period of his teaching over speaking, as follows:

❖ **Personality**

Based on Oxford Learners' Pocket Dictionary (2000) Personality is a person's trait.

❖ **Motivator**

Based on Oxford Learners' Pocket Dictionary (2000) Motivator is someone that always gives encouragement or advice to anyone to do something.

❖ **Good understanding**

Good understanding here means that the both teachers grasp directly what the students speak or want to.

Now, table 1 below shows us the students' opinion about the manners which are included the personalities, motivating and good understandings of English teachers in teaching English.

Table I

Students' Opinion or thought about the English Teachers' Manners

In Teaching English

No	Statement	Teachers	Strongly Agree	Agree	Cannot Decide	Disagree	Number of Students
1.	Good personalities of teacher can influence students in speaking	Native Teacher	10	9	1	-	20
		Non-Native Teacher	11	9	-	-	20
2.	An English teacher motivates students to speak.	Native Teacher	9	10	1	-	20
		Non-Native Teacher	12	8	-	-	20
3	An English teacher who	Native Teacher	6	12	-	2	20



has a good understanding about students' speaking can help students in speaking.	Non-Native Teacher	13	7	-	-	20

Note: Each student represents 5%

After looking at the results between the native English teacher and non-native English teachers' differences above, we can see that the first statement which talks about the good personalities of native English teacher who can influence students in speaking, there are 10 students (50%) who cull out for *strongly agree* option in fact, while 45% students pick over *agree* option as their opinion about that statement. The rest cannot give their argument about it. On the contrary, there are 11 students (55%) who choose *strongly agree* option for the first statement that non-native English teachers' personalities can influence students in speaking. In the mean time, 9 students (45%) choose *agree* option about it.

At the second place, there are 9 students (45%) who cull out for *strongly agree* *agree* at the second statement of the native English teacher, while 10 students



(50%) choose *agree*, and the rest is 5 % who choose *cannot decide*. On the other hand, there are 12 students (60%) who pick out *strongly agree* that the non-native English teacher motivates students to speak English, while 8 students (40%) single out *agree* for it.

At last, there are 6 students (30%) who choose *strongly agree* at the third statement of the native English teacher, while 12 students (60%) make choice of *agree*, and the rest is about 10% who choose *disagree*. Conversely, there are 13 students (65%) who make choice of *strongly agree*. In the mean time, *agree* option is singled out by 7 students (35%) for the third statement.

After viewing in the analysis, it can be winded up that most of the students love the non-native English teacher's manners because they thought that the non-native English teacher has better manners to attract them on the learning class than the native English teacher.

## **B. Method**

Students mostly learn about English language in the classroom from their teachers. Due to teaching English in the classroom, teachers have to arouse students' interest in order they want to learn it well and happily. One of the ways to arouse students' interest is through a method or strategy in teaching because the easier method or strategy teachers use in handing over materials, the easier the students can grasp the materials. Students' moods, attitudes, and interests are the most prominent kinds of circumstantial factors which are turning to

teachers attend and deliver. (Cooper & McIntyre in U.K., (1996).  
([http://www.upm.ro/facultati\\_departmente/stiinte\\_litere/conferinte/situl\\_integrare\\_europana/Lucrari2/Amalia\\_Nitu.pdf](http://www.upm.ro/facultati_departmente/stiinte_litere/conferinte/situl_integrare_europana/Lucrari2/Amalia_Nitu.pdf)). (1996)

Here are some things that the writer finds based on the questionnaire in terms of method.

- Teaching performance either by native teacher or non-native teacher.

According to Oxford Learner's Pocket Dictionary (2000) that performance is a way of performing something. Thus, teaching performance is a way to perform teaching before students.

- Vocabulary using.

Following along the Oxford Learner's Pocket Dictionary (2000) that vocabulary is list of words with their meanings, especially in a book for learning a foreign language.

- Various and interactive teaching method.

According to the Oxford Learner's Pocket Dictionary (2000) that various are having many different features and Interactive is involving people working together and influencing each other.

- Teaching strategy.

According to the Oxford Learner's Pocket Dictionary (2000) that strategy is a plan intended to achieve a particular goal.

- Various ways to lead students in.
- Giving more chance to speak in English.
- An error correction for students.

According to Orodin Afolakemi O and Oloyede David O (2006) stated that the feedback from such reflective teaching can serve as an effective tool for teacher improvement, so it is not only the students' benefit, but also for the teacher's. Taken from ([http://www.academicjournals.org/ERR/PDF/pdf2007/Mar/Oredien and Oloyede.pdf](http://www.academicjournals.org/ERR/PDF/pdf2007/Mar/Oredien%20and%20Oloyede.pdf)). (2007)

In table 2, we can see the opinion or thought of students about the methods used either by native English teacher or non-native English teacher in teaching English.

**Table 2**

**Students' Opinion or thought about the English Teachers' Methods  
In Teaching English**

	Statement	Teachers	Strongly Agree	Agree	Cannot Decide	Disagree	Number of

							Students
1.	An English teacher who has a good teaching performance can affect the way of students' speak.	Native Teacher	8	10	-	2	20
		Non-Native Teacher	10	9	-	1	20
2.	An English teacher uses an easy vocabulary to understand.	Native Teacher	7	10	3	-	20
		Non-Native Teacher	11	6	3	-	20
3	An English teacher presents various and interactive	Native Teacher	13	4	2	1	20
		Non-Native Teacher	14	6	-	-	20



	teaching methods.						
4.	An English teacher who has a good teaching strategy can help students in speaking	Native Teacher	4	16	-	-	20
		Non-Native Teacher	12	8	-	-	20
5.	An English teacher has a good and various ways to lead the students to speak.	Native Teacher	9	8	1	2	20
		Non-Native Teacher	15	5	-	-	20
6	An English teacher has a good strategy in delivering materials can	Native Teacher	6	13	-	1	20
		Non-Native Teacher	11	9	-	-	20

	help students in speaking	Teacher					
7.	An English teacher gives more chance to speak.	Native Teacher	13	7	-	-	20
		Non-Native Teacher	11	9	-	-	20
8.	An English teacher has a good pronunciation.	Native Teacher	7	12	-	1	20
		Non-Native Teacher	11	8	-	1	20
9.	An error correction and feedback are important to improve students' speaking skills	Native Teacher	12	8	-	-	20
		Non-Native Teacher	18	2	-	-	20

Note: Each student represents 5%

As already been seen above, we can deem that *strongly agree* option is made choice by 8 students (40%) that the native English teacher who has a good teaching performance can affect the way of students' speak, while 10 students (50%) choose *agree*, and the rest is only 10% for *disagree* option. On the other hand, there are 10 students (50%) who choose *strongly agree* for the non-native English teacher of the first statement, while 9 students (45%) take up *agree*, and *disagree* is only picked out by 5%.

Secondly, there are 7 students (35%) who cull out *strongly agree* for the native English teacher of the second statement, *agree* option is made choice by 10 students (50%), and the rest is 15% who single out *cannot decide*. The other way, there are 11 students (55%) who choose *strongly agree* for the non-native English teacher of the second statement, 6 students (30%) stand up for *agree*, and the rest is 15% who espouse for *cannot decide*.

Thirdly, *strongly agree* is made choice by 13 students (65%) who thought that the native English teacher presents various and interactive teaching methods, 4 students (20%) make choice of *agree*, 2 students (10%) take up *cannot decide*, and the rest is only 5% who single out *disagree*. Just the opposite, there are 14 students (70%) who choose *strongly agree* for non-native English teacher of the third statement and the rest is (30%) who make choice of *agree*.

Fourthly, there are 4 students (20%) who pick out *strongly agree* for the native English teacher of the fourth statement and the rest is 80% who stand up



for *agree*. On the contrary, there are 12 students (60%) that choose *strongly agree* and state that the non-native English teacher who has a good teaching strategy can help students in speaking in fact and the rest that encompass with 8 students (40%) only choose *agree* option.

Fifthly, there are 9 students (45%) who single out *strongly agree* for the native English teacher of the fifth statement, 8 students (40%) take up *agree*, 1 student (5%) choose *cannot decide* only, and the rest is just 10% who make choice of *disagree*. The other way, there are 15 students (75%) that choose *strongly agree* for the non-native teacher who has a good and various ways to lead students to speak and the rest is 25% who pick over *agree* option.

Sixthly, there are 6 students (30%) that choose *strongly agree* for the native English teacher of the sixth statement, 13 students (65%) pick out *agree* option, and the rest is 5% who single out *disagree*. On the other hand, *strongly agree* is made choice by 11 students (55%) for the non-native English teacher of the sixth statement and the rest is 9 students (45%) who choose *agree* option.

Seventhly, there are 13 students (65%) that pick out *strongly agree* for the native English teacher of the seventh statement and the rest is 7 students (35%) who choose *agree* option. Conversely, there are 11 students (55%) who espouse for *strongly agree* for the non-native English teacher of the seventh statement and the rest which consists upon 9 students (45%) take up *agree* option about it as well.

Eighthly, there are 7 students (35%) who choose *strongly agree* for the native English teacher of the eighth statement, 12 students (60%) pick out *agree* option, and *disagree* is only chose by 5%. On the other hand, there are 11 students (55%) who cull out *strongly agree* for the non-native English teacher of the eighth statement, while 8 students (40%) single out *agree* option, and *disagree* is only picked out by 5%.

Eventually, *strongly agree* is singled out by 12 students (60%) who thought that the native English teacher's correction and feedback are important to improve their speaking skills and the rest is 40% who thought about *agree* option relating to the last statement. Conversely, there are 18 students (90%) who take up *strongly agree* for the non-native English teacher of the ninth statement and the rest is only 2 students (10%) who choose *agree*.

From the analysis above, we can conclude that most of the students in the first grade of V more like to the non-native English teacher's methods than the native English teacher because moods, attitudes, and interests of students turn to teachers' attending and delivering of the subject matters or materials in the classroom.

### **C. Matter**

Matter is the last point which is pertinent to the methodologies used by either native English teacher or non-native English teacher in their teaching. Generally, subject matters that are conveyed by teacher are made in the school

or based on national curriculum because classroom practice and conception of teaching are not predetermined or invariable, but take part through a dynamic process of social definition and strategic interaction among teachers, students, and subject matters in the context of a school or a department community. However, it is better if the subject matters are made by the teacher because teachers' classroom choices are a product of their conceptions of subject matter (fixed or malleable) and their conceptions of their students as learners (motivated, academically able, and proficient?). Consequently, matters, teachers, and students play their crucial role in particular classroom depending not upon most of all factors popular with policymaker, but on the trait of the up-close professional community to which teacher belongs. (Milbrey Wallin McLaughlin, 1993).

In table 3 under beneath, the writer discusses the students' opinion or thought about the matters used by either the native English teacher or the non-native English teacher, as follows:

**Table 3**  
**Students' Opinion or thought about the English Teachers' Matters**  
**In Teaching English**

	Statement	Teachers	Strongly Agree	Agree	Cannot Decide	Disagree	Number of

							Students
1.	An English teacher utilizes an interesting and easy material to understand.	Native Teacher	12	7	-	1	20
		Non-Native Teacher	3	15	2	-	20

Note: Each student represents 5%

As already been showed above, there are 12 students (60%) who cull out for *strongly agree* option as theirs, *agree* option is made choice by 7 students (35%), and only 5% choose *disagree* option. The other way, there are 15 students (75%) who choose *agree* option, *cannot decide* are made choice by 2 students (10%), and what amazed from the analysis is that only 3 students (15%) that single out *strongly agree* option.

From the examination above, it can be thought that most of the students in SMAN 12 Makassar are more interested in the native English teacher's subject matters than the non-native English teacher. It takes place because as been expounded previously on page 44 that students, teachers, and subject matters



are completed and tied up each other and will be better if the subject matters are made by the teacher as the conception of the classroom.

Here were some subject matters or materials that were made and presented by native English teacher that differentiated him from the non-one:

- Differentiating between house and home,
- Asking students' expression about Valentine's days,
- Asking students' opinion about Global Warming,
- Differentiating between Luxurious things and necessary things, and
- Asking students' opinion about cheating is similar to corruption or not.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the research questions, the research objectives, and the discussions of the findings of the students' opinions about their teachers' methodologies in teaching English, the following conclusion can be depicted.

1. In teaching English, teachers have different ways of teaching which differentiate them from one another. In this case, the factors that the writer finds embedded in the teaching method of the teachers are manners, methods, and matters which play a big role. They cannot be taken away because they are completed and tied up each other. Thus, as teachers we have to take these factors into account to create a good atmosphere, comfort, and interest in the classroom.
2. After discussing the findings, most of the students are more interested in and like the non-native English teacher's manners and methods than the native English Teacher. However, the native English teacher wins the matters because most of the students prefer the native English teacher's matters to the non-native English teacher's. It occurs due to the facts that native English teacher are easy to be understood by all the students and

again what the native English teacher has made is based on the conception and situation of the classroom itself.

## **B. Suggestions**

After presenting the findings and discussion in the preceding chapter, the following suggestion can be afforded.

1. For the next curriculum of the school where the researcher sat in, it is expected that the teachers especially those who teach English as a major subject will enrich their capability from all aspects.
2. This under-thesis could be an input for pedagogical purposes of how to organize teaching methodology and other issues in order to improve the speaking English ability of all the students across the country.

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Sesuai dengan Peraturan Akademik Unhas Nomor 1067/J04/P/2003, tanggal 28 Juli 2003, mahasiswa **Jalaluddin B. Nomor Pokok F21105007** Program Studi Sastra Inggris, Fakultas Ilmu Budaya Universitas Hasanuddin telah memenuhi syarat untuk menulis skripsi sebagai tugas akhir penyelesaian studinya. Sehubungan dengan hal tersebut, Dekan Fakultas Sastra Universitas Hasanuddin menyetujui penulisan skripsi mahasiswa tersebut yang berjudul :

**Factors Affecting Students' Speaking Ability in SMAN 12 Makassar: The Influence of English-Native-Speaking Teacher ( A Study Case )**

dengan menugaskan dosen berikut sebagai Konsultan.

Konsultan I	: Drs.H.A.Lukmanulhakim Jaya,M.S	Pangkat Pembina Gol /IVa
Konsultan II	: Dra. Nasmilah Imran,M.Hum,Ph.D	Pangkat Penata Gol /III d

Tugas konsultasi ini berlangsung paling lama satu tahun (dua semester) terhitung mulai pada tanggal dikeluarkannya surat tugas ini.

Makassar, 29 Januari 2009



a.n. Dekan  
Pembantu Dekan I,

Drs. M. Amir P., M.Hum.  
NIP 131 792 026

Tembusan :

1. Dekan Fakultas Ilmu Budaya (sebagai laporan)
2. Ketua Jurusan Sastra Inggris
3. Masing-masing yang bersangkutan

## Appendix II

### QUESTIONNAIRES FOR THE RESEARCH

No	Statement	Teachers	Strongly Agree	Agree	Can Not Decide	Disagree
1.	An English teacher is a good model for speaking.	<b>Native Teacher</b>				
		<b>Non-Native Teacher</b>				
2.	An English teacher who has a good teaching performance can affect the way of students' speak.	<b>Native Teacher</b>				
		<b>Non-Native Teacher</b>				
3.	Good personalities of teacher can influence students in speaking.	<b>Native Teacher</b>				
		<b>Non-Native Teacher</b>				
4.	An English teacher motivates students to speak.	<b>Native Teacher</b>				
		<b>Non-Native Teacher</b>				
5.	An English teacher uses an easy vocabulary to understand.	<b>Native Teacher</b>				
		<b>Non-Native Teacher</b>				
6.	An English teacher who has a good Understanding about student's speaking can help students in speaking.	<b>Native Teacher</b>				
		<b>Non-Native Teacher</b>				
7.	An English teacher utilizes an interesting and easy material to understand.	<b>Native Teacher</b>				
		<b>Non-Native Teacher</b>				

8.	An English teacher presents various and interactive teaching methods.	<b>Native Teacher</b>				
		<b>Non-Native Teacher</b>				
9.	An English teacher who has a good teaching strategy can help students in speaking.	<b>Native Teacher</b>				
		<b>Non-Native Teacher</b>				
10.	An English teacher has a good and various ways to lead the students to speak.	<b>Native Teacher</b>				
		<b>Non-Native Teacher</b>				
11.	An English teacher has a good strategy in delivering materials can help students in speaking.	<b>Native Teacher</b>				
		<b>Non-Native Teacher</b>				
12.	An English teacher gives more chance to speak.	<b>Native Teacher</b>				
		<b>Non-Native Teacher</b>				
13.	An English teacher has a good pronunciation.	<b>Native Teacher</b>				
		<b>Non-Native Teacher</b>				
14.	An error correction and feedback are important to improve students' speaking skills	<b>Native Teacher</b>				
		<b>Non-Native Teacher</b>				



DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS HASANUDDIN  
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TELP. (0411) 587223 - 590159 FAX. 587223 PSW. 1177, 1178, 1179, 1180, 1187

Nomor : 1311 /H4.11.3/PL.02/2009  
Lamp : -  
Hal : Permohon *Izin Penelitian*

Yth. : Kepala SMU Negeri 12 Makassar  
Di -  
Tempat

Dengan hormat,

Bersama ini kami sampaikan bahwa dalam rangka penyelesaian tugas akhir Mahasiswa Fakultas Ilmu Budaya Unhas yang tersebut di bawah ini :

N a m a : **Jalaluddin B.**  
No. Pokok : **F21105007**  
Jurusan : **Sastra Inggris**

direncanakan akan dilaksanakan penelitian pendahuluan dengan judul :

**“Factor Effecting Students’ Speaking Ability in SMU Negeri 12 Makassar : The Influence Of English-Native-Speaking Teacher (A Study Case)**

Sehubungan dengan hal tersebut di atas kami mohon kiranya Bapak berkenan memberikan izin Penelitian terhadap mahasiswa yang bersangkutan untuk melakukan Pengambilan Data sesuai dengan judul yang dimaksud, atas perhatian dan kerja sama yang diberikan diucapkan terima kasih.

Makassar, 17 Maret 2009

a.n. D e k a n  
Pembantu Dekan III,



Tembusan :

1. Pembantu Rektor III Unhas
2. Mahasiswa yang bersangkutan
3. Peringgal



**PEMERINTAH KOTA MAKASSAR**  
**DINAS PENDIDIKAN**  
**SMA NEGERI 12 MAKASSAR**

Alamat : Jl. Moha Lasuloro No. 57 Antang Kec. Manggala Kota Makassar Tel. 0411-492942

**SURAT KETERANGAN**  
**Nomor : 421.3/103/SMA.12/2006**

Yang bertanda tangan dibawah ini Kepala SMA Negeri 12 Makassar menerangkan bahwa :

Nama : JALALUDDIN B.  
No.Pokok : F21105007  
Jurusan : Sastra Inggris  
Fakultas : Fakultas Ilmu Budaya Universitas Hasanuddin  
Alamat : BTP.Kerukunan Barat XI Blok J/275

Bersangkutan benar telah mengadakan Penelitian di Kelas X SMA Negeri 12 Makassar dengan Judul "**THE INFLUENCE OF NATIVE TEACHER TO STUDENTS SPEAKING ABILITY IN SMAN 12 MAKASSAR ( A STUDY CASE )**". Penelitian dilaksanakan Tanggal 2 Maret 2009 s.d 25 April 2009.

Demikian Surat Keterangan ini diberikan untuk dipergunakan seperlunya.

Makassar, 29 April 2009  
Kepala Sekolah,  
  
Drs. ABBAS PANDI  
Pangkat : Pembina  
Nip 1954 1231 198303 1 231



**DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS HASANUDDIN  
FAKULTAS SAstra**

**JADWAL KONSULTASI**

NAMA MAHASISWA : JALALUDDIN.B  
 NOMOR POKOK : F211 05 007  
 JURUSAN : SAstra INGGRISt  
 PEMBIMBING I : Drs. A. Lukmanulhakim Jaya, M.S.  
 PEMBIMBING II : Dra. Nasmilah, M. Hum., Ph.D

No	Tanggal	Materi yang dikonsultasikan	Catatan Konsultan	Paraf
1.	10 Februari 09	Bab II & III	Perbaiki	Nas
2.	14 Februari 09	Bab II & III	Perbaiki	Nas
3.	19. Februari 09	Bab I, II & III, dan Acc y/Seminar Proposal.	dapat diisi untuk final rar proposal	Nas
4.	8 April 09	Bab IV analisis	Perbaiki	Dr.
5.	29 April 09	BAB IV analisis	Perbaiki data	K.
6.	4 Juni 09	BAB IV & V	<del>Perbaiki</del> Dapat diisi	J
7.	8 Juni 09	BAB I, II, III & IV	Perbaiki	Nas
8.	9 Juni 09	BAB I, II, III, IV, & V	Dapat diisi untuk ujian meja	Nas



No	Tanggal	Materi yang dikonsultasikan	Catatan Konsultan	Paraf